

California State University, Stanislaus
Nursing (MSN)
Graduate Annual Assessment Report 2008-09 and Assessment Plan 2009-10

As noted in the Academic Program Review procedures, each graduate program is required to provide an assessment of student learning. Assessment reports will be submitted annually and with the seven-year Academic Program Review.

Mission, Goals, Objectives

For items 1-5, please indicate any changes made during AY 2008-09. If no changes were made, please continue on to the assessment report and plan.

1. Mission

The primary purpose of this program is to develop skilled professionals able to assume positions of leadership, which contribute to the health, education, and social structure of the community, state, and nation. This program is consistent with the mission and goals of the University, the College of Human and Health Sciences, and the Department of Nursing. Specifically, this program fulfills the department's mission to educate nurses who appreciate and contribute to the health and enrichment of diverse populations and are leaders in their communities. Further, this program meets the department's goal of providing opportunities for the intellectual, cultural, and professional development of the nursing profession. Graduates will have the knowledge, understanding, and experience to be seen as experts in their field. This program will build upon the student's baccalaureate nursing education and professional experience.

2. Six Graduate Learning Goals

- a. Advanced knowledge, skills, and values appropriate to the discipline.
- b. Ability to be creative, analytical, critical thinkers.
- c. Ability to work as individual researchers/scholars as well as in collaboration with others in contributing to the scholarship of their disciplines, as appropriate.
- d. Relevant knowledge of the global perspectives appropriate to the discipline.
- e. Knowledge of new and various methods and technologies as appropriate to the discipline.
- f. Advanced oral and written communication skills, complemented, as appropriate to the discipline, by the ability to access and analyze the information from a myriad of primary, print, and technological sources.

3. Program Goals

The Master of Science in Nursing identifies a core curriculum and two concentrations, education and gerontological nursing. The program core provides students with knowledge essential to all nurses prepared at the master's level. Graduates will be prepared to critique and evaluate research findings. They will have an understanding of health care policy, health care organizations, and financing of health care which will prepare them to assume leadership positions in an ever-evolving health care system. They will be able to use research to provide high quality care, initiate change, and implement evidence-based nursing practice. In addition,

knowledge of ethical decision making principles and health disparity issues will enable the graduates to ensure that appropriate and sensitive health care is provided.

4. **Program Student Learning Objectives**

Upon completion of this program, graduates will be able to:

1. Employ critical thinking and clinical reasoning in providing evidence-based nursing care to diverse individuals, families, and communities;
2. Contribute to the development and application of nursing knowledge through the use of theory and the scientific process;
3. Participate in the organization, management, and leadership of clinical, educational, or societal environments;
4. Practice skilled oral, written, and electronic communication that demonstrates the ability to express ideas in a variety of situations;
5. Provide culturally appropriate health care to a diverse community; and,
6. Demonstrate the knowledge and skills necessary to continue their education through doctoral study.

In addition to the core student learning objectives, students completing the concentration in education will be able to:

1. Critique, evaluate, and utilize concepts and theories of nursing, educational pedagogy, and curricula in the development of nursing education programs;
2. Apply principles of measurement and evaluation in the development and implementation of strategies for assessing student learning; and,
3. Utilize evidence-based teaching strategies to facilitate learning in settings where nurses function as educators for nurses, students, patients, families, and communities.

In addition to the core student learning objectives, students completing the concentration in gerontological nursing will be able to:

1. Critique, evaluate, and utilize concepts and theories of aging to design and implement effective intervention strategies to enhance independence and autonomy of older persons;
2. Utilize an understanding of the nature and scope of social, economic, physical, educational, and behavioral issues of aging in the development and implementation of programs for older persons; and,
3. Work effectively within an interdisciplinary setting and with diverse professionals, patients, families, and communities.

5. **Curriculum Map** (Alignment of Program Core Courses, Graduate Learning Goals, Program Student Learning Objectives, Assessment Methods, Instructional Emphasis, and Primary Assessment Methods)

Assessment Report/Update for AY 2008-09

The Nursing Program was initiated in spring 2009. No data are available for the 2008-09 academic year.

- ❖ What measures were used this year to determine that graduates have achieved the stated program learning objectives?
 - **Identify evaluators (e.g., Accreditation, External Reviewers).**
 - **Identify direct measures of student learning (e.g., assessments that are based on actual student work - tests, essays, thesis, and presentations).**
 - **Identify indirect measures of student learning (e.g., assessments that are based on perceptions of student learning - surveys, interviews, focus groups, and course or program student evaluations).**
- ❖ How did the program interpret the evidence found from each of the measures listed above? What was the process for interpreting the evidence?
 - **Discuss when, how, and through what process program faculty analyzed the data collected.**
 - **Describe the process for discussion and use of findings. What efforts were used during the past year to involve faculty and constituencies in assessment processes?**
- ❖ Describe successful outcomes and any changes the program faculty have made or plan to make for improving student learning, curriculum, instruction delivery, and other elements of program effectiveness.
- ❖ If changes for improving the program or student learning were recommended, what resources will be needed to implement those changes effectively? What other challenges, if any, will impact the program's ability to effectively implement those changes?

Assessment Plan for AY 2009-10

- ❖ Describe the program assessment plan including its design and implementation.
 - **Identify the program student learning objectives that will be assessed in the current plan and the rationale for assessing those objectives.**
 - **Identify and describe the indirect measures (e.g., assessments that are based on perceptions of student learning - surveys, interviews, focus groups, course or program student evaluations) and direct measures (e.g., assessments of actual student learning - tests, essays, thesis, and presentations) that will be used to assess the program student learning objectives.**
 - **Identify how and when these measures will be implemented and the parties responsible for collecting and analyzing the data.**
Faculty will meet annually to evaluate the program's mission and governance, institutional commitment and resources, curriculum and teaching-learning practices, and student performance and faculty accomplishments, in accordance with standards set forth by CCNE.
 - **Identify any other assessment activities that will be carried out to assess the program student learning objectives (e.g., meetings, workshops, consultation, funding requests).**

Courses

Core Curriculum

- NURS 4900: Advanced Pathophysiology
- NURS 5000: Theoretical Foundations of Nursing Practice
- NURS 5010: Health Policy and Systems
- NURS 5020: Nursing Research
- NURS 5030: Health Disparities: Issues and Strategies

Education concentration

- NURS 5100: Seminar in Contemporary Practices in Nursing Care
- NURS 5110: Practicum in Contemporary Practices in Nursing Care
- NURS 5200: Teaching and Learning in Nursing
- NURS 5210: Curricula Design and Evaluation
- NURS 5220: Seminar in Nursing Education
- NURS 5230: Practicum in Nursing Education

Gerontological Nursing concentration

- *NURS 5100: Seminar in Contemporary Practices in Nursing Care *same as Edu*
- *NURS 5110: Practicum in Contemporary Practices in Nursing Care
- NURS 5300: Health Care and the Older Adult
- SOCL 4710: Sociology of Aging
- SW 5013: Social Work Practice with Death, Grief, and Loss

Culminating Experience

- NURS 5960: Graduate Project in Nursing
- NURS 5990: Graduate Thesis in Nursing
- NURS 7005: Continuing Thesis or Project
- NURS 7006: Comprehensive Examination