M.S. in Nursing 2017-2018

Course objectives are included in each course syllabus and are designed to prepare future nurse educators to develop advanced knowledge and higher level leadership skills for improving health outcomes. The Masters of Science in Nursing (MSN) curriculum reflects expected student learning outcomes that are consistent with the overall program outcomes.

Student Learning Outcomes - Graduates of the MSN program are expected to be able to:

1. Promote evidence-based practice through problem identification and the critique of research findings.
2. Collaborate in policy development, resource management, and cost-effective care delivery.
3. Apply legal/ethical principles to promote a values-based professional practice.
4. Affect health care outcomes through advanced roles of clinician, teacher, manager, researcher, and consultant.
5. Utilize theories from nursing and other disciplines for decision making.
6. Advocate for access to quality health care for diverse populations.
7. Collaborate with other disciplines to design, deliver, and evaluate health care services for diverse populations.
8. Provide leadership in education in a variety of clinical and academic settings.

The **indicators of the attainment** of the MSN Program Outcomes are as follows: (1) attainment of required course outcomes; (2) adherence to UA Graduate School Academic Progression Policy Grade Point Average (GPA) Requirement to Receive a Master's Degree *students must obtain a minimum 3.0 cumulative grade point average on all graded graduate course work taken in residence to receive a master's degree from the University of Arkansas*; (3) passing a written comprehensive exams on first attempt, successful completion and defense of a thesis or scholarly project. One student graduated with a MSN in 2017/2018 and met the expected program outcomes.

Attachment 1 **EMSON Program Evaluation Plan**

Timeline

MONTH	RESPONSIBLE INDIVIDUAL OR GROUP	ACTIVITY/Source of data	OUTCOME	FOLLOW-UP REPORT	USE OF INFORMATION
Monthly and as needed	Faculty	Faculty meetings with pre-licensure student representatives	Program satisfaction	Data immediately used to resolve issues, or assigned to appropriate faculty council or individual for recommendations	Council or individual designated to address immediate issues and communicate to students
December	Course faculty	End of course assessment – individual faculty complete end of course form	Program effectiveness Student outcomes	Recommendations to appropriate council Council report to full faculty	Individual faculty enhance teaching/learning experiences using best practices Curriculum revisions Faculty development
December	Students	Standardized course and clinical evaluations completed	Program and clinical site satisfaction Program and clinical site effectiveness	Included in individual faculty course assessment	Curricular revision Faculty development Improvement of clinical experiences

				Evaluation of and feedback to clinical site	Clinical placement decisions
December	Academic Affairs Council (AAC)	Outcome alignment assessment	Program effectiveness Student Learning outcomes	Feedback to faculty at January faculty retreat	Entire faculty discuss relevance and continuity of curricular concepts Curricular revision
January	Faculty	Individual faculty complete self-evaluation in areas of teaching, scholarship, service	Program evaluation	Communicate to peer evaluation team	Faculty development Employment/contract/promotion/tenure decisions
January (week before school starts)	AAC	Discussion of fall faculty end of course evaluations with recommendations (summaries to address student outcomes)	Student outcomes Program effectiveness	Summary report to full faculty at February meeting Data used to revise courses or revise curriculum in general	Individual faculty enhance teaching/learning experience through use of EB strategies Entire faculty discuss relevance and continuity of curricular concepts Curriculum revision

February	Peer evaluation team	Complete peer evaluations of individual faculty members	Program evaluation	Communicate to program director	Faculty development Employment/contract/promotion/tenure decisions
March	Program director	Complete faculty evaluations	Program evaluation	Communicate to Dean	Faculty development Employment/contract/promotion/tenure decisions
April	Assistant director, program director	Pre-licensure student focus group –one group with representatives from each class RN-BSN focus group	Program effectiveness Program satisfaction	Report summary findings to faculty in May	Faculty development Confirm adequacy of or revise curriculum/policies and/or teaching strategies Review advising process; faculty development Develop meaningful student activities Budget review for technology and/or equipment needs
May	Course faculty	End of course assessment – individual faculty complete end of course form	Program effectiveness Student outcomes	Recommendations to appropriate council Council report to full faculty	Individual faculty enhance teaching/learning experiences using best practices Curriculum revisions Faculty development

May	Students	Standardized course and clinical evaluations completed	Program and clinical site satisfaction Program and clinical site effectiveness	Included in individual faculty course assessment Evaluation of and feedback to clinical site	Curricular revision Faculty development Improvement of clinical experiences Clinical placement decisions
May	AAC	Outcome alignment assessment	Program effectiveness Student outcomes	Individual faculty recommendations to appropriate council (AAC) Feedback to student	Entire faculty discuss relevance and continuity of curricular concepts Curricular revision Assignment revision
Ongoing monthly	AAC	Review program outcome quality outcomes	Aggregate outcomes	Results discussed at August faculty retreat Director communicate to Dean	Curriculum/policy revision Resource allocation
June	Administration	Deploy new graduate survey (EBI)	Aggregate outcomes	Results discussed at August faculty retreat	Curriculum/policy revision

June	Administration	Deploy alumni survey (EBI)	Aggregate outcomes	Results discussed at August faculty retreat	Curriculum/policy revision
June	Administration	Deploy employer survey(EBI)	Aggregate outcomes	Results discussed at August faculty retreat	Curriculum/policy revision
June	Assistant Director	Retention/attrition statistics NCLEX pass rates	Graduation rates	Results discussed at August faculty retreat	Analyze cohort and growth trends to monitor movement toward outcomes. Recommendations for curriculum and/or policy revision are developed collectively by faculty during fall and spring retreat.***
August (week before school starts)	AAC	Discussion of spring faculty end of course evaluations and outcome alignment assessments with recommendations (summaries to address student outcomes)	Student outcomes Program effectiveness	Summary report to full faculty at fall retreat Data used to revise courses or revise curriculum in general	Individual faculty enhance teaching/learning experience through use of EB strategies Entire faculty discuss relevance and continuity of curricular concepts Curriculum revision
August	Assistant Director	NCLEX results Kaplan scores Employment stats	Aggregate student outcomes	Results discussed at August faculty retreat	*** Better use of these tests for instruction and remediation

On-going	Director	Budget review	Adequate learning resources Quality educational experience Faculty satisfaction	Results reported at faculty meetings	Equipment requests Faculty line requests Grant opportunities
On-going	Director	Exit assessment with students who withdraw or fail to progress	Program effectiveness Student outcomes	Summary report to full faculty	Curriculum revision Admission/progression policy revisions
On-going (every 8 weeks)	RN-BSN faculty	Review of RN-BSN course/faculty evaluations	Student outcomes	Data immediately fed back to revise course or to revise	Individual faculty enhance teaching/learning experience Entire faculty discuss continuity of curricular concepts
On-going (every 8 weeks)	RN-BSN faculty	RN-BSN Capstone Assignment Review	Student outcomes	During assessment workday	***

Outcomes

Program Outcomes	Program Outcome Quality Indicators (need benchmarks)
Program satisfaction: relevant professional nursing program	• Graduate employment in diverse practice settings • Employer feedback
Program effectiveness: quality educational experience	• Effective faculty who participate in service, scholarship, and teaching • NCLEX-RN$^®$: 80% of graduates will pass on first attempt. • Kaplan Comprehensive Predictor: class average scores will be at least 90% probability of passing NCLEX-RN$^®$ • Graduation rates
Program satisfaction: adequate learning resources	• Adequate, relevant clinical resources • Effective technology to support curriculum • Adequate library resources • Efficient lab/classroom facilities • Adequate learning support resources • Effective advising
Student Learning Outcomes Evaluation	**Aggregate Student Outcome Indicators**
1 Contribute leadership to health care systems, in professional organizations, and inter-professional teams to promote quality improvement and patient safety. 2 Design, deliver and evaluate evidence-based patient-centered care across the lifespan and the health-illness continuum. 3 Demonstrate skill in using patient care technologies, information systems, and communication devices that support safe nursing practice.	**Pre-licensure graduates** • Alignment review - _____ score, class average will be at 3 on a 4 point scale. • Alignment review - _____ score, class average will be at 3 on a 4 point scale. • Alignment review - _____ score, class average will be at 3 on a 4 point scale.

4 Use knowledge of health care policy, finance, and regulatory environments to advocate for quality health care. 5 Use effective professional communication and collaborative skills to deliver evidence-based care to individuals, families and communities as part of an inter-professional team. 6 Design, deliver, and evaluate evidence-based health promotion/health protection interventions and programs. 7 Assume responsibility and accountability for behaviors that reflect professional standards for moral, ethical and legal conduct. 8 Conduct comprehensive and focused physical, behavioral, psychological, spiritual, socioeconomic, and environmental assessments of health and illness using developmentally appropriate approaches.	• Alignment review - _____score, class average will be at 3 on a 4 point scale. • Alignment review - _____score, class average will be at 3 on a 4 point scale. • Alignment review - _____score, class average will be at 3 on a 4 point scale. • Alignment review - _____score, class average will be at 3 on a 4 point scale. • Alignment review - _____score, class average will be at 3 on a 4 point scale. • EBI Survey of new grads – AACN questions – class average scores will be at benchmark (5.5 on 7 point scale) **RN-BSN graduates** • Capstone assignment scores will average __3__ on a ___4__point scale • Survey of new grads (EBI) : responses to program outcomes and program satisfaction meet benchmark (5.5 on 7 point scale).

Attachment 2 – Rubric for Program Evaluation

Program Outcome - Uses Effective Professional Communication and Collaborative Skills to Deliver Evidence Based Care to Individuals, Families, and Communities as Part of an Interprofessional Team

Course SLO - Communicates effectively with all members of the healthcare team, including the patient and the patient's support network.

	4 Met outcome and almost never requires direction, monitoring, guidance, and support	3 Met outcome, 25% of the time requires direction, monitoring, guidance, and support	2 Did not meet outcome, 50% of the time requires direction, monitoring, guidance, and support	1 Did not meet outcome- 75% of the time requires direction, monitoring, guidance, and support	0 Did not meet outcome - Dependent – almost always requires direction, monitoring, guidance, and support
Uses effective communication skills – verbal and written	+++++++++	+			
Uses effective collaborative skills	+++++++++	+			
Delivers evidence based care	+++++++	+++			
Participates as part of interproffessional team	+++++++++	+			
Patients	+++++++++	+			
Families	++++++++	++			
Communities	N/A				

10 Clinical Evaluation Tools from NURS 4722 Immersion were randomly chosen and downloaded from Blackboard. The rubric was used to determine whether the program outcome was met (what is expected of all students).