

Report : Assessment Cycle Details for : Nursing (MSN)

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Assessment Plan: 2018-2019 Assessment Cycle: Assessment Plan and Assessment Findings

Assessment Plan Template: Academic Program Assessment Plan Template

Report Generated : Saturday, July 18, 2020

## Measures and Findings

### *Nursing (MSN) Outcome Set*

#### ❖ **Program Goal 1: Graduates from the MSN program will demonstrate effective communication.**

Courses within the MSN program have course outcomes related to students' effective communication through collaboration, partnerships, presentations and scholarly writing. Formative assessment of this program goal is evaluated at the course level with the course offering. The formal evaluation of this program goal for annual reporting takes place through the completion of student portfolios which are based on reflection papers written during their Practicum course. The portfolio is an online tool that students create to validate that they have met all course outcomes and use it to document their journey during the program.

**1. The student will demonstrate effective communication through collaboration, partnerships, presentations and scholarly writing.**

*Students will model exemplary communication through collaboration, partnerships, presentations, and scholarly writing.*

**Mapped to:**

*No Mapping*

#### **Measure**

*Critical Analysis Exercise in NRSG 6410 (Introduction to Nursing Theory-Principles and Applications)*

**DIRECT - STUDENT ARTIFACT**

#### **Details/Description:**

Courses within all MSN concentrations (MSN-FNP, MSN-PMHNP, MSN Nurse Educator) have course outcomes related to students' use of effective communication. Formative assessment of this program goal is evaluated at the course level with the course offerings. The formal evaluation of this program goal for FNP and PMHNP concentrations' annual reporting takes place through the completion of student portfolios which are based a reflection paper written during their Practicum course. The portfolio is an online tool that students create to validate that they have met all course outcomes and use it to document their journey during the program. Students also rank their abilities where they thought they were at the beginning of the program and at the end. The formal evaluation of this program goal for the Nurse Educator concentrations' annual reporting takes place through the completion of their portfolio which is based on reflection papers written during their Practicum course. The portfolio is an online tool that students create to validate that they have met all course outcomes and use it to document their journey during the program. This is a paper where students analyze a nursing theory and its application to nursing practice.

#### **Desired Standard of Achievement (Target):**

80% of students will score a minimum of 80 on the Critical Analysis Exercise in NRSG 6410 (Introduction to Nursing Theory- Principles and Applications). If less than 80% of students score less than the desired level of achievement, the course faculty will review the curriculum to determine how to reinforce the concept of communication.

**Supporting Attachments:**

## ***Findings***

### *for Critical Analysis Exercise in NRSG 6410 (Introduction to Nursing Theory- Principles and Applications)*

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#### **Summary of Findings:**

100% of students (30/30) scored an 80 or higher on the Critical Analysis Exercise in NRSG 6410 (Introduction to Nursing Theory- Principles and Applications).

#### **Was this outcome met?:**

Exceeded

#### **Explain your results:**

The Critical Analysis Exercise in NRSG 6410 has remained a major assignment for years in this course, and faculty believe it is an excellent project for students to demonstrate their ability to demonstrate effective written communication. The results turned out as expected because students were given ample course content discussion and feedback before the due date. All students completing the MSN program (all tracks) are required to take this course, and therefore all students will complete this assignment.

#### **Substantiating Evidence:**

## ***Action***

### *in 2018-2019 Assessment Cycle - Next Steps*

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***Continue this assignment with a raised standard***

#### **Action details:**

Faculty plan to continue this assignment. All students met the desired standard for this program outcome; therefore, we will raise the standard to 85%.

#### **Implementation Plan**

##### **(timeline):**

Faculty will re-evaluate following the next course offering to determine whether students meet the higher standard.

#### **Supporting Attachments:**

*No Status Added to Continue this assignment with a raised standard*

❖ **Program Goal 2: Graduates from the MSN program will improve healthcare outcomes of their clients.**

Courses within the MSN program have course outcomes related to improvement in healthcare outcomes using scholarly inquiry and analysis of evidence. Formative assessment of this program goal is evaluated at the course level with the course offering. The formal evaluation of this program goal for annual reporting takes place through the completion of student portfolios which are based on reflection papers written during their Practicum course. The portfolio is an online tool that students create to validate that they have met all course outcomes and use it to document their journey during the program.

**2. The student will improve healthcare outcomes using scholarly inquiry and analysis of evidence.**

**Mapped to:**

*No Mapping*

**Measure**

*Program Development Paper in NRSG 6410 (Introduction to Nursing Theory- Principles and Applications)*

**DIRECT - STUDENT ARTIFACT**

**Details/Description:**

Courses within all MSN concentrations (MSN-FNP, MSN-PMHNP, MSN Nurse Educator) have course outcomes related to students' improvement of healthcare outcomes using scholarly inquiry and analysis of evidence. Formative assessment of this program goal is evaluated at the course level with the course offerings. The formal evaluation of this program goal for FNP and PMHNP concentrations' annual reporting takes place through the completion of student portfolios which are based on reflection paper written during their Practicum course. The portfolio is an online tool that students create to validate that they have met all course outcomes and use it to document their journey during the program. Students also rank their abilities where they thought they were at the beginning of the program and at the end. The formal evaluation of this program goal for the Nurse Educator concentrations' annual reporting takes place through the completion of their portfolio which is based on reflection papers written during their Practicum course. The portfolio is an online tool that students create to validate that they have met all course outcomes and use it to document their journey during the program.

**Desired Standard of Achievement (Target):**

80% of students will score a minimum of 80 on the Program Development Paper in NRSG 6410 (Introduction to Nursing Theory- Principles and Applications). If less than 80% of students score less than the desired level of achievement, the course faculty will review the curriculum to determine how to reinforce the concept of improving healthcare outcomes.

**Supporting Attachments:**

 Rubric for Program Development Paper 6410 (Word Document (Open XML))

**Findings**

*for Program Development Paper in NRSG 6410 (Introduction to Nursing Theory- Principles and Applications)*

**Summary of Findings:**

100% of students (30/30) scored an 80 or higher on the Program Development Paper in NRSG 6410 (Introduction to Nursing Theory- Principles and Applications).

**Was this outcome met?:**

Exceeded

**Explain your results:**

The Program Development Paper in NRS 6410 has remained a major assignment for years in this course, and faculty believe it is an excellent project for students to demonstrate their ability to propose the development of a program intended to alter lifestyle behavior(s) of patients using a selected theory, thereby improving health outcomes. The results turned out as expected because students were given ample course content discussion and feedback before the due date. All students completing the MSN program (all tracks) are required to take this course, and therefore all students will complete this assignment.

**Substantiating Evidence:**

**Action**

*in 2018-2019 Assessment Cycle - Next Steps*

**Continue this assignment with a raised standard**

*No Status Added to Continue this assignment with a raised standard*

**Action details:**

Faculty plan to continue this assignment. All students met the desired standard for this program outcome; therefore, we will raise the standard to 85%.

**Implementation Plan**

**(timeline):**

Faculty will re-evaluate following the next course offering to determine whether students meet the higher standard.

**Supporting Attachments:**

**❖ Program Goal 3: Graduates from the MSN program will demonstrate advanced leadership and management principles.**

Courses within the MSN program have course outcomes related to student demonstration of advanced leadership and management principles to mitigate risk and enhance healthcare delivery systems. Formative assessment of this program goal is evaluated at the course level with the course offering. The formal evaluation of this program goal for annual reporting takes place through the completion of student portfolios which are based on reflection papers written during their Practicum course. The portfolio is an online tool that students create to validate that they have met all course outcomes and use it to document their journey during the program.

**3. The student will demonstrate advanced leadership and management principles to mitigate risk and enhance healthcare delivery systems.**

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**Mapped to:**

*No Mapping*

**Measure**

*Scholarly Paper: US Healthcare System in NRSG 6110 Ensuring Healthcare Safety and Quality*

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**DIRECT - STUDENT ARTIFACT**


**Details/Description:**

Courses within all MSN concentrations (MSN-FNP, MSN-PMHNP, MSN Nurse Educator) have course outcomes related to students' demonstration of advanced leadership and management principles to mitigate risk and enhance healthcare delivery systems. Formative assessment of this program goal is evaluated at the course level with the course offerings. The formal evaluation of this program goal for FNP and PMHNP concentrations' annual reporting takes place through the completion of student portfolios which are based a reflection paper written during their Practicum course. The portfolio is an online tool that students create to validate that they have met all course outcomes and use it to document their journey during the program. Students also rank their abilities where they thought they were at the beginning of the program and at the end. The formal evaluation of this program goal for the Nurse Educator concentrations' annual reporting takes place through the completion of their portfolio which is based on reflection papers written during their Practicum course. The portfolio is an online tool that students create to validate that they have met all course outcomes and use it to document their journey during the program. This is a paper where students explore the US Healthcare System and propose changes needed.

**Desired Standard of Achievement (Target):**

80% of students will score a minimum of 80 on the Scholarly Paper: US Healthcare System in NRSG 6110 (Ensuring Healthcare Safety and Quality).

**Supporting Attachments:**

 Rubric\_Scholarly Paper 6110 (Word Document (Open XML))

**Findings**

*for Scholarly Paper: US Healthcare System in NRSG 6110 Ensuring Healthcare Safety and Quality*

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**Summary of Findings:**

98% of students (56/57) scored an 80 or higher on the Scholarly Paper: US Healthcare System in NRSG 6110 (Ensuring Healthcare Safety and Quality).

**Was this outcome met?:**

Exceeded

**Explain your results:**

The Scholarly Paper: US Healthcare System in NRSG 6110 has remained a major assignment for years in this course, and faculty believe it is an excellent project for students to demonstrate their ability to critique the US healthcare system and propose changes that would address any concerns, thereby demonstrating advanced leadership skills. The results turned out as expected because students were given ample course content discussion and feedback before the due date. All students completing the MSN program (all tracks) are required to take this course, and therefore all students will complete this assignment.

**Substantiating Evidence:**

## Action

in 2018-2019 Assessment Cycle - Next Steps

**Continue this assignment with a raised standard**

### Action details:

Faculty plan to continue this assignment. All students met the desired standard for this program outcome; therefore, we will raise the standard to 85%.

### Implementation Plan

#### (timeline):

Faculty will re-evaluate following the next course offering to determine whether students meet the higher standard.

### Supporting Attachments:

No Status Added to Continue this assignment with a raised standard

## ❖ Program Goal 4: Graduates from the MSN program will use legal and ethical professional standards.

Courses within the MSN program have course outcomes related to students' modeling the use of legal and ethical professional standards. Formative assessment of this program goal is evaluated at the course level with the course offering. The formal evaluation of this program goal for annual reporting takes place through the completion of student portfolios which are based on reflection papers written during their Practicum course. The portfolio is an online tool that students create to validate that they have met all course outcomes and use it to document their journey during the program

## 4. The student will model use of legal and ethical professional standards.

### Mapped to:

No Mapping

## Measure

*Conflicts of Obligation: Bad Blood Case Study in NRSG 5600 (Healthcare Research and Statistical Analysis)*

### DIRECT - STUDENT ARTIFACT

#### Details/Description:

Courses within all MSN concentrations (MSN-FNP, MSN-PMHNP, MSN Nurse Educator) have course outcomes related to students' modeling use of legal and ethical professional standards. Formative assessment of this program goal is evaluated at the course level with the course offerings. The formal evaluation of this program goal for FNP and PMHNP concentrations' annual reporting takes place through the completion of student portfolios which are based a reflection paper written during their Practicum course. The portfolio is an online tool that students create to validate that they have met all course outcomes and use it

to document their journey during the program. Students also rank their abilities where they thought they were at the beginning of the program and at the end. The formal evaluation of this program goal for the Nurse Educator concentrations' annual reporting takes place through the completion of their portfolio which is based on reflection papers written during their Practicum course. The portfolio is an online tool that students create to validate that they have met all course outcomes and use it to document their journey during the program. This is a case study where students explore ethics of conducting research.

**Desired Standard of Achievement (Target):**

80% of students will score a minimum of 80 on the Conflicts of Obligation: Bad Blood Case Study in NRS 5600 (Healthcare Research and Statistical Analysis).

**Supporting Attachments:**

 Rubric\_Bad Blood Case Study 5600 (Word Document (Open XML))

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## ***Findings***

*for Conflicts of Obligation: Bad Blood Case Study in NRS 5600  
(Healthcare Research and Statistical Analysis)*

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**Summary of Findings:**

100% of students (51/51) scored an 80 or higher on the Conflicts of Obligation: Bad Blood Case Study in NRS 5600 (Healthcare Research and Statistical Analysis).

**Was this outcome met?:**

Exceeded

**Explain your results:**

The Conflicts of Obligation: Bad Blood Case Study in NRS 5600 is a new assignment in this course due to the discontinuation of the free NIH Protection of Human Subjects Research Participants training previously used to measure this program outcome. Faculty are hopeful that students will receive similar benefit from the case study than that from the NIH training in improving their ability to apply legal and ethical standards to their advanced MSN role. The results turned out as expected because students were given ample course content discussion and feedback before the due date. All students completing the MSN program (all tracks) are required to take this course, and therefore all students will complete this assignment.

**Substantiating Evidence:**

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## ***Action***

*in 2018-2019 Assessment Cycle - Next Steps*

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***Closely monitor outcomes and raise the standard***

**Action details:**

Faculty will closely monitor the outcomes from this assignment to determine whether it is an appropriate

*No Status Added to Closely monitor outcomes and raise the standard*

measure for this program outcome. All students met the desired standard for this program outcome; therefore, we will raise the standard to 85%.

**Implementation Plan**

**(timeline):**

Faculty will re-evaluate following the next course offering to determine whether students meet the higher standard.

**Supporting Attachments:**

❖ **Program Goal 5: Graduates from the MSN program will provide compassionate and coordinated care.**

Courses within the MSN program have course outcomes related to students' partnering with the client in the provision of compassionate and coordinated care, based on respect for the client's preferences, values and needs. Formative assessment of this program goal is evaluated at the course level with the course offering. The formal evaluation of this program goal for annual reporting takes place through the completion of student portfolios which are based on reflection papers written during their Practicum course. The portfolio is an online tool that students create to validate that they have met all course outcomes and use it to document their journey during the program.

**Students will partner with the client in the provision of compassionate and coordinated care, based on respect for the client's preferences,**

*values and needs*

**Mapped to:**

*No Mapping*

**Measure**

*Head to Toe Physical Assessment Write-Up in NRSG 5480 (Advanced Physical Assessment)*

**DIRECT - STUDENT ARTIFACT**

**Details/Description:**

Courses within all MSN concentrations (MSN-FNP, MSN-PMHNP, MSN Nurse Educator) have course outcomes related to students' partnering with the client in the provision of compassionate and coordinated care, based on respect for the client's preferences. Formative assessment of this program goal is evaluated at the course level with the course offerings. The formal evaluation of this program goal for FNP and PMHNP concentrations' annual reporting takes place through the completion of student portfolios which are based a reflection paper written during their Practicum course. The portfolio is an online tool that students create to validate that they have met all course outcomes and use it to document their journey during the program. Students also rank their abilities where they thought they were at the beginning of the program and at the end. The formal evaluation of this program goal for the Nurse Educator concentrations' annual reporting takes place through the completion of their portfolio which is based on reflection papers written during their Practicum course. The portfolio is an online tool that students create to validate that they have met all course outcomes and use it to document their journey during the program. This is a write-up of students' head-to-toe physical exam.

**Desired Standard of Achievement (Target):**

80% of students will score a minimum of 80 on the Head to Toe Physical Assessment Write-



Up in NRSG 5480 (Advanced Physical Assessment).

**Supporting Attachments:**

 Rubric for Head to Toe Write Up 5480 (Microsoft Word)

## ***Findings***

*for Head to Toe Physical Assessment Write-Up in NRSG 5480 (Advanced Physical Assessment)*

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**Summary of Findings:**

100% of students (56/56) scored a minimum of 80 on the Head to Toe Physical Assessment Write-Up in NRSG 5480 (Advanced Physical Assessment).

**Was this outcome met?:**

Exceeded

**Explain your results:**

The Head to Toe Physical Assessment Write-Up in NRSG 5480 has remained a major assignment for years in this course, and faculty believe it is an excellent project for students to demonstrate their ability to demonstrate compassionate and coordinated care through completing a comprehensive head-to-toe assessment. The results turned out as expected because students were given ample course content discussion and feedback before the due date. All students completing the MSN program (all tracks) are required to take this course, and therefore all students will complete this assignment.

**Substantiating Evidence:**

## ***Action***

*in 2018-2019 Assessment Cycle - Next Steps*

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***Continue this assignment with a raised standard***

**Action details:**

Faculty plan to continue this assignment. All students met the desired standard for this program outcome; therefore, we will raise the standard to 85%.

**Implementation Plan**

**(timeline):**

Faculty will re-evaluate following the next course offering to determine whether students meet the higher standard.

*No Status Added to Continue this assignment with a raised standard*

❖ **Program Goal 6: Graduates from the MSN program will use data to improve the quality and safety of client health outcomes.**

The MSN program has course outcomes related to students' use of data to monitor and improve the quality and safety of health promotion & disease prevention outcomes. Formative assessment of this program goal is evaluated at the course level with the course offerings. The formal evaluation of this program goal for FNP and PMHNP concentrations' annual reporting takes place through the completion of student portfolios which are based a reflection paper written during their Practicum course. The portfolio is an online tool that students create to validate that they have met all course outcomes and use it to document their journey during the program. Students also rank their abilities where they thought they were at the beginning of the program and at the end. The formal evaluation of this program goal for the Nurse Educator concentrations' annual reporting takes place through the completion of their portfolio which is based on reflection papers written during their Practicum course.

**6. The MSN student will use data to monitor and improve the quality and safety of health promotion & disease prevention outcomes.**

Mapped to:

*No Mapping*

**Measure**

*Evidence-Based Paper in NRSG 5600 (Healthcare Research and Statistical Analysis)*

**DIRECT - STUDENT ARTIFACT**

**Details/Description:**

Courses within all MSN concentrations (MSN-FNP, MSN-PMHNP, MSN Nurse Educator) have course outcomes related to students' use of data to monitor and improve the quality and safety of health promotion and disease prevention outcomes. Formative assessment of this program goal is evaluated at the course level with the course offerings. The formal evaluation of this program goal for FNP and PMHNP concentrations' annual reporting takes place through the completion of student portfolios which are based a reflection paper written during their Practicum course. The portfolio is an online tool that students create to validate that they have met all course outcomes and use it to document their journey during the program. Students also rank their abilities where they thought they were at the beginning of the program and at the end. The formal evaluation of this program goal for the Nurse Educator concentrations' annual reporting takes place through the completion of their portfolio which is based on reflection papers written during their Practicum course. The portfolio is an online tool that students create to validate that they have met all course outcomes and use it to document their journey during the program. This is a paper where students pose a clinical question and use evidence from the literature to answer their question.

**Desired Standard of Achievement (Target):**

80% of students will score a minimum of 80 on the Evidence-Based Paper in NRSG 5600 (Healthcare Research and Statistical Analysis).

**Supporting Attachments:**

 Rubric\_Evidence Based Paper 5600 (Microsoft Word)

**Findings**

*for Evidence-Based Paper in NRSG 5600 (Healthcare Research and Statistical Analysis)*

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**Summary of Findings:**

96% of students (49/51) scored an 80 or higher on the Evidence-Based Paper in NRSG 5600 (Healthcare Research and Statistical Analysis)

**Was this outcome met?:**

Exceeded

**Explain your results:**

The Evidence-Based Paper in NRSG 5600 has remained a major assignment for years in this course, and faculty believe it is an excellent project for students to demonstrate their ability to use data to improve the safety and quality of patient outcomes. The results turned out as expected because students were given ample course content discussion and feedback before the due date. All students completing the MSN program (all tracks) are required to take this course, and therefore all students will complete this assignment.

**Substantiating Evidence:**

**Action**

*in 2018-2019 Assessment Cycle - Next Steps*

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**Continue this assignment with a raised standard**

*No Status Added to Continue this assignment with a raised standard*

**Action details:**

Faculty plan to continue this assignment. All students met the desired standard for this program outcome; therefore, we will raise the standard to 85%.

**Implementation Plan**

**(timeline):**

Faculty will re-evaluate following the next course offering to determine whether students meet the higher standard.

**Supporting Attachments:**

**❖ Program Goal 7: Graduates from the MSN program will advocate for social justice and equity in healthcare.**

Courses within the MSN program have course outcomes related to students' advocacy for social justice and equity in healthcare. Formative assessment of this program goal is evaluated at the course level with the course offerings. The formal

evaluation of this program goal for FNP and PMHNP concentrations' annual reporting takes place through the completion of student portfolios which are based a reflection paper written during their Practicum course. The portfolio is an online tool that students create to validate that they have met all course outcomes and use it to document their journey during the program. Students also rank their abilities where they thought they were at the beginning of the program and at the end. The formal evaluation of this program goal for the Nurse Educator concentrations' annual reporting takes place through the completion of their portfolio which is based on reflection papers written during their Practicum course.

## 7. Students in the MSN program will advocate for social justice and equity in healthcare by supporting improvements in regulatory,

*legislative, and public policy development.*

### Mapped to:

*No Mapping*

## Measure

*Access to Care Reflection in NRS 6110 (Ensuring Healthcare Safety and Quality)*

### DIRECT - STUDENT ARTIFACT

#### Details/Description:

Courses within all MSN concentrations (MSN-FNP, MSN-PMHNP, MSN Nurse Educator) have course outcomes related to students' advocating for social justice and equity in healthcare. Formative assessment of this program goal is evaluated at the course level with the course offerings. The formal evaluation of this program goal for FNP and PMHNP concentrations' annual reporting takes place through the completion of student portfolios which are based a reflection paper written during their Practicum course. The portfolio is an online tool that students create to validate that they have met all course outcomes and use it to document their journey during the program. Students also rank their abilities where they thought they were at the beginning of the program and at the end. The formal evaluation of this program goal for the Nurse Educator concentrations' annual reporting takes place through the completion of their portfolio which is based on reflection papers written during their Practicum course. The portfolio is an online tool that students create to validate that they have met all course outcomes and use it to document their journey during the program. This is a student reflection of problems with patients' access to healthcare.

#### Desired Standard of Achievement (Target):

80% of students will score a minimum of 80 on the Access to Care Reflection in NRS 6110 (Ensuring Healthcare Safety and Quality).

#### Supporting Attachments:

 Rubric\_ Access to Care Reflection 6110 (Word Document (Open XML))

## Findings

*for Access to Care Reflection in NRS 6110 (Ensuring Healthcare Safety and Quality)*

#### Summary of Findings:

100% of students (57/57) scored an 80 or higher on the Access to Care Reflection in NRS 6110 (Ensuring Healthcare Safety and Quality).

#### Was this outcome met?:

Exceeded

#### Explain your results:

The Access to Care Reflection in NRS 6110 has been an assignment for years in

this course, but the reflection questions have recently undergone a revision. Faculty believe the revisions have enhanced the focus on issues with access to healthcare, and that it is an excellent project for students to demonstrate their ability to advocate for social justice and equity in healthcare. The results turned out as expected because students were given ample course content discussion and feedback before the due date. All students completing the MSN program (all tracks) are required to take this course, and therefore all students will complete this assignment.

**Substantiating Evidence:**

**Action**

*in 2018-2019 Assessment Cycle - Next Steps*

**Continue this assignment with a raised standard**

**Action details:**

Faculty plan to continue this assignment. All students met the desired standard for this program outcome; therefore, we will raise the standard to 85%.

**Implementation Plan**

**(timeline):**

Faculty will re-evaluate following the next course offering to determine whether students meet the higher standard.

**Supporting Attachments:**

*No Status Added to Continue this assignment with a raised standard*

**❖ Program Goal 8: Graduates from the MSN program will collaborate within nursing and inter-professional team members to foster open**

communication, mutual respect, and shared decision making.

Courses within the MSN program have course outcomes related to students' collaboration abilities. Formative assessment of this program goal is evaluated at the course level with the course offerings. The formal evaluation of this program goal for FNP and PMHNP concentrations' annual reporting takes place through the completion of student portfolios which are based a reflection paper written during their Practicum course. The portfolio is an online tool that students create to validate that they have met all course outcomes and use it to document their journey during the program. Students also rank their abilities where they thought they were at the beginning of the program and at the end. The formal evaluation of this program goal for the Nurse Educator concentrations' annual reporting takes place through the completion of their portfolio which is based on reflection papers written during their Practicum course.

**8. Students will collaborate within nursing and inter-professional team members to foster open communication, mutual respect, and shared**

*decision making.*

**Mapped to:**

*No Mapping*

**Measure**

*Faculty Evaluation of FNP Students in NRSG 7010 (Primary Care of Adults II)*

**DIRECT - PORTFOLIO**

**Details/Description:**

Courses within all MSN concentrations (MSN-FNP, MSN-PMHNP, MSN Nurse Educator) have course outcomes related to students' collaboration within nursing and inter-professional team members to foster open communication, mutual respect, and shared decision making. Formative assessment of this program goal is evaluated at the course level with the course offerings. The formal evaluation of this program goal for FNP and PMHNP concentrations' annual reporting takes place through the completion of student portfolios which are based a reflection paper written during their Practicum course. The portfolio is an online tool that students create to validate that they have met all course outcomes and use it to document their journey during the program. Students also rank their abilities where they thought they were at the beginning of the program and at the end. The formal evaluation of this program goal for the Nurse Educator concentrations' annual reporting takes place through the completion of their portfolio which is based on reflection papers written during their Practicum course. The portfolio is an online tool that students create to validate that they have met all course outcomes and use it to document their journey during the program. This is a faculty evaluation of nurse practitioner students in the clinical setting.

**Desired Standard of Achievement (Target):**

80% of MSN-FNP students will be rated by course faculty as on track or exceeds in their demonstration of the professional role as determined by questions 5-9 of the Faculty Evaluation Form in NRSG 7010 (Primary Care of Adults II). Students who are not on track will be remediated by faculty in the following semester.

**Supporting Attachments:**

[Rubric\\_FNP Student Evaluation 7010 \(Adobe Acrobat Document\)](#)

**Findings**

*for Faculty Evaluation of FNP Students in NRSG 7010 (Primary Care of Adults II)*

**Summary of Findings:**

100% of MSN-FNP students were rated by course faculty as on track or exceeds in their demonstration of the professional role as determined by questions 5-9 of the Faculty Evaluation Form in NRSG 7010 (Primary Care of Adults II).

**Was this outcome met?:**

Exceeded

**Explain your results:**

These goals are met for all tracks (FNP, PMHNP, Nurse Educator). The results turned out as expected because students were given ample course content discussion and feedback before the due date. Faculty have evaluated students have in the Adult Health II course (FNP) and the Psychiatric Mental Health Practicum for years since they both occur at the end of their specialty rotations, and faculty believe the evaluation remains an excellent indicator of student performance of FNP or PMHNP competencies.

**Substantiating Evidence:**

***Action***

*in 2018-2019 Assessment Cycle - Next Steps*

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***Continue this evaluation with a raised standard***

*No Status Added to Continue this evaluation with a raised standard*

**Action details:**

Preceptor feedback in the Nurse Educator course is a valuable tool for measuring student success in implementing educational programs for nurses, and faculty will continue using this evaluation. Faculty will raise the desired benchmark to 85% for evaluation of students in all courses and re-evaluate following the next course offerings to determine whether students meet the higher standard.

**Implementation Plan**

**(timeline):**

Faculty will re-evaluate following the next course offering to determine whether students meet the higher standard.

**Supporting Attachments:**

***Measure***

*Faculty Evaluation of PMHNP Students in NRSG 7200 (Psychiatric Mental Health Nursing Practicum)*

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**DIRECT - PORTFOLIO**

**Details/Description:**


Courses within all MSN concentrations (MSN-FNP, MSN-PMHNP, MSN Nurse Educator) have course outcomes related to students' collaboration within nursing and inter-professional team members to foster open communication, mutual respect, and shared decision making. Formative assessment of this program goal is evaluated at the course level with the course offerings. The formal evaluation of this program goal for FNP and PMHNP concentrations' annual reporting takes place through the completion of student portfolios

which are based a reflection paper written during their Practicum course. The portfolio is an online tool that students create to validate that they have met all course outcomes and use it to document their journey during the program. Students also rank their abilities where they thought they were at the beginning of the program and at the end. The formal evaluation of this program goal for the Nurse Educator concentrations' annual reporting takes place through the completion of their portfolio which is based on reflection papers written during their Practicum course. The portfolio is an online tool that students create to validate that they have met all course outcomes and use it to document their journey during the program. This is a faculty evaluation of nurse practitioner students in the clinical setting.

**Desired Standard of Achievement (Target):**

80% of MSN-PMHNP students will be rated by course faculty as on track or exceeds in their demonstration of the professional role as determined by questions 5-9 of the Faculty Evaluation Form in NRSG 7200 (Psychiatric Mental Health Nursing Practicum). Students who are not on track will be remediated by faculty in the following semester.

**Supporting Attachments:**

 Rubric\_PMHNP Student Evaluation 7200 (Adobe Acrobat Document)

***Findings***

*for Faculty Evaluation of PMHNP Students in NRSG 7200 (Psychiatric Mental Health Nursing Practicum)*

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**Summary of Findings:**

100% of MSN-PMHNP students were rated by course faculty as on track or exceeds in their demonstration of the professional role as determined by questions 5-9 of the Faculty Evaluation Form in NRSG 7200 (Psychiatric Mental Health Nursing Practicum).

**Was this outcome met?:**

Exceeded

**Explain your results:**

These goals are met for all tracks (FNP, PMHNP, Nurse Educator). The results turned out as expected because students were given ample course content discussion and feedback before the due date. Faculty have evaluated students have in the Adult Health II course (FNP) and the Psychiatric Mental Health Practicum for years since they both occur at the end of their specialty rotations, and faculty believe the evaluation remains an excellent indicator of student performance of FNP or PMHNP competencies.

**Substantiating Evidence:**

***Action***

*in 2018-2019 Assessment Cycle - Next Steps*

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***Continue this evaluation with a raised standard***

*No Status Added to Continue this evaluation with a raised standard*

**Action details:**



Preceptor feedback in the Nurse Educator course is a valuable tool for measuring student success in implementing educational programs for nurses, and faculty will continue using this evaluation. Faculty will raise the desired benchmark to 85% for evaluation of students in all courses and re-evaluate following the next course offerings to determine whether students meet the higher standard.

**Implementation Plan**

**(timeline):**

Faculty will re-evaluate following the next course offering to determine whether students meet the higher standard.

**Supporting Attachments:**

***Measure***

*Nurse Educator Mid-Point-Preceptor Evaluation of Collaboration in NRSG 6121 (Implementing Educational Programs in Nursing)*

**DIRECT - OTHER**


**Details/Description:**

Courses within all MSN concentrations (MSN-FNP, MSN-PMHNP, MSN Nurse Educator) have course outcomes related to students' collaboration within nursing and inter-professional team members to foster open communication, mutual respect, and shared decision making. Formative assessment of this program goal is evaluated at the course level with the course offerings. The formal evaluation of this program goal for FNP and PMHNP concentrations' annual reporting takes place through the completion of student portfolios which are based a reflection paper written during their Practicum course. The portfolio is an online tool that students create to validate that they have met all course outcomes and use it to document their journey during the program. Students also rank their abilities where they thought they were at the beginning of the program and at the end. The formal evaluation of this program goal for the Nurse Educator concentrations' annual reporting takes place through the completion of their portfolio which is based on reflection papers written during their Practicum course. The portfolio is an online tool that students create to validate that they have met all course outcomes and use it to document their journey during the program. This is a preceptor evaluation of nurse educator students in the clinical setting.

**Desired Standard of Achievement (Target):**

80% of MSN-Nurse Educator students will be rated as a 3 or higher by preceptors on the Mid-Point-Preceptor Evaluation of Collaboration in NRSG 6121 (Implementing Educational Programs in Nursing). Students who are not on track will be remediated by faculty.

**Supporting Attachments:**

 Rubric for Nurse Educator Preceptor Evaluation 6121 (Adobe Acrobat Document)

***Findings***

*for Nurse Educator Mid-Point-Preceptor Evaluation of Collaboration in NRSG 6121 (Implementing Educational Programs in Nursing)*

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**Summary of Findings:**

100% of MSN-Nurse Educator students were rated as a 3 or higher by preceptors on the Mid-Point-Preceptor Evaluation of Collaboration in NRSG 6121 (Implementing Educational Programs in Nursing), with an average rating of 4.2.

**Was this outcome met?:**

Exceeded

**Explain your results:**

The results turned out as expected because students were given ample course content discussion and feedback before the due date. These goals are met for all tracks (FNP, PMHNP, Nurse Educator). Faculty have evaluated students have in the Adult Health II course (FNP) and the Psychiatric Mental Health Practicum for years since they both occur at the end of their specialty rotations, and faculty believe the evaluation remains an excellent indicator of student performance of FNP or PMHNP competencies

**Substantiating Evidence:**

***Action***

*in 2018-2019 Assessment Cycle - Next Steps*

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***Continue this evaluation with a raised standard***

**Action details:**

Preceptor feedback in the Nurse Educator course is a valuable tool for measuring student success in implementing educational programs for nurses, and faculty will continue using this evaluation. Faculty will raise the desired benchmark to 85% for evaluation of students in all courses and re-evaluate following the next course offerings to determine whether students meet the higher standard.

*No Status Added to Continue this evaluation with a raised standard*

**Implementation Plan**

**(timeline):**

Faculty will faculty will re-evaluate following the next course offering to determine whether students meet the higher standard.

**Supporting Attachments:**

**❖ Program Goal 9: Graduates from the MSN program will demonstrate essential informatics competences to analyze data and evidence-based care practices.**

The MSN program have course outcomes related to students’ demonstration of essential informatics competences to analyze data and evidence-based care practices. Formative assessment of this program goal is evaluated at the course level with the course offerings. The evaluation of this program goal for FNP and PMHNP concentrations’ annual reporting takes place through the completion of student portfolios which are based a reflection paper written during their Practicum course. The portfolio is an online tool that students create to validate that they have met all course outcomes and use it to document their journey during the program. Students also rank their abilities where they thought they were at the beginning of the program and at the end. The formal evaluation of this program goal for the Nurse Educator concentrations’ annual reporting takes place through the completion of their portfolio which is based on reflection papers written during their Practicum course.

**The MSN student will demonstrate essential informatics competences to analyze data and evidence-based care practices.**

**Mapped to:**  
*No Mapping*

**Measure**

*Quality Indicators and Variation Reflection in NRSRG 6110 (Ensuring Healthcare Safety and Quality)*

**DIRECT - STUDENT ARTIFACT**


**Details/Description:**

Courses within all MSN concentrations (MSN-FNP, MSN-PMHNP, MSN Nurse Educator) have course outcomes related to students’ demonstration of essential informatics competencies to analyze data and evidence-based care practices. Formative assessment of this program goal is evaluated at the course level with the course offerings. The formal evaluation of this program goal for FNP and PMHNP concentrations’ annual reporting takes place through the completion of student portfolios which are based a reflection paper written during their Practicum course. The portfolio is an online tool that students create to validate that they have met all course outcomes and use it to document their journey during the program. Students also rank their abilities where they thought they were at the beginning of the program and at the end. The formal evaluation of this program goal for the Nurse Educator concentrations’ annual reporting takes place through the completion of their portfolio which is based on reflection papers written during their Practicum course. The portfolio is an online tool that students create to validate that they have met all course outcomes and use it to document their journey during the program. This is a student reflection and exercise regarding quality indicators and variation.

**Desired Standard of Achievement (Target):**

80% of students will score a minimum of 80 on the Quality Indicators and Variation Reflection in NRSG 6110 (Ensuring Healthcare Safety and Quality).

**Supporting Attachments:**

 Rubric\_Quality Indicators and Variation Reflection 6110 (Word Document (Open XML))

***Findings***

*for Quality Indicators and Variation Reflection in NRSG 6110 (Ensuring Healthcare Safety and Quality)*

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**Summary of Findings:**

100% of students (57/57) scored an 80 or higher on the Quality Indicators and Variation Reflection in NRSG 6110 (Ensuring Healthcare Safety and Quality).

**Was this outcome met?:**

Exceeded

**Explain your results:**

The Quality Indicators and Variation Reflection in NRSG 6110 has been an assignment for years in this course, but the reflection questions have recently undergone a revision. Faculty believe the revisions have enhanced the focus on data in healthcare, and that it is an excellent assignment for students to demonstrate their ability to analyze data and evidence-based care practices. The results turned out as expected because students were given ample course content discussion and feedback before the due date. All students completing the MSN program (all tracks) are required to take this course, and therefore all students will complete this assignment.

**Substantiating Evidence:**

***Action***

*in 2018-2019 Assessment Cycle - Next Steps*

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***Continue this evaluation with a raised standard***

*No Status Added to Continue this evaluation with a raised standard*

**Action details:**

Faculty plan to continue this assignment. All students met the desired standard for this program outcome; therefore, we will raise the standard to 85%.

**Implementation Plan**

**(timeline):**

Faculty will re-evaluate following the next course offering to

determine whether students meet the higher standard.

**Supporting Attachments:**

❖ **Program Goal 10: Graduates from the MSN program will demonstrate the competencies associated with the advanced practice role.**

Courses within the MSN program have course outcomes related to students' demonstration of the professional role. Formative assessment of this program goal is evaluated at the course level with the course offerings. The formal evaluation of this program goal for FNP and PMHNP concentrations' annual reporting takes place through the completion of student portfolios which are based a reflection paper written during their Practicum course. The portfolio is an online tool that students create to validate that they have met all course outcomes and use it to document their journey during the program. Students also rank their abilities where they thought they were at the beginning of the program and at the end. The formal evaluation of this program goal for the Nurse Educator concentrations' annual reporting takes place through the completion of their portfolio which is based on reflection papers written during their Practicum course.

**The MSN student will demonstrate essential competences of the advanced practice role in providing care to clients, families and communities.**

**Mapped to:**

*No Mapping*

***Measure***

*Faculty Evaluation of FNP Students in NRSG 7010 (Primary Care of Adults II)*

**DIRECT - OTHER**


**Details/Description:**

Courses within all MSN concentrations (MSN-FNP, MSN-PMHNP, MSN Nurse Educator) have course outcomes related to students' demonstration of essential competencies of the advanced practice role in providing care to clients, families, and communities. Formative assessment of this program goal is evaluated at the course level with the course offerings. The formal evaluation of this program goal for FNP and PMHNP concentrations' annual reporting takes place through the completion of student portfolios which are based a reflection paper written during their Practicum course. The portfolio is an online tool that students create to validate that they have met all course outcomes and use it to document their journey during the program. Students also rank their abilities where they thought they were at the beginning of the program and at the end. The formal evaluation of this program goal for the Nurse Educator concentrations' annual reporting takes place through the completion of their portfolio which is based on reflection papers written during their Practicum course. The portfolio is an online tool that students create to validate that they have met all course outcomes and use it to document their journey during the program. This is a faculty evaluation of nurse practitioner students in the clinical setting.

**Desired Standard of Achievement (Target):**

80% of MSN-FNP students will be rated by course faculty as on track or exceeds in their demonstration of the professional role as determined by questions 5-9 of the Faculty Evaluation Form in NRSG 7010 (Primary Care of Adults II). Students who are not on track will be remediated by faculty in the following semester.

**Supporting Attachments:**

 Faculty Evaluation Form 7010 (Adobe Acrobat Document)

## ***Findings***

*for Faculty Evaluation of FNP Students in NRSG 7010 (Primary Care of Adults II)*

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### **Summary of Findings:**

100% of MSN-FNP students were rated by course faculty as on track or exceeds in their demonstration of the professional role as determined by questions 5-9 of the Faculty Evaluation Form in NRSG 7010 (Primary Care of Adults II).

### **Was this outcome met?:**

Exceeded

### **Explain your results:**

Faculty have evaluated students have in the Adult Health II course (FNP) and the Psychiatric Mental Health Practicum for years since they both occur at the end of their specialty rotations, and faculty believe the evaluation remains an excellent indicator of student performance of FNP or PMHNP competencies. The results turned out as expected because students were given ample course content discussion and feedback before the due date.

### **Substantiating Evidence:**

## ***Action***

*in 2018-2019 Assessment Cycle - Next Steps*

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### ***Raise the desired benchmark***

*No Status Added to Raise the desired benchmark*

#### **Action details:**

Faculty will raise the desired benchmark to 85% for evaluation of students, and 94% for the NP certification rates and re-evaluate following the next course offerings to determine whether students meet the higher standard.

#### **Implementation Plan**

##### **(timeline):**

Faculty will faculty will re-evaluate following the next course offering to determine whether students meet the higher standard.

#### **Supporting Attachments:**

## ***Measure***

### ***Faculty Evaluation of PMHNP Students in NRSG 7200 (Psychiatric Mental Health Nursing Practicum)***

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#### **DIRECT - OTHER**


#### **Details/Description:**

Courses within all MSN concentrations (MSN-FNP, MSN-PMHNP, MSN Nurse Educator) have course outcomes related to students' demonstration of essential competencies of the advanced practice role in providing care to clients, families, and communities. Formative assessment of this program goal is evaluated at the course level with the course offerings. The formal evaluation of this program goal for FNP and PMHNP concentrations' annual reporting takes place through the completion of student portfolios which are based a reflection paper written during their Practicum course. The portfolio is an online tool that students create to validate that they have met all course outcomes and use it to document their journey during the program. Students also rank their abilities where they thought they were at the beginning of the program and at the end. The formal evaluation of this program goal for the Nurse Educator concentrations' annual reporting takes place through the completion of their portfolio which is based on reflection papers written during their Practicum course. The portfolio is an online tool that students create to validate that they have met all course outcomes and use it to document their journey during the program. This is a faculty evaluation of nurse practitioner students in the clinical setting.

#### **Desired Standard of Achievement (Target):**

80% of MSN-PMHNP students will be rated by course faculty as on track or exceeds in their demonstration of the professional role as determined by questions 5-9 of the Faculty Evaluation Form in NRSG 7200 (Psychiatric Mental Health Nursing Practicum). Students who are not on track will be remediated by faculty in the following semester.

#### **Supporting Attachments:**

 Rubric\_PMHNP Student Evaluation 7200 (Adobe Acrobat Document)

## ***Findings***

### ***for Faculty Evaluation of PMHNP Students in NRSG 7200 (Psychiatric Mental Health Nursing Practicum)***

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#### **Summary of Findings:**

100% of MSN-PMHNP students were rated by course faculty as on track or exceeds in their demonstration of the professional role as determined by questions 5-9 of the Faculty Evaluation Form in NRSG 7200 (Psychiatric Mental Health Nursing Practicum).

#### **Was this outcome met?:**

Exceeded

#### **Explain your results:**

Faculty have evaluated students have in the Adult Health II course (FNP) and the Psychiatric Mental Health Practicum for years since they both occur at the end of their specialty rotations, and faculty believe the evaluation remains an excellent indicator of student performance of FNP or PMHNP competencies. The results turned out as expected because students were given ample course content discussion and feedback before the due date.

**Substantiating Evidence:**

***Action***

*in 2018-2019 Assessment Cycle - Next Steps*

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***Raise the desired benchmark***

*No Status Added to Raise the desired benchmark*

**Action details:**

Faculty will raise the desired benchmark to 85% for evaluation of students, and 94% for the NP certification rates and re-evaluate following the next course offerings to determine whether students meet the higher standard.

**Implementation Plan**

**(timeline):**

Faculty will faculty will re-evaluate following the next course offering to determine whether students meet the higher standard.

**Supporting Attachments:**

***Measure***

*Nurse Educator Practice Benchmark Exam: CNE Practice Test Results in NRSG 6551 (Graduate Nursing Practicum)*

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**DIRECT - EXAM**

**Details/Description:**

Courses within all MSN concentrations (MSN-FNP, MSN-PMHNP, MSN Nurse Educator) have course outcomes related to students' demonstration of essential competencies of the advanced practice role in providing care to clients, families, and communities. Formative assessment of this program goal is evaluated at the course level with the course offerings. The formal evaluation of this program goal for FNP and PMHNP concentrations' annual reporting takes place through the completion of student portfolios which are based a reflection paper written during their Practicum course. The portfolio is an online tool that students create to validate that they have met all course outcomes and use it to document their journey during the program. Students also rank their abilities where they thought they were at the beginning of the program and at the end. The formal evaluation of this program goal for the Nurse Educator concentrations' annual reporting takes place through the completion of their portfolio which is based on reflection papers written during their Practicum course. The portfolio is an online tool that students create to validate that they have met all course outcomes and use it to document their journey during the program. This




is the GC School of Nursing annual pass rate for the practice version of the Nurse Educator Certification exam.

**Desired Standard of Achievement (Target):**

80% of MSN-Nurse Educator students will score 80% or higher on each category of the NLN Educator Competencies. Students who are not on track will be remediated by faculty.

**Supporting Attachments:**

-  CNE Exam Detailed Test Blueprint (Adobe Acrobat Document)  
Certified Nurse Educator National Certification Exam

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## ***Findings***

*for Nurse Educator Practice Benchmark Exam: CNE Practice Test Results in NRSG 6551 (Graduate Nursing Practicum)*

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**Summary of Findings:**

40% of MSN-Nurse Educator students (2/5) scored 83% or higher on the Facilitate Learner Development category of the NLN Educator Competencies and 60% (3/5) scored 83% or higher on the Engage in Scholarship, Service, & Leadership category of the NLN Educator Competencies. 100% of MSN-Nurse Educator students scored 83% or higher the remaining categories (Facilitate learning, Use assessment and evaluation strategies, Pursue systematic self-evaluation and improvement in the academic nurse educator role, and Participate in curriculum design and evaluation of program outcomes) of the NLN Educator Competencies

**Was this outcome met?:**

Not Met

**Explain your results:**

This goal is partially met. The two areas on the CNE practice test that are below benchmark were: (1) Facilitate learner development (Cohort average score 72, 3 of 5 students scored less than 83%) (2) Engage in Scholarship, Service, & Leadership Cohort Average Score 75.2, 2 of 5 students scored less than 83%). Faculty talked with each student who scored less than 83% on the CNE Practice Exam in order to obtain student perspective on individual performance. Both students recounted they felt overwhelmed with all of the course assignments, clinical hours, and personal professional practice and family life. Both of these students who scored less than 83% were attempting to satisfy needed clinical hours to start the DNP program in addition to satisfying the required clinical hours for the NRSG 6551 course. The third student (TW) who scored 88% was also attempting to satisfy needed clinical hours in addition to the required NRSG 6551 course clinical hours. The two students who scored 98% (JV) and 95% (LS) were NOT trying to satisfy clinical additional hours in addition to the required clinical hours for the course.

**Substantiating Evidence:**

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## ***Action***

*in 2018-2019 Assessment Cycle - Next Steps*

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***Review weekly assignments***

*No Status Added to Review weekly assignments*

**Action details:**

Plans are to review the weekly assignments in relation to areas that students struggled with on the practice CNE exam and compare it with the scores of the students in the 2017 course to see if there were any similarities. More emphasis will be placed on areas of weakness on the CNE exam during the classes prior to the writing of the CNE exam. In addition, the areas needing more emphasis will be communicated to other faculty teaching in the MSN Nurse Educator program. It is noted that mid-point measures needed improvement to align with changes in course assignments.

**Implementation Plan****(timeline):**

During the 2018-2019 academic year these midpoint outcomes will be improved to reflect current assignments.

**Supporting Attachments:*****Measure***

*The Annual Georgia College School of FNP Certification Pass Rate for First-Time Testers*

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**DIRECT - STUDENT ARTIFACT****Details/Description:**


Courses within all MSN concentrations (MSN-FNP, MSN-PMHNP, MSN Nurse Educator) have course outcomes related to students' demonstration of essential competencies of the advanced practice role in providing care to clients, families, and communities. Formative assessment of this program goal is evaluated at the course level with the course offerings. The formal evaluation of this program goal for FNP and PMHNP concentrations' annual reporting takes place through the completion of student portfolios which are based a reflection paper written during their Practicum course. The portfolio is an online tool that students create to validate that they have met all course outcomes and use it to document their journey during the program. Students also rank their abilities where they thought they were at the beginning of the program and at the end. The formal evaluation of this program goal for the Nurse Educator concentrations' annual reporting takes place through the completion of their portfolio which is based on reflection papers written during their

Practicum course. The portfolio is an online tool that students create to validate that they have met all course outcomes and use it to document their journey during the program. This is the GC School of Nursing annual pass rate for the FNP Certification exam.

**Desired Standard of Achievement (Target):**

The annual Georgia College School of Nursing FNP Certification pass rate for first-time testers will be at or above 92%. If the FNP Certification pass rate falls below 92%, the Graduate Committee will conduct a formal review of students' performance in individual courses to determine which curricular areas were not successful. Once these are identified, faculty will create an action plan for improving student performance on those areas.

**Supporting Attachments:**

 FNP Certification Exam Blueprint (Adobe Acrobat Document)

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## ***Findings***

### *for The Annual Georgia College School of FNP Certification Pass Rate for First-Time Testers*

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**Summary of Findings:**

The annual Georgia College School of Nursing FNP Certification pass rate for first-time testers was 100% (26/26).

**Was this outcome met?:**

Exceeded

**Explain your results:**

Faculty have evaluated students have in the Adult Health II course (FNP) and the Psychiatric Mental Health Practicum for years since they both occur at the end of their specialty rotations, and faculty believe the evaluation remains an excellent indicator of student performance of FNP or PMHNP competencies. The results turned out as expected because students were given ample course content discussion and feedback before the due date.

**Substantiating Evidence:**

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## ***Action***

### *in 2018-2019 Assessment Cycle - Next Steps*

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***Raise the desired benchmark***

*No Status Added to Raise the desired benchmark*

**Action details:**

Faculty will raise the desired benchmark to 85% for evaluation of students, and 94% for the NP certification rates and re-evaluate following the next course offerings to determine whether students meet the higher standard.

**Implementation Plan****(timeline):**

Faculty will faculty will re-evaluate following the next course offering to determine whether students meet the higher standard.

**Supporting Attachments:*****Measure***

*The Annual Georgia College School of PMHNP Certification Pass Rate for First-Time Testers*

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**DIRECT - STUDENT ARTIFACT****Details/Description:**

Courses within all MSN concentrations (MSN-FNP, MSN-PMHNP, MSN Nurse Educator) have course outcomes related to students' demonstration of essential competencies of the advanced practice role in providing care to clients, families, and communities. Formative assessment of this program goal is evaluated at the course level with the course offerings. The formal evaluation of this program goal for FNP and PMHNP concentrations' annual reporting takes place through the completion of student portfolios which are based a reflection paper written during their Practicum course. The portfolio is an online tool that students create to validate that they have met all course outcomes and use it to document their journey during the program. Students also rank their abilities where they thought they were at the beginning of the program and at the end. The formal evaluation of this program goal for the Nurse Educator concentrations' annual reporting takes place through the completion of their portfolio which is based on reflection papers written during their Practicum course. The portfolio is an online tool that students create to validate that they have met all course outcomes and use it to document their journey during the program. This is the GC School of Nursing annual pass rate for the PMHNP Certification exam.

**Desired Standard of Achievement (Target):**

The annual Georgia College School of Nursing PMHNP Certification pass rate for first-time testers will be at or above 92%. If the PMHNP Certification pass rate falls below 92%, the Graduate Committee will conduct a formal review of students' performance in individual courses to determine which curricular areas were not successful. Once these are identified, faculty will create an action plan for improving student performance on those areas.

**Supporting Attachments:**

 PMHNP Certification Exam Blueprint (Adobe Acrobat Document)

***Findings***

*for The Annual Georgia College School of PMHNP Certification Pass Rate for First-Time Testers*

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**Summary of Findings:**

The annual Georgia College School of Nursing PMHNP Certification pass rate for first-time testers was 100% (14/14).

**Was this outcome met?:**

Exceeded

**Explain your results:**

Faculty have evaluated students have in the Adult Health II course (FNP) and the Psychiatric Mental Health Practicum for years since they both occur at the end of their specialty rotations, and faculty believe the evaluation remains an excellent indicator of student performance of FNP or PMHNP competencies. The results turned out as expected because students were given ample course content discussion and feedback before the due date.

**Substantiating Evidence:**

***Action***

*in 2018-2019 Assessment Cycle - Next Steps*

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***Raise the desired benchmark***

**Action details:**

Faculty will raise the desired benchmark to 85% for evaluation of students, and 94% for the NP certification rates and re-evaluate following the next course offerings to determine whether students meet the higher standard.

**Implementation Plan**

**(timeline):**

Faculty will faculty will re-evaluate following the next course offering to determine whether students meet the higher standard.

**Supporting Attachments:**

*No Status Added to Raise the desired benchmark*