

## NURSING GRADUATE 2008 ASSESSMENT REPORT

1) List in detail your Graduate Student Learning Outcomes (SLOs) for each degree/certificate offered.

***Department of Nursing Program Outcomes***

Below is table that gives the Department of Nursing SLOs for the graduate programs.

NOTE: All program outcomes are cumulative expectations

MS	PhD
<b>A. Provider of Care</b> <b>Definition: Advocate and provide high quality care to improve and maintain the health of a diverse society.</b>	
1. Engage in professional advanced nursing specialty practice for individuals, groups and communities in a variety of settings.	1. Assume a leadership role in the development of clinical practice models to improve outcomes to meet health care needs of culturally diverse populations.
2. Integrate concepts, theories and research from nursing and related disciplines as a basis for expert judgments within a specialized area of practice.	2. Systematically investigate a clinically focused area of nursing to advanced health care in culturally diverse populations.
3. Develop clinical practice guidelines appropriate for diverse cultures.	
<b>B. Coordinator of Care</b> <b>Definition: Direct, supervise and collaborate with others to organize care.</b>	
1. Collaborate with individuals, groups, communities, colleagues and interdisciplinary members to <u>direct</u> the delivery of quality, culturally competent advanced nursing specialty practice.	1. Assume a leadership role in conducting and using research findings and other health information to design and evaluate systems of care for culturally diverse populations.

<b>C. Member of a Profession</b> <b>Definition: Advancing the profession through lifelong learning, participating in professional organizations and practicing in a confident, competent, compassionate and accountable manner.</b>	
1. Demonstrate accountability for advanced nursing specialty's legal scope of professional standards of practice and code of ethics.	1. Develop educational programs that are accountable to the community of interest in preparation of professional nurses.
2. Participate in professional organizations to establish policy and standards to refine advanced specialty nursing practice.	2. Lead efforts in professional organizations to develop policy and standards for nursing practice.
3. Participate in the political process to improve the quality of health care.	3. Assume a leadership role in the political process to improve the quality of health care and nursing education.
<b>D. Knowledge Developer</b> <b>Definition: Develop culturally appropriate clinical knowledge by examining, processing and disseminating knowledge to improve and maintain the health of a diverse society.</b>	
1. Use information technologies for the management and processing of data, information, and knowledge to guide advanced nursing specialty practice.	1. Use information technologies to further nursing knowledge.
2. Critically examine data-based sources and individual experience to make professional advanced nursing specialty decisions.	2. Critically examine data-based sources and individual experience to analyze and develop leadership strategies for dealing with social, ethical, cultural, economic and political issues related to nursing, health care and research.
3. Identify advanced nursing specialty practice problems relevant research.	3. Develop and use existing and evolving knowledge to improve nursing education and practice.
4. Critically analyze research findings to determine advanced nursing specialty practice implications.	4. Conduct research to improve and maintain the health of a diverse society.

Masters and PhD outcomes approved Graduate Curriculum Committee (1/21/00)

Approved Evaluation Committee (1/31/00)

Reviewed Department of Nursing (3/30/00)

Revised Master's Outcomes approved Graduate Curriculum & Evaluation Committee (3/08)

## 2) Where are these SLOs published (e.g., department web page)?

The Student Learning Outcomes follow the curriculum model currently guiding the graduate program in nursing and are published in the self study reports to the accrediting bodies for nursing (Commission on Collegiate Nursing Education - CCNE and National League for

Nursing Accrediting Commission -NLNAC). The SLO's are also the basis for tools used to evaluate the program. In addition, the outcomes conform to the "Essentials of Graduate Education" developed by the American Association of Colleges of Nursing (AACN) (1998). The SLOs were developed with increasing complexity in the MS and PhD degree curricula.

**3) Explain how your SLOs map onto your curriculum, i.e., how does your curriculum produce the specific SLOs in your students?**

The course objectives for all required courses are mapped to the SLO's and to the themes that support the current model guiding the graduate program curriculum. Course objectives are also mapped to DON Terminal Objectives, the AACN "Essentials of Graduate Education" document and the nationally recognized competencies for each Masters in Nursing specialty. For example, the Nurse Practitioner program course objectives and SLO's are linked to the "Core Competencies for Nurse Practitioners" developed by the National Organization of Nurse Practitioner Faculties in 2002.

Course objectives are evaluated by students and faculty rating the degree to which course objectives were met at the end of each semester. In addition, an end of nationally developed program evaluation is given to all Master's students to evaluate their perceptions of meeting competencies for MS in Nursing. The PhD program has a strong evaluation arm built into the program including end of course evaluations and end of program evaluations that are mapped to national standards.

**4) What population(s) is covered in your assessment?**

Assessments are done for all Master's and PhD students. In addition, alumni and employer surveys are sent to graduate students post-graduation.

**5) Please list/describe all the assessment events and devices used to monitor graduate student progress. Consider the following:**

The Department of Nursing has developed an evaluation plan that is reviewed each year by the Graduate Curriculum and Evaluation Committee. The nature of the instruments and methods used has been modified over time with more use of electronic (computer) testing or surveys depending on the purpose of the evaluation. The format of the evaluation plan conforms to the accrediting bodies of the nursing program. The grid reproduced below is the portion of the evaluation plan relating to the collection of data on student performance and evaluation by students of curriculum and the graduate nursing program:

Department of Nursing (DON) Calendar for Surveys and Forms Administered as of Fall 2008

Data	Frequency of Review	Results Reviewed by
Nurse Practitioner Certification Rates	Annual	Nurse Practitioner Program Director, Graduate Chair (GC), Department Chair (DC), Graduate Curriculum & Evaluation Committee (GCEC)
Clinical Nurse Specialist Certification Rates.	Annual	CNS Program Director, GC, DC and GCEC.

Data	Frequency of Review	Results Reviewed by
End of Semester Course Report	Each semester	GCEC, DC
Student Course Evaluation	Each semester	GCEC, DC
CAFÉ Instructor's Evaluation	Each semester	Individual faculty, DC, Department Personnel Committee (DPC)
Clinical Agency Evaluation	Each Semester	GCEC,DC
Annual Committee Reports	Annual	DC, Dean Follow up by DC/Dean
End of Program Evaluation	Annual	Dean, Assoc Dean, , GCEC,
Alumni Survey	Annual	Associate Dean
Employer Survey	Annual	Associate Dean

The Graduate Program includes the Master's Entry Program in Nursing (MEPN), Nursing Administration, Nursing Administration/MBA, Nursing Education, Community and Public Health Clinical Nurse Specialist (CNS), Adult Psychiatric and Mental Health CNS, Child/Adolescent Psychiatric and Mental Health CNS, Adult Health CNS, Adult/Geriatric Nurse Practitioner (NP), Family NP, Pediatric NP specialty areas and PhD On-Line Program. The Graduate Program in nursing distinguishes between those programs leading to advanced practice licensure and those focused in areas not requiring additional licensure (e.g. Nursing Education and Nursing Administration. Students in the CNS and NP tracks are required to complete over 500 clinical practice hours for certification leading to an APRN licensure. Students enrolled in Nursing Education and Nursing Administration are required to complete practicum courses in their specialty area, however these courses do not have a clinical practice based focus.

Written exams used to assess graduate students in several courses in the Masters in Nursing program. These examinations are necessary to prepare students to take National Certification Examinations for their specialty. All Masters in Nursing specialty programs include a capstone experience or practicum. The **capstone clinical experience** for the graduate program is a "culminating experience in which students are expected to integrate, extend, critique, and apply knowledge gained in the major" (Wagenaar, 1993). Learning activities must include clinical practicum, and the capstone project, SOAPs, project and/or case studies, small group work, analysis of issues, and/or industry/community involvement. The educational outcomes include decision making, critical thinking, collaborative/professional relationships, oral communications, written communications, and problem solving. This experience offers students the opportunity to enhance knowledge and skills they acquired in previous classes. Collaboration demonstrates teamwork that is vital to the completion and success of their learning experience, just as these skills are necessary in the workplace.

PhD students are expected to successfully pass oral comprehensive examinations, develop a research proposal, conduct the research and defend their dissertation. Guidelines for these milestones are published in the Graduate Division at UHM and in the SONDH PhD handbook.

**6) Please list/describe how your graduate students contribute to your discipline/academic area? Consider the following:**

Masters and PhD students are encouraged to present their work at nursing conferences. In addition, the PhD students must submit 2 publishable papers to their committee prior to their comprehensive oral examinations. Many of our PhD graduates have presented their findings and published work from their dissertation. Master's students in the Nurse Practitioner specialty are required to submit a manuscript in the Chronic Care course.

**7) What attempts are made to monitor student post-graduate professional activities? For example:**

Alumni and employer surveys are done post-graduation. These surveys indicate that many of our MS and PhD graduates are finding jobs using their advanced nursing degrees. Several of our graduates are faculty in the nursing program at UHM.

**8) How were the assessment data/results used to inform decisions concerning the curriculum and administration of the program?**

At the SONDH we have different specialties in our Masters in Nursing program including Nurse Practitioner, Psych Mental Health Clinical Nurse Specialist, Nursing Administration, Nursing Education, and Public/Community Health. With the onset of several new specialties for the Masters in Nursing program, the Graduate Curriculum & Evaluation Committee (GCEC) has undertaken a year long process to map all courses for each specialty pathway to the SLO's DON Terminal Objectives. National Standards (the AACN Essentials of Masters Programs in Nursing) and specialty competencies. The data obtained from the course reports, course evaluations, and a newly developed bi-annual evaluation form are being used and recommendations based on the bi-annual evaluation are made by the GCEC to the DC for curriculum revisions.

**9. Has the program developed learning outcomes?**

YES

**10. Has the program published learning outcomes?**

YES

**11. If so, please indicate how the program has published learning outcomes.**

Program outcomes are published in the accreditation documents for the two accrediting bodies for nursing programs (American Association of Colleges of Nursing Accrediting body - Commission on Collegiate Nursing Education (CCNE) and National League for Nursing Accrediting Commission -NLNAC). Further, all nursing course objectives are written as measurable behavioral outcomes and are printed on all course syllabi.

In addition to the accreditation guidelines, for each Masters in Nursing specialty, the curriculum was developed based on national competencies. For example, the Community/Public Health Masters in Nursing Program was developed using the Quad Council on Public Health Competencies and the Nursing Administration Masters in Nursing program utilized the American Organization of Nurse Executives (AONE) competencies for Nurse Administrators.

The Nurse Practitioner Masters in Nursing program uses the Core Competencies for Nurse Practitioners developed by the National Organization of Nurse Practitioner Faculties in 2002.

As students enter the Masters in Nursing programs, they are given the appropriate competencies based on their specialty.

**12) What evidence is used to determine achievement of student learning outcomes?**

Achievement of student learning outcomes is accomplished by several methods. First, students are expected to pass each course with a C or better in the graduate programs. In addition, end of course evaluations done by students evaluate the degree that course objectives have been met. In certain classes, a clinical component or practicum component with a strong evaluation arm is employed. Additionally, in some courses students develop their own learning objectives with input from faculty. In these courses both students and faculty make an assessment of achievement of learning outcomes at mid- and end- of the semester.

All Masters in Nursing students complete a nationally developed end of program evaluation where they identify if they have achieved the knowledge and skill required for Masters in Nursing degree. This data is benchmarked nationally against 6 other similar schools of nursing. The SONDH tracks the passing rate for certification for the NP and CNS specialty areas.

**13) Who interprets the evidence?**

Evidence of achievement of learning outcomes is evaluated in several ways. First, course reports and evaluations are evaluated by the Graduate Curriculum & Evaluation Committee and recommendations are provided to the Department Chair. The Department Chair follows up on the recommendations. Second, faculty teaching the clinical or practicum courses are all experienced in the specialty (for example, a nurse practitioner student will have a nurse practitioner faculty evaluating their clinical course) and will provide feedback to students and program directors.

The end of program evaluations and certification rates are reviewed by the Graduate Curriculum & Evaluation Committee, Department Chair and the Associate Dean. We are in the process of developing a "score card" where all evaluation data will be centrally collected, reported, and evaluated. Action plans will follow the evaluation.

**14) What is the process of interpreting the evidence?**

The kind of data, measures used, and individuals or offices responsible for collecting the data is reviewed each year by the Office of the Associate Dean, the Department Chair, and Department staff. The Curriculum and Evaluation Committee researches and recommends any changes in national testing agencies for the purpose of benchmarking student learning. Data is collected for each of the measures specified. Data is trended if appropriate. Results are reviewed and acted upon per the grid above.

**15) Indicate the date of last program review.**

Program review in 2003. Report received from COPR team 2004