Northern Illinois University

Academic Degree Programs Assessment

College of Health and Human Sciences

School of Nursing

Prelicensure Nursing Program

BS in Nursing

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Accreditation, Assessment and Evaluation (AAE)

Academic Degree Programs Assessment
Part I: Assessment Plan

1. Introduction

The baccalaureate program in nursing at Northern Illinois University began in 1959 with 19 nursing students and two faculty members. The School of Nursing (SoN) has had continuous accreditation by the National League for Nursing for the baccalaureate program since 1965. In 2001, the Commission of Collegiate Nursing Education (CCNE) became the accrediting agency for all programs in the SoN. Registered nurses (RNs) were first admitted to the baccalaureate program in 1964 with the initiation of the RN to BS program. Currently the school offers this program online to remain competitive and to accommodate students in various locations. In October 2011, the Baccalaureate and Master's Nursing Programs were re-accredited for the next 10 years by the CCNE.

The specific goals of the BS in nursing program, reaffirmed in the 2017 Continuous Improvement Progress Report (CIPR) report for the baccalaureate program, are to:

1. Prepare students as baccalaureate nurse generalists in the roles of provider of care, designer/manager/coordinator of care, and member of the profession.
2. Prepare baccalaureate nursing program graduates for additional education.

The NIU nursing program strives to have accurate measurable outcomes that reflect high standards in our profession and adhere to national standards and guidelines from all our accrediting bodies. The SoN program evaluation plan (PEP) defines the process for the periodic review and revision of the program which addresses: quality (mission and governance), program quality (institutional commitment/resources), program quality (curriculum and teaching learning practices), and program effectiveness (assessment and achievement of program outcomes). . These categories mirror CCNE accreditation criteria. The PEP review process has been implemented annually, resulting in ongoing revisions in the SoN's undergraduate and graduate programs to ensure they reflect professional nursing standards and guidelines. Both graduate and undergraduate curriculum committees meet regularly to review curriculum-related data and make revisions as needed to ensure the program continues to improve its implementation of the national standards and guidelines. The SoN is committed to continuous quality improvement and maintaining high standards, and established a program evaluation committee in fall 2018. The committee will be chaired by the undergraduate and graduate program directors and its purpose will be to work jointly with core committee chairs and other faculty/instructors to oversee appropriate assessment measures, and to assure compliance with external accrediting bodies such as CCNE and the Illinois State Board of Nursing. Such compliance also includes alignments with NIU's baccalaureate learning outcomes, higher learning commission standards, and oversight of future assessment reports.

2. Student Learning Outcomes (SLOs)
Bachelor of Science (B.S.) in Nursing

The BS degree in nursing has seven terminal student learning outcomes (SLOs) that were reflected in the previous 2011 Self-Study report submitted to our accrediting body, CCNE. Two categories of level objectives were also developed to illustrate student progression throughout the program (see appendix A for level and terminal objectives).

The following seven SLOs are used in the BS in nursing program for the prelicensure and the RN-BS cohorts. Even though the cohorts have slightly different course requirements, the terminal (ie: end of program) SLOs are the same for both groups:

1. Evaluates safe, quality, patient-centered, evidence-based nursing care to individuals, families and communities
2. Evaluates critical thinking/clinical reasoning when providing nursing care
3. Implements quality improvement related to patient care
4. Contributes to collaborative relationships with members of the interdisciplinary team
5. Incorporates information management principles, techniques, and systems when providing nursing care
6. Provides leadership role in a variety of healthcare settings for the purpose of providing and improving patient care
7. Integrates professional, ethical and legal principles while implementing the roles of the registered nurse as provider, designer/manager/coordinator of care and member of the profession

Some discrepancies have been noted on certain documents that referenced different verbs related to SLO #4 and #7. For example, #4. *Establishes* collaborative relationships etc., and #7. *Defends use of* professional, ethical, and legal principles etc. This discrepancy has been clarified with the NIU Office of Institutional Effectiveness, meaning that the original seven terminal student learning outcomes above are used in the BS program, and they are the ones that align with the undergraduate curriculum in all documents. These SLOs are the ones referenced when communicating with our accrediting bodies.

In the future, these existing seven SLOs may be updated to reflect the upcoming 2019 edition of the national standards that drive our curriculum. Specifically, the Baccalaureate Essentials from the American Association of Colleges of Nursing (AACN) defines the essential elements of baccalaureate education for professional nursing practice. These standards provide an important framework for designing and assessing baccalaureate educational programs for professional nursing practice. After the new national standards have been officially adopted, we will reassess our SLOs to meet the changes of our profession's standards, and will update NIU's assessment plan as needed.

3. Program-by-Baccalaureate Student Learning Outcomes Matrix: This Matrix is optional for this mid cycle report, and will not be part of this submission. The nursing program will work on this table after getting feedback on the report from the University Assessment Panel (UAP). This process will strengthen the program. The task of matching the NIU baccalaureate student learning outcomes to the nursing Program students learning outcomes will strengthen the nursing program.

4. Curriculum Map: This Curriculum Map is optional for this mid cycle report, and will not be part of this submission. The nursing program will work on this map after getting feedback on the report from UAP. This task of mapping the curriculum will be part of our alignment initiative and will strengthen the program.

5. Assessment Methods

EXPLANATION OF ASSESSMENT METHODS TABLE

Assessment Method	Explanation					
	Description	Student-Level Achievement [a]	Program-Level Target [b]	When Data Will be Collected	Person Responsible	SLOs
NCLEX-RN Exam Scores	The NCLEX-RN exam, also known as the National Council Licensure Examination, is a standardized exam that each state board of nursing uses to determine whether or not a candidate is prepared for nursing practice. Prelicensure nursing students will take the NCLEX-RN examination upon completion of the BS in nursing program.	A student will earn a satisfactory score based on results of the computerized adaptive NCLEX-RN examination indicated by a passing score. The passing standard is based on a cut point along an ability range that marks the minimum ability level requirement. For the NCLEX, it is the minimum ability required to safely and effectively practice nursing at the entry-level.	85% of students will be successful on their first attempt taking the NCLEX-RN	Annually	NCLEX RN Coordinator receives NCLEX-RN pass rate reports from the Illinois Department of Financial and Professional Regulation (IDFPR). The coordinator reports the data to the Program Director and faculty for review	1,2,3, 4,5,7

Assessment Method	Explanation					SLOs
	Description	Student-Level Achievement [a]	Program-Level Target [b]	When Data Will be Collected	Person Responsible	
HESI Exit Exam	The Health Education Systems Incorporated (HESI) Exit Exam is a nationally normed exam which is a predictor of NCLEX-RN® success. Students enrolled in NURS 431 have two opportunities to take the HESI exit exam. The highest single score from their two attempts counts as 50% of their final course grade. Individual students who are unable to pass this course because of a low HESI exit exam score have the opportunity to repeat the course provided it is not a second course failure. The HESI in this course is not a Computer Adaptive Test (CAT) like the NCLEX.	A student will earn a 54% conversion score (e.g. 550-600 raw score) on the HESI exam to be successful in meeting student learning outcomes.	75% of students enrolled in NURS 431 Transition to Professional Nursing will earn a HESI conversion score of 54% or higher to pass the course. The HESI exit exam accounts for 50% of the final course grade	Each semester in this course	NCLEX RN Coordinator collects and reports the data to the Program Director and faculty for review	1,2,3, 4,5,7

Assessment Method	Explanation					
	Description	Student-Level Achievement [a]	Program-Level Target [b]	When Data Will be Collected	Person Responsible	SLOs
Portfolio – Prelicensure Assessment	The faculty use a portfolio method to measure graduating students' achievement of the program's expected learning outcomes by scoring the students' course-based assignments using a standardized rubric that provides a Likert-like scale on each of the program's expected learning outcomes. The portfolios include five examples of the students' work that most clearly exemplifies how they achieved the program's expected student learning outcomes.	Each portfolio is reviewed and scored by 2 faculty. Average scores after 2 reviews of each student's portfolio will achieve 1.5 or above on a scale of 0 to 3. A third reviewer will assess the portfolio if the difference between the original two reads is >1. All rubric scores are aggregated and reported for each semester	85% of randomly selected student portfolios (approximately 38) will achieve a mean score of 1.5 or above on the evaluation criteria. Specifically, from a cohort of approximately 76 student portfolios, 50% are selected randomly.	Once during Fall and Spring Semesters during portfolio review sessions	Portfolio Subcommittee Chair and Members	1,2,3, 4,5,7

Assessment Method	Explanation					
	Description	Student-Level Achievement [a]	Program-Level Target [b]	When Data Will be Collected	Person Responsible	SLOs
Portfolio – RN-BS Student Assessment	The faculty use a portfolio method to measure graduating students' achievement of the program's expected learning outcomes by scoring the students' course-based assignments using a standardized rubric that provides a Likert-like scale on each of the program's expected learning outcomes. The portfolios include five examples of the students' work that most clearly exemplifies how they achieved the program's expected student learning outcomes.	Each portfolio is reviewed and scored by 2 faculty. Average scores after 2 reviews of each student's portfolio will achieve 1.5 or above on a scale of 0 to 3. A third reviewer will assess the portfolio if the difference between the original two reads is >1. All rubric scores are aggregated and reported for each semester	85% of RN-BS student portfolios will achieve a mean score of 1.5 or above on the evaluation criteria	Once during Fall and Spring Semesters during portfolio review sessions	Portfolio Subcommittee Chair and Members	1,2,3, 4,5,7

Assessment Method	Explanation					SLOs
	Description	Student-Level Achievement [a]	Program-Level Target [b]	When Data Will be Collected	Person Responsible	
SBAR Paper Assignment in NURS 431: Transition to Professional Nursing	Students enrolled in the capstone nursing course NURS 431 are required to complete the Situation, Background, Assessment, Recommendation (SBAR) assignment. The purpose is to a) examine an assigned medical condition in depth, so that the student thoroughly understands all aspects of the disorder and the rationale for the medical and nursing care involved, and b) to provide the opportunity to practice communication with a health care provider using a structured method.	A student will earn a cumulative score of 77% or higher on the SBAR paper as measured using the SBAR rubric. Synthesis of a patient situation is required to be successful in this assignment.	85% of students will achieve 77% or higher on the SBAR paper assignment	Once during Fall and Spring Semesters when the course is offered	Course instructor	1,2 4

Assessment Method	Explanation					
	Description	Student-Level Achievement [a]	Program-Level Target [b]	When Data Will be Collected	Person Responsible	SLOs
Baccalaureate Alumni Questionnaire Item	Survey item: I am satisfied with my Baccalaureate degree.	A former student will respond with "agree or "strongly agree" to the survey question related feeling satisfied with the BS in Nursing degree. Survey responses will be based on a 6-point Likert type response scale.	50% of alumni will have a positive response ("agree" or "strongly agree") to feeling satisfied with the BS in nursing degree	One year post graduation	NIU Office of Institutional Effectiveness provides data to undergraduate program director	1,2,3, 4,5,6, 7
Baccalaureate Supplemental Alumni Questionnaire One Item	Survey item: To what degree did the NIU nursing program enable you to provide leadership in a variety of health care settings for the purpose of providing and improving patient care? (operationally defined as those alumni responding to the NIU alumni survey)	A former student will respond with "well or "very well" to the survey question related to achieving leadership ability to provide and improve patient care. Survey responses will be based on a 5-point Likert type response scale.	50% of alumni will have a positive response ("well" or "very well") to feeling able to provide leadership in a variety of health care settings	One year post graduation	NIU Office of Institutional Effectiveness provides data to undergraduate program director	6

Assessment Method	Explanation					
	Description	Student-Level Achievement [a]	Program-Level Target [b]	When Data Will be Collected	Person Responsible	SLOs
Quality Improvement Team Project Assignment in NURS 432: Processes for Nursing Leadership	This project is an activity designed to expose students to the processes of identifying a quality-safety problem in the clinical arena, using quality tools to analyze issues, and determining an action plan, as future leaders, to address the issues/problems. Students will work as a team and present their project to the class during the semester.	A student will earn a cumulative score of 77% or higher on the QI Team Project assignment as measured using the QI project assignment rubric.	85% of students will achieve 77% or higher on the QI Team Project assignment	Spring and Fall Semesters when the course is offered	Course instructor	3, 6

Note. [a] Student-level target is the score or performance an individual student must demonstrate to say the student met the student learning outcome.
[b] Program-level target is the percent of all students that must demonstrate they meet the student learning outcome.

ASSESSMENT METHODS-BY-OUTCOMES MATRIX

Assessment Method	Program Student Learning Outcome						
	1. Evaluate safe, quality, patient-centered, evidence-based nursing care to individuals, families and communities	2. Evaluate critical thinking/clinical reasoning when providing nursing care	3. Implement quality improvement related to patient care	4. Contributes to collaborative relationships with members of the interdisciplinary team	5. Incorporate information management principles, techniques, and systems when providing nursing care	6. Provides leadership role in a variety of healthcare settings for the purpose of providing and improving patient care	7. Integrates professional, ethical and legal principles while implementing the roles of the registered nurse as provider, designer/manager/coordinator of care and member of the profession
NCLEX_RN Exam Scores	S, D	S, D	S, D	S, D	S, D		S, D
HESI Exit Exam Scores	S, D	S, D	S, D	S, D	S, D		S, D
Portfolio – Prelicensure Assessment	F, S, D	F, S, D	F, S, D	F, S, D	F, S, D		F, S, D
Portfolio – RN-BS Student Assessment	F, S, D	F, S, D	F, S, D	F, S, D	F, S, D		F, S, D
SBAR Paper Assignment	F, D	F, D		F, D			
Baccalaureate Alumni Questionnaire	S, I	S, I	S, I	S, I	S, I	S, I	S, I

Assessment Method	Program Student Learning Outcome						
	1. Evaluate safe, quality, patient-centered, evidence-based nursing care to individuals, families and communities	2. Evaluate critical thinking/clinical reasoning when providing nursing care	3. Implement quality improvement related to patient care	4. Contributes to collaborative relationships with members of the interdisciplinary team	5. Incorporate information management principles, techniques, and systems when providing nursing care	6. Provides leadership role in a variety of healthcare settings for the purpose of providing and improving patient care	7. Integrates professional, ethical and legal principles while implementing the roles of the registered nurse as provider, designer/manager/coordinator of care and member of the profession
Baccalaureate Supplemental Alumni Questionnaire						S, I	
Quality Improvement Team Project Assignment			F, D			F, D	
Note. F=formative assessment, S=summative assessment, D=direct assessment, and I=indirect assessment.							