

End of the Academic Year 2012-2013 – End of This Cycle Results & Improvement Plan for Next Year

Please return this completed form with the dean signatures (or their E-mail approval copied and pasted in at the end) by **May 10, 2013** to Jessica King in the Valencia Institutional Assessment (VIA) Office (jking84@valenciacollege.edu) Please see the VIA website for this form, your plans, and related materials: www.valenciacollege.edu/via --> left tab LOA)

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area

Program name: **NURSING**

*This report contains the Results of our **Start of the Academic Year 2012-2013 - New Cycle Program Learning Outcomes Plan (NCPLO) 2012-2013 improvement plan, which was built on two (2) of our six (6) Program Learning Outcome Program Outcomes 2009-2012 (Attachment A) - #1 - "Structure a safe environment in the health care setting" & #2 - "Formulate safe clinical decisions in the health care setting."***

As stated in the NCPLO 2012-2013, these six (6) Program Learning Outcomes were revised, consolidated into 4 (four) Program Learning Outcomes, approved by the Nursing Curriculum Committee on October 15, 2012 and passed unanimously in Nursing Faculty Meeting in December 2012 (Attachment B). Subsequently they were approved at the College Curriculum Meeting on February 13, 2013.

*The two new Program Learning Outcome that we will focus on for the 2013-2014 Cycle will be the following: #1 - "**Foster open communication, mutual respect and shared decision making to achieve quality patient outcomes with respect to values, safety, preferences, needs and diversity for patient/family and multidisciplinary teams. (C,V,A) (NLN, QSEN,IOM, JC,AHRQ).**"*

Planning Team Leader(s)¹	Campus	E-mail Address	Phone Extension	Mail Code
Please note, with respect to the designation of Planning Team Leaders: The Planning Team came to a consensus that Planning Team Leaders should include representation from each of the three major campuses (East, Osceola, and West). Those selected, or volunteering, for the role of Planning Team Leader are to be a non-tenure track full time faculty members (tenured or four-month). It was the determination of the Planning Team that tenure-track faculty should be encouraged to concentrate on the completion of their ILP.				
Anita Kovalsky- Tenured	West	akovalsky@valenciacollege.edu	1023	4-14
Leann Hudson- Tenured	West	lhudson3@valenciacollege	1827	4-14
Dr. Linda Speranza- Tenured	West	lsperanza@valenciacollege.edu	1563	4-14
Planning Team Members²	Campus	E-mail Address	Phone Extension	Mail Code
The Planning Team came to the consensus that all tenured, tenure-track, and full-time four-month faculty are considered members of the planning team. As the work being conducted for these Assessment Plans impacts all tenured and tenure-track faculty, they all should play an active role in the work being conducted.				
Shari Wight - Tenure Track (Year 3)	West/Osceola	swight@valenciacollege.edu	x1589	4-14
Diane Gomez - Tenured	West/Osceola	dgomez11@valenciacollege.edu	x1571	4-14
Deborah Simko- Tenured	West	dsimko@valenciacollege.edu	x1739	4-14
Tommi Graves- Tenured	West	tgraves2@valenciacollege.edu	x5649	4-14
Ruby Alvarez- Tenured	West	ralvarez15@valenciacollege.edu	x1548	4-14

Please fill in the blue shaded areas with brief sentences. A second page is provided for longer comments.

¹ Planning Team Leaders assume the responsibility for coordinating activities associated with the expectations for the design, approval and implementation of Assessment Plans.

² Planning Team membership, whenever possible, should reflect the *Principles for selection of members for assessment plan work teams*. For faculty teams the principles include: College-wide representation where possible; Full-time faculty from the respective program / discipline (tenured, tenure track, and non-tenure earning 4 / 8 / 10 month faculty); Adjunct faculty when an adequate number of full-time faculty do not teach in the program / discipline; Faculty from both disciplines or programs when an outcome is assessed in two programs or a program other than the primary discipline. For plans developed in Student Affairs planning teams should include the following: College-wide representation where possible; Staff from the targeted program area; Part-time Student Affairs professionals when an adequate number of full-time staff do not work in the targeted program area; Faculty / staff from other program / discipline areas working on the same or similar outcomes; Students representation when possible.

Documenting the Assessment Process

1. In a sentence or two, what did you do and who was responsible for coordinating the collection of student artifacts /data?
2. **Lead faculty from each Nursing course in both: the Generic Track - six (6) courses, and the Advanced Standing (AVS) Track five (5) courses collected data for their respective courses.**
3. At what point in the academic year / semester were the student artifacts / data collected? How many students were assessed?
4. **The Fall 2012 Term was used for student assessment in each course, as all of the Nursing Program course run each term. Number of Students per course: Generic Track: Nursing I (132); Nursing II (70); Nursing III (90); Nursing IV (70); Nursing V (70); Nursing VI (60). AVS Track: Transition (24); Maternal Child(20); Adult Health(20); Advanced Adult Health (18); Patient Care Management Practicum (18).**

Improvement Plan and Use of the Assessment Results – Next Year's Cycle

5. What were your results? (Please e-mail the data and copies of instruments when you submit this form if possible, for example rubric scores in an Excel sheet.) How did this compare with any predictions that you made in the Fall?
6. **See attached data from each nursing course: In reviewing information submitted by nursing course leaders, it is apparent that they are not including *measurements* for collected data. The focus for next year will be to reinforce that all course students assessments must contain *aggregated and hopefully trended data*.**
7. What are the changes / improvements you plan to make within the curriculum (targeted courses), co-curricular program, or student activity over the next year? (Please use the following page if you need more space for your response.)
8. **Changes will be made based on the answer for #4. In reviewing information submitted by nursing course leaders, it is apparent that they are not including *measurements for* collected data. The focus for next year will be to reinforce that all course student assessments must contain *aggregated and hopefully trended data* as faculty implement student assesment of a NEW Program Outcome: #1 - " Foster open communication, mutual respect and shared decision making to achieve quality patient outcomes with respect to values, safety, preferences, needs and diversity for patient/family and multidisciplinary teams. (C,V,A) (NLN, QSEN,IOM, JC,AHRQ)."**
9. What changes, if any, will be made to the common course outlines, the catalog, etc.
10. **The Division of Nursing Program Outcomes from October 15, 2012 need to be added in Course Outline Builder.**

Next Steps – Planning for Next Year’s Cycle— Academic Year 2013-2014 (see below for detailed planning)

11. What are your next steps – acting on the results? (These steps will guide others in the next cycle... moving the process forward.) If these steps include the development and implementation of a new assessment, include that information here. If you plan to change the current assessment or the program learning outcome that you focus on, you will want to do that here.
12. **As noted previously, for the 2013-2014 cycle, each course will focus on the following Program Outcome: #1 - "Foster open communication, mutual respect and shared decision making to achieve quality patient outcomes with respect to values, safety, preferences, needs and diversity for patient/family and multidisciplinary teams. (C,V,A) (NLN, QSEN,IOM, JC,AHRQ)."**

Please include the name of the person completing this page and your program:

Anita Kovalsky, Assistant Nursing Program Director/Clinical Coordinator

Additional Space for Comments Reporting on Prior Year (if needed)

3) *If you have additional comments for the following question, please share them here:* What were your results?

All Generic and AVS courses worked to integrate patient safety measure primarily into their labs. For example, in Nursing I, students are to walk into a patient room and determine environmental and other safety hazards (various pieces of equipment made to function improperly, or a patient bed high up in the air with no safety rails in place. As the

courses progress, students are exposed to more difficult assessments of these same conditions (i.e. a patient in a hospital bed/room), however, the hazards, if not corrected pose a much more potential negative outcome for the patient involved.

The key point of the outcomes assessment is that we are seeking to determine is that each course builds on the previous one, so that the level of student performance, when assessed, is at a higher level/expectation.

4) *If you have additional comments for the following question, please share them here:* What are the changes / improvements you plan to make within the curriculum (targeted courses), co-curricular program, or student over the next year?

As noted previously, for the 2013-2014 cycle, each course will focus on the following Program Outcome: #1 - "Foster open communication, mutual respect and shared decision making to achieve quality patient outcomes with respect to values, safety, preferences, needs and diversity for patient/family and multidisciplinary teams. (C,V,A) (NLN, QSEN,IOM, JC,AHRQ)."

We will also focus on gathering more *quantitative data* for the outcome assessed so that we demonstrate more deliberately how each course builds on the previous one, so that the level of student performance, when assessed, is at a higher level/expectation.

6) *If you have additional comments for the following question, please share them here:* What are your next steps – acting on the results? If these steps include the development and implementation of a new assessment, include that information here. If you plan to change the current assessment or the program learning outcome that you focus on, you will want to do that here.

As noted previously, for the 2013-2014 cycle, each course will focus on the following Program Outcome: #1 - "Foster open communication, mutual respect and shared decision making to achieve quality patient outcomes with respect to values, safety, preferences, needs and diversity for patient/family and multidisciplinary teams. (C,V,A) (NLN, QSEN,IOM, JC,AHRQ)."

Planning for AY 2013-2014 Learning Outcomes and Performance Indicators

Complete only the sections that apply to your work.

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area:

Nursing

**Targeted Program Learning Outcome(s)
(How many will you be assessing this coming year?): One (1)**

**Targeted Course(s), Co-Curricular Program or
Student Activity associated with the Academic Program:**

	<p>Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above: All Generic and AVS Nursing Courses</p>
<p>Performance Indicators for the Program Learning Outcome(s) selected: Student Assessment Rubric/Post Simulation Evaluations which all courses can use to document student assessment outcomes that have been achieved.</p>	<p>Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected:</p> <p>Each Student Assessment Rubric which be individualized to show how courses build on one another as the performance indicators continue to be at a higher level than the previous course.</p>
<p>External Standard(s) in the field or discipline (please contact Laura Blasi lblasi@valenciacollege.edu with any questions about this): N/A</p>	
<p>Common Assessment (What assessment method (written assignment, speech, test, etc.) will you use to assess student ability related to the program / course outcome(s) selected): Student Assessment Rubric/Post Simulation Evaluations</p>	
<p>Description of the Proposed Common Assessment (Common assessments should be designed to ensure a balance between (1) the need for a consistency within the program in order to ensure comparable student artifacts and (2) the need for reasonable flexibility in order to encourage faculty judgment in the design and delivery of learning activities):</p> <p>Each Student Assessment Rubric which be individualized to show how courses build on one another as the performance indicators continue to be at a higher level than the previous course.</p>	
<p>Proposed Assessment Instrument (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests):</p> <p>Student Assessment Rubric/Post Simulation Evaluations</p>	

Implementation Process

Collection of Student Artifacts

<p>What information needs to be communicated to students concerning the assessment process (informed consent, etc.)?</p> <p>Students will obtain information prior to the implementation of the simulation via their respective Blackboard Courses.</p>
<p>How will student artifacts or data associated with student performance be collected?</p> <p>Student Assessment Rubrics collected and data aggregated by faculty. Post Simulation Evaluations are in Qualtrix so data will be obtained there.</p>
<p>If student artifacts are to be collected based on a random sample of students registered for the course or participating in the program / activity, what characteristics should the sample include?</p> <p>N/A</p>
<p>How will information about faculty / staff participation in the assessment project be communicated?</p> <p>We have at least three (3) Program Outcomes Committee Meetings per term.</p>
<p>Who will be responsible for coordinating the collection of student artifacts?</p> <p>Course Leaders and ultimately Program Outcomes Committee members.</p>
<p>At what point in the academic year / semester will the student artifacts be collected?</p> <p>Fall Term 2013</p>

Program Level Assessment / Evaluation of Student Artifacts and Analysis of Results

When will student artifacts be assessed / evaluated?

Spring Term 2014

Which faculty or staff from the program/discipline will evaluate student artifacts?

Course Leaders and ultimately Program Outcomes Committee members.

What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected?

Course Leaders will communicate information for training / preparation to FT and Adjunct faculty via Course Meetings.

When will the results / data associated with the assessment plan be analyzed?

Spring Term 2014

What are your predictions regarding student performance? (What do you expect to see when you analyze your results?)

Spring Term 2014

What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan?

Course Leaders will communicate information for training / preparation to FT and Adjunct faculty via Course Meetings.

What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan?

Review of Mountain Report data which summarizes how students performed on various sections of the NCLEX Blueprint.

In order to ensure curricular and programmatic alignment, who else should be included in this conversation (e.g., faculty from related discipline areas in General Education)?

Nursing Dean

How will the assessment results be disseminated to stakeholders (Faculty, Staff, Advisory Boards, etc.)?

Bi-Annual Advisory Meetings with Hospital Community Partners, Curriculum, Team, SPE and Program Outcomes Meetings

Approval Process

Activities Associated with the Approval of Assessment Plans	Completion Date	Person Responsible	Results
Draft assessment plan is circulated for input to reviewers appropriate to the program / discipline (including Deans / Directors responsible for	Spring 2013	Program Outcomes Committee members	

supporting and promoting the work necessary for the implementation of the Assessment Plan)			
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received (if needed)	Spring 2013	Program Outcomes Committee members	
Draft assessment plan is revised to reflect input	Summer 2013	Program Outcomes Committee members	
Faculty vote on the Assessment Plan using the Current voter eligibility list for curriculum (http://valenciacollege.edu/faculty/forms/voterlists/)	Summer 2013	Anita Kovalsky	

Dean / Director Support

The Dean(s) responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan need to indicate their support for the plan. Please copy and paste in E-mail approval (as applies) at the end of the document and then send the form complete to us or obtain, scan, and send handwritten signatures and then send.

--	--

Dean / Director East / Winter Park Campus	Signature
Dean / Director Osceola / Lake Nona Campus	Signature
Dr. Paula Pritchard Dean / Director West Campus	Signature

