2017-2018 Assessment Cycle CONAP_Nursing MS

Mission (due 12/4/17)

University Mission

The University of Louisiana at Lafayette offers an exceptional education informed by diverse worldviews grounded in tradition, heritage, and culture. We develop leaders and innovators who advance knowledge, cultivate aesthetic sensibility, and improve the human condition.

University Values

We strive to create a community of leaders and innovators in an environment that fosters a desire to advance and disseminate knowledge. We support the mission of the university by actualizing our core values of equity, integrity, intellectual curiosity, creativity, tradition, transparency, respect, collaboration, pluralism, and sustainability.

University Vision

We strive to be included in the top 25% of our peer institutions by 2020, improving our national and international status and recognition.

College / VP and Program / Department Mission

Mission of College or VP-area
Provide the mission for the College or VP-area in the space provided. If none is available, write "None Available in 2017-2018."
The mission of the CONAHP is to educate health professionals who promote behaviors and practices to achieve optimal health, deliver safe, quality care, and assume leadership roles in their respective disciplines. The College aims to promote innovation in clinical practice, programs and technology through undergraduate and graduate teaching excellence, research and service.

Mission of Program / Department
Provide the program / department mission in the space provided. The mission statement should concisely define the purpose, functions, and key constituents. If none is available, write "None Available in 2017-2018."
The mission of the Intercollegiate Consortium for a Master of Science in Nursing (ICMSN) is to enhance the health and well-being of the people of Louisiana and beyond through the education and preparation of nurse practitioners, educators and nurse executives.

Attachment (optional)
Upload any documents which support the program / department assessment process.

Assessment Plan (due 12/4/17)

Assessment Plan (Goals / Objectives, Assessment Measures and Criteria for Success)

Assessment List

Goal/Objective	Critically examine the literature to evaluate, determine and implement evidence based practice. (IV)(Imported)
Legends	SLO - Student Learning Outcome/Objective (academic units);

Standards/Outcomes		
	Identifier	**Description**
	AACN-CCNE-MSN-ESS-2011.4	Translating and Integrating Scholarship into Practice
	AACN-CCNE-MSN-ESS-2011.4.1	Recognizes that the master???s-prepared nurse applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results.

Assessment Measures			
	Assessment Measure	**Criterion**	**Attachments**
	Direct - Project	90% of students in NURS 595 Focused Scholarly Project will made a grade of at least 92.50 on the Practice Change Proposal Phase 1	

Goal/Objective	Exhibit advanced nursing knowledge, competence and decision-making in the delivery of culturally appropriate patient care in the advanced practice role or concentration (IX).(Imported)
Legends	SLO - Student Learning Outcome/Objective (academic units);

Standards/Outcomes		
	Identifier	**Description**
	AACN-CCNE-MSN-ESS-2011.8	Clinical Prevention and Population Health for Improving Health
	AACN-CCNE-MSN-ESS-2011.8.1	Recognizes that the master???s-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.
	AACN-CCNE-MSN-ESS-2011.9	Master???s-Level Nursing Practice
	AACN-CCNE-MSN-ESS-2011.9.1	Recognizes that nursing practice, at the master???s level, is broadly defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems. Master???s-level nursing graduates must have an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice. . Nursing practice interventions include both direct and indirect care components.

Assessment Measures	

Assessment Measure	Criterion	Attachments
Direct - Standardized Test	At least 75% of students in the final FNP clinical course (NURS 584) will attain at or above 60 (good performance) on the Barkley Standardized FNP practice examination.	

Goal/Objective	Apply advanced knowledge of nursing and other disciplines to improve health care delivery in diverse populations and patient care settings. (I, VII, VIII)(Imported)
Legends	SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcomes	

Identifier	Description
AACN-CCNE-MSN-ESS-2011.1	Background for Practice from Sciences and Humanities
AACN-CCNE-MSN-ESS-2011.1.1	Recognizes that the master's-prepared nurse integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.
AACN-CCNE-MSN-ESS-2011.7	Interprofessional Collaboration for Improving Patient and Population Health Outcomes
AACN-CCNE-MSN-ESS-2011.7.1	Recognizes that the master???s-prepared nurse, as a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care.
AACN-CCNE-MSN-ESS-2011.8	Clinical Prevention and Population Health for Improving Health
AACN-CCNE-MSN-ESS-2011.8.1	Recognizes that the master???s-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.

Assessment Measures	

Assessment Measure	Criterion	Attachments
Direct - Standardized Test	80% of students will score at or above 60 (good performance)	ICMSN_Graduate_Program_and_Student_Learning_Outcomes_9_2016.pdf

		on the standardized Barkley 3Ps (pathophysiology, pharmacology and physical assessment) assessment examination	

Program / Department Assessment Narrative

The primary purpose of assessment is to use data to inform decisions and improve programs (student learning) and departments (operations); this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. In the space below, describe the program's or department's overall plan for improving student learning and/or operations (the "assessment plan"). Consider the following:
1) What strategies exist to assess the outcomes?
2) What does the program/department expect to achieve with the goals and objectives identified above?
3) How might prior or current initiatives (improvements) influence the anticipated outcomes this year?
4) What is the plan for using data to improve student learning and/or operations?
5) How will data be shared within the Program/Department (and, where appropriate, the College/VP-area)?

Assessment Process

A key component of accreditation in nursing is the systematic assessment and evaluation of the program and how the program meets its program outcomes, student learning outcomes and faculty outcomes. A formal evaluation plan, the ICMSN Systematic Plan for Program Evaluation, is an integral component mandated by our accrediting body (CCNE) and delineates evaluation measures, benchmarks, and timeline for all of the components of the systematic evaluation of the program. The objectives and goals identified above are specifically related to the ICMSN Graduate Program Outcomes and Student Learning Outcomes, a key component in overall program evaluation as noted in the SPPE. Data are examined by the Committees of the ICMSN to determine the attainment of benchmarks that indicate outcomes are being achieved. Ongoing analysis of data and benchmarks inform program decisions related to currciula, teaching-learning practices, and program effectiveness. Results are reported through the formal organizational structure of the ICMSN via the Committees on Curriculum, Evaluation and Communication, the Coordinating Committee, the Graduate Faculty Organization and the Deans Advisory Council. Initiatives for program improvement are always ongoing - in 2017 new program outcomes, student learning outcomes and faculty outcomes were adopted, the SPPE is being revised, the courses in the nursing education concentration are being reviewed, and rubrics for the clinical courses in the FNP concentration were revised - it is the goal that initiatives enhance student performance and improves outcomes.

Results & Improvements (due 9/15/18)

Results and Improvement Narratives

Assessment List Findings for the Assessment Measure level for Critically examine the literature to evaluate, determine and implement evidence based practice. (IV)(Imported)

Goal/Objective	Critically examine the literature to evaluate, determine and implement evidence based practice. (IV)(Imported)

Legends	SLO - Student Learning Outcome/Objective (academic units);

Standards/Outcomes	

Identifier	Description
AACN-CCNE-MSN-ESS-2011.4	Translating and Integrating Scholarship into Practice
AACN-CCNE-MSN-ESS-2011.4.1	Recognizes that the master???s-prepared nurse applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results.

Assessment Measures	

Assessment Measure	Criterion
Direct - Project	90% of students in NURS 595 Focused Scholarly Project will made a grade of at least 92.50 on the Practice Change Proposal Phase 1

Assessment Findings

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Project	Has the criterion 90% of students in NURS 595 Focused Scholarly Project will made a grade of at least 92.50 on the Practice Change Proposal Phase 1 been met yet? Not met	Seventy-one percent of students in NURS 595, Focused Scholarly Project, made a grade of at least 92.5% on the Practice Change Proposal Phase I (assignment changed to Evidence for Practice Change Paper in spring 2018).		- Assessment Process: Goals / Outcomes / Objectives changed: In looking back and reviewing results, we have determined it is unrealistic for 90% of students to make an A on this assignment. A more realistic option would be to chose a goal that is half-way between an 85 (lowest B) and a 92.5 (lowest A), which is a grade of 89.

Assessment List Findings for the Assessment Measure level for Exhibit advanced nursing knowledge, competence and decision-making in the delivery of culturally appropriate patient care in the advanced practice role or concentration (IX).(Imported)

Goal/Objective	Exhibit advanced nursing knowledge, competence and decision-making in the delivery of culturally appropriate patient care in the advanced practice role or concentration (IX).(Imported)

Legends	SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcomes	

Identifier	Description
AACN-CCNE-MSN-ESS-2011.8	Clinical Prevention and Population Health for Improving Health
AACN-CCNE-MSN-ESS-2011.8.1	Recognizes that the master???s-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.
AACN-CCNE-MSN-ESS-2011.9	Master???s-Level Nursing Practice
AACN-CCNE-MSN-ESS-2011.9.1	Recognizes that nursing practice, at the master???s level, is broadly defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems. Master???s-level nursing graduates must have an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice. . Nursing practice interventions include both direct and indirect care components.

Assessment Measures	

Assessment Measure	Criterion
Direct - Standardized Test	At least 75% of students in the final FNP clinical course (NURS 584) will attain at or above 60 (good performance) on the Barkley Standardized FNP practice examination.

Assessment Findings	

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Standardized Test	Has the criterion At least 75% of students in the final FNP clinical course (NURS 584) will attain at or above 60 (good performance) on the Barkley Standardized FNP practice examination.	For the academic year of record, 42 of 49 (85.71%) students enrolled in the final FNP clinical course (NURS584) attained at or above a score of 60 (good performance) on the Barkley Standardized FNP		- Assessment Process: Results Discussed / Shared: Results were discussed with the Graduate Coordinator, NP Coordinator, and Department Head. - Assessment Process: Results Discussed /

		been met yet? Met	practice examination.		Shared: Consideration may be given to increasing criterion to at least 80% of students for the 2018-2019 academic assessment cycle..

Assessment List Findings for the Assessment Measure level for Apply advanced knowledge of nursing and other disciplines to improve health care delivery in diverse populations and patient care settings. (I, VII, VIII)(Imported)

Goal/Objective	Apply advanced knowledge of nursing and other disciplines to improve health care delivery in diverse populations and patient care settings. (I, VII, VIII)(Imported)
Legends	SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcomes	

Identifier	Description
AACN-CCNE-MSN-ESS-2011.1	Background for Practice from Sciences and Humanities
AACN-CCNE-MSN-ESS-2011.1.1	Recognizes that the master's-prepared nurse integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.
AACN-CCNE-MSN-ESS-2011.7	Interprofessional Collaboration for Improving Patient and Population Health Outcomes
AACN-CCNE-MSN-ESS-2011.7.1	Recognizes that the master???s-prepared nurse, as a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care.
AACN-CCNE-MSN-ESS-2011.8	Clinical Prevention and Population Health for Improving Health
AACN-CCNE-MSN-ESS-2011.8.1	Recognizes that the master???s-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.

Assessment Measures	

Assessment Measure	Criterion

	Direct - Standardized Test	80% of students will score at or above 60 (good performance) on the standardized Barkley 3Ps (pathophysiology, pharmacology and physical assessment) assessment examination

Assessment Findings					
	Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
	Direct - Standardized Test	Has the criterion 80% of students will score at or above 60 (good performance) on the standardized Barkley 3Ps (pathophysiology, pharmacology and physical assessment) assessment examination been met yet? Not met	During the academic year of record, 17 of 34 (50%) of students scored at or above 60 (good performance) on the standardized Barkley 3Ps (pathophysiology, pharmacology and physical assessment) assessment examination.		- Assessment Process: Continuous monitoring: Will continue to monitor. Students graduating from the FNP Program have maintained a pass rate of 100% on the national certification examination for the past few years.

Reflection (Due 9/15/18)

Reflection

The primary purpose of assessment is to use data to inform decisions and improve programs and operations; this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. Recalling this purpose, respond to the questions below.

1) How were assessment results shared in the program / department?
Please select all that apply. If "other", please use the text box to elaborate.
Distributed via email (selected)
Presented formally at staff / department / committee meetings (selected)
Discussed informally
Other (explain in text box below) (selected)

Results were shared with the graduate coordinator and department head. Results were also shared with the faculty at the FNP faculty meetings. Results were combined with the other 3 schools in the ICMSN for comparison and shared at the ICMSN curriculum and program evaluation meetings.

2) How frequently were assessment results shared?

Frequently (>4 times per cycle)
Periodically (2-4 times per cycle) (selected)
Once per cycle
Results were not shared this cycle

3) With whom were assessment results shared?
Please select all that apply.
Department Head (selected)
Dean / Asst. or Assoc. Dean
Departmental assessment committee (selected)
Other faculty / staff (selected)

4) Consider the impact of prior applied changes. Specifically, compare current results to previous results to evaluate the impact of a previously reported change. Demonstrate how the use of results improved student learning and/or operations.

Results were shared with member of the consortium.

5) Over the past three assessment cycles, what has been the overall impact of "closing the loop"? Provide examples of improvements in student learning, program quality, or department operations that are directly linked to assessment data and follow-up analysis.

The administration of the examinations provides students with a mechanism to evaluate their current progress and allows them to do focus assessments. On the FNP exam, we could consider raising the benchmark from a score of 60 (good performance) to a score of 70 (strong performance). We need to reevaluate what is the most appropriate score that should be used as the benchmark for the Focused Scholarly project in NURS 595. This project is challenging and it may be unrealistic to think that 90% of students to make an A.

Attachments (optional)
Upload any documents which support the program / department assessment process.