School of Nursing
RN to BSN option
Program Assessment Plan

Program learning outcomes:
For the purpose of program assessment, a set of eight broad program learning outcomes have been developed. The successful student will be able to:

1. Integrate theoretical knowledge and clinical learning from the physical, psychosocial and nursing sciences in nursing practice.
2. Use critical thinking to provide therapeutic nursing derived from research and professional standards.
3. Collaborate with other professionals in providing preventative health education and research-based interventions to diverse clients across the life span in rural contexts.
4. Assume responsibility for continuing professional growth and ethical-legal nursing practice.
5. Incorporate leadership skills to enhance health of individuals, families and communities.
6. Incorporate caring values, beliefs and practices of diverse individuals, families and communities in nursing care.
7. Use research findings in managing care of individuals, families and communities in rural contexts.
8. Implement collaborative health prevention for clients in rural communities.

Typical course learning objectives:
Candidates for the Bachelor of Science in Nursing (BSN) must present evidence of having met a number of specific performance objectives; each of these aligns with one or more of the eight program learning outcomes. These outcomes are found in various course syllabi.

1. Integrate theoretical knowledge with research findings in a documented written or oral research quantitative or qualitative critique (PLO1)
2. Explain theoretical perspectives on health of individuals and communities in a proposal, in report, or in a community presentation (PLO 1)
3. Describe the collaborative role of the health care professional in a written examinations (PLO 1,3,5,6,8)
4. Develop clinical competencies in nursing practice: administer complete physical examinations, evaluate and report on the level and quality of community health resources (PLO 1, 2, 6)
5. Implement a collaborative healthcare project that meets the program outcomes, working with an agency such as Boys and Girls Club, Head Start, Catholic Charities. (PLO 8)

Indirect Assessment:
We plan to include one survey as a method of formative evaluation. (Drafts of these surveys are attached to this plan.) One survey is utilized as opposed to a series of survey periods, as some students may complete the RN to BSN option core courses within a one year timeframe. The survey will be distributed to students at the end of the first year, where students will be asked to comment of the strengths and weaknesses of the program and to suggest improvements. The assessment committee will provide a mechanism of ongoing formative assessment by review of the survey and will present a report and recommendations for program improvement. As new recommendations are made and/or modified, as appropriate these will be implemented and assessed for effectiveness.

A second summative survey will be sent to alumni graduates two years after they have completed the BSN degree. The assessment committee will review the surveys and present a report and recommendations to the full faculty. Where actions are assessed in need of improvement in respect to program outcomes, they will be addressed and evaluated.

The UH Hilo School of Nursing's existing Baccalaureate Nursing Program is approved by the National League for Nursing Accrediting Commission (NLNAC).

Direct Assessment:
The progress of each student will be assessed and monitored throughout their academic experience through examinations, written reports, online participation, and other performances in each online class and clinical course. Additionally, assessment of program quality will be ascertained by student performances in signature assignments from select courses with progress towards examining at least 2 or more program learning goals each year.

Systematic scheduled assessment of student achievement of program learning goals is the responsibility of all core faculty who teach program courses. A curriculum committee comprised of five core faculty will review student work on the following schedule:

Every January , results of these reviews will be reported to the faculty by the assessment committee with recommendation for specific changes in pedagogy/curriculum intended to address significant deficiencies. Modifications will be introduced and their effects monitored during the following academic year. The schedule below is tentative in terms of the specific courses and signature assignments to be included in program assessment. As the program progresses, we anticipate that changes will need to be made.

Year	PLOs Addressed	Semester, Courses, Signature Assignments
2011-2012	1, 2,4 5	NURS 358 (Research Critiques) NURS 457L (Collaborative Project)
2012-2013	6, 7 8,9	NURS 457 (Collaborative Project) NURS 361 (Reflective Essay)
2013-2014	1, 2, 3, 4, 5, 6, 7, 8, 9 3,6,7	NURS 457 (Collaborative Project) NURS 410 (Community Assessment)
2014-2015	4,7 1,2,6	NURS 362 (Concept Paper) NURS 347 (Complete Physical Assessment)
2015-2015	1,2,6 1,2,6,7	NURS 347 (Complete Physical Assessment) NURS 347L(Complete Physical Assessment)

Draft Rubrics

Attached to this plan are 3 master rubrics, based on similar rubrics developed by the UH Hilo Congress General Education Committee, that can be adopted and adapted to individual courses by individual

instructors. The School of Nursing Curriculum Committee has reviewed and approved these rubric templates.

University of Hawaii at Hilo, School of Nursing

Survey of Students Enrolled in the Baccalaureate (BSN) Program

The Undergraduate program in the BSN is interested in your assessment of if you consider it is meeting its and your learning outcomes and objectives. The survey is anonymous and the results will be reported in summary form only and where appropriate used to improve the effectiveness and quality of the overall program. Thank you for your cooperation and participation.

Question	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N/A
1. The Program course content in most cases is appropriate.						
2. The methods of course assessment are appropriate.						
3. My lecturers and mentors are approachable and helpful.						
4. I received appropriate guidance and advice from my Advisor.						
5. I received appropriate guidance and advice when selecting the topic for my Collaboration course						
6. The Program is broadening my vision & skills for the profession of nursing						
7. The Program is increasing my awareness of state-of-the art and independent nursing research.						
8. The Program is encouraging me to learn how write and speak effectively on professional topics and in professional settings.						
9. The Program is providing me with adequate guidance in the preparation of reports and other documents required by the profession using appropriate format and language.						
10. The Program is helping me establish a professional identity as a BSN						
11. The Program fosters knowledge of current trends and issues in nursing						

12. The Program provides appropriate training for my current needs.						

Comments and Recommendations

In this section please make comments and recommendations that you feel will help us improve the effectiveness and quality of the Program. Your comments and recommendations may relate to questions 1 -12 above, be about how to improve this survey tool or related to some other matter not covered by this survey.

_____

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Program Assessment Survey

University of Hawaii at Hilo, School of Nursing

Survey of Graduates from the BSN to RN Nursing Program

The Undergraduate program in the BSN to RN Nursing program is interested in your postgraduate activities since receiving your BSN degree. We would greatly appreciate it if you would complete the following survey and return it by **e-mail**. Responses to the survey will be treated as confidential and will be reported in summary form only. Thank you very much for your cooperation and participation. If you would like to see a summary of the results, please let us know.

SECTION I General Information

1. **Name (under which you went to school, optional)**:
_____

(Last, First, Middle Initial)

Address: _____

Telephone: _____ **E-Mail:** _____

2. **When did you begin your BSN→RN program?** _____

3. **When did you graduate?** _____

5. **How many peer-reviewed articles did you publish based on your BSN work?** _____

6. **How many presentations did you make at national conferences?** _____

7. **Indicate your major sources of financial support for your BSN → RN program (TA, RA, Scholarship, other)**
_____

_____
_

_____

SECTION II Current Employment Status. Please fill out this section completely.

8. Check the box(es) that fit(s) your current status. Check all that apply.

☐ a. Employed full-time (30 or more hours/week)

☐ b. Employed part-time (less than 30 hours/week)

☐ c. In post-baccalaureate studies full-time. Where? _____

☐ d. In graduate school. Where? _____

☐ e. Not working and seeking employment

☐ f. Not working and not seeking employment

9. What was your status during the year following graduation?

☐ a. Employed full-time (30 or more hours/week)

☐ b. Employed part-time (less than 30 hours/week)

☐ c. Did not work but sought employment

☐ d. Did not work and did not seek employment

☐ e. Please list main reason, e.g. travel, family time, etc.:_____

SECTION III Employment Details. Since graduating from UHH, if you have worked, currently are working or have accepted definite employment, complete this section.

10. Name of organization?

_____

Organization Name Location (City & State/Country)

11. Type of employer?

☒ a. Government ☒ b. Private ☒ c. Education ☒ d. Not currently employed

12. Which of the following best describes your employer?

☒ a. Hospital/Clinics ☒ e. Education

☒ b. Administration ☒ f. Professional school

☒ c. Research

(Primary:_____) ☒ g. Self employed

☒ d. Health Services ☒ h. Other _____

13. Your job title? _____

14. Is this your first job after graduation? ☒ a. Yes ☒ b. No.

Did you change jobs after graduation? _____

15. How long have you worked in your current job?

☒ a. Less than a year ☒ b. 1 year ☒ c. 2 years ☒ d. 3 years

☒ e. 4 years ☒ f. 5 years ☒ g. 6 years or more

16. Please indicate the job search method(s) you used in your job search. Check all that apply.

☒ a. Applied directly to organization ☒ f. Career Services (www.hawaii.edu/career)

☒ b. Referral by Professor/Advisor ☒ g. Newspaper/Web classifieds

☒ c. Referral by Family and Friend ☒ h. Government employment agency

☒ d. Networking on your own ☒ i. Private employment agency

☒ e. Previous employer ☒ j. Other (Specify:_____)

17. Of the job search methods you used, which did you find effective (i.e. led to interviews, job offers)? _____

18. We would appreciate it if you shared with us your current gross annual salary range.

- ☐ a. Under $40,000
- ☐ b. $40,000-49,999
- ☐ c. $50,000-59,999
- ☐ d. $60,000-69,999
- ☐ e. $70,000-79,999
- ☐ f. Over $80,000
- ☐ g. Prefer not to answer

19. How relevant is this job to your career goals?

- ☐ a. Relevant
- ☐ b. Somewhat relevant
- ☐ c. Not relevant at all

20. How helpful has your degree/major been in the duties of your current job?

- ☐ a. Helpful
- ☐ b. Somewhat helpful
- ☐ c. Not helpful at all

21. How helpful were your BSN→RN student experiences in preparing you for your current job?

- ☐ a. Very helpful
- ☐ b. More than helpful
- ☐ c. Helpful
- ☐ d. Not very helpful
- ☐ e. Not helpful at all

22. Indicate your satisfaction with the BSN → RN program.

	Very Dissatisfied (1)	Dissatisfied (2)	Neutral (3)	Satisfied (4)	Very Satisfied (5)	NA
a. Variety of courses offered	☐	☐	☐	☐	☐	☐
b. Class size related to the course type	☐	☐	☐	☐	☐	☐
c. Course availability	☐	☐	☐	☐	☐	☐
d. Multicultural content of the courses	☐	☐	☐	☐	☐	☐

e.	Variety of instructional approaches used	☒	☒	☒	☒	☒	☒
f.	Preparation for further academic studies	☒	☒	☒	☒	☒	☒
g.	Responsiveness of faculty to student input	☒	☒	☒	☒	☒	☒
h.	Faculty access outside of class	☒	☒	☒	☒	☒	☒
i.	Academic advising	☒	☒	☒	☒	☒	☒
j.	Overall quality of instruction	☒	☒	☒	☒	☒	☒
k.	Quality of program in major/field	☒	☒	☒	☒	☒	☒

23. NON-SPECIFIC COMMENTS: What would you change in your undergraduate educational experience that will help us better prepare our future students?

24. If there were any courses, incidents, or individuals that made a difference for you or your career, we would appreciate if you shared this with us (Use back of sheet if necessary).

Information Literacy Rubric

	Documentation Conventions	Appropriateness of Sources	Evaluating Sources	Integrating Sources
4 (Advanced)	• No errors with regard to citation format (in-text and bibliography) • Properly documents citations and sources	• All sources are relevant and appropriate to the assignment and course • Utilizes a variety of appropriate sources, including peer-reviewed material	• Student demonstrates in-depth examination of information and/ or material which coincide with specific needs and goals in the paper • Examination of information shows a clear understanding of the material's criteria for inclusion (i.e. authority, credibility, relevance, timeliness, and accuracy)	• Student synthesizes information with a clear sense of direction/purpose in the assignment • Student draws exceptional conclusions or insights based on the information cited • Use of information leads to highly developed arguments, follow-ups, ideas, appeals, proposals, etc.
3 (Competent)	• In-text citations match bibliography and vice versa. • Minor errors with citation format.	• Most sources are relevant and appropriate to the assignment and course • A majority of the sources are relevant but may not show variety or breadth	• Student demonstrates adequate examination of the material • There may be minor problems with the articulation of appropriateness of material to the assignment	• Student adequately synthesizes information • Student demonstrates some insight but conclusions or interpretations may seem obvious

2 (Emerging)	• Incorrect use of required citation format • May include a bibliography but entries may not correlate to sources used in the paper	• Uses mostly online (non-scholarly) sites • Sources do not appear to be peer-reviewed or from reputable (government or professional organizations) sites	• Student may exhibit some attempt to examine the information using academic criteria • Information and/or sources are questionable	• Student includes information but exhibits problems in synthesizing it into the assignment • Follow-up discussion of material may be minimal, unsubstantiated, and/or unoriginal
1 (Beginning)	• No citations and/or bibliography • Copies or paraphrases without documentation	• No relevant sources • Paper is mainly speculative on the part of the writer	• No effort to examine the information • Little awareness of the quality of the information	• No synthesis of material into the assignment • Student may plagiarize or paraphrase information without citing sources

Communication Rubric

	Line of Reasoning	Organization and Structure	Content	Technique	Style & Voice
4 (Advanced)	• Well-defined thesis that is supported by coherent and relevant arguments • Ideas and main points are based on logical and rational deductions	• Organization is logical, well-planned, and organized; structure enhances the message or argument • Paragraphs are well-developed, and paragraph breaks enhance the main points	• Exhibits original insight into the content • Content illuminates the argument and/or message	• Highly effective use or integration of literary or artistic techniques • Choice of techniques produces a highly original text (e.g. poem, painting) or performance (e,g, speech or dance)	• The medium (e.g. language, body movement, composition, tone) enhances the intended message or purpose • The project exhibits sophisticated and originality • Presentation or text (e.g. essay, short story, speech, painting) makes an impact on the intended audience
3 (Competent)	• Identifiable thesis with some gaps or inconsistencies in reasoning • Some ideas or main points may not be fully integrated into the presentation and essay	• Some organizational problems evident • Paragraphs are developed but exhibit a few inappropriate breaks, or transitions between paragraphs are awkward	• Content is adequately addressed • Content supports main argument but may not be comprehensive	• Recognizable use or integration of literary or artistic techniques • Choice of techniques produces a satisfactory text or performance	• The medium is adequate for its intended message or purpose • The project is appropriate for assignment but is predictable • Presentation or text is well-received by the intended audience

2 (Emerging)	• Thesis is weak, unclear or too broad for assignment, but has some relevance to the body of essay or presentation • Ideas or main points are based on unsubstantiated reasons or speculations	• Some attempt at organization but essay or presentation suffers from gaps in logic • Paragraphs are underdeveloped and/or Transitions are highly problematic	• Content is only superficially addressed or limited in breadth • Content does not fully support main argument	• Use or integration of technique is awkward or incorrect • Choice of techniques does not appear to enhance the text or performance	• The medium chosen may not fit well with the message intended • The project does not fully address the assignment and/or mimics what has already been done • Presentation or text may not be understood or engaging to the intended audience
1 (Beginning)	• No discernable thesis • Ideas or main points of the presentation or essay are unclear, unsubstantiated, or unrelated	• Lack of organization (line of reasoning is absent) • Transitions between paragraphs are non-existent	• Content is not appropriate to the assignment or minimally used • Content does not relate to the argument being made	• Little use or integration of the techniques covered in class • Choice of techniques appears random and/or without much thought	• The medium chosen seems inappropriate for the message or may even lack a message or intent • The project is highly unorganized and/or lacks any originality • Presentation or text alienates the audience

Math/Science Rubric

	Analysis	Calculations	Visual Representations of Data and Information	• Scientific Methodology
4 (Advanced)	• Demonstrates advanced reasoning based on quantifiable information; judgments and conclusions are exceptionally insightful	• Accurately completes calculations for the assignment and presents results clearly and concisely • Chooses appropriate formulas or symbolic models to solve problems and justify choices	• Produces highly effective visual representations of data (e.g. tables) or concepts (e.g. graphs)	• Skillfully and precisely engages in the 6 steps needed in undertaking a science-based approach to gathering and interpreting evidence 1. Indentify problem 2. Formulate a hypothesis 3. Design a project to test hypothesis 4. Collect data 5. Analyze data 6. Draw conclusions based on data • Exhibits highly accurate and exhaustive analysis of data • Produces work that contributes to the field
3 (Competent)	• Demonstrates competent reasoning based on quantifiable information; judgments and conclusions are adequate and reasonable	• Calculations are completed and largely successful • Chooses appropriate formulas or symbolic models to solve problems and justify choices	• Produces competent visual representations of data	• Engages in all 6 steps needed in undertaking a science-based approach to gathering and interpreting data • Produces an analysis of data • Produces work that meets the requirements of the assignments/course

2 (Emerging)	• Demonstrates emerging reasoning based on quantifiable information as exhibited by difficulty in formulating judgments or drawing conclusions	• Calculations contain multiple errors • May not choose the most appropriate or effective formula • May exhibit some problems justifying choices	• Visual representations may reflect minor flaws or inaccuracies	• Engages in the 6 steps but may exhibit problems with a few • Analysis of data may reflect minor inaccuracies of observation • Work may not fully satisfy the requirements of the assignment/course
1 (Beginning)	• Demonstrates beginning reasoning based on quantifiable information as exhibited by difficulty understanding what constitutes quantifiable information, inability to formulate reasonable judgments and/ or drawing reasonable conclusions.	• Calculations may be unsuccessful or incomplete • Does not appear to understand the parameters of the appropriate formula • Is unable to select the right formula for the problem (decision-making unclear)	• The method for visually presenting information or concepts is highly inaccurate or imprecise	• Exhibits problems in many if not most of the steps required for the scientific process • Analysis of data is incomplete, inaccurate, or absent • Work does not satisfy the requirements of the assignment/course