

## End-of-Year Assessment Submissions

### Example 1: Digging into results to identify specific learning needs

**Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. \*Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

The target was 80 percent of students will score 84 or higher on the senior seminar research paper. 76 percent of students met the target, which fell slightly below our goal of 80 percent. When we looked into the results, we saw that the students scored lowest on the portion of the assignment rubric related to evidence and analysis. Even students who met the target scored lower on these criteria. We know students learn about evidence and analysis in our research methods course, but when they apply it in the senior seminar they often can't do it as well as expected.

**Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

Add additional evidence and analysis instruction and assignment in research methods course

Add additional evidence and analysis instruction in senior seminar. Provide examples of effective evidence and analysis in a research paper and discuss in class.

**Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

NOTE: This field is **left blank** the year in which these results are entered. **The following academic year**, you would enter what you did to accomplish the action plan and determine, based on the evidence, whether the actions improved student performance. It might look something like: "We added instruction and a new assignment in research methods, and we discussed examples of effective evidence and analysis in senior seminar, prior to the research paper assignment. This year, overall student performance increased to 83 percent earning 84 or higher, and the evidence and analysis sections improved overall (from a C+ average to a B average).

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### Example 2: Digging into results to find strengths and weaknesses in student performance.

**Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. \*Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

All targets were met. On the Clinical Evaluation, the target was 80 percent of students will score passing (90 percent). While 85 percent of students met the target, we noticed that 75 percent of students scored lowest in identifying opportunities for teaching risk reduction and disease prevention with patients. Students practice this skill in NURS 203 but are struggling to apply it to the clinical setting.

**Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

Add additional case study prompts in 203 to give students more opportunity to practice articulating approaches to educating patients about risk reduction and disease prevention.

**Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

NOTE: This field is **left blank** the year in which these results are entered. **The following academic year**, you would enter what you did to accomplish the action plan and determine, based on the evidence, whether the actions improved student performance. It might look something like: "We added case study prompts to 203. This cohort of students will take clinicals next year, so we will maintain the action plan until next year to determine whether the change leads to improved clinical performance."

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### Example 3: Digging into results to discover academic support needs

**Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. \*Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

The target was for 90 percent of students to score proficient (84) on the simulation exercise. Only 75 percent of students met the target. When we analyzed the student scores, we noticed that most of the below proficient performance were earned by students who were experiencing major emotional/mental health issues and needed additional support. We did not conclude the missed target related to instruction or lack of learning. We did notice that academic alerts were not entered for most of the struggling students.

**Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

Chair will provide beginning-of-semester reminders to department faculty about entering academic alerts. Ask Academic Support staff to provide resources for faculty regarding early warning signs of mental/emotional support needs and effective ways to respond.

**Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

NOTE: This field is **left blank** the year in which these results are entered. **The following academic year**, you would enter what you did to accomplish the action plan and determine, based on the evidence, whether the actions improved student performance. It might look something like: "each semester, we reminded department faculty to issue academic alerts when they noticed a change in student performance and when the student's class average fell below C. Additionally, we focused two department meeting discussions on readings related to recognizing and responding to student emotional/mental support needs. This year, 95 percent of students met the target."