STUDENT LEARNING ASSESSMENT REPORT

SUBMITTED BY: C KOPAC AND M VENZKE
DATE: JUNE 23, 2014 REQUESTED REVISIONS COMPLETED JANUARY 2015
BRIEFLY DESCRIBE WHERE AND HOW ARE DATA AND DOCUMENTS USED TO GENERATE THIS REPORT BEING STORED: Data used to compile this report are stored at the University either on the MSHP Shared Drive or in University Files. In addition, faculty supporting data for the report have personal copies of supporting data in University Files. Students’ Clinical Evaluations may be found in the students’ files in the Malek School of Health Professions Office.

EXECUTIVE SUMMARY

List all of the program’s learning outcomes: (regardless of whether or not they are being assessed this year)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Year of Last Assessment</th>
<th>Year of Next Planned Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employ ethical theory in the decision-making process</td>
<td>2009-2010</td>
<td>2013-2014</td>
</tr>
<tr>
<td>Apply knowledge of nursing theory and theories from other relevant disciplines</td>
<td>2009-2010</td>
<td>2013-2014</td>
</tr>
<tr>
<td>Utilize research findings to advance evidence-based nursing practice</td>
<td>2012-2013</td>
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<tr>
<td>Use advanced knowledge from the sciences and related disciplines to support Advanced Nursing Practice and role development</td>
<td>2012-2013</td>
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<tr>
<td>Demonstrate expertise in a specialized area of advanced nursing practice</td>
<td>2010-2011</td>
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<tr>
<td>Plan and initiate change in nursing practice and in health care systems</td>
<td></td>
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<tr>
<td>Implement leadership strategies in a variety of settings to advance professional nursing practice</td>
<td>2010-2011</td>
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<tr>
<td>Engage in collaborative relationships improve health care delivery and advance nursing practice.</td>
<td>2012-2013</td>
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</table>

Describe how the program’s outcomes support Marymount’s Mission, Strategic Plan, and relevant school plan:
MU is an independent comprehensive Catholic university that endeavors to foster individual development and to combine the liberal arts and career preparation. The nursing programs are organized within the Malek School of Health Professions (MSHP). The MSHP supports the University mission in fostering the development of each student by enabling him or her to become a well-rounded health professional. The MSN program provides academic and practicum education necessary for advanced-practice. With the stated goal of development of the whole person, the MSN program will continue in the tradition of an ever-evolving curriculum that fosters interdisciplinary collaboration, scholarship, and excellence.
Provide a brief description of the assessment process used including strengths, challenges and planned improvements:

Faculty have five opportunities (plus one for the past academic year) to evaluate program outcomes:

1. When a student is engaged in a course addressing specific content
2. During the clinical practicum experiences
3. Performance on the comprehensive examination
4. Survey of graduating students
5. Survey of alumni
6. And (the plus one), for the 2013-14 academic year, this program was re-accredited for 10 years by the American Association of Colleges of Nursing; this involved a self-study of the entire curriculum including curricular mapping, identification of congruence with program outcomes and analysis of student performance.

During spring, 2014, the Nursing Department Curriculum Committee began work on revision of four core graduate nursing courses and revision of the MSN outcomes. Work will continue throughout the next academic year to be implemented in the Fall of 2015. This work was required by the update of the MSN Essentials in 2011.

Revised response regarding assessment process:

In 2013 the Department of Nursing completed the Commission on Collegiate Nursing Education (CCNE) accreditation program self study for the BSN, MSN, DNP programs. In fall 2013, a site visit was completed and all nursing programs were granted full accreditation status (10 years, with a 5 year interim report due to CCNE). This thorough assessment process evaluated our curriculum, teaching and learning practices as well as program effectiveness based on student and faculty outcomes. The documents used for this assessment included the AACN Essentials of Master’s Education in Nursing (2011) and the National Organization of Nurse Practitioner Faculties (NONPF) National Task Force Criteria for evaluation of nurse practitioner programs. Nursing programs must be evaluated every 5 years. Information from the annual learning outcomes assessments are included in these accreditation reports. The CCNE self study is available in the Malek School of Health Professions Office as well as the report by the site visitors on how we met accreditation standards. Additional program review is completed annually in the full faculty systematic evaluation meeting in the spring semester (May).

Annual student learning outcome assessment: Each fall the nursing assessment committee and the entire faculty decide on the learning outcome to be evaluated during the upcoming academic year. The assessment committee works with the Graduate chair to determine what outcomes measures and performance standards will be used to assess the learning outcomes these subsequently are approved by the nursing faculty. Individual faculty members are contacted by the chair to collect data using specific measures/standards in their courses. The graduate chair then compiles the data, writes the report and does the analyses and interprets the results.

Strengths: Many internal and external assessment processes have been completed to provide on-going program evaluation.
Challenges: Dissemination of results of annual student learning outcomes reports to the faculty at large. The Graduate Chair spends many hours creating these reports which are due in September and then reviewed by UAC in December. There needs to be a specified (formal meeting) time when the information from the report is shared with faculty and then plans for program improvement or report revisions can be discussed before the next cycle of assessment occurs. Perhaps the systematic evaluation meeting in the spring would be the logical time to review assessment reports.

Planned Improvements: Consider other assessment measures. Graduating student surveys and the MSN supplemental surveys have low response rates. Faculty need to brainstorm about alternate assessment measures. Perhaps consider reviewing “comments in instructor/course evaluations” to make small improvements in courses/programs.

Describe how the program implemented its planned improvements from last year 2012-2013:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Planned Improvement</th>
<th>Update (Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilize research findings to advance evidence-based nursing practice</td>
<td>In light of new MSN Essentials, Program Outcomes and Core Courses are being Revised by Nursing Curriculum Committee The Essentials of Master’s Education in Nursing (2011) provide the core for all master’s programs in nursing and provide the necessary curricular elements and framework. This document delineates the outcomes expected of all graduates of master’s nursing programs (regardless of specialty). In addition, we use the National Organizations of Nurse Practitioner Faculties (NONPF) guidelines for curriculum competencies  These documents are what the national accreditation organizations use to evaluate master’s level nursing programs.</td>
<td>Following CCNE accreditation in Fall 2013, the Nursing Curriculum Committee in Spring 2014 began the work of revising MSN graduate FNP program outcomes and core courses. This work will continue in Fall 2014 with implementation targeted for Fall 2015. This is applicable to NU 591 (the nursing research course). In addition, a new course in “population health” will be developed. These changes are being made to reflect current curriculum guidelines for masters level nursing practice. The current MSN program outcomes were developed for multiple MSN programs (nurse administration, nurse educator, and nurse practitioner). The current “program outcomes” were based on the original 1996 MSN Essentials. New MSN Program</td>
</tr>
<tr>
<td>Use advanced knowledge from the sciences and related disciplines to support Advanced Nursing Practice and role development</td>
<td>In light of new 2011 MSN Essentials, Program Outcomes and Core Courses are being Revised by Nursing Curriculum Committee.</td>
<td>The program revisions were approved by GSC and the Faculty Council in January 2015. Following CCNE accreditation in Fall 2013, the Nursing Curriculum Committee in Spring 2014 began the work of revising MSN graduate FNP program outcomes and core courses. This work will continue in Fall 2014 with implementation targeted for Fall 2015. This is applicable to the theories and ethics course (NU 501) and health care systems and organizations (NU 512).</td>
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<td>Engage in collaborative relationships improve health care delivery and advance nursing practice.</td>
<td>An MSN supplemental graduating student survey tool was created to address program outcomes. This outcome was assessed indirectly by reviewing the GSS (Graduating Student Survey) questions regarding &quot;team work&quot;. There were no direct questions on collaborative relationships. A supplemental graduating MSN student survey will be developed that specifically addresses how the student rate their performance in meeting program outcomes.</td>
<td>Collaborative relationships in primary care are difficult to measure. All primary care practices are very individualized per student as well as preceptor and practice. While the outcome is important, measurement will continue to be challenging. Further discussion is needed with nursing faculty to determine how to measure this outcome. A survey was developed and given to the graduating class in spring 2014. It has been submitted in the 2013-2014 learning outcomes report. The Nursing Curriculum Committee is currently revising the MSN-FNP Program Outcomes. We anticipate that this survey will need to be revised in the future.</td>
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</table>
Provide a response to last year's University Assessment Committee review of the program’s learning assessment report: (List each recommendation and provide a specific response to each).

The 2012-2013 report was accepted as submitted.

<table>
<thead>
<tr>
<th>Recommendations for next year's assessment process (2013-2014)</th>
<th>Response to UAC</th>
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<tbody>
<tr>
<td>Link appendices to outcomes to make it easier for reader</td>
<td>Link appendices to outcome measures in column 1 Completed in this revised 2013-2014 report</td>
</tr>
<tr>
<td>Be more specific about measures.</td>
<td>Current and future reports will add clear description of measures and include specific tool/document in appendices.</td>
</tr>
<tr>
<td>Provide more description about the assessment process for this program</td>
<td>Additional description added to page 2 of this report under the description of assessment process</td>
</tr>
<tr>
<td>Include improvements based on assessment. The improvements do not have to be drastic curricular changes. The improvements can relate to smaller actions that will be taken in the program based on what was learned through the assessment process.</td>
<td>Planned improvements have been added to this report. Page 3 of document describes program changes with new course work being developed and new/revised MSN program outcomes. Will also include some smaller actions on page 2 regarding suggested improvements</td>
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</tbody>
</table>
Outcome and Past Assessment
Learning Outcome 1: Employ ethical theory in the decision-making process

Is this outcome being reexamined?  X Yes  No

If yes, give a brief summary of previous results (including trends) and any changes made to the program.

**Assessment Activity**

<table>
<thead>
<tr>
<th>Outcome Measures</th>
<th>Performance Standard</th>
<th>Data Collection</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain how student learning will be measured and indicate whether it is direct or indirect.</td>
<td>Define and explain acceptable level of student performance.</td>
<td>Discuss the data collected and student population</td>
<td>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</td>
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**Outcome Measures**

- **NU 501 - group case study assignment** (direct) **Appendix 1**
  - 85% of the students in this course will receive a grade of 85 or better on this assignment
  - 100% achieved the benchmark as reported by course instructor
  - This standard was met. Grades ranged from 92-100 for the 19 students in the course.

- **Item on Preceptor Clinical Evaluation Tool in NUF 503 & NUF 504 (direct)** **Appendix 2, Page 3**
  - Preceptor evaluation of student- 85% of students will achieve a “3” or above on this item of the evaluation tool.
  - For NUF 503, 19 student evaluations: (14% rated “3”; 23% rated “4”; 63% rated “5”)
  - For NUF 504, 18 students with 2 different evaluations, (OB): (39% rated “4”; 61% rated “5”), (PEDS): 5% rated N/O; 5% rated “4”; 90% rated “5”).
  - This standard was met. 100% of the students were evaluated by their preceptors as having met this standard in NUF 503 and NUF 504 evaluations.
  - Please note: one student will complete NUF 504 at the end of July.

- **MSN FNP Graduating Student Survey (indirect)** **Appendix 3**
  - 85% of respondents will either agree or strongly agree that they are able to employ ethical principles in decision
  - 8 of the 9 (89%) students who responded to the supplemental survey either agreed or strongly agreed that they are able to employ ethical principles.
  - This standard was met. The number of respondents is low.
Academic Year: 2013-2014  Program: Master's in Nursing – FNP Program

Interpretation of Results

Extent this Learning Outcome has been achieved by students *(Use both direct and indirect measure results)*:

With both direct and indirect measures, the outcome was successfully achieved. In regards to MSN FNP supplemental survey, only 52% of the graduating class responded.

Program strengths and opportunities for improvement relative to assessment of outcome:

One of our strengths is that ethical theory is introduced to the graduate students very early in their program in NU 501. The ethical thread is brought through succeeding coursework and translated into clinical practice in the FNP practicum courses (NUF 503 and NUF 504). It is recognized by all of the faculty as a hallmark of Marymount. A goal is to have all students complete the supplemental survey.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

Currently, the MSN program outcomes are being revised. It has been discussed and understood that one element of the core courses that will be retained and strengthened is ethical theory and its application to clinical practice.
### Outcome and Past Assessment

**Learning Outcome 2:** Apply knowledge of nursing theory and theories from other relevant disciplines

**Is this outcome being reexamined?**  
- Yes ☑  
- No ☐

If yes, give a brief summary of previous results (including trends) and any changes made to the program.

#### Assessment Activity

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</thead>
<tbody>
<tr>
<td><strong>MSN FNP Program Comprehensive Exam</strong></td>
<td>Explain how student learning will be measured and indicate whether it is direct or indirect.</td>
<td><strong>85% of the students will attain an 80 or above on 1st attempt.</strong></td>
<td>This is a 100% percent pass rate on a 150-item multiple choice test. (Test will not be attached for security reasons.)</td>
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<tr>
<td><strong>Test not attached security reasons</strong></td>
<td><strong>Define and explain acceptable level of student performance.</strong></td>
<td><strong>100% (17 graduating students-May 2014) passed the comprehensive exam on the first attempt.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>MSN FNP Graduating Student Survey</strong></td>
<td>Explain how student learning will be measured and indicate whether it is direct or indirect.</td>
<td><strong>85% of the students will evaluate themselves as applying nursing theory or theory from other relevant disciplines.</strong></td>
<td>This standard was met. However, only 52% of the graduating students completed the survey.</td>
</tr>
<tr>
<td><strong>Appendix 3</strong></td>
<td><strong>Define and explain acceptable level of student performance.</strong></td>
<td><strong>8 of the 9 (89%) students who responded to the supplemental survey either agreed or strongly agreed that they applied nursing theory or theory from other disciplines</strong></td>
<td></td>
</tr>
<tr>
<td><strong>NU 501 Theory &amp; Ethics Course</strong></td>
<td><strong>Theory Paper- Will obtain paper assignment and rubric from Dr. Sue Bidwell (direct measure)</strong></td>
<td><strong>85% of the students in this course will receive a grade of 85 or better on this assignment</strong></td>
<td>This standard was met. -One student earned an 81.5; three students earned grades lower than 90.</td>
</tr>
</tbody>
</table>
Interpretation of Results

Extent this Learning Outcome has been achieved by students (Use both direct and indirect measure results):

With both direct and indirect measures, the outcome was successfully achieved. In regards to MSN FNP supplemental survey, only 52% of the graduating class responded.

Program strengths and opportunities for improvement relative to assessment of outcome:

One of our strengths is that theory is introduced to the graduate students very early in their program in NU 501. It is an underpinning throughout coursework in the FNP program. One of the direct measures was the comprehensive exam where 100% of the students met the standard. A goal is to have all students complete the supplemental survey. A goal is to have all students complete the supplemental survey.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

Currently, the MSN program outcomes are being revised. It has been discussed and understood that theory is an element of the core courses that will be retained and strengthened.
### Outcome and Past Assessment

**Learning Outcome 3:** Incorporate principles of health promotion in teaching and in patient-care delivery

Is this outcome being reexamined?  
Yes  
No

If yes, give a brief summary of previous results (including trends) and any changes made to the program.

#### Assessment Activity

<table>
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| Explain how student learning will be measured and indicate whether it is direct or indirect. | Define and explain acceptable level of student performance. | Discuss the data collected and student population | 1) Describe the analysis process.  
2) Present the findings of the analysis including the numbers participating and deemed acceptable. |

**Item on Preceptor Clinical Evaluation Tool in NUF 503 & NUF 504 Appendix 2, page 3**

Preceptor evaluation of student- 85% of students will achieve a “3” or above on this item of the evaluation tool.

- For NUF 503, 19 student evaluations:  
  (8.5% rated “3”; 30% rated “4”; 62.5% rated “5”)  
- For NUF 504, 18 students with 2 different evaluations, (OB): (22% rated “4”; 78% rated “5”) AND (Peds): 5% rated 3; 22% rated “4”; 73% rated “5”).

This standard was met. 100% of the students were evaluated by their preceptors as having met this standard in NU 503 and NU 504 evaluations. See attached appendices for clinical evaluation tool.

Please note: one student will complete NUF 504 at the end of July.

**NUF 504 exam #2 Well Child Pediatrics Content- Multiple Choice exam on health promotion/prevention, anticipatory guidance & patient education. (10 questions)**

85% of students will Select the correct answer on 8 out of 10 exam questions on principles of health promotion

91.6% of the students answered correctly answered 8 out of 10 exam questions.

This standard was met. Individual item analysis showed that for all of the items, the range of correct response was 84.2 to 94.7 on each of the 10 total questions.
### Interpretation of Results

**Extent this Learning Outcome has been achieved by students** *(Use both direct and indirect measure results):*

With both direct and indirect measures, the outcome was successfully achieved. In regards to MSN FNP supplemental survey, only 52% of the graduating class responded.

**Program strengths and opportunities for improvement relative to assessment of outcome:**

This outcome is directly measured on the clinical evaluation used with students in all practicum sites. Students are “expected to incorporate principles of health promotion and disease prevention in health care delivery” and preceptors must evaluate them on this outcome. As the MSN program continues to be evaluated and planned revisions are made to the outcomes of the program, faculty are acutely aware of the need to maintain an emphasis on this outcome.

**Discuss planned curricular or program improvements for this year based on assessment of outcome:**

Currently, the MSN program outcomes are being revised. The Curriculum Committee will be identifying improvements in 2014-2015 year.
A complete student learning assessment report includes appendix of rubrics, survey questions, or other relevant documents and information.

Attached to this report are the following appendices:
1. NUF 501 group case study assignment (Course instructor Sue Bidwell)
2. FNP Clinical Practicum Evaluation (NUF 503 & NUF 504)
3. MSN Supplemental Survey (Graduating Students) Report
4. NU 501 paper rubric (Course instructor Sue Bidwell)

*Items from comprehensive multiple choice exams are not included to protect test integrity*