

ANNUAL PROGRAM ASSESSMENT REPORT

College	Science
Department	Nursing
Program	MSN
Reporting for Academic Year	AY 2018-2019
Last 5-Year Review	2018
Next 5-Year Review	2023
Department Chair	Lindsay McCrea
Author of Review	Lindsay McCrea and Claire Valderama-Wallace
Date Submitted	9/30/19

I. SUMMARY OF ASSESSMENT (suggested length of 1-2 pages)

A. Program Learning Outcomes (PLO)

List all your PLO in this box. Indicate for each PLO its alignment with one or more institutional learning outcomes (ILO). For example: "PLO 1. Apply advanced computer science theory to computation problems (ILO 2 & 6)."

PLO I. Integrate theoretical and scientific knowledge of ethical/legal principles, advanced nursing practice, and clinical excellence in professional practice and role development in clinical, organizational, and academic settings. (ILO 1 & 6)

PLO II. Integrate theoretical and scientific knowledge of ethical/legal principles, advanced nursing practice and clinical excellence in professional practice and role development in clinical, organizational and academic settings. (ILO 2, 3, & 6)

PLO III. Critically analyze evidence in the advanced practice of nursing and in the planning, delivery and evaluation of quality care in clinical, organizational and academic settings. (ILO 1 & 6)

PLO IV. Integrate healthcare technologies in collaboration with interdisciplinary teams to improve clinical practice, education and organizational management. (ILO 2, 4, & 6)

PLO V. Design culturally inclusive, ethical, and comprehensive nursing care practices and systems in clinical prevention and population care for individuals, families, and communities for individuals, aggregates and communities across the health care system. (ILO, 3, 5, & 6)

PLO VI. Develop and cultivate inter-professional partnerships that foster a culture of lifelong learning and professional development to advance excellence in nursing practice. (ILO 6)

Program Learning Outcome(S) Assessed

PLO V

B. Summary of Assessment Process

Summarize your assessment process briefly using the following sub-headings.

Instrument(s): Program outcomes will be assessed through MSN Coordinator and faculty reviews of program effectiveness, program completion rates, certification pass rates, employment rates, and faculty outcome data to foster ongoing program involvement. The methods to be utilized either annually or every two years, will include faculty review and discussion as well as an annual Graduate Survey. Existing instruments include the Year 1 Program Evaluation Summary, Fall 2018 and 2019 Immersion Program Survey Summary, Alternative Course Schedule Survey Results, Year 1 Aggregate Course Climate Survey Results, and the Clinical Partner Satisfaction Survey.

Sampling Procedure: All graduate students in the program were required to take the N604, which was the course selected for evaluation.

Sample Characteristics: The thirteen graduate nursing students who took N604 (Epidemiology, Population

Health, and Social Disparities) during Spring 2019 were all in the Nursing Education Track and all students were working at the time.

Data Collection: Students' Health Equity Project Rubric (this assignment comprised 60% of the final course grade). The assignment components were as follows:

Part 1 (identify the health topic of concern), Part 2 (summary of epidemiologic findings), Part 3 (policies, advocacy, and activism), Part 4 (presentation of parts 2 and 3 for peers), and Part 5 (initiative – design, implementation, and evaluation)

Data Analysis: *Each component of the Health Equity Project (parts 1-5) was assessed for completion and quality of work.*

C. Summary of Assessment Results

Students selected a variety of timely topics with relevance to their current nursing practice and career aspirations. These included obesity, human trafficking, infant and maternal mortality, LGBTQIA health inequities, mental health among Asian Americans, and hospitalized geriatric patients. The majority of students completed parts 1 through 4 with high quality writing, analysis of epidemiologic data, and ideas about how to approach health concerns with a health equity focus. When the course is offered again, faculty will make available more examples of part 5 (design of health approaches with an equity focus) to provide more guidance. Students would also benefit from more practice with APA as they summarize epidemiologic data related to the topic they selected.

Main Findings: This assignment provided a number of new learning experiences for students as well as an opportunity for faculty to identify concrete strategies to support students in the identification of resources. Students were most effective in summarizing epidemiologic findings and describing relevant policies. They were also successful at creating online presentations of their topic to their classmates due to previous assignments in the program. Students struggled most with locating epidemiologic findings, examining grassroots and community-based efforts to address the health concerns they selected, and the broader process of thinking outside the box with a health equity foundation and expectation for culturally inclusive approaches that are not focused on individual patient-nurse interactions.

Recommendations for Program Improvement: When the course is offered again, faculty will make available more examples of part 5 (design of health approaches with an equity focus) to provide more guidance. Students would also benefit from more practice with APA as they summarize epidemiologic data related to the topic they selected. Faculty will also make minor revisions to the critical reflection paper assignments so that students will have the opportunity to explicitly connect their learning from the week's course materials to ongoing efforts to complete the Health Equity Project.

Next Step(s) for Closing the Loop: *The lead faculty has begun revising the course syllabus based on student performance and feedback asking for more guidance for part 5 of the assignment.*

Other Reflections: *More frequent check-ins with students, particularly when the more difficult assignment components were due, would be beneficial to help with problem solving. Not many students reached out during office hours but when lead faculty asked all students to schedule a Zoom or telephone check-in, questions about the assignment helped to clarify expectations.*

D. Assessment Plans for Next Year

Summarize your assessment plans for the next year, including the PLO(s) you plan to assess, any revisions to the program assessment plan presented in your last five-year plan self-study, and any other relevant information.

Plan is to complete assessment of PLO 1 Thinking and reasoning in spring 2020. In addition, the program will complete their initial CCNE Accreditation Self Study and Site Visit in Fall 2019.