AY 21-22 STUDENT OUTCOMES ASSESSMENT & SUCCESS REPORT

<div style="text-align:right">OPTION A: TABLE FORMAT</div>

Academic Program:	MSN-Family Nurse Practitioner Track	Date:	11/1/2022
Author(s):	Dr. Jessica Durbin		
Verify that each of the following documents is correct and current on the ISU Assessment Results Webpage by marking with an "X." Please submit any updated documents and/or corrections as soon as possible to Kelley Woods-Johnson, Assessment & Accreditation Coordinator at kelley.woods-johnson@indstate.edu.		_X__ Learning Outcomes _X__ Curriculum Map _X__ Assessment Plan	
Is this program offered on-campus AND distance? If "Yes," reported data should include students of both, disaggregated.		___ Yes _X__ No ___ Hybrid	

Student Learning Outcomes Assessment Expand table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Benchmark for Proficiency	Actual Student Performance Relative to Benchmark	Prior Results for Comparison (if applicable)
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
Communication APN Student Learning Outcome: Demonstrates effective written, verbal, and technological skills to disseminate knowledge for the advancement of health and wellness.	APN 670	The Assignment is the Student performance evaluation submission by the student's clinical preceptors.	Preceptor Evaluation (Performance Evaluation)	**Student will Demonstrate a 2 (0-4 scale) or better on Likert scale for items IIIb, IV, and V on APN 670 Student Clinical Performance Feedback Form by preceptor(s).**	N= 47 students 47/47 (100%)were awarded a 2 or better on the items in the metric	AY 2018/2019 69/72 students (95%) in the cohort achieved the benchmark of 2 or better on the measurement.
Professional Practice 4-6 APN Student Learning Outcome: Demonstrates the advanced nursing practice	APN 670	The assignment is the expanded SOAP note scores (or combined long soap note scores)	Expanded SOAP	**Successful completion of the program's final clinical preceptorship in APN 670 as**	N= 47 students 45/47 students achieved a B (83%) better on the final expanded SOAP note.	AY 2019/2020 Fall 2019: N=70 69/70 demonstrated a score of 83% or better

professional role with integrity, accountability, compassion, and excellence.				demonstrated by grade "B" (83%) or better on long soap note (or combined long soap note) scores.		on the expanded SOAP note

Student Success Activities

Use the "Academic Chair" tab in Blue Reports to view your program's data related to retention, persistence, time to/rates of graduation, etc., as applicable (undergraduate v. graduate). Share reflections and activities of program faculty in the table below. Consider curricular, pedagogical, advising, co-curricular, and student support efforts.

Describe current student success activities that are working well.	Currently our graduation rates/completion metrics are excellent. Our number of graduates (Fall 2021) who completed within 150% of the stated program length was 95.65%. For Spring 2022 it was 100%. In order to facilitate the continuation of this trend we have reviewed curriculum and condensed courses where appropriate, implementing multiple 8 week courses. This is also attractive with regards to retention.
Based on Blue Reports data and review of current activities, what are the primary areas to focus on improving next year?	Our primary focus in the next academic year is the student retention rate.

If you don't have a Blue Reports account, you can request one using the webpage link, or your Department Chair, Associate Dean, or College Assessment Director can assist you.

Continuous Quality Improvement

Describe primary insights gained from analysis of findings. *What was learned? What questions did it raise? How does current performance compare to past (if applicable), and how might any prior action plans have influenced performance?*	Our communication outcome was met with 100% success compared to the 95% at the prior assessment. This indicates the strength our program has in working with students and preceptors as a team to ensure that metrics are concise and interpreted correctly. It also indicates that our curriculum is preparing our students to successfully integrate into a team in the clinical setting and to collaborate with preceptors and patients thoughtfully and clearly. With regards to the SLO of Professional practice the metric has been achieved at the same rate across both assessments. Faculty will continue to mold and shape our students to successfully meet these outcomes through revisions of curriculum and presentation of materials and experiences. We will continually review our outcomes within the guidelines of our accrediting body as well.

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What findings-based actions are planned to maintain strong performance and/or improve student learning and success?	
What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	Learning outcomes for next AY will be: Integrated Foundation: **Integrates knowledge from the sciences and humanities for the advancement of nursing practice within diverse settings.** Program Goal: Professional Practice 1-3: **Demonstrates the advanced nursing practice professional role with integrity, accountability, compassion, and excellence.**
Describe faculty involvement in this assessment, and how will findings be shared with faculty/stakeholders (as applicable)?	Faculty of the MSN program review assessment monthly on an ongoing basis in order to meet the requirements of our accreditation. We are continually working as a team to ensure our curriculum's rigor and we share our assessment data every summer with all of our stakeholders.

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The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: <u>Exemplary</u>=Meets all standards, exceeds some; <u>Mature</u>=Meets all/most standards, no serious concerns; <u>Developing</u>=Meets some standards, multiple recommendations for improvement; <u>Undeveloped</u>=Meets few/no standards, serious concerns noted; <u>Cannot Evaluate</u>=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)		Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understanding student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on some related tenants and strategies.		Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and/or relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are clearly described when necessary (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)	Is the Expanded SOAP assessed using a rubric, or is that not necessary (not being an expert in the area I don't want to assume). Seeing that there are multiple performances in the LO (integrity, accountability, compassion, and excellence), an analytical rubric might be a great way to demonstrate each of these aspect of the LO. Consider whether additional points of assessment will support richer insights into each LO than single-point assessments can provide. These are strong culminating measures, so there may not be any additional information needed.	Mature

Results & Analysis		The threshold for proficiency for each outcome is clearly stated relative to the measure/evaluation tool used		Mature
Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to thresholds of proficiency, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.		The threshold for proficiency reflects reasonably high expectations for the program		
		Actual student performance data on assessment measures is shared relative to the stated threshold for proficiency and (when applicable) the evaluation tool used		
		Thoughtful discussion of faculty insights gained from findings is included		
		When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)		
		When applicable, missing data or significant limitations to how data may be interpreted or applied are described		
Continuous Improvement	Great analysis of the strategies that are believed to support the improved communication scores.	Multiple program faculty are involved in the assessment process		Exemplary
Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.		Plans for maintaining strong performance and/or improving student learning are clearly driven by assessment findings		
		Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty		
		If data from prior assessments is provided, reflection on changes over time and the possible impact any prior interventions is discussed		
		A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment		
		Assessment findings are shared with program faculty and any applicable stakeholders		

Contact Kelley Woods-Johnson at kelley.woods-johnson@indstate.edu or x7975 with questions or for support.