

College of Health and Human Services  
Assessment Report  
Fall 2017

- Dental Education
- Health Information Management
- Nursing
- Radiologic Sciences
- Social Work
- School of Public and Environmental Affairs  
Affairs

**Major/Program: DENTAL EDUCATION**

**ASSESSMENT SUMMARY**

**Fall 2016-Spring 2017**

What are the student learning outcomes in the <b>major/program</b> ?
<p><b>Goal 1.</b> The Dental Education curriculum will create an educational environment that fosters critical thinking &amp; prepares students to become lifelong learners.</p> <p><b>Goal 2.</b> To demonstrate professional competence by judicious use of written and oral communication skills, knowledge and clinical reasoning.</p> <p><b>Goal 3.</b> To prepare students for professional competence by creating a comprehensive clinical assessment of patients and the communities they serve.</p> <p><b>Goal 4.</b> To expose students to the professional organizational structure of their profession and political advocacy.</p> <p><b>Goal 5.</b> To ensure that patient preferences and their social, economic, emotional, physical, and cognitive circumstances are sensitively considered.</p>
Which outcome(s) did you assess this academic year?
<p><b>Goal 2.</b> To demonstrate professional competence by judicious use of written and oral communication skills, knowledge and clinical reasoning.</p> <p><b>Goal 3.</b> To prepare students for professional competence by creating a comprehensive clinical assessment of patients and the communities they serve.</p>
<b>How did you assess</b> the learning outcomes this academic year?
<p><b>Goal 2.</b> Students were required to complete a comprehensive written and oral competency specific to the pediatric, geriatric and special needs patients. These competencies required the students to communicate with the parent/guardian/caretaker of these patients and create a treatment plan based on their assessment. Faculty provided individualized feedback on the student's performance. All competencies required a minimum pass rate of 90%.</p> <p><b>Goal 3.</b> Students were required to complete a comprehensive clinical competency specific to the pediatric, geriatric and special needs patients. Faculty provided individualized feedback on the student's performance. All competencies required a minimum pass rate of 90%.</p>
Please <b>summarize the data</b> you have collected this academic year.
<p>National Board Dental Hygiene Examination (NBDHE) – 92% Pass Rate and 100% on second attempt</p> <p>CDCA Clinical and Written Examination – 100% Pass Rate (both components)</p> <p>Indiana Law Examination for Dental Hygiene Licensure – 100% Pass Rate</p> <p>CDCA Local Anesthesia Examination – 100% Pass Rate</p> <p>Graduate Exit Survey – Overall, students felt prepared to enter into their profession.</p>

**Major/Program: DENTAL EDUCATION**

**ASSESSMENT SUMMARY**

**Fall 2016-Spring 2017**

**Please describe any programmatic changes you have made or are planning to make based on the data you have collected (action steps).**

Our department wanted to ensure that the students were competent in treating pediatric, geriatric and special needs patients prior to graduation. Therefore, a competency was created and implemented for assessment. Students did demonstrate competency in all three areas of specialized care.

Please report on the progress of your **action steps** reported in 2015-2016. See <http://www.iun.edu/campus-assessment/assessment-results/index.htm> for your previous unit reports.

**Goal 1.** Students were required to participate in ethical role-playing in the discussion forum of one of their online courses. They not only needed to know ethical standards of care, but legal ones as well. Students were required to investigate the states' dental practice act to become familiar with licensure requirements and specific legal responsibilities of each member of the dental team.

Continue to develop and incorporate various professional case study scenarios appropriate for use in dental practices and patient care environments. No improvements needed at this time.

**\*\*Note:** Please use this template to provide the responses to the prompts above.\*\*

**Major/Program: Health Information Administration and Technology Programs**

**Annual ASSESSMENT of the Major/Program**

**Fall 2016-Spring 2017**

<b>What are the student learning outcomes in the <u>major/program</u>?</b>
Goal 1. The HIM curriculum will include, at minimum, the required knowledge clusters that include content and experiences to enable students to meet the current entry level competencies. Goal 2. The HIA program will demonstrate responsiveness to the needs of the communities of interest. Goal 3. Program graduates will demonstrate the HIM entry level competencies. Goal 4. Faculty will demonstrate current knowledge, skills, and qualifications and professional development in the content areas they teach. Goal 5. The HIM program will monitor retention of students currently enrolled in its programs
<b>Which outcome(s) did you assess this academic year?</b>
Goal 1. Goal 2. Goal 3. Goal 4. Goal 5.
<b>How did you assess the learning outcomes this academic year?</b>
Goal 1. A full curriculum review was undertaken and completed for updated curriculum content in time for August 1, 2017 compliance with CAHIIM. Goal 2. A meeting was convened with HIM Department directors in NWI hospitals. Goal 3. Graduate surveys were emailed utilizing Qualtrics. Goal 4. Assessment is reviewed in faculty annual reporting. Goal 5. Students who drop or discontinue their education are contacted via telephone for follow-up.
<b>Please summarize the data you have collected this academic year.</b>
Goal 1. Course maps have been completed for all professional courses. Curriculum for all professional courses has been updated effective 8/1/2017. Goal 2. Complete redesign of one professional practice experience. Goal 3. 21 responses to graduate survey indicated 15 were employed in a healthcare-related setting. This is a 71% employment rate. Goal 4. All 3 FT faculty members attended Assembly on Education in 2017 and other related workshops in areas of expertise and have maintained professional credentials. Goal 5. At time of data collection, we have a 100% retention rate.
<b>Please describe any programmatic changes you have made or are planning to make based on the data you have collected (action steps).</b>
Goal 1. Course names and descriptions will be reviewed and rewritten in 17/18 AY. Goals 1 & 2 Faculty will monitor credentialing exam results beginning in May 2018 to ensure that all curriculum updates are effective. Goal 3. Graduate surveys will need to be split between AS and BS programs in future. Goal 5. A more complete reporting process needs to be developed for BS program students' when/if they drop within the first week of classes. Will work with Assistant to develop a reporting mechanism.

Goal 5: All students who drop out of the professional program, at any point in time, will be reviewed to determine the reason. Due to low grades, GPA, account status.

Please report on the progress of your **action steps** reported in 2015-2016. See <http://www.iun.edu/campus-assessment/assessment-results/index.htm> for your previous unit reports.

Changes currently in process:

1. Discontinuation on one professional practice experience (this change is being made due to the content being repackaged into another PPE and the inability of sites to accommodate students under the old model). DONE in 2017.
2. Complete redesign of one professional practice experience (this will accommodate the content from the PPE we are discontinuing, but also recognizing significant changes within profession and curriculum updates). DONE in 2017
3. Movement of one fall course to summer session II (this will relieve the students of learning 3 coding systems in one semester as well as take an 18 credit fall semester and reduce to a more manageable 15 credit hour semester). DONE in 2017
4. Increase by one credit hour M245-Health Law to accommodate changes in learning outcomes. DONE in 2017.

Changes in planning stages:

1. Faculty is considering changing 1 required CSCI course from C106 to A285 in an effort to ensure students are obtaining better and increased knowledge of the use of Excel and Access to improve data analysis skills. DONE in 2017.
2. A redesign of a final PPE for HIA students only. DONE In 2017.

**\*\*Note:** Please use this template to provide the responses to the prompts above.\*\*

**Major/Program: Nursing**

**Annual ASSESSMENT of the Major/Program**

**Fall 2016-Spring 2017**

<b>What are the student learning outcomes in the major/program?</b>
<ol style="list-style-type: none"><li>1. A critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision making.</li><li>2. A culturally sensitive individual who provides holistic individual-, family-, community-, and population-centered nursing care.</li><li>3. A knowledgeable care coordinator who facilitates access to resources across the continuum of health care environments in order to meet the evolving health care needs of individuals, families, communities, and populations.</li><li>4. An individual who understands and considers the impact of health care policy, finance, and regulatory environments on care delivery.</li><li>5. An individual who embodies the professional identity of the nurse and who translates the inherent values of the nursing profession into the ethical and legal practice of nursing.</li><li>6. An effective communicator who collaborates with interprofessional team members, patients, and their support systems for improved health outcomes.</li><li>7. A competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments.</li><li>8. An accountable leader and manager who applies principles of systems and organizational processes and who balances resources to promote quality care and patient safety.</li><li>9. An individual who embraces and employs innovations in information management and technology in the delivery of quality patient care.</li></ol>
<b>Which outcome(s) did you assess this academic year?</b>
<ol style="list-style-type: none"><li>1. A critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision making.</li><li>2. A competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments.</li></ol>
<b>How did you assess the learning outcomes this academic year?</b>
<ol style="list-style-type: none"><li>1. ATI © Critical Thinking Exit Exam</li><li>2. Longitudinal Lasater scores across the program (sophomore-junior-senior)</li><li>3. Objective Structured Clinical Examinations</li><li>4. ATI © NCLEX Predictor Exam</li><li>5. NCLEX pass rates</li></ol>
<b>Please summarize the data you have collected this academic year.</b>
<ol style="list-style-type: none"><li>1. Critical Thinking Exit Exam Score mean: December 2016 grads = 75.3%; May 2017 grads = 73.7%; national mean 70.3%.</li><li>2. Lasater Scores: see attached report</li><li>3. OSCE's: see attached report</li></ol>

4. ATI NCLEX Predictor Exam: December 2016 grads = 17/20; May 2017 grads = 44/45 students completed at the predictive level of 95% predictability of passing the NCLEX.  
5. 2017 NCLEX Pass Rates Quarters 1 & 2: 100%

**Please describe any programmatic changes you have made or are planning to make based on the data you have collected (action steps).**

Simulation continues to develop with Student Lead Quality Improvement Project: Using the PDSA Model to Increase Students Satisfaction and Outcomes at IUN Stimulation Program A Two Year Project (see attached). Improvement has been made for interrater reliability and involvement of student simulaitonists with progress toward the end of the two year project. OSCE and Lasater scores remain constant without huge variability across the curriculum.

Please report on the progress of your **action steps** reported in 2015-2016. See <http://www.iun.edu/campus-assessment/assessment-results/index.htm> for your previous unit reports.

Attached is the timeline for review of the new curriculum and year 3 results.

**\*\*Note:** Please use this template to provide the responses to the prompts above.\*\*

## Systematic Evaluation Plan for IU Northwest

Student Learning Outcomes					
A190 Learning Strategies in Nursing					
PLAN			IMPLEMENTATION		
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Program Development, Maintenance or Revision
<b>Face to Face Course</b>	All students will complete course with a 73% passing grade.	Every summer session II	Final exam and final course grade	<p><b>2016</b> All 30 students passed the course Exam score means: Exam 1 85% Exam 2 78%</p> <p><b>2015</b> All 34 students passed course Exam score means: Exam 1 87% Exam 2 84%</p> <p><b>2014</b> 14 students passed course Exam Score means: Exam 1 78% Exam 2 90% Comprehensive Final 77%</p>	<p>Teaching A190 has become even more challenging as the summer sessions are shortened to six weeks. A concern is that the students are taught dimensional analysis for dosage calculation but they are not given opportunity to apply it during the fall semester. This seems to result in many of them forgetting a fair amount of it by the time they take Fundamentals and are tested on it.</p> <p>Consider making A190 a hybrid course. Subjects such as nursing history, professional practice, CHHS and SON policies, etc. could be covered with the online portion. Medical terminology and dimensional analysis could be covered in the face-to-face portion. .</p> <p>Consider changing the dosage calculation text to Math and Dosages for the Healthcare Profession by Booth and Whaley. The text has more resources than the Craig book.</p>

## Systematic Evaluation Plan for IU Northwest

<b>Online</b>		Every summer session II	Final exam and final course grade	<p><b>2016</b> 35 students passed course 1 student failed, 1 student withdrew Exam score means: Exam 1 88% Final Exam 79%</p> <p><b>2015</b> 29 student passed the course 1 student failed Exam score means: Exam 1 83% Final Exam 84.5%</p> <p><b>2014</b> 39 students passed course  4 students failed course 2 students withdrew from course</p>	<p>Meeting with each student in week 3 was very helpful to address weaknesses in the online course. Also require meeting with faculty after each failing quiz grade.</p> <p>Course materials moved to Canvas LMS. Additional content offered each week around the following: Test taking, Medical Terminology, Dimensional Analysis (content from new drug book was piloted), Stress management, Therapeutic Communication, Ethical/ Legal aspects of nursing. Content organized in easy-to-view modules with weekly online wrap-ups and recorded lecture, discussion questions, assignments, and quizzes. Met with each student in week 3 to discuss progress in course. Future delivery: Will require the new DA book. Will require a meeting (virtual or phone) with each student failing a quiz. Completed final exam blueprint, 2 exam questions needed revision based on exam statistics.</p> <p>Failures were related to students not completing timely work. Students, who withdrew, left nursing program. Student feedback included need for DA book, not just power points, and workbook. In 2015 will change scholarships so that all students pay for 1 credit hour and SON</p>
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## Systematic Evaluation Plan for IU Northwest

				Exam score means: Exam 1 78.95% Exam 2 74.45% Exam 3 92.35% Exam 4 81.65%	pays for additional 2 credit hours for students testing in to f2f course.
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Student Learning Outcomes					
PLAN			IMPLEMENTATION		
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Program Development, Maintenance or Revision
<b>B230 Developmental Issues and Health</b>	All students will complete course with a 73% passing grade.	Every fall beginning in Fall 2014/ Every Spring prior to 2014	1. Online Discussion Forums 2. Simulation (peer evaluation) --Cultural --End of Life 3. Community based service learning (SL) (peer and faculty evaluation) 4. Quizzes and Exams (includes Case Studies)	<b>2016</b> 64 students passed the course 4 students failed (2 due to the exam policy) and 2 students withdrew  Simulation: 96% of Students completed the curriculum. Avg Score: 19.1/20  Community-based service learning: Avg Score 78.8/ 80 pts  <b>2015</b> 55 students passed the course 2 students failed the course, 1 student withdrew from the course.	<b>2016</b> Improve the delivery of spirituality and cultural influence on EBP nursing care. Significantly increased the focus on the nursing process. Noted significant improvement in ability to address patient care scenarios as a team but students continued to struggle when independently using this process. Consider using electronic sources to supplement course delivery of content. Included a cognitive wrapper with each exam. Incorporated more exam reviews with the wrapper where students reflected on time spent, and depth of preparation.  <b>2015</b> Require peer review of the discussion question postings. Clearly outline the participation requirement to students Offer bi-weekly test taking training sessions (to address the lower quiz and exam averages). Continue the hybrid

## Systematic Evaluation Plan for IU Northwest

				<p>Online Discussion Forums; All students participated in the online discussion forums. Average grade received -95%</p> <p>Simulation: 100% of students completed the curriculum and simulation</p> <p>Community based service learning: 66/70 average score.</p> <p>Quizzes and Exams: Avg. score for all quizzes and exams -75.2%</p> <p><b>2014</b> 54 students passed course 3 students failed course</p> <p>Insightful qualitative responses received. Avg. grade 98.5%</p> <p>100% of students completed the learning simulation activity (a&amp;b) Mean score for SL activity 99%</p>	<p>design. Update learning team evaluation rubric to reflect changes to scoring</p> <p><b>2014</b> Require peer review of the online discussion question postings. Improve delivery of cultural and EOL class simulation activities. Improve delivery of service learning project (clearer description of objectives and offering of faculty support) Improve introduction to the online environment. Offer bi-weekly test taking sessions. Online discussions included with more case studies for immediate application of learned concepts. Learning activities and in class simulation included to promote team-based learning.</p>
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## Systematic Evaluation Plan for IU Northwest

				Mean quiz and exam grade 75.2%	
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Student Learning Outcomes					
PLAN			IMPLEMENTATION		
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Program Development, Maintenance or Revision
<b>B234 Promoting Health Populations</b>	All students will complete course with a 73% passing grade.	Every Fall (traditional option) /Summer (BA/BS-BSN option)	4 exams and presentations	<p><b>2016</b> 66 students passed the course Exam score means: Exam 1 84% Exam 2 82% Exam 3 84% Final Exam 87.5% Presentation Mean: 95%</p>	Need a true assessment of overlap material. Students requesting online format. Consider hybrid format.
			In summer 2015 4 week session, 2 exams, quizzes, and online presentation	<p><b>2015</b> 14 students passed the course 1 student withdrew from course and program Exam score means Exam 1 86.8% Final Exam 79.6% Presentation Mean: 98%</p>	First time offered in the summer, in a 4 week session, as a hybrid course. Consider making entirely online. Looking for book that is specific to vulnerable populations and nursing.
			4 exams and Presentation	<p><b>2014</b> 55 students passed the course 1 student withdrew from the course Exam score means Exam 1 76.64% Exam 2 80.96% Exam 3 79.2% Final Exam 88.75%</p>	More points allocated for examination purposes. Less focus on presentations. One presentation per semester.

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				Presentation Mean: 97%	
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Student Learning Outcomes					
PLAN			IMPLEMENTATION		
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Program Development, Maintenance or Revision
<b>B220 Professional Nursing and Health Care</b>	<p>All students will complete course with a 73% passing grade.</p> <p>All students will receive an excellent or good on the Oral Presentation which also fulfills the General Education requirement.</p> <p>Students will all complete ATI Critical Thinking Entrance Exam (CTEA) as baseline</p>	Every fall (traditional) and Summer (BA/BS-BSN)	<p>3 Exams and In-class quizzes</p> <p>Oral presentation</p>	<p><b>2016</b> 33/34 students passed this course 1 student withdrew Exam 1 78% Exam 2 78% Exam 3 80% Exam 4 86% Oral Presentation: average 80%</p> <p>ATI CTEA Group composite score is 68.4%, Group composite score mean is 68%.</p> <p><b>Summer</b> 16/16 students passed course</p> <p>Exam 1 87% Exam 2 89.5% Exam 3 88%</p> <p>ATI CTEA Group composite score is 75.3%, Group composite score mean is 68%, Group Percentile Rank-National is 92.</p>	<p>Eliminated IHI assignment and debriefing Increased feedback and student opportunity to succeed in completing APA paper. Identify and embed skills and habits of critical thinking into course assignments and activities.</p> <p>This is the first time that this course has been offered in this format (i.e. a 4 week hybrid course as opposed to an 8 week face to face course). The summer version of B220 is only offered to students in the BA/BS to BSN program. Because these students do not take A190 or B230, they do not have exposure to the Dimensional Analysis and Cultural components of the aforementioned courses. These factors necessitated some adjustments to the course content, delivery method, and assignments. After consultation with</p>

## Systematic Evaluation Plan for IU Northwest

				<p>faculty during a Curriculum Committee meeting and discussions with individual faculty members who are connected with this and related courses, the following changes were made:</p> <p><b>2014</b> 55 students passed course 1 student failed course 1 student withdrew</p> <p>Exam score means Exam 1 81.43% Exam 2 77.83% Final Exam 74.99%</p> <p>Oral Presentation 100% of the students scored either excellent or good on the rubric designed for grading the oral presentation</p> <p>ATI CTEA results Group composite score is 67.2%. Group mean nationally is 68.0%.</p>	<p>Included coverage of Dimensional Analysis using Chapters 1 - 3 of the Craig text (math review, conversions, and the formula for solving problems using dimensional analysis). Chapter 4 of Craig, which had been covered in B231 in the past, would be moved to B 248 – 249. Included content related to Cultural Competence through the use of the Office of Minority Health Online course, “Course Delivering Culturally Competent Nursing Care”. This is a 6 module self-study course. Eliminated the research paper due to time constraints. Streamlined the delivery of certain content through the use of online course modules (e.g. the IHI Courses). Less team teaching. Add another student presentation. Increase number of examinations to four Increase points for quizzes. More strategic placement of quizzes. See course report and Dec 2014 minutes where course report is presented.</p>
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Student Learning Outcomes					
PLAN			IMPLEMENTATION		
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Program Development, Maintenance or Revision
<b>B221 Introductory Clinical Practicum Experience in Nursing</b>	All students will complete clinical course with a passing grade.	Every fall (traditional) and Summer (BA/BS-BSN)	Clinical evaluation tool, in-clinical activities	<p><b>2016</b> All students passed</p> <p><b>2015</b> All 16 students passed the course (First time taught in summer for second degree students)</p> <p>Students related increased comfort in the clinical setting, interacting with family and staff</p> <p><b>2014</b> 55 students passed course 2 students withdrew 100% of the students safely performed all nursing skills assigned to them in the clinical setting.</p>	<p>Clinical experiences vary from hospital to hospital. Some hospitals provided a set schedule of departments and units that the students can go to, some hospitals the instructor must make contact with department managers to arrange the observation.</p> <p>Consider having an entire day clinical rather than ½ day; both facilities used a shadow experience for support areas and other healthcare professionals. Consider taking a break from 1 facility or having fewer groups at this facility.</p> <p>Only 2 groups at any one facility at a time. Prior to being at the facility, a day learning/practicing patient transfers would be beneficial.</p>

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				100% of the students completed all assigned "in-clinical" activities.	
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## Student Learning Outcomes

Student Learning Outcomes					
PLAN			IMPLEMENTATION		
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Program Development, Maintenance or Revision
<b>B261 Pathophysiology and Pharmacology for Nursing Practice</b>	<p>All students will complete course with a 73% passing grade.</p> <p>Students will complete the Content ATI exam for Pharmacology and group mean will be at least a level 1</p>	Every Spring (traditional)/ Summer (BA/BS-BSN option)	Exams, Quizzes, in-class assignments Content ATI Exam results	<p><b>2016</b> 54 students passed the course 1 student failed, 1 student withdrew Exam score means: Exam 1 72% Exam 2 67% Exam 3 68% Exam 4 70% Exam 5 80% ATI results: Level 2 7.1% (4) Level 1 39.3% (22) &lt;Level 1 51.8% (29) Group mean 63.4% (Level 1)</p> <p><b>Summer 2015</b> All 16 students passed course Exam score means: Exam 1 86% Exam 2 74% Exam 3 80%</p>	<p>A pathophysiology textbook will be chosen and followed closely. Pathophysiology will be introduced, with medications following immediately. Continue individual and team quizzing to introduce concepts and ensure reading of material before class.</p> <p>This course is content-saturated. The number of diseases, listed as exemplars, can be reduced to pure pathophysiology on the one disease that best represents the concept. Recommend for the summer 2016 four weeks of face to face</p>

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			<p>Exam 4 94%</p> <p>ATI results: Level 2 0 Level 1 37.5% (6) &lt;Level 1 62.5% (10) Group mean 67.25% (Level 1)</p> <p><b>Spring 2015</b> 96% of the traditional BSN students received a passing grade for the course. One student failed and 1 student withdrew.</p> <p>Exam score means: Exam 1 67% Exam 2 64% Exam 3 67% Exam 4 81% Exam 5 81% Final Exam 59%</p> <p>ATI results: Level 2 9%(5) Level 1 33% (18) &lt;Level 1 57%(31) Group mean 69.9% (Level 1)</p>	<p>pathophysiology, and 8 weeks of hybrid pharmacology. The faculty for B248 and B249 collaborated to try to focus on similar concepts at the same time. However due to the shorter schedule, the students seemed more confused by this approach.</p> <p>Students also provided ideas during the class which were integrated into the class. These ideas included: (a) starting class with NCLEX style questions, (b) providing more time for in-class activities, and (c) providing more direction to the discussions.</p> <p>ATI Content exam for pharmacology was added as part of the final grade. Final Exam was blueprinted to course objectives. Course was presented in progression meeting.</p>
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Student Learning Outcomes					
PLAN			IMPLEMENTATION		
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Program Development, Maintenance or Revision
<b>B248 Science and Technology of Nursing</b>	<p>All students will complete course with a 73% passing grade.</p> <p>Students will complete the Content ATI Exam for Fundamentals and group mean will be at least level 1</p>	Every Spring (traditional)/ Summer (BA/BS-BSN option)	<p>Exams, Quizzes, In-class assignments</p> <p>ATI Content Exam</p>	<p><b>2016</b> 54 traditional BSN students passed course Exam score means: Exam 1 75% Exam 2 78 % Exam 3 72% Exam 4 84% Final Exam 70% ATI results: Level 3 17% (10) Level 2 48% (28) Level 1 27.5% (16) &lt;Level 1 5%(3)</p> <p><b>2015</b> 51 traditional BSN students passed the course 1 student failed, 1 student withdrew Exam scores means: Exam 1 74% Exam 2 85% Exam 3 80% Exam 4 79% Final Exam 70% ATI results:</p>	<p>Large class, often difficult to keep class under control. We frequently experienced multiple side-bar conversations while class was being conducted. The physical layout of the classroom added to some of the difficulties that was experienced.</p> <p>Consider changing textbooks. We currently use Nursing Fundamentals by Potter &amp; Perry. Students did report that they would prefer to have the 4 hours of class in the morning before they have the 3 hour lab. They suggested 2 hours of class with a half hour to hour break and then resume class for the remaining 2 hours. They said that after the lab, they were too tired at the end of the day to concentrate on class or activities.</p>

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				<p>Level 3 7.5% (4)  Level 2 34%(18)  Level 1 54.7% (29)  &lt;Level 1 3.8%(2)  Group mean 69.2%  (Level 2)  <b>2014</b> 58 traditional BSN students passed  Exam scores means:  Exam 1 79%  Exam 2 75%  Exam 3 77%  Final Exam 83%  ATI results:  Level 2 60.3%(36)  Level 1 32% (18)  &lt;Level 1 6.9%(4)</p>	<p>Increased credit hours from 3 to 4. B248 now meets 2 times per week. More class activities, such as case studies were incorporated in effort to make the class more interactive. Team Testing was also done following Exam 2 and the Comprehensive Final. Students divided into teams of 2 or 3, depending on the number of students who brought laptop computers.</p>
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Student Learning Outcomes					
PLAN			IMPLEMENTATION		
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Program Development, Maintenance or Revision
<b>B249 Science and Technology of Nursing: Practicum</b>	All students will complete course with a passing grade.	Every Spring (traditional)/ Summer (BA/BS-BSN option)	Clinical evaluation tool, OSCE, Lasater, return demos, simulations, OSCE checklists for each of the main skills	<p><b>Spring 2016</b> Traditional BSN 57 students passed 1 student failed</p> <p><b>Summer 2016</b> BA-BS/BSN students 16 students passed</p> <p><b>Spring 2015</b> Traditional BSN-52 students passed 1 student failed</p>	<p>Front loading the skills again, really helped. The students were more prepared emotionally and skill wise to go to the facilities. Moreover, two instructors who teach both lecture and clinical made a big difference, as we could directly link concepts and follow through with the application in the lab setting.</p> <p>The majority of the students commented that they didn't feel ready to go to the facility on the fourth week of clinical.</p>

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			throughout, then 2 randomly drawn out of 5, one-on-one “test out” at final	<p><b>Summer 2015</b> BA-BS/BSN- 16 students passed (first summer implementation of 3 credit course)</p> <p><b>Spring 2014</b> Traditional BSN-58 students passed 1 student withdrew</p> <p><b>Summer 2014</b> BA-BS/BSN students- 19 passed the course</p>	<p>They would have preferred if they learned all of the skills first. However, they felt that it was nice to see actual patients and that it helped understand the concepts. We received especially good feedback regarding the simulations. The students were anxious, but excited about using simulations and how it enhanced their learning experience in the future! The students liked going to the acute care setting, which gave them another setting to see and more opportunities to perform skills.</p> <p>One student withdrew for personal reasons. There were many changes. The course is going to radically change, as Physical Assessment and the Science of Technology in Nursing are merging together in the revised curriculum.</p>
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Student Learning Outcomes					
PLAN			IMPLEMENTATION		
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Program Development, Maintenance or Revision
<b>R375 Nursing Research and Evidenced-Based Practice</b>	All students will complete course with a 73% passing grade.	Every Fall/Spring/Summer	Lecture, classroom activities and discussion, written critiques and analysis paper,	<b>2016</b> 23 students passed the course. 3 Critiques averages 88%, 90%, and 91%. Final Exam mean: 87% EBP Presentation mean: 98%	This course should be kept in a hybrid format. Continue using critiques and synthesis paper for evaluation of intensive writing university requirements. Instituted discussion groups and quizzes in weekly modules to evaluate meeting weekly objectives supporting course outcomes. Plan for Fall 2017, students to present a

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			Evidence-Based Practice Presentation	<p><b>2015</b> All students passed course. 3 Critiques averages 88%, 93%, and 94%. Analysis paper average: 89%. Final Exam mean: 80% EBP Presentation mean: 98%</p> <p><b>2014</b> All students passed course. 3 Critiques averages 85.52%, 90.24%, and 90.48%. Analysis paper average: 89%.</p>	<p>PICOT presentation with data at local area hospitals to support community engagement, presentation skills, and promotion of evidence-based practice.</p> <p>After delivering this course in true hybrid format, one day in class, one day online, this course can become a true on-line course to be piloted in the Fall 2015. This course can be delivered in this manner and due to the writing component, in-person online writing workshops can be offered to students who struggle with writing to offer a face-to-face opportunity that some students may need. Students tend to do well with writing assignments and worse on the exam. This led faculty to believe that more attention should be paid to making certain that students are completing reading assignments which can be reflected in online discussion modules.</p> <p>Lesson objectives enhanced alignment with course learning objectives, and helped outline quiz and in-class assignment content. New text book was implemented to further augment the course materials, including a greater focus on evidence-based practice. A greater focus on EBP as the course changes to H375 (new curricular outcomes).</p>
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Student Learning Outcomes					
PLAN			IMPLEMENTATION		
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Program Development, Maintenance or Revision
<b>H350 Topics in Contemporary Nursing Practice</b>	All students will complete course with a 73% passing grade.	Every Fall	Written assignments and discussion forums	<p><b>2016</b> 42 students passed course</p> <p><b>2015</b> 67 students passed course 1 student withdrew. All students submitted written assignments, average was 80%</p>	<p>Diversity of the Healthcare Team was completed in conjunction with medical students. Review of the ISBN meeting was enlightening for students.</p> <p>A cultural competence piece of inter - collaborative team will be added to the course.</p>

Student Learning Outcomes					
PLAN			IMPLEMENTATION		
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Program Development, Maintenance or Revision
<b>H380 Health Concepts across the Lifespan I</b>	All students will complete course with a 73% passing grade.	Every Fall	Written examinations quizzes, case studies/in class activities and group assignments	<p><b>2016</b> 67 students passed course</p> <p>Exam 1: 81%</p> <p>Exam 2: 78%</p> <p>Exam 3: 78%</p> <p>Final exam: 79%</p> <p>Quizzes: 81%</p>	<p>Emphasis was placed more on concepts instead of diseases which we believe helped the students on the final exam and the concept case scenario assignment. Did a modified flipped classroom; and this format included mini-lectures on the concept and a variety of class activities. Classroom debriefing and pre-quizzes</p>

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				<p><b>2015</b> 65 students passed course 1 student failed, 1 student withdrew Exam score means: Exam 1: 79% Exam 2 84% Exam 3 76% Quizzes: 83.4% Paper: 93%</p> <p><b>2014</b> One student failed course Exam score means: Exam 1 79.9% Exam 2 81.6% Exam 3 83.5% Final 77.3%</p> <p>Other assignment means:</p>	<p>allowed us to identify and clarify concepts/exemplars that the students were struggling with. Clarified either during class time or through the discussion board Concept case scenario assignment was useful in identifying which students were having a problem with recognizing concepts instead of diseases. Mid-course reflection helped the co-teachers to review what was taught and if the emphasis was placed on diseases rather than concepts. This review helped the teachers to focus more on the concepts and less on diseases which we believed helped the students on the final exam and the concept quiz. We did a modified flip classroom; and this format included mini-lectures on the concept and a variety of class activities which the students did like. Concept quiz was useful in identifying which students were having a problem with recognizing concepts instead of diseases. One of the scenarios on perfusion will be the introduction to H390.</p> <p>In the process of revising curriculum to concept-based. Will increase exams/quizzes to 85% of grade. Will continue use of case studies and SLS activities as a means to evaluate student's ability to critically reason and apply plans of care.</p>
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				Quizzes 91% Med Mind Map 93.9% Diabetic Teaching tool 92.8% GI case study with Discussion 91 %	
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Student Learning Outcomes					
PLAN			IMPLEMENTATION		
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Program Development, Maintenance or Revision
<b>H381 Health Concepts across the Lifespan I:Practicum</b> First time offered Fall 2015	All students will complete course with a passing grade.	Every Fall	Clinical evaluation tool, in-clinical activities, OSCA	<p><b>2016</b> 69 students passed, 3 students withdrew</p> <p><b>2015</b> All students passed</p> <p><b>2014</b> All students passed course,</p>	<p>Short simulations was added this semester to help reinforce and review current lecture concepts that were just presented in the didactic portion. One simulation in the OSCE with a pediatric patient that required a skill and patient/family communication as objectives.</p> <p>It was apparent that some students did not prepare for the OSCA and consequently, failed at skills that the student had been passed on the prior semester. If the student had not performed the skill in clinical or practiced in the lab, the student did not perform well during the simulation. The recommendation is that the students on all levels need to practice so many hours per semester. The practice will be mandatory in the lab.</p> <p>The simulations were done on the first day, middle of the semester, and the final</p>

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				OSCA added as part of simulation	day. These were learning simulations and an OSCA. Many students reported that the simulation was a good learning experience. However, they felt rather put on the spot and nervous. Consequently, we are working on making the simulations less threatening by offering more of them at an earlier level throughout the program.
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Student Learning Outcomes					
PLAN			IMPLEMENTATION		
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Program Development, Maintenance or Revision
<b>H372 Mental Health Concepts across the Lifespan</b>	All students will complete course with a 73% passing grade.  ATI content exam group mean at least level 2	Every Fall/Spring	Written examinations and quizzes, case studies/in class activities and group assignments	<b>2015/2016</b>  <b>2014</b> 43 students passed Exam score means: Exam 1 83% Exam 2 79% Exam 3 85% Final Exam 82%  ATI results: Level 3 8.0% (4) Level 2 52.0% (26) Level 1 26.0% (13) <Level 1 14.0% (7) Group mean 69.6% (Level 2)	No data  Routine updates of course content. Adopted the Giddens text and began organizing the content into concepts in preparation for the new curriculum. Students were using the Giddens text for another course, so this was not a separate purchase. Used the movie, "The Soloist" as a case study for people with schizophrenia and chronic mental illness. Students completed a study guide on schizophrenia as an entry ticket to the class. The Giddens text is not well suited for psych-mental health. Several chapters contain inaccurate and/or misleading information. Corrections for the text had to be included in the Power Points and highlighted in the lecture. Some significant content areas were not

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					addressed at all (e.g. anorexia, bulimia, certain disorders of children and adolescents). This information was relayed to the publisher and editorial staff.
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Student Learning Outcomes					
PLAN			IMPLEMENTATION		
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Program Development, Maintenance or Revision
<b>H373 Mental Health Concepts across the Lifespan: Practicum</b> First time Fall 2015	All students will complete course with a passing grade.	Every Fall/Spring	Clinical evaluation tool, in-clinical activities	<b>2016/2015</b>  <b>2014</b> 44 students passed	No data  An adjunct faculty member who had been teaching 2 sections of the course was not able to teach this year due to medical issues. In the spring we received notice that one of our clinical sites (Midwest Center for Youth and Families) would no longer accept students. Both of these occurrences happened with very short notice. In the spring, students from the closed clinical site were able to be added into the existing clinical groups resulting in most groups having 9 students.

Student Learning Outcomes					
PLAN			IMPLEMENTATION		
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Program Development, Maintenance or Revision

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<p><b>H390 Health Concepts across the Lifespan II</b></p>	<p>All students will complete course with a 73% passing grade.</p>	<p>Every Spring</p>	<p>Written examinations and quizzes, case studies/in class activities and group assignments</p>	<p><b>2016</b> All students passed Exam score means: Exam 1 76% Exam 2 78% Exam 3 80% Exam 4 76% Exam 5 76%</p> <p><b>2015</b> Four students failed course, 74 students passed course Exam score means: Exam 1 76% Exam 2 76% Exam 3 78% Exam 4 81% Final Exam 76%</p> <p><b>2014</b> 3 students failed course, 55 students passed course Exam score means: Exam 1 77% Exam 2 76% Exam 3 80% Exam 4 77% Final Exam 74.5%</p>	<p>Continue to modify based on student feedback</p> <p>No assignments following exams. SLS assignment for hip fracture – infection. Last time course offered, developing content for modified concept based approach in Spring 2016.</p> <p>Continue to offer case study format for in class splinting demonstration; allows kinesthetic learners to apply principles of safety, assessment and monitoring. Continue to assign VARK assessment as 1st assignment. Students complete assessment and formulate plan to study for semester.</p>
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				<p><b>2014</b> All 58 students passed course</p>	<p>Incorporation of QSEN domains into course competencies: questions from checklist relate to culture, “What’s broke” exercise, and EHR orientation related informatics competencies. Full day in nursing lab with multiple simulation stations. Added communication and safety exercises as well as case studies and math problems.</p>
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Student Learning Outcomes					
PLAN			IMPLEMENTATION		
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Program Development, Maintenance or Revision
<b>H368 Childbearing Families</b>	<p>All students will complete course with a 73% passing grade.</p> <p>ATI content exam group mean at least level 2</p>	Every Fall/Spring	<p>Written examinations and quizzes, case studies/in class activities and group assignments. ATI content exam for OB.</p>	<p><b>2016</b> 24 students passed, 1 student failed Exam score means: Exam 1- 77% Exam 2- 82% Exam 3- 76% Exam 4- 85% Final Exam- 79% ATI: Level 3: 9% Level 2: 50% Level 1: 37%</p>	<p>Incorporated the VCE into the curriculum this fall. Student feedback was overall positive but students suggested they should be allowed to complete the VCE as an out of class assignment vs in class.. Need to consider improved incorporation of content for student learning.</p>

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				<p>Less than level 1: 4%</p> <p><b>2015</b> All students passed course Exam score means: Exam 1: 79% Exam 2: 81% Exam 3: 75% Exam 4: 96.5% ATI: 2(32.4%) Level 3, 19 (51.3%) Level 2 5 (13.5%) Level 1 1 (0.02%) Level &gt;1</p> <p><b>2014</b> All students passed course Exam score means: <u>Fall 2014- OB</u> Exam 1 -81% Exam 2 - 82% Exam 3 - 77% <u>Spring -2014 OB</u> Exam 1 -82% Exam 2 - 78% Exam 3 - 89% Exam 4 - 77% Exam 5- 76% ATI OB results: Level 3- 15% (7) Level 2- 41% (19) Level 1- 33% (15) &lt;Level 1-11% (5) Group mean 66% (Level 1)</p>	<p>New textbook used for this offering. Feedback was very positive. First time the course (in this format) was offered over 15 weeks vs. 7 weeks. Only 15 students completed ATI practice exams in preparation for the final. Although course average was very similar to 7 wk. delivery of the course, ATI scores were dramatically improved.</p> <p>The students integrated the ATI material with the case studies. Fall group is also the first group at junior level and has no medical –surgical experience. This lack of knowledge and experience hinders their understanding of how to apply med-surg concepts to an age-specific group of patients. This issue will be addressed with the new curriculum.</p> <p>Continued alterations and inclusion of a larger variety of case studies should be pursued. The group projects had value to the learning of a variety of subjects not directly included in course discussions; improvements of the group project need to be considered to increase the learning and impact of the subjects presented.</p>
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				<p><u>Fall 2014-Peds</u>  Exam 1 -90%  Exam 2 - 88%  Exam 3 - 81%</p> <p><u>Spring 2014-Peds</u>  Exam 1 -92%  Exam 2 - 92%  Exam 3 - 85%</p> <p>ATI Pediatric results:  Level 3- 1.5% (1)  Level 2- 56% (36)  Level 1- 25% (16)  &lt;Level 1-17% (11)  Group mean 63.5%  (Level 2)</p> <p>Level 1- 39% (37)  &lt;Level 1-10% (10)  Group mean 63.5%  (Level 1)</p> <p>ATI Peds results:  Level 3- 13% (10)  Level 2- 32% (24)  Level 1- 45% (34)  &lt;Level 1-9% (7)  Group mean 63.5%  (Level 2)</p>	
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Student Learning Outcomes					
PLAN			IMPLEMENTATION		
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Program Development, Maintenance or Revision
<b>H369 Childbearing Families: Practicum</b>	All students will complete course with a passing grade.	Every Fall/Spring	Clinical evaluation tool, in-clinical activities	<p><b>2016</b> All students passed</p> <p><b>2015</b> All students passed</p> <p><b>2014</b> All students passed</p>	<p>Spend the first day in orientation to the department as this gives the students an overview of the entire clinical. Improve computer access for faculty and students. Incorporate vSim into the clinical experience to facilitate student experiences and knowledge of the obstetrical setting.</p> <p>Faculty experienced feelings of reduced interaction vs. supervision of students. Faculty plan to develop more interactive activities to engage with clinical group</p> <p>During the fall 2014 semester, included a sheet for calculating safe range and required students to do sheet before they gave each medication. In Fall 2015, the Pediatric rotation will be moving to senior year (S431) for traditional students and second semester junior year for BA/BS-BSN (H391) as the faculty felt that students would do better in Pediatric clinical after developing a sound background in adult medical-surgical concepts.</p>

Student Learning Outcomes		
PLAN		IMPLEMENTATION

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Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Program Development, Maintenance or Revision
<p><b>S472 A Multi-System Approach to the Health of the Community</b></p>	<p>All students will complete course with a 73% passing grade.</p> <p>ATI content exam group mean at least level 2</p>	<p>Every Fall/Spring (Traditional)/ Summer (BA-BS/BSN)</p>	<p>Written examinations and quizzes, Synthesis Paper</p>	<p><b>2015</b> All students passed course Exam score means: Exam 1 83% Exam 2 79.5% Exam 3 79% Final Exam 80.5% Synthesis paper mean 89%</p> <p>ATI results Level 3- 24% (16) Level 2- 45% (34) Level 1- 32% (24) Group mean 74.7% (Level 2)</p> <p><b>2014</b> All students passed course Exam score means: Exam 1 80% Exam 2 81% Exam 3 78.5% Final Exam 81% Synthesis paper mean 95%</p> <p>ATI results Level 3- 8% (7) Level 2- 55% (43) Level 1- 28% (22) &lt;Level 1-7% (6)</p>	<p>The 6th edition of the textbook was utilized. There were many positive changes to this edition. PowerPoint presentations, quizzes, written assignments, in class activities, and exams were revised. Utilized chapter quizzes from Evolve website in class to reinforce material. ATI scores were the highest ever for the 2013 exam. Might have been due to completing the third med-surg class and S485.</p> <p>Changed synthesis paper topics to <i>Healthy People 2020</i> leading health indicators instead of a health problem of the student's choice. Added American Red Cross disaster course—"Operation Shelter Care Tabletop Exercise." Added FEMA's "Active Shooter: What You Can Do" course. Decreased number of assignments to accommodate additional disaster courses.</p>

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				Group mean 71.7% (Level 1)	
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Student Learning Outcomes					
PLAN			IMPLEMENTATION		
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Program Development, Maintenance or Revision
<b>S473 A Multi-System Approach to the Health of the Community: Practicum</b>	All students will complete course with a passing grade.	Every Fall/Spring (Traditional)/ Summer (BA-BS/BSN)	Clinical evaluation tool, in-clinical activities	<p><b>2015</b> 41 students passed</p> <p><b>2014</b> 63 students passed</p>	<p>For the first time, the second degree students participated in the disaster simulation. This course was decreased to 6 weeks for the first time this summer. To accommodate the decrease in hours, the home health/hospice days were increased to 7.5 hours. Students completed 3 days at a community site. They also completed the community assessment. The remaining hours were completed via Internet assignments (GWU, OMH, and FEMA). In addition, the University of Minnesota's "NIMS and ICS: A Primer for Volunteers" (1 hour) was added. St. Anthony Health Crown Point Infusion Center was utilized as a community site for the first time. It was a very positive experience for the students.</p> <p>Deleted teaching program, as community site days were decreased by one. Added health history back to home health rotation. Increased disaster simulation to an 8-hour day and incorporated the ARC tabletop exercise. Utilized "flat Stanley's and Stella's" for disaster simulation triage instead of live volunteers. Utilized</p>

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					revised clinical evaluation tool and preceptor evaluation tool. Four students were assigned to the health fair this year.
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Student Learning Outcomes					
PLAN			IMPLEMENTATION		
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Program Development, Maintenance or Revision
<b>S481 Nursing Management</b>	<p>All students will complete course with a 73% passing grade.</p> <p>ATI content exam group mean at least level 2</p>	Every Fall/Spring	Written examinations and quizzes, case studies/in class activities and group assignments	<p><b>2016</b> All students passed ATI results Level 3 8.9% Level 2 75.6% Level 1 15.6%</p> <p><b>2015</b> All students passed ATI results: Level 2 11.8% Level 1 64.7% Less than level 1 23%</p> <p><b>2014</b> All students passed Exam score means: Exam 1 92% Exam 2 83%</p> <p>ATI results: Level 3 8% (9) Level 2 45% (47)</p>	<p>The class will be overhauled to the new competency based curriculum. It will include some form of flipped class, a pre-post assessment that will be voluntary. There will also be greater emphasis on documentation and management of patient care. The class will also include to problem based learning team activities.</p> <p>Upon review of the ATI scores it was evident that there is room for improvement in areas associated with management of patient care. So a bit more emphasis will be placed on management of patient care in lecture.</p> <p>Improve group assignments using the Canvas tool, refine the Forum Discussion rubric and questions.</p>

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				Level 1 40% (42) <Level 1 4% (5) Group mean 73.85% (Level 1)	
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Student Learning Outcomes					
PLAN			IMPLEMENTATION		
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Program Development, Maintenance or Revision
<b>S482 Nursing Management: Practicum</b>	All students will complete course with a passing grade.	Every Fall/Spring	Clinical evaluation tool, in-clinical activities, weekly journals	<p><b>2016</b> All students passed</p> <p><b>2015</b> 53 students passed</p>	<p>Healthy Path is iffy in the Fall semester due to weather unpredictability. This Fall, students explored alternative sites where they might hold the event (mall, inside on campus, etc.). Consider alternative sites. Simulation QI project contributes to the overall evaluation of the Simulation Program and can perhaps continue into future semesters beyond Spring, or replicated for other things. Team Leading seems worthwhile and it would be good if it could be expanded to participation by more students, but this might not be feasible. Virtual World faculty in the process of storyboarding new scenario for spring TeamSTEPPS training.</p> <p>Students developing videos and presentations expressed concern about the number of hours dedicated to these activities, but at the end, most of these students appreciated the projects that they produced and the opportunities to learn about quality improvement that they had and realized that the number of</p>

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					hours were in keeping with those who had clinical management assignments.
				<b>2014</b> All students passed	All journals satisfactory. All preceptor evaluations satisfactory. For project-based experiences need to formalize the process of selecting projects.

Student Learning Outcomes					
PLAN			IMPLEMENTATION		
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Program Development, Maintenance or Revision
<b>S430 HCAL III</b>	All students will complete course with a 73% passing grade. ATI content exam group mean at least level 2	Every Fall/Spring Summer	Written examinations and quizzes, case studies/in class activities and group assignments	<p><b>2016</b> 1 student failed 35 students passed, 35 students passed</p> <p>Exam 1 77% Exam 2 69% Exam 3 75% Final Exam 68%</p> <p>ATI results: Level 3 28% (10) Level 2 65% (23) Level 1 0.02% (1)</p> <p><b>2015</b> 1 student failed course, 42 students passed course</p> <p>Exam score means: Exam 1 83.2% Exam 2 71.0%</p>	<p>Students were given more case studies this semester as well and a wider variety of in class activities. The case studies were more complicated. Students were allowed to work in groups.</p> <p>Case studies were reviewed and discussed in class. I included more formative evaluation in the non-credit surprise quizzes, muddiest point, and exit card.</p> <p>This year, three hours of clinical time were combined with three hours of didactic time to create Classroom Simulation. Due to NRLC availability, the Classroom Simulation were schedule in the middle of classroom time (9:30 to 10:30). Scheduling the simulation in the</p>

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				<p>Exam 3 78.35% Final Exam 70.7%</p> <p>ATI results: Level 3 9.7% (4) Level 2 58.4% (25) Level 1 29.85% (12) &lt;Level 1 2.05% (1) Group mean 70.8% (Level 2)</p> <p><b>2014</b> 73 students passed course</p> <p>Exam score means: Exam 1 73% Exam 2 72.5% Exam 3 75.5% Final Exam 83.5%</p> <p>ATI results: Level 3 27.75% (24) Level 2 46.65% (39) Level 1 20.55% (17) &lt;Level 1 5.0% (3) Group mean 72.5% (Level 2)</p>	<p>middle of the classroom time proved to waste too much time. If implemented again, chair would schedule the simulation at toward the end of classroom time if possible. Also, we will continue with two classrooms simulations. Topics: ICU systematic assessment and a patient in septic shock.</p> <p>Health Literacy assignment included. After every exam students were given the opportunity to complete the exam as a group. This gave the students the opportunity to discuss possible answers and review content, proposing reasonable arguments for test questions. The students were then given points as a group 5 or less to apply to the exam score. It seems that the students either get 3, 4 or 5 on the group exam.</p>
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Student Learning Outcomes					
PLAN					IMPLEMENTATION
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Program Development, Maintenance or Revision
<b>S431 HCAL III: Practicum</b>	All students will complete course with a passing grade.	Every Fall/Spring Summer	Clinical evaluation tool, in-clinical activities, OSCE, Lasater	<p><b>2016</b> All students passed clinical OSCE results: 82% passed with no remediation, 18 % passed with remediation</p> <p><b>2015</b> All students passed clinical OSCE results:  <b>Station 1:</b> 25% @ 100%  75% &gt;73%  <b>Station 2:</b> 27% Pass  37.8% Borderline, 35% Failed and remediated to Borderline  (61 failed/posterior chest assessment, 65% failed IVP medication administration, 61.3% failed situational awareness/ECG, 43% Failed full SBAR, and 29% failed Recommendations)  <b>Station 3:</b> 73% Pass  27% @ 100%  <b>Station 4:</b> 93.5% Pass, 3.2% Borderline, 3.2%</p>	<p>Issued Recommendations: Longer and more structured debriefings, clear instructions in the pre-briefings and in reports, learning objectives before the simulation, and stay within schedule</p> <p>Revised the 9 OSCE stations. Revisions included changes in content for Stations 4 (focused on SBAR), 6 (neurological), and 8 (DA). This group participated in a Junior OSCA as well as a Junior OSCE so will be more comfortable with the OSCE format.</p> <p>OSCEs and Lasater Simulations were conducted in the evening as well as during the day. All students understood that the NLRC was full to accommodate the increased number of simulations. This year, three hours of clinical time were combined with three hours of didactic time to create Classroom Simulation. Due to NRLC availability, the Classroom Simulation were schedule in the middle of classroom time (9:30 to 10:30). Scheduling the simulation in the middle of the classroom time proved to waste too much time. If implemented again, chair would schedule the</p>

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				<p>Failed and remediated to borderline  <b>Station 5:</b> 31% 100% and 69% &gt;73%  <b>Station 6:</b> 51% Pass 29% Borderline 12% Failed and remediated to borderline  <b>Station 7:</b> 22.5% Pass, 32.2% Borderline, 45% Failed and remediated by return demonstration to borderline  <b>Station 8:</b> 77.5% Passed, 22.5% Failed and remediated to borderline  <b>Station 9:</b> 24% @ 100%; 76% &gt;73%</p> <p><b>2014</b> All students passed</p>	<p>simulation at toward the end of classroom time if possible.</p> <p>Met with adjunct faculty prior to semester and discussed simulations techniques and expectations. Assisted all faculty members with simulations – six total simulation days between all three groups. Updated the instructor and student simulation pre-packet. Pretest and posttests indicated students improved, simulation evaluations positive.</p>
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Student Learning Outcomes					
PLAN			IMPLEMENTATION		
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Program Development, Maintenance or Revision
<b>S483 Clinical Nursing Practice Capstone</b>	All students will complete course with a passing grade.	Every Fall/Spring	Clinical evaluation tool, capstone preceptor evaluations, weekly journals, weekly quizzes	<p><b>2016</b></p> <p><b>2015</b> Spring: 33/33 passed</p> <p><b>2014</b> Fall: 39/40 passed (1 W) Spring: 31/31 passed</p>	<p>No data</p> <p>All journals satisfactory. All preceptor evaluations satisfactory. Students who did not achieve a 73% cumulative score for quizzes completed remediation. Revised preceptor evaluation form to include more objective behaviors versus outcomes. Changed credit hours to 4 versus 3 to more accurately reflect clinical hours completed.</p> <p>Looking to restructure course as preparing to develop new curriculum.</p>

Student Learning Outcomes					
PLAN			IMPLEMENTATION		
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Program Development, Maintenance or Revision
<b>S485 Professional Growth and Empowerment</b>	All students will complete course with a	Every Fall/Spring	ATI content exams, completion of resume	<b>2016</b> 54 students passed, 1 student withdrew, 2 students received incompletes	It is now recommended by NCSBN that all students do a NCLEX prep course after graduation. In 2016 with the change in test plan the number of SATA (select all that

## Systematic Evaluation Plan for IU Northwest

	<p>73% passing grade.</p> <p>Students will pass the ATI RN Comprehensive Predictor exam with a 95% predictability of passing NCLEX.</p>		<p>and NCLEX test plan and ATI RN Comprehensive Predictor exam</p>	<p><b>2015</b> 55 students passed, 1 student received an incomplete</p> <p><b>2014</b> 72 students successfully completed the course, 7 students received incompletes for failure to reach ATI benchmark and remediated to remove the incomplete, two students repeated the following semester.</p>	<p>apply) questions has increased to almost 1/2 of the questions on the exam. Will continue to develop resources for assistance in successfully completing SATA.</p> <p>Continue to encourage students to sign up for NCLEX prep courses after graduation, as the pass rate dropped in 2014. Course was migrated to Canvas, which inherently provides more data for the student and the instructor related to learning mastery and level of achievement.</p> <p>Students who do not receive 95% predictability on the RN Comprehensive predictor are given an incomplete and required to remediate with the instructor before the incomplete will be removed. Added pharmacology content to lecture. Students receive a percentage of the points awarded for receiving the 95 % predictability on the 2<sup>nd</sup> attempt on the RN Comprehensive predictor.</p>
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## Simulation Report Summer 2016 to Summer 2017

The following statistics apply to formative and summative simulations conducted in the nursing laboratory that have a structured pre-briefing in the nursing laboratory and a structured debriefing. Procedural skill stations and review stations are not considered simulations. The following are not included in the simulation hours: pre-briefing work completed by the student at home and the time that faculty members design, set-up, clean up, grade, or evaluate simulations.

**Fall 2016**

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**OSCE Statistics**

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**Spring 2017**

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**Lasater and QI**

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**Virtual Sims -List of Evaluations**

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\*\*Use the entire Nursing lab & clinic area  
SS= Student Simulationist

<b>Summer 2016</b>						
Simulation/OSCE	Total Hours	Total Faculty Hours	Number Students participating in a Simulation	Total Student Volunteer Hours	Equipment and lab section used for Simulation ** All lab, all manikins, task trainers, clinic, and computers	Miscellaneous Descriptions and Recommendations
<b>B221 Simulation Orientation</b>	4	4	16	None	High-Fidelity and back lab only	
<b>249 High-Fidelity Learning Simulation</b>	Not scheduled	0	0	None	High-Fidelity and back lab only	Simulation Specialist to schedule and conduct
<b>249 4 Station OSCE</b>	7	20	16		**	<ul style="list-style-type: none"> <li>• Two to three faculty at a time</li> </ul>
<b>HCAL 3 Code Blue and Hemodynamics Learning Simulation</b>	15	15	15	None	High-Fidelity and back lab only	<ul style="list-style-type: none"> <li>• Two sessions at 7.5 hours, groups of 7 to 9</li> </ul>
<b>Systematic Assessment Classroom Simulation</b>	2	2	15	None	High-Fidelity and back lab only	<ul style="list-style-type: none"> <li>• Will incorporate to the Code Blue Simulation in the Fall and Spring</li> </ul>
<b>HCAL 3 ACE Simulation</b>	7.5	7.5	15	7.5	Clinic Area	<ul style="list-style-type: none"> <li>• Individual, 30 minutes each student</li> <li>• Conducted Simultaneously with the Lasater</li> <li>• 2 Faculty member (Judy &amp; Rosa)</li> <li>• 1 student Volunteer</li> <li>• Conducted before the Lasater</li> </ul>
<b>HCAL 3 Senior Lasater Individual Learning Simulation</b>	7.5	7.5	15	7.5	High-Fidelity and back lab only	<ul style="list-style-type: none"> <li>• Individual, 30 minutes each student</li> <li>• Before the OSCE for the first time, keep</li> </ul>
<b>HCAL 3 10 Station OSCE</b>	7	28	15	18	**	<ul style="list-style-type: none"> <li>• Individual, 2.5 hours each student</li> <li>• 4 Faculty and 3 volunteers</li> </ul>
<b>Totals</b>	<b>50</b>	<b>84</b>	<b>107</b>	<b>33</b>		

Fall 2016						
Simulation/OSCE	Total Hours	Total Faculty Hours	Number Students participating in a Simulation	Total Student Volunteer Hours	Equipment and lab section used for Simulation ** All lab, all manikins, task trainers, clinic, and computers	Miscellaneous Descriptions and Recommendations
<b>B221 Simulation Orientation</b>	10.5	10.5	62	None	Pediatric and Adult High Fidelity. Back Lab only	<ul style="list-style-type: none"> <li>Groups of 9 to 12 in 1 hour 45 minutes</li> <li>Add another simulation - will be 2 hours long</li> </ul>
B220 Bafa Bafa	7					<ul style="list-style-type: none"> <li>See Crystal's Report</li> <li>6-7 hours (lab time &amp; debriefing)</li> </ul>
<b>HCAL 1 Short Simulation</b>	25 Simulation only	65	62	12 SS	**	<ul style="list-style-type: none"> <li>2 hours in groups of 4 to 5 students and ½ at the beginning of the semester and the other ½ at the end of the semester</li> <li>Worked well but difficult to schedule</li> <li>Simulations are embedded with review sessions</li> <li>3 faculty at all times</li> </ul>
<b>HCAL 1 Mid-term Learning Simulation</b>	15 Simulation only	30	62	5 SS	**	<ul style="list-style-type: none"> <li>In groups 6 - 7 and in 4 hours sessions but only 1.5 hours of simulation other review</li> <li>2 faculty at all times for the simulations</li> <li>Continue, just update scenarios, and lengthen debriefing time.</li> </ul>
<b>HCAL 1 OSCA</b>	26	78	80	52	**	<ul style="list-style-type: none"> <li>4 stations, 2 OSCEs simultaneously</li> <li>2 hours of simulation per student</li> <li>need more preparation for faculty and student debriefing</li> </ul>
Disaster Simulation	6				**	<ul style="list-style-type: none"> <li>See Crystal's Report</li> </ul>
<b>HCAL 3 Code Blue and Hemodynamics Learning Simulation</b>	16.5	16.5	27	None	High-Fidelity adult and Peds Back lab only	In groups of 7 to 10 - 5.5 hour sessions
<b>HCAL 3 Rapid Response Learning Simulation</b>	12	12	27	None	High-fidelity Adult and Peds Back lab and clinic area	In groups of 4 and 2 hour sessions
<b>HCAL 3 Senior Lasater Individual Learning Simulation</b>	13.5	13.5	27	None	High-fidelity Adult and Peds Back lab and clinic area	
<b>HCAL 3 OSCE Individual</b> 7 Stations	7.5	48	27	32	**	<ul style="list-style-type: none"> <li>7 Stations (2.5 hours total for each student)</li> <li>4 students and Student Simulationists</li> </ul>
<b>This Semester Totals</b>	139	273.5	374	101		
<b>Summer 2016</b>	50	84	107	33		
<b>Total</b>	189	458	481	135		

<b>Spring 2017</b>						
<b>Simulation/OSCE</b>	<b>Hours</b>	<b>Faculty Hours</b>	<b>Number Students participating in a Simulation</b>	<b>Student Volunteer Hours</b>	<b>Equipment used for Simulation **Use the entire Nursing lab &amp; clinic area</b>	<b>Miscellaneous Descriptions and Recommendations</b>
<b>249 High Fidelity Learning Simulation Individual</b> 30 minutes	30	26	61	10 SS	High Fidelity Adult & Peds	<ul style="list-style-type: none"> <li>• SS - Student Simulationists</li> <li>• In dyads, prefer individual</li> <li>• Half an hour each session</li> <li>• Need to schedule early in semester</li> </ul>
<b>249 Lasater Individual Learning Simulation</b>	30	30	61	None	High-fidelity Adult and Peds Back lab only	<ul style="list-style-type: none"> <li>• 25 -30 minutes for each student</li> <li>• Conducted with ½ of OSCE evaluation</li> <li>• Recommend Lasater before OSCE</li> </ul>
<b>249 4-Station OSCE</b>	30.5	70	61	88	**	<ul style="list-style-type: none"> <li>• 2 OSCEs Simultaneously</li> <li>• Included Math Station</li> <li>• 3 to 4 students at all times</li> <li>• 2 or 3 Faculty at all times</li> </ul>
<b>HCAL 2 Learning Simulation</b>	29	79	67	0	**	Groups of 5-6 Students in 4 hour sessions rotating through 4 stations of which 2 are simulations Team Management Students
<b>HCAL 2 Five-station OSCE - Individual</b>	22.5	97	67	64	**	2 OSCEs Simultaneously, except for Saturday 6 hours
Disaster Simulation	6				**	* see Crystal's Report
<b>HCAL 3 Code Blue &amp; Hemodynamics Learning Simulation</b>	11	11	23	None	High-Fidelity Adult and Peds and back lab only	Groups of 7 to 10 – 5.5 hour sessions 1 Faculty member
<b>HCAL 3 Rapid Response Learning Simulation</b>	12	12	23	None	High-Fidelity Adult and Peds and back lab only	In groups of 4 and 2 hour sessions 1 Faculty member
<b>HCAL 3 Senior Lasater Individual</b>	11.5	23	23	None	High-Fidelity Adult and Peds and back lab only	2 Lasaters Simultaneously 2 Faculty member
<b>HCAL 3 Seven-Station OSCE</b>	8.5	46	23	49	All manikins, task trainer, and computers **	
<b>Clinical Make-up Learning Simulation</b>	8	32	21	8	All of back lab	<ul style="list-style-type: none"> <li>• Multi-level, multi-patient - 4 hour sessions</li> <li>• Include 2 Senior Charge Nurses (1 SS 4 hours)</li> <li>• My accommodate a total of 14 students per one session</li> <li>• Only 1 or 2 faculty needed – this was a pilot</li> </ul>
<b>Spring 2017</b>	<b>199</b>	<b>426</b>	<b>430</b>	<b>381</b>		
<b>Fall 2016</b>	<b>139</b>	<b>273.5</b>	<b>374</b>	<b>101</b>		
<b>Summer 2016</b>	<b>50</b>	<b>84</b>	<b>107</b>	<b>33</b>		
<b>TOTAL</b>	<b>388</b>	<b>783.5</b>	<b>911</b>	<b>515</b>		

<b>Summer 2017</b>						
<b>Simulation/OSCE</b>	<b>Hours</b>	<b>Faculty Hours</b>	<b>Number Students participating in a Simulation</b>	<b>Student Volunteer Hours</b>	<b>Equipment used for Simulation **Use the entire Nursing lab &amp; clinic area</b>	<b>Miscellaneous Descriptions and Recommendations</b>
<b>B221 Simulation Orientation</b>	4	4	19	None	High-Fidelity Adult and Peds and back lab only	
<b>249 High-Fidelity Learning Simulation</b>	9	9	19	None	High-Fidelity Adult and Peds and back lab only	In dyads
<b>249 Four Station OSCE</b>	8	18	19		**	
<b>HCAL 3 Code Blue &amp; Hemodynamics Learning Simulation</b>	6.5	6.5	13	None	High-Fidelity Adult and Peds and back lab only	Only in summer is it 6.5
<b>HCAL 3 Rapid Response Learning Simulation</b>	4	4	13	None	High-Fidelity Adult and Peds and back lab only	Continue with small groups, incorporated increase number of lab interpretation
<b>HCAL 3 Senior Lasater Individual Learning Simulation</b>	3.5	7	13	None	High-Fidelity Adult and Peds and back lab only	Continue 2 Lasater simultaneously 2 Faculty members
<b>HCAL 3 Seven-Station OSCE</b>	6.5	30	13	13	**	4.5 Faculty members 2 students Volunteers Need more help in the summer
<b>Summer 2017</b>	<b>41.5</b>	<b>78.5</b>	<b>109</b>	<b>13</b>		
<b>Spring 2017</b>	<b>199</b>	<b>426</b>	<b>430</b>	<b>381</b>		
<b>Fall 2016</b>	<b>139</b>	<b>273.5</b>	<b>374</b>	<b>101</b>		
<b>Summer 2016</b>	<b>50</b>	<b>84</b>	<b>107</b>	<b>33</b>		
<b>TOTAL</b>	<b>429.5</b>	<b>862</b>	<b>1,020</b>	<b>528</b>		

## OSCE Statistics

Semester and Course	Number of Students	Percent Passed no remediation	Passed with remediation
<b>Summer 2016</b> <b>249 Four-Station OSCE</b> (Included Math Station and excluded the evaluation station)	15	100%	
<b>Summer 2016</b> <b>HCAL 3 Ten-Station OSCE</b> (Excluded evaluation station)	15	80% Mean: 79% Range: 69% - 89.2%	20% 1 Foley 4 Suctioning 2 Suctioning
<b>Fall 2016</b> <b>HCAL 3 Ten-Station OSCE</b> (Excluding evaluation station)	27	82% Mean: 83% Range: 66% to 95%	18% 2Foley 3Suctioning 2NGT 2 remediated in more than one
<b>Spring 2017</b> <b>249 Four-Station OSCE</b> (Included Math Station and excluded the evaluation station)	61	100%	
<b>Spring 2017</b> <b>HCAL 2 Four-station OSCE</b> (Excluded evaluation station)	67	83.6% Mean: 96% Range: 68% - 96% 97% scored >73%	16.4 % 2 NGT and 9 DA
<b>Spring 2017</b> <b>HCAL 3 Seven-Station OSCE</b> (Excluded evaluation station)	23	82.6% Mean: 83% Range: 68.5%-90.7%	17.4% 3 sterile suction 2 NGT 2 Foley 2 remediated in more than one
<b>Summer 2017</b> <b>249 Four-Station OSCE</b>	19	100%	
<b>Summer 2017</b> <b>HCAL 3 Seven-Station OSCE</b>	13	77% Mean: 72% Range: 61%- 85.8%	23% 3 passed with remediation 2 sterile suction, 1 Foley

<b>Lasater Scores</b>		
<b>Class and Year</b>	<b>Student Number</b>	<b>Lasater Score</b>
Spring 2017 Sophomores May 2019 Graduates	59 / 61	<b>2.06</b>
Spring 2017 Juniors May 2018 Graduates	55	<b>2.73</b>
Spring 2017 Juniors December 2017 Graduates	13	<b>2.69</b>
Fall 2016 /Spring 2017 Seniors May 2017 Graduates	49 / 50	<b>3.19</b>
Summer 2017 Seniors Dec 2017 Graduates	13	<b>2.64</b>

<b>Second-degree Student Clinical Judgment Development GRAD: December 2017</b>		
<b>Lasater Scores</b>		
<b>Sophomore</b> 1.892	<b>Junior</b> 2.69166667	<b>Senior</b> 2.644615385 <i>HCAL 3 Summer Six Weeks</i>

<b>Student Lead Quality Improvement Project: Using the PDSA Model to Increase Students Satisfaction and Outcomes at IUN Stimulation Program</b>	
<b>A Two Year Project</b>	
Students researched best practice in simulation pedagogy and in using the Plan Do Study Act Model for quality improvement. The entire project may be viewed as one PDSA cycle or as four separate PDSA cycles. Students worked individually or in dyads. During the meetings, students shared their work so that students were informed on all aspects of the project.	
<b>Fall 2016</b>	<ul style="list-style-type: none"> <li>Created survey in compliance with INACSL Best Practice Standards</li> <li>Administered the survey to Juniors and Seniors</li> <li>Analyzed the surveys – quantitative and qualitative data</li> <li><b>Issued Recommendations:</b> Longer and more structured debriefings, clear instructions in the pre-briefings and in reports, learning objectives before the simulation, and stay within schedule</li> <li>Presented results and recommendations with the Faculty Simulation Committee</li> </ul>
<b>Spring 2017</b>	<ul style="list-style-type: none"> <li>Disseminated the Results Sophomore, Junior, and Senior Faculty with interviews</li> <li>Began quality improvement by monitoring learning Simulations, focus Sophomores and Senior Faculty</li> <li>Interrater Reliability with the Senior OSCE (not enough data)</li> <li>Responded to Student request by creating four scenarios dealing with the care of difficult patients</li> </ul>
<b>Fall 2017</b>	<ul style="list-style-type: none"> <li>QI Focus for Junior learning simulations and for the OSCA using IUN QI Forms</li> <li>Interrater Reliability with Junior OSCA</li> <li>Use QI Simulation Forms</li> <li>In progress...</li> </ul>
<b>Spring 2018 Projected</b>	<ul style="list-style-type: none"> <li>Survey all students</li> <li>Compare to initial results</li> <li>To be determined</li> </ul>

<b>482 Virtual Simulation</b>						
<b>Fall 2016</b>						
	<b>Total Hours</b>	<b>Total Faculty Hours</b>	<b>Number Students participating in a Simulation</b>	<b>Total Student Volunteer Hours</b>	<b>Equipment and lab section used for Simulation</b> ** All lab, all manikins, task trainers, clinic, and computers	<b>Miscellaneous Descriptions and Recommendations</b>
<b>482 Management</b>	45	45	8-10	7.5 hours Student Simulationist		
<b>Spring 2017</b>						
<b>482 Management</b>	45	45	8-10	7.5 hours Student Simulationist		
<b>TOTAL</b>	<b>90</b>	<b>90</b>	<b>16-20</b>	<b>15</b>		

**List of Evaluations attached:**

Overall, the student evaluations are positive and faculty members usually respond to simulation specific concerns. We, the QI participants and Faculty Simulation Committee, agree on the following recommendations for improvement: longer debriefings, more structured debriefings, clear pre-briefings, always provide learning objectives before the simulation, and maintain the schedule (more organization).

249 Sophomores High-Fidelity Simulation Spring 2017

HCAL 1 Midterm Learning Simulation Fall 2016

HCAL 1 Post OSCA Evaluation Fall 2016

HCAL1, 2, 3 Multi-patient, Multi-level Patient Simulation May 4, 2017

HCAL 2 Learning Simulation Evaluation Spring 2017

HCAL 2 Post OSCE Evaluation Spring 2017

HCAL 3 Lasater Simulation Student Survey Fall 2016

HCAL 3 Learning Simulation Day Student Evaluation Fall 2016

HCAL 3 OSCE Student Evaluation Fall 2016

HCAL 3 OSCE Student Evaluation Spring 2017

HCAL 3 OSCE Student Evaluation Summer 2017

HCAL 3 Post OSCE Faculty Survey – Debriefing Spring 2017

HCAL 3 Rapid Response Student Evaluation Spring 2017

**Major/Program:** Radiologic Sciences

**Annual ASSESSMENT of the Major/Program**

**Fall 2016-Spring 2017**

<b>What are the student learning outcomes in the major/program?</b>					
Goal 1. Students will demonstrate clinical competence. (SLO 1-6)					
Goal 2. Students will demonstrate effective communication skills. (SLO 7-8)					
Goal 3. Students will demonstrate critical thinking and problem-solving skills (SLO 9-10)					
Goal 4. Students will demonstrate professional values. (SLO 11-12)					
Goal 5. Students will be involved in professional continuing education activities to instill a desire for lifelong learning. (SLO 13)					
Goal 6. Students will be involved in the community we serve. (SLO 14)					
Goal 7. The program will provide the medical community with individuals qualified to perform radiographic procedures. (15-19 Program Effectiveness Measures)					
<b>Which outcome(s) did you assess this academic year?</b>					
Radiography Program Assessment Committee meets annually to assess all student learning outcomes. Part of this assessment includes Program Effectiveness Measures, which are also updated annually described in our detailed Assessment Plan provided in the Summary of Data section below.					
<b>How did you assess the learning outcomes this academic year?</b>					
We use a variety of measurement tools to assess individual outcomes as described in our Assessment Plan below.					
<b>Please summarize the data you have collected this academic year.</b>					
<b>Goal 1: Students will demonstrate clinical competence.</b>					
<b>Student Outcome</b>	<b>Measurement Tool</b>	<b>Benchmark</b>	<b>Timeframe/ Responsible Party</b>	<b>Results</b>	<b>Analysis/Action Plan</b>

Students will demonstrate proper positioning skills.	R101 and R201 Lab Competency Evaluations	Overall class average will exceed 90% (45/50 points)	1 <sup>st</sup> Year – Fall and Spring Semester  Lab Faculty Fall 2016 n= 34 Spr 2017 n= 33	2017= 45.09 (R201) 2016= 45.24 (R101) 2016 = 44.32 (R201) 2015 = 45.00 (R101) 2015 = 46.62 (R201) 2014 = 45.14 (R101)	Benchmark met for R101 and R201. The lab competencies are a good tool for early assessment of positioning skills. Poor performers were required to practice with instructor as well as repeat until successful.
	R290 – Specific Competency Evaluation Form Section D 1-14	100% of graduates will pass the required number of specific competency evaluations with an overall class average that exceeds 85% in the Final Clinical course- R290.	2 <sup>nd</sup> Year –Spring Semester  Clinical Faculty 2017 n = 27	2017= 89.13% 2016 = 91.73% 2015 = 89.26% 2014 = 87.86% 2013 = 89.78%	Benchmark met. The completion of all specific competencies is required to graduate from the program. Overall course average continues to be strong.
Students will demonstrate continued competence in positioning skills.	R290 General Competency Evaluation Forms Section D 1-14	100% of graduates will pass the required number of general competency with and overall class average that exceeds 85% in the Final Clinical course- R290.	2 <sup>nd</sup> Year –Spring Semester  Clinical Faculty 2017 n = 27	2017= 89.13% 2016 = 91.73% 2015 = 89.26% 2014 = 87.86% 2013 = 89.78%	Benchmark met. The completion of all general competencies is required to graduate from the program.
	R281 technique quizzes (spine and chest)	Overall class average will exceed 90% (13.5/15 points)	1 <sup>st</sup> year – Spring Semester Clinical Faculty 2016 n = 33	2017= 13.91 2016 = 13.88	Benchmark met, This new tool seems to be an appropriate way to evaluate 1 <sup>st</sup> year skills.

	R290 – Specific Competency Evaluation Form Section F 1-3	100% of graduates will pass the required number of specific competency evaluations with an overall class average that exceeds 85% in the Final Clinical course- R290.	2 <sup>nd</sup> Year –Spring Semester  Clinical Faculty 2017 n =27	2017= 89.13% 2016 = 91.73% 2015 = 89.26% 2014 = 87.86% 2013 = 89.78%	Benchmark met. The completion of all specific competencies is required to graduate from the program. Overall course average continues to be strong.
Students will demonstrate continued competence in selecting appropriate technical factors.	R290 –General Competency Evaluation Form Section F 1-3	100% of graduates will pass the required number of general competency with and overall class average that exceeds 85% in the Final Clinical course- R290	2 <sup>nd</sup> Year – Spring Semester  Clinical Faculty 2017 n = 27	2017= 89.13% 2016 = 91.73% 2015 = 89.26% 2014 = 87.86% 2013 = 89.78%	Benchmark met. The completion of all general competencies is required to graduate from the program. Overall course average continues to be strong.
Students will evaluate radiographic images and procedures.	R290 – Comprehensive Final Written Exam	Overall class average will exceed 85% on the first attempt.	2 <sup>nd</sup> Year Spring semester  Course Instructor 2017 n = 27	2017= 85.52% 2016 = 89.37% 2015 = 87.13% 2014 = 86.07% 2013 = 87.34%	Benchmark met. Students continue to do well on the comprehensive final exam, which emphasizes image critique. Preparation for this exam involves semester long reviews as a part of clinical labs.
	RAD 260 Radiation Biology and Protection Final Exam Grades	Average score of 85% or higher	2 <sup>nd</sup> Year – Spring Semester  Course Instructor 2017 n = 28	2017= 88.65% 2016 = 91.60% 2015 = 90.05% 2014 = 93.10% 2013 = 90.97%	Benchmark met. While this is a cognitive tool, the faculties believe it is the foundation for safe practice.

	R290 - Specific Competency Evaluation Form E 1-2	100% of graduates will pass the required number of specific competency evaluations with an overall class average that exceeds 85% in the Final Clinical course- R290.	2 <sup>nd</sup> Year – Spring Semester  Clinical Instructor 2017 n = 27	2017= 89.13% 2016 = 91.73% 2015 = 89.26% 2014 = 87.86% 2013 = 89.78%	Benchmark met. Clinical faculties regularly emphasize the importance of safe radiation protection practices and students are expected to demonstrate these skills on each competency evaluation. Exam competencies are revoked if safe practices are not followed. The completion of all competencies is required to graduate from the program.
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**Goal 2: Students will demonstrate effective communication skills.**

<b>Outcome</b>	<b>Measurement Tool</b>	<b>Benchmark</b>	<b>Timeframe/ Responsible Party</b>	<b>Results</b>	<b>Analysis/Action Plan</b>
	R202 Case Study evaluating a poor radiographic image	Overall class average on the case study will exceed 85% (85/100 points).	1 <sup>st</sup> Year – Spring Semester  Course Instructor 2017 n= 33	2017= 87.21% 2016 = 86.68% 2015 = 88.26% 2014 = 85.42% 2013 = 86.13%	Benchmark met. This tool seems to be a good measure of the students' writing ability. The case study is 8-10 pages and is the longest of the writing assignments in the curriculum.
	R205 Best Image Assignment	Overall class average on this assignment will exceed 85% (30/35 points)	2 <sup>nd</sup> Year – Fall Semester  Course Instructor 2016 n= 28	2016= 93.66%	Benchmark met this year. This is a new tool that replaced the Pamphlet project.

	R260 Research Paper	Overall class average will exceed 90% (45/50 points)	2 <sup>nd</sup> year – Spring Semester 2017 n = 28	2017= 83.36% 2016 = 86.7%	Benchmark was not met. This is a new measurement tool evaluated in the 2 <sup>nd</sup> year of the program. Unintentional plagiarism was found to be driving the scores down. Action plan is to provide more resources that help students avoid plagiarism.
	R281 Professional Skills Development Evaluation Item 3 a-e	Class average of 85%	1 <sup>st</sup> Year – Spring Semester  Clinical Faculty 2017 n= 33	2017= 87.45% 2016 = 87.43% 2015 = 88.28% 2014 = 88.0% 2013 = 87.31%	Benchmark met. This measurement seems to be a good measure of the students' oral communication abilities.
	R202 Lab Report	Overall class average will exceed 90% (9/10 points)	1 <sup>st</sup> Year – Spring Semester 2017 n = 33	2017= 96.1% 2016 = 97.9% 2015 = 98%	Benchmark met. This is a newer measurement tool that seems to be appropriate for evaluating students' skills in the 1 <sup>st</sup> year of the program.
	R205 Oral presentation of the Best Image	Overall class average will exceed 90% (4.5/5 points).	2 <sup>nd</sup> Year – Fall Semester  Course instructor 2016 n= 28	2016 = 98.4%	Benchmark met. This is a new tool that replaced the Pamphlet project presentation. The requirements are the same as the previous tool, which proved to be useful in evaluating students' skills in the second year of the program.

	R290 Professional Skills Development Evaluation Item 3 a-e	Class average of 85%	2 <sup>nd</sup> Year – Spring Semester  Clinical Faculty 2017 n = 27	2017= 91.19% 2016 = 92.40% 2015 = 91.27% 2014 = 90.9% 2013 = 91.63%	Benchmark met. This measurement seems to be a good indicator of the students' oral communication abilities. When comparing first-year to second-year students, there seems to be some improvement.
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**Goal 3: Students will demonstrate critical thinking and problem-solving skills**

Outcome	Measurement Tool	Benchmark	Timeframe/ Responsible Party	Results	Analysis/Action Plan
	R290 Critical Thinking scenario on a trauma patient	Overall class average on the R290 critical thinking scenario will exceed 85%.	2 <sup>nd</sup> Year – Spring Semester  Clinical Instructors 2017 n = 27	2017= 83.52% 2016 = 88.77% 2015 = 88.63% 2014 = 83.79% 2013 = 89.28%	Benchmark not met. Benchmark at 85% seemed appropriate for this too. Clinical faculty explanation.... Possible action plan is to teach the critical thinking process in steps using Patient Care book chapter.
	R205 Trauma Group Assignment	Overall class average will exceed 85% (17/20 points)	2 <sup>nd</sup> Year – Fall Semester 2016 n = 28	2016= 88.55% 2015 = 92.7% 2014 = 86.85%	Benchmark met. Plan to make this a graded forum discussion in 2017 so all students benefit from reading each of the groups work.
Students will evaluate the quality of radiographic images and procedures.	R 290 Comprehensive Final Written Clinical Exam	Class average will exceed 85% on first attempt.	2 <sup>nd</sup> Year – Spring Semester  Course Instructors 2017 n= 27	2017= 85.52% 2016 = 89.37% 2015 = 87.13% 2014 = 86.07% 2013 = 87.34%	Benchmark met. Students spend the spring semester preparing for this comprehensive image critique exam but know that they can retake the exam if they do not pass on first attempt. Continue to monitor.

**Please describe any programmatic changes you have made or are planning to make based on the data**

**you have collected (action steps).**

The Action/Analysis Section of the Plan described in the above section details programmatic changes based on the data when appropriate. Some of the changes include modifying assignments to further support student learning outcomes, such as adding discussions, reflections, and repeating assignments later in the program to assess growth from first to second year.

Please report on the progress of your **action steps** reported in 2015-2016. See <http://www.iun.edu/campus-assessment/assessment-results/index.htm> for your previous unit reports.

Action steps reported in 2015-2016 were implemented and improvements have been noted during the first implementation. Monitoring of the implemented changes will continue as assessment is an ongoing process.

**\*\*Note:** Please use this template to provide the responses to the prompts above.\*\*

Major/Program: Social Work

Annual ASSESSMENT of the Major/Program

Fall 2016-Spring 2017

What are the student learning outcomes in the **major/program**?

Council on Social Work Education Competencies

**Competency 1 Demonstrate Ethical and Professional Behavior**

**Competency 2 Engage Diversity and Difference in Practice**

**Competency 3 Advance Human Rights and Social, Economic and Environmental Justice**

**Competency 4 Engage in Practice-informed Research and Research-informed Practice**

**Competency 5 Engage in Policy Practice**

**Competency 6 Engage with individuals, families, groups, organizations and communities**

**Competency 7 Assess individuals, families, groups, organizations and communities**

**Competency 8 Intervene with individuals, families, groups, organizations and communities**

**Competency 9 Evaluate practice with individuals, families, groups, organizations and communities**

Which outcome(s) did you assess this academic year?

- 1- Students make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- 2- Students use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- 3- Students demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- 4- Students use technology ethically and appropriately to facilitate practice outcomes;
- 5- Students use supervision and consultation to guide professional judgment and behavior.
- 6- Students apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- 7- Students present themselves as learners and engage clients and constituencies as experts of their own experiences;
- 8- Students apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
9. Students apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;
10. Students engage in practices that advance social, economic, and environmental justice.
- 11- Students apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;
- 12- Students use and translate research evidence to inform and improve practice, policy, and service delivery
- 13- Students Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- 14- Students assess how social welfare and economic policies impact the delivery of and access to social services;
- 15- Students apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
- 16- Students collaborate with colleagues and clients to develop and advocate for policies that advance

social well-being.

- 17- Students apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;
- 18- Students use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
- 19- Students collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- 20- Students apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- 21- Students develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;
- 22- Students select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
- 23- Students critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- 24- Students apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- 25- Students use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- 26- Students negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;
- 27- Students facilitate effective transitions and endings that advance mutually agreed-on goals.
- 28- Students select and use appropriate methods for evaluation of outcomes;
- 29- Students apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- 30- Students critically analyze, monitor, and evaluate intervention and program processes and outcomes;
- 31- Students apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

**How did you assess the learning outcomes this academic year?**

Learning Evaluation Tool SWK S481 Field Practicum I and S482 Field Practicum II. Also, a case presentation in SWK S482 seminar

1. The benchmark was 5 on a scale of 1 - 7.

1= complete inability 3= beginning-level 5= new BSW graduate 7= seasoned, highly experienced practitioner

**Please summarize the data you have collected this academic year, combined measure 1 and 2.**

All students met the benchmarks established for the combined measures used to assess the Council on Social Work Education's competencies.

Competency 1 Demonstrate Ethical and Professional Behavior	100%
Competency 2 Engage Diversity and Difference in Practice	100%
Competency 3 Advance Human Rights and Social, Economic and Environmental Justice	100%
Competency 4 Engage in Practice-informed Research and Research-informed Practice	100%
Competency 5 Engage in Policy Practice	100%

Competency 6 Engage with individuals, families, groups, organizations and communities	100%
Competency 7 Assess individuals, families, groups, organizations and communities	100%
Competency 8 Intervene with individuals, families, groups, organizations and communities	100%
Competency 9 Evaluate practice with individuals, families, groups, organizations and communities	100%

**Please describe any programmatic changes you have made or are planning to make based on the data you have collected (action steps).**

- Revise all BSW social work syllabi connecting the course objectives more directly with the CSWE accreditation competencies by Fall, 2017.
- Develop a uniform rubric for all signature assignments in required social work courses.
- Have BSW syllabi and the MSW student handbook comply with Electronic Information Technology (EIT) accessibility guidelines by spring, 2018.
- Increase the number of field placement sites to accommodate the 2018 expected larger senior class size.
- Simplify the electronic application process. The admissions committee found the electronic application itself confusing and difficult to use making the admissions process cumbersome for applicants and labor intensive for faculty reviewers.

Please report on the progress of your **action steps** reported in 2016-2017. See <http://www.iun.edu/campus-assessment/assessment-results/index.htm> for your previous unit reports.

- Signature assignments tied to the new competencies for all required social work courses were developed during the spring of 2017 and will be implemented beginning Fall, 2017.
- A revised rubric for the case presentations was developed and used during the spring, 2017 term. More explicit instructions and guidance was provided based on earlier experiences.
- Five additional BSW field sites were added to the list of affiliated internship sites.
- A 200 level research/writing course syllabus was developed, but an instructor has yet to be found.

**\*\*Note:** Please use this template to provide the responses to the prompts above.\*\*

**Major/Program: SPEA**

**Annual ASSESSMENT of the Major/Program**

**Fall 2016-Spring 2017**

What are the student learning outcomes in the **major/program**?

***Primary NASPAA Competencies that guided student learning outcomes:***

1. To analyze, synthesize, think critically, solve problems and make decisions
2. To articulate and apply a public service perspective
3. To lead and manage in public governance

Which outcome(s) did you assess this academic year?

The V600 Capstone course was employed for assessing outcomes during this academic year. The use of this course for evaluation allowed our school to assess our students' ability to apply skills and knowledge gleaned from all of our core competency classes. The outcomes are listed as follows:

- To integrate concepts learned from SPEA MPA core courses with real world decisions made by policy makers to show an understanding of how to manage in public governance
- To propose a way to study a real public policy problem using statistical methods and data analysis to show student's ability to analyze information and solve problems
- To evaluate the role of government authority that requires quick yet ethical decision making to show an ability to think critically about public leadership
- To develop a public policy for a certain segment of society based upon the values of social equity and diversity in order to show an ability to communicate and interact with a diverse citizenry
- To develop solid communication and presentation skills to deliver information in a clear and concise way

Four scoring criteria were used: excellent, very good, satisfactory, and unsatisfactory

**How did you assess** the learning outcomes this academic year?

A rubric was used to assess student learning outcomes based on the final project (group-based term paper & presentation) from the V600 spring courses. The class was quite small (with 10 students) and there were only five final papers. One faculty member was asked to assess five papers and presentation PowerPoint slides. The papers/PPTs were given to the faculty without any identifiers and graded on the basis of the following checklist. Scores and grades provided by the assessor were compared to the grades given by the instructor.

[Check List]

The key areas and questions that needed to be covered for this final project are detailed as follows:

1. Introduction
  - Clearly and concisely states the paper's purpose (problems and questions to be resolved), which is engaging, and thought provoking
2. Literature Review

- Provide background research into the topic and summarize important findings from the review of the literature.
3. Data & Methodology
    - Provide appropriate data management to address research agenda
    - Provide detailed information regarding descriptive statistics and the logic of model specification using logic model
  4. Result
    - Provide appropriate interpretation on the coefficients and p-value which statistical software program (e.g., SPSS) produced
    - Provide appropriate inference and demonstrate statistical significance and substantial significance
  5. Discussion & conclusion
    - Provide practical implication related with the analysis
    - Apply pertinent theory and information from relevant SPEA MPA core courses in explaining and interpreting analysis outcome
    - Demonstrate an awareness of limitation (such as validity issue) and potential ethical issues associated with sound statistical practice
    - Propose policy or management decision alternatives considering public values and public service perspective
  6. Presentation
    - Provide well-organized oral presentation, providing support for main points with reasons, discussion of alternatives, explanations, and examples as appropriate
    - Speak clearly at an understandable pace within the time limit of the presentation and use an appropriate technical level for the intended audience
    - Prepare informative, well-designed, and consistent visual aids (e.g. PowerPoint slides)
  7. Mechanics
    - No errors in grammar & structure and word usage
    - Citation: All cited works, both text and visual, are done in the correct format with no errors
    - Reference: Correct format (APA style) with no errors

Please **summarize the data** you have collected this academic year.

1. Application and Integration of SPEA MPA core knowledge with real world problem (Checklist #1, #2, & #5)  
Satisfactory: 20%, Very Good 60%, Excellent 20%,  
80% Very Good or Excellent
2. Synthesis of information and evidence-based decision making (Checklist #2, #3, & #4)  
Unsatisfactory: 20%, Satisfactory:40%, Very Good 20%, Excellent 20%  
40% Very Good or Excellent
3. Critical thinking in evaluating the current issue and creating policy and management alternatives (Checklist #1 & #5)  
Satisfactory:40%, Very Good 40%, Excellent 20%  
60% Very Good or Excellent

4. Articulation of public interest and values from the public service perspective (Checklist #5)  
Very Good 60%, Excellent 40%  
100% Very Good or Excellent
5. Effective and productive communication skills (#6 & #7)  
Satisfactory:20%, Very Good 40%, Excellent 40%  
80% Very Good or Excellent
6. Overall Rating  
Unsatisfactory 4%, Satisfactory 25%, Very Good 46%, Excellent 25%  
71% Very Good or Excellent

**Please describe any programmatic changes you have made or are planning to make based on the data you have collected (action steps).**

The traditional V600 capstone project, especially using case analysis, has designed to promote (and accordingly assessed) student's ability to summarize any *given* case and to analyze the case, answering the questions that instructors provided. This guided-instruction method has been regarded as a useful tool to improve students' problem-solving skills, but had some constraints that students may not search for and identify the current problem to be resolved by themselves, collect their own data which can be analyzed to address their question, and develop students' own perspective to see the problem differently and creatively. Also, it is extremely hard to find the cases to meet student's diverse research needs. Rather than solving the *given* problem, the current capstone project is designed to have student themselves (1) explore and define the current issue to be resolved; (2) collect the data to be used and manage the data to address the question; 3) make decisions on the basis of evidence; and 4) propose policy or management alternatives considering values (public interest, equity, equality, and diversity, etc.) beyond traditional efficiency and effectiveness. The present assessment demonstrated that some improvements should be made, especially in the problem identification and evidence-based decision making. SPEA graduate faculty discussed about this agenda and agreed to incorporate such skills in the future capstone class, as well as in their curriculum (esp. V500 & V506).

Please report on the progress of your **action steps** reported in 2015-2016. See <http://www.iun.edu/campus-assessment/assessment-results/index.htm> for your previous unit reports.

Based on the assessment report from 2015-2016, SPEA graduate faculty members have incorporated case analyses as a learning tool to acquire SPEA core competencies.

**\*\*Note:** Please use this template to provide the responses to the prompts above \*\*