

Weber State University
Annual Assessment of Evidence of Learning

Cover Page

Department/Program: MSN Program/Nurse Executive & Nurse
Academic Year of Report: 2015/16
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A. Brief Introductory Statement:

Please review the Introductory Statement and contact information for your department displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if this information is current, please place an 'X' below. No further information is needed. We will indicate "Last Reviewed: [current date]" on the page.

Information is current; no changes required.

Information is not current; updates below.

Update:

The Master of Science in Nursing (MSN) program at Weber State University prepares innovative nurse experts who are capable of shaping and advancing the practice and profession of nursing. The dynamic curriculum is designed to promote national guidelines and competencies that enable graduates to make a significant contribution to education and healthcare environments. Upon completion of the program, graduates are prepared for doctoral level education.

The MSN Programs designed for baccalaureate-prepared registered nurses to assume the advanced roles of the nurse executive, nurse educator or nurse practitioner. The MSN **Nurse Executive** and **Nurse Educator** Programs require 39 credit hours for completion. The MSN Program coursework is delivered using an online learning platform. The MSN residency uses an online teaching-learning modality supports the accomplishment of the program goals by employing an online asynchronous learning activities and faculty-student interaction. This teaching format allows for the convenience of online classes balanced with direct interaction with preceptors. Students learn theory and practice information online, and then complete a capstone residency experience that is focused on application didactic instruction through online teaching and completion of an 85 hour residency in either nursing administration and leadership or nursing education. The residency requirement is completed during the last semester of study.

Currently, the curricula can be completed in the traditional four, full-time academic semesters (two academic years), or there is now an accelerated option available for students which includes four, full time semesters with a semester of course work offered during the summer (18 months). The curricula strongly reflects the educational and professional scope and standards for practice as published by the American Nurses Association (ANA), the National League for Nursing (NLN), the American Nurses Credentialing Center (ANCC), , the American Association of Nurse Executives (AONE), and the American Association of Nursing Master's Essentials.

The Post Master's Certificate Program prepares graduates for certification in nursing education or nursing administration. The post-master's certificate in nursing education consist of 14 credit hours and can be completed in three semesters of part-time study. The nurse executive post-master's certificate 15 credit hours and can be completed in three semesters of part-time study. An optional residency learning experience is available for students in both certificate tracks.

B. Mission Statement

Please review the Mission Statement for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if it is current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

If the information is not current, please provide an update:

Information is current; no changes required.

Information is not current; updates below.

School of Nursing Vision Statement

Our vision is to educate and prepare distinguished nursing professionals who are recognized for excellence and passionately engaged in the profession of nursing.

School of Nursing Mission Statement

The mission of Weber State University School of Nursing is to provide quality and safety education for nursing students who have the knowledge, skills and attitudes in the following:

- Patient-Centered Care
- Teamwork and Collaboration
- Evidence-Based Practice
- Quality Improvement
- Patient Safety
- Informatics

WSU/School of Nursing Core Values

The School of Nursing acknowledges the value of both the mission and vision of Weber State University. The School of Nursing has used the core values, set forth by Weber State University, in creating this strategic plan. The following core values will be incorporated in all aspects of nursing education:

- Learning through personalized experiences and shared inquiry
- Engagement in community
- Access and opportunity for all
- Respect for people and ideas

- Nurturing the potential within every individual

C. Student Learning Outcomes

Please review the Student Learning Outcomes for your department displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if they are current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

If they are not current, please provide an update:

Information is current; no changes required.

Information is not current; updates below.

Faculty in the MSN Program use a variety of assessment methods to determine achievement of student learning outcomes. In each course, six course outcomes are designed to reflect the six program and or track competencies. Course assignments and evaluation procedures are consistent across the updated 2013 MSN curriculum. Course learning outcomes are measured using summative and formative assessment strategies including scholarly papers, quizzes, reflective journals, case studies, oral presentations, a capstone residency experience, and MSN scholarly project. Student-learning assessment measures which are aligned to course learning outcomes and program outcomes are demonstrated for each course using a curriculum map. Student work products are systematically reviewed each semester by course chairs and faculty for evidence of learning in meeting course and program outcomes. Faculty provide grading rubrics for every assignment to guide students through the learning process and in the submission of assignments. Students are provided timely feedback on progress throughout the course through graded exams and assignments and are encouraged to seek clarification and assistance with evaluation elements as needed. Students must have an 80% average to pass courses to progress in the nursing program. Course grades are a factor in determining achievement of student competence in meeting course outcomes that are directly linked to the six program competencies. MSN instructors review student grade distributions during end of semester course meetings. The MSN program director monitors student progress throughout the semester during monthly faculty meetings. Students who are failing courses at mid-term, and at the end of the semester are reported by faculty. This information is then discussed by the program director and the SON Chair and included as part of the systematic plan of evaluation.

At the conclusion of each semester, students have the opportunity of evaluating student-learning outcomes and overall course satisfaction. The revised course evaluation tool is designed to assess student perceived level of proficiency in each of the six (6) program competencies. The MSN faculty have implemented incentives, including a 1% incentive for completion of both course and faculty return rates which have dramatically improved return rates. For spring 2014, course return rates were 100% (Exhibit 4.16: MSN course return rates). Faculty members have identified a specific ELA of 3.0 or higher on a 5.0 Likert scale for each competency and overall course satisfaction. If one or more competencies are rated below 3.0, the faculty, course chair and level director at the conclusion of each semester address the item. Evaluations are submitted anonymously, and data are aggregated, analyzed, trended and reviewed by the Program Director and SON Chair. Clinical evaluation in the MSN program is based upon feedback from residency preceptors as well as upon faculty observations during residency visits and assessment of reflective journals and materials submitted.

**Weber State University
School of Nursing
MSN Program
PROGRAM and TRACK COMPETENCIES**

SCHOOL OF NURSING OUTCOMES	MSN PROGRAM OUTCOMES	MSN NURSE EDUCATOR OUTCOMES	MSN NURSE EXECUTIVE OUTCOMES
<p>Patient Centered Care Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patients' preferences, values, and needs.</p>	<p>Patient Centered Care Create and direct collaborative patient care environments that promote the development of nursing expertise that includes the patient perspective.</p>	<p>Patient Centered Care Design level-appropriate contemporary program outcomes and curricula that prepare graduates to function effectively in the healthcare environment with a focus on the patient.</p>	<p>Patient-Centered Care Design and establish the professional practice environment and associated staffing that support interdisciplinary roles, innovative workflow models, and patient-centered care.</p>
<p>Teamwork & Collaboration Function effectively within nursing and inter-professional teams, fostering communication, mutual respect, and shared decision-making to achieve quality patient care.</p>	<p>Teamwork & Collaboration Apply advanced communication strategies to support high-functioning interdisciplinary teams that support high quality, safe patient care.</p>	<p>Teamwork & Collaboration Participates in interdisciplinary efforts to contribute to the professional standing of nursing and address the healthcare education needs in local, national and international arenas.</p>	<p>Teamwork & Collaboration Design high functioning interdisciplinary care teams and lead initiatives to improve patient care.</p>
<p>Evidence-Based Practice (EBP) Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.</p>	<p>Evidence-Based Practice (EBP) Evaluate available evidence, expert opinion, and patient preferences to determine best practice. Evaluate the feasibility and appropriate evaluation methods for planned EBP interventions.</p>	<p>Evidence-Based Practice (EBP) Uses evidence to support best practices in teaching andragogy as well as the development of educational experiences.</p>	<p>Evidence-Based Practice (EBP) Establish standards utilizing evidence based practice as the foundation of nursing practice and patient care delivery.</p>
<p>Quality Improvement Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems, including participating in healthcare policy</p>	<p>Quality Improvement Develop policies and processes based on identification of best practice that improve the quality and safety of nursing care provided by health care systems.</p>	<p>Quality Improvement Incorporates quality improvement strategies in the development and evaluation of educational programs.</p>	<p>Quality Improvement Develop efficient patient care models and policies that ensure high quality care and compliance with regulatory requirements.</p>

<p>Patient Safety Minimize risk of harm to patients and providers through both system effectiveness and individual performance</p>	<p>Patient Safety Incorporate patient safety principles into the development of comprehensive patient safety goals and safety education for nurses.</p>	<p>Patient Safety Incorporates national patient safety resources that promote patient and provider safety in the practice arena.</p>	<p>Patient Safety Develop a culture of safety inclusive of the interdisciplinary care team, the patient, and the family. Incorporate transparency and provide tools and resources for the creation of a safe culture.</p>
<p>Informatics Use information and technology to communicate, manage knowledge, mitigate error, and support decision making</p>	<p>Informatics Formulate policies, processes, and/or educational plans that leverage information technology to optimize information management, reduce errors, and support clinical decision-making.</p>	<p>Informatics Utilizes information technology to support educational practice and incorporates the use of informatics to improve quality healthcare and innovative teaching.</p>	<p>Informatics Recommend and optimize information technologies to support evidence based nursing practice, clinical decision making, and administrative functions.</p>

Competency Reference: “Quality and Safety Education for Nurses” (QSEN). Retrieved from <http://qsen.org>
National League for Nursing. (2012). The scope of practice for academic nurse educators: 2012 revision. New York: NLN.

MSN Program Map

SCHOOL OF NURSING CORE COMPETENCIES	(MSN) DIFFERENTIATED CORE COMPETENCIES	MSN CORE CURRICULUM	NURSE ADMINISTRATOR CURRICULUM	NURSE EDUCATOR CURRICULUM
Patient Centered Care Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patients' preferences, values, and needs.	Patient Centered Care Create and direct collaborative patient care environments that promote the development of nursing expertise that includes the patient perspective.	MSN 6141 MSN 6160 MSN 6180	MSN 6300 MSN 6340 MSN 6200 MSN 6324 MSN 6360	MSN 6520 MSN 6540 MSN 6560 MSN 6580 MSN 6500
Teamwork & Collaboration Function effectively within nursing and inter-professional teams, fostering communication, mutual respect, and shared decision-making to achieve quality patient care.	Teamwork & Collaboration Apply advanced communication strategies to support high-functioning interdisciplinary teams that support high quality, safe patient care.	MSN 6160 MSN 6540 MSN 6600 MSN 6560	MSN 6300 MSN 6200 MSN 6360 MSN 6324 MSN 6380	MSN 6540 MSN 6560 MSN 6580 MSN 6600 MSN 6700 MSN 6500
Evidence-Based Practice (EBP) Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.	Evidence-Based Practice (EBP) Evaluate available evidence, expert opinion, and patient preferences to determine best practice. Evaluate the feasibility and appropriate evaluation methods for planned EBP interventions.	MSN 6100 MSN 6120 MSN 6141 MSN 6160 MSN 6540 MSN 6600 MSN 6560 MSN 6800	MSN 6340 MSN 6324 MSN 6360	MSN 6520 MSN 6540 MSN 6560 MSN 6580 MSN 6600 MSN 6700 MSN 6500
Quality Improvement Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems, including participating in healthcare policy.	Quality Improvement Develop policies and processes based on identification of best practice that improve the quality and safety of nursing care provided by health care systems.	MSN 6160 MSN 6180	MSN 6300 MSN 6340 MSN 6360	MSN 6520 MSN 6500
Patient Safety Minimize risk of harm to patients and providers through both system effectiveness and individual performance	Patient Safety Incorporate patient safety principles into the development of comprehensive patient safety goals and safety education for nurses.	MSN 6160 MSN 6180	MSN 6300 MSN 6340 MSN 6324 MSN 6360	MSN 6520 MSN 6540 MSN 6580 MSN 6500
Informatics Use information and technology to communicate, manage knowledge, mitigate error, and support decision making	Informatics Formulate policies, processes, and/or educational plans that leverage information technology to optimize information management, reduce errors, and support clinical decision-making.	MSN 6120 MSN 6160 MSN 6180 MSN 6600 MSN 6560	MSN 6300 MSN 6340 MSN 6324 MSN 6324	MSN 6540 MSN 6560 MSN 6580 MSN 6500 MSN 6600

Measurable Learning Outcomes

At the end of their study at WSU, students in this program will:

- 1) ...
- 2) ...
- 3) ...
- 4) ...
- 5) ...
- 6) etc.

D. Curriculum

Please review the Curriculum Grid for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if it is current, please indicate as much; we will mark the web page as “Last Reviewed: [current data]”. No further information is needed. If the curriculum grid is not current, please provide an update:

- Information is current; no changes required.**
- Information is not current; updates below**

Curriculum Map

	Department/Program Learning Outcomes							
	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Etc...			
Core Courses in Department/Program								

Note^a: Define words, letters or symbols used and their interpretation; i.e. 1= introduced, 2 = emphasized, 3 = mastered or I = Introduced, E = Emphasized, U = Utilized, A = Assessed Comprehensively; these are examples, departmental choice of letters/numbers may differ
Note^b: Rows and columns should be transposed as required to meet the needs of each individual department

Additional Information (if needed)

E. Assessment Plan

Please review the Assessment Plan for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if the plan current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

The site should contain an up-to-date assessment plan with planning going out a minimum of three years beyond the current year. Please review the plan displayed for your department at the above site. The plan should include a list of courses from which data will be gathered and the schedule, as well as an overview of the assessment strategy the department is using (for example, portfolios, or a combination of Chi assessment data and student survey information, or industry certification exams, etc.).

Please be sure to include your planned assessment of any general education courses taught within your department. This information will be used to update the General Education Improvement and Assessment Committee’s planning documentation.

MSN Assessment plan:

A comprehensive evaluation assessment plan is completed annually based upon accreditation standards and guidelines through the Accreditation Commission of Education in Nursing (ACEN). This report requires assessment and planning for the following criteria:

- Mission and Administrative Capacity;
- Faculty and Staff;
- Students;
- Curriculum;
- Resources;
- And Outcomes.

Educational effectiveness is monitored and maintained through the systematic ongoing evaluation of program components identified in the ACEN Standards and Criteria. A Systematic Ongoing Evaluation Plan (MSN-SPE), using the 2013 Standards and Criteria defined by the ACEN, has been developed and is implemented according to this plan. The data gathered throughout this process is aggregated, analyzed, trended, and utilized in the revision, development, and maintenance of the MSN Program.

With the assistance of the WSU ChiTester Department and Career Services, MSN program data is aggregated then trended by the nursing department. Course, faculty, program, alumni and employer surveys are administered as scheduled, data is analyzed by faculty, shared with communities of interest, and then used to improve the program. One recent example of program improvement is the revamping of the master’s project process based on student feedback.

Aggregated and trended MSN Program evaluation findings are shared with the Program’s communities of interest through several mechanisms. These include the MSN Program and SON Annual Report to the Dean of the DCHP, the DCHP Dean’s Annual Report to the WSU Provost and Office of Academic Affairs, and the Annual Program Report to the Office of Institutional Effectiveness

The MSN student achievement of program learning outcomes is also evaluated by aggregate and trended data relative to MSN Program completion rates, graduate satisfaction with the MSN Program, employer satisfaction with MSN Program graduates, and the percentage of MSN Program graduates employed in a MSN role-related practice within one-year of graduation.

Overview of MSN Program achievement and status relative to the ACEN defined MSN Program outcomes:

100% program completion within 150% of program length

Student Satisfaction

End of Program Survey

Alumni Survey:

Qualitative data on both surveys positive

Employer satisfaction:

Job Placement Rates

F. Report of assessment results for the most previous academic year:

There are a variety of ways in which departments can choose to show evidence of learning. This is one example. The critical pieces to include are 1) what learning outcome is being assessed, 2) what method of measurement was used, 3) what the threshold for ‘acceptable performance’ is for that measurement, 4) what the actual results of the assessment were, 5) how those findings are interpreted, and 6) what is the course of action to be taken based upon the interpretation.

A. Evidence of Learning: Courses within the Major

(this is a sample page for purpose of illustration only; a blank template can be found on the next page)

Sample only - Evidence of Learning: Courses within the Major – Sample only					
Measurable Learning Outcome: Students will...	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 1:	Measure 1: A set of 10 multiple choice questions from Exam 1 Measure 2: Student presentations	Measure 1: 85% of students will score 80% or better on 10 questions Measure 2: Using a rubric to assess the presentation, 90% of students will achieve a score of 75% or above.	Measure 1: 93% of students scored 80% or better on 10 questions Measure 2: the threshold was met, but students performed poorly (avg. = 1.8) on one criterion.	Measure 1: Students successfully demonstrated interpretation skills Measure 2: unclear where the issue is	Measure 1: No curricular or pedagogical changes needed at this time Measure 2: provide better explanation of the expectations for this criterion and re-assess.

Sample only - Evidence of Learning: Courses within the Major - Sample only					
Measurable Learning Outcome: Students will...	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 2:	Measure 1: Results of standardized test Measure 2: Students are surveyed about their perceived competence of the outcome	Measure 1: 85% of students will score at or above the national average. Measure 2: On a 5 point Likert scale, 90% of students will indicate 4 or 5	Measure 1: 90% of students scored above national average Measure 2: Less than half of students felt competence with this outcome.	Measure 1: Students successfully demonstrated competence; lowest average score was in transfer of knowledge, where only 69% of questions were answered correctly. Measure 2: Students tested well, but their perceived competence was lower than expected.	Measure 1: Faculty agree to include review of transfer in all related courses; this outcome will be reassessed during next review Measure 2: Students will be given more opportunity to practice this skill with immediate feedback.

*Can be a mix of direct and indirect measures, but at least one measure must be direct

Evidence of Learning Worksheet: **Courses within the Major**

Course:

Course [Subject/Number] Evidence of Learning: Courses within the Major					
Measurable Learning Outcome	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 1:	Measure 1:	Measure 1:	Measure 1:	Measure 1:	
	Measure 2:	Measure 2:	Measure 2:	Measure 2:	

Course [Subject/Number]	Evidence of Learning: Courses within the Major				
Measurable Learning Outcome	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 2:	Measure 1:	Measure 1:	Measure 1:	Measure 1:	
	Measure 2:	Measure 2:	Measure 2:	Measure 2:	

*Direct and indirect: at least one measure per objective must be a direct measure.

Additional narrative (optional – use as much space as needed):

MSN Course Maps

In the MSN Program, course evaluation methodologies are varied and are reflected in MSN course maps which are developed for every course. These maps reflect course outcomes which are aligned to program outcomes and national guidelines. Student learning outcomes are aligned to course and unit outcomes and measured using a variety formative and summative assessment strategies including: student presentations, scholarly papers, online discussions, quizzes, discussions, and projects. The student learning and assessment strategies are also reflective of the evolving theories and best-practices associated with faculty facilitation of online student learning.

A copy of MSN course maps/matrixes are available upon request.

b. Evidence of Learning: High Impact or Service Learning

This is an optional section. If you provide students with high impact or service learning opportunities you may briefly describe those opportunities and explain how you assess their impact on student learning. This [excerpt](#) from George D. Kuh provides a brief overview of high-impact practices.

MSN Educator/Executive Residency (MSN 6700 and MSN 6400)

The MSN Executive and Educator students are required to complete an 85 hour supervised residency as a capstone learning experience for graduate students. A Master's of Science in Nursing (MSN) Residency is a capstone learning experience that allows the Weber State University graduate nursing student, with supervision and mentoring, to apply knowledge and skills gained in the didactic portion of the student's MSN Program coursework. The MSN Program Residency will provide the graduate nursing student the opportunity to observe and actively participate in the advanced nursing role for which the student is preparing to perform. The purpose of this document is to provide the MSN Preceptor an overview of the MSN Residency objectives and role expectations associated with this experience.

Because each student enters the residency experience with a varied amount of prior experience and/or competence, providing residency-learning opportunities that support the student's individual learning needs may be challenging. Therefore, the purpose of Preceptor Handbook is to provide preceptors helpful information and guidelines to optimize the residency experience for both the student and the preceptor.

The approved facilities and agencies selected for the MSN Nurse Executive and Educator residency experience have earned national and/or state accreditations status relative to quality and patient safety. In addition, the approved facilities demonstrate a commitment to operate from the perspective of evidence-based, best practices. The approved educational entities selected for the MSN Nurse Educator residency experiences have earned the Utah State Board of Nursing approval, as well as national accreditation status from CCNE and/or ACEN. No students had residencies where accreditation candidacy status was in effect. All residency sites are evaluated by students and faculty to ensure that residency student-learning outcomes are met.

Preceptors are key to the success of the MSN Residency program. As such, care in the selection process is essential. Preceptors are generally selected by faculty following an interview process during which several factors are evaluated: academic credentials, competence, interpersonal and communication skills, support of commitment to professional development, a willingness to precept are reviewed.

Preceptor training includes a discussion on the role of the preceptor, learning styles, and role modeling the professional nursing role.

A qualified Residency Preceptor must supervise the student's residency experience and facilitate opportunities for experiential learning within the student's selected graduate program of study. Specific roles and responsibilities vary somewhat dependent upon the specialty area. However, all Residency Preceptors are required to fulfill the following qualifications:

- Possess a minimum of a master's of science in nursing
- Current and unencumbered RN license in Utah or in area of practice
- Currently practicing in an advanced role as either an academic or hospital based nurse educator
- Able to facilitate, teach, and provide adequate supervision and evaluation of student toward the achievement of residency objectives and learning needs
- Commitment to the concept of graduate level educational preparation for advancing the professional of nursing—these two degrees are not “advance practice” degrees as commonly used to denote APRNs

MSN Scholarly Project (MSN 6801, MSN 6802 and MSN 6803)

The master's scholarly project is a graduation requirement for completion of the Weber State University (WSU) Master of Science in Nursing (MSN) Program. It represents the culminating activity that integrates the knowledge and skills acquired during the master's degree program of study. The project provides evidence that the student has engaged in scholarly activities designed to enhance the practice of nursing from the vantage of either the nurse administrator or the nurse educator. An additional objective of the master's project is to afford faculty the opportunity to provide direct mentoring, professional socialization, and assessment related to the student's mastery of graduate-level knowledge and skills. The completed master's project and culminating report is a visible and permanent record of the quality of work that a graduate student has accomplished in the MSN Program.

c. Evidence of Learning: General Education Courses

(Area-specific EOL grids can be found at [http://weber.edu/oie/Complete Rubrics.html](http://weber.edu/oie/Complete_Rubrics.html); they can replace this page.)

Evidence of Learning: General Education Area [fill in]					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will... Learning Outcome 1:	Measure 1	Measure 1	Measure 1:	Measure 1:	Measure 1:
	Measure 2:	Measure 2:	Measure 2:	Measure 2:	Measure 2:
Learning Outcome 2:	Measure 1:	Measure 1:	Measure 1:	Measure 1:	Measure 1:
	Measure 2:	Measure 2:	Measure 2:	Measure 2:	Measure 2:
Learning Outcome 3:	Measure 1:	Measure 1:	Measure 1:	Measure 1:	Measure 1:
	Measure 2:	Measure 2:	Measure 2:	Measure 2:	Measure 2:

*At least one measure per objective must be a direct measure; indirect measures may be used to supplement direct measure(s).

Additional narrative (optional – use as much space as needed):

G. Summary of Artifact Collection Procedure

Summary Information (as needed)

Course Meeting Minutes and Student Exemplars

Based upon a faculty member's academic qualification, expertise, and experience in teaching, the MSN Program Director assigns a faculty member to serve as the chair of specific courses. Course chairs are responsible for curriculum development, course maintenance, and updates. Using quantitative and qualitative summary data derived from course evaluations updates to courses are made at the conclusion of each semester. The SON Course Minutes Form is used to document the course review. As part of this process, end of course evaluations, including student comments are reviewed to determine if there are any needed changes to the course. All data is gathered through an ongoing awareness of local, regional, and national trends. The completed course minute forms are forwarded to the SON Curriculum Chair making them available to faculty on the SON Box (Access available on Box). Two course student exemplars (one strong and one weak) are also submitted for each course at the end of every semester and are filed on the SON BOX (Access available on BOX).

MSN Student Residency

The MSN Student Residency reports are kept within the student's private file and are submitted by the residency instructor at the conclusion of the semester. A preceptor file is maintained for every preceptor in the MSN Administrative Assistant's Office. Each file has a curriculum vitae demonstrating preceptor qualifications, work experience along with an active RN licensure.

MSN Scholarly Project

At the conclusion of the MSN Scholarly Project series, students submit an electronic copy of their final paper/project along with signatures from their MSN Scholarly Project instructor and content expert. The electronic documents are then filed on the SON BOX by the MSN Administrative Assistant (Access available on BOX).

Artifact	When/How Collected?	Where Stored?
	(i.e. end of semester)	(i.e. electronic copies)
(i.e. Chi Tester Outcome Report)	(i.e. 2-3 times per semester)	(i.e. electronic format, chi tester warehouse)

Appendix A

Most departments or programs receive a number of recommendations from their Five-Year Program Review processes. This page provides a means of updating progress towards the recommendations the department/program is acting upon.

ACEN External Review October, 2014

- A formal external review of the MSN Program was conducted in October, 2014 by the Accreditation Commission for Education in Nursing. In April 2015, the Board of Commissioners granted continuing accreditation to the master's nursing program, including the post-master's certificate through 2022. While there were no formal recommendations regarding areas to change related to the ACEN standards and criteria, there were some areas for refinement (see below).
- A five year MSN Program review was conducted by the Graduate Program Review Committee on December 11, 2015. As part of the program review process, the Program Review Committee designated the Master of Science in Nursing Program as "an exceptional program with no problems that need to be addressed."

Date of Program Review: 2014	Recommendation	Progress Description
Standard 5 - Resources	Develop and implement strategies to ensure fiscal resources are sufficient to support the student learning outcomes and program outcomes related to faculty salaries.	This recommendation was delivered to the Provost's office by the SON Chair.
Standard 5 - Resources	Endowments and College of Health Professions funds for faculty development and student scholarships	The School of Nursing Chair and Dean of the College of Health continue to work seek out and obtain private funding to support faculty and students. In 2016, a state of the art Simulation Lab was development with funds provided by a private donor.
Standard 1- Mission and Administrative Capacity	Ensure partnerships that exist are congruent with ACEN guidelines	The School of Nursing Chair and Program Directors work with community and clinical partners to

		insure that student residencies and preceptors meet ACEN guidelines and standards. Community boards also represent partnerships that meet ACEN standards and guidelines.
Standard 2 – Faculty and Staff	Ensure preceptors are academically and experientially qualified and monitored.	The School of Nursing Chair and Program Directors work with community and clinical partners to insure that student residencies and preceptors meet ACEN guidelines and standards. Documentation related to preceptor qualifications are obtained and stored. A rigorous MSN Residency Handbook outlines the purpose of the residency, student-learning outcomes and preceptor/facility requirements.
Standard 4 - Curriculum	Ensure that the curriculum is congruent with established standards and post-master’s certificate programs.	An extensive review of MSN national standards and guidelines was conducted by faculty in 2014. At that time, it was decided that a MSN Curriculum revisions was warranted. As part of this process, an extensive revision occurred by faculty with the development of 16 new and or revised courses which are scheduled to be implemented Fall Semester 2017. This update in MSN Curriculum will continue to support students in meeting student learning outcomes, accreditation requirements and national standards/guidelines in graduate nursing excellence.
Standard 6 - Outcomes	Ensure that evaluation findings are aggregated and trended by program location and date of completion and are sufficient to inform program decision-making.	Course and program data are review each semester by faculty and program director(s). This information is then trended and reviewed with faculty and then used for decision-making purposes.

		A minimum of three years of MSN Program specific data has been trended and analyzed.
Standard 6 - Outcomes	Develop and implement strategies to ensure certification examination pass rates are assessed in a systematic and ongoing manner.	There are no required certification examinations for nurse educators or nurse executives. There are optional certifications which students can obtain following graduation. This information is assessed through the MSN alumni survey.

Additional narrative:

Appendix B

Please provide the following information about the full-time and adjunct faculty contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five Year Program Review document that is shared with the State Board of Regents.

Faculty 2015-16	
Headcount	
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	
Full-time Tenured	10
Full-time Non-Tenured (includes tenure-track)	4
Part-time and adjunct	2
With Master's Degrees	
Full-time Tenured	4
Full-time Non-Tenured	29
Part-time and adjunct	12
With Bachelor's Degrees	
Full-time Tenured	0
Full-time Non-tenured	0
Part-time and adjunct	0
Other	
Full-time Tenured	0
Full-time Non-tenured	0
Part-time	0
Total Headcount Faculty	
Full-time Tenured	14
Full-time Non-tenured	33
Part-time	3

Please respond to the following questions.

- 1) Based on your program's assessment findings, what subsequent action will your program take?

The MSN Program will maintain its current evaluation processes at the student and program levels. A detailed report outlining assessment measures and decision-making is outlined in the MSN Systematic Plan for Evaluation which is completed annually by administration and faculty.

The MSN Program will finish its curriculum revision process and implement the revised curricula Fall Semester 2017.

- 2) We are interested in better understanding how departments/programs assess their graduating seniors. Please provide a short narrative describing the practices/curriculum in place for your department/program. Please include both direct and indirect measures employed.

Indirect measures include end of program evaluation and alumni surveys which are distributed anonymously to all graduates during their final semester of study.

Direct measures of graduate achievement of student-learning/program outcomes includes two capstone learning assessments which are (1) the MSN Scholarly Project and (2) MSN Residency. Both of these experiences have been described above. A student handbook detailing the experiences and student-learning outcomes have been created for both activities/courses and are available upon request.