

**DMPNA (Doctor of Management Practice in Nurse Anesthesia)
2008 Program Assessment Yearly Report**

Introduction

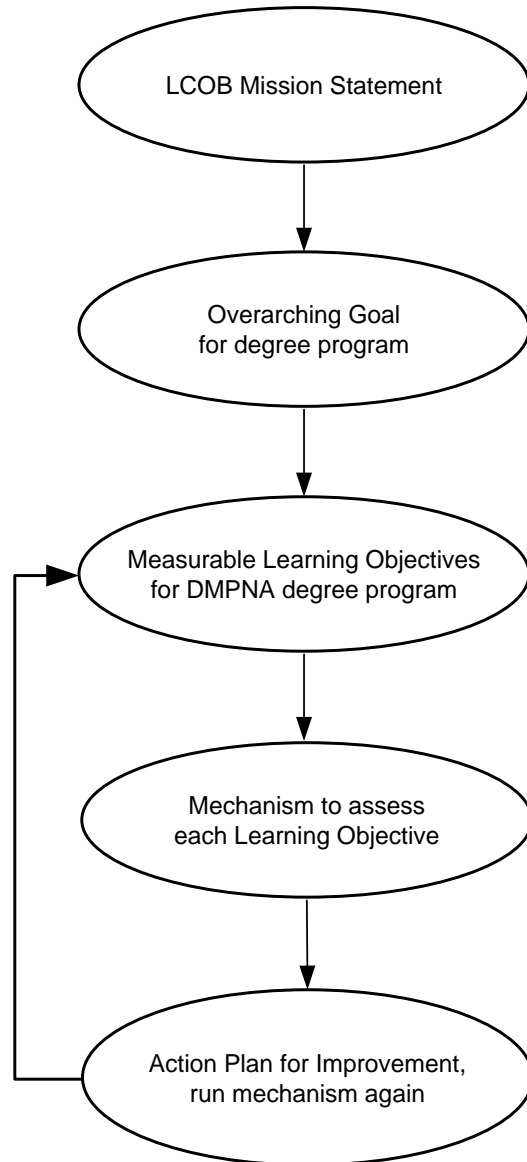
The DMPNA is a new Lewis College of Business (LCOB) Graduate School of Management (GSM) degree program which just began in the Summer 2008. Consequently, Assessment and Assurance of Learning (AOL) are largely in planning status rather than in the completed implementation stage.

The four pages which follow cover the *Organization of the Report Guidelines* generally and they specifically reorganize subsections *I. Program's Student Learning Outcomes*, and *II. Assessment Activities* into a format that is tailored to the new DMPNA program. *Guidelines II. Assessment Activities: A. Assessment Measures (Tools), B. Benchmarks, C. Results/Analysis, and D. Analysis/Planned Action* are modified and shown in the attached table titled **CYCLES OF THE DMPNA AOL PROGRAM** on page 3 which contains 3 Assessment Cycles which each contain a (I) Development Phase (Define Learning Objective and Develop Measure); a (II) Measurement Phase (Gather Data and Review Data); and a (III) Continuous Improvement-Closing the Loop Phase (Action Plan, Implement Changes and Run Cycle Again).

The immediate next page (page 2) gives an overview of the entire **STRUCTURE OF THE DMPNA AOL PROGRAM**, and the last two charted pages (pages 4 and 5) present two assessment **rubrics** to be used within the DMPNA Assessment and Assurance of Learning plan.

Regarding *III. Assistance Needed with Assessment*, the Office of Assessment generally and Mary Beth Reynolds specifically working with Harlan Smith, the LCOB Director of AOL, have already helped considerably in the development of this DMPNA assessment plan. Dr. Reynold's assistance in trying to mesh Marshall University assessment requirements with AACSB International Assurance of Learning mandates now and in the future is especially appreciated.

STRUCTURE OF THE DMPNA AOL PROGRAM



The Mission of the LCOB is to be a leading state institution for the education of business students, and a contributor to the region's economic development. The College is committed to an overall balance among teaching, scholarly activity, and service. The LCOB is dedicated to graduating individuals who possess the communication, critical thinking, and problem solving skills necessary to meet the Tri State area's needs for the demands of the global marketplace.

Produce graduates who will become respected nurse anesthesia healthcare leaders who promote and enhance the delivery of healthcare to the public that is cost-efficient, high-quality and evidence-based.

1. The student will be able to clarify, personally, the importance of high individual ethical standards in the delivery of healthcare and nurse anesthesia services.
2. The student will be able to communicate appropriately, orally and in writing, within a professional healthcare-delivery environment.
3. The student will acquire evidence-based research competence.

Assessment of Learning Objective #1. All students in the program will write a Credo term paper in MPNA 777.*

Assessment of Learning Objective #2. All students will do a written case analysis and a PowerPoint presentation of this analysis in MPNA 711.

Assessment of Learning Objective #3. All students will complete an individual doctoral research project that is practice-oriented.

* A Credo is a paper in which the student identifies and explains the integrated set of personal values, morals, and ethics s/he will use to guide and direct his/her current and future personal/private life and professional/public work activities.

CYCLES OF THE DMPNA AOL PROGRAM

Assessment Cycle	(I) Development Phase		(II) Measurement Phase		(III) Continuous Improvement – Closing the Loop		
	Number	Define Learning Objective	Develop Measure	Gather Data	Review Data	Action Plan	Implement Changes
1.	Personally clarify the importance of high individual ethical standards. Objective approved by all CAMC SNA faculty, Summer 2009.	Credo term paper in MPNA 777 (a required course). Summer 2009. Rubric developed by DMPNA director and AOL director with faculty input, Fall 2008.	Every other year that MPNA 777 is taught, beginning in Summer, 2009. Credo papers assessed by two faculty (the course instructor and a faculty member chosen by the DMPNA director) using the approved Rubric.	Two DMPNA faculty members, every other year that the course is taught, beginning in Summer 2009. Results disseminated to all DMPNA faculty in the Spring every other academic year.	MPNA 777 instructor prior to the Summer 2010 offering of MPNA 777.	MPNA 777 instructor, Summer 2010.	Every other year MPNA 777 is offered beginning in Summer, 2011.
2.	Enhance communication skills. Approved by a DMPNA faculty committee in 2009.	Written case analysis and PowerPoint presentation in MPNA 711 (a required course). Summer, 2009. Two Rubrics developed by MPNA 711 co-instructors.	Every other year that this course is taught beginning in Summer 2010.	Co-instructors of MPNA 711 every other year that the course is taught, beginning in Summer 2010. Results disseminated to all DMPNA faculty in the Spring of every other academic year.	MPNA 711 co-instructors, prior to the Summer 2011 offering of MPNA 711.	MPNA 711 co-instructors, Summer 2011.	Every other year that MPNA 711 is offered, beginning in Summer 2012.
3.	Evidence-based research competence. Defined in 2005 by DMPNA faculty committee.	Doctoral research project in MPNA 799, 2010-2011. Research Project Guidelines developed by DMPNA faculty committee in 2005.	Students complete their doctoral research projects over 3 semesters while enrolled in MPNA 799 beginning in 2010-2011.	Each student's 3-person committee reviews Progress Reports filed by the student and evaluates the finished product according to the Research Project Guidelines agreed to by the DMPNA faculty.	DMPNA faculty and director of the DMPNA program.	DMPNA faculty and director of the DMPNA program.	Every 3 years, when each new cohort of DMPNA students enrolls in MPNA 799.

MPNA 777: CREDO GRADE RUBRIC
Term Paper Assessment Criteria

RUBRIC CRITERIA	ALLOWABLE POINTS	GRADE SCALE					STUDENT NUMBER	POINTS RECEIVED
		19	17	15	13	11		
APPEARANCE & MECHANICS (grammar, spelling, table of contents, headings, topic sentences, page numbers)	21	0-5 mistakes	6-10 mistakes	11-15 mistakes	16-19 mistakes	20 or more mistakes		
CREATIVITY/ORIGINALITY (own ideas vs. others)	21	No overlap with outside sources	Predominately own ideas	Balance of own and outside views	Borrows heavily from outside sources	Repeats values of others		
DEPTH (soul searching, sources)	21	Thoughtful soul searching and self evaluation	Integrates past, present and future behavior	Good identification of personal values	Basically only a biographical sketch	Very little self analysis of behavior		
EFFORT (length, margins)	21	Does not count cover sheet and index as pages	Displays one-inch margins and full pages	Starts new sections on different pages	Paper displays stretch tactics	Less than 10 full pages		
FEASIBILITY (workable, realistic)	21	Is down to earth, implementable and with high standards	Actionable but not lofty	Reasonable expectations but integrity questionable	Overly moralistic and very hard to put into practice	Pie in the sky and not real world oriented		
ORGANIZATION (arrangement, flow & linkage of ideas)	21	Uses a table of contents, headings and subheadings	Has page numbers and headings	Uses topic sentences and distinct paragraphs	Lacks page numbers, topic sentences and subheadings	No table of contents or headings. Rambles		

SCORE

112.5
100.0
87.5
75.0
62.5

PERCENTAGE

90
80
70
60
50

GRADE

A
B
C
D
F

MPNA 777: CREDO AOL RUBRIC

RUBRIC CRITERIA	AOL SCALE				STUDENT NUMBER	POINTS RECEIVED
	Advanced 4	Proficient 3	Needs Improvement 2	Unacceptable 1		
APPEARANCE & MECHANICS (grammar, spelling, table of contents, headings, topic sentences, page numbers)	English mechanics are excellent and very few mistakes	Occasional misspelling and punctuation problems that do not distract the reader	No topic sentences, paragraphs or headings. Mechanical errors occur frequently enough to distract the reader	Paper stretched with wide margins and several half pages. Mechanical errors so numerous that reader often has difficulty understanding the content		
CREATIVITY/ORIGINALITY (own ideas vs. others)	No overlap with outside sources	Predominately own ideas but supplemented with outside views	Borrows heavily from outside sources	Simply repeats values of others		
DEPTH (soul searching, sources)	Thoughtful soul-searching and self-evaluation	Integrates past, present and future behavior and values	Basically only a biographical sketch	Very little self- analysis of behavior		
FEASIBILITY (workable, realistic, usable)	Is down to earth, implementable and with high standards	Actionable but not lofty, reasonable expectations but integrity questionable	Overly moralistic and very hard to put into practice	Pie-in-the-sky; not real-world oriented		
ORGANIZATION (arrangement, flow & linkage of ideas)	Logical arrangement, ideas flow smoothly and are linked	Uses topic sentences and distinct paragraphs. Ideas arranged to support the purpose, but order is sometimes questionable. For the most part, the reader can follow the line of reasoning	Writing not arranged logically and ideas do not fit together well. Takes effort to understand idea flows and linkages	Rambles. Writing lacks logical organization. Reader cannot identify a line of reasoning		