

**Student Learning Summary Form AY2016-17**

**Due to your dean by June 4**

**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**

<p><b>a. What learning outcomes did you assess this year?</b></p> <p>If this is a graduate program, indicate the <a href="#">Graduate Student Learning Outcome*</a> each outcome aligns with.</p>	<p><b>b. (1) What method(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?</b></p>	<p><b>c. What expectations did you establish for achievement of the outcome?</b></p>	<p><b>d. What were the actual results?</b></p>	<p><b>e. (1) Who was responsible for collecting and analyzing the results? (2) How were they shared with the program's faculty?</b></p>
<p><b>Program Goal: Critical Thinker</b></p> <p>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.</p> <p>2. Analyzes the significance of advanced nursing knowledge as it relates to selected populations.</p>	<p>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.</p>	<p><b>Operational Definition:</b> 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.</p> <p><b>Expected Level of Achievement/Decision Rule of Action:</b> 90% of students will achieve operational definition.</p>	<p>Spring 2016 10/11 (90.0%) students completed a successful practicum experience with a Nursing Director/ Executive as an approved preceptor. AONE competencies were detailed and documented throughout the course.</p> <p>Students were successful in completing course learning activities in addition to their practicum experiences.</p> <p>1/11 students did not meet criteria and stopped participating in the course including the practicum experience in February of 2016.</p>	<ol style="list-style-type: none"> <li>1. Faculty for APN 671.</li> <li>2. Results shared at monthly Assessment meeting within department via Faculty discussion</li> </ol>

<p><b>Program Goal: Communicator</b></p> <ol style="list-style-type: none"> <li>1. Communicates effectively both orally and in writing in a manner that commands professional attention.</li> <li>2. Uses technology strategically to access, organize, document, and present information.</li> </ol>	<p>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.</p>	<p><b>Operational Definition:</b> 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.</p> <p><b>Expected Level of Achievement/Decision Rule of Action</b> 90% of students will achieve operational definition.</p>	<p>Fall 2015 9/9 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.</p> <p>Benchmark met: 4 students received an A+ 4 students received an A 1 student received an A-</p>	<ol style="list-style-type: none"> <li>1. Faculty for APN 667.</li> <li>2. Results shared at monthly Assessment meeting within department via Faculty discussion.</li> </ol>
<p><b>Program Goal: Advanced Provider</b></p> <ol style="list-style-type: none"> <li>1. Meets advanced practice competencies for selected populations.</li> <li>2. Provides safe, cost-effective, and culturally adaptive advanced practice nursing for special populations.</li> <li>3. Evaluates outcomes of advanced practice nursing interventions, methods, or strategies.</li> <li>4. Collaborates with others in the implementation of advanced practice nursing.</li> <li>5. Provides expert consultation to others to resolve complex problems related to client-care situations, and/or health care delivery systems, and/or education.</li> <li>6. Develops, implements, and evaluates educational programs for selected populations.</li> </ol>	<p>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 preceptor evaluation or satisfactory or better and an overall course grade of "B" (83%) or better.</p>	<p><b>Operational Definition:</b> 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.</p> <p><b>Expected Level of Achievement/Decision Rule of Action:</b> 90% off students will achieve the operational definition.</p>	<p>Spring 2016 10/11 (90.0%) students completed a successful practicum experience with a Nursing Director/ Executive as an approved preceptor. AONE competencies were detailed and documented throughout the course. Students were successful in completing course learning activities in addition to their practicum experiences.</p> <p>1/11 students did not meet criteria and stopped participating in the course including the practicum experience in February of 2016.</p>	<ol style="list-style-type: none"> <li>1. Faculty for APN 671.</li> <li>2. Results shared at monthly Assessment meeting within department via Faculty discussion.</li> </ol>
<p><b>Program Outcome: Leader</b></p> <ol style="list-style-type: none"> <li>1. Assumes a leadership role in one or more areas: health care, professional organizations, community, research, and/or education.</li> <li>2. Interprets the role and</li> </ol>	<p>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</p>	<p><b>Operational Definition:</b> 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</p>	<p>Fall 2015 8/8 students completed a successful service learning project in a leadership role in their healthcare setting working with an approved preceptor while addressing a current leadership</p>	<ol style="list-style-type: none"> <li>1. Faculty for APN 651.</li> <li>2. Results shared at monthly Assessment meeting within department via Faculty discussion.</li> </ol>

<p>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.</p>	<p>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.</p>	<p>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.</p> <p><b>Expected Level of Achievement/Decision Rule of Action:</b> 90 % of students will meet the operational definition.</p>	<p>issue.</p> <p>Benchmark met- 5 students received an A+ 2 students received an A 1 student received an A-5</p>	
<p><b>Program Outcome: Professional</b> 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 consultant facilitates the implementation of these roles in a system/institutional-wide context.</p>	<p>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 better.</p>	<p><b>Operational Definition:</b> 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.</p> <p><b>Expected Level of Achievement/Decision Rule of Action:</b> 90% of students will achieve the operational definition</p>	<p>Spring 2016 8/9 students participated in the planning, constructing, implementation, and presentation of a professional business plan utilizing actual data while being precepted by an approved nurse executive or manager. Benchmark partially met: Students who participated had a success of 100%. Grades received on the business plan were, 3- A+, 4-A, 1, A-, 1-F (student stopped participating in course work on 2/16).</p>	<ol style="list-style-type: none"> <li>1. Faculty for APN 652.</li> <li>2. Results shared at monthly Assessment meeting within department via Faculty discussion.</li> </ol>
<p><b>Program Goal: Life-long Learner</b> 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.</p>	<p>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.</p>	<p><b>Operational Definition:</b> Successful completion of professional budget meeting activity related to financial management during APN 652 with a grade of "B" or better.</p> <p><b>Expected Level of Achievement/Decision Rule of Action:</b> 90% of students will achieve the operational definition.</p>	<p>Spring 2016 8/9 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</p>	<ol style="list-style-type: none"> <li>1. Faculty for APN 652.</li> <li>2. Results shared at monthly Assessment meeting within department via Faculty discussion</li> </ol>
<p><b>Program Goal: Advocate</b> 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.</p>	<p>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</p>	<p><b>Operational Definition:</b> 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</p>	<p>Fall 2015 8/8 students successfully completed a service learning activity in their chosen healthcare setting with positive assessments by both students and faculty meeting course activities and objectives.</p> <p>Bench mark met:</p>	<ol style="list-style-type: none"> <li>1. Faculty for APN 651.</li> <li>2. Results shared at monthly Assessment meeting within department via Faculty discussion.</li> </ol>

	obtaining a grade of "B" (83%) or better.	healthcare setting under the direction of a nursing leader or manager/preceptor with a grade of "B" or better.  <b>Expected Level of Achievement/Decision Rule of Action:</b> 100% of students will achieve the operational definition.	5 students received an A+ 2 students received an A 1 student received an A-	
<b>Program Goal: Coordinator of Community Resources</b> 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.	<b>Operational Definition:</b> 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.  <b>Expected Level of Achievement/Decision Rule of Action:</b> 90% of students in N667 (nursing informatics) will achieve the operational definition.	Fall 2015 9/9 students successfully partnered with a preceptor and approved nursing management team working with one another to design, implement, and evaluate informatics projects together.  9/9 students completed successful projects with a hospital team of executives and managers in the community based on hospital/community needs. Benchmark met: 4 students received A+ 4 students received A 1 student received an A-	1. Faculty for APN 667 2. Results shared at monthly Assessment meetings within department via Faculty discussion.
<b>Program Goal: Knowledge Contributor</b> 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.	Assessed annually in April In APN 697. .Completion of 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 submission of manuscript to peer review journal.	<b>Operational Definition:</b> Successful completion of a 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.  <b>Expected Level of Achievement/Decision Rule of Action:</b> 90% of the students will achieve the operational definition.	Fall 2015 One student who earned a grade of B or better on the final project and submitted the manuscript to a journal. Score was 97 out of 100.  Spring 2016 1 out of 2 students earned a grade of B or better on the final project and submitted the manuscript to a journal. Scores were 77 and 94 out of 100.	1. Faculty for APN 697 2. Results shared at monthly 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.*

**Student Learning Summary Report Rubric :: Office of Assessment & Accreditation :: Indiana State University**

Degree Program: Nursing Administration    Date: 11.16.17

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

				<p>sufficient opportunity to master the associated learning outcomes.</p> <p><input checked="" type="checkbox"/> Two or more outcomes were assessed in this cycle.</p>
<p><b>2. Measures &amp; Performance Goals</b></p>	<p><input type="checkbox"/> No measures are provided.</p> <p><input type="checkbox"/> No goals for student performance are identified.</p>	<p><input type="checkbox"/> Measures are provided, but some are vague and/or do not clearly assess the associated outcomes.</p> <p><input type="checkbox"/> Measures are primarily indirect.</p> <p><input type="checkbox"/> Performance goals are identified, but they are unclear or inappropriate.</p> <p><input checked="" type="checkbox"/> Some performance goals are based on course and/or assignment grades, but there is no evidence that grades are calibrated to the outcomes.</p>	<p><input checked="" type="checkbox"/> At least one direct measure was provided for each outcome.</p> <p><input checked="" type="checkbox"/> Some information is provided to suggest that measures are appropriate to the outcomes being assessed.</p> <p><input type="checkbox"/> Clear and appropriate standards for performance are identified.</p> <p><input type="checkbox"/> Some performance goals are based on course and/or assignment grades, and general information is provided to demonstrate that grades are calibrated to the outcomes.</p> <p><input type="checkbox"/> Mechanisms used to assess student performance (rubrics, checklists, exam keys, etc.) were provided.</p>	<p><input type="checkbox"/> Multiple measures were employed, and most are direct.</p> <p><input type="checkbox"/> Detailed information is provided to show that measures are appropriate to the outcomes being assessed.</p> <p><input checked="" type="checkbox"/> Measures assess some <a href="#">high impact practices</a> (internships, capstone course projects, undergraduate research, etc.)</p> <p><input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, this was included as a measure.</p> <p><input type="checkbox"/> Some measures allow performance to be gauged over time, not just in a single course.</p> <p><input type="checkbox"/> If a measure is used to assess more than one outcome, a clear explanation is offered to substantiate that</p>

				<p>this is appropriate.</p> <p><input type="checkbox"/> Clear and appropriate standards for performance are identified and justified.</p> <p><input type="checkbox"/> Mechanisms used to assess student performance (rubrics, checklists, exam keys, etc.) were summarized as well as provided to demonstrate that the measure provides specific evidence of what students know/can do.</p> <p><input type="checkbox"/> If performance goals are based on course and/or assignment grades, specific evidence is provided to demonstrate that grades are calibrated to the outcomes.</p>
<p><b>3. Results</b></p>	<p><input type="checkbox"/> No data are being collected.</p> <p><input type="checkbox"/> No information is provided about the data collection process.</p> <p><input type="checkbox"/> No results are provided.</p> <p><input type="checkbox"/> Students are meeting few of the performance standards set for them.</p>	<p><input type="checkbox"/> Some data are being collected and analyzed.</p> <p><input type="checkbox"/> Some results are provided.</p> <p><input type="checkbox"/> Insufficient information is offered to demonstrate that data collection, analysis, and interpretation processes are valid.</p> <p><input type="checkbox"/> Students are achieving some of the performance standards expected of them.</p>	<p><input checked="" type="checkbox"/> Data are being collected and analyzed.</p> <p><input checked="" type="checkbox"/> Results are provided.</p> <p><input checked="" type="checkbox"/> Some information is offered to demonstrate that data collection, analysis, and interpretation processes are valid and meaningful.</p> <p><input checked="" type="checkbox"/> Students generally are achieving the performance standards expected of them.</p>	<p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> Students generally are achieving the performance standards expected of them and demonstrate continuous improvement on standards they have yet to achieve/achieve less well.</p>



				<input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, the pass rate meets the established benchmark.
<b>4. Engagement &amp; Improvement</b>	<input type="checkbox"/> No one is assigned responsibility for assessing individual measures.  <input type="checkbox"/> Assessment primarily is the responsibility of the program chair.  <input type="checkbox"/> No improvements (planned or actual) are identified <b>in this report.</b>  <input type="checkbox"/> No reflection is offered about previous results or plans <b>in this report.</b>	<input type="checkbox"/> The same faculty member is responsible for collecting and analyzing most/all assessment results.  <input type="checkbox"/> It is not clear that results are shared with the faculty as a whole on a regular basis.  <input type="checkbox"/> Plans for improvement are provided, but they are not specific and/or do not clearly connect to the results.  <input type="checkbox"/> Little reflection is offered about previous results or plans.	<input type="checkbox"/> Multiple faculty members are engaged in collecting and analyzing results.  <input checked="" type="checkbox"/> Results regularly are shared with the faculty.  <input type="checkbox"/> The faculty regularly engages in meaningful discussions about the results of assessment.  <input type="checkbox"/> These discussions lead to the development of specific, relevant plans for improvement.  <input type="checkbox"/> Improvements in student learning have occurred as the result of assessment.	<input type="checkbox"/> All program faculty members are engaged in collecting and analyzing results. ?  <input type="checkbox"/> Faculty regularly and specifically reflect on students' recent achievement of performance goals and implement plans to adjust activities, expectations, outcomes, etc. according to established timelines.  <input type="checkbox"/> 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.  <input type="checkbox"/> Continuous improvement in student learning occurs as the result of assessment.  <input checked="" type="checkbox"/> Outcomes and results are easily accessible to stakeholders on/from the

				program website. <input checked="" type="checkbox"/> Assessment is integrated with teaching and learning.
<b>Overall Rating</b>	<input type="checkbox"/> <b>Level 0 – Undeveloped</b>	<input type="checkbox"/> <b>Level 1 - Developing</b>	<input checked="" type="checkbox"/> <b>Level 2 – Mature</b>	<input type="checkbox"/> <b>Level 3 – Exemplary</b>

Since this program is being phased out, I was surprised to see that you took the time to complete a Student Learning Summary Report for it. But thank you for doing so. While there is no Part Two here to provide detail about or reflection on results or plans for the future, Part One efficiently addresses all other important assessment issues: Outcomes are clear and measurable, measures are sufficiently detailed to show that they really do assess the related outcomes, standards are high, and results have been positive. As was the case with the other APN reports, this one also uses grades as performance goals. For future reference, keep in mind that these need to be calibrated with outcomes and levels of achievements (as via a scoring rubric); otherwise, you are grading rather than assessing.