

Institutional Effectiveness Report Template

Name of Program:	Department of Nursing - MSN Nurse Educator
Year:	2019-2020
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Mission Statement

The Mission of the Department of Nursing is “The Francis Marion University Nursing Program prepares graduates to function competently as caring professional nurses in a variety of healthcare settings. The program endeavors to instill in students the value of lifelong learning.”

Program Learning Outcomes (PLOs) – MSN Nurse Educator

1. The MSN Nurse Educator graduate will be prepared to demonstrate caring, ethical practice, and cultural sensitivity in educating nursing students and/or healthcare professionals.
2. The MSN Nurse Educator graduate will be prepared to utilize advanced concepts from the sciences and interdisciplinary evidence in educating nursing students.
3. The MSN Nurse Educator graduate will be prepared to incorporate informatics and health policy in educating healthcare professionals about practice roles.
4. The MSN Nurse Educator graduate will be prepared to demonstrate leadership, teamwork, and collaboration in working with colleagues in the educational setting.

Student Learning Outcomes (SLOs) – MSN Nurse Educator

(Derived from AACN’s *The Essentials of Master’s Education in Nursing*)

1. Demonstrate leadership and integrity in an advanced practice role that effects and changes educational systems to promote learner-centered knowledge thereby enhancing human flourishing.
2. Appraise current interdisciplinary evidence to identify gaps in nursing education knowledge and formulate research questions based on the tenets of evidence-based teaching practice.
3. Develop interdisciplinary teamwork and collaboration in the advanced practice nurse educator role in order to promote positive change in people, educational systems, and excellence in the nursing profession.
4. Use informatics to analyze educational disparities, and knowledge; formulate research questions for educational quality improvement.
5. Apply advanced concepts in science and educational knowledge to implement evidence-based teaching practice.
6. Employ knowledge in health policy and financing of health care in order to educate learners about healthcare access and availability to promote human flourishing.
7. Engage in ethical decision-making and utilization of theoretical knowledge in order to provide educational concepts related to cost- effective care.
8. Value cultural and ethnic diversity and caring in order to provide holistic learning to promote patient-centered care.

Assessment Methods

1. Demonstrate leadership and integrity in an advanced practice role that effects and changes educational systems to promote learner-centered knowledge thereby enhancing human flourishing.

Assessment Method	Type of Assessment	Baseline	Benchmark	Target
Academic Practicum Evaluation Tool (APRN 708)	Direct	100% of students met the benchmark	100% of students will achieve a minimum grade of 3/5 on the Academic Practicum Evaluation Tool (APRN 708) Rationale: All students are expected to achieve the SLOs upon program completion; students are evaluated on achievement of the SLOs through this assessment method	100% of students will achieve a minimum grade of 3/5 on the Academic Practicum Evaluation Tool (APRN 708) in 1 year
Clinical Practicum Evaluation Tool (APRN 709)	Direct	100% of students met the benchmark	100% of students will achieve a minimum grade of 3/5 on the Clinical Practicum Evaluation Tool (APRN 709) Rationale: All students are expected to achieve the SLOs upon program completion; students are evaluated on achievement of the SLOs through this assessment method	100% of students will achieve a minimum grade of 3/5 on the Clinical Practicum Evaluation Tool (APRN 709) in 1 year
Alumni Survey	Indirect	New assessment	100% of students will rate their	100% of students will rate their achievement

		method	achievement of this end-of-program SLO at a minimum of 4/5	of this end-of-program SLO at a minimum of 4/5 in 1 year
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2. Appraise current interdisciplinary evidence to identify gaps in nursing education knowledge and formulate research questions based on the tenets of evidence-based teaching practice.

Assessment Method	Type of Assessment	Baseline	Benchmark	Target
Advanced Research and Evidence-based Practice Scholarly Paper (APRN 503)	Direct	No students enrolled in this course last academic year	95% of students will achieve a 77% or higher grading score on the Research Scholarly Paper (APRN 503) based on the grading rubric Rationale: Graduate students are generally high achievers and are very capable of reaching the target	95% of students will achieve a 77% or higher grading score on the Research Scholarly Paper (APRN 503) based on the grading rubric in 1 year
Teaching Strategy Paper (APRN 604)	Direct	100% of students met the benchmark	100% of students will achieve a 77% or higher grading score on the Teaching Strategy Paper (APRN 604) based on the grading rubric Rationale: Students have met this benchmark previously so expectations remain high	100% of students will achieve a 77% or higher grading score on the Teaching Strategy Paper (APRN 604) based on the grading rubric in 1 year

3. Develop interdisciplinary teamwork and collaboration in the advanced practice nurse educator role in order to promote positive change in people, educational systems, and excellence in the nursing profession.

Assessment Method	Type of Assessment	Baseline	Benchmark	Target
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Academic Practicum Evaluation Tool (APRN 708)	Direct	100% of students met the benchmark	100% of students will achieve a minimum grade of 3/5 on the Academic Practicum Evaluation Tool (APRN 708) Rationale: All students are expected to achieve the SLOs upon program completion; students are evaluated on achievement of the SLOs through this assessment method	100% of students will achieve a minimum grade of 3/5 on the Academic Practicum Evaluation Tool (APRN 708) in 1 year
Clinical Practicum Evaluation Tool (APRN 709)	Direct	100% of students met the benchmark	100% of students will achieve a minimum grade of 3/5 on the Clinical Practicum Evaluation Tool (APRN 709) Rationale: All students are expected to achieve the SLOs upon program completion; students are evaluated on achievement of the SLOs through this assessment method	100% of students will achieve a minimum grade of 3/5 on the Clinical Practicum Evaluation Tool (APRN 709) in 1 year

4. Use informatics to analyze educational disparities, and knowledge; formulate research questions for educational quality improvement.

Assessment Method	Type of Assessment	Baseline	Benchmark	Target
Academic Practicum Evaluation	Direct	100% of students met	100% of students will achieve a minimum grade of	100% of students will achieve a minimum grade of 3/5 on the

Tool (APRN 708)		the benchmark	3/5 on the Academic Practicum Evaluation Tool (APRN 708) Rationale: All students are expected to achieve the SLOs upon program completion; students are evaluated on achievement of the SLOs through this assessment method	Academic Practicum Evaluation Tool (APRN 708) in 1 year
Clinical Practicum Evaluation Tool (APRN 709)	Direct	100% of students met the benchmark	100% of students will achieve a minimum grade of 3/5 on the Clinical Practicum Evaluation Tool (APRN 709) Rationale: All students are expected to achieve the SLOs upon program completion; students are evaluated on achievement of the SLOs through this assessment method	100% of students will achieve a minimum grade of 3/5 on the Clinical Practicum Evaluation Tool (APRN 709) in 1 year

5. Apply advanced concepts in science and educational knowledge to implement evidence-based teaching practice.

Assessment Method	Type of Assessment	Baseline	Benchmark	Target
Disease Process Voice-Over PowerPoint (APRN 606)	Direct	100% of students met the benchmark	90% of students will achieve a 77% or higher grading score on the Disease Process Voice-Over PowerPoint	93% of students will achieve a 77% or higher grading score on the Disease Process Voice-Over PowerPoint

			(APRN 606) based on the grading rubric Rationale: APRN 606 is a very challenging course so 90% was set as the initial benchmark	(APRN 606) based on the grading rubric in 1 year
Academic Practicum Evaluation Tool (APRN 708)	Direct	100% of students met the benchmark	100% of students will achieve a minimum grade of 3/5 on the Academic Practicum Evaluation Tool (APRN 708) Rationale: All students are expected to achieve the SLOs upon program completion; students are evaluated on achievement of the SLOs through this assessment method	100% of students will achieve a minimum grade of 3/5 on the Academic Practicum Evaluation Tool (APRN 708) in 1 year

6. Employ knowledge in health policy and financing of health care in order to educate learners about healthcare access and availability to promote human flourishing.

Assessment Method	Type of Assessment	Baseline	Benchmark	Target
Healthcare Around the Globe PowerPoint (APRN 504)	Direct	100% of students met the benchmark	95% of students will achieve a 77% or higher grading score on the Healthcare Around the Globe PowerPoint (APRN 504) based on the grading rubric Rationale:	95% of students will achieve a 77% or higher grading score on the Healthcare Around the Globe PowerPoint (APRN 504) based on the grading rubric in 1 year

			Graduate students are generally high achievers and are very capable of reaching the target	
Clinical Practicum Evaluation Tool (APRN 709)	Direct	100% of students met the benchmark	100% of students will achieve a minimum grade of 3/5 on the Clinical Practicum Evaluation Tool (APRN 709) Rationale: All students are expected to achieve the SLOs upon program completion; students are evaluated on achievement of the SLOs through this assessment method	100% of students will achieve a minimum grade of 3/5 on the Clinical Practicum Evaluation Tool (APRN 709) in 1 year

7. Engage in ethical decision-making and utilization of theoretical knowledge in order to provide educational concepts related to cost- effective care.

Assessment Method	Type of Assessment	Baseline	Benchmark	Target
Ethical Issue Paper (APRN 501)	Direct	67% of students met the benchmark	95% of students will achieve a 77% or higher grading score on the Ethical Issue Paper (APRN 501) based on the grading rubric Rationale: Graduate students are generally high achievers and are very capable of reaching the target	95% of students will achieve a 77% or higher grading score on the Ethical Issue Paper (APRN 501) based on the grading rubric in 1 year
Clinical Practicum Evaluation Tool	Direct	100% of students met the benchmark	100% of students will achieve a minimum grade of 3/5 on the Clinical	100% of students will achieve a minimum grade of 3/5 on the Clinical Practicum

(APRN 709)			Practicum Evaluation Tool (APRN 709) Rationale: All students are expected to achieve the SLOs upon program completion; students are evaluated on achievement of the SLOs through this assessment method	Evaluation Tool (APRN 709) in 1 year
Alumni Survey	Indirect	New assessment method	100% of students will rate their achievement of this end-of-program SLO at a minimum of 4/5	100% of students will rate their achievement of this end-of-program SLO at a minimum of 4/5 in 1 year

8. Value cultural and ethnic diversity and caring in order to provide holistic learning to promote patient-centered care.

Assessment Method	Type of Assessment	Baseline	Benchmark	Target
Discussion Board: Attributes of Learners (APRN 604)	Direct	100% of students met the benchmark	100% of students will achieve a 77% or higher grading score on the Discussion Board: Attributes of Learners (APRN 604) based on the grading rubric Rationale: Students have met this benchmark previously so expectations remain high	100% of students will achieve a 77% or higher grading score on the Discussion Board: Attributes of Learners (APRN 604) based on the grading rubric in 1 year
Disease Process Voice-Over PowerPoint (APRN 606)	Direct	100% of students met the benchmark	90% of students will achieve a 77% or higher grading score on the Disease	93% of students will achieve a 77% or higher grading score on the Disease Process

			Process Voice-Over PowerPoint (APRN 606) based on the grading rubric Rationale: APRN 606 is a very challenging course so 90% was set as the initial benchmark	Voice-Over PowerPoint (APRN 606) based on the grading rubric in 1 year
Alumni Survey	Indirect	New assessment method	100% of students will rate their achievement of this end-of-program SLO at a minimum of 4/5	100% of students will rate their achievement of this end-of-program SLO at a minimum of 4/5 in 1 year

Assessment Results

1. Demonstrate leadership and integrity in an advanced practice role that effects and changes educational systems to promote learner-centered knowledge thereby enhancing human flourishing.

Assessment Method	Students Assessed in Course	Students in Program	Baseline 2018-2019	Benchmark 2019-2020	Target 2020-2021
Academic Practicum Evaluation Tool (APRN 708)	Spring 2020 7/7 (100%)	8	100% of students met the benchmark	Met ✓ 7/7 students (100%) achieved a 3/5 or higher on the tool	Pending
Clinical Practicum Evaluation Tool (APRN 709)	Fall 2019 3/3 (100%)	8	100% of students met the benchmark	Met ✓ 3/3 students (100%) achieved a 3/5 or higher on the tool	Pending
Alumni Survey	January 2020 1/2 (50%) Return	8	New assessment method	Met ✓ 1/1 student (100%) rated their achievement of this end-of-program SLO at a minimum of 4/5	Pending

Discussion: A new indirect assessment (Alumni Survey) was added to this SLO. Benchmarks were met for all assessment methods. Although all students in the courses were assessed, overall student numbers were low, limiting results. There was only a 50% return (1/2 students) on the Alumni Survey.

- Appraise current interdisciplinary evidence to identify gaps in nursing education knowledge and formulate research questions based on the tenets of evidence-based teaching practice.

Assessment Method	Students Assessed in Course	Students in Program	Baseline 2018-2019	Benchmark 2019-2020	Target 2020-2021
Advanced Research and Evidence-based Practice Scholarly Paper (APRN 503)	Summer 2019 7/7 (100%)	8	New assessment method	Not Met 5/7 students (71%) achieved a grade of 77% or above on the paper	Pending
Teaching Strategy Paper (APRN 604)	Spring 2020 6/6 (100%)	8	100% of students met the benchmark	Met ✓ 6/6 students (100%) achieved a grade of 77% or above on the paper	Pending

Discussion: This was the first time the assessment method for APRN 503 (Advanced Research and Evidence-based Practice Scholarly Paper) was able to be evaluated for results. The Benchmark of 95% of students achieving a grade of 77% or above was not met. Plan to monitor this during the next academic year (2020-2021). The Benchmark for APRN 604 (Teaching Strategy Paper) was met. Although all students in the courses were assessed, overall student numbers were low, limiting results.

- Develop interdisciplinary teamwork and collaboration in the advanced practice nurse educator role in order to promote positive change in people, educational systems, and excellence in the nursing profession.

Assessment Method	Students Assessed in Course	Students in Program	Baseline 2018-2019	Benchmark 2019-2020	Target 2020-2021
Academic Practicum Evaluation Tool (APRN 708)	Spring 2020 7/7 (100%)	8	100% of students met the benchmark	Met ✓ 7/7 students (100%) achieved a 3/5 or higher on the tool	Pending

Clinical Practicum Evaluation Tool (APRN 709)	Fall 2019 3/3 (100%)	8	100% of students met the benchmark	Met ✓ 3/3 students (100%) achieved a 3/5 or higher on the tool	Pending
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Discussion: Benchmarks were met for all assessment methods. Although all students in the courses were assessed, overall student numbers were low, limiting results.

4. Use informatics to analyze educational disparities, and knowledge; formulate research questions for educational quality improvement.

Assessment Method	Students Assessed in Course	Students in Program	Baseline 2018-2019	Benchmark 2019-2020	Target 2020-2021
Academic Practicum Evaluation Tool (APRN 708)	Spring 2020 7/7 (100%)	8	100% of students met the benchmark	Met ✓ 7/7 students (100%) achieved a 3/5 or higher on the tool	Pending
Clinical Practicum Evaluation Tool (APRN 709)	Fall 2019 3/3 (100%)	8	100% of students met the benchmark	Met ✓ 3/3 students (100%) achieved a 3/5 or higher on the tool	Pending

Discussion: Benchmarks were met for all assessment methods. Although all students in the courses were assessed, overall student numbers were low, limiting results.

5. Apply advanced concepts in science and educational knowledge to implement evidence-based teaching practice.

Assessment Method	Students Assessed in Course	Students in Program	Baseline 2018-2019	Benchmark 2019-2020	Target 2020-2021
Disease Process Voice-Over PowerPoint (APRN 606)	Fall 2019 4/4 (100%)	8	100% of students met the benchmark	Met ✓ 4/4 students (100%) achieved a grade of 77% or above on the PowerPoint	Pending
Academic Practicum Evaluation Tool (APRN 708)	Spring 2020 7/7 (100%)	8	100% of students met the benchmark	Met ✓ 7/7 students (100%) achieved a 3/5 or higher on the tool	Pending

Discussion: Benchmarks were met for all assessment methods. Although all students in the courses were assessed, overall student numbers were low, limiting results.

- Employ knowledge in health policy and financing of health care in order to educate learners about healthcare access and availability to promote human flourishing.

Assessment Method	Students Assessed in Course	Students in Program	Baseline 2018-2019	Benchmark 2019-2020	Target 2020-2021
Healthcare Around the Globe PowerPoint (APRN 504)	Fall 2019 3/3 (100%)	8	100% of students met the benchmark	Met ✓ 3/3 students (100%) achieved a grade of 77% or above on the PowerPoint	Pending
Clinical Practicum Evaluation Tool (APRN 709)	Fall 2019 3/3 (100%)	8	100% of students met the benchmark	Met ✓ 3/3 students (100%) achieved a 3/5 or higher on the tool	Pending

Discussion: Benchmarks were met for all assessment methods. Although all students in the courses were assessed, overall student numbers were low, limiting results.

- Engage in ethical decision-making and utilization of theoretical knowledge in order to provide educational concepts related to cost- effective care.

Assessment Method	Students Assessed in Course	Students in Program	Baseline 2018-2019	Benchmark 2019-2020	Target 2020-2021
Ethical Issue Paper (APRN 501)	Spring 2020 0/0 (100%)	8	67% of students met the benchmark	No students enrolled in this course this academic year	Pending
Clinical Practicum Evaluation Tool (APRN 709)	Fall 2019 3/3 (100%)	8	100% of students met the benchmark	Met ✓ 3/3 students (100%) achieved a 3/5 or higher on the tool	Pending
Alumni Survey	January 2020 1/2	8	New assessment method	Met ✓ 1/1 student (100%) rated their achievement of this end-of-	Pending

	(50%) Return			program SLO at a minimum of 4/5	
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Discussion: A new indirect assessment (Alumni Survey) was added to this SLO. Benchmarks were met for all assessment methods. Although all students in the courses were assessed, overall student numbers were low, limiting results. There was only a 50% return (1/2 students) on the Alumni Survey. The assessment method for APRN 501 (Ethical Issue Paper) was not evaluated for this academic year because no students were enrolled in the course.

8. Value cultural and ethnic diversity and caring in order to provide holistic learning to promote patient-centered care.

Assessment Method	Students Assessed in Course	Students in Program	Baseline 2018-2019	Benchmark 2019-2020	Target 2020-2021
Discussion Board: Attributes of Learners (APRN 604)	Spring 2020 6/6 (100%)	8	100% of students met the benchmark	Met ✓ 6/6 students (100%) achieved a grade of 77% or above on the discussion board	Pending
Disease Process Voice-Over PowerPoint (APRN 606)	Fall 2019 4/4 (100%)	8	100% of students met the benchmark	Met ✓ 4/4 students (100%) achieved a grade of 77% or above on the PowerPoint	Pending
Alumni Survey	January 2020 1/2 (50%) Return	8	New assessment method	Met ✓ 1/1 student (100%) rated their achievement of this end-of-program SLO at a minimum of 4/5	Pending

Discussion: A new indirect assessment (Alumni Survey) was added to this SLO. Benchmarks were met for all assessment methods. Although all students in the courses were assessed, overall student numbers were low, limiting results. There was only a 50% return (1/2 students) on the Alumni Survey.

Action Items

1. Demonstrate leadership and integrity in an advanced practice role that effects and changes educational systems to promote learner-centered knowledge thereby enhancing human flourishing.
 - a. Added indirect assessment method for 2019-2020.
 - b. Monitor these same methods of assessment for 2020-2021.

2. Appraise current interdisciplinary evidence to identify gaps in nursing education knowledge and formulate research questions based on the tenets of evidence-based teaching practice.
 - a. Improve upon the results for APRN 503 (Advanced Research and Evidence-based Practice Scholarly Paper) criterion.
 - b. Monitor these same methods of assessment for 2020-2021.
3. Develop interdisciplinary teamwork and collaboration in the advanced practice nurse educator role in order to promote positive change in people, educational systems, and excellence in the nursing profession.
 - a. Monitor these same methods of assessment for 2020-2021.
4. Use informatics to analyze educational disparities, and knowledge; formulate research questions for educational quality improvement.
 - a. Monitor these same methods of assessment for 2020-2021.
5. Apply advanced concepts in science and educational knowledge to implement evidence-based teaching practice.
 - a. Monitor these same methods of assessment for 2020-2021.
6. Employ knowledge in health policy and financing of health care in order to educate learners about healthcare access and availability to promote human flourishing.
 - a. Monitor these same methods of assessment for 2020-2021.
7. Engage in ethical decision-making and utilization of theoretical knowledge in order to provide educational concepts related to cost- effective care.
 - a. Added indirect assessment method for 2019-2020.
 - b. Monitor these same methods of assessment for 2020-2021.
8. Value cultural and ethnic diversity and caring in order to provide holistic learning to promote patient-centered care.
 - a. Added indirect assessment method for 2019-2020.
 - b. Monitor these same methods of assessment for 2020-2021.

Summary of Action

Indirect methods of assessment were added for this academic year. Since the Nurse Educator curriculum has been changing over the past 2-3 years, the Coordinator and faculty will meet during the upcoming academic year to review the End-of-Program SLOs and determine which courses best demonstrate achievement of these outcomes. Based on this curricular review, assessment methods for the next academic year may be changed/updated.

Executive Summary of Report

This report includes the mission of the Department of Nursing, which is in alignment with the School of Health Sciences and Francis Marion University. The graduate nursing program has eight end-of-program student learning outcomes (EOPSLOs). These EOPSLOs are derived from the American Association of Colleges of Nursing (AACN) *Essentials of Master's Education in Nursing*. The Family Nurse Practitioner (FNP) and Nurse Educator tracks share common EOPSLOs since they are both MSN programs. These two tracks also have their own EOPSLOs which are very slight modifications of the AACN-derived EOPSLOs for the MSN programs. The FNP specific EOPSLOs focus on “practice” and the Nurse Educator track focuses on “education” as part of the EOPSLOs.

Direct assessment methods were previously identified for each of the eight student learning outcomes. This academic year, indirect assessments were added for three of the eight EOPSLOs.

A variety of assignments were utilized to evaluate student achievement including papers, presentations, discussion boards, and clinical evaluations. All tools are appropriate to online learning.

All assessment methods were evaluated during the 2019-2020 school year with the exception of APRN 501 (Ethical Issue Paper) (EOPSLO 7); in this case, there were no students enrolled in this course for the reporting period. All benchmarks were achieved for all criteria with the exception of one criterion (EOPSLO 2). This was the first time using this criterion so it will be monitored for the next academic year without change. The targets were also updated to provide a more futuristic view. Following additional curricular changes, the assessment methods will be re-evaluated next academic year to determine the best measures for the end-of-program student learning outcomes.

Appendix – Rubric for Teaching Strategy Paper (APRN 604)

Criteria	Poor 0-70 pts	Average 80 pts	Good 90 pts	Excellent 100 pts
Title Page	Not done.	Minimally meets APA requirements; missing 2 or more elements.	Missing 1 APA element.	Fully meets APA requirements.
Introduction	Not done.	Minimal; poorly developed and written.	Fairly well written.	Thorough; well written.
Literature Review of Selected Strategy	Not done.	Includes less than 2 evidence-based (research) articles; articles are not evidence-based (research); articles published more than 5 years ago.	Includes at least 2 evidence-based (research) articles; published within past 5 years.	Includes at least 3 evidence-based (research) articles; published within past 5 years.
Advantages of Selected Strategy	Not done.	Minimal; poorly written.	Fairly well written.	Thorough; well written.
Disadvantages of Selected Strategy	Not done.	Minimal; poorly written.	Fairly well written.	Thorough; well written.
Interdisciplinary Education – Can this strategy be used to promote teamwork between professions	Not done.	Minimal; poorly written.	Fairly well written.	Thorough; well written.

Technology Requirements for Selected Strategy	Not done.	Minimal; poorly written.	Fairly well written.	Thorough; well written.
Financial Costs associated with implementation of Selected Strategy	Not done.	Minimal; poorly written.	Fairly well written.	Thorough; well written.
Nurse Educator Implications for Practice	Not done.	Minimal; poorly written.	Fairly well written.	Thorough; well written.
Summary	Not done.	Minimal; poorly developed and written.	Fairly well written.	Thorough; well written.
Grammar/ Spelling	Significant number of errors (4 or more grammar/spelling errors).	Moderate number of errors (2-3 grammar/spelling errors).	Minimal number of errors (1 grammar/spelling error).	No spelling or grammar errors.
Citations/ References/ Headings/APA	No references or 3 or more APA errors.	Moderate number of APA errors (2).	Minimal number of APA errors (1).	Correct APA on references.