INTRODUCTION
Throughout the school year, the Department of Nursing has its’ students respond to three surveys* that are administered by the School of Nursing and Dental Hygiene. The results of these surveys are intended to help the department reflect on the programs and determine if students are achieving the outcomes set for the courses and programs.

Interviews took place in February and March 2016. * All students will take the course evaluations and e-café evaluations. The third survey will depending if the student is graduating at the end of the semester

OBJECTIVES
The objectives during student interviews were:
1. To determine student’s feelings and perceptions of current assessments
2. To receive recommendations from students regarding assessments

The objectives during faculty interviews were:
1. To determine surveys of existing assessment tools
2. To determine programmatic changes based on assessment results
3. To determine use of current assessments related to:
   a. Student learning outcomes
   b. Course change

CURRENT ASSESSMENT MODES
<table>
<thead>
<tr>
<th>Survey administered</th>
<th>Purpose</th>
<th>Who</th>
<th>Frequency</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Program Evaluation (Student Experience Survey) *Incentive based</td>
<td>Formative evaluation of students’ experiences</td>
<td>All students who are not graduating at the end of the semester; Undergraduate and graduate students</td>
<td>Once</td>
<td>March</td>
</tr>
<tr>
<td>Course Evaluations *DON based</td>
<td>Summative evaluation of students’ perception of meeting program standards as related to courses</td>
<td>All enrolled students in the course; Undergraduate and graduate students</td>
<td>Semester; Each course</td>
<td>End of semester Fall: Ending of November – Beginning of December Spring: Ending of April – Beginning of May</td>
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<tr>
<td>e-café Evaluations *University based</td>
<td>Summative evaluation of students’ perception of the instructor</td>
<td>All enrolled students in the course; Undergraduate and graduate students</td>
<td>Semester; Each course</td>
<td>End of semester Fall: Ending of November – Beginning of December Spring: Ending of April – Beginning of May</td>
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<tr>
<td>End of Program Survey *Incentive based</td>
<td>Summative evaluation of students’ overall experiences as a Department of Nursing student</td>
<td>Students graduating at the end of the semester; Undergraduate and graduate students</td>
<td>Once; Each final semester for graduating students</td>
<td>End of the semester</td>
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</tbody>
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RESULTS

Table 1. Themes from students’ responses to interview questions
Faculty share with students changes they have made based on previous survey results
Timing of surveys – in class or after finals
Too many repetitive surveys
Incentives work for us to complete the survey

Table 2. Themes from faculty’s responses to interview questions
Course Changes
• Changes occur the following semester
• Reframing of materials
• Each teacher self-evaluates
• Primarily focused on student learning outcomes
Programmatic Changes
• Use of data to make changes
• Based on feedback
Other Thoughts
• Alignment with accreditation
• Need to increase response rate
• Timing of survey and the return of results

LESSONS LEARNED
• Faculty understand the survey burden that students experience
• Surveys need continued backing and buy-in from faculty, students and administration
• Data needs to be provided in a timely manner to faculty so appropriate changes can be made
• Results to be shared with students
• Incentives can help increase the response rate, by increasing the survey completion’s level of priority among the students’ other obligations

PARTICIPANTS

<table>
<thead>
<tr>
<th>Role in School</th>
<th># of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>1</td>
</tr>
<tr>
<td>Program Directors</td>
<td>3</td>
</tr>
<tr>
<td>Committee Chair/Graduate Chair</td>
<td>6</td>
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<tr>
<td>Course Coordinators</td>
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<tr>
<td>Staff</td>
<td>2</td>
</tr>
<tr>
<td>Students</td>
<td>14</td>
</tr>
</tbody>
</table>

Note: Some participants are included in more than one category

NEXT STEPS
Build a team to begin to develop an Assessment Plan to be implemented in SY 2016-17
Ensure assessments used are aligned with the student learning outcomes set by courses and programs
Report findings and determine next steps – re-energize faculty
Ensure that student learning outcomes are aligned with accrediting bodies
Make necessary changes that lead to program improvements
Evaluate process

ACKNOWLEDGEMENTS
• Dean Boland
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