

Assurance of Student Learning Reflection 2024-2025

This document contains reflections for all three concentrations of the MSN program

<i>College of Health and Human Services</i>	<i>School of Nursing and Allied Health</i>
<i>Master of Science in Nursing (MSN, MEPN Concentration,) 0149</i>	
<i>Tonya Bragg-Underwood for the Master's Entry Professional Nurse (MEPN) Concentration</i>	
Is this an online program? ☐ Yes ☒ No	Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here ☒ Yes, they match! (If they don't match, explain on this page under Evaluation)

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

Program Student Learning Outcome	The student will assume and develop practice and professional roles to meet societal needs to promote high quality, safe, patient care. (MEPN Concentration)
Evaluation	Outcome 1 remains highly relevant and should not be changed. The expectation for nurses to assume and develop practice and professional roles in response to societal needs is foundational to the discipline. Promoting high-quality, safe patient care continues to be a primary goal in nursing, aligning closely with current healthcare demands and professional standards. Additionally, Outcome 4 is measurable, as it is grounded in action verbs consistent with Bloom's Taxonomy. Maintaining this outcome ensures that nursing education continues to prepare graduates who are both competent and responsive to the evolving needs of the healthcare system.
Measurement Instruments	Utilizing the National Council Licensure Examination for Registered Nurses (NCLEX-RN) as a direct measure is considered the gold standard for evaluating cumulative nursing knowledge. This nationally recognized examination effectively assesses whether a student is prepared to practice safely and competently as a registered nurse. The NCLEX-RN is regularly updated to reflect current healthcare practices and emerging trends, ensuring continued relevance and rigor in assessing entry-level nursing competence. The NCLEX examination is administered in a secure testing center where the use of computers, phones, watches, or any other electronic devices is strictly prohibited. As a result, the integrity of this high-stakes assessment remains protected, and the influence of artificial intelligence (AI) on this measurement instrument is not a concern.
Criteria & Targets	92% is the current target for this measurement and will remain the future target.
Results & Conclusion	<u>Results:</u> 22-23AY = 92%, 23-24AY = 100%, 24-25AY = 100% The results were not as expected for 22-23AY, but have since improved.

	<u>Conclusions:</u> After the 22-23 results, our program now includes an NCLEX review the last week of their classes just prior to graduation. This was implemented in 23-24. Prior to 23-24 we did not include a cumulative program review within the student's nursing education.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Since we recently made a change in adding a cumulative review course to our curriculum, no changes are planned for this outcome or the measurement target or criteria.

Program Student Learning Outcome 2	
Program Student Learning Outcome	The student will integrate theory and research from nursing and related disciplines as a foundation for advanced practice. (MEPN Concentration)
Evaluation	Outcome 2 remains relevant and should not be changed. It reflects a critical expectation for graduate-level nursing education by emphasizing the application of evidence-based knowledge in advanced practice roles. This outcome is also measurable, as it aligns with Bloom's Taxonomy through the use of action-oriented language that supports the assessment of higher-order cognitive skills such as integration, application, and synthesis.
Measurement Instruments	The analysis of the Evidence-Based Practice (EBP) paper serves as a valuable tool for evaluating students' theoretical knowledge, the application of that knowledge in clinical practice, and their understanding of research methodology. These competencies are essential for the role of the master's-prepared nurse and are critical to advancing evidence-based, high-quality patient care. The current rubric is comprehensive and well-aligned with the course outcomes. It effectively evaluates key components of the assignment, including background and significance, critical appraisal of the literature, clinical practice implications, the PICOT/EBP framework, and adherence to APA formatting and scholarly presentation. This structure ensures a thorough assessment of both content and academic rigor while remaining responsive to evolving advancements in the field. While it is possible that the integration of artificial intelligence (AI) could influence the assignment or its assessment, faculty are actively monitoring student work and will continue to evaluate and adapt as needed to ensure the integrity and effectiveness of the learning and evaluation process.
Criteria & Targets	92% average is the current target for this measurement.
Results & Conclusion	<u>Results:</u> 22-23AY = 100% (12 students/average score=92.5%), 23-24AY =100% (7 students/average score=93.8%), 24-25AY = 100% (13 students/average score=94.5%) These were the expected results. It stands out that scores are consistent with some overall improvement. <u>Conclusions:</u> This course is taught by a seasoned faculty member whose depth of experience contributes significantly to its effectiveness. The consistency in instruction, combined with a strong understanding of course objectives and student needs, fosters a stable and well-

	structured learning environment. The faculty's expertise not only supports student success but also ensures the course remains aligned with best practices in nursing education. The rubric is exceptionally detailed and comprehensive, providing students with clear guidance and expectations for each component of the research assignment. Its structured format serves as a valuable roadmap, enabling students to approach their work with confidence and clarity. This level of specificity supports the development of high-quality submissions and reinforces critical thinking, scholarly writing, and evidence-based analysis.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	The faculty are satisfied with the current level of assessment for this program outcome and plan to maintain the existing approach for the 2025–2026 academic year.

Program Student Learning Outcome 3

Program Student Learning Outcome	The student will integrate theoretical knowledge of health promotion and maintenance and illness/disease prevention to achieve optimal health. (MEPN Concentration)
Evaluation	Outcome 3 remains relevant and should not be changed. It reflects a comprehensive evaluation of the student's overall knowledge and their ability to apply research and the nursing process to a specific disease process. This outcome is also measurable, as it aligns with Bloom's Taxonomy through the use of action-oriented language that supports the assessment of higher-order cognitive skills such as integration, application, and synthesis.
Measurement Instruments	The analysis of the Capstone paper serves as a valuable tool for evaluating students' theoretical knowledge of health promotion and maintenance and illness/disease prevention. These competencies are essential for the role of the master's-prepared nurse and are critical to advancing evidence-based, high-quality patient care. The current rubric is comprehensive and well-aligned with the course outcomes. It effectively evaluates key components of the assignment, including background and significance, literature review, application of the nursing process, future considerations related to the disease, and adherence to APA formatting and scholarly presentation. This structure ensures a thorough assessment of both content and academic rigor, while remaining adaptable to advancements and emerging trends in the field of nursing. While it is possible that the integration of artificial intelligence (AI) could influence the assignment or its assessment, faculty are actively monitoring student work and will continue to evaluate and adapt as needed to ensure the integrity and effectiveness of the learning and evaluation process.
Criteria & Targets	92% average is the current target for this measurement.
Results & Conclusion	<u>Results:</u> 22-23AY = 100% (12 students/average score=94.3%), 23-24AY =100% (8 students/average score = 93.75%), 24-25AY = 100% (12 students/average score= 93%) The results were as expected with a slight decline in average scores. <u>Conclusions:</u>

	The rubric is detailed and comprehensive, providing students with clear guidance and expectations for each component of the research assignment. Its structured format serves as a valuable roadmap, enabling students to approach their work with confidence and clarity. This level of specificity supports the development of high-quality submissions and reinforces critical thinking, scholarly writing, and evidence-based analysis and lends to its effectiveness as an evaluation tool for this outcome.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	The faculty are satisfied with the current level of assessment for this program outcome and plan to maintain the existing approach for the 2025–2026 academic year.

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

Assurance of Student Learning Reflection 2024-2025

<i>College of Health and Human Services</i>	<i>School of Nursing and Allied Health</i>
<i>MSN, Family Nurse Practitioner Concentration - 0149</i>	
<i>Dr. Tonya Bragg-Underwood, Graduate Nursing Program Coordinator</i>	
Is this an online program? ☐ Yes ☒ No	Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here ☒ Yes, they match! (If they don't match, explain on this page under Evaluation)

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

Program Student Learning Outcome	The student will integrate theoretical knowledge of health promotion and maintenance and illness/disease prevention to achieve optimal health.
Evaluation	Outcome 1 remains highly relevant and should not be changed. The graduate nursing outcomes align with the Commission on Collegiate Nursing Education (CCNE) standards which is the accrediting body for WKU's nursing programs. The expectation for nurses to assume and advance professional roles in response to societal needs is a cornerstone of the nursing discipline. Outcome 1, which states that "the student will integrate theoretical knowledge of health promotion, health maintenance, and illness/disease prevention to achieve optimal health," reflects this foundational principle and aligns well with current healthcare demands and professional standards. Furthermore, the outcome is clearly measurable, as it incorporates action verbs aligned with Bloom's Taxonomy. Retaining this outcome ensures that nursing education continues to produce graduates who are both competent and adaptable to the evolving needs of the healthcare system.
Measurement Instruments	Direct: Subjective Objective Assessment Plan (SOAP) Note Students will score an average of ≥ 42 of 45 pts on NURS 554 (Primary Care Practicum) on four clinical SOAP notes. NURS 554 SOAP note scores are reviewed each semester. Student clinical documentation includes SOAP notes which include: Subjective (chief complaint, history of present illness, past medical history, family history, personal/social history, and review of systems); Objective (vital signs, physical examination, laboratory and radiology tests; Assessment (differential diagnosis, final diagnosis, and screenings appropriate for age); Plan (non-pharmacologic, pharmacologic, health promotion/patient education, follow-up visit, and referral); Pharmacology Note, and Ethical, Genetic, Cultural or Spiritual considerations. Indirect: Analysis of Preceptor Clinical Evaluation on the item "implements health promotion and disease prevention education" NURS 554 is the final clinical course for family nurse practitioner certificate students. Final preceptor evaluations are completed by the clinical preceptor and reviewed each semester by clinical faculty and the program coordinator. Each student is assessed on a 4 point Likert scale with competency not met (1); inconsistent performance, preceptors assistance more than expected (2); consistently improving in this area, preceptor assistance as expected (3); and consistently demonstrates competency (4) by the clinical preceptor on the preceptor evaluation form. Students are expected to score ≥ 3 pts on each clinical evaluation item. The preceptor evaluation section of plan of care and implementation of treatment includes three items: "formulates patient care management plan in collaboration with preceptor"; "implements

	health promotion and disease prevention education”; and “recommends referral for those patients beyond the NP scope of practice” for a maximum score of 12 pts.
Criteria & Targets	92% is the current target for this measurement and will remain the future target. A target of 92% is well above the average and represents an appropriate and ambitious goal for this program, reflecting its commitment to excellence and high academic standards.
Results & Conclusion	<u>Results for SOAP Note:</u> 22-23AY = No students enrolled 23-24AY = No students enrolled 24-25AY = 100% - average score = 43.58 <u>Results for Analysis of Preceptor Clinical Evaluation:</u> 22-23AY = No students enrolled 23-24AY = No students enrolled 24-25AY = 100% <u>Conclusions:</u> The results were as expected, as this concentration within the graduate nursing master’s program shares the same core Family Nurse Practitioner (FNP) curriculum as the FNP certificate program. This program is led by experienced faculty who have refined their courses over the past five years to align closely with both course and program objectives. Their expertise and continuous course development contribute to stronger student outcomes and enhanced learning experiences.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Since the FNP program concentration was recently reinstated following an 11-year hiatus, no changes will be made to this outcome or its associated measurements until additional data can be gathered and thoroughly analyzed.

Program Student Learning Outcome 2	
Program Student Learning Outcome	The student will integrate theory and research from nursing and related disciplines as a foundation for advanced practice.
Evaluation	FNP certification scores from American Nurses Credentialing Center and the American Academy of Nurse Practitioner are reviewed. Family nurse practitioner certification first time pass rates are reviewed each semester for Post Graduate Certificate family nurse practitioner students.
Measurement Instruments	The first-time pass rate on national certification exams for Family Nurse Practitioner (FNP) graduates is considered the gold standard for measuring the success of an advanced practice nursing program. It reflects both the program's academic rigor and its effectiveness in preparing students for advanced clinical practice. Certification exams are in-person, closely monitored, and would not be impacted by AI.
Criteria & Targets	92% average is the current target for this measurement.

Results & Conclusion	<u>Results:</u> 22-23AY = Program concentration not offered 23-24AY = No students had completed yet 24-25AY = incomplete data (all students have not tested yet) <u>Conclusions:</u> No data to review.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Since the FNP program concentration was recently reinstated following an 11-year hiatus, no changes will be made to this outcome or its associated measurements until additional data can be gathered and thoroughly analyzed.

Program Student Learning Outcome 3

Program Student Learning Outcome	The student will demonstrate an understanding and appreciation of human diversity.
Evaluation	Outcome 3, which states that <i>“The student will demonstrate an understanding and appreciation of human diversity,”</i> reflects this foundational commitment and aligns well with current healthcare priorities and professional expectations. This outcome is also clearly measurable, incorporating action verbs consistent with Bloom’s Taxonomy to support meaningful assessment. Maintaining these outcomes ensures that the program continues to prepare graduates who are both competent and responsive to the dynamic landscape of healthcare. This outcome will be reviewed by the graduate faculty to ensure the use of appropriate and accurate verbiage, but the premise will remain the same.
Measurement Instruments	Direct: All NURS 547 and NURS 549 SOAP notes with a cultural focus are reviewed each semester. The cultural consideration section includes the student prompts of “Clearly state the consideration in this patient, support your discussion with evidence-based literature, discuss how the consideration was addressed, and how it influenced the care of the patient.” Direct: PCAM assessments are completed in the clinical courses of NURS 547 (Primary Care of the Infant, Child, and Adolescent), NURS 549 (Primary Care of the Adult), and NURS 554 (Primary Care Practicum.). The PCAM item “how well does the client now understand their health and well-being and what do they need to do to manage their health” prompts the student to assess the patient, document potential issues, and report their findings to the clinical preceptor.
Criteria & Targets	92% average is the current target for this measurement. Students will score ≥ 42 of 45 pts on the cultural SOAP note completed in NURS 547 and NURS 549. Students will complete PCAM reflection and share with preceptor
Results & Conclusion	<u>Results:</u> 22-23AY = No students enrolled 23-24AY = 100% score averaged $> 42/45$ on cultural SOAP note and all successfully completed PCAM 24-25AY = 100% score averaged $> 42/45$ on cultural SOAP note and all successfully completed PCAM

	<u>Conclusions:</u> Results were as expected. This program is led by experienced faculty who have refined their courses over the past five years to align closely with both course and program objectives. Their expertise and continuous course development contribute to stronger student outcomes and enhanced learning experiences.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	The SOAP note rubric will increase to 47 points going forward adding a reflective journal entry. This program outcome will be reviewed by the graduate faculty to ensure the use of appropriate and accurate verbiage, but the premise will remain the same. Given that the program's national nurse practitioner certification exam pass rates have reached 100% over the past three years, successfully meeting the overarching program goal, no other changes are planned for the next three years. This period will allow for continued data collection and meaningful evaluation to ensure sustained excellence and inform any future improvements.

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

Assurance of Student Learning Reflection 2024-2025	
College of Health and Human Services	School of Nursing and Allied Health
MSN, Psychiatric Mental Health Nurse Practitioner, MSN 0149	
Rhonda Quenzer, MSN-ED, APRN, PMHNP-BC	
Is this an online program? ☒ Yes ☐ No	Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here ☒ Yes, they match! (If they don't match, explain on this page under Evaluation)

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	
Program Student Learning Outcome	The student will integrate theoretical knowledge of health promotion and maintenance and illness/disease prevention to achieve optimal health.
Evaluation	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.
Measurement Instruments	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.
Criteria & Targets	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.
Results & Conclusion	Results: The results are aligned with expectations, but they also reveal an area for reflection and potential improvedment. A consistent score of 9 out 12 (or 75%) indicates that students are meeting the proficient level of the learning outcome. This suggest a stable baseling of competence across cohorts, which is a positive outcome. What stood out in the assessment cycle over the past three years? The most notable trend is the lack of upward movement is scores. While stable is good, the absence of variation suggest that: students are not being pushed to reach the exemplary level and the rubric may not sufficiently differentiate higher level thinking. Scoring consistently at 9/12

	suggests students are mastering the fundamentals but not progressing beyond. This may highlight the need for a need to revise the rubric to better foster higher-level integration and critical thinking. <u>Conclusions:</u> What worked: -Structured Use of PCAM: - 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. -Consistency in Meeting Benchmark (9/12): - Student consistently met the Proficient level, indicating that they understood and applied theoretical knowledge appropriately. This shows that the curriculum, PCAM framework, and rubric expectations are effectively aligned with the student learning outcome. -Clinical Relevance: - 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. What didn't work: -Rubric May Not Differentiate Enough: The current rubric might not clearly define what distinguishes Proficient from Exemplary performance. If the criteria for higher scores are vague or too subjective, students and faculty may default to the Proficient range. Why does this issue exist: -Rubric ambiguity: Without detailed descriptors and feedback targeting advanced integration, student may not understand how to grow or may think they've already "done enough." What should be changed? -Refine Assessment Tool (Rubric): - Define clear, specific criteria for what Exemplary performance looks like (e.g., integration of social determinants and evidence-based interventions).
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	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.

Program Student Learning Outcome 2	
Program Student Learning Outcome	The student will integrate theory and research from nursing and related disciplines as a foundation for advanced practice. (PMHNP Concentration)
Evaluation	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. The learning outcome is double-barreled. It requires students to: Integrate theory from nursing and related disciplines and integrate

	research from nursing and related disciplines. The SLO is double-barreled: It combines integration of theory and integration of research from multiple disciplines.
Measurement Instruments	Passing the PMHNP certification exam reflects the mastery of theoretical and research-based knowledge and measures competency.
Criteria & Targets	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.
Results & Conclusion	Results: Overall the MSN students in the PMHNP program consistently demonstrated strong outcomes, maintaining a 100% certification pass rate in all years except 2021-2022. 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. What stood out in the Assessment Cycle? -The 2021-2022 COVID-Year Disruption - The dip in the pass rate stands out as a significant outlier - This coincides with the COVID-19 pandemic, which likely introduced several contributing factors: - Disruption in clinical placements and hands-on learning opportunities - Possible delays or changes in exam preparation resources and scheduling -Resilience in Recovery - The program rebounded to a 100% pass rate in the following years, indicating that the drop was situational rather than systemic - This suggests program resilience and successful faculty response to pandemic-related disruptions. What Worked Well: -The curriculum and assessment tools appear aligned with certification standards, as evidenced by consistent success before and after the pandemic year. -The program has strong instructional delivery and effective exam preparation strategies under normal circumstances. Conclusions: While the results were not consistently as expected due to the unusual drop during the COVID-impacted year, the overall assessment cycle reflects strong program quality. The dip in 2021-2022 offers an opportunity to reinforce flexible and supportive instructional practices for future continuity of learning.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	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.

Program Student Learning Outcome 3	
Program Student Learning Outcome	The student will demonstrate an understanding and appreciation of human diversity (PMHNP Concentration)
Evaluation	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. The SLO is double barreled: -Demonstrate understanding and appreciation are two distinct cognitive and affective domains. -A student might demonstrate understanding of cultural concepts without actually appreciating diversity in practice – or vice versa.
Measurement Instruments	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. 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. 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. There is the possibility that AI could affect to assignment and measurement. -AI tools like ChatGPT can generate plausible responses using the 4 C's without the student personally engaging in analysis or reflection. -This could mask true understanding and reduce the assignment's diagnostic value. This could be mitigated by: -Incorporating a follow-up in-class discussion for clarification and authenticity. -Ask for personal clinical reflection or real-life connections, which are harder to fabricate using AI. 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
Criteria & Targets	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. Target/Goal: The target 96% of the MSN PMHNP students achieving the criteria for success is appropriate.
Results & Conclusion	Results: 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. What stood out in the assessment cycle over the past three years? -Consistent Performance: • 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. • 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. Possible Improvements: • Revise the rubric to raise the level of expected proficiency. Conclusions: Over the past three assessment cycles, 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.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	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. By the end of the 2027-2028 cycle, the PMHNP program will implement rigorous and relevant assessment strategy.

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