

## Assurance of Student Learning Reflection 2024-2025

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| <i>College of Health and Human Services</i>                                                           | <i>School of Nursing and Allied Health</i>                                                                                                                                                                                            |
| <i>Psychiatric Mental Health Nurse Practitioner, Post-MSN Certification 0479</i>                      |                                                                                                                                                                                                                                       |
| <i>Rhonda Quenzer, MSN-ED, APRN, PMHNP-BC</i>                                                         |                                                                                                                                                                                                                                       |
| <b>Is this an online program?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here <input checked="" type="checkbox"/> Yes, they match! (If they don't match, explain on this page under <b>Evaluation</b> ) |

**Instructions:** For the 2024-25 assessment, we are asking you to reflect on the last three-year cycle rather than collect data. It's important to take time to look over the results from the last assessment cycle and really focus on a data-informed direction going forward. In collaboration with your assessment team and program faculty, review each submitted template from 2021-2024 and consider the following for each Program Learning Outcome, add your narrative to the template, and submit the draft to your **ASL Rep** by **May 15, 2025**.

### Program Student Learning Outcome 1

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| <b>Program Student Learning Outcome</b> | The student will integrate theoretical knowledge of health promotion and maintenance and illness/disease prevention to achieve optimal health.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Evaluation</b>                       | This program student learning outcome continues to be relevant and vital to nursing education. The incorporation of this student learning outcome ensures that graduates are: knowledgeable in both theory and clinical application, competent in preventive and holistic care, aligned with healthcare standards and professional expectations, and ready to improve health outcomes across diverse populations. There is not a need for change at this time. The strengths of PCAM in measuring the outcome are: supports holistic assessment, encourages integration of knowledge, promotes preventative thinking, enhances clinical judgement and decision-making, and aligns with interprofessional practice |
| <b>Measurement Instruments</b>          | The Patient Centered Assessment Method (PCAM) is a holistic assessment tool used in clinical settings to evaluate patients across biomedical, psychological, and social dimensions, with a strong focus on patient engagement and self-management. It helps healthcare professionals consider the broader determinants of health, including lifestyle, social support, health literacy, and service coordination. To improve the direct measurement of the student learning outcome the rubric will be redesigned to assess how well the student used PCAM to identify prevention strategies and promote health.                                                                                                  |
| <b>Criteria &amp; Targets</b>           | The criteria for success needs to be altered due to 9/12 equals 75%. This is not acceptable at the graduate nursing level. Students are expected to achieve a minimum of 80% on assignments in order to demonstrate proficiency in critical competencies. Since students are consistently achieving or exceeding this, it may no longer serve as a rigorous or meaningful benchmark of advanced practice proficiency. Target/Goal: The target 96% of the MSN PMHNP students will achieve the criteria for success is appropriate.                                                                                                                                                                                 |
| <b>Results &amp; Conclusion</b>         | <b><u>Results:</u></b> Overall the results were largely what was expected, as Post-MSN students consistently met the benchmark of scoring greater than or equal to 9/12 on the PCAM rubric on clinical Psych notes. This indicates a stable integration of theoretical knowledge into clinical practice, particularly in applying principles of health promotion, maintenance, and illness/disease prevention. However, the 2022-2023 academic year stood out as an exception, when students did not meet the target. This deviation from the trend was significant and suggests a disruption or shift in either curriculum delivery, assessment consistency, or student preparedness during that cycle.          |

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|                                                                     | <p><b><u>Conclusions:</u></b><br/> What worked:<br/> -Structured Use of PCAM:</p> <ul style="list-style-type: none"> <li>Requiring students to use the PCAM tool for each psychiatric note provided a consistent, structured framework that encouraged the integration of health promotion and disease prevention into clinical practice. This likely contributed to strong performance in most years.</li> </ul> <p>-Clinical Relevance:</p> <ul style="list-style-type: none"> <li>The application of PCAM in real patient scenarios helped bridge theory and practice. This likely increased retention and practical understanding of key health promotion principles</li> </ul> <p>What did not Work in 2022-2023:<br/> -Reduced Emphasis or Reinforcement of PCAM Use:</p> <ul style="list-style-type: none"> <li>Preceptors placed less emphasis on or did not use PCAM in clinical practice, therefore students may not have fully integrated its use.</li> </ul> <p>Despite the brief drop in 2022-2023, the long-term assessment trend confirms the effectiveness of requiring PCAM in clinical documentation to support the learning outcome. However, the deviation highlights the need for consistent emphasis on applied tools like PCAM, and periodic rubric revision. Ongoing attention to instructional consistency and assessment alignment will help maintain and improve student outcomes.</p> |
| <p><b><u>**IMPORTANT - Plans for Next Assessment Cycle:</u></b></p> | <p>Increase student performance from consistently Proficient to a higher proportion demonstrating Exemplary performance by refining the assessment tool (rubric). The assessment tool (rubric) will be modified to improve clarity, support higher-level thinking, and increase the percentage of students achieving Exemplary performance by 2027-2028</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

| Program Student Learning Outcome 2      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>Program Student Learning Outcome</b> | The student will integrate theory and research from nursing and related disciplines as a foundation for advanced practice. (PMHNP Concentration)                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Evaluation</b>                       | <p>The Student Learning Outcome is still relevant. It reflects the core competencies expected in the PMHNP program and aligns with the ANCC and NONPF competencies, which emphasize the integration of interdisciplinary theory and research to support evidence-based practice. research from nursing and related disciplines</p> <p>The SLO is double-barreled:</p> <ul style="list-style-type: none"> <li>It combines integration of theory and integration of research from multiple disciplines.</li> </ul> |
| <b>Measurement Instruments</b>          | Passing the PMHNP certification exam reflects the mastery of theoretical and research-based knowledge and measures competency.                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Criteria &amp; Targets</b>           | The criteria for success does not need to be changed. The target goal will continue to be the the national pass rate of 90% or higher.                                                                                                                                                                                                                                                                                                                                                                           |

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| <b>Results &amp; Conclusion</b>                              | <p><b>Results:</b> Overall the Post-MSN students in the PMHNP program consistently demonstrated strong outcomes, maintaining a certification pass rate greater than 90% in all years except 2022-2023. The trend confirms that the program's curriculum, instruction, and assessment strategies are generally effective in preparing student for national certification. However, the drop in 2021-2022 was not expected and represents a significant outlier in performance trends.</p> <p>What stood out in the Assessment Cycle?</p> <p>-The 2022-2023 Year Disruption</p> <ul style="list-style-type: none"> <li>• The dip in the pass rate stands out as a significant outlier</li> </ul> <p>-Resilience in Recovery</p> <ul style="list-style-type: none"> <li>• The program rebounded to a greater than 90% pass rate in the following years, indicating that the drop was situational rather than systemic</li> <li>• This suggests program resilience and successful faculty response to disruptions.</li> </ul> <p>What Worked Well:</p> <p>-The curriculum and assessment tools appear aligned with certification standards, as evidenced by consistent success before and after the pandemic year.</p> <p>-The program has strong instructional delivery and effective exam preparation strategies under normal circumstances</p> <p><b>Conclusions:</b> While the results were not consistently as expected due to the unusual drop in 2022-2023, the overall assessment cycle reflects strong program quality. The dip in 2022-2023 offers an opportunity to reinforce flexible and supportive instructional practices for future continuity of learning.</p> |
| <b><u>**IMPORTANT - Plans for Next Assessment Cycle:</u></b> | There will be no change to the evaluation of the student learning outcome. The program will continue to provide a structured method of instruction to enhance alignment and usefulness of the assessment processes and outcomes. The goal is to continue intentional curriculum and instructional strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

| <b>Program Student Learning Outcome 3</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>Program Student Learning Outcome</b>   | The student will demonstrate an understanding and appreciation of human diversity (PMHNP Concentration)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Evaluation</b>                         | <p>The program student learning outcome continues to be highly relevant. Understanding and appreciating human diversity is essential in psychiatric-mental health nursing, where cultural competence, equity, and personalized care significantly impact therapeutic outcomes. As healthcare becomes more diverse, this SLO supports critical competencies in trauma-informed care, social determinants of health, and ethical practice.</p> <p>The SLO is double barreled:</p> <p>-Demonstrate understanding and appreciation are two distinct cognitive and affective domains.</p> <p>-A student might demonstrate understanding of cultural concepts without actually appreciating diversity in practice – or vice versa</p> |
| <b>Measurement Instruments</b>            | <p>The discussion board directly measures the students' ability to recognize and respond to cultural factors in patient care as it requires a critical application of the 4 C's.</p> <p>This is a direct measure of the SLO. Students are assessed on observable, performance-based evidence in the responses to the cultural case study. This is a direct demonstration of their cultural assessment and critical thinking in a clinical context.</p>                                                                                                                                                                                                                                                                          |

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|                                                              | <p>The artifact is appropriate. The discussion board allows for reflection, synthesis, and peer interaction – all valuable for exploring cultural barriers. The rubric may need to be enhanced to prompts students to integrate more meaningful cultural insights.</p> <p>There is the possibility that AI could affect to assignment and measurement.</p> <ul style="list-style-type: none"> <li>-AI tools like ChatGPT can generate plausible responses using the 4 C's without the student personally engaging in analysis or reflection.</li> <li>-This could mask true understanding and reduce the assignment's diagnostic value.</li> </ul> <p>This could be mitigated by:</p> <ul style="list-style-type: none"> <li>-Incorporating a follow-up in-class discussion for clarification and authenticity.</li> <li>-Ask for personal clinical reflection or real-life connections, which are harder to fabricate using AI.</li> </ul> <p>The rubric may need to be altered to include criteria to evaluate reflective awareness, cultural humility, and emotional insight, not just correct use of the 4 C's</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Criteria &amp; Targets</b>                                | <p>The criteria for success needs to be altered due to 12/16 equals 75%. This is not acceptable at the graduate nursing level. Students are expected to achieve a minimum of 80% on assignments in order to demonstrate proficiency in critical competencies, into which cultural competency falls. The current benchmark is too lenient.</p> <p>Target/Goal: The target 96% of the Post-MSN PMHNP students achieving the criteria for success is appropriate.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Results &amp; Conclusion</b>                              | <p><b><u>Results:</u></b> The results for the last three years are aligned with expectations. Students consistently met the established benchmark of greater than or equal to 12 out of 16 and the target of 96% or more achieved this level, indicating that the current instructional strategies and content delivery are effectively supporting student learning in this area.</p> <p>What stood out in the assessment cycle over the past three years?</p> <p>-Consistent Performance:</p> <ul style="list-style-type: none"> <li>• The most notable trend is the sustained success of students meeting or exceeding the benchmark year after year. This suggests strong alignment between instruction, assessment, and program outcome.</li> <li>• There is the possibility the assessment may not be rigorous or discriminative enough to challenge or differentiate higher level of student performance. If nearly all students are meeting the benchmark without much variability, the tool may no longer be serving as a useful indicator of improvement.</li> </ul> <p>Possible Improvements:</p> <ul style="list-style-type: none"> <li>• Revise the rubric to raise the level of expected proficiency.</li> </ul> <p><b><u>Conclusions:</u></b> Over the past three assessment cycles, Post-MSN students have consistently met the established success criteria, confirming alignment between course delivery and intended outcomes. However, the consistent achievement suggests the need to re-evaluate the benchmark and rubric to ensure continued challenge and deeper assessment of learning. It may be beneficial to raise expectations and diversify assessment methods.</p> |
| <b><u>**IMPORTANT - Plans for Next Assessment Cycle:</u></b> | <p>To strengthen the assessment of this SLO the following changes will be implemented over the next three years. The rubric will be revised to raise the benchmarks to reflect to graduate-level proficiency and to ensure ongoing challenge for students. A second artifact will be introduced to further evaluate the SLO.</p> <p>By the end of the 2027-2028 cycle, the PMHNP program will implement rigorous and relevant assessment strategy.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

**To add more outcomes, if needed, select the table above and copy & paste below.**