

Student Outcomes Assessment and Success Report AY2018-19

Consult with your college dean's office regarding due date and how to submit. Deans will submit reports to the Office of Assessment & Accreditation annually by October 15.

Unit/Program Name: _____ APN-FNP Concentration _____ Contact Name(s) and Email(s) Dr. Jessica Durbin Jessica.durbin@indstate.edu_

Part 1a: Summary of Student Learning Outcomes Assessment

<p>a. What learning outcomes did you assess this past year?</p> <p>If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.</p>	<p>b. (1) What assignments or activities did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?</p>	<p>c. What were your expectations for student performance?</p>	<p>d. What were the actual data/results?</p>	<p>e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year's report? Can expand on this in Part 2.</p>
<p>1. Program Outcome: Advanced Provider</p> <p>APN Student Learning Outcome: A provider who is competent to apply evidence-based advanced nursing knowledge including culturally adaptive care, assessment, prescriptive interventions, evaluation, collaboration, and education</p>	<p>APN 670 expanded SOAP note scores (or combined long soap note scores) and APN 670 combined semester Clinical Data Documentation Evaluation scores</p>	<p>90% of students will demonstrate successful completion of the program's final clinical preceptorship in APN 670 as demonstrated by grade "B" (83%) or better on long soap note (or combined long soap note) scores and averaged <i>Clinical Data Documentation Evaluation</i> scores.</p>	<p>Fall 2017 (n=35) Long soap note score were between 180/200 = 90% and 200/200 = 100%. All 35 students in APN 670 fall 2017 met the expected level of achievement.</p> <p>Fall 2017 Combined Semester Clinical data Documentation Evaluation (n = 35) scores were low 91.5 = 91.5% and high 100 = 100%. All 35 students in APN 670 fall 2017 met the expected level of achievement.</p> <p>Spring 2018 (n=35) Long soap note scores were between 181/200 = 90.5% and 200/200 = 100%. All 35 students in APN 670 spring 2018 met the expected level of achievement.</p>	<p>There were no changes needed, we decided to continue to utilize these assignments to measure the student success with regards to the learning outcome.</p>

			<p>Spring 2018 Combined Semester Clinical data Documentation Evaluation (n = 35) scores were low 92 = 92% and high 100 = 100%. All 35 students in APN 670 spring 2018 met the expected level of achievement.</p>	
<p>2. Program outcome: Leader</p> <p>APN Student Learning Outcome: A leader who inspires, persuades, and mentors others in the implementation of organizational visions and missions</p>	<p>APN 697 Evidence Based Practice- project manuscript score and submission to peer-reviewed journal.</p>	<p>90% of our students will demonstrate Successful completion of APN 697 EBP project manuscript as evidenced by grade of 83% B and submission of final manuscript to peer reviewed journal.</p>	<p>Fall 2017 39/39 (100%) of students scored greater than 83% on the final manuscript. 39/39 of students submitted to a peer reviewed journal.</p> <p>Spring 2018 34/34 (100%) of students scored higher than 83% on the final manuscript. 34/34 submitted to a peer reviewed journal.</p>	<p>Revised plan based on student, journal editor and faculty feedback. After reviewing the trends occurring in other programs we have decided that submission to a journal was not necessarily indicative of successful completion of the outcome. In addition, it contributed to learner stress. In light of this we decided to offer a choice to disseminate via oral presentation. They also will be given the choice to do a case study write-up instead of the manuscript.</p>
<p>3. Program Outcome: Professional</p> <p>APN Student Learning Outcome: A professional who is a role model through adherence to the ethical, legal, and professional standards of the discipline specialty area</p>	<p>APN 670 Clinical Performance Feedback Form</p>	<p>90% students will score a 2 or greater on all items on the Likert Scale included in the APN 670 Student Clinical Performance Feedback Form completed by preceptor(s).</p>	<p>Fall 2017 35 students. 100% of students earned a minimum of 2 on all items on clinical Performance Feedback form.</p> <p>Spring 2018 35 students. 100% of students earned a minimum of 2 on all items on clinical Performance Feedback form</p>	<p>There were no changes needed, we decided to continue to utilize these assignments to measure the student success with regards to the learning outcome.</p>

Note: 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.

Helpful Hints for Completing this Table

- a. Use your outcomes library as a reference. Note any alignment with professional standards, as applicable.
- b. Each outcome should 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 should be included as one of the measures. At least one of the program's outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses. Describe or attach any evaluation tools such as rubrics, scales, etc.
- 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).

Part 1b: Review of Student Success Data & Activities

Use [Blue Reports](#) to generate the following information (as well as any other information helpful to you):

- 1) Cohort Sizes 2) Year-to-Year Retention 3) 5-Year Graduation Rate

Cohort Sizes	
2016-2017	72
2017-2018	67
2018-2019	65

Year to Year Retention	
2016-2017	86.50%
2017-2018	88.27%
2018-2019	87.50%

Graduation Rates				
Term	# of Graduates	Graduates w/in 150%	More than 150%	Percentage
Fall 2014	22	22		100%
Spring 2015	21	21		100%
Fall 2016	46	46		100%
Spring 2017	37	37		100%
Fall 2017	31	31		100%
Spring 2018	33	33		100%
Fall 2018	30	30		100%
Spring 2019	40	40		100%

What worked well in supporting student success this year?

Listening to student feedback was integral. Our students were feeling tremendous and unnecessary pressure with regards to publishing. We worked on this as a faculty and have altered the course requirements while maintaining rigor. This will allow the students in the final semester of the program to be successful at all three courses as they prepare for boards without the amount of strain it was putting on them previously.

What are the most significant opportunities for improvement upon which to focus in the coming year?

Our most important opportunity for improvement is continued focus on student success in the program and as new practitioners. To his end we are continually assessing the outcomes and student feedback to see where we can improve without compromising integrity or rigor of the program. Continuing to facilitate board certification pass rates as well as continuing to support and grow our retention rates is an ongoing goal. We will be adopting a new set of outcomes for the upcoming academic year and re-evaluating the program as we assess the new outcomes.

Part 1c: Summary of Career Readiness Activities

Please submit your Career Readiness Competencies curriculum map along with this report as a separate attachment. You can find the template here: <https://www.indstate.edu/assessment/plan-components>

N/A as a graduate program

Part 2: Continuous Quality Improvement

Reflect on the information shared above regarding student learning, success, and career readiness. In no more than one page, summarize:

We found our students were experiencing significant stress related to the pressure to publish their manuscript. They also had trouble with topic selection and literature availability. To this end we altered the course outcomes and requirements. They can now have a choice of assignments as well as the option to disseminate in multiple ways without having to publish.

Our students are diligent to a fault, they show excellent critical thinking skills, readiness to practice as a provider but also overcommit to these endeavors and end up overextended. They are excelling as professionals in the clinical environment but at times they falter at written communication in the program. We are requiring more assistance with this by use of the math and writing center as well as faculty mentorship in order to facilitate success in this.

Our assessment plan for the upcoming year will continue to focus on assessing and revising the program curriculum in order to continue to facilitate student retention, recruitment and success both prior to and post-graduation.

The student success data is distributed online and is also given to our stakeholders at the annual community stakeholder's meeting

Please prepare this report as a Word document. Do not include any attachments. Instead, provide links to important supporting materials (e.g., detailed—but not student-specific—assessment results; rubrics; minutes; etc.), or upload them to the college's assessment site in Blackboard.

Dear Jessica,

Thank you so much for sharing your assessment process and findings for AY 2018-19 with the Assessment Council. You will find feedback and ratings on the rubric below. It is understood that some of the feedback might encompass practices that you already engage in but were not documented in this report. As the purpose of this evaluation is focused on recognizing great work and helping faculty improve assessment practice, it is not necessary to retroactively add documentation. Please feel free to let me know if you have any questions or if there is any way I can assist you in further developing assessment in your program.

This report will be shared with the Associate Dean(s) and Dean of your college and summarized findings will be shared as composite college/institutional data with the President's Office and the Provost's team.

Sincerely,

Kelley (x7975)

Program: APN – FNP Concentration	Overall Rating: Mature (2.63/3.00)
Strengths	Recommendations
<ul style="list-style-type: none">• Learning outcomes are clear, specific, and measurable. Alignment with program outcomes is clear.• Courses and assignments used as assessment measures are clearly described, and provide rich, relevant experiences for students to demonstrate their learning.• Expected and actual student performance are clearly described.• Reflection on student performance and development of strategies to improve learning are based in findings.• Clear information about how assessment findings are shared.	<ul style="list-style-type: none">• Note how the learning outcomes align with accreditor standards and the CGPS Graduate Student Learning Outcomes.• Make a note of how performance on measures is evaluated. You noted for one assignment that a Likert scale was used. What is the tool for the other measures (e.g., rubric)?

Evaluation Criteria	Exemplary	Mature	Developing	Undeveloped
<p>Student Learning Outcomes</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is specific, measurable, and student-centered.</p> <p>Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)</p> <p>Learning outcome(s) directly link to college, institutional, and/or accreditor goals/standards.</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is specific, measurable, and student-centered.</p> <p>Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcomes(s) is measurable.</p>	<p>No learning outcomes are identified for assessment or the outcomes that are identified are not linked to program outcomes aligned with program coursework (e.g. – curriculum map) or are not measurable.</p>
<p>Performance Goals & Measures</p>	<p>Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).</p> <p>Identified measures are designed to accurately reflect student learning, including at least one direct measure.</p> <p>Tools used to measure student performance are described and were reviewed for validity or trustworthiness prior to use (note this in the report; attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).</p>	<p>Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).</p> <p>Identified measures are designed to accurately reflect student learning, including at least one direct measure.</p> <p>Tools or processes for evaluating student performance on measures are described (attach tools if applicable – ex: rubrics, checklists, exam keys, etc.). (some)</p>	<p>Performance goal(s) is identified for each learning outcome.</p> <p>Identified measures (ex: assignments, projects, tests, etc.) are poorly suited to performance goals or are solely indirect measures.</p> <p>Tools or processes for evaluating student performance on measures are not described. (some)</p>	<p>No goals for student performance of learning outcomes is identified, and/or no measures are provided.</p>

Analysis & Results	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with clear description of quality analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p> <p>Results are discussed in relation to college, institutional, and/or accreditor goals/standards.</p>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with clear description of analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with little description of analysis.</p>	<p>No data is being collected.</p> <p>No results are provided.</p>
Sharing & Use of Results for Continuous Improvement	<p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p> <p>A plan for adjusting performance, goals, assessment, and/or program components based on results is outlined.</p>	<p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p>	<p>Limited information is provided about sharing or using results to inform practice.</p> <p>Some discussion of what was learned from results is provided.</p>	<p>No information is provided about sharing or using results to inform practice.</p> <p>No evidence of reflection on results is provided (ex: discussion, conclusions drawn)</p>
Overall Rating	<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Mature	<input type="checkbox"/> Developing	<input type="checkbox"/> Undeveloped