

2007 MASTER PLAN/PROGRESS REPORT

Academic Program: Nursing - MSN

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Mission:

The Graduate Nursing Program is a member of the Intercollegiate Consortium for a Masters of Science in Nursing (ICMSN). The mission of the ICMSN is to enhance the health and well-being of people in Louisiana and beyond through the education and preparation of clinical nurse specialists, nurse practitioners, educators, and administrators. This mission is accomplished through:

- Use of the consortium design which promotes sharing of resources and talent to effectively meet student learning needs.
- Utilization of effective distance learning strategies to provide educational access for students from diverse cultural, social, and geographical backgrounds.
- Provision of curricula which foster scholarship, knowledge, research utilization, sound decision making skills, relationship building and clinical competency in graduates.

Institutional Mission Reference:

The foundation for student success begins with faculty commitment to excellence in teaching, research, and creative and scholarly activity. At McNeese State University, a member of the University of Louisiana System, students cultivate skills for critical thinking and effective expression and gain an understanding of the global community. The learning and social environment integrates discipline-specific knowledge with the values of lifelong learning, ethical responsibility, and civic engagement.

Assessment Methods Utilized:

- Standardized Exam (nationally normed)
- Standardized Exam (state-normed)
- Major Field Examination
- Internally-developed Examination
- Student Opinion Survey (SOS)
- National Survey of Student Engagement (NSSE)
- Employer Survey
- Graduate Survey
- Alumni Survey
- Exit Survey/Interview/Exam
- Program-specific Survey
- Scoring of Essay
- Portfolio Evaluation
- Capstone Project
- Presentation
- Research Paper
- Research Project
- Course Summary

Data Repository Location:

Graduate Nursing Office

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____ Excel Spreadsheet
____ Access Database
____ Other - Please describe: _____

Student Learning Outcome 1: Graduates apply critical thinking in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>≥ 90% of NP & CNS students pass certification examination on first try.</p> <p>≥ 90% of students achieve satisfactory clinical evaluations related to critical thinking.</p> <p>≥ 90% favorable response of employers, alumni, and graduates on questions related to core knowledge</p> <ul style="list-style-type: none"> • Able to use knowledge base to function in a variety of roles and settings • Able to translate knowledge to effective intervention for consumers <p>≥ 90% favorable response of employers, alumni, and graduates on questions related to reasoning, judgment, and thinking</p> <ul style="list-style-type: none"> • Uses reflection, contextual appraisal, and conscious analysis of one’s own thinking in the formation of decisions • Able to assimilate and manage contradictory information, dissonant viewpoints, and disorganized data in decision making activities • Able to examine and question current professional practice and make suggestions for change based on sound evidence • Uses reasoning, judgment, and thinking skills to form the foundation for a safe and effective professional practice 	<p><u>ANCC Data:</u> 2006 100% pass rate 2007 pending</p> <p><u>AANP Data:</u> Organization does not report certification results</p> <p>100% of students achieved satisfactory clinical evaluations related to critical thinking.</p> <p><u>Spring 2006:</u> Graduate exit survey – 83% favorable response related to the question: The program contributed to my growth in critical thinking abilities <u>Fall 2006:</u> Graduate exit survey – 97% favorable response related to the same question.</p> <p><u>Spring 2006:</u> Graduate exit survey – 89% favorable response related to the question: The program contributed to my growth in therapeutic nursing interventions related to my specialty and role <u>Fall 2006:</u> Graduate exit survey – 97% favorable response related to the same question.</p> <p><u>Spring 2006 & Fall 2006:</u> All other questions received more than 90% favorable responses. The majority received 100% favorable responses.</p>	<p>D ICMSN Coordinating Committee working with American Academy of Nurse Practitioners and alumni to develop reporting mechanism for their certification examination</p> <p>R ICMSN Evaluation Committee working on increasing response rate of Employer Satisfaction Survey</p> <p>R ICMSN Deans/Department Heads/Coordinators reviewed and revised student outcomes to more clearly define characteristics of graduates</p> <p>M ICMSN Evaluation Committee continues to monitor outcome data</p>

Student Learning Outcome 2: Graduates formulate and express ideas effectively through oral, written, and/or technological communications in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>≥ 90% favorable response of employers, alumni, and graduates on questions related to core knowledge</p> <ul style="list-style-type: none"> • Able to navigate among a variety of print and electronic sources to assimilate information into one's knowledge base <p>≥ 90% favorable response of employers, alumni, and graduates on questions related to professional relationships</p> <ul style="list-style-type: none"> • Collaborates with health care consumers, families, health care team members, and the community to effect positive individual, family, and community outcomes • Monitors and manages emotional, verbal, and non-verbal responses to others • Maintains confidentiality and respect for others in transmission of information <p>≥ 90% favorable response of students on course evaluation questions related to distance learning</p> <p>≥ 90% favorable response of faculty satisfaction questions related to distance education</p>	<p><u>Spring 2006 & Fall 2006:</u> 100% favorable responses related to ability to navigate among variety of print and electronic sources to assimilate information</p> <p><u>Spring 2006 & Fall 2006:</u> 96% – 100% favorable responses related to professional relationships</p> <p><u>Spring 2006 & Fall 2006:</u> Course evaluations revealed below benchmark for several courses related to distance education:</p> <ul style="list-style-type: none"> • Distance education provided opportunities for interaction with my classmates • Distance education technology provided opportunities for interaction with course faculty • I felt “connected” to my classmates and instructor <p><u>Spring 2006:</u> Faculty satisfaction survey revealed below benchmark for questions related to distance education:</p> <ul style="list-style-type: none"> • Sufficient technical support is available for distance education • Training in the use of distance education technology is adequate • Distance education course development assistance is sufficient 	<p>D ICMSN Coordinating Committee is developing an online orientation program for students entering into the consortium that addresses distance learning.</p> <p>D ICMSN Coordinating Committee is developing a series of faculty development workshops designed to enhance distance education techniques</p> <p>D McNeese's graduate nursing program will pilot new software to enable video and audio enhancements for course materials</p> <p>M ICMSN Evaluation Committee will continue to monitor</p>

Student Learning Outcome 3: Graduates analyze the global community to make sound judgments in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>≥ 90% of students achieve satisfactory clinical evaluations related to patient relationship, teaching/coaching, professional role, managing and negotiating health care delivery systems, quality of health care practice, and cultural competence.</p> <p>≥ 90% favorable response of graduates, alumni, and employers on questions related to reasoning, judgment, and thinking.</p> <ul style="list-style-type: none"> • Uses reflection, contextual appraisal, and conscious analysis of one’s own thinking in the formation of decisions • Able to assimilate and manage contradictory information, dissonant viewpoints, and disorganized data in decision making activities • Uses reasoning, judgment, and thinking skills to form the foundation for a safe and effective professional practice <p>≥ 90% favorable response of graduates, alumni, and employers on questions related to role, value and attitudes.</p> <ul style="list-style-type: none"> • Integrates high ethical standards and core values into everyday work activities • Demonstrates personal and professional accountability, holding self and others accountable for actions and outcomes • Involved in continuous evaluation of evolving health care policies and implications for health care and professional practice; involved in shaping future practice through participation in professional and regulatory agencies • Recognizes and values social and cultural differences in others 	<p><u>Spring 2006 & Fall 2006:</u> 100% of students achieved satisfactory clinical evaluations related to patient relationship, teaching/coaching, professional role, managing and negotiating health care delivery systems, quality of health care practice, and cultural competence.</p> <p><u>Spring 2006 & Fall 2006:</u> At or above benchmark on responses from graduates, alumni, and employers on questions related to reasoning, judgment, and thinking.</p> <p><u>Spring 2006:</u> 83% favorable response from graduate exit survey related to role, value, and attitudes on question: The program prepared me to create and utilize opportunities for professional and personal growth.</p> <p><u>Fall 2006:</u> 100% favorable response from graduate exit survey on the same question.</p>	<p>M ICMSN Evaluation Committee will continue to monitor</p>



Resources Allocated: Pending trial of software enhancement

