

Program-Level Assessment: Annual Report

Program: Clinical Nurse Leader	Department: Nursing
Degree or Certificate Level: MSN	College/School: Trudy Busch Valentine School of Nursing
Date (Month/Year): May 2022	Primary Assessment Contact: Joanne Thanavaro/Bobbi Shatto
In what year was the data upon which this report is based collected? 2021	
In what year was the program's assessment plan most recently reviewed/updated? 2020	

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle?

Outcome #2: Use scholarly inquiry including evidence-based practice and research application to improve decision-making and health outcomes.

Outcome #5: Facilitate the improvement of health care through leadership within health care systems and communities.

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

Outcome #8: Manage human and fiscal nursing team resources.

Outcome #9: Advocate for policies that improve the health of the public and the profession of nursing.

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

Outcome #2: Use scholarly inquiry including evidence-based practice and research application to improve decision-making and health outcomes.

N5200 (General Research Methods): Online; Weekly discussion board postings (Rubric E)

N5605 (Practicum in Clinical Leadership): Clinical; Capstone Quality Improvement Paper (Appendix F)

N5604 (Advanced Clinical Studies) and N5605 (Practicum in Clinical Leadership); Clinical; MSN CNL Preceptor Feedback form (Appendix D)

Skyfactor 8 (Research): >5.5 on a 7-point scale

Skyfactor 13 (Evidence Based Knowledge): >5.5 on a 7-point scale

Outcome #5: Facilitate the improvement of health care through leadership within health care systems and communities.

N5020 (Healthcare Systems and Policy): Online; Healthcare System Paper (appendix I)

N5605 (Practicum in Clinical Leadership): Theory; Final Capstone Paper (appendix F)

N5604 (Advanced Clinical Studies) and 5605 (Practicum in Clinical Leadership): Clinical; Preceptor Feedback Form (appendix D)

Skyfactor 6 (Leadership Skills): >5.5 on a 7-point scale

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

N5605 (Practicum in Clinical Leadership): Theory; Final Capstone Paper (appendix F); Preceptor Feedback Form (appendix D)

Skyfactor: (Overall learning and Effectiveness): >5.5 on a 7-point scale

National Clinical Nurse Leader Certification (CNL) Exam: First time pass rate 85% or higher

Outcome #8: Manage human and fiscal nursing team resources.

N5605 (Practicum in Clinical Leadership): Theory; Final Capstone Paper (appendix F)

N5605 (Practicum in Clinical Leadership): Theory; Final Capstone Paper (appendix F); Preceptor Feedback Form (appendix D)

Skyfactor: (Overall learning and Effectiveness): >5.5 on a 7-point scale

Outcome #9: Advocate for policies that improve the health of the public and the profession of nursing.

N5020 (Healthcare Systems and Policy): Online; Legislator assignment (appendix K)

Skyfactor: Policy and Advocacy): >5.5 on a 7-point scale

No Madrid students in MSN CNL Program

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and include them in/with this report.

Outcome #2:

Students posted weekly evidence based/research methods discussion boards to improve evidenced-based practice and research applications for decision-making and health outcomes (N5200; appendix E); Students were observed in their clinical areas by their preceptors. Each preceptor possessed either an MSN, DNP or a PhD and provided feedback and scored the students abilities to implement collaborative strategies for patient centered evidence-based care (N5604; N5605; appendix D). Personal face to face feedback was given to each student by the preceptor after the evaluation was completed. Faculty reviewed and discussed results with each student via student meetings (via Zoom) and assignment rubrics. Faculty were in contact with preceptors via phone and email. Clinical progress logs (N5604; 5605; appendix F) showed that students were taking applying critical thinking strategies to their clinical experiences focusing on evidence-based practice. Feedback was given by rubric and faculty meetings via Zoom. Reviewed Skyfactor MSN Exit survey report results (Research) and (Evidence Based Knowledge).

Outcome #5:

Students do a presentation on a health care system case study which show improvement of health care through leadership within systems and communities (N5020; appendix I). Students were observed in their clinical areas by their preceptors. Each preceptor possessed either an MSN, DNP or a PhD and provided feedback and scored the students abilities to implement collaborative strategies improve health care outcome within the healthcare systems and communities. Personal face to face feedback was given to each student by the preceptor after the evaluation was completed. Faculty reviewed and discussed results with each student via student meetings (via Zoom) and assignment rubrics (appendix D). Faculty were in contact with preceptors via phone and email. Feedback for N 5605 final capstone paper and quality improvement project was given by faculty via student meetings and assignment rubric (appendix F). Reviewed Skyfactor MSN Exit survey report results (Leadership Skills).

Outcome #6:

Students were observed in their clinical areas by their preceptors. Each preceptor possessed either an MSN, DNP or a PhD and provided feedback and scored the students abilities to synthesize systems data and evidenced based practice to reduce risk, improve safety and achieve optimal health care outcomes. Personal face to face feedback was given to each student by the preceptor after the evaluation was completed. Faculty reviewed and discussed results with each student via student meetings (via Zoom) and assignment rubrics (appendix D). Faculty were in contact with preceptors via phone and email. Feedback for N 5605 final capstone paper and quality improvement project was given by faculty via student meetings and assignment rubric (appendix F). Reviewed Skyfactor MSN Exit survey report results (Overall learning effectiveness). CNL exam results were reviewed.

Outcome#8:

Students were observed in their clinical areas by their preceptors. Each preceptor possessed either an MSN, DNP or a PhD and provided feedback and scored the students abilities to implement collaborative strategies for managing human and fiscal resources. Personal face to face feedback was given to each student by the preceptor after the evaluation was completed. Faculty reviewed and discussed results with each student via student meetings (via Zoom) and assignment rubrics (appendix D). Faculty were in contact with preceptors via phone and email. Feedback for N 5605 final capstone paper and quality improvement project was given by faculty via student meetings and assignment rubric (appendix F). Reviewed Skyfactor MSN Exit survey report results (Leadership Skills).

Outcome#9:

Students do a presentation on a health care system case study where they advocate for policies that improve the health of the public and profession of nursing (N5020; appendix I). Reviewed Skyfactor MSN Exit survey report results (Policy and advocacy rating).

4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

Outcome #2: N5200 (appendix E); N5604 & N5605 (appendix D); 5605 (appendix F)

100% of students achieved a satisfactory clinical evaluation in their clinical courses (N5604, N5605). Greater than 80% of students received a grade of B or better on their evidence based/research methods discussion postings (N5200).

Greater than 90% of students received a grade of B or better on their capstone quality improvement papers.

Skyfactor8 (research): Rating 5.8 on a 7-point scale (benchmark >5.5) and Skyfactor 13 (evidence based) Rating 6 on a 7-point scale (benchmark >5.5).

Outcome #5: N5020 (appendix I); N 5604 and 5605 (appendix D) & N5605 (appendix F)

100% of students achieved a satisfactory clinical evaluation in their clinical courses (N5604 & 5605). Greater than 90% of students received a grade of B or better on their final capstone projects (N5605) and greater than 90% of students

received a grade of B or better on their healthcare systems case study presentation (N5020). Skyfactor 6 (Leadership skills): 6.2 on a 7-point scale (benchmark >5.5).

Outcome #6: N 5604 and 5605 (appendix D) & N5605 (appendix F)

100% of students achieved a satisfactory clinical evaluation in their clinical courses (N5604 & 5605). Greater than 90% of students received a grade of B or better on their final capstone projects (N5605). Skyfactor (Overall learning): 6.3 on a 7-point scale (benchmark >5.5). CNL board certification rate for MSN CNL students: 100%.

Outcome #8 N 5604 and 5605 (appendix D) & N5605 (appendix F)

100% of students achieved a satisfactory clinical evaluation in their clinical courses (N5604 & 5605). Greater than 90% of students received a grade of B or better on their final capstone projects (N5605). Skyfactor (Overall learning): 6.3 on a 7-point scale (benchmark >5.5).

Outcome #9: N5020 (appendix K). Greater than 95% of students received grade of B or better on their letters to the legislator's assignment. N5604 & 5605). Greater than 90% of students received a grade of B or better on their final capstone projects (N5605). Skyfactor (Policy and Advocacy): 5.52 on a 7-point scale (benchmark >5.5).

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

Outcome #2: Discussion board postings show students understand scholarly inquiry into evidence-based practice and research methods. Clinical evaluations were consistent from one clinical course to another. Clinical evaluations and capstone papers illustrated students were able to synthesize concepts acquired during the course. The data indicates that the objective of using scholarly inquiry including evidence-based practice and research application to improve decision-making and health outcomes was met. Skyfactor results indicate student satisfaction with evidence-based knowledge was met.

Outcome #5: Clinical evaluations, healthcare systems policy presentations and the capstone paper rubric results demonstrated that MSN CNL students were able to utilize appropriate healthcare leadership to implement collaborative strategies for health care within systems and communities. Skyfactor results indicate student satisfaction with leadership curricula.

Outcome #6: Clinical evaluations were consistent from one clinical course to another. Clinical evaluations and capstone papers illustrated students were able to synthesize concepts acquired during the course. The data indicates that the objective of using systems data information and evidenced -based and theoretical knowledge to reduce risk, improve safety and achieve optimal client adaption and outcomes was met. Skyfactor results indicate student satisfaction with overall learning was met.

Outcome #8: Clinical evaluations were consistent from one clinical course to another. Clinical evaluations and capstone papers illustrated students were able to synthesize concepts acquired during the course. The data indicates that the objective of managing data information to manage human and fiscal resources outcomes was met. Skyfactor results indicate student satisfaction with overall learning was met.

Outcome #9: Letter to the legislator assignment results indicate that students understand the concepts of advocating for policies that improve the health of the public and the profession of nursing. Skyfactor results indicate student satisfaction with policy and advocacy was met.

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

Outcome #2

Results were reviewed by the MSN CNL coordinator and course coordinators and were reviewed at the MSN CNL program meeting and at the ANPPC meeting in May 2022. Strength and weaknesses of assessment tools were discussed.

Outcome #5: Results were reviewed by the MSN CNL coordinator and course coordinators and were reviewed at the MSN CNL program meeting and at the ANPPC meeting in May 2021. Strength and weaknesses of assessment tools were discussed.

Outcome #6: Results were reviewed by the MSN CNL coordinator and course coordinators and were reviewed at the MSN CNL program meeting and at the ANPPC meeting in May 2021. Strength and weaknesses of assessment tools were discussed.

Outcome #8: Results were reviewed by the MSN CNL coordinator and course coordinators and were reviewed at the MSN CNL program meeting and at the ANPPC meeting in May 2021. Strength and weaknesses of assessment tools were discussed.

Outcome #9: Results were reviewed by the MSN CNL coordinator and course coordinators and were reviewed at the MSN CNL program meeting and at the ANPPC meeting in May 2021. Strength and weaknesses of assessment tools were discussed.

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies

- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites
- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan

- Student learning outcomes
- Artifacts of student learning
- Evaluation process
- Evaluation tools (e.g., rubrics)
- Data collection methods
- Frequency of data collection

Please describe the actions you are taking as a result of these findings.

MSN CNL faculty identified that current capstone guidelines and project need to be revised. They are meeting to discuss Capstone paper and poster presentations for N5604/N5605.

If no changes are being made, please explain why.

7. Closing the Loop: Review of Previous Assessment Findings and Changes

A. What is at least one change your program has implemented in recent years as a result of assessment data?

Changes will be implemented following the MSN CNL faculty meeting to discuss the capstone project, paper and poster presentations.

B. How has this change/have these changes been assessed?

Changes will be implemented following the MSN CNL faculty meeting to discuss the capstone project, paper and poster presentations.

C. What were the findings of the assessment?

Changes will be implemented following the MSN CNL faculty meeting to discuss the capstone project, paper and poster presentations.

D. How do you plan to (continue to) use this information moving forward?

Changes will be implemented following the MSN CNL faculty meeting to discuss the capstone project, paper and poster presentations. The changes will be reviewed post-course by the MSN CNL faculty and student evaluations.

IMPORTANT: Please submit any assessment tools and/or revised/updated assessment plans along with this report.

Appendix D



MSN CNL PRECEPTOR FEEDBACK
Please use this form to evaluate the student.

NURS 5604 Advanced Clinical Studies
NURS 5605 Practicum in Clinical Leadership Semester:

Student Name:
Preceptor/Mentor Name:

Clinical Agency:

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

If an I (Improvement needed) or U (Unsatisfactory) are given, please give an explanation as to why on the comment line.

RESPONSIBILITY/PROFESSIONALISM

- a. Clinical Preparedness
b. Ownership & Completion of Duties and Assignments
c. Is self-directed
d. Demonstrates critical thinking and clinical judgment
e. Punctuality
f. Sociocultural awareness
g. Identifies and analyzes ethical issues
h. Takes ownership of duties as assigned
i. Considers human and fiscal resources when making decisions (SLO 8)

Comment:

CLINICAL COMPETENCE – THEORY

- a. Synthesizes knowledge from nursing theory and relevant research (SLO 2, 6)
b. Examines issues that impact patient safety and quality care (SLO 6)
c. Applies evidence-based nursing care to improve processes of care (SLO 2,4,5)
d. Utilizes Information technology (SLO 7)
e. Synthesizes relevant data to make decisions(SLO 2, 6)
f. Proposes a process improvement plan in microsystem (SLO 5, 6)
g. Strategically/successfully implements proposed plan (SLO 5)
h. Evaluates/disseminates results of improvement plan (SLO 5)
i. Asks Relevant Questions

Comment: _____

CLINICAL COMPETENCE – LEADERSHIP

- a. Understanding of Principle(s) Underlying Skills (SLO 3) _____
- b. Application of Principle(s) to Skills (SLO 3) _____
- c. Proficiency in Performing Existing Skills (SLO 3) _____
- d. Proficiency in Learning New Skills _____
- e. Applies leadership skills in collaborative manner (SLO 1, 3,5, 9) _____
- f. Participates in lateral integration or coordination of care (SLO 4, 9) _____
- g. Promotes safety and quality care outcomes (SLO 1,4,6,7, 9) _____
- h. Promotes patient centered care (SLO 1) _____
- i. Considers cultural and ethical implications in decision making (SLO 1,3,4) _____
- j. Demonstrates professional and effective communication skills _____

Comment: _____

TEAM WORK

- a. Functional Interaction with Colleagues (SLO 1,3,5) _____
- b. Functional Interaction with Interprofessional team (SLO 1,3,5) _____
- c. Advocates for improvements for healthcare improvements and the profession of nursing (SLO 9) _____

Comment: _____

Please write any additional comments here:

Preceptor's Signature _____ Date: _____

Student's Signature _____ Date: _____

Return to Clinical Faculty: Dr. Bobbi Shatto, bobbi.shatto@slu.edu

Appendix F

NURS 5605 Practicum in Clinical Leadership

Student Name: _____

Date: _____

Criterion: See syllabus for detailed progress report assignment description	Points Possible	Points Earned
1. Clinical Performance and Goals <ul style="list-style-type: none"> • Summarize clinical experience thus far (hours spent in direct care) • Evaluate your performance for the past 4-5 weeks. • What went well and what would you do differently? • Reflect on the progress you have made toward meeting your goals. • Describe how you will revise your goals for future clinical hours. 	15	
2. Clinical experiences from nursing perspective: <ul style="list-style-type: none"> • Nursing process: Summarize assessment data and list 3 priority nursing diagnoses 	10	
3. State priority nursing diagnosis <ul style="list-style-type: none"> • Correctly stated in NANDA format • Validated and prioritized from written assessment data 	10	
4. List the goal and projected outcome criteria <ul style="list-style-type: none"> • Measureable and specific to patient • Appropriate to diagnosis 	10	
5. Interventions <ul style="list-style-type: none"> • Appropriate to diagnosis • Thorough • Interdisciplinary as appropriate • Incorporates patient teaching • Rationale for each intervention from literature (minimum 2 professional nursing journal sources) • Source for rationale is cited in APA format (include a reference list) • Delegation (CNA, NA, PCT, etc) 	15	
6. Evaluation of Outcomes and Achievement of Goal <ul style="list-style-type: none"> • Documents actual outcomes • Specific to patient • All outcome criteria addressed 	10	
7. Observations from a CNL perspective <ul style="list-style-type: none"> • CNL role exemplar • Discuss the CNL role in practice • Discuss difference between RN and CNL perspective • Process or issue that needed a masters prepared CNL 	15	
8. Observations from an interprofessional (IP) perspective <ul style="list-style-type: none"> • Discuss examples of interprofessional collaboration & your role on the team • Discuss interprofessional collaboration from CNL perspective 	10	
9. Discuss progress on Capstone project	5	
Total points earned: Note: APA format is expected. A 5 point deduction will be enforced if APA format is not utilized.		

Appendix I

Final QI Report Presentation Project Components Note: <i>For the Presentation, highlight differences and lessons learned</i>	Points Possible
Revised KDD Illustrates meaningful updates based on learning and analysis from previous cycle, which are individualized from team experience.	10
Revised FMEA Illustrates meaningful updates based on learning (Failures and successes) and analysis from previous cycle.	5
Pareto Diagram – Have initial failures reported in high level categories and displayed in a pareto chart.	10
Root Cause Analysis – Completes a thorough 5-why or cause and effect diagram to support possible root cause to challenges to overcome improvement (should get to a cause that you can influence)	10
Revised Change Concepts Enhanced interventions or updated categories based on learning (changes should be highlighted)	5
Data Collection revised (run chart or control chart) Process & Outcome measures All data represented in a run chart with annotations. Analysis of run chart rules should be included	15
Applying Deming's System of Profound Knowledge Discuss the four areas of profound knowledge and how they impact your project and generalize it to future QI work	10
Lessons Learned from PDSA cycles Chose most significant tests and reflect on take away learning. Describe the impact on making a prediction to your intervention.	10
Application to bedside Discuss how you might you interact with co-workers in regards to the QI process (model of improvement) in order to gain support on improvement work you will do when you are working at the bedside?	15
Presentation Quality Presentation was clear, concise, well organized and easy to follow. Demonstrated time management and preparation for presentation, appropriate attire was worn for presenting.	10
Total	100

Appendix L

NURS 5605: Evaluation of Final Capstone Thesis Paper		
Project Title:		
Student Name:		
Criterion	Points Possible	Points Earned
Abstract <ul style="list-style-type: none"> • Pertinent information presented in appropriate depth • Guidelines followed 	10	
Revisions from 5604 first draft and 5605 second draft <ul style="list-style-type: none"> • Revisions of chapter ONE (unit overview, human and fiscal team resources, clinical problem, unit assessment) • Revisions of chapter TWO (Literature review/use of research and EBP) • Revisions of chapter THREE (Project prospectus, timeline) • Revisions of chapter FOUR (Evaluation Plan) 	5 5 5 5	
Chapter FIVE		
Summary of Implementation <ul style="list-style-type: none"> • Summary of actual project implementation • Use of appropriate information and health care technology • Identification of those involved in implementation • Discussion of required human or fiscal resources • Identification of challenges or challenges needed from original plan 	10	
Outcomes <ul style="list-style-type: none"> • Presentation of outcome data and description of findings • Description of feedback on project 	15	
Evaluation <ul style="list-style-type: none"> • Summary evaluation of how goals or objectives were met • Factors that did or could have increased success • Conclusions and recommendations for future projects 	10	
Sustainability <ul style="list-style-type: none"> • Discuss sustainability issues • Recommendations 	10	
CNL role <ul style="list-style-type: none"> • Preparation for project • CNL role components identified • Impact on CNL role development • Recommendations 	10	
Conclusions		
Format <ul style="list-style-type: none"> • Typed and formatted according to APA (6th ed.) format • Readability and organization • Spelling and grammar • Concise (<25 pages of text) 	10	
Comments: Total	100	

Appendix K

Letter to Legislator Grading Rubric

Letter to your Legislator	Points Possible/ Earned	Feedback
Addressed Properly	10	
Introduction Introduce yourself and the organization you are supporting	10	
Statement of the issue or concern Brief reason why you support the position. Includes well-thought-out arguments that include/reflect evidence of investigation, facts, statistics.	20	
Relevance Does the author successfully attempt to relate the issue to the legislator's constituents.	20	
Follow up Include contact information	10	
Overall Quality Formal, professional language is used. Proper punctuation present. Correct state representative chosen for the district of residence.	15	
Literature Include 2 sources of evidence that was used to support the arguments on a separate page.	15	
Total	100	

Appendix E

General Research Methods Discussion Rubric

Discussion Thread Tool and Expectations Grading Rubric

Graded Domains & Scoring	Domain Criteria	
(1) Content	Meets expectations	Does not meet standard(s)
0 to 3	Contains all elements required and discussion of elements is in-depth, clear, based upon professional standards, empirical evidence or logical synthesis, and displays adequate attending to course content.	One or more elements is underdeveloped, missing, unclear or displays minimal application to course content.
(2) Response to Peers	Meets expectations	Does not meet standard(s)
0 to 2	Contains all elements required and responses are in-depth, clear, based upon professional standards, empirical evidence or logical synthesis, and displays adequate attending to course content.	Responses to peers is inconsistent with the original post, is lacking depth, is unclear, lacking thoughtful reflection or discourse, or is not contributory to the ongoing discussion.
(3) Etiquette	Meets expectations	Does not meet standard(s)
<i>Note, maintaining appropriate etiquette is viewed as a minimum expectation. Failure to maintain online etiquette may warrant vacating all points possible for a discussion thread.</i>	All members of the class and their diverse views are treated with an attitude of respectfulness and dissenting views are conveyed and received with civility.	One or more members of the class and/or their views are treated with disrespect and/or dissenting views are conveyed or received in manner inconsistent with civility.