

School of Nursing Master of Science Assessment Plan 2009-2010

Assessment Contact Person: Teresa M. Dobrzykowski, Interim Graduate Program Director

Introduction

The Department of Nursing at Indiana University South Bend implemented a revised version of the Indiana University School of Nursing Master of Science in Nursing (MSN), Family Nurse Practitioner (FNP) program curriculum, admitting our first group of students this past fall, 2009. Our program is quite similar to the Indiana University School of Nursing MSN FNP program, with identical educational goals, program outcomes, admission criteria, core and program-specific courses. Our main difference is in the sequencing of the courses and the creation of a directed clinical elective course. These differences were predicated upon the specific needs of our community, perceived needs of our students, and various resources (faculty, space/materials, and preceptors).

Governing Structure: MSN Faculty Council

A subgroup of the entire faculty, the MSN Faculty Council (MSN FC), oversees the admission and progression to graduation process of the students. It is also their charge to develop, manage, assess, and revise the curriculum and program outcomes. This subgroup will report to the entire faculty. The program is not yet accredited by the Commission on Collegiate Nursing Education (CCNE), an arm of the American Association of Colleges of Nursing. We are in the process of writing our first report for accreditation, with our visit scheduled for March, 2010. Since it will be our first accreditation, we anticipate receiving full accreditation status for 5 years, typical for new programs.

At this time, the Interim Graduate Program Director (GPD) reports to the MSN Faculty Council. One of the many responsibilities of the GPD is to collect data as determined necessary for the assessment of the curriculum and program. Also, the GPD is charged with the responsibility to write the MSN FNP section of CCNE report.

Educational Goal & Program Outcomes

The goal of the MSN program is to prepare graduates for leadership roles in advanced nursing practice as Family Nurse Practitioners. The major purpose of the MSN program at IU South Bend is to prepare nurses for advanced practice as a Family Nurse Practitioner. A graduate of MSN at Indiana University South Bend will be able to do the following:

1. Model excellence in nursing **leadership** to improve nursing practice within a complex health care system.
2. Perform **advanced nursing practice** within ethical–legal guidelines, professional policies and regulations, and standards of practice associated with a specialty area of practice.
3. **Synthesize knowledge** from nursing as well as biological, behavioral, social, administrative, educational and communication sciences for application to a chosen domain of advanced practice nursing.
4. Demonstrate **scholarly inquiry** and reflection that exemplifies critical, creative, and systems thinking to advance the practice of nursing.
5. Frame problems, design interventions, specify outcomes and **measure outcome** achievement while balancing human, fiscal, and material resources to achieve quality health outcomes.

6. Use information technology and knowledge based resources to **manage and transform data** that informs clinical practice.
7. Systematically apply knowledge from research findings and best evidence to answer clinical questions, **solve clinical problems** and develop innovative nursing interventions and health policies for selected patient populations.
8. Demonstrate **collaborative practice** and interpret nursing science within an interdisciplinary context.
9. Articulate the effects of culture, diversity, values, and globalization in the **design, delivery, and evaluation of health services**.
10. Engage in life-long learning activities that contribute to **professional development** as well as the advancement of nursing.

Assessment Plan

The assessment plan was developed using the following criteria and guidelines: the approved MSN program outcomes, National Organization of Nurse Practitioner Faculty (NONPF) evaluation of programs criteria, of which the CCNE accreditation criteria are based, and the Indiana University South Bend Academic Senate Assessment Guidelines.

Outcome	Measured by	Participants	Benchmarks	Evaluation & Analysis Process
Leadership	Non-Clinical/ Clinical Course Evaluation*	Students	Mean of 4.0 on a scale of 1-5	Faculty is informed when benchmark is not met. They respond with a plan of action.
	Course Assignments/ Course Evaluation**	Faculty, Preceptors responsible for course & student	Qualitative data- no benchmarks	Report & plans for improvement are sent to the GPD. GPD shares data with the MSN FC.
	Survey	Graduating Students, Alumni, Preceptors, Employers	Mean of 4.0 on a scale of 1-5	A report of the analysis of data is communicated to MSN FC & any remedies indicated are discussed in MSN FC meeting.
Advanced Nursing Practice	Non-Clinical/ Clinical Course Evaluation*	Students	Mean of 4.0 on a scale of 1-5	Faculty is informed when benchmark is not met. They respond with a plan of action.
	Course Assignments/ Course Evaluation**	Faculty, Preceptors responsible for course & student	Qualitative data- no benchmarks	Report & plans for improvement are sent to the GPD. GPD shares data with the MSN FC.
	Survey	Graduating Students, Alumni, Preceptors, Employers	Mean of 4.0 on a scale of 1-5	A report of the analysis of data is communicated to MSN FC & any remedies indicated are discussed in MSN FC meeting.
	Certification	Graduates	100% Pass	Faculty is informed when

	Exam			benchmark is not met. They respond with a plan of action.
Synthesize Knowledge	Non-Clinical/ Clinical Course Evaluation*	Students	Mean of 4.0 on a scale of 1-5	Faculty is informed when benchmark is not met. They respond with a plan of action.
	Course Assignments/ Evaluation**	Faculty, Preceptors responsible for course & student	Qualitative data- no benchmarks	Report & plans for improvement are sent to the GPD. GPD shares data with the MSN FC.
	Survey	Graduating Students, Alumni, Preceptors, Employers	Mean of 4.0 on a scale of 1-5	A report of the analysis of data is communicated to MSN Faculty Council & any remedies indicated are discussed in MSN Faculty Council meeting
	Certification Exam	Graduates	100% Pass	Faculty is informed when benchmark is not met. They respond with a plan of action.
Scholarly Inquiry	Non-Clinical/ Clinical Course Evaluation*	Students	Mean of 4.0 on a scale of 1-5	Faculty is informed when benchmark is not met. They respond with a plan of action.
	Course Assignments/ Course Evaluation**	Faculty, Preceptors responsible for course & student	Qualitative data- no benchmarks	Report & plans for improvement are sent to the GPD. GPD shares data with the MSN FC.
	Survey	Graduating Students, Alumni, Preceptors, Employers	Mean of 4.0 on a scale of 1-5	A report of the analysis of data is communicated to MSN FC & any remedies indicated are discussed in MSN FC meeting.
	Certification Exam	Graduates	100% Pass	Faculty is informed when benchmark is not met. They respond with a plan of action.
Measure Outcomes	Non-Clinical/ Clinical Course Evaluation*	Students	Mean of 4.0 on a scale of 1-5	Faculty is informed when benchmark is not met. They respond with a plan of action.
	Course Assignment/ Course Evaluation**	Faculty, Preceptors responsible for course & student	Qualitative data- no benchmarks	Report & plans for improvement are sent to the GPD. GPD shares data with the MSN FC.
	Survey	Graduating Students,	Mean of 4.0 on a scale of 1-5	A report of the analysis of data is communicated to MSN FC & any

	Certification Exam	Alumni, Preceptors, Alumni Graduates	100% Pass	remedies indicated are discussed in MSN FC meeting. Faculty is informed when benchmark is not met. They respond with a plan of action.
Manage & Transform Data	Non-Clinical/ Clinical Course Evaluation*	Students	Mean of 4.0 on a scale of 1-5	Faculty is informed when benchmark is not met. They respond with a plan of action.
	Course Assignments/ Course Evaluation**	Faculty, Preceptors responsible for course & student	Qualitative data- no benchmarks	Report & plans for improvement are sent to the GPD. GPD shares data with the MSN FC.
	Survey	Graduating Students, Alumni, Preceptors, Employers	Mean of 4.0 on a scale of 1-5	A report of the analysis of data is communicated to MSN FC & any remedies indicated are discussed in MSN FC meeting.
Solve Clinical Problems	Non-Clinical/ Clinical Course Evaluation*	Students	Mean of 4.0 on a scale of 1-5	Faculty is informed when benchmark is not met. They respond with a plan of action.
	Course Assignments/ Course Evaluation**	Faculty, Preceptors responsible for course & student	Qualitative data- no benchmarks	Report & plans for improvement are sent to the GPD. GPD shares data with the MSN FC.
	Survey	Graduating Students, Alumni, Preceptors, Employers	Mean of 4.0 on a scale of 1-5	A report of the analysis of data is communicated to MSN FC& any remedies indicated are discussed in MSN FC meeting.
	Certification Exam	Graduates	100% Pass	Faculty is informed when benchmark is not met. They respond with a plan of action.
Collaborative Practice	Non-Clinical/ Clinical Course Evaluation*	Students	Mean of 4.0 on a scale of 1-5	Faculty is informed when benchmark is not met. They respond with a plan of action.
	Course Assignments/ Course Evaluation**	Faculty, Preceptors responsible for course & student	Qualitative data- no benchmarks	Report & plans for improvement are sent to the GPD. GPD shares data with the MSN FC.
	Survey	Graduating Students,	Mean of 4.0 on a scale of 1-5	A report of the analysis of data is communicated to MSN FC& any remedies indicated are discussed in

	Certification Exam	Alumni, Preceptors, Employers Graduates	100% Pass	MSN FC meeting. Faculty is informed when benchmark is not met. They respond with a plan of action.
Health Services	Non-Clinical/ Clinical Course Evaluation*	Students	Mean of 4.0 on a scale of 1-5	Faculty is informed when benchmark is not met. They respond with a plan of action.
	Course Assignments/ Course Evaluation**	Faculty, Preceptors responsible for course & student	Qualitative data- no benchmarks	Report & plans for improvement are sent to the GPD. GPD shares data with the MSN FC.
	Survey	Graduating Students, Alumni, Preceptors, Employers	Mean of 4.0 on a scale of 1-5	A report of the analysis of data is communicated to MSN FC & any remedies indicated are discussed in MSN FC meeting.
	Certification Exam	Graduates	100% Pass	Faculty is informed when benchmark is not met. They respond with a plan of action.
Professional Development	Non-Clinical/ Clinical Course Evaluation*	Students	Mean of 4.0 on a scale of 1-5	Faculty is informed when benchmark is not met. They respond with a plan of action.
	Course Assignments/ Course Evaluation**	Faculty, Preceptors responsible for course & student	Qualitative data- no benchmarks	Report & plans for improvement are sent to the GPD. GPD shares data with the MSN FC.
	Survey	Graduating Students, Alumni, Preceptors, Employers	Mean of 4.0 on a scale of 1-5	A report of the analysis of data is communicated to MSN FC & any remedies indicated are discussed in MSN FC meeting.

- ✚ Assessment strategies for courses throughout the MSN program include tests, written assignments, research projects, portfolios, and performance demonstrations, including digital recording of skill performance. Individual course faculty will develop and implement these assessment procedures, which will focus on outcomes of student learning. Student clinical performance will be evaluated by preceptors as well as course faculty, using stated course objectives.
- ✚ Student evaluations of faculty teaching, clinical sites, preceptors, program satisfaction, including self- reflection. These evaluations will occur at course and program levels (longitudinal as well as summative).

- ✚ Alumni surveys will be conducted at three year intervals. These evaluations will monitor learning outcomes, match of skill to employment setting, and monitor program effectiveness.
- ✚ Job placement rates of graduates. Job placement rates will document continued regional need for advanced practice nurses.
- ✚ Employer surveys. The yearly surveys will yield information regarding employer satisfaction with graduates and the quality of their performance as employees. The data from these surveys will allow faculty to evaluate clinical sites for suitability and ongoing ability to provide requisite learning experiences for students.
- ✚ Program accreditation will serve as a program quality indicator.
- ✚ Graduate success on certification examinations will also be used as a program quality indicator.

Data Collection Status: Analysis & Outcomes

As our program is currently in its first year of existence, we have only one semester's worth of course evaluative data. Upon review of this data, the MSN Faculty Council, upon recommendation of the faculty and the Graduate Program Director, has implemented a change to the course sequence for the next-admitted cohort of students to address the concerns raised by the faculty and students. Specifically, the change requires a switch of when two courses will be offered within the first year of study.

We have developed course evaluations, and have adopted the same faculty evaluations that are used in the undergraduate program. The course evaluations are similar in style, structure and delivery for ease in reporting and analyzing of the data as all our faculty teach across all programs within the school of nursing. We continue to gather course and faculty evaluation data, and plan to review the data at the end of each semester and yearly, as we compile aggregate data from subsequent semesters to look for meaningful trends, both positive and areas requiring possible course and or program change and revision.

Continued Assessment Activities

Course and faculty evaluations will continue in each course. We will be developing preceptor and faculty clinical evaluation tools to be used in evaluating student progress in clinical-based courses. We will also develop a clinical site evaluation tool for students and faculty to use. We will be developing employer and alumni surveys that will be given after our first cohort will graduate, December, 2010. We will also be busy preparing for our first accreditation visit with CCNE, scheduled for March 2010.

ATTACHMENTS (separate documents):

Clinical Course Evaluation Tool*

Non-Clinical Course Evaluation Tool*

Faculty Course Evaluation Tool**

Copy of Student Faculty Evaluation Questions