

# PROGRAM ASSESSMENT PLAN ~ 2013-14 through 2018-19

*This document only needs to be updated when changes are made.*

<b>UNIT</b>	<b>SCHOOL OF NURSING</b>
<b>Department (if applicable)</b>	<b>N/A</b>
<b>Degree/Program</b>	<b>Doctor of Nursing Practice-NP</b>
<b>Date Prepared</b>	<b>June 30, 2014</b>
<b>Date Revised</b>	<b>Updated to New Form (6/23/15); Modified Curriculum Map (6/15);</b>

## PROGRAM MISSION

*Cell will expand to accommodate text.*

Washburn University School of Nursing emphasizes excellence in teaching that prepares students to value lifelong learning as professional nurses. Washburn nursing graduates collaborate with communities, applying ethical leadership, critical thinking, and technological skills to design caring, innovative health solutions for diverse populations.

## PROGRAM STUDENT LEARNING OUTCOMES (PSLO)

*If the program has more than 6 PSLO, hit "Tab" in the last cell to add another row. Cells will expand to accommodate text.*

**Upon completion of the program students will be able to:**

<b>PSLO 1</b>	Integrate nursing science with ethics, natural, social and organizational sciences for advanced practice nursing.
<b>PSLO 2</b>	Support quality healthcare innovations through systems-level leadership.
<b>PSLO 3</b>	Use evidence-based practice methods to optimize healthcare outcomes and reduce disparities.
<b>PSLO 4</b>	Integrate technology with nursing practice to improve quality and accessibility to care.
<b>PSLO 5</b>	Advocate healthcare policies that seek to improve social justice, equity, and ethical treatment.
<b>PSLO 6</b>	Collaborate with intraprofessional and interdisciplinary teams to create innovation within complex healthcare systems.
<b>PSLO 7</b>	Synthesize concepts of health promotion and disease prevention to evaluate interventions aimed to improve health indicators.
<b>PSLO 8</b>	Demonstrate evidence-based competencies in advanced practice nursing as identified by the APRN consensus model.

## CURRICULUM MAP (Alignment)

List all courses required for program majors and indicate, where applicable, (using the following key) the PSLO with which they are associated.

**T = Taught**

**X = Taught and Assessed**

**A = Assessed**

*If the program has more than 6 PSLO, "Copy and Paste" rows from this table below the existing table, beginning with the row numbering the PSLO.*

Required Courses	PSLO 1	PSLO 2	PSLO 3	PSLO 4	PSLO 5	PSLO 6	PSLO 7	PSLO 8
<b>NU 506</b>	<b>X</b>							<b>T</b>
<b>NU 512</b>	<b>X</b>			<b>T</b>				<b>X</b>

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NU 517			X	X			T	X
NU 800	X							
NU 802	X	T	T	T	X	X	T	X
NU 804		T	T	T		T		
NU 806		T			T			
NU 808	X		X	X		X	X	X
NU 810	X	X			X		T	
NU 812			T					
NU 814				T				T
NU 816	X	X	X	X	X	X	X	X
BU 924								
BU 926		T						
BU 927		T						
BU 930		X						
BU 983	X	X	X	X	X	X	X	X
NU 700	X		X	X			T	X
NU 702	X		T	T		T	X	
NU 703	X		X	X		X	X	X
NU 704	X		T	T	T	T	X	
NU 705	X		X	X	X	X	X	X
NU 706	X		T	T	T	T	X	
NU 707	X		X	X	X	X	X	X

## ASSESSMENT MEASURES (Method)

Indicate (mark with an X) the type of assessment used to evaluate each PSLO.

Check as many boxes as apply.

Programs should use at least 2 direct measures for each PSLO.

*If the program has more than 6 PSLO, "Copy and Paste" rows from this table below the existing table, beginning with the row numbering the PSLO.*

	PSLO 1	PSLO 2	PSLO 3	PSLO 4	PSLO 5	PSLO 6	PSLO 7	PSLO 8
<b>DIRECT</b>								
Portfolio								
Performance Assessment (Art, Music, Theatre, etc.)								
Performance Assessment (Off campus experience – Clinical, Internship, Practicum, etc.)	X	X	X	X	X	X	X	X
Professional Credentialing Exam								
Major Field Test or National Exam	X	X	X	X	X	X	X	X
Course Embedded Assignment								
Project Evaluation (e.g. research)	X	X	X	X	X	X	X	X

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Course Grades	X	X	X	X	X	X	X	X
Other (Describe)								
<b>INDIRECT</b>								
Surveys	X	X	X	X	X	X	X	X
Exit Interviews/Focus Groups								
Other (Describe)								

## THRESHOLD OF STUDENT SUCCESS

For each PSLO, list each measure separately and indicate the threshold of student achievement considered acceptable.

*(example: 75% of students will receive B or better)* - see Assessment Plan Guide for additional instructions.

*Hit :Tab" in the last cell to add another row. Cells will expand to accommodate text.*

PSLO	MEASURE	THRESHOLD
1	Performance Assessment	Practicum courses: 70% minimum passing percentage on the clinical evaluation tool; 90% or higher percent of students will successfully pass all graduate practicum courses.
	Major Field Test	
	Project Evaluation	
	Course Grades	Didactic courses: 70% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all graduate didactic courses.
	Survey	
2	Performance Assessment	Practicum courses: 70% minimum passing percentage on the clinical evaluation tool; 90% or higher percent of students will successfully pass all graduate practicum courses.
	Major Field Test	
	Project Evaluation	
	Course Grades	Didactic courses: 70% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all graduate didactic courses.
	Survey	
3	Performance Assessment	Practicum courses: 70% minimum passing percentage on the clinical evaluation tool; 90% or higher percent of students will successfully pass all graduate practicum courses.
	Major Field Test	
	Project Evaluation	
	Course Grades	Didactic courses: 70% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all graduate didactic courses.
	Survey	

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4	Performance Assessment	Practicum courses: 70% minimum passing percentage on the clinical evaluation tool; 90% or higher percent of students will successfully pass all graduate practicum courses.
	Major Field Test	
	Project Evaluation	
	Course Grades	Didactic courses: 70% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all graduate didactic courses.
	Survey	
5	Performance Assessment	Practicum courses: 70% minimum passing percentage on the clinical evaluation tool; 90% or higher percent of students will successfully pass all graduate practicum courses.
	Major Field Test	
	Project Evaluation	
	Course Grades	Didactic courses: 70% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all graduate didactic courses.
	Survey	
6	Performance Assessment	Practicum courses: 70% minimum passing percentage on the clinical evaluation tool; 90% or higher percent of students will successfully pass all graduate practicum courses.
	Major Field Test	
	Project Evaluation	
	Course Grades	Didactic courses: 70% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all graduate didactic courses.
	Survey	
7	Performance Assessment	Practicum courses: 70% minimum passing percentage on the clinical evaluation tool; 90% or higher percent of students will successfully pass all graduate practicum courses.
	Major Field Test	
	Project Evaluation	
	Course Grades	Didactic courses: 70% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all graduate didactic courses.
	Survey	

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<b>8</b>	Performance Assessment	Practicum courses: 70% minimum passing percentage on the clinical evaluation tool; 90% or higher percent of students will successfully pass all graduate practicum courses.
	Major Field Test	
	Project Evaluation	
	Course Grades	Didactic courses: 70% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all graduate didactic courses.
	Survey	

## DATA COLLECTION CALENDAR

Indicate how often assessment data are collected for each PSLO.

**S**=every semester

**Y**=every year

**2**=every other year

**3**=every 3 years, (etc.)

**O**-Other (please explain)

*If the program has more than 6 PSLO, hit "Tab" in the last cell to add another row.*

	Frequency of Data Collection
PSLO 1	Y
PSLO 2	Y
PSLO 3	Y
PSLO 4	Y
PSLO 5	Y
PSLO 6	Y
PSLO 7	Y
PSLO 8	Y

## ANALYSIS AND REPORTING CALENDAR

Indicate (mark with an X) the years in which each PSLO was/will be analyzed and reported.

**Cycle will repeat after Year 6.**

*If the program has more than 6 PSLO, "Copy and Paste" rows from this table below the existing table, beginning with the row numbering the PSLO.*

	PSLO 1	PSLO 2	PSLO 3	PSLO 4	PSLO 5	PSLO 6	PSLO 7	PSLO 8
<b>Year 1/2013-14</b>	X	X	X	X	X	X	X	X
<b>Year 2/2014-15</b>	X	X	X	X	X	X	X	X
<b>Year 3/2015-16</b>	X	X	X	X	X	X	X	X
<b>Year 4/2016-17</b>	X		X		X		X	
<b>Year 5/2017-18</b>		X		X		X		X
<b>Year 6/2018-19</b>	X		X		X		X	

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**If field experiences are a significant part of the program, explicitly address how validity and reliability of the evaluation instrument is ensured.**

*Cell will expand to accommodate text.*

Post-MSN DNP students are licensed health care providers. Validity and reliability of a clinical evaluation tool is not useful with this student population. However, when the BSN to DNP program admits students in the fall of 2015, there will be additional scrutiny in the clinical evaluation tool for those graduate students who are not licensed health care providers. Currently, the clinical evaluation tool is founded on National Organization of Nurse Practitioner Faculties (NONPF) and American Nurses Association (ANA) national standards and guidelines. Students, faculty and preceptors use the same tool for evaluation that adds to content validity.

## STAKEHOLDER INVOLVEMENT

**Describe how stakeholders (faculty, students, alumni, advisory boards, community, etc.) are involved in the development, implementation, periodic review and continuous improvement of the Assessment Plan.**

*Cell will expand to accommodate text.*

Courses with multiple faculty meet monthly as needed to discuss student performance using real-time didactic and when appropriate clinical evaluation grades

A member of the SON Assessment Committee represents the Assessment Committee at all of the Graduate Education Committee meetings to discuss ongoing and developing assessment information.

The Graduate Education Committee meets on a monthly basis.

Student and faculty feedback about curricular issues are shared at monthly Graduate Education Committee (GEC) meetings. All curriculum changes involving graduate-level courses must be approved by the GEC. Graduate-level curricular changes are brought forth to the Academic Policy Committee (APC) for information purposes. Discussion is held at site visits with preceptors and potential employers of our graduates to discuss program results and gather information related to strengthens, and weaknesses of the program.

## PROGRAM ASSESSMENT PLAN REVIEW CYCLE

**Indicate (mark with an X in column 2) the year(s) in which this Program Assessment Plan will be reviewed and indicate in column 3 (when applicable) when changes are made and addressed in the appropriate year's annual report.**

*Cycle repeats after Year 6.*

	Program Assessment Plan Review	Were changes made and addressed in the Annual Report? <u>Yes</u> or <u>No</u> (update when applicable)
<b>Year 1/2013-14</b>	X	X
<b>Year 2/2014-15</b>	X	YES (curriculum map)
<b>Year 3/2015-16</b>	X	
<b>Year 4/2016-17</b>	X	
<b>Year 5/2017-18</b>	X	
<b>Year 6/2018-19</b>	X	