Student Learning Summary Form AY2015-16

Due to your dean by June 1
Due from dean to assessment office by June 15

Degree Program Name: _Nursing Administration __ **Contact Name and Email** _Jill Moore, PhD, RN, CNE, email Jill.Moore@indstate.edu_____

Before you complete the form below, review your outcomes library and curriculum map to ensure that they are accurate and up to date. If not, you may submit a new version along with this summary.

Part One

a. What learning outcomes did you assess this year? If this is a graduate program, indicate the [Graduate Student Learning Outcome*](#) each outcome aligns with.	b. (1) What method(s)s did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?	c. What expectations did you establish for achievement of the outcome?	d. What were the actual results?	e. (1) Who was responsible for collecting and analyzing the results? (2) How were they shared with the program's faculty?
Program Goal: Critical Thinker 1. Synthesizes theoretical frameworks used in the integration of knowledge from related sciences and humanities, clinical knowledge, and nursing sciences as the foundations of advanced nursing practice. 2. Analyzes the significance of advanced nursing knowledge as it relates to selected populations.	Assessed annually in November in APN 671 where course learning activities as well as a practicum experience with a nurse leader or manager in the healthcare setting is used to examine the achievement levels of students in obtaining a satisfactory preceptor evaluation and an overall course grade of "B" (83%) or better.	**Operational Definition:** Successful completion of APN 671 course learning activities as well as a practicum experience with a nurse leader or manager in the healthcare setting with a satisfactory preceptor evaluation and a grade of "B" or better. **Expected Level of Achievement/Decision Rule of Action:** 90% of students will achieve operational definition.	Spring 2015 4/4 students successfully completed a practicum experience with a Nursing Director/ Executive as an approved preceptor, and received satisfactory to outstanding evaluations on all competencies. AONE competencies were engaged and documented by students throughout the course. All students achieved a course grade of 83% or greater.	1. Faculty for APN 671. 2. Results shared at monthly Assessment meeting within department via Faculty discussion
Program Goal: Communicator 1. Communicates effectively both orally and in writing in a manner that commands professional attention. 2. Uses technology strategically to access, organize, document, and present information.	Assessed annually in March in APN 667 (Nursing Informatics) where a community service learning experience with a nurse leader or manager in the healthcare setting is used to examine the achievement levels of students in obtaining an overall course grade "B" (83%) or better.	**Operational Definition:** Successful completion of APN 667 (Nursing Informatics) community service learning experience with a nurse leader or manager in the healthcare setting with a grade of "B" or better. **Expected Level of Achievement/Decision Rule of Action** 90% of students will achieve operational definition.	Fall 2014 8/8 Students successfully completed a project in HIT by partnering with peers and approved preceptors to collaboratively design, implement, and evaluate a service learning project in telecommunications, cognitive work analysis, telehealth, and the collection, organization, and presentation of health-related data and information.	1. Faculty for APN 667. 2. Results shared at monthly Assessment meeting within department via Faculty discussion.
Program Goal: Advanced Provider	Assessed annually in November in APN 671 where course	**Operational Definition:** Successful completion of APN	Spring 2015 4/4 students successfully	1. Faculty for APN 671. 2. Results shared at monthly

1. Meets advanced practice competencies for selected populations. 2. Provides safe, cost-effective, and culturally adaptive advanced practice nursing for special populations. 3. Evaluates outcomes of advanced practice nursing interventions, methods, or strategies. 4. Collaborates with others in the implementation of advanced practice nursing. 5. Provides expert consultation to others to resolve complex problems related to client-care situations, and/or health care delivery systems, and/or education. 6. Develops, implements, and evaluates educational programs for selected populations.	learning activities as well as a practicum experience with a nurse leader or manager in the healthcare setting is used to examine the achievement levels of students in obtaining a preceptor evaluation or satisfactory or better and an overall course grade of "B" (83%) or better.	671 course learning activities as well as a practicum experience with a nurse leader or manager in the healthcare setting with a satisfactory preceptor evaluation and a grade of "B" or better. **Expected Level of Achievement/Decision Rule of Action:** 90% off students will achieve the operational definition.	completed a practicum experience with a Nursing Director/ Executive as an approved preceptor. AONE competencies were detailed and documented throughout the course.	Assessment meeting within department via Faculty discussion.
Program Outcome: Leader 1. Assumes a leadership role in one or more areas: health care, professional organizations, community, research, and/or education. 2. Interprets the role and functions of the nurse prepared at the master's level to clients, nurses and other health care providers, and policy makers. 3. Works collegially to design, implement, and evaluate programs for performance improvement. 4. Coordinates the implementation of evidence-based practice.	Assessed annually in February where in APN 651 a 15-hour service learning activity which includes the application of a problem solving strategy and plan to cope with a current leadership, human resource and/or relationship management issue in the healthcare setting under the direction of a nursing leader or manager/preceptor is used to examine the achievement levels of students in obtaining a grade of "B" (83%) or better.	**Operational Definition:** Successful completion of a service learning activity in APN 651 which includes the application of a problem solving strategy to cope with a current leadership, human resource and/or relationship management issue in the healthcare setting under the direction of a nursing leader or manager/preceptor with a grade of "B" or better. **Expected Level of Achievement/Decision Rule of Action:** 90 % of students will meet the operational definition.	Fall 2014 8/8 Students successfully completed service learning activities that included problem solving strategies and plan to cope with current leadership, human resource, and/or relationship management issue while presenting results to stakeholders and assessed by preceptor and faculty.	1. Faculty for APN 651. 2. Results shared at monthly Assessment meeting within department via Faculty discussion.
Program Outcome: Professional 1. Models professional behavior. 2. Demonstrates accountability for administrative decision making based on ethical and professional standards. 3. Interprets the role functions of expert clinician, educator, researcher, administrator, and	Assessed annually in October in APN 652. The development and presentation of a professional business plan, including a budget, based on actual data as precepted by a nurse executive or manager in the healthcare setting is used to examine the achievement levels of students in obtaining a grade of "B" (83%) or	**Operational Definition:** Successful development and presentation of a business plan which includes a budget based on actual data in the healthcare setting in APN 652 with a grade of "B" or better. **Expected Level of Achievement/Decision Rule of**	Spring 2015 7/7 Students participated in the planning, constructing, implementation, and presentation of a professional business plan utilizing actual data while being precepted by a nurse executive or manager. Grades received on the business plan were , 4-A, 3, A-	1. Faculty for APN 652. 2. Results shared at monthly Assessment meeting within department via Faculty discussion.

consultant facilitates the implementation of these roles in a system/institutional-wide context.	better.	**Action:** 90% of students will achieve the operational definition		
Program Goal: Life-long Learner 1. Participates in activities to improve health care practices and policies. 2. Assumes the role of policy developer. 3. Advocates for policy changes that promote health.	Assessed annually in October in APN 652. Attendance and report to the class on a professional or organizational meeting related to financial management in nursing administration is used to examine the achievement levels of students in obtaining a grade of "B" (83%) or better.	**Operational Definition:** Successful completion of professional budget meeting activity related to financial management during APN 652 with a grade of "B" or better. **Expected Level of Achievement/Decision Rule of Action:** 90% of students will achieve the operational definition.	Spring 2015 7/7 students attended a budget meeting with a healthcare agency and completed a critique to assist in expanding their knowledge and competency with a grade of B or better.	1. Faculty for APN 652. 2. Results shared at monthly Assessment meeting within department via Faculty discussion
Program Goal: Advocate 1. Participates in activities to improve health care practices and policies. 2. Assumes the role of policy developer. 3. Advocates for policy changes that promote health.	Assessed annually in February in APN 651. Completion a service learning activity in the healthcare setting, related to leadership, human resources, or relationship management, to be assessed by preceptor/student/faculty evaluations and related course activities is used to examine the achievement levels of students in obtaining a grade of "B" (83%) or better.	**Operational Definition:** Successful completion of a service learning activity to advocate for, and support nursing leadership in APN 651, which includes the application of a problem solving strategy to cope with a current human resource and/or relationship management issue in the healthcare setting under the direction of a nursing leader or manager/preceptor with a grade of "B" or better. **Expected Level of Achievement/Decision Rule of Action:**100% of students will achieve the operational definition.	Fall 2014 8/8 Students successfully completed service learning activities while implementing problem solving strategies to improve health care practices and policies.	1. Faculty for APN 651. 2. Results shared at monthly Assessment meeting within department via Faculty discussion.
Program Goal: Coordinator of Community Resources 1. Coordinates care with others. 2. Refers individuals, families, groups, communities, students, and organizations to appropriate resources. 3. Negotiates services for selected populations.	Assessed annually in March in APN 667. Working in peer groups to collaboratively design, implement, and evaluate a service learning project in HIT with a hospital team of executives and managers in the community based on hospital/community needs is used to examine the achievement levels of students in obtaining a grade of "B" (83%) or better.	**Operational Definition:** Successful completion of APN 667 (Nursing Informatics) community service learning experience with a nurse leader or manager in the healthcare setting with a grade of "B" or better. **Expected Level of Achievement/Decision Rule of Action:** 90% of students in N667 (nursing informatics) will achieve the operational definition.	Fall 2014 8 students successfully partnered (4 groups of 2 students) with one another to design, implement, and evaluate learning projects together. 8/8 students completed successful projects with a hospital team of executives and managers in the community based on hospital/community needs.	1. Faculty for APN 667 2. Results shared at monthly Assessment meetings within department via Faculty discussion.
Program Goal: Knowledge Contributor	Assessed annually in April In APN 697. .Completion of	**Operational Definition:** Successful completion of a	Fall 2014 Benchmark met with 100% of	1. Faculty for APN 697 2. Results shared at monthly

| 1. Critically appraises published and unpublished nursing research.
2. Contributes to nursing knowledge and evidence-based practice through validation, refinement, and extension of research.
3. Applies, designs, conducts, and implements research to bring about change and make improvements in one's own professional environment. | course assignments and culminating project, including development of an evidence-based manuscript and submission to a peer review journal for possible publication is used to examine the achievement of students in obtaining a grade of "B" (83%) or better and sub mission of manuscript to peer review journal. | culminating project and related course assignments in APN697/698 with a project grade of "B" or better and submission of manuscript to a peer review journal.

Expected Level of Achievement/Decision Rule of Action:
90% of the students will achieve the operational definition. | students earning a course grade of B or better: three students earned course grade of A and one student earned a B+ (percentages ranged 95% - 89%). All four students submitted their manuscripts to a peer review journal.
Spring 2015 :
Benchmark met with 100% of students earning a course grade of B or better: Two students earned course grade of A, one student earned an A-, and one student earned a B+ (percentages ranged from 89% - 96%). All four students submitted their manuscripts to a peer review journal. | Assessment meetings within department via Faculty discussion. |
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* See https://www2.indstate.edu/graduate/forms/review.pdf.

If you would like to report on more than three outcomes, place the cursor in the last cell on the right and hit "tab" to add a new row.

Notes
  a. Use your outcomes library as a reference.
  b. Each outcome must be assessed by at least one direct measure (project, practica, exam, performance, etc.). If students are required to pass an examination to practice in the field, this exam must be included as one of the measures. At least one of the outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses.
  c. Identify the score or rating required to demonstrate proficiency (e.g., Students must attain a score of "3" to be deemed proficient; at least 80% of students in the program will attain this benchmark."
  d. Note what the aggregate level of proficiency actually was and the number of students included in the cohort or sample (e.g., "85% of the 25 students whose portfolios were reviewed met the established benchmark).
  e. This may be a specific individual, a position (e.g., assessment coordinator), or a group such as the department assessment committee. Minutes should reflect that results are shared with members of the department at least annually.

Part Two
In no more than one page, summarize 1) the discoveries assessment has enabled you to make about your students' learning, the curriculum, departmental processes, and/or the assessment plan itself; 2) the changes and improvements you have made or will make in response to these discoveries and/or the coordinator's feedback on the previous summary; and 3) what your assessment plan will focus on in the coming year.

If you would like to reference any supporting materials (departmental meeting minutes, detailed assessment results, etc.), please provide the URL at which they can be found.

Nursing Administration Assessment Plan and Curriculum Changes

Based on 2015-2016 Nursing Administration Assessment Plan findings the following curricular changes have been proposed for incorporation into the 2016-2017 Nursing Administration Curriculum

Program Outcome	Impact	Applicable Action/Course
Critical Thinker	No Change	N/A
Communicator	No Change	N/A
Advanced Provider	No Change	N/A
Leader	No Change	N/A
Professional	No Change	N/A
Life-Long Learner	No Change	N/A
Advocate	No Change	N/A
Coordinator of Community Resources	No Change	N/A
Knowledge Contributor	No Change	N/A

The courses for this concentration (with the exception of APN 697 – Knowledge Contributor) are being placed on hold because of low enrollment numbers. The goal at this time is to assist students currently enrolled in these courses to successfully complete them and attain a MSN in Nursing Administration.

Degree Program: MS in Nursing Administration Date: 7.28.16

	Level 0 – Undeveloped	Level 1 – Developing	Level 2 – Mature	Level 3 – Exemplary
1. **Student Learning Outcomes**	☐ No outcomes are identified.	☐ Outcomes were identified ☐ Some of the outcomes are specific and measurable. ☐ Some of the outcomes are student-centered. ☐ A Curriculum Map was provided.	☐ Outcomes are specific, measurable, student-centered, program-level program outcomes. ☒ Outcomes at least indirectly support Foundational Studies Learning Outcomes or the Graduate Learning Goals. ☐ The Curriculum Map identifies where/to what extent each outcome is addressed. ☐ At least one outcome was assessed in this cycle.	☒ Outcomes are specific, measurable, student-centered program outcomes that span multiple learning domains. ☐ Outcomes directly integrate with Foundational Studies Learning Outcomes or the Graduate Learning Goals. ☒ Outcomes reflect the most important results of program completion (as established by an accreditor or other professional organization). ☐ Learning outcomes are consistent across different modes of delivery (face-to-face and online.) ☐ Outcomes are regularly reviewed (and revised, if necessary) by the faculty and other stakeholders. ☒ The Curriculum Map identifies where/to what extent each outcome is addressed and offers evidence that students have sufficient opportunity to master the associated learning outcomes.

				☒ Two or more outcomes were assessed in this cycle.
2. Measures & Performance Goals	☐ No measures are provided. ☐ No goals for student performance are identified.	☐ Measures are provided, but some are vague and/or do not clearly assess the associated outcomes. ☐ Measures are primarily indirect. ☒ Measures include course and/or assignment grades, but there is no evidence that grades are calibrated to the outcomes. ☐ Performance goals are identified, but they are unclear or inappropriate.	☒ At least one direct measure was provided for each outcome. ☒ Some information is provided to suggest that measures are appropriate to the outcomes being assessed. ☐ Measures include course and/or assignment grades, and general information is provided to indicate that grades are calibrated to the outcomes. ☐ Clear and appropriate standards for performance are identified. ☐ Mechanisms (rubrics, checklists, criterion-referenced exams, etc.) were provided.	☐ Multiple measures were provided, and a majority are direct. ☐ Detailed information is provided to show that measures are appropriate to the outcomes being assessed. ☐ Measures include course and/or assignment grades, and specific evidence is provided to demonstrate that grades are calibrated to the outcomes. ☒ Clear and appropriate standards for performance are identified and justified. ☐ If students are required to pass a certification or licensure exam to practice in the field, this was included as a measure. ☒ Measures assess some [high impact practices](#) (internships, capstone course projects, undergraduate research, etc.) ☐ Some measures allow performance to be gauged over time, not just in a single course. ☐ Mechanisms (rubrics, checklists, criterion-referenced exams, etc.) were provided that

				demonstrate that the measure provides clear evidence of what students know/can do. ☐ If a measure is used to assess more than one outcome, a clear explanation is offered to substantiate how this is effective.
3. Results	☐ No data are being collected. ☐ No information is provided about the data collection process. ☐ No results are provided. ☐ Students are meeting few of the performance standards set for them.	☐ Some data are being collected. ☐ Some data are being analyzed. ☐ Some results are provided. ☐ Insufficient information is offered to demonstrate that data collection, analysis, and interpretation processes are valid. ☐ Students are achieving some of the performance standards expected of them.	☐ Data are being collected and analyzed. ☐ Results are provided. ☐ Some information is offered to demonstrate that data collection, analysis, and interpretation processes are valid and meaningful. ☒ Students generally are achieving the performance standards expected of them.	☒ Clear, specific, and complete details about data collection, analysis, and interpretation of results are provided to demonstrate the validity and usefulness of the assessment process. ☐ Students generally are achieving the performance standards expected of them and demonstrate continuous improvement on standards they have yet to achieve/achieve less well. ☐ If students are required to pass a certification or licensure exam to practice in the field, the pass rate meets the established benchmark.
4. Engagement & Improvement	☐ No one is assigned responsibility for assessing individual measures. ☐ Assessment primarily is the responsibility of the program chair. ☐ No improvements	☐ The same faculty member is responsible for collecting and analyzing most/all assessment results. ☐ It is not clear that results are shared with the faculty as a whole on a regular basis.	☐ Multiple faculty members are engaged in collecting and analyzing results. ☒ Results regularly are shared with the faculty. ☒ The faculty regularly engages in meaningful discussions about	☒ All program faculty members are engaged in collecting and analyzing results. ☐ Faculty regularly and specifically reflect on students' recent achievement of performance standards and implement plans to adjust

(planned or actual) are identified. ☐ No reflection is offered about previous results or plans.	☐ Plans for improvement are provided, but they are not clear and/or do not clearly connect to the results. ☐ Little reflection is offered about previous results or plans.	the results of assessment. ☐ These discussions lead to the development of specific, relevant plans for improvement. ☐ Improvements in student learning have occurred as the result of assessment.	activities, performance goals, outcomes, etc. according to established timelines. ☐ Faculty and other important stakeholders reflect on the history and impact of previous plans, actions, and results, and participate in the development of recommendations for improvement. ☐ Continuous improvement in student learning occurs as the result of assessment. ☒ Outcomes and results are easily accessible to stakeholders on/from the program website. ☐ Assessment is integrated with teaching and learning.
Overall Rating	☐ **Level 0 – Undeveloped**	☐ **Level 1 - Developing**	☒ **Level 2 – Mature** ☐ **Level 3 – Exemplary**

COMMENTS
Strengths, Concerns, Recommendations for Improvement

I was disappointed when I read the part of the report indicating that the concentration was being phased out because of low enrollment—because this is a good report! The program certainly has too many outcomes, but all are clear, specific, and measurable, and there are opportunities to collapse some (e.g., those related to life-long learning, advocacy, and community resource coordination). The plan incorporates multiple measures, both direct and indirect, and includes high-impact practices such as a group project, practicum, and service learning experience. It provides extensive details about these measures so that I can easily see that they are appropriate to the outcomes they assess (though there are exceptions: What are "course learning activities" and how do they assess critical thinking? How does the community service experience assess communication skills?).

Measures and expectations are rigorous, and results are positive (and thoroughly detailed). Since the program is small, I assume few people are involved in collecting and analyzing results, but they are shared with the larger nursing faculty on a monthly basis. Likely because the program is being phased out, there is no information about plans for improvement, the impact of previous plans, etc. But it is clear a great deal of effort has gone into developing and implementing an excellent student learning assessment plan.