

# **Institutional Effectiveness Report**

<b>Name of Program:</b>	<b>Department of Nursing - MSN Nurse Educator</b>
<b>Year:</b>	<b>2021-2022</b>
<b>Name of Preparer:</b>	<b>Dr. Dorie Weaver</b>

## **Mission Statement**

The Mission of the Department of Nursing is to “prepare 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.” The three (3) core values of the MSN program include competence, caring, and commitment. Development of a competent graduate promotes leadership abilities to heighten the inquiry and integration of evidence-based research for the purpose of providing safe, effective patient-centered care. A caring graduate exhibits compassion, views individuals in a holistic manner, and engages in culturally-sensitive care. Committed graduates value the importance of expanding their minds, remain current with health care advances, and play a key role in the communication and collaboration of the interdisciplinary healthcare team.

## **Program Learning Outcomes (PLOs)**

1. The MSN Nurse Educator graduate will be prepared to demonstrate caring, ethical practice, holism, 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 to identify knowledge gaps in educating nursing students.
3. The MSN Nurse Educator graduate will be prepared to incorporate informatics, economic impact, and health policy in educating healthcare professionals about practice roles.
4. The MSN Nurse Educator graduate will be prepared to demonstrate leadership, integrity, teamwork, and collaboration in working with colleagues in the educational setting.

## **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 identified for each of the eight student learning outcomes. Four (4) indirect assessments were identified for three of the EOPSLOs. A variety of assignments were utilized to evaluate student achievement including research papers, presentations, discussion board posts, and clinical evaluations. All tools are appropriate to online learning.

All assessment methods were evaluated during the 2021-2022 school year for all courses with the exception of APRN 709 (Clinical Evaluation Tool & Reflective Survey). There were no students enrolled in this course for the academic year. All benchmarks were achieved for all measured criteria. Each assessment method for the individual EOPSLOs will be re-evaluated next academic year to ensure they are the best measures.

**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. **(PLO 4)**
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. **(PLO 2)**
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. **(PLO 4)**
4. Support the use of informatics to analyze educational disparities, and knowledge; formulate research questions for educational quality improvement. **(PLO 3)**
5. Apply advanced concepts in science and educational knowledge to implement evidence-based teaching practice. **(PLO 2)**
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. **(PLO 3)**
7. Illustrate ethical decision-making and utilization of theoretical knowledge in order to provide educational concepts related to cost- effective care. **(PLO 1)**
8. Value cultural and ethnic diversity and caring in order to provide holistic learning to promote patient-centered care. **(PLO 1)**

**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.

<b>Assessment Method</b>	<b>Type of Assessment</b>	<b>Baseline</b>	<b>Benchmark</b>	<b>Target</b>
Academic Practicum Evaluation Tool (APRN 708)  Completed by the preceptor when the 135 hours have been completed.	Direct	100% of students met the benchmark in 2021-2022.	100% of students will achieve a minimum grade of 3/5 on the Academic Practicum Evaluation Tool (APRN 708). <b>Rationale:</b> Nursing faculty decided as a whole that a <u>minimum</u> rating of a 3/5 in each category	100% of students will achieve a minimum grade of 4/5 on the Academic Practicum Evaluation Tool (APRN 708) in the next academic year.

			(which are the actual SLOs) is required for this tool. Since this is a clinical course, failure to achieve a '3' in <u>all</u> categories will result in a course failure as students did not meet the SLOs. This evaluation tool uses a Likert Scale from 1 (lowest) to 5 (highest). The tool is reviewed by the course coordinator who provides a Pass or Fail score.	
<p>Clinical Practicum Evaluation Tool (APRN 709)</p> <p>Completed by the preceptor when the 95 hours have been completed.</p>	Direct	No Students Enrolled for the 2021-2022 Academic Year	<p>100% of students will achieve a minimum grade of 3/5 on the Clinical Practicum Evaluation Tool (APRN 709).</p> <p><b><u>Rationale:</u></b> All students are expected to achieve the SLOs upon program completion; students are evaluated on achievement of the SLOs through this assessment tool which uses a 1 (lowest) to 5 (highest) Likert Scale. A minimum of a 3/5 is required for this tool. The tool is reviewed by the course coordinator who provides a Pass or Fail score.</p>	100% of students will achieve a minimum grade of 4/5 on the Clinical Practicum Evaluation Tool (APRN 709) in 2 years.
Alumni Survey	Indirect	100% of the returned	100% of students will rate their	100% of students will rate their

		surveys rated their achievement of this end-of-program SLO at a minimum of 4/5	achievement a minimum of 4/5. <b>Rationale:</b> The EPI committee sends out the surveys 6 months after graduation; they will then collect and tabulate the data.	achievement of this EOPSLO a minimum of 4/5 with at least an 80% response rate in 2 years.
Reflective Survey (APRN 709)	Indirect	No Students Enrolled for the 2021-2022 Academic Year	80% of students will agree that the Nurse Educator Program adequately prepared them to make a smooth transition when entering the academic world and grow into leaders that can advance and make a positive effect on education. <b>Rationale:</b> It is important to value the attitudes and beliefs of students regarding their comfort level in entering into academia. If students disagreed, suggestions for improvement were requested to better improve the program. This assignment is assessed by the course coordinator.	90% of students will agree that the program has adequately prepared them to make a smooth transition when entering the academic world in 2 years.

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.

<b>Assessment Method</b>	<b>Type of Assessment</b>	<b>Baseline</b>	<b>Benchmark</b>	<b>Target</b>
Advanced Research and Evidence-based Practice Scholarly Paper (APRN 503)	Direct	100% of students met the benchmark in 2021-2022.	95% of students will achieve a 77% or higher grading score on the Research Scholarly Paper (APRN 503) based on the grading rubric. <b>Rationale:</b> Graduate students are generally high achievers and are very capable of reaching the target. This assessment measure is graded by the course coordinator.	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 in 2021-2022.	100% of students will achieve a 77% or higher grading score on the Teaching Strategy Paper (APRN 604) based on the grading rubric. <b>Rationale:</b> 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
<p>Academic Practicum Evaluation Tool (APRN 708)</p> <p>Completed by the preceptor when the 135 hours have been completed.</p>	Direct	100% of students met the benchmark in 2021-2022.	<p>100% of students will achieve a minimum grade of 3/5 on the Academic Practicum Evaluation Tool (APRN 708).</p> <p><b>Rationale:</b> Nursing faculty decided as a whole that a <u>minimum</u> rating of a 3/5 in each category (which are the actual SLOs) is required for this tool. Since this is a clinical course, failure to achieve a '3' in <u>all</u> categories will result in a course failure as students did not meet the SLOs. This evaluation tool uses a Likert Scale from 1 (lowest) to 5 (highest). The tool is reviewed by the course coordinator who provides a Pass or Fail score.</p>	100% of students will achieve a minimum grade of 4/5 on the Academic Practicum Evaluation Tool (APRN 708) in the next academic year.
Clinical Practicum Evaluation Tool (APRN 709)	Direct	No Students Enrolled for the 2021-2022 Academic Year	100% of students will achieve a minimum grade of 3/5 on the Clinical Practicum Evaluation Tool (APRN 709).	100% of students will achieve a minimum grade of 4/5 on the Clinical Practicum Evaluation Tool (APRN 709) in 2 years.

Completed by the preceptor when the 95 hours have been completed.			<p><b>Rationale:</b> All students are expected to achieve the SLOs upon program completion; students are evaluated on achievement of the SLOs through this assessment tool which uses a 1 (lowest) to 5 (highest) Likert Scale. A minimum of a 3/5 is required for this tool. The tool is reviewed by the course coordinator who provides a Pass or Fail score.</p>	
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4. Use informatics to analyze educational disparities, and knowledge; formulate research questions for educational quality improvement.

Assessment Method	Type of Assessment	Baseline	Benchmark	Target
<p>Academic Practicum Evaluation Tool (APRN 708)</p> <p>Completed by the preceptor when the 135 hours have been completed.</p>	Direct	100% of students met the benchmark in 2021-2022.	<p>100% of students will achieve a minimum grade of 3/5 on the Academic Practicum Evaluation Tool (APRN 708).</p> <p><b>Rationale:</b> Nursing faculty decided as a whole that a <u>minimum</u> rating of a 3/5 in each category (which are the actual SLOs) is required for this tool. Since this is a clinical course, failure to achieve a</p>	100% of students will achieve a minimum grade of 4/5 on the Academic Practicum Evaluation Tool (APRN 708) in the next academic year.

			<p>'3' in <u>all</u> categories will result in a course failure as students did not meet the SLOs. This evaluation tool uses a Likert Scale from 1 (lowest) to 5 (highest). The tool is reviewed by the course coordinator who provides a Pass or Fail score.</p>	
<p>Clinical Practicum Evaluation Tool (APRN 709)</p> <p>Completed by the preceptor when the 95 hours have been completed.</p>	Direct	No Students Enrolled for the 2021-2022 Academic Year	<p>100% of students will achieve a minimum grade of 3/5 on the Clinical Practicum Evaluation Tool (APRN 709).</p> <p><b><u>Rationale:</u></b> All students are expected to achieve the SLOs upon program completion; students are evaluated on achievement of the SLOs through this assessment tool which uses a 1 (lowest) to 5 (highest) Likert Scale. A minimum of a 3/5 is required for this tool. The tool is reviewed by the course coordinator who provides a Pass or Fail score.</p>	100% of students will achieve a minimum grade of 4/5 on the Clinical Practicum Evaluation Tool (APRN 709) in 2 years.



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 in 2021-2022.	90% of students will achieve a 77% or higher grading score on the Disease Process Voice-Over PowerPoint (APRN 606) based on the grading rubric. <b>Rationale:</b> The course coordinator is responsible for grading this assessment method. This assessment method incorporates leadership, ethics, finances, culture, informatics, EBP, and interdisciplinary collaboration.	100% of students will achieve a 77% or higher grading score on the Disease Process Voice-Over PowerPoint (APRN 606) based on the grading rubric in 1 year.
Academic Practicum Evaluation Tool (APRN 708)  Completed by the preceptor when the 135 hours have been completed.	Direct	100% of students met the benchmark in 2021-2022.	100% of students will achieve a minimum grade of 3/5 on the Academic Practicum Evaluation Tool (APRN 708). <b>Rationale:</b> Nursing faculty decided as a whole that a <u>minimum</u> rating of a 3/5 in each category (which are the actual SLOs) is required for this tool. Since this is a clinical course, failure to achieve a	100% of students will achieve a minimum grade of 4/5 on the Academic Practicum Evaluation Tool (APRN 708) in the next academic year.

			<p>'3' in <u>all</u> categories will result in a course failure as students did not meet the SLOs. This evaluation tool uses a Likert Scale from 1 (lowest) to 5 (highest). The tool is reviewed by the course coordinator who provides a Pass or Fail score.</p>	
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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.

<b>Assessment Method</b>	<b>Type of Assessment</b>	<b>Baseline</b>	<b>Benchmark</b>	<b>Target</b>
Healthcare Around the Globe PowerPoint (APRN 504)	Direct	100% of students met the benchmark in 2021-2022.	<p>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.</p> <p><b><u>Rationale:</u></b> Graduate students are generally high achievers and are very capable of reaching the target. Course Coordinator grades this assessment method.</p>	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.
Clinical Practicum Evaluation Tool (APRN 709)	Direct	No Students Enrolled for the 2021-2022 Academic Year	100% of students will achieve a minimum grade of 3/5 on the Clinical Practicum Evaluation Tool (APRN 709).	100% of students will achieve a minimum grade of 4/5 on the Clinical Practicum Evaluation Tool (APRN 709) in 2 years.

Completed by the preceptor when the 95 hours have been completed.			<p><b>Rationale:</b> All students are expected to achieve the SLOs upon program completion; students are evaluated on achievement of the SLOs through this assessment tool which uses a 1 (lowest) to 5 (highest) Likert Scale. A minimum of a 3/5 is required for this tool. The tool is reviewed by the course coordinator who provides a Pass or Fail score.</p>	
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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	100% of students met the benchmark in 2021-2022.	95% of students will achieve a 77% or higher grading score on the Ethical Issue Paper (APRN 501) based on the grading rubric. <b>Rationale:</b> Graduate students are generally high achievers and are very capable of reaching the target. Course coordinator grades this assessment method.	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.

<p>Clinical Practicum Evaluation Tool (APRN 709)</p> <p>Completed by the preceptor when the 95 hours have been completed.</p>	<p>Direct</p>	<p>No Students Enrolled for the 2021-2022 Academic Year</p>	<p>100% of students will achieve a minimum grade of 3/5 on the Clinical Practicum Evaluation Tool (APRN 709).  <b>Rationale:</b>  All students are expected to achieve the SLOs upon program completion; students are evaluated on achievement of the SLOs through this assessment tool which uses a 1 (lowest) to 5 (highest) Likert Scale. A minimum of a 3/5 is required for this tool. The tool is reviewed by the course coordinator who provides a Pass or Fail score.</p>	<p>100% of students will achieve a minimum grade of 4/5 on the Clinical Practicum Evaluation Tool (APRN 709) in 2 years.</p>
<p>Alumni Survey</p>	<p>Indirect</p>	<p>100% of the returned surveys rated their achievement of this end-of-program SLO at a minimum of 4/5</p>	<p>100% of students will rate their achievement a minimum of 4/5.  <b>Rationale:</b>  The EPI committee sends out the surveys 6 months after graduation; they will then collect and tabulate the data.</p>	<p>100% of students will rate their achievement of this EOPSLO a minimum of 4/5 with at least an 80% response rate in 2 years.</p>

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 in 2021-2022.	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. <b>Rationale:</b> Students have met this benchmark previously so standards are 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 in 2021-2022.	90% of students will achieve a 77% or higher grading score on the Disease Process Voice-Over PowerPoint (APRN 606) based on the grading rubric. <b>Rationale:</b> The course coordinator is responsible for grading this assessment method. This assessment method incorporates leadership, ethics, finances, culture, informatics, EBP, & interdisciplinary collaboration.	100% of students will achieve a 77% or higher grading score on the Disease Process Voice-Over PowerPoint (APRN 606) based on the grading rubric in 1 year.
Alumni Survey	Indirect	100% of the returned surveys rated their achievement of this end-of-program SLO at	100% of students will rate their achievement a minimum of 4/5. <b>Rationale:</b> The EPI committee sends out the	100% of students will rate their achievement of this EOPSLO a minimum of 4/5 with at least an 80% response rate in 2 years.

		a minimum of 4/5	surveys 6 months after graduation; they will then collect and tabulate the data.	
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**Note:** APRN 710 is the Educational Capstone Seminar and was offered in Fall, 2021. The assessment method was a Quality Improvement Project & Presentation. The purpose of this assessment was to promote the nurse educator student to view themselves as change agents within academia. The topic chosen was to identify a higher education issue and decide on an intervention that would benefit students, faculty, and/or the department as a whole. The expectations of this assessment method was to exhibit the incorporation of all the key components of the EOPSLOs. 100% of the students satisfactorily met the benchmark of “90% of students will achieve a 77% or higher grade on this assessment method.” See Grading Rubric Below.

### 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 2020-2021	Benchmark 2021-2022	Target 2022-2023
Academic Practicum Evaluation Tool (APRN 708)	Spring 2022 1/1 (100%)	4	100% of students met the benchmark	Met ✓ 1/1 students (100%) achieved a 3/5 or higher on the tool	Due to the low number of students, will maintain the same benchmark of 100% achieving a 3/5 or higher.
Clinical Practicum Evaluation Tool (APRN 709)	Fall 2021 0/0 No Students Enrolled	4	100% of students met the benchmark	No Students Enrolled During This Academic Period	Due to the low number of students, will maintain the same benchmark of 100% achieving a 3/5 or higher.
Alumni Survey	January 2022 Refer to Benchmark 2021-2022	4 5 Students	100% of the returned surveys rated their achievement of this end-	Results pending as surveys not sent out until 6 months after graduation. These will be sent out to	100% of students will rate their achievement of this EOPSLO a minimum of 4/5 with at least a

		Graduated in 2020	of-program SLO at a minimum of 4/5	students in June, 2022.	65% response rate.
Reflective Survey (APRN 709)	Fall 2021  0/0 No Students Enrolled	4	100% of students met the benchmark	No Students Enrolled During This Academic Period	Since no students were enrolled in Fall, 2021, the same benchmark will be maintained. (85% of students will agree that the program has adequately prepared them to make a smooth transition when entering the academic world).

**Discussion:** Two (2) of the four (4) assessment methods above, met the set benchmark. The assessment methods that did not meet the benchmark are the Alumni Survey which has not been sent to students; therefore, there is no data to collect. In addition, there were no students enrolled in APRN 709 so that assessment method could not be measured.

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	Students Assessed in Course	Students in Program	Baseline 2020-2021	Benchmark 2021-2022	Target 2022-2023
Advanced Research and Evidence-based Practice Scholarly Paper (APRN 503)	Summer 2021  1/1 (100%)	4	No students enrolled in the course this academic year	Met ✓ 1/1 students (100%) achieved a grade of 77% or above on the paper	95% of students will achieve a 77% or higher grading score on the Research Scholarly Paper (APRN 503) based on the grading rubric.
Teaching Strategy Paper (APRN 604)	Spring 2022	4	100% of students	Met ✓ 2/2 students (100%) achieved	100% of students will achieve a 77% or higher

	2/2 (100%)		met the benchmark	a grade of 77% or above on the paper	grading score on the Teaching Strategy Paper (APRN 604) based on the grading rubric
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**Discussion:** Overall, results are limited due to the low enrollment rate within the program. Target scores were kept the same either because the benchmark is already at a 100% or due to the restricted data.

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	Students Assessed in Course	Students in Program	Baseline 2020-2021	Benchmark 2021-2022	Target 2022-2023
Academic Practicum Evaluation Tool (APRN 708)	Spring 2022  1/1 (100%)	4	100% of students met the benchmark	Met ✓ 1/1 students (100%) achieved a 3/5 or higher on the tool	Due to the low number of students, will maintain the same benchmark of 100% achieving a 3/5 or higher.
Clinical Practicum Evaluation Tool (APRN 709)	Fall 2021  0/0 No Students Enrolled	4	100% of students met the benchmark	No Students Enrolled During This Academic Period	Due to the low number of students, will maintain the same benchmark of 100% achieving a 3/5 or higher.

**Discussion:** One (1) out of the two (2) assessment methods for this EOPSLO have been met. There were no students enrolled in APRN 709 so that assessment method could not be measured.

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

Assessment	Students	Students	Baseline	Benchmark	Target
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<b>Method</b>	<b>Assessed in Course</b>	<b>in Program</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
Academic Practicum Evaluation Tool (APRN 708)	Spring 2022 1/1 (100%)	4	100% of students met the benchmark	Met ✓ 1/1 students (100%) achieved a 3/5 or higher on the tool	Due to the low number of students, will maintain the same benchmark of 100% achieving a 3/5 or higher.
Clinical Practicum Evaluation Tool (APRN 709)	Fall 2021 0/0 No Students Enrolled	4	100% of students met the benchmark	No Students Enrolled During This Academic Period	Due to the low number of students, will maintain the same benchmark of 100% achieving a 3/5 or higher.

**Discussion:** One (1) out of the two (2) assessment methods for this EOPSLO have been met. There were no students enrolled in APRN 709 so that assessment method could not be measured.

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

<b>Assessment Method</b>	<b>Students Assessed in Course</b>	<b>Students in Program</b>	<b>Baseline 2020-2021</b>	<b>Benchmark 2021-2022</b>	<b>Target 2022-2023</b>
Disease Process Voice-Over PowerPoint (APRN 606)	Fall 2021 2/2 (100%)	4	100% of students met the benchmark	Met ✓ 2/2 students (100%) achieved a grade of 77% or above on the PowerPoint	Due to the low enrollment in the program, the 93% target of students achieving a 77% or higher grading score on the Disease Process Voice-Over PowerPoint (APRN 606) based on the grading rubric will remain the same for now.

Academic Practicum Evaluation Tool (APRN 708)	Spring 2022 1/1 (100%)	4	100% of students met the benchmark	Met ✓ 1/1 students (100%) achieved a 3/5 or higher on the tool	Due to the low number of students, will maintain the same benchmark of 100% achieving a 3/5 or higher.
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**Discussion:** Both assessment methods for this EOPSLO have been met. The new target rate for the assessment method in APRN 606 was increased last year and was met.

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	Students Assessed in Course	Students in Program	Baseline 2020-2021	Benchmark 2021-2022	Target 2022-2023
Healthcare Around the Globe PowerPoint (APRN 504)	Fall 2021 2/2 (100%)	4	100% of students met the benchmark	Met ✓ 2/2 students (100%) achieved a grade of 77% or above on the PowerPoint	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.
Clinical Practicum Evaluation Tool (APRN 709)	Fall 2021 0/0 No Students Enrolled	4	100% of students met the benchmark	No Students Enrolled During This Academic Period	Due to the low number of students, will maintain the same benchmark of 100% achieving a 3/5 or higher.

**Discussion:** One (1) out of the two (2) assessment methods for this EOPSLO have been met. There were no students enrolled in APRN 709 so that assessment method could not be measured.

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

Assessment	Students	Students	Baseline	Benchmark	Target
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Method	Assessed in Course	in Program	2020-2021	2021-2022	2022-2023
Ethical Issue Paper (APRN 501)	Spring 2022 1/1 (100%)	4	100% of students met the benchmark	Met ✓ 1/1 students (100%) achieved a 77% or higher grading score on the Ethical Issue Paper (APRN 501) based on the grading rubric.	95% of students will achieve a 77% or higher grading score on the Ethical Issue Paper (APRN 501) based on the grading rubric.
Clinical Practicum Evaluation Tool (APRN 709)	Fall 2021 0/0 No Students Enrolled	4	100% of students met the benchmark	No Students Enrolled During This Academic Period	Due to the low number of students, will maintain the same benchmark of 100% achieving a 3/5 or higher.
Alumni Survey	January 2022  Refer to Benchmark 2021-2022	4  5 Students Graduated in 2020	100% of the returned surveys rated their achievement of this end-of-program SLO at a minimum of 4/5	Results pending as surveys not sent out until 6 months after graduation. These will be sent out to students in June, 2022.	100% of students will rate their achievement of this EOPSLO a minimum of 4/5 with at least a 65% response rate.

**Discussion:** One (1) of the three (3) assessment methods above met the set benchmark. The assessment methods that did not meet the benchmark are the Alumni Survey which has not been sent to students; therefore, there is no data to collect. In addition, there were no students enrolled in APRN 709 so that assessment method could not be measured.

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 2020-2021	Benchmark 2021-2022	Target 2022-2023
Discussion Board:	Spring 2022	4	100% of students met	Met ✓ 2/2 students (100%) achieved	100% of students will achieve a 77% or

Attributes of Learners (APRN 604)	2/2 (100%)		the benchmark	a grade of 77% or above on the discussion board	higher grading score on the Discussion Board: Attributes of Learners (APRN 604) based on the grading rubric.
Disease Process Voice-Over PowerPoint (APRN 606)	Fall 2021  2/2 (100%)	4	100% of students met the benchmark	Met ✓ 2/2 students (100%) achieved a grade of 77% or above on the PowerPoint	Due to the low enrollment in the program, the 93% target of students achieving a 77% or higher grading score on the Disease Process Voice-Over PowerPoint (APRN 606) based on the grading rubric will remain the same for now.
Alumni Survey	January 2022  Refer to Benchmark 2021-2022	4  5 Students Graduated in 2020	100% of the returned surveys rated their achievement of this end-of-program SLO at a minimum of 4/5.	Results pending as surveys not sent out until 6 months after graduation. These will be sent out to students in June, 2022.	100% of students will rate their achievement of this EOPSLO a minimum of 4/5 with at least a 65% response rate.

**Discussion:** Two (2) of the three (3) assessment methods above met the set benchmark. The assessment method that did not meet the benchmark is the Alumni Survey which has not been sent to students; therefore, there is no data to collect. The new target rate for the assessment method in APRN 606 was increased last year and was met.

## 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 2020-2021. This assessment was inquiring about the students' attitudes, beliefs, and values about going into academia with the leadership skills necessary to manage and successfully teach students. The survey question may be too broad and needs to be rewritten to reflect specific skills. Since there were no students enrolled this academic year for APRN 709, no revisions were made. The modifications to the survey questions will be done for Fall, 2022.
  - b. Had no data to report for the Alumni Survey. Will request the EPI committee to send surveys out 3 months after graduation in order to have results to report. Furthermore, the data needs to be separated into MSN-FNP and MSN-Nurse Educator so accurate results can be obtained and reported.
  - c. Continue to monitor these same methods of assessment for 2022-2023.
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. Unable to see if there was a significant improvement in the results for the APRN 503 (Advanced Research and Evidence-based Practice Scholarly Paper) criterion due to only having one (1) student enrolled.
  - b. Continue to monitor these same methods of assessment for 2022-2023.
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. A graded assessment method was added to APRN 708 that provided additional data to ensure this outcome is fully being met.
  - b. A quality improvement project/presentation assignment was added in APRN 710 that incorporates interdisciplinary teamwork and collaboration.
  - c. Continue monitoring using the clinical evaluation tools for 2022-2023.
4. Use informatics to analyze educational disparities, and knowledge; formulate research questions for educational quality improvement.
  - a. A quality improvement project/presentation assignment was added in APRN 710 that incorporates elements of this outcome.
  - b. Continue to monitor these same methods of assessment for 2022-2023.
5. Apply advanced concepts in science and educational knowledge to implement evidence-based teaching practice.
  - a. The new target for APRN 606 was met; however, no further increase will be made at this time due to low enrollment in the Nurse Education program.
  - b. Continue to monitor the results from the Academic Practicum Evaluation Tool.

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. A quality improvement project/presentation assignment was added in APRN 710 that incorporates health policy and financial aspects.
  - b. Continue to monitor these same assessment methods for 2022-2023.
7. Engage in ethical decision-making and utilization of theoretical knowledge in order to provide educational concepts related to cost- effective care.
  - a. Had no data to report for the Alumni Survey. Will ask the EPI committee to send surveys out 3 months after graduation in order to have results. Furthermore, the data needs to be separated into MSN-FNP and MSN-Nurse Educator so accurate results can be obtained and reported.
  - b. Have students expand on the promotion of cost-effective care within the existing APRN 606 assessment method which will aid in measuring this outcome.
  - c. Continue to monitor these same assessment methods for 2022-2023.
8. Value cultural and ethnic diversity and caring in order to provide holistic learning to promote patient-centered care.
  - a. Had no data to report for the Alumni Survey. Will ask the EPI committee to send surveys out 3 months after graduation in order to have results. Furthermore, the data needs to be separated into MSN-FNP and MSN-Nurse Educator so accurate results can be obtained and reported.
  - b. Monitor these same methods of assessment for 2022-2023.

### **Summary of Action**

There will be slight changes in the next 1-2 years for the Nurse Educator curriculum. The changes will need to reflect the new CCNE domains that have been accepted. Once the final guidelines have been received from the National Task Force (NTF), the Program Coordinator and faculty will meet during the upcoming academic year to review the End-of-Program SLOs. It will then need to be determined which courses and assessment methods best demonstrate achievement of these outcomes. The Program Coordinator will review assessment methods from APRN 605, 607, and 608 to see if they better reflect achievement of any of the EOPSLOs. If found to be pertinent, they will be included in the 2022-2023 report.

**Please See Appendices Below**

**Appendix I – Rubric for Teaching Strategy Paper (APRN 604)**

<b>Criteria</b>	<b>Poor 0-70 pts</b>	<b>Average 80 pts</b>	<b>Good 90 pts</b>	<b>Excellent 100 pts</b>
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.

**Appendix II – Rubric for Disease Process Voice-Over PPT (APRN 606)**

<b>CRITERIA</b>	<b>Poor 0 Points</b>	<b>Fair 1 Point</b>	<b>Good 3 Points</b>	<b>Excellent 5 Points</b>
<b>Learning Outcomes</b> (Must Include at Least <u>5</u> Using Various Categories: <u>3-4</u> From Bloom’s Taxonomy)	None or 1-2 Included	Poorly Written; Only Included 3-4 Most Written Using Same Bloom’s Category	Written Correctly; Included at Least 5; Did Not Fully Utilize Bloom’s Taxonomy	Well-Written/Included at Least 5/Fully Utilized Bloom’s Taxonomy
<b>Description of Pathophysiology</b>	Not Addressed; Grossly Incomplete	Poor/Partial Description	Complete but Lacked Depth	Concise and Thorough
<b>Description of Etiology</b>	Not Addressed	Very Incomplete; Inaccurate	Partially Complete	Accurate and Complete
<b>Clinical Manifestations</b>	Not Addressed; Grossly Incomplete	Very Incomplete; Inaccurate	Partial List but Accurate	Complete and Accurate List
<b>Assessment Techniques/Results</b>	Not Addressed; Grossly Incomplete	Very Incomplete; Inaccurate	Partial List but Accurate	Complete and Accurate List
<b>Diagnostics/Expected Results</b>	Not Addressed; Grossly Incomplete	Very Incomplete; Inaccurate	Partial List but Accurate	Complete and Accurate List
<b>Non-Pharmacological Treatment</b> (Include Any Patient Teaching, Monitoring Parameters and/or Follow-up Plan)	Not Addressed; Grossly Incomplete	Missing Several Essential Elements	Included All Essential Elements but Lacked In-Depth Discussion	Included an In-Depth Discussion of All Essential Elements
<b>Pharmacological Treatment</b> (Include Mechanism of Action {MOA}, Purpose, Dosage Range, Frequency, ADRs Effects, Counseling)	Not Addressed; Grossly Incomplete and/or Inaccurate	Listed Appropriate Medications but Lacking 3-4 Crucial Elements	Listed Appropriate Medications but Missing 1-2 Crucial Elements	Listed Appropriate Medications, Not Missing Any Crucial Elements
<b>Socioeconomic Considerations</b>	Not Addressed; Grossly Incomplete	Considerations Mentioned but Not Incorporated Into Treatment Plan		Considerations Mentioned and Incorporated Into Treatment Plan
<b>Cultural Considerations</b>	Not Addressed; Grossly Incomplete	Considerations Mentioned but Not Incorporated Into Treatment Plan		Considerations Mentioned and Incorporated Into Treatment Plan
<b>Interprofessional (IP) Collaboration</b> (Must Include & Discuss At Least <u>4</u> Different HCPs, such as Pharmacist, Social Worker, Respiratory, Speech, Physical or	Not Addressed or Included Only 1 IP Collaborator; Provided No Reasons, Purposes, or Roles of the Interprofessional Chosen	Included Only 2-3 IP Collaborators; Provided No Reasons, Purposes, or Roles of the Interprofessionals Chosen	Included 4 IP Collaborators; Provided Minimal and/or Inaccurate Reasons, Purposes, or Roles of the Interprofessionals	Included 4 IP Collaborators; Provided Adequate and Accurate Reasons, Purposes, or Roles of the



Occupational Therapist, Dietician, Specialty Physician, etc.)			Chosen	Interprofessionals Chosen
<b>Health Promotion/Disease Prevention</b> (Vaccines, Screenings)	Not Addressed; Grossly Incomplete and/or Inaccurate	Provided Few Recommendations but Incomplete	Complete List of Recommendations without Explanations	Complete List of Recommendations with Explanations
<b>Evaluation</b> (Minimum of <u>5</u> Questions at Varied Difficulty Levels)	Not Addressed	Included less than 5 Questions and/or Poorly Written	Included $\geq 5$ Questions but Lacked Varied Difficulty Levels	Included $\geq 5$ Questions at Varied Difficulty Levels
<b>Organization Spelling/Grammar (S/G)</b>	Completely Unorganized; Extremely Difficult to Read; >4 S/G Errors	Poorly Organized; Difficult to Read; 3-4 S/G Errors	Fairly Well- Organized but Sometimes Difficult to Read; 1-2 S/G Errors	Extremely Well- Organized and Easy to Read; No S/G Errors
<b>Creativity/Attractive/ Voice Projection, Tone and Clarity</b>	Lacking Creativity; Poor Voice Projection/Clarity	Little Creativity; Voice Projection & Clarity Weak	Moderate Creativity; Adequate Voice Projection/Clarity but Monotone	Very Creative; Adequate Voice Projection/Clarity with appropriate change in tone
<b>APA Citations and Reference Slide</b> (Need At Least <u>5</u> Current Peer-Reviewed References)	No Current References/ Citations; > 4 APA Errors	Only 1 Current Reference Noted; No Citations; 3-4 APA Errors	Included 2-3 Current References; Properly Cited; 1-2 APA Errors	Included at Least 4 Current References; Properly Cited; No APA Errors

**Appendix III – Rubric for Quality Improvement Paper (APRN 710)**

<b>QI PAPER GRADING RUBRIC</b>		
	<b>POINTS (Out of 120 Points)</b>	<b>POINTS EARNED</b>
Change Theory	8	
Leadership Competencies	4	
Problem Statement & Sample (Population-Student, Faculty, etc.)	6	
Background & Significance of Problem	6	
Evidence Supporting the Problem Along With Their Interventions & Outcomes – Any Underlying Themes r/t the Cause of the Problem?	12	
Proposed Intervention	5	
Goal(s) to be Attained	4	
Project Schedule	5	
Incorporation of Interprofessionalism	4	
Utilization of Resources	5	
Itemized Estimated Budget & Applicable Funding	4	
Use of Technology	4	
Health Policy	4	
Ethical Considerations and/or Obstacles	4	
Legal Considerations and/or Obstacles	4	
Incorporation of Diversity	4	
Data Collection & Analysis	4	
Measurement of the Intervention's Effectiveness	4	
Conclusion – Who & How Does This Benefit (Population & University)	4	
Abstract (Concise & Includes Key Words)	4	
Title Page	4	
Proper Headings	4	
Citations (Correctly Written)	4	
References (Minimum of 5 Peer-Reviewed Journals)	5	
Well-Structured with Proper Spelling, Grammar and Punctuation	4	