Rutgers School of Nursing Assessment Plan

Academic Year 2017-2018
(Version 2.0)

Preface

The initial assessment plan (2015-2016) established the framework and infrastructure for the various assessments initiatives within the Rutgers School of Nursing (RU-SON). This document, which will henceforth be referred to as version 2.0 (V2.0), will build on the foundation of the inaugural plan by expanding the core areas of institutional research and assessment within higher education. This will ultimately render a more robust assessment process by fostering an environment where data and corresponding reports are accessible, comprehensible, and purposeful to both internal and external stakeholders.

Going forward, this plan, in conjunction with the School of Nursing strategic plan (revisited on a triennial basis), will be monitored regularly to ensure that the forthcoming assessments are achieving the proposed outcomes. A thorough review of all assessment related activities will commence during the 2018-2019 academic year to determine what/if aspects of the plan need to be modified to obtain optimal results. Data and reports will be shared appropriately to develop action plans for each item deemed necessary, and will be recorded in written documentation (i.e. meeting minutes) when applicable.

Lastly, a subsection titled "Challenges and Future Endeavors" has been added to the plan which outlines issues and/or barriers that have hindered bringing it to fruition. Such matters will be addressed accordingly in this document with detailed action plans to ensure that they do not reoccur in the future. This subsection will simultaneously serve as the basis for the annual Executive Council on Assessment (ECA) report, thereby proactively creating an efficient, systematic, and transparent assessment process.

Introduction

The inaugural assessment plan was devised to concurrently serve dual functions. V2.0 will serve in a similar capacity; the primary of which is to deliver actionable information to leadership in order to guide quality improvement initiatives at the institutional[1] and program level. In addition, assessment processes must sufficiently create demonstrable evidence of effectiveness, monitoring, and quality improvement efforts to external constituents such as accreditors, state governing bodies, and the public via publications and rankings. V2.0 will mirror the original version with the following two goals in mind:

The intent of the 2017-2018 assessment plan is to position the School of Nursing to simultaneously be:

- a *data-informed* institution that is able to make well-informed, evidence-based decisions to continually improve program effectiveness, teaching/learning processes, and inform strategic planning processes (internal function)

  and

- a *data-integrated* institution that collects, organizes, and reports data in a manner that demonstrates and provides clear evidence of institutional effectiveness to accreditors, the public, and all other external constituents (external function)

Seven Foundations

One significant change from the previous assessment plan is that V2.0 identifies *seven* core foundations as opposed to *three*. This portrays a more holistic view of the essential functions of an efficient institutional research department. The original foundations (institutional assessments, program assessment, and reporting/analytics) have been expanded and redefined into the following components: internal institutional level assessments, external institutional level assessments, program assessment, research and analysis, assessment of student learning, grants and sponsored research, and ad hoc requests. A more comprehensive overview of each area is forthcoming, with a graphic representation included at the conclusion of the plan (Appendix A).

I. Institutional Level Assessments (Internal)

Defined as activities, surveys, and reports with specific scheduled-tasks related to measuring, monitoring, and improving the infrastructure and overall student experience within the School of Nursing. These include, but are not limited to the following:

- The Subsequent Enrollment of Accepted Students (SEAS) Report
- The New Student Questionnaire
- The Student Satisfaction and Engagement Report
- Course/Clinical Evaluations
- Non-Returning Student Report
- Skyfactor/AACN Exit Assessment
- Alumni Survey
- Faculty Productivity

The Subsequent Enrollment of Accepted Students (SEAS) Report

Population: The SEAS Report examines the applicants who were admitted to the RU-SON but declined our admissions offer by opting not to enroll at the RU-SON.

Methodology: The population will be examined using a survey administered to the population inquiring as to why these students opted not to enroll anywhere or at another institution.

Schedule: Administered annually each fall post-census (October).

Target Audience: The SEAS Report informs our marketing and recruiting teams by supplying information about what type of students we are losing during the admissions process, what institutions we are losing those students to, and why those students opted to enroll elsewhere.

The New Student Questionnaire

Population: The New Student Questionnaire examines all newly enrolled students at the RU-SON

Methodology: An in-house, web-based survey focusing on the following areas:
- Factors in their decision to apply to and attend the RU-SON
- Expectations and concerns of newly enrolled students
- Cross-applicant institutions and school choice data

Schedule: Administered annually each fall post-census (October).

Target Audience: The New Student Questionnaire informs the recruiting team with information on factors that influenced students to apply and enroll at the RU-SON such as the school website, campus visits, marketing materials, etc. The report collects data on student expectations and concerns to inform Student Services.

The Student Satisfaction and Engagement Report

Population: All enrolled students at the RU-SON

Methodology: An in-house, web-based survey focusing on the following areas:
- Satisfaction with the services, education, and resources they are receiving at the RU-SON
- Level of academic engagement

Schedule: Administered annually each spring post-census (February).

Target Audience: The Student Satisfaction and Engagement Report informs Student Services leadership by supplying satisfaction data on the services and facilities provided by the RU-SON. The report also informs academic leadership on the level of student academic engagement across the various degree programs.

Course Evaluations

Population: All enrolled students and faculty at the RU-SON

Methodology: In collaboration with the Rutgers Center for Teaching Advancement and Assessment Research (CTAAR), students in all RU-SON courses are given the opportunity to evaluate all courses and instructors via the online Rutgers University intranet. Additionally, faculty members are asked to complete a self-evaluation for each section they teach. The following evaluations are conducted through this system:

- Evaluations of didactic instructors (students)
- Evaluations of clinical instructors (students)
- Clinical experience surveys evaluating clinical sites and preceptors (students)
- Faculty self-evaluations (faculty)

Schedule: Administered three times per year (fall, spring, and summer semesters). Didactic results are analyzed by CTAAR and posted online within the Rutgers University intranet system (quantitative only) with access to full didactic results (including open-ended comments) provided to academic deans within the RU-SON. Analyses of the clinical instructor evaluations and the clinical experience surveys are conducted in-house and provided to Deans via the Institutional Research and Assessment restricted drive.

Target Audience: The Course Evaluation process supports the faculty tenure and promotion process at the RU-SON. The process also provides valuable information to academic leaders on the clinical experiences of our students. The process allows us to evaluate not only our faculty, but preceptors and clinical sites which we have partnered with. Faculty self-evaluations are meant to serve as a reflective tool for faculty members to use for self-improvement.

The Non-Returning Student Report

Population: The Non-Returning Student Report examines matriculating students who were enrolled in the prior fall semester at the RU-SON but are not enrolled in the current fall semester (excluding graduates)

Methodology: The population will be examined using a survey that will be administered to the population inquiring as to why these students opted to drop-out/transfer-out.

Schedule: Administered annually each fall post-census (October).

Target Audience: The Non-Returning Student Report allows academic leadership to internally evaluate attrition patterns at the RU-SON and their causes. The report also collects subsequent enrollment data to inform the RU-SON benchmarking initiative by allowing us to identify who our most prominent competitor institutions are.

The Skyfactor/AACN Exit Assessment

Population: The Skyfactor/AACN Exit Assessment examines BSN, MSN, and DNP students in their final semester of enrollment at the RU-SON prior to graduation.

Methodology: The Skyfactor/AACN Exit Assessment is a national survey designed specifically for BSN, MSN and DNP nursing programs accredited by CCNE. The online survey instrument is administered by the third party assessment firm Skyfactor.

Schedule: Administered three times per year (January, May, and October) by EBI with annual results becoming available each fall. Key results are then presented in report format by January.

Target Audience: The Skyfactor/AACN Exit Assessment collects student perception data on program and institutional effectiveness, and aligns survey questions pertaining to student learning with the AACN Essentials. An in-depth analysis is provided by Skyfactor containing robust benchmarking data from hundreds of participating nursing schools.

The Alumni Survey

Population: Alumni, 10-12 months post-graduation

Methodology: An in-house, web-based survey focusing on the following areas:
- Employment data
- Future educational plans
- How well their RU-SON program prepared them for the work place

Schedule: Administered three times per year (January, May, and October semesters).

Target Audience: The Alumni Survey provides employment rates, an important metric in determining program effectiveness and a required element in CCNE accreditation reporting. Student feedback from alumni also helps to inform both academic affairs and student services on what helped prepare them for the workplace, and what was absent in their education that would have helped prepare them.

Faculty Productivity

Population: Full-time faculty

Methodology: In accordance with CCNE requirements, faculty productivity will be documented based on the number of publications of all full-time faculty employed by the School of Nursing.

Schedule: Reported on an annual basis at the end of each academic year.

Target Audience: Faculty productivity is used to support documentation of the Rutgers School of Nursing being a leading, national, research-based institution. At the conclusion of the 2017-2018 academic year, the number of publications from our faulty will be recorded accordingly. This will serve as the baseline for comparative purposes in subsequent years to determine if the number has significantly increased, decreased, or remained the same. Benchmarking this data on a consistent basis will allow for a trend analysis after several years, and targets for faculty productivity can them be made accordingly.

II. Institutional Level Assessments (External)

Defined as activities, surveys, or reports made public for external stakeholders and utilized for national rankings and/or peer-comparisons. These are, but are not limited to the following:

-AACN Annual Survey (November)
-US News and World Report (December)
-NJCCN Annual Survey (January)
-Peterson's (January)

Target Audience: Benchmarks the RU-SON accordingly with peer institutions; rankings are published in both print and electronic format and are externally viewable for faculty, administrators, current and prospective students. Identifies areas of strengths and weaknesses (i.e. admissions criteria, resources, grant activity, etc.) compared to other schools/colleges of nursing.

III. Research and Analysis

Defined as any project requiring complex analysis on a large dataset. These include, but are not limited to the following: Retention analysis, admissions criteria, and/or enrollment projections.

Target Audience: Performed as needed, these analyses inform key internal stakeholders of changing trends in student demographics and student attrition, which may impact revenue based on tuition fees associated with the various degree programs.

IV. Assessment of Student Learning

The process of systematically gathering, analyzing, and interpreting data to determine how well student learning corresponds to outcomes and expectations. These include, but are not limited to the following sections:

-Course Embedded Assessment

-Assessments related to co-curricular activities

Target Audience: Originally expected to be documented through TracDat software, the School has since discontinued our license and is currently exploring other options to assess student learning – a key component for internal improvements and compliance with CCNE standards. It is expected that the School will have a new system/software in place for the Fall 2017 semester. The abovementioned areas of student learning will be assesses on an ongoing basis and changes will be made accordingly after a thorough analysis of the data collected.

V. Program Assessment

Defined as assessments and scores on standardized tests, pass rates on licensure exams (i.e. NCLEX), graduation rates, and employment rates.

Target Audience: Through the various key-metric indicators outlined in V2.0, senior leadership will be informed of certification pass rates at both the undergraduate (i.e. NCLEX) and graduate (i.e. Clinical Nurse Leader, Family Nurse Practitioner, Nurse Anesthesia, etc.). These results are analyzes in tandem with graduation and employment rates to determine if students are completing the program and working in the field of nursing. These metrics, while also mandated by CCNE to report on an annual basis, provide insight into the success of our programs at both the macro and micro levels.

VI. Grants and Sponsored Research

From an Institutional Research and Assessment perspective, grants and sponsored research is defined as any data request made specifically for the purpose of strengthening a grant proposal or other research-based initiative. Furthermore, although it is the Office of Grants and Sponsored Research department's responsibility to track resources and collect data on the volume/amount of rewards received, the Office of Institutional Research and Assessment can communicate this information to the public via various electronic platforms (e.g. U.S. News and World Report, AACN Annual Survey, etc.) as well as support CCNE requirements for scholarly activity.

Target Audience: While the majority of grant proposals are initiated by faculty, the Office of Institutional Research and Assessment will assist all individuals within RU-SON with the collection and analysis of data for the purposes of securing internal or external funding. Such requests will be processed in the order in which they are receiving, unless otherwise instructed from senior leadership within RU-SON.

VII. Ad Hoc Requests

Defined as requests that come from either internal or external stakeholders that are unrelated to the previous areas outlined in this assessment plan.

Target Audience: Such requests may come from administration, faculty, students, or outside constituents, and will be prioritized at the discretion of the Director of Institutional Research and Assessment unless otherwise instructed from senior leadership.

Challenges and Future Endeavors

There are several anticipated challenges associated with this assessment plan:

-Decentralized data sources for the various degree programs at RU-SON (i.e. Banner vs. SRDB) result in a two-step merging process to illustrate information at the School level.

-Underlying issues can go undetected due to a lack of qualitative assessment measures regarding student learning, engagement, and satisfaction.

-An influx of ad hoc requests corresponding to the start of the academic year conflicts with numerous internal and external assessments, making it difficult to respond to all in a timely manner with minimal staff.

Going forward, the Office of Institutional Research will increase the number of qualitative assessment methods (e.g. focus groups) while decreasing the number of quantitative methods (e.g. surveys) to measure and document student issues, concerns, and learning outcomes. This approach will maximize the data which we have already collected while seamlessly transitioning to a more results-driven higher education learning environment focusing on the success of our students. Additionally, all assessments will be entered into the enhanced student learning outcomes management system (TBD), ensuring our commitment to fostering a premiere nursing program built on innovation, prestige, and academic integrity.

Month by Month Calendar View – Internal Assessments

Action Label	Description
A	Analyze Data
DR	Document/Record Data
R	Request Data/Information
RA	Report Available
SA	Survey Administration

Month	Semester	Project	Action	Description
September	Fall	Alumni Report	A	Analyze data
September	Fall	Course Evaluations (Summer)	A	Summer results are received from CTAAR – Run analyses
September	Fall	ANST Evaluations (Summer)	A	Analyze, distribute results and store in course eval archive
September	Fall	CCL Evaluations (Summer)	DR	Send analysis and store results in course eval archive
September	Fall	Course Evaluations (Fall)	R	When CTAAR requests course rosters, request BANNER course rosters

Month	Semester	Project	Action	Description
October	Fall	Alumni Report	RA	Finish writing report and post to the IR&A portal
October	Fall	CCL Evaluations (Fall)	R	Request course list
October	Fall	Course Evaluations (Fall)	A	Clean BANNER course rosters and submit to CTAAR by deadline
October	Fall	Course Evaluations (Summer)	A	Summer semester aggregate analysis

Month	Semester	Project	Action	Description
November	Fall	Alumni Report	SA	Administration (January Grads)
November	Fall	ANST Evaluations (Fall)	SA	Create new collector and send link for anesthesiology
November	Fall	CCL Evaluations (Fall)	R	Request student rosters/emails
November	Fall	New Student Report	SA	Administer survey
November	Fall	Non-Returning Student Report	SA	Administer survey
November	Fall	SEAS Report	SA	Administer survey
November	Fall	Skyfactor Exiting Student Report	SA	Set up launch on the website (January Grads)
November	Fall	Skyfactor Exiting Student Report	RA	Finish writing report and post to the IR&A portal

Month	Semester	Project	Action	Description
December	Fall	CCL Evaluations (Fall)	SA	Administer Survey
December	Fall	Faculty Self-Evaluations (Fall)	SA	Administer Survey

Month	Semester	Project	Action	Description
January	Spring	ANST Evaluations (Fall)	A	Analyze, distribute results and store in course eval archive
January	Spring	CCL Evaluations (Fall)	DR	Send analysis and store results in course eval archive
January	Spring	Course Evaluations (Fall)	A	Fall results are received from CTAAR – run analyses
January	Spring	Non-Returning Student Report	A	Analyze data

Month	Semester	Project	Action	Description
February	Spring	CCL Evaluations (Spring)	R	Request course list
February	Spring	Course Evaluations (Fall)	A	Fall semester aggregate analysis
February	Spring	Course Evaluations (Spring)	R	When CTAAR request course rosters, request BANNER course rosters
February	Spring	Non-Returning Student Report	RA	Finish writing report and post to the IR&A portal

Month	Semester	Project	Action	Description
March	Spring	Alumni Report	SA	Administration (May Grads)
March	Spring	ANST Evaluations (Spring)	SA	Create new collector and send link for anesthesiology
March	Spring	CCL Evaluations (Spring)	R	Request student rosters/emails
March	Spring	Course Evaluations (Spring)	A	Clean BANNER course rosters and submit to CTAAR by deadline
March	Spring	Skyfactor Exiting Student Report	SA	Set up launch on the website (May Grads)
March	Spring	Satisfaction and Engagement	SA	Administer Survey

Month	Semester	Project	Action	Description
April	Spring	CCL Evaluations (Spring)	SA	Administer Survey
April	Spring	New Student Report	A	Analyze data and begin writing report
April	Spring	SEAS Report	A	Analyze data and begin writing report
April	Spring	Satisfaction and Engagement	A	Analyze data and begin writing report

Month	Semester	Project	Action	Description
May	Spring	ANST Evaluations (Spring)	A	Analyze, distribute results and store in course eval archive
May	Spring	CCL Evaluations (Spring)	DR	Send analysis and store results in course eval archive
May	Spring	Course Evaluations (Summer)	R	When CTAAR requests course rosters, request BANNER course rosters
May	Spring	Faculty Self-Evaluations (Spring)	SA	Administer survey
May	Spring	SEAS Report	RA	Finish writing report and post to the IR&A portal
May	Spring	Satisfaction and Engagement	RA	Finish writing report and post to the IR&A portal
May	Summer	New Student Report	RA	Finish writing report and post to the IR&A portal

Month	Semester	Project	Action	Description
June	Summer	CCL Evaluations (Summer)	R	Request course list
June	Summer	Course Evaluations (Spring)	A	Spring results are received from CTAAR – run analyses
June	Summer	Course Evaluations (Summer)	A	Clean BANNER course rosters and submit to CTAAR by deadline

Month	Semester	Project	Action	Description
July	Summer	ANST Evaluations (Summer)	SA	Create new collector and send link for anesthesiology
July	Summer	CCL Evaluations (Summer)	R	Request student rosters/email
July	Summer	Course Evaluations (Spring)	A	Spring semester aggregate analysis
July	Summer	Skyfactor Exiting Student Report	SA	Set up launch on the website (October Grads)

Month	Semester	Project	Action	Description
August	Summer	Alumni Report	SA	Administration (October Grads)
August	Summer	CCL Evaluations (Summer)	SA	Administer survey

Appendix A – Office of Institutional Research and Assessment Core Areas

Institutional Level Assessments (Internal)

Institutional Level Assessments (External)

Research and Analysis

Institutional Research and Assessment

Assessment of Student Learning

Program Assessment

Ad Hoc Requests

Grants and Sponsored Research