

## Program Assessment: Annual Report

**Program(s):** Master's of Science in Nursing, Clinical Nurse Leader

**Department:** Nursing

**College/School:** School of Nursing: Coordinator Kris L'Ecuyer

**Date:** June 11, 2019

**Primary Assessment Contact:** Joanne Thanavaro

1. Which program student learning outcomes were assessed in this annual assessment cycle?

Fall 2018 and Spring 2019

Outcome #2 (NURS 5200, 5604 and 5604) Use scholarly inquiry including evidence-based practice and research application to improve decision-making and health outcomes.

Outcome #5 (NURS 5604, and 5605): Facilitate the improvement of health care through leadership within health care systems and communities.

Outcome #6 (NURS 5604, 5605): Synthesize systems data, information and evidence based and theoretical knowledge to reduce risk, improve safety, and achieve optimal client adaptation and outcomes.

Outcome #8 (NURS 5604, 5605): Manage human and fiscal nursing team resources.

2. What data/artifacts of student learning were collected for each assessed outcome? Were Madrid student artifacts included?

No Madrid student's are in this program.

There were no MSN CNL students in 5200.

Outcome #2, 5, 6 and 8 all used Appendix D: A Rubric for preceptor feedback.

According to the MSN CNL program assessment plan, 95% of students are expected to achieve a satisfactory rating on the "MSN CNL Preceptor Feedback" form. NURS 5604 and 5605 are the two clinical courses. This rubric includes metrics for many of the MSN CNL student learning outcomes. In Fall 2018 and spring 2019, there were 2 MSN CNL students. Both (100%) received Excellent clinical evaluations. Therefore this metric has been met.

3. How did you analyze the assessment data? What was the process? Who was involved?

**NOTE: If you used rubrics as part of your analysis, please include them in an appendix.**

Clinical Preceptors completed the feedback form and returned them to course faculty. The possible score range was NA, U (unsatisfactory), I (needs improvement), S (satisfactory), E (excellent). Course faculty aggregated results of clinical practicum evaluations using the attached rubric summary. Comments and scores were analyzed by course faculty and option coordinator and compared with trends from previous clinical courses of 5604 and 5605. The performance of two students in Fall 2018 and Spring 2019 compares equally to students from previous courses. Few comments were written on the feedback forms.

4. What did you learn from the data? Summarize the major findings of your analysis for each assessed outcome.

**NOTE: If necessary, include any tables, charts, or graphs in an appendix.**

Scores are summarized as per the attached summary rubric and demonstrate that students have performed as expected regarding student learning outcomes.

Regarding SLO # 2. Students are demonstrating their ability to synthesize data in the microsystem of their clinical site and are able to use scholarly inquiry to make decisions relating to their capstone projects which are aimed at process improvement. Projects were proposed in 5604 then implemented, evaluated in 5605.

Regarding SLO # 5: Students are demonstrating collaboration and use of their leadership competencies in their ability propose an improvement plan in the microsystem of a healthcare setting. This was evident in the scores on clinical evaluations by preceptors.

Regarding SLO # 6: Students demonstrated their ability to synthesize a variety of data sources to write a process improvement proposal paper in NURS 5604. The paper, aimed at microsystem improvement has risk reduction, and safety/quality components, and addressed measurable outcomes.

Regarding SLO # 8: In addition, students are required to address the management of human and fiscal nursing team resources as it relates to their process improvement plan. Students demonstrated their ability to meet this metric via clinical work and capstone project completion.

Comments are summarized as: Only one comment was collected: "Student has done a wonderful job"

5. How did your analysis inform meaningful change? How did you *use the analyzed data to make or implement recommendations for change* in pedagogy, curriculum design, or your assessment plan?

Overall the evaluations were excellent. We conclude that the students are demonstrating their MSN CNL competencies in the clinical settings as expected. The capstone project is complex and we are pleased with the students ability to complete a microsystem assessment, work collaboratively, implement the needed leadership competencies, and write a scholarly proposal paper.

We plan to continue monitoring this process. In Fall 2019 or Fall 2020 we will have students from our new SSM cohort, some are working in remote areas. We are working on gathering more online resources for students and processes for monitoring students' progress who are long-distance.

6. Did you follow up ("close the loop") on past assessment work? If so, what did you learn? *(For example, has that curriculum change you made two years ago manifested in improved student learning today, as evidenced in your recent assessment data and analysis?)*

This is a relatively new option. Our student enrollment is growing. We will continue to evaluate student's performance in this course as well as their other clinical course. No changes are recommended at this time.

**IMPORTANT: Please submit any revised/updated assessment plans to the University Assessment Coordinator along with this report.**

Summary RUBRIC for annual outcome report

     x **NURS 5604 Advanced Clinical Studies**

     **NURS 5605 Practicum in Clinical Leadership**

**Semester: Fall 2018**

**Number of students this semester (N) = 2**

<b>SLO outcome assessment RUBRIC D</b>	<b>Tally</b>
<b>RESPONSIBILITY/PROFESSIONALISM</b> <hr/> <ul style="list-style-type: none"> <li>a. Clinical Preparedness</li> <li>b. Ownership &amp; Completion of Duties and Assignments</li> <li>c. Is self-directed</li> <li>d. Demonstrates critical thinking and clinical judgment</li> <li>e. Punctuality</li> <li>f. Sociocultural awareness</li> <li>g. Identifies and analyzes ethical issues</li> <li>h. Takes ownership of duties as assigned</li> <li>i. Considers human and fiscal resources when making decisions (SLO 8)</li> </ul>	<b>E = 100%</b> <b>S =</b> <b>I =</b> <b>U =</b> <b>NA =</b>
<b>CLINICAL COMPETENCE – THEORY</b> <hr/> <ul style="list-style-type: none"> <li>a. Synthesizes knowledge from nursing theory and relevant research (SLO 2,6)</li> <li>b. Examines issues that impact patient safety and quality care (SLO 6)</li> <li>c. Applies evidence-based nursing care to improve processes of care (SLO4,5)</li> <li>d. Utilizes Information technology (SLO 7)</li> <li>e. Synthesizes relevant data to make decisions(SLO 2, 6)</li> <li>f. Proposes a process improvement plan in microsystem (SLO 5, 6)</li> <li>g. Strategically/successfully implements proposed plan (SLO 5)</li> <li>h. Evaluates/disseminates results of improvement plan (SLO 5)</li> <li>i. Asks Relevant Questions</li> </ul>	<b>E = 100%</b> <b>S =</b> <b>I =</b> <b>U =</b> <b>NA =</b>
<b>CLINICAL COMPETENCE – LEADERSHIP</b> <hr/> <ul style="list-style-type: none"> <li>a. Understanding of Principle(s) Underlying Skills (SLO 3)</li> <li>b. Application of Principle(s) to Skills (SLO 3)</li> <li>c. Proficiency in Performing Existing Skills (SLO 3)</li> <li>d. Proficiency in Learning New Skills</li> <li>e. Applies leadership skills in collaborative manner (SLO 1, 3,5, 9)</li> <li>f. Participates in lateral integration or coordination of care (SLO 4, 9)</li> <li>g. Promotes safety and quality care outcomes (SLO 1,4,6,7, 9)</li> <li>h. Promotes patient centered care (SLO 1)</li> <li>i. Considers cultural and ethical implications in decision making (SLO 1,3,4)</li> <li>j. Demonstrates professional and effective communication skills</li> </ul>	<b>E = 100%</b> <b>S =</b> <b>I =</b> <b>U =</b> <b>NA =</b>
<b>TEAM WORK</b> <hr/> <ul style="list-style-type: none"> <li>a. Functional Interaction with Colleagues (SLO 1,3,5)</li> <li>b. Functional Interaction with Interprofessional team (SLO 1,3,5)</li> <li>c. Advocates for improvements for healthcare improvements and the profession of nursing (SLO 9)</li> </ul>	<b>E = 100%</b> <b>S =</b> <b>I =</b> <b>U =</b> <b>NA =</b>

**KEY: Please Rate MSN CNL Clinical Student Behaviors which relate to Student Learning Outcomes (SLO) on the Following Scale:**

- E = Excellent**
- S = Satisfactory**
- I = Improvement Needed**
- U = Unsatisfactory**
- NA = Not Applicable**

Please write any additional comments here:

"Student has done a wonderful job"

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## Student Learning Outcomes Report: AMSN Option 2018-2019

The Accelerated MSN Option (AMSN) of the Pre-licensure Program at Saint Louis University assessed Student Learning Outcomes 4, 5, 6, and 8 during the 2018-2019 academic year. Data for the assessment (clinical evaluation tools, HESI Exit scores, and course assignments) were collected directly through the course faculty members. NCLEX pass rates and data from the EBI-MAP Works Assessment Tool Data were provided by the Associate Dean for Undergraduate Pre-Licensure Programs. The results from these findings will be reviewed by the AMSN faculty in August, 2018 during the curriculum review meeting. At that time, recommendations for improvement (where needed) will be formulated and presented at the Undergraduate Pre-Licensure Program Committee (UPPC) meeting.

**Learning Outcome #4:** Use the nursing process to design, coordinate, implement and evaluate the care given to individuals across the lifespan, families, groups, communities and populations with emphasis on health promotion and the assessment and reduction of risk.

<b>Clinical Evaluation Tool Objective</b> (Direct Measure)	<b>Benchmark:</b> <b>90% of students will achieve a Satisfactory</b>	<b>Benchmark:</b> <b>90% of students will achieve a Satisfactory</b>	<b>Benchmark:</b> <b>90% of students will achieve a Satisfactory</b>	<b>Benchmark:</b> <b>90% of students will achieve a Satisfactory</b>
Clinical Evaluation Tool Behavior: Promoting Adaptation Objective 2: Begins to demonstrate critical thinking and problem solving skills, in application of the nursing process to achieve optimal client adaptation. Assessment Developing a plan Implementing plan Evaluation of plan	100% of the students in NURS 5035 5010, (Clinical Level 1); met this objective with a Satisfactory during the 2018-19 year. <i>Benchmark Met</i>	100% of the students in NURS 5015, 5601, 5602 (Clinical level 2); met this objective with a Satisfactory during the 2018-19 year. <i>Benchmark Met</i>	100% of the students in NURS 5603 (Clinical Level 3) met this objective with a Satisfactory during the 2018-19 year. <i>Benchmark Met</i>	100% of the students in NURS 5604 and 5605 (Clinical Level 4) met this objective with a Satisfactory during the 2018-19 year. <i>Benchmark Met</i>

<b>HESI Exit RN Category</b> (Direct Measure)	<b>Benchmark:</b> <b>Mean HESI score for cohort will be <math>\geq</math> 850</b>
NLN Educational Competencies: Human Flourishing	AMSN cohort (28 graduated Spring, 2019) Mean Score = 785 <i>Benchmark Nearly Met; decreased from last year's score of 825</i>

<b>EBI MAP-Works Assessment</b> (Indirect Measure)	<b>Benchmark: Score &gt; 5</b> To be entered when results received in Jan.

	2020
Q061&087: Provide culturally competent care	
Q064&090: Act as an advocate for vulnerable patients	
Q066&092: Honor rights of patients	

**Learning Outcome #5:** Use knowledge of political and regulatory process, evidenced based practice and sociocultural diversity to advocate for high quality health care for individuals, families and communities.

<b>Clinical Evaluation Tool Objective</b> (Direct Measure)	<b>Benchmark:</b> <b>90% of students will achieve a Satisfactory</b>	<b>Benchmark:</b> <b>90% of students will achieve a Satisfactory</b>	<b>Benchmark:</b> <b>90% of students will achieve a Satisfactory</b>	<b>Benchmark:</b> <b>90% of students will achieve a Satisfactory</b>
Clinical Evaluation Tool: Behavior: Patient safety and quality care Objective 1: Use knowledge of political and regulatory process, evidenced based practice and sociocultural diversity to advocate for high quality health care for individuals, families and communities	100% of the students in NURS 5035 and 5010 (Clinical Level 1); met this objective with a Satisfactory during the 2018-19 year. <i>Benchmark Met</i>	100% of the students in NURS 5015, 5601, 5602 (Clinical level 2); met this objective with a Satisfactory during the 2018-19year. <i>Benchmark Met</i>	100% of the students in NURS 5603 (Clinical Level 3) met this objective with a Satisfactory during the 2018-19year. <i>Benchmark Met</i>	100% of the students in NURS 5604 and 5605 (Clinical Level 4) met this objective with a Satisfactory during the 2018-19year. <i>Benchmark Met</i>

<b>HESI Exit RN Category</b> (Direct Measure)	<b>Benchmark:</b> <b>Mean HESI score for cohort will be <math>\geq</math> 850</b>
AACN Curriculum: Liberal Education for BSN Generalist	AMSN cohort (28 graduated Spring, 2019) Mean Score = 828 <i>Benchmark Nearly Met; slightly improved from last year's score of 825</i>
Client Needs: Safe/effective environment	AMSN cohort (28 graduated Spring, 2019) Mean Score = 834 <i>Benchmark Nearly Met (improved from last years score of 811)</i>

<b>NURS5205 Assignment</b> (Direct Measure)	<b>Benchmark:</b> <b>&gt;90% of students will achieve a score of 80% or better on the assignment.</b>
Literature appraisal for usefulness in nursing practice	100% of the students achieved 90% or greater on the literature appraisal assignment during the 2018-2019 year. <i>Benchmark Met</i>

<b>NURS5607 Assignment</b> (Indirect Measure)	<b>Benchmark: &gt;90% of students will achieve a score of 85% or better on the assignment.</b>
NCLEX study plan and portfolio reflection	100% of the students achieved 85% or greater on the NCLEX portfolio assignment during the 2018-2019 year. <i>Benchmark Met</i>

<b>NCLEX Pass Rate</b> (Direct Measure)	<b>Benchmark:</b> <b>NCLEX Pass Rate <math>\geq</math> 90%</b>
First Time Pass Rate: (NCLEX RN pass rates should be received by January 31, 2020)	
<b>EBI MAP-Works Assessment</b> (Indirect Measure)	<b>Benchmark: Score &gt; 5</b> <b>To be entered in January 2020</b>
Q048&074: Integrate theories and concepts from liberal education into nursing practice.	
Q052&078: Integrate theory to develop a foundation for practice	

**Learning Outcome #6:** Synthesize systems data, information and evidence based and theoretical knowledge to reduce risk, improve safety, and achieve optimal client adaptation and outcomes.

<b>Clinical Evaluation Tool Objective</b> (Direct Measure)	<b>Benchmark:</b> <b>90% of students will achieve a Satisfactory</b>	<b>Benchmark:</b> <b>90% of students will achieve a Satisfactory</b>	<b>Benchmark:</b> <b>90% of students will achieve a Satisfactory</b>	<b>Benchmark:</b> <b>90% of students will achieve a Satisfactory</b>
Clinical Evaluation Tool: Behavior: Promoting Adaptation Objective 3: Synthesize systems data, information and evidence based and theoretical knowledge to reduce risk, improve safety, and achieve optimal client adaptation and outcomes.	100% of the students in NURS 5035 and 5010 (Clinical Level 1); met this objective with a Satisfactory during the 2018-19 year.  <i>Benchmark Met</i>	100% of the students in NURS 5015, 5601, 5602 (Clinical level 2); met this objective with a Satisfactory during the 2018-19 year.  <i>Benchmark Met</i>	100% of the students in NURS 5603 (Clinical Level 3) met this objective with a Satisfactory during the 2018-19 year.  <i>Benchmark Met</i>	100% of the students in NURS 5604 and 5605 (Clinical Level 4) met this objective with a Satisfactory during the 2018-19 year.  <i>Benchmark Met</i>

<b>NURS 5605 Assignment</b> (Indirect Measure)	<b>Benchmark:</b> <b>&gt;90% of students will achieve a score of 10 or better on the assignment.</b>
Clinical progress note reflection on	100% of the students achieved a score of 10

interprofessional team function	or greater on the reflection assignment during the 2018-2019 year. <i>Benchmark Met</i>
<b>EBI MAP-Works Assessment</b> (Indirect Measure)	<b>Benchmark: Score &gt; 5</b> [January 2020]
Q070&096: Provide emotional support	
Q058&084 Communicate with healthcare professionals to deliver high quality patient care	

**Learning Outcome #8:** Serve as a leader and partner in the interprofessional health care team.

<b>Clinical Evaluation Tool Objective</b> (Direct Measure)	<b>Benchmark: 90% of students will achieve a Satisfactory</b>	<b>Benchmark: 90% of students will achieve a Satisfactory</b>	<b>Benchmark: 90% of students will achieve a Satisfactory</b>	<b>Benchmark: 90% of students will achieve a Satisfactory</b>
Clinical Evaluation Tool: Behavior: Interprofessional collaboration and communication Objective 2: Serve as a leader and partner in the interprofessional health care team	100% of the students in NURS 5035 and 5010 (Clinical Level 1); met this objective with a Satisfactory during the 2017-18 year.  <i>Benchmark Met</i>	100% of the students in NURS 5015, 5601, 5602 (Clinical level 2); met this objective with a Satisfactory during the 2017-18 year.  <i>Benchmark Met</i>	100% of the students in NURS 5603 (Clinical Level 3) met this objective with a Satisfactory during the 2017-18 year.  <i>Benchmark Met</i>	100% of the students in NURS 5604 and 5605 (Clinical Level 4) met this objective with a Satisfactory during the 2017-18 year.  <i>Benchmark Met</i>

<b>HESI Exit RN Category</b> (Direct Measure)	<b>Benchmark:</b> <b>Mean HESI score for cohort will be <math>\geq</math> 850</b>
AACN Curriculum: Information manager and patient care technology; AACN Curriculum: Designer, manager, and coordinator of care	AMSN cohort (28 graduated Spring, 2019) Mean Scores = 928, 8332 <i>Benchmark Nearly met; first measure improved from last year's scores of 827, second measure slightly lower form last year's score of 844</i>

<b>NURS 5025 Assignment</b> (Direct Measure)	<b>Benchmark:</b> <b>&gt;90% of students will achieve a grade of 85% or better on the assignment.</b>
Personal improvement project	100% of the students achieved a grade of 85% or better on the assignment during the 2018-2019 year. <i>Benchmark Met</i>

<b>EBI MAP-Works Assessment</b>	<b>Benchmark: Score &gt; 5</b>
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(Indirect Measure)	[January 2020]
Q054&080: Use appropriate technologies to assess patients	
Q057&083: Incorporate knowledge of cost factors when delivering care	

In summary, the AMSN option met most of the established benchmarks for Learning Outcomes 4,5,6, and 8. The benchmarks were nearly met in all HESI benchmarks, with slight improvements from last year's scores. The usefulness of these benchmarks will be placed on the August faculty meeting for discussion.