

**Name of Academic Program and School-** Master of Science in Nursing, College of Engineering, Education and Professional Studies (CEEPS)

**Plan Developed By:** Graduate Nursing Faculty 2012

**Primary Contact:** Dr. Donna Wofford

**Mission of Department and How It Relates to the University:**

The MSN program is consistent with the university's mission to "offer . . . a limited number of graduate programs that meet regional and broad societal needs... and is committed to excellence, setting the standard for regional comprehensive universities in teaching, research and service by providing leadership and access for its region while maintaining its commitment to diversity."

The mission of CEEPS is to "offer a career-oriented education that efficiently and effectively prepares students to excel as professionals."

The mission of the Department of Nursing (DON) is "to prepare graduates for professional positions as safe, competent and caring nurses to meet the health care needs of diverse populations."

The MSN is congruent with the mission of the university and college since it meets the need for a career-oriented profession that serves the health care needs of diverse populations while being committed to excellence.

**MSN Program Outcomes:**

1. Graduate performance on certification examinations will be 80% or higher
2. Program completion rate for at least 80% of the students will be within 1 ½ times the program length
3. Eighty (80) percent of graduates and employers will express satisfaction with the program
4. Eighty (80) percent of those seeking jobs will be involved in role-related professional practice one year post-graduation

**MS-Nurse Practitioner Graduate Learning Outcomes:**

<b>SLOs</b>	<b>Component to be Evaluated</b>
1. Demonstrate competence and caring in advanced clinical practice to improve the quality of health care that clients receive in a variety of settings	Follow Standards and Guidelines in Providing Safe Patient-centered Care
2. Synthesize and analyze advanced knowledge using theories, research, concepts, and principles from nursing, behavioral, social, physiological, and pharmacological disciplines in the area of advanced clinical practice.	Utilize Best Current Evidence
3. Communicate and collaborate with health care consumers, professionals, managed care, governments, and other groups to manage care and enhance the health and wellness needs of clients.	Communicate/ Collaborate
4. Integrate the roles of educator, researcher, consultant, provider, leader, and manager into advanced clinical nursing practice.	Integrate Role
5. Integrate ethical and legal dimensions confronting the health care environment and the nursing profession.	Utilize Best Current Evidence
6. Use scientific methods to assess, analyze, and diagnose the complex clinical or non-clinical health care needs of clients, related to their wellness, health and illness.	Follow Standards and Guidelines in Providing Safe Patient-centered Care
	Utilize Best Current Evidence
7. Use theory and research in understanding clinical needs and in determining nursing interventions, therapeutics, and clinical management options.	Use Theory in Practice
8. Incorporate standards of advanced nursing practice, including personal values, caring integrity, research, and commitment to life-long learning to ensure quality of care for the client.	Follow Standards and Guidelines in Providing Safe Patient-centered Care
9. Evaluate and use appropriate educational technologies and resources for making clinical decisions and promoting health maintenance and disease prevention	Utilize Best Current Evidence

**MS-Nurse Educator Graduate Learning Outcomes:**

<b>SLOs</b>	<b>Component to be Evaluated</b>
1. Incorporate teaching strategies that facilitate the learning process	Use Educational Theory in Practice
2. Recognize the influence of teaching/learning styles and interpersonal relationships in the process.	Utilize Best Current Evidence

### Measures of Students' Level of Performance:

The following chart depicts the SLOs, component assessed and the course and semester in which the assessment occurred using a leveled grading rubric.

SLO #	Component	Course	Semester
7	Use Theory in Practice	NSG 508 Advanced Practice Theory	First
1, 6, 8	Follow Standards and Guidelines in Providing Safe, Patient-centered Care  Utilize Best Current Evidence	NSG 585 Chronic/Acute/Emergent Health Needs I	Second
2, 5, 6, 9	Utilize Best Current Evidence	Comprehensive Written Examination	Last

Two papers and a comprehensive written exam were used for assessment. Using a blind process, five papers from each of the two identified courses and five comprehensive written exams were randomly selected 2010-2012. The faculty agreed that five papers from each course would provide a representative sample of student achievement. The faculty were randomly assigned papers and asked to read the 'implications for advanced nursing practice' sections of each of these.

The faculty used a leveled rubric (attached) to evaluate how the:

- Beginning student (NSG 508) examined the theoretical basis that guides advanced nursing practice
- More advanced NP student (NSG 585) analyzed best current evidence and the role of the advanced practice nurse in safe, patient-centered care
- Potential graduate synthesized theory, research and practice in the comprehensive written exam

The assessment method used for measuring the components (communication and collaboration) of SLO 3 at the end of the final practicum was the Evaluation of Nurse Practitioner Student by Preceptor Form, item number 9, 'dependability, motivation, responsibility and initiative'. The assessment method used for measuring the component (role integration) of SLO 4 at the end of the

final semester was the EBI Exit Survey question #046 ‘understands role’ and question #047 ‘articulates role’.

In order to provide a snapshot of student progression, the faculty decided to measure components of the SLOs in the first and final semester for nurse educator students:

1. NSG 508 Advanced Practice Theory (first semester taken concurrently with the NP cohort)
2. Thesis/Defense (final semester)

The assessment methods used were a paper in the first semester in NSG 508 (same as nurse practitioner emphasis cohort) and a thesis/defense. A panel of at least three experts evaluated ten students’ defense of their theses (2010-2013). All students successfully defended.

### **Curriculum:**

See attached curriculum maps for Adult/Geriatric Acute Care Nurse Practitioner, Adult/Geriatric Acute Care/Family Nurse Practitioner and Psychiatric-Mental Health Nurse Practitioner emphasis areas within the MS degree.

### **Assessment Methods:**

For SLO #7 (Use of Theory in Practice – Nurse Practitioner):

Faculty will use a rubric to evaluate use of theory in clinical practice in ‘implications for APN’ section of the written paper (NSG 508)

For SLO # 1, 6, 8 (Follow Standards and Guidelines in Providing Safe, Patient-centered Care – Nurse Practitioner):

Faculty will use a rubric to evaluate use of standards and guidelines and provision of safe, patient-centered care in ‘implications for APN’ section of the written paper.

For SLO # 2, 5, 6, & 9 (Utilize Best Current Evidence-Nurse Practitioner):

Faculty will use a rubric to evaluate comprehensive written exam (‘implications for APN’ section) for use of best current evidence.

For SLO # 4 (Integrate Role – Nurse Practitioner):

Associate dean will launch EBI Exit Survey for graduating students at the end of their final semester. Percent of students rating questions #046 & 047  $\geq 4$  indicates level of achievement.

For #10 & 11 (Utilize Best Current Evidence – Nurse Educator):

Panel of at least 3 faculty evaluate thesis/defense.

**Assessment Results:**

At designated times throughout the year results of data are analyzed, compared with previous data and reviewed by faculty. Appropriate actions are taken as needed.

**Continuous Processes:**

The associate dean, the graduate faculty and the curriculum and evaluation committee of the department of nursing are responsible for monitoring the ongoing program evaluation and improvement process and for ensuring that the results from each year provide the springboard for the following year's action plans. This quality improvement process will involve all stakeholders.

Faculty determined that there are too many learning outcomes. They were unclear, redundant and not measurable. Consequently new SLOs and systematic program evaluation plan have been developed for implementation fall 2013 (Attached)