

Academic Program Assessment Report

Assessment is a term commonly used to encompass the process of gathering and using evidence to guide improvements.

SACSCOC requires that an institution "identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results".

Be sure to SAVE your progress as you work!

Academic Program

Clinical Nurse Leader, M.S.N.

Submission Year

2022-2023

Assessment Coordinator Name

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Enter Assessment Coordinator Email

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Program Goal

Goal

Goal 1

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

To comply with Program Productivity as defined by the South Carolina Commission of Higher Education

Pillar of Success Supported

High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Major Enrollment

Timeframe for this Outcome

2021-2022

Performance Target for "Met"

Using a five-year rolling average, the number of students enrolled in the major for Master degree programs is greater than or equal to 6.

Performance Target for "Partially Met"

Not Applicable

Performance Target for "Not Met"

Using a five-year rolling average, the number of students enrolled in the major for Master degree programs is less than 6.

Assessment Measure Used

Enrollment and Graduation data extracted from Banner

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

8.6

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

The MSN-CNL major made gains in enrollment as indicated by a 5 year rolling average of 8.6 which is largely due to an increase in enrollment from 2 in fall 2014 to 18 in fall 2018. This increase in enrollment is the result of an academic-practice partnership with a local hospital.

The Covid-19 pandemic has placed an enormous strain on the nursing profession. The demands of Covid-19 make it hard to recruit nurses from bedside to higher education and it also makes it hard to convince nurses to pursue education that would place them at the bedside.

The SON continues to research how best to attract students to the MSN program and plans to add tracks and certificates in the fall 2023.

Resources Needed to Meet/Sustain Results

Funding is still needed for marketing, recruiting, and scholarships for graduate students are needed to grow the enrollment of the MSN-CNL program. Funding is also needed for staff to support the program. Marketing and recruiting should target baccalaureate nurses working in an agencies that utilizes the CNL role or are willing to offer an advance role for graduates of the program.

Explanation of How Resources Will Be Used

Funding will be used to support collaboration efforts with healthcare agencies to establish practice partnerships. Students employed by an Academic-Practice Partner are more likely to complete program and be hired into advance role after graduation. Funding will also be used to develop marketing campaign highlighted graduates who are working in advanced roles and to offer scholarships.

Funding will also be used to hire part-time faculty adjunct with experience and expertise in select advance areas of nursing.

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

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Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Completions (Degrees Awarded)

Timeframe for this Outcome

2021-2022

Performance Target for "Met"

Using a five-year rolling average, the number of degrees awarded for a Master's degree is greater than or equal to 3.

Performance Target for "Partially Met"

Not Applicable

Performance Target for "Not Met"

Using a five-year rolling average, the number of degrees awarded for a Master's degree is less than 3.

Assessment Measure Used

Enrollment and Graduation data extracted from Banner

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

5.0

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

The completions (degrees awarded) meet the required 3.

Resources Needed to Meet/Sustain Results

Funding for internal scholarships and additional programming.

Explanation of How Resources Will Be Used

Scholarships will be used to support students who have financial need and academic merit.

Goal Summary

Goal Summary/Comments

The MSN program meets the goals related to enrollment and graduation, but the program is less than 10 years old and sustained enrollment is not yet established. Tuition support and career advancement are strong motivators for graduate student success.

Changes Made/Proposed Related to Goal

Lander University administration continues support of SON to determine the best approach for promoting and recruiting for the MSN program. The administration of the MSN-CNL program rest with the Dean as enrollment numbers do not support a program coordinator.

The Dean will also continue to work with the dean of the Online and Graduate College to establish additional practice partners willing to offer tuition support and hire MSN graduates in advance roles.

Upload Rubrics/Other Files

Goal 2

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

Educate professional nurses for current and future practice to meet healthcare needs, and to advance professionally.

Pillar of Success Supported

Graduates Who Are Gainfully Employed or Admitted to Graduate School

Outcomes

Outcome 1

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Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Graduation Percentage

Timeframe for this Outcome

2021-2022

Performance Target for "Met"

Greater than 80% of each cohort entering the MSN-CNL graduated with an MSN within 5 years.

Performance Target for "Partially Met"

Greater than 80% of each cohort entering the MSN-CNL program is projected to graduate with an MSN within 5 years.

Performance Target for "Not Met"

Less than 80% of each cohort entering the MSN-CNL program graduated with an MSN within 5 years.

Assessment Measure Used

MSN Student Tracking Data

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

S14 Cohort-100%
 S16 Cohort-100%
 S17 Cohort- 50%
 F17 Cohort-81%
 F18 Cohort-100%
 F19- Cohort - no starting cohort
 F20- Cohort- 100%
 F21- no starting cohort

Score (Met=3, Partially Met=2, Not Met=1)

1

Comments/Narrative

The total MSN completion rate as of May 2022 is 75%. A student that had withdrawn from the F17 cohort, returned in F21 and completed the program May 22, increasing the F17 cohort completion rate from 75% to 81%.

Resources Needed to Meet/Sustain Results

Not Applicable

Explanation of How Resources Will Be Used

Not Applicable

Outcome 2

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Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

First-time Clinical Nurse Leader Certification Exam Pass Rate

Timeframe for this Outcome

2021-2022

Performance Target for "Met"

75% or greater of graduates seeking certification will receive CNL credential.

Performance Target for "Partially Met"

Not Applicable

Performance Target for "Not Met"

Less than 75% of graduates seek certification will receive CNL credential.

Assessment Measure Used

Clinical Nurse Leader (CNL) Certification Exam Report

Frequency of Assessment

Periodically (after graduation)

Data Collected for this Timeframe (Results)

S14
Cohort: N = 2, 100% passed on first attempt in May 2016

Score (Met=3, Partially Met=2, Not Met=1)

3

S16
Cohort: N =1, 0%
Failed CNL exam.

S17
Cohort N = 2
Did not take CNL Exam

F17
Cohort N = 17
100%
5 Withdrew

F18
Cohort N = 4
75%

F20
Cohort N=1
0%

Comments/Narrative

The SON continues to exceed the 75% pass rate goal. 22 of 25 (88%) students that have taken the CNL Certification Exam have passed. Graduates of the MSN program are prepared for but not required to take the CNL Certification exam.

Resources Needed to Meet/Sustain Results

Not Applicable

Explanation of How Resources Will Be Used

Not Applicable

Outcome 3

Outcomes are specific, **measurable** statements that reflect the broader goals.

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skills, and values that students are expected to gain as a result of their educational experiences.

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Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Employment in expanded role

Timeframe for this Outcome

2021-2022

Performance Target for "Met"

80% of MSN graduates who seek employment in an expanded role will be employed in an expanded role within 1 year of graduation

Performance Target for "Partially Met"

Not Applicable

Performance Target for "Not Met"

Less than 80% of MSN graduates who seek employment in an expanded role will be employed in an expanded role within 1 year of graduation

Assessment Measure Used

MSN Student Tracking Data and Alumni Survey

Frequency of Assessment

1 and 5 years after graduation

Data Collected for this Timeframe (Results)

S14

Cohort: N = 2, 100%

1. Nurse Territory Manager at Coram CVS/Specialty Infusion Services
2. Quality Manager Providence Health

Score (Met=3, Partially Met=2, Not Met=1)

3

S16

Cohort: N=1, 100%

1. Case Manager at Caris Healthcare

S17

Cohort N=2, 0%

1. Withdrew from program
2. Completer, but not working as a nurse, Self Employed Hardware Store

F17

Cohort N = 16

100%

12 completers

1. 10 are CNLs at SRH
2. 1 Nurse Manager at SRH
3. 1 promoted from clinical instructor to Lecturer

F18

Cohort N-4

Graduated May 2020

1 CNL at Self Regional

1 CNL at

Spartanburg Regional

1 Self Regional Joint Coordinator

F20

Cohort N-1

Applying to doctoral programs

Comments/Narrative

The goal was met with 96% of graduates seeking employment in an advance role working in an advance role a year after graduation. We are unable to determine position of one student.

The SON will continue to support students advance their career by educating healthcare agencies on the CNL role and about the utilization of MSN graduates in other advance roles.

Resources Needed to Meet/Sustain Results

Funding for marketing and recruiting.

Explanation of How Resources Will Be Used

Funding will be used to develop marketing to highlight our graduates who are working in advance roles.

Outcome 4

Outcomes are specific, **measurable** statements that reflect the broader goals.

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Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Effect change through advocacy for the profession, interdisciplinary health care team and the client

Timeframe for this Outcome

2021-2022

Performance Target for "Met"

100% of students in class will earn a grade of B or higher on assessment

Performance Target for "Partially Met"

Not Applicable

Performance Target for "Not Met"

Less than 100% of students in class will earn a grade of B or higher on assessment

Assessment Measure Used

Grade on Concept Analysis Paper
Grade on Personal Theoretical Application Paper

Frequency of Assessment

Each semester in NUR 600

Data Collected for this Timeframe (Results)

Fall 2017

N=16

Concept Analysis

87% earned grade > B

Personal Theoretical Paper

75% earned grade > B

Fall 2018

N=4

Concept Analysis

100% earned grade > B

Personal Theoretical Paper

100% earned grade > B

Fall 2018

N=4

Concept Analysis

100% earned grade > B

Personal Theoretical Paper

100% earned grade > B

Fall 2020

N=1

Concept Analysis

100% earned grade > B

Personal Theoretical Paper

100% earned grade > B

Comments/Narrative

The goal of 100% of students earning a grade of B or higher on the assessment was met. Faculty continue to monitor the appropriateness of assignments to meet the MSN Essentials and CNL Competencies.

Students must earn a final grade of B in in each course to progress to next semester. Due to the small class size professors are available to assist students and advise them in how to improve and earn desired grade.

Resources Needed to Meet/Sustain Results

Not Applicable

Explanation of How Resources Will Be Used

Not Applicable

Outcome 5

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Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Communicate effectively to achieve quality client outcomes and lateral integration of care for a cohort of clients

Timeframe for this Outcome

2021-2022

Performance Target for "Met"

100% of students in class will earn a grade of B or higher on assessment

Performance Target for "Partially Met"

Not Applicable

Performance Target for "Not Met"

Less than 100% of students in class will earn a grade of B or higher on assessment

Assessment Measure Used

Grade recorded in Black Board for Health Promotion/ Education Project

Frequency of Assessment

Each semester in NUR 630

Data Collected for this Timeframe (Results)

Summer 2018

N=16

Health Promotion/ Education Project

100% Earned grade of > B

Score (Met=3, Partially Met=2, Not Met=1)

3

Summer 2019

N=4

Health Promotion/ Education Project

100% Earned grade of > B

Summer 2021

N=1

Health Promotion/ Education Project

100% Earned grade of > B

Comments/Narrative

The goal of 100% of students earning a grade of B or higher on the assessment was met. Faculty continue to monitor the appropriateness of assignments to meet the MSN Essentials and CNL Competencies.

Resources Needed to Meet/Sustain Results

Not Applicable

Explanation of How Resources Will Be Used

Not Applicable

Outcome 6

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Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Delegate and utilize the nursing team resources and provide leadership when partnering with the inter-professional health care team.

Timeframe for this Outcome

2021-2022

Performance Target for "Met"

100% of students in class will earn a grade of B or higher on assessment

Performance Target for "Partially Met"

Not Applicable

Performance Target for "Not Met"

Less than 100% of student in class will earn a grade of B or higher on assessment

Assessment Measure Used

Grade recorded in Black Board for Microsystem Workbook

Frequency of Assessment

Each semester in NUR 645

Data Collected for this Timeframe (Results)

Fall 2018
N=13
Microsystem Workbook 100% earned grade > B

Score (Met=3, Partially Met=2, Not Met=1)

1

Fall 2019

N=4

Microsystem Workbook 100% earned grade > B

Fall 2021

N=2

Microsystem Workbook 50% earned grade >B

Comments/Narrative

Students are required to complete the Dartmouth Microsystem Workbook as a part of the practicum education experience. One of the first assignments in the notebook is to Assemble a "Lead Team" to represent all disciplines and roles in your unit. Include MDs, RNs, NPs, CNSs, clinical support staff, clerical staff, patients and families along with any other professionals who are regularly in the unit providing care and service.

Must dos:

- Lead Team should meet weekly to maintain focus, make plans and oversee improvement work
- Effective meeting skills should be used in the weekly meetings
- Monthly ALL staff meetings should be held to engage and inform all members of the unit
- Explore creative ways to communicate and stay engaged with all staff on all shifts and all days of the week Use email, newsletters, listservs, paper, verbal, visual displays, communication boards and buddy systems
- Remember true innovation is achieved through active engagement of the patient and family with the Lead Team

Resources Needed to Meet/Sustain Results

Not Applicable

Explanation of How Resources Will Be Used

Not Applicable

Outcome 7

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Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Identify clinical and fiscally responsible outcomes that improve safe, quality, client-centered care.

Timeframe for this Outcome

2021-2022

Performance Target for "Met"

100% of students in class will earn a grade of B or higher on assessment

Performance Target for "Partially Met"

Not Applicable

Performance Target for "Not Met"

Less than 100% of students in class earned a grade of B or higher in assessment

Assessment Measure Used

Grade recorded in Black Board for PowerPoint Presentation on Waste

Frequency of Assessment

Each semester in NUR 620

Data Collected for this Timeframe (Results)

Spring 2018

N=16

PowerPoint Presentation on Waste

100% Earned grade of > B

Score (Met=3, Partially Met=2, Not Met=1)

3

Spring 2019

N=4

PowerPoint Presentation on Waste

100% Earned grade of > B

Spring 2021

N=1

PowerPoint Presentation on Waste

100% Earned grade of > B

Comments/Narrative

The goal of 100% of students earning a grade of B or higher on the assessment was met. Faculty continue to monitor the appropriateness of assignments to meet the MSN Essentials and CNL Competencies.

In the Waste Presentation Assignment students must assess and describe WASTE in their microsystem, recommend cost saving strategy and explain what would be necessary to implement change, explain how their selected strategy increase value by reducing costs but improving outcomes, and cite evidence to justify their position.

Resources Needed to Meet/Sustain Results

Not Applicable

Explanation of How Resources Will Be Used

Not Applicable

Outcome 8

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skills, and values that students are expected to gain as a result of their educational experiences.

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Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Use information systems and technology at the point of care to improve health care outcomes

Timeframe for this Outcome

2021-2022

Performance Target for "Met"

100% of students in class will earn a grade of B or higher on assessment

Performance Target for "Partially Met"

Not Applicable

Performance Target for "Not Met"

Less than 100% of students in class earned a grade of B or higher in assessment

Assessment Measure Used

Technology in Healthcare Paper as recorded in Black Board

Frequency of Assessment

Each semester in NUR 611

Data Collected for this Timeframe (Results)

Fall 2018

N=4

Technology in Healthcare Paper 75% earned grade > B

Score (Met=3, Partially Met=2, Not Met=1)

3

Fall 2020

N=1

Technology in Healthcare Paper 100% earned grade > B

Comments/Narrative

The goal of having a 100% of students earn a B or higher was met. Faculty continue to monitor the appropriateness of assignments to meet the MSN Essentials and CNL Competencies.

Students were instructed to: Write a scholarly paper describing the use of electronic medical records in performing advanced patient assessments. In addition students were to address the following: Identify the driving factors for the widespread implementation of electronic medical records in health care, discuss the benefits and disadvantages of electronic medical records, list some of the ethical and legal concerns related to use of electronic medical records, and discuss the economic implications of the use of information technology from the perspective of the patient and administration.

Resources Needed to Meet/Sustain Results

Not Applicable

Explanation of How Resources Will Be Used

Not Applicable

Outcome 9**Outcomes** are specific, **measurable** statements that reflect the broader goals.

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Most goals have at least two outcomes measured.**What type of Outcome would you like to add?**

Student Learning Outcome

Enter Outcome

Participate in systems review by evaluating client safety risks to improve quality of client care.

Timeframe for this Outcome

2021-2022

Performance Target for "Met"

100% of students in class will earn a grade of B or higher on assessment

Performance Target for "Partially Met"

Not Applicable

Performance Target for "Not Met"

Less than 100% of students in class earned a grade of B or higher in assessment

Assessment Measure Used

Microsystem Workbook as grades are recorded in Black Board

Frequency of Assessment

Each semester in NUR 635

Data Collected for this Timeframe (Results)

Fall 2018

N=13

Microsystem Workbook 100% earned grade > B

Fall 2019

N=4

Microsystem Workbook 100% earned grade > B

Summer 2021

N=1

Score (Met=3, Partially Met=2, Not Met=1)

2

Microsystem Workbook NA (assignment not completed as part of course due to student changing jobs)

Comments/Narrative

Due to student anticipated employment transition the Workbook assignment was not completed. Faculty continue to monitor the appropriateness of assignments to meet the MSN Essentials and CNL Competencies.

An assignment in the Dartmouth Microsystem workbook is titled, Metrics That Matter. Students are told that measures are essential for microsystems to make and sustain improvements and to attain high performance. All clinical microsystems are awash with data but relatively few have rich information environments that feature daily, weekly and monthly use of Metrics That Matter (MTM). The key to doing this is to get started in a practical, doable way; and to build out your Metrics That Matter and their vital use over time.

The student must demonstrate that they have worked with their Lead Team to establish the need for metrics and their routine use as the metrics related to safety and quality of the microsystem. The student must build a balanced set of metrics to provide insight into what's working what's not working in their microsystem. Student must identify the data owner for each metric or develop methods to measure, build a data wall and use it routinely to display metric data, and finally use metrics to make needed improvement whenever possible. Students are encouraged to use technology within their microsystem to acquire metrics, present, and monitor metrics.

Resources Needed to Meet/Sustain Results

Not Applicable

Explanation of How Resources Will Be Used

Not Applicable

Outcome 10

Outcomes are specific, **measurable** statements that reflect the broader goals.

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Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Assume accountability for health care outcomes, recognizing systems influences on a specific group of clients.

Timeframe for this Outcome

2021-2022

Performance Target for "Met"

100% of students in class will earn a grade of B or higher on assessment

Performance Target for "Partially Met"

Not Applicable

Performance Target for "Not Met"

Less than 100% of students in class earned a grade of B or higher in assessment

Assessment Measure Used

Vulnerable Population Assignment as grade is recorded in Black Board

Frequency of Assessment

Each semester in NUR 611

Data Collected for this Timeframe (Results)

Fall 2017

N=17

Vulnerable Population Assignment

94% earned grade > B

Score (Met=3, Partially Met=2, Not Met=1)

3

Fall 2018

N=4

Vulnerable Population Assignment

50% earned grade > B

Fall 2020

N=1

Vulnerable Population Assignment

100% earned grade > B

Comments/Narrative

The goal of 100% of students earning a grade of B or higher on the assessment was met. Faculty continue to monitor the appropriateness of assignments to meet the MSN Essentials and CNL Competencies.

Instructions to students: Use the rubric attached to address a population with vulnerability that you encounter in your practice. You could choose it based on its population characteristics of vulnerability, or based on the health concern that creates vulnerability (ex. Children with type 2 diabetes, adults in long-term care with immobility, post-op bariatric adults, etc.). You want to be specific to help you do a complete assessment.

This is a professional paper and should follow proper APA guidelines and English guidelines for style, grammar, and spelling. This will be posted in the Discussion board.

TIP: Once you have considered a population of interest, review the brochure on HP2020 to ensure you have a good fit with the guidelines. Be sure to navigate around on the HP2020 website to get all the information you need. There are topics that are broken down into objectives. There are tabs with interventions and resources for each topic area. This resource is rich with information you might need.

TIP: Every part of your assessment should be specific to your population. You don't have to include every piece of information you find, only those that you can tie into your assessment.

Resources Needed to Meet/Sustain Results

Not Applicable

Explanation of How Resources Will Be Used

Not Applicable

Outcome 11

Outcomes are specific, **measurable** statements that reflect the broader goals.

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Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Utilize information to design, implement and evaluate client plans of care.

Timeframe for this Outcome

2021-2022

Performance Target for "Met"

100% of students in class will earn a grade of B or higher on assessment

Performance Target for "Partially Met"

Not Applicable

Performance Target for "Not Met"

Less than 100% of students in class earned a grade of B or higher in assessment

Assessment Measure Used

Care Plan/ Case

Frequency of Assessment

Each semester in NUR 640

Data Collected for this Timeframe (Results)

Fall 2018

N=13

Care Plan/ Case Study (DB week 6) earned 100% grade > B

Fall 2019

N=4

Care Plan/ Case Study (DB week 6) earned 100% grade > B

Fall 2021

N=2

Unavailable at time of Assessment

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

The goal of 100% of students earning a grade of B or higher on the assessment was met. Faculty continue to monitor the appropriateness of assignments to meet the MSN Essentials and CNL Competencies.

Students were assigned to groups and completed the following assignment via discussion board: Select a cardiac diagnosis discussed in Chapter 9. Identify an appropriate plan of care including key nursing care, patient teaching and family involvement, and discharge planning.

Resources Needed to Meet/Sustain Results

Not Applicable

Explanation of How Resources Will Be Used

Not Applicable

Outcome 12

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Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Synthesize evidence to evaluate and achieve optimal client and care environment outcomes

Timeframe for this Outcome

2021-2022

Performance Target for "Met"

100% of students in class will earn a grade of B or higher on assessment

Performance Target for "Partially Met"

Not Applicable

Performance Target for "Not Met"

Less than 100% of students in class earned a grade of B or higher in assessment

Assessment Measure Used

Literature Review Paper grade recorded in Black Board

Frequency of Assessment

Each semester in NUR 651

Data Collected for this Timeframe (Results)

Spring 2018

Score (Met=3, Partially Met=2, Not Met=1)

3

N=16
Literature Review Paper
100% of students earned a grade > B

Spring 2019
N=4
Literature Review Paper
100% of students earned a grade > B

Spring 2021
N=1
Literature Review Paper
100% of students earned a grade > B

Comments/Narrative

The goal of 100% of students earning a grade of B or higher on the assessment was met. Faculty continue to monitor the appropriateness of assignments to meet the MSN Essentials and CNL Competencies.

Resources Needed to Meet/Sustain Results

Not Applicable

Explanation of How Resources Will Be Used

Not Applicable

Outcome 13

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Use appropriate teaching/learning principles, strategies, and technology to facilitate the learning of clients, groups, and the other health care professionals

Timeframe for this Outcome

2021-2022

Performance Target for "Met"

100% of students in class will earn a grade of B or higher on assessment

Performance Target for "Partially Met"

Not Applicable

Performance Target for "Not Met"

Less than 100% of students in class will earn a grade of B or higher on assessment

Assessment Measure Used

Health Promotion/Education Project

Frequency of Assessment

Each semester in NUR 630

Data Collected for this Timeframe (Results)

Summer 2018

N=16

Health Promotion/ Education Project

100% Earned grade of > B

Score (Met=3, Partially Met=2, Not Met=1)

3

Summer 2019

N=4

Health Promotion/ Education Project

100% Earned grade of > B

Summer 2021

N=1

Health Promotion/ Education Project

100% Earned grade of > B

Comments/Narrative

The goal of 100% of students earning a grade of B or higher on the assessment was met. Faculty continue to monitor the appropriateness of assignments to meet the MSN Essentials and CNL Competencies.

Resources Needed to Meet/Sustain Results

Not Applicable

Explanation of How Resources Will Be Used

Not Applicable

Outcome 14

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Actively pursue lifelong learning as the CNL role, needs of clients, and the health care system evolve

Timeframe for this Outcome

2021-2022

Performance Target for "Met"

100% of students in class earned a grade of B or higher in assessment

Performance Target for "Partially Met"

Not Applicable

Performance Target for "Not Met"

Less than 100% of students in class earned a grade of B or higher in assessment

Assessment Measure Used

Discussion Post related to Complex Adaptive Systems and Wheel of Life

Frequency of Assessment

Each semester in NUR 660

Data Collected for this Timeframe (Results)

Fall 2018

N=13

Reflection Journal postings

100% of students earned a grade > B

Score (Met=3, Partially Met=2, Not Met=1)

3

Fall 2019

N=4

Reflection Journal postings

88% of students earned a grade > B

Fall 2019

N=4

Reflection Journal postings

88% of students earned a grade > B

Fall 2021

N=2

100 % of students earned a grade >B

Comments/Narrative

The goal of 100% of students earning a grade of B or higher on the assessment was met for fall 2021. Faculty continue to monitor the appropriateness of assignments to meet the MSN Essentials and CNL Competencies.

You have been introduced to the Complex Adaptive Systems Theory in earlier courses. Chapter 3 takes the discrete concepts of complexity science and expands into the broader context of complex adaptive systems with a focus on health care organization.

It is critical that you gain a working understanding of the terms highlighted in this chapter. Please note that I used term "working understanding- which means you have an understanding that will allow you to accurately and effectively apply knowledge in a new situation.

Therefore this week you will develop a scenario using your macrosystem and microsystem to illustrate working explanations of the following terms:

1. Emergence
2. Designed portion of an organization
3. Emergent portion of an organization
4. Shadow System
5. Trajectories
6. Bifurcations
7. Self-organization
8. Co-evolution
9. Wicked questions
10. Attractors

This chapter is a little more challenging than the previous 2 chapters, so take good notes and read the chapter multiple times if needed. I have also added a 10 minute YouTube video to the Module 1 folder that does a great job explaining some of the terms listed above.

This discussion post is graded and will be evaluated using the attached grading rubric.

Hello Class,

Welcome to unit 3. In this unit, we will extend our discussion of self-reflection, self-awareness, and focus on developing the traits of an effective complexity leader.

I am uploading a 30-minute video (narrated PowerPoint) for Chapter 9 titled Personal Leadership. This may save you some reading time.

Chapter 10 provides a closer look at the concepts of Congruence and Cognitive Dissonance, specifically how the application of these concepts will help you develop as a complexity leader by helping you assess your personal and professional life balance.

1. Begin by reading chapter 10. Please pay special attention to the last paragraph on page 185.
2. I was a little confused about how to complete the Wheel of Life activity described in the text. Therefore, I have provided a link to a web page that contains a short video clip that does a better job explaining how to use the Wheel of Life Assessment. Watch the video located in the Unit 3 folder.
3. Open the word document titled "Wheel of Life" in the Unit 3 folder and complete the wheel of life document as instructed. You should have two different lines (use two different colors- 1 line is AMOUNT OF ATTENTION AT THIS PRESENT TIME IN YOUR LIFE YOU ARE GIVING TO THE COMPONENT and the other line is THE AMOUNT OF SATISFACTION YOU HAVE WITH THE AMOUNT OF ATTENTION YOU ARE PAYING TO EACH COMPONENT OF YOUR LIFE. Post a screenshot of your Wheel of Life in the designated Discussion Board and provide a brief explanation of your discoveries

regarding positive congruence (2 high numbers), negative congruence (2 low numbers), and cognitive dissonance. The screenshot will make it easier for the class to view one another work. I will post an example of what the final Wheel of Life should look like.

4. Save your Wheel of Life Word Document and your explanation for inclusion in your MAP next semester.

Read chapter 11 and consider the content as an extension of Chapter 10. After reading chapter 11 address the following questions in the designated discussion board:

1. What self-reflective practice can I start that will enhance my sense of detachment?
2. How can I become more comfortable with the disorder, conflict, and disruption?
3. How satisfied am I with my current centering practice? What is my next step?

Resources Needed to Meet/Sustain Results

Not Applicable

Explanation of How Resources Will Be Used

Not Applicable

Goal Summary

Goal Summary/Comments

Lander's MSN program meets the goal of educating professional nurses for current and future practice to meet healthcare needs, and to advance professionally. Though the enrollment is low the 88% of the graduates that sought the CNL certification earned it and 96% of graduates seeking employment in advance roles are employed in such roles.

Changes Made/Proposed Related to Goal

Faculty regularly evaluate the curriculum to ensure graduates are prepared to meet health care needs or continue their education.

In Fall 2021 the AACN published "The Essential:s Core Competencies for Professional Nursing Education." The SON will work over the 2022-2023 academic year to align curriculum with The Essentials.

Upload Rubrics/Other Files

Thank you for completing your assessment report. Your report will be sent to your College Dean for their review and approval after you hit "Submit" below. Please enter their email address below.

Dean's Email Address

hwharton@lander.edu

Thank you for reviewing and approving this report. The approval and a copy of the report will be emailed to you and the Assessment Coordinator.