

Process adopted on: \_\_\_\_\_

Process will be revisited on: \_\_\_\_\_

### Program-Level Continuous Improvement Process (CI-Process) Basics

<b>Program Basics</b>	<b>Program Name:</b> State formal program name from list of ADHE- or UCA-recognized programs. Master of Science in Nursing (MSN)
	<b>Program Purpose:</b> State WHY this program exists. The purpose should support the University, College, and Department mission statements, but it should NOT be a reiteration of those statements.  The Department of Nursing is committed to educating students at the baccalaureate and graduate levels to address evolving health care needs and to advance the practice of nursing in an ever-changing society.
<b>Program Goals</b> (Typically programs have 2-4 goals)	<b>Goal 1:</b> Program goals state the faculty's broad expectations of the knowledge, skills, or abilities held by program completers.  MSN students will engage in advanced nursing practice based on the integration of nursing science, related sciences and humanities, current evidence, clinical experience, and ethical principles.
	<b>Goal 2:</b>  MSN students will design and apply culturally responsive, patient-centered, evidence-based activities for population health improvement.
	<b>Goal 3:</b>  MSN students will incorporate an evolving personal nursing philosophy based on professional nursing standards, practice accountability, and life-long learning.
	<b>Goal 4:</b>
	<b>Goal 5:</b>
	<b>Goal 6:</b>
	<b>Goal 7:</b>
	<b>Goal 8:</b>

**Program-Level Continuous Improvement Process (CI-Process) Plan**

<b>Closing the Loop Process</b>	<b>Data Collection</b>	<b>Who &amp; How: Indicate who will collect the data and how data will be collected.</b>
		MSN students will be assessed using comprehensive projects or assignments and clinical/practicum experiences during the specialty clinical courses.
		<b>Timeline: Indicate when the data will be collected.</b>
		Prior to or during the final exam week each semester, exact date to be determined by the course faculty.
	<b>Data Analysis</b>	<b>Who: Indicate who, by name or position, is responsible for organizing the data and performing an initial analysis of the data to determine the extent to which the benchmarks for the tested student learning outcomes were achieved.</b>
		The course faculty collects and compiles the data and compares it against assessment criteria.
		<b>Timeline: Indicate when the data will be analyzed.</b>
		Prior to the end of each semester.
	<b>Data Dissemination</b>	<b>Who &amp; How: Indicate who will share data will relevant faculty and how data will be shared.</b>
		The course faculty shares the data with the MSN Program Director, graduate faculty, and the individual students.
		<b>Timeline: Indicate when the data will be shared.</b>
		Prior to the end of the semester for the MSN Program Director and individual students. During the subsequent semester at graduate faculty meetings.
	<b>Resulting Actions</b>	<b>How: Indicate how the Program Director will formally share results and present desired program changes with the Responsible Authority</b>
		Students scoring below 80% (letter grade of 'B') are advised of activities including repeating the course and remediation recommendations.
		<b>Timeline: Indicate when the data and faculty feedback will be shared.</b>
		Prior to the beginning of the subsequent semester
<b>Re-assessment/ Evaluation</b>	<b>How: Indicate how the desired program changes will be put into place and what data will be collected following the changes. If process for collecting and analyzing data is different than what is stated above, indicate how it will be different here.</b>	
	Evaluation of scores on the MSN project, activity, clinical experience, or assignment occurs at the end of one or more clinical courses depending on the students specialty track. Graduate faculty are informed of any trend data and work with each other and the graduate curriculum committee to revise course content, activities, and course assessments to address negative trends. Subsequent outcomes are used to evaluate changes.	
	<b>Timeline: Indicate when the data will be collected following these changes.</b>	
	At the end of each clinical course.	

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## CI-Process Student Learning Outcome Information Sheet

*Repeat table as needed for each Student Learning Outcome*

<b>Student Learning Outcome</b>	<b>Student Learning Outcome</b>	A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s). Students will have the knowledge and practice competencies required for advanced nursing practice in their MSN specialty track. Specialty tracks are: Nurse Practitioner Adult/Gerontology Primary Care Nurse Practitioner (AGPCNP), Clinical Nurse Leader (CNL), Family Nurse Practitioner (FNP), and Nurse Educator with a Clinical Specialty (NECS).
	<b>Related Program Goal(s)</b>	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. 1. Students will engage in advanced nursing practice based on specialty track which are based on the integration of nursing science, related sciences and humanities, current evidence, clinical experience, and ethical principles.
	<b>Assessment Activity/Artifact/ Output</b>	State the activity that will be directly assessed for the above Student Learning Outcome. Faculty and the student's preceptor/mentor(s) will evaluate the student's knowledge and practice competencies based on an evaluation tool developed from the national criteria for education and competencies of graduates for the specialty track.
	<b>Assessment Method</b>	Explain how the quality of the above activity will be assessed. Clinical performance evaluation tool for the specialty track.
	<b>Benchmark</b>	State the performance expectation for the above activity, and some justification for that expectation. Students must score 80% or better on each clinical performance evaluation. This score is required for passing the national certification of nurse practitioners, clinical nurse leaders, and nurse educators. It is also comparable to scores required by other MSN programs both in-state and nationally.
	<b>Academic Course of Assessment</b>	State who will be assessed using the above activity AND in which academic course the assessment will occur. Students enrolled in the final MSN clinical course for the specialty track. The final clinical courses for each track are: NURS6349, NURS6371, and NURS6526.
	<b>Frequency</b>	State when AND how frequently the above activity will be assessed. During each final clinical, immersion, or practicum course.
<b>Observations</b>	<b>Data Summary</b>	Provide a short summary of the results of the above activity AND the date these results were compiled. Clinical performance evaluations are new to the CNL and NECS tracks so trend data is not yet available. However, they have been required in the AGPCNP and FNP tracks since their inception. Scores for the last 3 years have a range of 80-100% and a mean of 94.9% in each of these courses.
	<b>Result</b>	X Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet ... The benchmark for this activity (stated above).
	<b>Responsible Authority Analysis</b>	<b>Authority Responsible for Analysis:</b> Provide the position of the person responsible for the program. Course Coordinator and MSN Program Director <b>Date of Analysis:</b> Provide the date on which Responsible Authority reviewed data Prior to Finals week each semester <b>Comments:</b> Provide comments about data from Responsible Authority
<b>Analysis</b>	<b>Department/ Area/ Program Faculty</b>	<b>Presented to Program Faculty by:</b> Provide position of person responsible for sharing results with relevant faculty. <i>Example:</i> MSN Program Director <b>Date of Presentation:</b> Provide the date on which presentation to faculty was conducted. <i>Example:</i> At the first graduate faculty each semester <b>Comments:</b> Provide comments about the data from the relevant faculty <i>Example:</i>
	<b>Conclusion</b>	X Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
<b>Closing the Loop</b>	<b>Assessment Data-Driven Change</b>	<b>Planned Implementation Date:</b> Provide date on which change(s) will be made based on data for this SLO. In the semester prior to each clinical, immersion, or practicum course.
	<b>Acknowledgement</b>	Provide signature of Department Chair acknowledging above results. <div style="text-align: right;">Date</div>
	<b>Acknowledgement</b>	Provide signature of College committee chairperson or College Dean acknowledging above results. <div style="text-align: right;">Date</div>

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*Repeat table as needed for each Student Learning Outcome*

<b>Student Learning Outcome</b>	<b>Student Learning Outcome</b>	A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s). Students will evidence proficiency in developing evidence-based activities for health improvement of select populations.
	<b>Related Program Goal(s)</b>	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. 2. MSN students will design and apply culturally responsive, patient-centered, evidence-based activities for population health improvement.
	<b>Assessment Activity/Artifact/Output</b>	State the activity that will be directly assessed for the above Student Learning Outcome. Quality and safety improvement project (CNL track); Clinical and teaching portfolio (NECS); and Reflective SOAP notes and Management of a complex case paper (NP track)
	<b>Assessment Method</b>	Explain how the quality of the above activity will be assessed. Faculty developed scoring criteria
	<b>Benchmark</b>	State the performance expectation for the above activity, and some justification for that expectation. Students must score 80% or better on each assessment. This score is required for passing the national certification of nurse practitioners, clinical nurse leaders, and nurse educators. It is also comparable to scores required by other MSN programs both in-state and nationally.
	<b>Academic Course of Assessment</b>	State who will be assessed using the above activity AND in which academic course the assessment will occur. Students enrolled in a MSN clinical, immersion, or practicum course. These assessments are done in each clinical course for the NP tracks and are completed in the last clinical course for the CNL and NECS tracks. NURS6160, NURS6164, NURS6260, NURS6264, NURS6340, NURS6349, NURS6370, NURS6371, NURS6520, NURS6521, and NURS 6526.
	<b>Frequency</b>	State when AND how frequently the above activity will be assessed. During each clinical immersion or practicum course
<b>Observations</b>	<b>Data Summary</b>	Provide a short summary of the results of the above activity AND the date these results were compiled. Clinical, immersion, and practicum projects, portfolio, and case management papers are new to the CNL, NECS, and NP tracks so trend data is not available.
	<b>Result</b>	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet .... The benchmark for this activity (stated above).
	<b>Responsible Authority Analysis</b>	<b>Authority Responsible for Analysis:</b> Provide the position of the person responsible for the program. MSN Program Director <b>Date of Analysis:</b> Provide the date on which Responsible Authority reviewed data Prior to Finals week each semester <b>Comments:</b> Provide comments about data from Responsible Authority
<b>Analysis</b>	<b>Department/Area/Program Faculty</b>	<b>Presented to Program Faculty by:</b> Provide position of person responsible for sharing results with relevant faculty. <i>Example:</i> MSN Program Director  <b>Date of Presentation:</b> Provide the date on which presentation to faculty was conducted. <i>Example:</i> At the first graduate faculty each semester <b>Comments:</b> Provide comments about the data from the relevant faculty <i>Example:</i>
	<b>Conclusion</b>	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____ ) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
<b>Closing the Loop</b>	<b>Assessment Data-Driven Change</b>	<b>Planned Implementation Date:</b> Provide date on which change(s) will be made based on data for this SLO. In the semester prior to each clinical immersion/practicum course offering.
	<b>Acknowledgement</b>	Provide signature of Department Chair acknowledging above results. <span style="float: right;">Date</span>
	<b>Acknowledgement</b>	Provide signature of College committee chairperson or College Dean acknowledging above results. <span style="float: right;">Date</span>

Semester and/or academic year for which the data applies: \_\_\_\_\_

## CI-Process Student Learning Outcome Information Sheet

*Repeat table as needed for each Student Learning Outcome*

<b>Student Learning Outcome</b>	<b>Student Learning Outcome</b>	A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s). Students will engage in self-reflection related to their professional growth in the specialty track; integrate professional standards and practice accountability into clinical experiences; and initiate learning activities to increase knowledge and skills for their anticipated professional role.
	<b>Related Program Goal(s)</b>	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. 3. MSN students will incorporate an evolving personal nursing philosophy based on professional nursing standards, practice accountability, and life-long learning.
	<b>Assessment Activity/Artifact/Output</b>	State the activity that will be directly assessed for the above Student Learning Outcome. NECS – Teaching portfolio, CNL – Clinical Portfolio, and NPs – Reflective SOAP notes, Advance practice role discussions, and reflective blogs.
	<b>Assessment Method</b>	Explain how the quality of the above activity will be assessed. Faculty developed criteria and grading rubrics.
	<b>Benchmark</b>	State the performance expectation for the above activity, and some justification for that expectation. Students must score 80% or better on each assessment. This score is required for passing the national certification of nurse practitioners, clinical nurse leaders, and nurse educators. It is also comparable to scores required by other MSN programs both in-state and nationally.
	<b>Academic Course of Assessment</b>	State who will be assessed using the above activity AND in which academic course the assessment will occur. Students enrolled in a clinical, immersion, or practicum course: NURS6160, NURS6164, NURS6260, NURS6264, NURS6340, NURS6349, NURS6370, NURS6371, NURS6520, NURS6521, and NURS 6526.
	<b>Frequency</b>	State when AND how frequently the above activity will be assessed. NECS and CNL portfolios are assessed at the end of each semester prior to finals week. NP assessments are evaluated throughout the semester for each clinical course.
<b>Observations</b>	<b>Data Summary</b>	Provide a short summary of the results of the above activity AND the date these results were compiled. Almost all of these assessments are new so no trend data has been collected. NP Reflective SOAP notes have been used as part of the course assessment but are new to program assessment so no trend data has been collected.
	<b>Result</b>	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet ..... The benchmark for this activity (stated above).
	<b>Responsible Authority Analysis</b>	<b>Authority Responsible for Analysis:</b> Provide the position of the person responsible for the program. MSN Program Director <b>Date of Analysis:</b> Provide the date on which Responsible Authority reviewed data Prior to finals week each semester <b>Comments:</b> Provide comments about data from Responsible Authority
<b>Analysis</b>	<b>Department/Area/Program Faculty</b>	<b>Presented to Program Faculty by:</b> Provide position of person responsible for sharing results with relevant faculty. <i>Example:</i> MSN Program Director <b>Date of Presentation:</b> Provide the date on which presentation to faculty was conducted. <i>Example:</i> At the first graduate faculty meeting each semester <b>Comments:</b> Provide comments about the data from the relevant faculty <i>Example:</i>
	<b>Conclusion</b>	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
<b>Closing the Loop</b>	<b>Assessment Data-Driven Change</b>	<b>Planned Implementation Date:</b> Provide date on which change(s) will be made based on data for this SLO.
	<b>Acknowledgement</b>	Provide signature of Department Chair acknowledging above results. _____ Date _____
	<b>Acknowledgement</b>	Provide signature of College committee chairperson or College Dean acknowledging above results. _____ Date _____