Nursing Administration (MSN)

📋 Program-12

Annual Assessment Plan

1

2 **PLO #4 - Research skills (GLO 2)**

Uses translational research skills for the integration of evidence-based findings into nursing practice

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- G2 - Scholarly Act. - G2. Scholarly Activities

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
NURS 562: MSN-NA Capstone Project Poster	>80% of students will score an 80% or higher	Assessed Even Years

4 **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.

n/a

5 **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.

n/a

6 **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.

n/a
This course did not run in the 2021-2022 academic year

3 **PLO #3 - Quality principles (GLO 3)**

Applies quality principles to all areas of nursing practice

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

○ G3 - Competencies - G3. Competencies

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
NURS 500: Quiz 4 – Ch. 16 – 20 (Nelson & Staggers)	>80% of students will score an 80% or higher	Assessed Even Years

4 **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.

> target met

5 **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.

> none

6 **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.

> n/a

4 **PLO #5 - Technology (GLO 3)**

Uses technology for the enhancement of communication and delivery of quality patient care

Outcome(s)

1

Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

② Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- G3 - Competencies - G3. Competencies

③ **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
NURS 500: Quiz 2 – Ch. 6 – 10 (Nelson & Staggers)	>80% of students will score an 80% or higher	Assessed Even Years

④ **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.

target met

⑤ **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.

n/a

6   **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.

n/a

5   **PLO #6 - Promote advocacy strategies (GLO 3)**

Uses knowledge of healthcare policy to promote advocacy strategies for the promotion of health and healthcare

Outcome(s)

1   Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2   Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- G3 - Competencies - G3. Competencies

3   **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline

Measures	Targets	Timeline

4 **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.

> target met

5 **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.

> n/a

6 **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.

> n/a

6 **PLO #7 - Scholarly communication (GLO 3)**
Uses professional written and verbal scholarly communication for interprofessional collaboration for leadership in the management and coordination of care

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- G2 - Scholarly Act. - G2. Scholarly Activities
- G3 - Competencies - G3. Competencies

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
NURS 500: Annotated Bibliography Assignment	>80% of students will score an 80% or higher	Assessed Even Years

4 **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.

target met

5 **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.

n/a

6 **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.

> n/a

7 **PLO #9 - Understanding (GLO 3)**

Applies an advanced level of understanding of nursing concepts to nursing practice in both direct and indirect care settings

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- G3 - Competencies - G3. Competencies

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
NURS 500: Emerging Technologies PP Presentation	>80% of students will score an 80% or higher	Assessed Even Years

4 **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.

> target met

5 **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.

> n/a

6 **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.

> n/a

8 **PLO #2 - Leadership skills (GLO 5)**

Applies leadership skills that emphasize ethical and critical decision making for the promotion of high quality and safe nursing care

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- G5 - Ethical Princ. - G5. Ethical Principles

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
NURS 500: Discussion Reflection Week 6	>80% of students will score an 80% or higher	Assessed Even Years

4 **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.

target met

5 **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.

n/a

6 **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.

n/a

9 **PLO #8 - Culturally humble care (GLO 6)**
Applies culturally humble care concepts in the planning, delivery, management, and evaluation of care across healthcare populations

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- G6 - Intercult Comp - G6. Intercultural Competence

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
NURS 562: Quiz 9 (Ch. 18 – Roussel et al.)	>80% of students will score an 80% or higher	Assessed Even Years

4

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.

> n/a course not offered in 2021-2022 academic year

5 **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.

> n/a

6 **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.

> n/a

2 Holistic program improvement goals: Programs are expected to have at least one action plan to improve student learning annually. If you have not yet identified an action plan associated with this year's assessment results, or if the department has identified additional issues that require action plans, describe the specific, measurable action plan and its relation to evidence of student performance.

> There is only one student currently in this program track, which makes it difficult to assess and create an action plan. However, our new Essentials for practice is calling for more clinical hours, more focus on clinical practice within MSN programs. Therefore, a major curricular change is coming in the next year that will impact this degree and track so a new assessment plan will be necessary by 2024.

Assessment Rubric

1

Process

	1	2	3	4
Is the plan being implemented faithfully and revised as needed?	○ Assessment plan is not implemented.	◉ Most aspects of plan are being implemented or all aspects are implemented to some degree.	○ Assessment plan is fully implemented.	○ Plan is faithfully executed and modified/evaluated as needed.

2 Explanations:

> I say mostly because some of the courses in this plan are not even running, or have only run once as a directed study.

3

Engagement

	1	2	3	4

	1	2	3	4
Are all relevant parties are meaningfully involved in the creation/revision, implementation, analysis, interpretation and learning improvement process?	◉ Limited involvement beyond chair/director	○ All educators contributing to the curriculum are aware of process and results	○ All educators contributing to the curriculum participate in conversations regarding the use of assessment data to improve student learning	○ All relevant stakeholders (students, employers, alumni) are meaningfully involved in the creation/revision, implementation, analysis, interpretation, and/or improvement processes associated with this assessment plan.

4 Explanations:

> All faculty teaching in this track are adjunct except for me and Dr Fenstremacher, and we only teach NURS 502 and 620 in this track.

5

Program Learning Objectives

	1	2	3	4

	1	2	3	4
Are the program learning objectives clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning for that major/program?	○ PLOs are problematic (vague, abstract, not aligned with ULOs/GLOs) or missing.	○ PLOs are clear, mostly measurable, partially aligned with ULOs/GLOs.	◉ PLOs are clear, measureable, aligned with ULOs/GLOs, and represent a summary of the knowledge, skills, beliefs, and values that a graduate of this major/program should attain by completing the required curriculum, accounting for variations in learning outcomes due to tracks/concentrations	○ PLOs are clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning students achieve through completion of the program. The learning objectives provide a comprehensive view of the knowledge, skills, beliefs, and values that are important for a graduate of this major/program and account for variations in learning outcomes due to tracks/concentrations.

6 Explanations:

> I think so, but this is difficult to detremine with a single student. We do have some MSN/MSB students that take many of the same courses; however, they are all in their first year (core courses everyone takes).

7

Measures

	1	2	3	4

	1	2	3	4
	○	○	⦿	○
Are the instruments used to assess learning relevant to the objective? Do measures yield information/data you can use to drive improvement?	Not all objectives have a measure identified. OR Measures do not directly connect to the objectives.	All objectives have at least one direct measure. Measures connect to learning objectives superficially or tangentially and/or include learning other than stated objectives. Relies almost exclusively on the same form of assessment (survey, exam, project). Relies almost exclusively on data from a single source (course, program, activity).	All objectives have at least one direct measure. Some objectives have multiple measures. Measures clearly connect to learning objectives. And two of the following four criteria: Objective measures more than one point in time (formative). Indirect measure are used strategically. Plan Incorporates different forms of assessment (survey, exam, project). Plan incorporates from a variety of sources (course, program, activity).	Measures meet all of the following criteria: All objectives have at least one direct measure. Some objectives have multiple measures. Measures clearly connect to learning objectives. Objectives measured more than one point in time (formative). Indirect measures are used strategically. Plan incorporates different forms of assessment (survey, exam, project). Plan incorporates data from a variety of sources (course, program, activity).

8 Explanations:

> Generally I think we utilized varying types of assessments at several points in time across courses. I do not think we use indirect measures. We do require clinical time as an activity outside the classroom. But I cannot assess that at this time.

9

Targets

	1	2	3	4
Are the targets based on professional standards and/or analysis of past student work? Are targets challenging and achievable?	○ Some targets are missing.	○ Targets are arbitrarily chosen or reflect minimal expectations.	● Targets are challenging and achievable based on prior student performance, and reflect an appropriate level of performance.	○ Targets are challenging and achievable. Targets are based on professional standards and/or prior student performance. Targets are set at a level to inspire program improvement.

10 Explanations:

> Since there has only been one student in this track to date this is difficult to determine. In other tracks (Nurse educator), we use the 80% benchmark. This is consistent across all our programs and our CCNE accreditation documentation.

11

Timeline

	1	2	3	4

	1	2	3	4
Is the timeline for data collection manageable with sufficient data points to effectively inform decision making and program review?	○ Not identified clearly for all measures.	◉ Clearly states semester/year for each objective/measure. Data analysis delayed from data collection. Time between collection points may not facilitate informed decision making.	○ Clearly stated and manageable schedule. At least two data points for each objective per review cycle.	○ Timeline for data collection is manageable and allows for continuous improvement with timely and meaningful decision making even before program review.

12 Explanations:

> Insufficient data to make meaningful or informed decisions.

13

Action Plan

	1	2	3	4

	1	2	3	4
Is the department effectively examining and using assessment data to revise curriculum and pedagogy to support student learning?	○ Assessment data not collected/analyzed/used for decisions and/or results not documented in AEFIS.	⦿ Data collected, documented and discussed by department. Department reviewed confidence in measures and data as sufficient indicators of student performance. If data indicated changes were needed, action plans were developed in consultation with dean (e.g. improving outcomes, measures, targets, curriculum or pedagogy).	○ Data collected, documented and discussed by department. Department and dean confirmed confidence in measures and data as sufficient indicators of student performance. Action plans (e.g. improving outcomes, measures, targets, curriculum or pedagogy) developed in consultation with dean. If prior year data warranted action plans, the department implemented the changes.	○ Department collected and discussed follow-up data after the implementation of action plans in order to determine whether changes resulted in improvement or whether additional action is necessary. Data confirms effective curriculum and pedagogy for learning outcomes. Score of 4 should be assigned only if objectives, measures, targets and timeline all score a 4.

14 Explanations:

> Again, this is difficult to determine. However, curricular changes will be necessary by 2024 to align with our accreditors and governing bodies.

15

Dissemination

	1	2	3	4

	1	2	3	4
Is the department communicating learning objectives, results and improvements related to student learning to a wide audience?	○ No record of assessment results and changes made as a result of assessment findings.	◉ The department/program retains records of assessment results and positive changes made as a result of assessment findings, and results are entered in assessment software system.	○ The department/program retains records of assessment results and changes made as a result of assessment findings, results are entered in assessment software system, and assessment results and improvements are publicly posted.	○ The department/program retains records of assessment results and changes made as a result of assessment findings, and results are entered in assessment software system. Assessment results and improvements are publicly posted and shared proactively with faculty, prospective students, employers and alumni in ways that facilitate their discussion.

16 Explanations:

> We have not had data to share with a wide audience related to this specific track.

Additional Feedback

1 Please enter any additional feedback for changes that should be made:

> The plan is being implemented and the targets were met.

CLOSE AND EXIT