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 "<u>identifies</u> expected outcomes, <u>assesses</u> the extent to which it achieves these outcomes, and <u>provides evidence of seeking improvement</u> 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
2021-2022

Assessment Coordinator Name
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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
2020-2021

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	**Frequency of Assessment**
Enrollment and Graduation data extracted from Banner	Annually

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
8.4	3

Comments/Narrative
The MSN-CNL major made gains in enrollment as indicated by a 5 year rolling average of 8.4 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 is considering revising the MSN-CNL major to a generic MSN major with a post-graduate certificate for the CNL portion. We believe the decrease in credit hours from 39 to 30 will be attractive and help to drive up enrollment.

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
Nursing Enrollment Navigator Role implemented in Spring 2020 did not produce desired enrollment results. Role will be discontinued in Fall 2020 and recruitment efforts shifted to the office of Enrollment and Advancement.

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.

Outcome 2

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
Completions (Degrees Awarded)

Timeframe for this Outcome
2020-2021

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	**Frequency of Assessment**
Enrollment and Graduation data extracted from Banner	Annually
Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
4.5	3

Comments/Narrative
The completions (degrees awarded) meet the required 3. Significant revisions have been made in course design and curriculum to ensure students are receiving content to meet the Master's Essentials and CNL Competencies. Over the 7 years of the program 17 of 26 (65%) students receive tuition support from their employer. 14 of the 19 (74%) that received tuition support graduated.

Resources Needed to Meet/Sustain Results
Funding for internal scholarships and additional practice partners.

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 gradute student success.

Changes Made/Proposed Related to Goal
Lander University administration continues collaboration with the SON to determine the best approach for promoting and recruiting for the MSN program. The Nursing Online and Graduate Program Enrollment Navigator role was discontinued. The administration of the MSN-CNL program rest with the Dean and the SON Graduate and Online Program Coordinator. The SON Graduate and Online Program Coordinator does not receive compensation for her administrative support of the MSN and RN-BSN program. The Dean proposes a formal designation and compensation for the SON Graduate and Online Coordinator.

The Dean will work 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

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
Graduation Percentage

Timeframe for this Outcome

2020-2021

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	**Frequency of Assessment**
MSN Student Tracking Data	Annually

Data Collected for this Timeframe (Results)   **Score (Met=3, Partially Met=2, Not Met=1)**
S14 Cohort-100%   1
S16 Cohort-100%
S17 Cohort- 50%
F17 Cohort-75%
F18 Cohort-100%
F19- Cohort -0%
F20- Cohort- in progress

Comments/Narrative
19 of the 26 (73%) students enrolled in MSN program since 2014 graduated within 5 years.

Resources Needed to Meet/Sustain Results
Not Applicable

Explanation of How Resources Will Be Used
Not Applicable

Outcome 2

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
First-time Clinical Nurse Leader Certification Exam Pass Rate

Timeframe for this Outcome

2020-2021

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	**Frequency of Assessment**
Clinical Nurse Leader (CNL) Certification Exam Report	Periodically (after graduation)

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
S14 Cohort: N = 2,100% passed on first attempt in May 2016	3

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

S17
Cohort N = 2
Did not take CNL Exam

F17
Cohort N = 16
100%
5 Withdrew

F18
Cohort N = 4
75%

Comments/Narrative
The SON continues to exceed the 75% pass rate goal. Currently 23/25 (92%) 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.

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
Employment in expanded role

Timeframe for this Outcome
2020-2021

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	**Frequency of Assessment**
MSN Student Tracking Data and Alumni Survey	1 and 5 years after graduation

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
S14 Cohort: N = 2,100% 1. Nurse Territory Manager at Coram CVS/Specialty Infusion Services 2. Quality Manager Providence Health 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% 11 completers	3

1. 9 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

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.

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

Timeframe for this Outcome
2020-2021

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 than100% of students in class will earn a grade of B or higher on assessment

Assessment Measure Used	**Frequency of Assessment**
Grade on Concept Analysis Paper	Each semester in NUR 600
Grade on Personal Theoretical Application Paper	

Data Collected for this Timeframe (Results)   **Score (Met=3, Partially Met=2, Not Met=1)**

Fall 2017   3
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

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

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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?
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
2020-2021

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 than100% of students in class will earn a grade of B or higher on assessment

Assessment Measure Used	**Frequency of Assessment**
Grade recorded in Black Board for Health Promotion/ Education Project	Each semester in NUR 630

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Summer 2018	3
N=16	
Health Promotion/ Education Project	
100% Earned grade of > B	
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

Outcome 6

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

Timeframe for this Outcome
2020-2021

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 willearn a grade of B or higher on assessment

Assessment Measure Used	**Frequency of Assessment**
Grade recorded in Black Board for Microsystem Workbook	Each semester in NUR 645

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Fall 2018	3
N=13	
Microsystem Workbook100% earned grade > B	
Fall 2019	
N=4	

Microsystem Workbook100% earned grade > B

Comments/Narrative
Students are require 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

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

Timeframe for this Outcome
2020-2021

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

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

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.

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

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

Timeframe for this Outcome
2020-2021

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

Fall 2020
N=1
Technology in Healthcare Paper 100% earned grade > B

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

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 mrecords, and discuss the economic implications of the use of information technology from the persepctive 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.

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

Timeframe for this Outcome
2020-2021

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	**Frequency of Assessment**
Microsystem Workbook as grades are recorded in Black Board	Each semester in NUR 635

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Fall 2018	2
N=13	
Microsystem Workbook100% earned grade > B	
Fall 2019	
N=4	
Microsystem Workbook 100% earned grade > B	
Summer 2021	
N=1	
Microsystem Workbook NA	

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 safey 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.

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

Timeframe for this Outcome
2020-2021

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	Frequency of Assessment
Vulnerable Population Assignment as grade is	

recorded in Black Board   Each semester in NUR 611

Data Collected for this Timeframe (Results)   **Score (Met=3, Partially Met=2, Not Met=1)**
Fall 2017   3
N=17
Vulnerable Population Assignment
94% earned grade > B

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.

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

Timeframe for this Outcome
2020-2021

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	**Frequency of Assessment**
Care Plan/ Case	Each semester in NUR 640

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Fall 2018	3
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 in progress

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 involvment, and discharge planning.

Resources Needed to Meet/Sustain Results
Not Applicable

Explanation of How Resources Will Be Used

Outcome 12

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

Timeframe for this Outcome
2020-2021

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	**Frequency of Assessment**
Literature Review Paper grade recorded in Black Board	Each semester in NUR 651

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Spring 2018 N=16 Literature Review Paper 100% of students earned a grade > B	3
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
2020-2021

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	**Frequency of Assessment**
Health Promotion/Education Project	Each semester in NUR 630

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Summer 2018	3
N=16	
Health Promotion/ Education Project	
100% Earned grade of > B	

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
2020-2021

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   **Frequency of Assessment**

Discussion Post related to Complex Adaptive Systems and Wheel of Life	Each semester in NUR 660

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Fall 2018 N=13 Reflection Journal postings 100% of students earned a grade > B	2
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 in progress	

Comments/Narrative

The goal of 100% of students earning a grade of B or higher on the assessment was not met. 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 graduation and enrollment rate is unstable, the 92% 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.

Upload Rubrics/Other Files

Dean's Email Address
hwharton@lander.edu

Approved by Dean?
Yes

Signature of Dean
Holisa C Wharton

Comments from Dean's Review

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.