

1) **Introduction/Context & Program Highlights:**

a. **Summary:** This narrative report is designed to give the Student Learning Assessment Report (SLOAR) reviewers an overview of the more detailed report that accompanies the SLOAR. For this reporting period, the Master of Science in Nursing (MSN) degree program and the Doctor of Nursing Practice (DNP) degree program offered by the School of Nursing (SON) is delivered in an online format and is also delivered in a blended delivery format. Given that we have not graduated a DNP cohort (first cohort admitted Fall 2019), student learning assessment outcomes are contained in this report for both degrees.

*Review of the SLOAR by Faculty and Students:* During academic year, faculty had access to and could provide feedback on the assessment report conducted in 2016, 2017, 2018, 2019, and 2020. Faculty reviewed the report at the Graduate Faculty Curriculum and Evaluation Committee meeting and determined how to incorporate the Student Learning Assessment Report goals and objectives into the Systematic Program Evaluation Plan for the SON. Graduate students on the Graduate Curriculum Committee also reviewed the report and provided feedback.

*Goal Setting by Faculty with Input from Students:* Again, at the start of an academic year, faculty set goals for the year during the first faculty meeting that coincide with the strategic goals established for the SON. The Student Assessment Review Report for the previous year is reviewed by the graduate faculty during the first Graduate Faculty meeting fall 2020. Faculty and students make recommendations on goal and outcome setting during this meeting. Based upon the feedback from the graduate faculty and students, refinement has taken place with regard to goal outcomes and data collection instruments. These goals were reviewed by the graduate faculty curriculum committee again in February 2021 and deemed to be appropriate. Beginning in August 2021, student learning assessment goals for both degrees will be determined with input from the Graduate Curriculum Committee and the SON Program Evaluation Committee.

*It is important to note that our overall program goals are directly related to the MSN and DNP competencies required by the CCNE. Therefore, the goals and outcomes for this report relate to the program's accreditation standards and competencies for graduate nursing education. In addition, the SON is committed to expanding student engagement and has augmented this goal and outcomes for 2017 and beyond. Great strides were made in expanding student engagement during the 2020-21 academic year despite the pandemic. We had virtual participation by students on SON committees, community outreach events (virtual recruiting events, with limited virtual presentations at local and regional nursing research conferences due to the pandemic.*

The SON's *Systematic Program Performance Evaluation (SPPE)* is a requirement for program accreditation from our national accrediting body *CCNE* and is based upon the required essential competencies for graduates of both the undergraduate and graduate programs. The goals presented in the Student Assessment Report reflect our accreditation program requirements.

Outcomes of graduate faculty review of the Student Assessment Report and the *Systematic Program Performance Evaluation (SPPE)* for the graduate MSN and DNP degree programs include:

1. Reviewing and revising the MSN curriculum, including the practicum sequence courses, specialization tracks offered. These revisions are examined during every Graduate Curriculum Committee by faculty and student representative members. With regard to the DNP, discussions are underway to cross-list courses for the specialty tracks to enable sufficient enrollment in courses and encourage a vibrant discussion among students in the nurse practitioner tracks and the health systems leadership track. Changes to the DNP curriculum will be considered after the *CCNE* accreditation visit which is scheduled for March 2022.

2. We have admitted two DNP cohorts. There are 21 total active students in the program. We are recruiting for Cohort #3. However, given that our potential applicants are in practice and have been on the front lines of caring for patients during the pandemic, applications for Fall 2021 are down.
3. Identifying *additional* opportunities that promote student engagement (presentations at local, regional and national conferences). Because of the pandemic participation in local, state, and regional conferences decreased. It is expected as travel restrictions lift, we will see an increase in student engagement with students presenting their capstone projects at conferences. In addition, graduate students in both the MSN and DNP programs participated in several Open Houses for the MSN and DNP programs. This is further evidence of student engagement and their support of the MSN and DNP programs. As noted above, student engagement and participation on SON graduate program committees has helped to inform our graduate program curriculum revision that was implemented Fall 2018 and subsequent changes proposed during the 2021-22 AY.
4. Affirming the program goals previously adopted which align with our program outcomes goals needed for accreditation from CCNE. This action coincided with affirming and integrating the SON's strategic goals into the graduate program.

**b). Improvements based on review of findings related to:**

i.) **Program Curriculum:** Recent Historical Perspective: As a result of examining student enrollment trending data over the past two years (2019, 2020), and based upon current trends in the discipline, it was determined that the curriculum in the DNP program may need to be revised. However, the impact that the pandemic had on enrollment is a confounding factor with regard to the need to revise core courses in order to have sufficient course enrollment. Enrollment and application trends for 2021-22 will be carefully monitored to determine the need to revise course delivery options to meet the needs of students and community stakeholders. Many DNP students requested and were granted the opportunity to move from full-time student to part-time study due to the strain that their professional practice responsibilities placed on their academic responsibilities.

**Developments in the Coming Year:**

- 1) The SON admitted its first Doctor of Nursing Practice degree cohort Fall 2019. Updates and baseline goals associated with this program will occur in the NEXT Student Assessment Report in 2021-22. However, due to the COVID-19 pandemic and the newness of the program, specific goals associated with this program will be forthcoming during the 2021-22 SLOAR and after the program accreditation visit in March 2022. Based on feedback from the accreditors, the program, in consultation with the Graduate Curriculum Committee, Program Evaluation Committee, and students, changes may be made to the program.
- 2) MSN degree blended delivery option: This option was deferred during the 2020-21 AY due to the impact that the pandemic had on applications. It is hoped that once the pandemic passes and resources are assessed, this option may again be offered.
- 3) Based upon current trends in the profession, a decision was made to also offer the following two pathways for the DNP program: 1) a post-Master's and, 2) post-Baccalaureate. The proposed program will include clinical specialties in Family Nurse Practitioner and Psychiatric/Mental Health Nurse Practitioner across the lifespan as APRN options, and a DNP in Health Systems Leadership. An examination of this degree program with regard to student learning outcomes will be forthcoming in the 2021-22 SLOAR.

**c) Preliminary forecast related to program/unit evolution over AY 2020-2021**

As noted above, the SON MSN graduate program underwent a curriculum revision with the full implementation in Fall 2018. Current students in the old curriculum completed their course of study. The transition to the new curriculum was smooth and uneventful.

d) **Student Engagement:** *Presentation at local, regional and national conferences:* Graduate students had limited opportunities to present at local and regional research conferences in 2020-21 due to the pandemic. Since the *Capstone Practicum Project* is designed in direct response to an identified need of the community, it is particularly amenable to presentations both locally and nationally.

*Graduate Student Mentors to Program Student Success:* In years past, the students involved in the MSN degree blended delivery option served as Peer2Peer (P2P) mentors. This strategy is being considered for the DNP degree program with the admission of Cohort #3 in Fall 2021. We now have students with sufficient experience and commitment to the program to serve in this role. It is hoped that retention rates

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will improve as *a result of the Peer2Peer Mentorship program. The MSN P2P program retention was 90% in the blended delivery option for the MSN degree program for Cohort #3. Students in all degree programs who chose not to continue cited personal reasons for not continuing (financial, job change, the pandemic and the stress experienced in their professional practice roles as a result of the pandemic).*

*MSN Capstone Practicum Project:* This Project exemplifies student engagement with the community of interest and has impacted the delivery of healthcare, nursing services, and academic nursing programs throughout the region and beyond. **21 projects were designed, implemented and evaluated during the 2020-21 AY—a decrease of 40% over 2019-20 AY.** This is due to not admitting a Cohort #4 in the MSN degree program in the blended delivery format (pandemic impact). However, these projects were present at the facility in which the capstone practicum project occurred and in many cases resulted in changes to health care delivery to improve patient outcomes.

*Student participation on standing SON graduate committees and initiatives:* While it remains challenging to obtain participation in SON committees by students in the online delivery format, success has been met with the graduate students in online MSN degree and DNP degree program blended delivery format. Students actively participated and attended Open Houses and New MSN and DNP Candidate Orientation Sessions where students presented and shared their experience in the program and best practices that were critical to their success. Due to COVID-19, students were invited to participate during spring 2020-21 AY via Zoom meetings. The virtual attendance for committee meetings improved student attendance and feedback provided to the Graduate Curriculum Committee and the Graduate Admission, Progression and Standards Committee, although participation in the latter was limited.

**2. Goals:**

The following goals *reviewed and affirmed* by the School of Nursing graduate faculty after reviewing the Student Assessment Review Report. **Please Note:** *All program goals are based upon the program accreditation requirements from the Commission on Colleges of Nursing Education (CCNE), the national program accreditation body for undergraduate and graduate nursing programs. Goals and outcomes are student-centered to maximize student engagement in the learning process. Goal outcomes were refined and reflected in this assessment report. In addition, the goals also support the SON's Systematic Program Evaluation Plan (SPPE) standards and criteria where applicable and this is noted for the Student Learning Assessment goals.*

*Reviewers will note that there is significant emphasis on the Capstone Practicum. The Capstone project is the culmination and application of all program objectives and professional practice competencies required by CCNE, the program's national accrediting agency. In addition, there is a direct correlation between the assignments and demonstrating achievement of accreditation-required program competencies (please see Appendix A in the Student Assessment Report for the list of artifacts and their corresponding competencies). Of note, the goals have remained relatively unchanged so that the program can track trending data and make modifications to the goals as reflected by the analysis of data and findings. For a complete analysis of all goals, please refer to the 2020-21 Student Learning Outcomes Assessment Report (Excel report).*

**Goal 1: MSN DEGREE: Students are prepared to utilize a broad base of knowledge from many disciplines to plan, implement, direct and assess care for individuals and populations.**

Addresses MSN Terminal Objective 1 and **Essential I: Scientific Background for Practice**

**DNP DEGREE:** Synthesize knowledge derived from nursing science from other scientific disciplines as the basis for advanced nursing practice and innovation approaches to improve the health of individuals, aggregates and populations. (AACN Essential 1: Scientific Underpinnings for Practice; Essential #7: Clinical Prevention and Population Health for Improving the Nation's Health; Essential #8: Advanced Nursing Practice)

**Goals of the program/unit in terms of student learning:** Recognizes that the master's and doctorally prepared nurse integrates scientific findings from nursing, bio-psychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.

*There is no change in terms of this program goal from the 2018 assessment period.*

*Benchmark MET. In the 2021-22 SLOAR report, the DNP degree program will be addressed separately.*

**Goal 2: MSN DEGREE: Students are prepared to navigate organizational systems to promote ethical, high quality and safe care for individuals and populations.**

Addresses MSN Terminal Objectives 2, 3, 6

**DNP DEGREE:** Employ organizational and systems leadership to improve quality and safety of individuals, aggregates and populations. (AACN Essential 2: Organizational and Systems Leadership for Quality Improvement and Systems Thinking)

**Goals of the program/unit in terms of student learning**

**Essential II: Organizational and Systems Leadership** (Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe patient care. Leadership skills are needed that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective.)

**Essential III: Quality Improvement and Safety** (Recognizes that a master's-prepared nurse must be articulate in the methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization.)

**Essential VI: Health Policy and Advocacy** (Recognizes that the master's-prepared nurse is able to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care.)

*There is no change in terms of this program goal from the 2019-20 assessment period.*

*Benchmark MET. In the 2021-22 SLOAR report, the DNP degree program will be addressed separately.*

**Goal 3: MSN DEGREE: Students develop skill in identifying problems appropriate for research and the planning and execution of research or quality improvement projects.**

Addresses MSN Terminal Objective 4 and **Essential IV: Translating and Integrating Scholarship into Practice**

**DNP DEGREE:** Integrate clinical scholarship and utilization of analytical methods to identify best nursing practices. (AACN Essential 3: Clinical Scholarship and Analytical Methods for Evidence-Based Practice)

**Goals of the program/unit in terms of student learning**

Recognizes that the master's-prepared nurse applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results.

*There is no change in terms of this program goal from the 2019-20 AY. Benchmark MET. In the 2021-22 SLOAR report, the DNP degree program will be addressed separately.*

**Goal 4. MSN DEGREE: Students will effectively use and model the use of Informatics and other health care technologies.** Addresses MSN Terminal Objective 5 and **Essential V: Informatics and Healthcare Technologies**

**DNP DEGREE:** Demonstrate leadership in the systems level evaluation, development and implementation of information systems and related technologies for health care delivery that optimize outcomes for individuals, aggregates and populations. (AACN Essential 4: Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care)

**Goals of the program/unit in terms of student learning**

Recognizes that the master's-prepared nurse uses patient-care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care.

*There is no change in terms of this program goal from the 2018 assessment period.*

*Benchmark MET. In the 2021-22 SLOAR report, the DNP degree program will be addressed separately.*

**Goal 5. MSN DEGREE: Students demonstrate skill in interpersonal professional communication and interaction to achieve a common goal of quality patient/population care.**

Addresses MSN Terminal Objective 7 and **Essential VII: Inter-professional Collaboration for Improving Patient and Population Health Outcomes**

**DNP DEGREE:** Engage in advocacy by influencing policy throughout the various stages of the policy-making process at the institutional, local, state, national and/or global levels. (AACN Essential 5: Health Care Policy for Advocacy in Health Care.)

**Goals of the program/unit in terms of student learning**

Recognizes that the master's-prepared nurse, as a member and leader of inter-professional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care.

*There is no change in terms of this program goal from the 2018. Benchmark MET. In the 2021-22 SLOAR report, the DNP degree program will be addressed separately.*

**Goal 6. MSN DEGREE: Students will successfully translate graduate level nursing knowledge and skills into effective advanced level practice. Addresses MSN Terminal Objective 8, 9 and Essential VIII: Clinical Prevention and Population Health for Improving Outcomes**

**DNP DEGREE:** Facilitate collaboration among inter-professional teams to ensure high quality patient, system or population health outcomes. (AACN Essential 6: Inter-professional Collaboration for Improving Patient and Population Health Outcomes)

**Goals of the program/unit in terms of student learning**

Recognizes that the master's and doctoral-prepared nurse applies and integrates broad organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations to improve health outcomes of individuals and communities.

*There is no change in terms of this program goal from the 2019-20 assessment period. Benchmark MET. Benchmark MET. In the 2021-22 SLOAR report, the DNP degree program will be addressed separately.*

**Goal 7: STUDENT ENGAGEMENT**

This goal was enhanced and as a result, outcome benchmarks improved considerably, including a record number of graduate students presenting at local, regional and national research conferences. Please see full 2020-21 Student Learning Assessment report for details.

*Benchmarks MET.*

**3. Outcomes:**

Please see the MSN & DNP Word Table Assessment Report document for Program Outcomes. Outcomes have been enhanced, as needed. In addition, Student Learning Outcomes also reflect the SON Systematic Evaluation Plan. This is an enhancement to each Goal and respective Outcome for 2020-21.

**4. Data Collection:**

Please see the 2020-21 Student Assessment Report table document for Data Collection elements related to program goals and outcomes.

*Data collection methods (both direct and indirect) are appropriate for the evaluation of student outcomes:*

**Use of Multiple Data Collection Tools:** There has been an increased emphasis on using multiple data collection tools beyond using the ePortfolio system and the implementation of the Typhon™ clinical encounter software program in 2020 for students in the DNP program. This change was made based upon recommendations received from the Student Assessment Report Review Report and the DNP accreditation requirements to track every clinical encounter that a student has with a patient during their clinical rotation. In addition, the Student Assessment Report documents and analyzes trending data for year 2016, 2017, 2018, 2019, 2020. Data from the Typhon™ system is confidential with regard to HIPAA federal law requirements and encounters cannot be shared outside the system. However, 100% of the students and their respective clinical practice preceptors participated in recording client encounters in the Typhon™

system.

Historical Trending Data: *Please note that 2014 trending data was not available as the MSN degree program was not required to submit a report as the program underwent a national accreditation visit based upon a comprehensive self-study report. 2013 data is not applicable as the goals and outcomes presented in the Student Assessment Report were changed in 2015. However, since 2016, trending data was captured and reported. No data is available prior to 2019 for the DNP program as it had not been offered yet.*

**Recommendations Made by the Review Team from the 2019-20 Report:**

The SLOAR review team made no recommendations for improvement. The SON appreciated the thorough review of the SLOAR and will continue to produce a report that informs, guides, and reflects continuous improvement based on data findings and the students' education experience.

**How and Why Data Collection Methods Were Used (Direct and Indirect Methods)**

Throughout the report, actions that were implemented based on data findings are indicated, particularly in the area of improving participation in local, regional, and national research conferences, the sequence with which courses are offered degree. **Direct Methods:**

- Student Work Products (Assignments) evaluated and graded by faculty and submitted to the ePortfolio system for the MSN degree, and the Typhon™ clinical encounter software program for the DNP degree
- MSN Capstone Practicum Project (Population Action Plan)
- MSN and DNP Practicum Preceptor Evaluation of Student
- MSN and DNP Student evaluation of preceptor and practicum experience
- MSN Clinical Practicum Log detailing the work completed for the Capstone Practicum Population Action Plan Project\*; DNP Clinical Practicum log detailing client encounters for all clinical courses (recorded and verified by faculty and clinical preceptors in the Typhon™ software program)
- Number of students who participate/present at local, regional, and national research conferences\*
- Number of students who participate on School of Nursing (SON) Graduate Program committees\*
- Number of students participating in community outreach initiatives (Open Houses, New Cohort Orientation sessions) \*
- Number of students participating on SON Graduate Program standing committees (APAS, Curriculum Committee) \*

\*denotes activities associated with Student Engagement

**Indirect Methods:**

- Course evaluations by faculty
- Student course evaluations
- Database program admission and graduation and retention data
- Exit surveys of graduates' six-month post-graduation
- Informal focus groups with students regarding curriculum design which led to a change in course sequence to meet the learning needs of the graduate students\*(*ongoing*)

**Please note:** This data collection method was selected and used to give more 'real time' student feedback in guiding program delivery.

\*denotes activities associated with Student Engagement

Relationship of Course Assignments to Student Outcomes: Each assignment, including the MSN Capstone Project Plan, is related to a course outcome, which in turn, is related to national program accreditation requirements for competencies for students enrolled in graduate programs in nursing. Also, each online course in the MSN degree program is certified by Quality Matters™ (a national review organization that verifies the course meets national standards for online course design) or is eligible for recertification, **the standards require that assignments align with course objectives and required course outcomes. For all DNP degree courses, course objectives and outcomes are directly related to national program accreditation requirements for students enrolled in DNP degree programs. For DNP degree programs, 1000 clinical hours are required for degree completion. These clinical hours are related to**

each course and program objectives and outcomes.

**5. Data Analysis & Findings:**

Please see the MSN degree program SLOAR Report document for Data Analysis & Findings related to program goals and outcomes. In response to the Student Assessment Review Report, trending data since 2015 has been included. Trending data is available for 2015, 2016, 2017, 2018, 2019, 2020 (please see *Data Analysis and Findings and Review of Findings* column in the SLOAR accompanying report. For 2014, the SON Graduate program prepared a Self-study and submitted it to the Commission on Colleges of Nursing Education (CCNE), the national accreditation body for undergraduate and graduate nursing education programs. Therefore, the MSN degree program was not required to submit a Student Assessment Report. Data from 2013 would not be applicable for the 2016 Student Assessment Report as the faculty changed the program goals and outcomes in 2014. Trending data for the DNP degree program is limited to student retention, successful completion of the courses offered to date, and student engagement activities since the inception of the program in Fall 2019.

**Data Analysis Findings Highlights** (Please see 2020-21 Students Learning Outcomes Assessment Report for full analysis) Some highlights include:

- Admission to the MSN program decreased **40% over 2019. This decrease in enrollment is a direct result of students who have been impacted by the pandemic. All graduate nursing students are in full-time or part-time clinical practice. During the pandemic, their professional practice workload along with the impact that the pandemic has had on their family/support system resulted in many students deferring their application until 2021 or 2022. In addition, due to the pandemic, the 4th cohort of the MSN degree program offered in a blended delivery format was deferred. Monthly in-person recruitment events at local health care systems have been suspended since March 2020 due to the pandemic. Virtual recruiting events have not produced the desired yield. These virtual events have occurred since the pandemic started.**
- **90%** retention rate for the MSN degree program blended delivery approach (for cohorts 1-3)
- **94%** student retention fall 2018 for all students (N=88); 94% retention rate for fall 2019 (MSN degree program)
- 84% retention rate for Cohorts 1 and 2 in the DNP program (2019-2021). Benchmark for retention will be set at 80% for coming years.
- Students virtual presentations of posters and papers at local, regional, or international research conferences decreased as many conferences were postponed during the pandemic. However, two students presented their findings at a regional research conference. **This benchmark was not met.**
- Participation in MSN and DNP Degree Program Open Houses and Committees by MSN and DNP graduate students. This continues to be one of the primary activities in which students participate. This year's report highlights graduate students' active participation on SON graduate program standing committees (APAS and Curriculum) and the option given for virtual participation due to COVID-19 on-campus participation restrictions.
- Increased participation in MSN and DNP Degree Program New Cohort Orientation by MSN and DNP graduate students. Graduate students participated in a panel discussion and shared strategies on how to be successful in completing the graduate program. Graduate students shared best practices and strategies for colleagues to be successful in completing their program of study and practicum project. Depending on the fully reopening of campus, new cohort orientations will be held either virtually or in-person.

**Direct Methods:**

*Student Engagement Enhanced:*

- *Participation on MSN and DNP degree program committees:* Graduate students are invited to participate in SON committees to provide input and feedback on how their educational experience is progressing. Every effort is made to encourage student participation in program events and meetings. Students' involvement in the New MSN and DNP Cohort orientation session continues as well as active participation on standing SON graduate program committees (APAS (limited), Curriculum--consistent participation).

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- *Graduate Student Presentation at Local, Regional and National Research Conferences:* Graduate students are presenting their Capstone Practicum Project at research conferences, both locally and regionally however, again due to the pandemic, participation decreased during the 2020-21 AY.
- *MSN Capstone Practicum Project:* The Capstone Project, which requires 400 clinical practicum hours, is evaluated by the student's clinical preceptor, nursing faculty, and the target population for which the project was designed. Based upon feedback from these individuals, students modify their project to more fully meet the demand of their target population.

**Indirect Methods:**

- *Graduate Exit Surveys:* Data from student exit surveys and course evaluation surveys are used to make incremental improvements to courses, as deemed appropriate. While semester course surveys are sent to all students enrolled in the program, response rates continue to need improvement. Program graduate surveys are sent six months after the student graduates and the response, while positive, remains low. However, due to a revision in the survey as recommended by the Graduate Curriculum Committee, the response rate improved. Please note that since we have not graduated a DNP cohort, the post-graduate exit survey only pertains to the MSN degree program. This year's MSN degree graduate exit survey was deployed in April 2021 and received the most responses to date since deploying the survey. Some strategies that we use to increase student participation and response rates include:
- *Course Evaluations:* Multiple notices within the Blackboard system requesting students complete the course evaluation for each course. In general, students are satisfied with delivery of course content that is designed to meet MSN/DNP degree program goals and outcomes. For courses where low-enrollment does not meet the threshold for respondents, the Graduate Curriculum Committee designed a duplicate course evaluation based on the Blue Evaluation and this was sent to the students in low enrollment courses. Survey results were sent to the Associate Dean of Academic Affairs in the SON to share with faculty of record in the courses and used for program improvement.
- *In-Person MSN Student Orientation Survey Results:* At the start of each new cohort, an orientation is held at CSU. For students who live more than 75 miles from CSU, the students are joined to the orientation via live video conferencing. Based upon feedback received from students and faculty in attendance, the orientation format was changed to target the issues most important to students entering the graduate program (Blackboard use, Writing Center resources, Meeting Nursing Faculty Advisors, Practicum Requirements, Registering for Courses).
- *Systematic Program Performance Evaluation (SPPE):* A requirement for program accreditation from our national accrediting body is the development and implementation of an SPPE. This extensive program evaluation plan (goals, outcomes, data collection instruments, data analysis, and recommendation for program improvement) is based upon the required essential competencies for graduates of our undergraduate and graduate programs (and reflected in the goals/objectives for the SLOAR). The Student Learning Assessment Goals and Outcomes now correlate with the SON SPPE where applicable. This is a report enhancement for 2017 and continues forward for each subsequent SLOAR.
- *Faculty Course Evaluation:* Faculty complete a course evaluation for each course that is taught. Results are uploaded into the MSN/DNP HCP site (cloud-based file system) for review by faculty. Based upon the feedback from faculty, curriculum changes are recommended and this has led to a review/revision of the curriculum in 2016 and this revision was implemented fall 2018. In addition, feedback from DNP faculty have made recommendations for improving processes to enhance student compliance with documenting client encounters. Anecdotal feedback from students and faculty indicate that the change in the practicum course sequence for the MSN degree program has been well-received making it easier and more efficient to complete their Capstone practicum project during the academic year.
- *Online Course Assessment Tool (OCAT):* The graduate faculty uses this peer evaluation tool to evaluate how well courses are designed and delivered in the MSN/DNP degree programs. Results of this survey are shared between peers and are considered confidential. Faculty use suggestions from the OCAT evaluation to make improvements in their courses.
- *Student Course Evaluation:* Students complete a course evaluation for each course taken. Results are reviewed by each faculty member and the Associate Dean for Academic Affairs. Evaluation



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scores below the SON average are examined to determine if there is a trend in below standard performance. A corrective action plan is then developed and monitored by the Associate Dean for improvement in course evaluations. Based upon the feedback from faculty, students and curriculum committee, curriculum changes are recommended and this has led to a review/revision of the curriculum in 2016 and 2017 with full implementation fall 2018. No changes are expected to occur for the MSN degree program. DNP student survey results indicate enhancements in placing students for their clinical practicum placement, course schedule, assignments, and faculty responsiveness. The next SLOAR will report if any changes or corrective action plans were needed as a result of reviewing the Student Course Evaluation results as they apply to the goals of the SLOAR.

**6. Review of Findings:**

*Who Reviews Findings and When; Recommendations by Reviewers of the 2019-20 Assessment Report:*

**Sharing Data Findings from Surveys:**

*Analyzing Data Collected, Findings and Recommendations:* During regularly schedule graduate program meetings, reports on survey results are shared with the faculty. Strategies are discussed as to how to improve survey response rates (which helped considerably for the 2021 surveys sent to post-MSN graduates) and also which methods of data collection should be included in the Student Assessment Report to examine goal outcomes. Faculty also reviewed trending data which helped inform curricular decisions for program revision.

*Student Assessment Report Review by faculty:* The 2019-20 Assessment report (and previous reports dating back to 2010) is available for all graduate faculty to review and is found in the SON's cloud-based HCP site. When the 2019-20 Student Learning Assessment report was received it was posted in HCP and general findings discussed at the monthly graduate faculty meeting in September 2020 and again in February 2021 (Evaluation Committee). At Evaluation Committee faculty meeting, faculty tasked with program evaluation and program review report on actions needed to evaluate the program. Faculty course evaluations are also posted the HCP site and available to be reviewed by all faculty. Faculty address course evaluation findings that may merit a change in a course (content, evaluation methods, textbook) during graduate curriculum faculty meetings.

*Recommendations by the 2019-20 Student Assessment Report Reviewers:* No recommendations were made by the Assessment Review group to improve the report. However, the SON graduate curriculum/faculty/APAS committee are committed to continuous quality improvement and will modify or include new goals as deemed appropriate for future SLOAR.

**7. Follow-Up Actions:**

*a) Changes to the curriculum, activities, services, goals, or student learning that may lead to modifications in the process of collecting and/or reviewing student learning assessment data*

The current required program goals are determined by the graduate faculty and guided in their development by adhering to the *Essentials of Graduate Education in Nursing* and standards developed by the profession and executed by the American Association of Colleges of Nursing (AACN). The goals will remain the same for the next Student Assessment Report period with a separate SLOAR for the DNP degree program. When the next SLOAR is submitted, the SON will have additional feedback from the DNP program accreditation visit.

**Historical Perspective:**

**Based upon review of the findings, the MSN curriculum was revised and implemented in the 2018-19 AY.**

*Please note: Preliminary work began during the 2016-17 AY as faculty examined their courses with an eye toward future relevance in meeting the needs of students and our external stakeholders.*

- After review/revision of the curriculum, determine how to best demonstrate student achievement of program goals and outcomes;
- Designed new degree program, the Doctorate of Nursing Practice (DNP); admitted first cohort Fall 2019 and a second cohort in Fall 2020.
- Redesigned Capstone Practicum Population Health Plan course sequence. This was implemented

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- fall 2018;
- Prepared students to present their Capstone Practicum Population Health Plan Project at local, regional and national research conferences;
- The MSN degree program in a blended delivery format was deferred due to the pandemic and no students were admitted into this delivery option in 2020;
- Continuation of the rolling admission process in order to improve access to the program for potential students; refined the online application process for the MSN and now the DNP degree program based upon feedback from applicants; weekly review of program applications by APAS committee; examination of the root cause why students fail to progress or withdraw from the program;
- Implemented an Intrusive Advisement strategy with nursing faculty advisors to keep students engaged, enrolled, and progressing toward degree completion;
- It is anticipated that the program goals may change once the new MSN and DNP curricula is implemented and reviewed by faculty and students. Program goals will pertain to competencies required by our national accrediting body CCNE. A separate SLOAR will be prepared for the 2021 reporting year in addition to the MSN degree program SLOAR.
- Focus groups with students to determine learning needs not address with the more indirect measures of assessment found in student course evaluations and graduate exit surveys. Results include: 1) developing a Peer-to-Peer mentorship program with students initially enrolled in the blended delivery format (IMPLEMENTED fall 2018)--this strategy will be used with Cohort #3 in the DNP degree program; 2) the change in the curriculum course sequence and when the practicum courses are offered to assist students in securing practicum sites and preceptors for their practicum course sequence (NUR 605—Fall semester; NUR 606 Spring semester) will continue as it has been met with great success for student outcomes and degree completion.

*Please note: To make **substantive** program changes will require notification to the American Association of Colleges of Nursing (AACN). The 2020-2021 student assessment report will reflect changes in program goals to align with the DNP curriculum and AACN Essentials for graduate programs in nursing. It is anticipated that evaluation methods will be designed or modified to determine how well students perceive they are meeting their program objectives and goals. Using the ePortfolio system and the Typhon clinical encounter documentation software will be analyzed to determine how well students and faculty assess they believe they have integrated the Essentials of graduate education in nursing in their course work. This reflection relates directly to program goals.*

- **Student Assessment Report Reviewers' comments from the 2019-20 SLOAR**  
Since no recommendations were made with regard to improving the SLOAR, faculty will continue to monitor goal achievement and benchmark achievement.



<b>Program:</b>	Master of Science in Nursing (MSN) Degree Program; Doctor of Nursing Practice Degree (DNP) Program	<b>Completed By:</b>	Maureen M. Mitchell, EdD, RN, Graduate Program Director
<b>Department:</b>	School of Nursing; Graduate Nursing Program	<b>Date:</b>	May 31, 2021
<b>Chair of Department:</b>	Dr. Timothy M. Gaspar, PhD, RN, Dean / Corinne A. Wheeler, PhD, RN, Associate Dean Academic Affairs		

**Goal 1: Students are prepared to utilize a broad base of knowledge from many disciplines to plan, implement, direct and assess care for individuals and populations.** Addresses MSN Terminal Objective 1 and **Essential I: Scientific Background for Practice** (Recognizes that the master's-prepared nurse integrates scientific findings from nursing, bio-psychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.) **DNP DEGREE:** Synthesizes knowledge derived from nursing science from other scientific disciplines as the basis for advanced nursing practice and innovation approaches to improve the health of individuals, aggregates and populations. (AACN Essential 1: Scientific Underpinnings for Practice; Essential #7: Clinical Prevention and Population Health for Improving the Nation's Health; Essential #8: Advanced Nursing Practice)

Outcomes	Data Collection	Data Analysis & Findings	Review of Findings	Follow-up Actions
<p><i>NOTE: Faculty set goal outcomes and invite students to participate in setting outcomes. This is also reflected in the SON Systematic Evaluation Plan Standard I, Criteria I-D and applies to all goals established for the Student Learning Outcome Assessment Plan</i></p> <p><b>Benchmark:</b> 100% of the Students successfully integrate the scientific background for practice in by achieving a grade of 'B' or above on all assignments in the following courses:            NUR 506, (Theories of Population Hlth);            NUR 503 (Evidence Based Practice);            NUR 600 (Info Tech.);            NUR 505, 604, 605, 606, 626 (public and population health);            NUR 604,605, 606, 626 (Quality Improvement);            NUR 505, 602, 603 Organizational science, health policy); NUR 617 (Law). <b>Note: 2018: MSN revised curriculum implemented</b>            2019: DNP curriculum launched</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Using national nursing program accreditation standards (CCNE, 2016) and <i>The Essentials for Baccalaureate &amp; Graduate Degree Programs</i> (AACN, 2011), a data collection framework (ePortfolio) was developed that demonstrates student success in the program.</li> </ul> <p><i>Please Note: Students upload documents (artifacts) that demonstrate achievement of MSN program objectives for each course taken in the program. These documents are reviewed and graded by faculty and have been determined to meet course objectives (which are based on MSN Program Outcomes). Appendix A lists the artifacts and explains how they related to MSN program outcomes.</i></p>	<p><b>2015: Benchmark met.</b> 100% of the students achieved a grade of 'B' or above on all course assignments. Faculty evaluated all assignments and determined that students met the learning objectives/outcomes for the goal and for the MSN Program.</p> <p><b>2016, 2017, 2018, 2019: Benchmark met.</b> 100% of the students achieved a grade of 'B' or above on all course assignments. Based upon faculty evaluation of the students' assignment, it was determined that students use a broad base of knowledge from many disciplines to plan, implement and evaluate care across the health care environment. Students also submitted Reflection documents into the ePortfolio system at the end of the 500 &amp; 600 level courses that examined how well they perceive they have accomplished the program objectives.</p>	<p><b>2015: Benchmark MET.</b> Review of the documents indicate that the students are meeting program objectives by achieving a grade of 'B' or above on course work.</p> <p><b>2016: Benchmark MET.</b> Review of the documents indicate that students are meeting the program objectives by achieving a grade of 'B' or above on course work.</p> <p><b>2017: Benchmark MET.</b> Review of the documents indicate that students are meeting the program objectives by achieving a grade of 'B' or above on course work.</p> <p><b>2018: Benchmark MET.</b> Review of the documents indicate that students are meeting the program objectives by achieving a grade of 'B' or above on course work.</p> <p><b>2019: Benchmark MET.</b> As above.</p> <p><b>2020: One student failed to meet course outcomes; COVID-19 disruption given as reason</b></p>	<p>Graduate Program Director and faculty will continue to verify that required documents continue to reflect that students are meeting program objectives.</p> <p><b>NOTE:</b> This program requirement (submission and verification of artifacts and achieving a grade of 'B' or better) must be completed prior to receiving approval to graduate.</p> <p>This method of Student Assessment Learning will continue and required course work will be modified, as needed, when the revised curriculum is implemented.</p> <p><b>2018:</b> Curriculum was revised to reflect AACN standards/essentials for graduate study in nursing. Updating ePortfolio system to reflect change in curriculum and required artifacts/assignments and method of verifying student success in achieving program objectives.</p> <p><b>2019:</b> New curriculum implemented fully in 2018.</p> <p><b>2020:</b> All students given the opportunity to go part-time; struggling students due to pandemic referred to CARE Team.</p>



**Goal 2: Students are prepared to navigate organizational systems to promote ethical, high quality and safe care for individuals and populations.**  
 Addresses MSN Terminal Objectives 2, 3, 6 and **Essential II: Organizational and Systems Leadership** (Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe patient care. Leadership skills are needed that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective.) **Essential III: Quality Improvement and Safety** (Recognizes that a master's-prepared nurse must be articulate in the methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization.) **Essential VI: Health Policy and Advocacy** (Recognizes that the master's-prepared nurse is able to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care.) **DNP DEGREE:** Employ organizational and systems leadership to improve quality and safety of individuals, aggregates and populations. (AACN Essential 2: Organizational and Systems Leadership for Quality Improvement and Systems Thinking

Outcomes	Data Collection	Data Analysis & Findings	Review of Findings	Follow-up Actions
<p><b>NOTE: Faculty set goal outcomes and invite students to participate in setting outcomes.</b>  <b>Benchmark:</b> 100% of the students successfully complete assignments for the following courses that demonstrate :            1)Integrating knowledge of organizations and leadership, policy creation (NUR 602, 603)            2) Awareness and adherence to ethical values of the profession (NUR 510 Nursing Ethics for Advanced Practice); core thread that runs through all courses            3) Understanding of research methods used in quality improvement (NUR 503, 605, 606, 626)            4) Developing skill and insight into strategies used to influence policy and advocate for patients and populations at the system level (NUR 505, 602)            5)Practicing according to legal regulations and the ethical guidelines of the profession (NUR 604,605, 606, 626) as evidenced by a rating of 'satisfactory' by the student's practicum preceptor on the Preceptor Evaluation of Student evaluation form            6) DNP Curriculum (700 and 800 level courses)</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>• <i>Artifacts from the student's ePortfolio system for the following courses and assignments:</i></li> </ul> <ol style="list-style-type: none"> <li>1) NUR 602 Health policy analysis; NUR 603 Assignment: Financial impact analysis and Budget plan;</li> <li>2) NUR 602 Assignment: ethics dilemma paper; NUR 510 Assignment: Personal ethical development paper</li> <li>3) NUR 601 Assignment: Research proposal</li> <li>4) NUR 505, 602 Assignment: Health policy analysis</li> <li>5) NUR 604, 605, 606, 626 (practicum courses) Assignment: Population Action Plan Project</li> <li>6) Preceptor Evaluation report by Students taking NUR 606 and NUR 626.</li> <li>7) Preceptor Evaluation Form report on student practicum performance.</li> <li>8) DNP Typhon™ client encounter software program</li> </ol>	<p><b>2015:</b> 100 % of students successfully completed these assignments by achieving a grade of 'B' or above. In addition, 100% of the students achieved a satisfactory rating by their practicum preceptors in NUR 604, NUR 605, NUR 606, and NUR 626.  <b>2016:</b> 100 % of students completed these assignments by achieving a grade of 'B' or above. In addition, 100% of the students achieved a satisfactory rating by their practicum preceptors in NUR 604, NUR 605, NUR 606, and NUR 626.  <b>2016 &amp; 2017:</b> 100 % of students completed these assignments by achieving a grade of 'B' or above. In addition, 100% of the students achieved a satisfactory rating by their practicum preceptors in NUR 604, NUR 605, NUR 606, and NUR 626.  <b>2018:</b> 100 % of students completed these assignments by achieving a grade of 'B' or above. In addition, 100% of the students achieved a satisfactory rating by their practicum preceptors in NUR 604, NUR 605, NUR 606, and NUR 626 and had positive evaluation of their practicum preceptors.  <b>2019:</b> 100 % of students completed these assignments by achieving a grade of 'B' or above. In addition, 100% of the students achieved a satisfactory rating by their practicum preceptors in NUR 604, NUR 605, NUR 606, and NUR 626 and had positive evaluation of their practicum preceptors.  <i>Note: For all course assignments in the program, faculty have reviewed and graded each assignment and determined that the students have met course and MSN program goals and outcomes.</i>  <b>2020:</b> Students in the MSN and DNP programs met course objectives and were rated 'satisfactory' by their preceptors</p>	<p><b>2015: Benchmark MET.</b> Practicum Capstone Projects in NUR 606 and NUR 626 were implemented in the community and evaluated by students, clinical practicum preceptor, and course faculty. Expertise in developing, implementing, and evaluating the capstone project is directly related to the outcomes associated with this goal.  <b>2016: Benchmark MET.</b> Practicum Capstone Projects in NUR 606 and NUR 626 were implemented in the community and evaluated by students, clinical practicum preceptor, and course faculty.  <b>2017: Benchmark MET.</b> Practicum Capstone Projects in NUR 606 and NUR 626 were implemented in the community and evaluated by students, clinical practicum preceptor, and course faculty.  <b>2018: Benchmark MET.</b> Practicum Capstone Projects in NUR 606 and NUR 626 were implemented in the community and evaluated by students, clinical practicum preceptor, and course faculty.  <b>2019: Benchmark MET.</b> Practicum Capstone Projects in NUR 606 and NUR 626 were implemented in the community and evaluated by students, clinical practicum preceptor, and course faculty.  <b>2020: Benchmark MET</b> for MSN practicum courses and DNP clinical courses  <i>Examples of MSN Capstone projects delivered in the community include: infection control program designed for major healthcare system; design of online professional development course for nurses; design of orientation program for newly hired nurses; design of abuse detection and education program for the community serving victims of violence; program to detect suicidality in patients impacted by COVID</i></p>	<ol style="list-style-type: none"> <li>1) Continue to encourage students to publish in journals and share PowerPoint projects at place of employment (clinical settings and academic institutions). <b>UPDATE: Graduate students presented at regional and international conferences during 2017.</b></li> <li>2) Encourage students to present at national conferences (e.g. Sigma Theta Tau International Honor Society Research Conference in the fall of each year; CSU School of Nursing (SON) research conference <b>UPDATE: This was achieved in 2017, 2018; students presented at the CSU Research Sharing Day and at the Midwest Nursing Research Society annual conference.</b></li> <li>3) <b>In 2017, the Dean has supported graduate students to attend regional and national conferences.</b> This will continue during the next assessment cycle.</li> <li>4) <b>2018:</b> Dean Gaspar continues to support graduate students in attending regional and national conferences to present their project work completed in NUR 606 and NUR 626. Six students presented at regional nursing research conference.</li> <li>5) <b>2019:</b> Three graduate students were selected to present at a regional MNRS conference in Chicago; the research conference was delivered virtually due to COVID-19. One graduate student won an award for their poster presentation. In addition, two graduate students won best project at an Ohio nursing research conference for their work in human trafficking.</li> <li>6) <b>2020:</b> One MSN student presented at regional conference virtually due to COVID impact on conferences held</li> </ol>





**Goal 3:** Students develop skill in identifying problems appropriate for research and the planning and execution of research or quality improvement projects. Addresses MSN Terminal Objective 4; Essential IV: Translating and Integrating Scholarship into Practice. Recognizes that the master's-prepared nurse applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results. **DNP DEGREE:** Integrate clinical scholarship and utilization of analytical methods to identify best nursing practices. (AACN Essential 3: Clinical Scholarship and Analytical Methods for Evidence-Based Practice)

Outcomes	Data Collection	Data Analysis & Findings	Review of Findings	Follow-up Actions
<p><b>NOTE:</b> Faculty set goal outcomes and invite students to participate in setting outcomes. This goal is also reflected in the SON Systematic Evaluation Plan Standard II Criteria II-E (Preceptor Qualifications)</p> <p><b>Benchmark:</b> 100% of the students who elect to complete a Capstone Population Action Plan will implement and evaluate the plan in the community (e.g. health care institution, social service agency, academic setting) and will earn a grade of 'B' or above on the plan. 100% of the students will receive a satisfactory evaluation by their Practicum Preceptor</p> <p><b>2018: Please note: The thesis option for the MSN degree program was discontinued with the revised MSN curriculum.</b></p> <p><b>2019-20:</b> DNP students have not started on their Capstone Scholarly Project yet as they have not reached that requirement in the curriculum</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>NUR 606 and NUR 626 Capstone Population Action Plans (Projects)</li> <li>Faculty evaluation of students' Capstone Population Action Plans (projects)</li> <li>Preceptor Evaluation of Capstone practicum</li> </ul>	<p><b>2015:</b> 100% of the Capstone Population Action Plans (Projects) developed, implemented and evaluated that addressed quality improvement projects in health care (N=7); 100% of the Capstone Action Plans (Projects) developed, implemented and evaluated that address educational needs of nurses or nursing students (N=5); all students earned a grade of 'B' or above on the plan.</p> <p><b>2015:</b> 100% of the students successfully completed and defended their thesis (N=2)</p> <p><b>2016:</b> 100% of the Capstone Population Actions Plans (Projects) developed, implemented and evaluated that addressed quality improvement projects in health care (N=7); 100% of the Capstone Action Plans (Projects) developed, implemented and evaluated that address educational needs of nurses or nursing students (N=7); all students earned a grade of 'B' or above on the plan.</p> <p><b>2016:</b> 1 student currently enrolled in thesis path (expected graduation in 2017) <i>All students received satisfactory evaluations from their preceptor (NUR 606; NUR 626)</i></p> <p><b>2017:</b> 100% of the students successfully completed and defended their thesis (N=1) <i>All students (N=13) received satisfactory evaluations from their preceptor (NUR 606; NUR 626)</i></p> <p><b>2018:</b> No student elected the thesis option and therefore, no defense was held. <i>All students (N=12) received satisfactory evaluations from their preceptor (NUR 606; NUR 626)</i></p> <p><b>2019:</b> <i>All students (N=34; a 65% increase in number of students completing practicum) received satisfactory evaluations from their preceptor (NUR 606; NUR 626)</i></p> <p><b>2020-21:</b> 100% of MSN students satisfactorily completed Capstone practicum (DNP: N/A)</p>	<p><b>2015: Benchmark MET.</b> 100% of Graduate students were successful in implementing a Capstone Population Action Plan (project) in the community and as a result, improved operations or services in the community. <b>Benchmark MET:</b> 100% of thesis path students successfully completed and defended their thesis.</p> <p><b>2016: Benchmark MET.</b> 100% of Graduate students were successful in implementing the Capstone Population Action Plan (project) in the community and as a result, improved operations or services in the community. This conclusion was based upon faculty evaluation of the Action plan and the Preceptors' evaluations of the Capstone Project implementation.</p> <p><b>2017: Benchmark met:</b> Student successfully completed and defended thesis. 100% of the students received a satisfactory evaluation from their Capstone Preceptors. 100% of the students implemented and evaluated their Capstone project. <b>NOTE:</b> This AY represents a <b>53% increase</b> in the number of students who successfully completed their Capstone Practicum Project.</p> <p><b>2018: The thesis option for the MSN degree program was discontinued with the revised MSN curriculum.</b> 100% of the students received a satisfactory evaluation from their Capstone Preceptors. 100% of the students implemented and evaluated their Capstone project.</p> <p><b>2019:</b> 100% of the students received a satisfactory evaluation from their Capstone Preceptors. 100% of the students implemented and evaluated their Capstone project.</p> <p><b>2020:</b> 100% of the MSN students implemented and evaluated their Capstone project. <b>Benchmark MET</b></p>	<p><b>Continuing Follow-Up Actions:</b> Faculty teaching Capstone courses (NUR 606 and NUR 626) will continue to evaluate the effectiveness of the practicum site in meeting the needs of the population of interest. Clinical practicum sites that do not meet the needs of the graduate student and program focus will not be renewed. Guidance on developing Population Action Plans will continue to focus on projects that meet the needs of the community of interest (health care and social service institutions, academic settings).</p> <p><b>2017 Update:</b> A revised Clinical Affiliation Agreement was developed and executed with our practicum site partners in Ohio and New York. The additional sites were evaluated based upon students' academic program needs for implementing their Capstone project in both a specialty area and geographic area in which the student resides. We will continue to evaluate all practicum sites to determine if they continue to meet our program practicum requirements.</p> <p><b>2018: Clinical Practicum Student and Preceptor Handbooks</b> were developed to promote the successful completion of the practicum course sequence and practicum project. Feedback on the handbooks has anecdotally been positive. <b>NOTE:</b> <i>Thesis option was discontinued due to low interest for this option by students and the future focus on student project development in the Doctor of Nursing Practice degree program (first cohort to be admitted Fall 2019).</i></p> <p><b>2019:</b> Capstone projects presented at local, state, and national research conferences with the support of both the School of Nursing and the students' practicum site. Support of graduate student research/projects will continue.</p> <p><b>2020:</b> Due to COVID, only one MSN student presented virtually at regional conference; student financially supported by SON</p>



**Goal 4: Students will effectively use and model the use of Informatics and other health care technologies.** Addresses MSN Terminal Objective 5 and **Essential V: Informatics and Healthcare Technologies.** Recognizes that the master's-prepared nurse uses patient-care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care. **DNP DEGREE: Demonstrate leadership in the systems level evaluation, development and implementation of information systems and related technologies for health care delivery that optimize outcomes for individuals, aggregates and populations. (AACN Essential 4: Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care)**

Outcomes	Data Collection	Data Analysis & Findings	Review of Findings	Follow-up Actions
<p><i><b>NOTE: Faculty set goal outcomes and invite students to participate in setting outcomes. Note: This goal is also reflected in the SON Systematic Evaluation Plan Standard III: Program Quality &amp; Teaching –Learning Practices Criteria III-A-D</b></i></p> <p><b>Benchmark:</b> 100% of the students will achieve a grade of ‘B’ or above on course assignments that integrate the use of research data bases and information technology into their analysis of population health. Courses include:            NUR 505 (Population Health Assessment assignment); Analysis of Disease Trends assignment)            NUR 604 (Population Assessment assignment)            NUR 606, NUR 626 (Analysis of Population Action Plan Implementation assignment)            NUR 520: (Online Curriculum Course Design assignment)  <i>NOTE: 2018: MSN Curriculum revised to reflect concentrated emphasis on Nursing Informatics. This further enhances the use of research databases in all MSN courses in addition to those listed above.</i></p> <p>DNP degree: NUR 712 ( Applying IT to Support Evidence-Based Practice);            NUR 716 (Epidemiology &amp; Statistics)</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Course assignments (work products) that integrate technology in their Population Plan in NUR 606 and NUR 626;</li> <li>NUR 520 Curriculum Design Course; completion of FOTD eLearning course</li> <li>NUR 505 Epidemiology &amp; Demography</li> <li>MSN curriculum changes</li> <li>DNP 700 and 800 level courses</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Faculty evaluations of assignments for use of research data bases and information technology</li> <li>Student course evaluations and feedback</li> </ul>	<p><b>2015:</b> 100% of the students successfully used research data bases and information technology applicable to their specialization area (Nursing Education, Forensic Nursing, Specialized Populations, Clinical Nurse Leader) when analyzing population health and earned a grade of ‘B’ or above on the respective course assignments. Faculty evaluated student assignments for their use of research data bases and technology.</p> <p><b>2016:</b> 100% of the students successfully used research data bases and information technology applicable to their specialization area (Nursing Education, Forensic Nursing, Specialized Populations, Clinical Nurse Leader) when analyzing population health and earned a grade of ‘B’ or above on the respective course assignments.</p> <p>NUR 520 implemented an online course design module in response to feedback received from students in 2015 yielding positive feedback from students. NUR 520 students also completed the CSU Online Course Design course offered through eLearning</p> <p><b>2017:</b> 100% of the students used research data bases and information technology in all courses.</p> <p><b>2018:</b> All NUR 520 students completed the FOTD course; MSN curriculum revised to incorporate Nursing Informatics course for all tracks.</p> <p><b>2019:</b> NUR 600 (Informatics) was introduced as part of the revised curriculum. 100% of the students used this content in the development of their practicum project and assessment of their populations of interest.</p> <p><b>2019-21:</b> MSN and DNP: students integrated IT and research data bases to complete course work</p>	<p><b>2015: Benchmark MET.</b> 100% of the students used research data bases and technology in student course assignments and achieved a grade of ‘B’ or better on the assignments.</p> <p><b>2016: Benchmark MET.</b> 100% of the students used research data bases and technology in student course assignments and achieved a grade of ‘B’ or better on the assignments.</p> <p><b>2017: Benchmark MET.</b> 100% of the students used research data bases and technology in student course assignments and achieved a grade of ‘B’ or better on the assignments.</p> <p><b>2017: Please note:</b>            In reviewing the MSN curriculum faculty determined that a course should be designed that has a concentrated focus on the use of informatics and emerging health care technologies used in clinical and academic practice. This course will be designed and implemented after receiving UCC and accreditor approval in the revised curriculum/program that is planned to start Fall 2018.</p> <p><b>2018: Benchmark MET.</b> NUR 600 designed with implementation in the 2019-20 AY. Students in NUR 505, 604, 605, 606, 626 continue to integrate the use of databases in designing and evaluating their practicum projects.</p> <p><b>2019: Benchmark MET;</b> as above.</p> <p><b>2019-20: Benchmark MET;</b> as above with the addition of DNP students successfully completing NUR 712 and NUR 716 (Epidemiology &amp; Statistics; Applying IT to Support Evidence-Based Practice</p>	<p><b>2016:</b> Based upon the review of courses, student feedback from course evaluations, and faculty course evaluations, the MSN curriculum is being redesigned to incorporate the use of informatics and other health care technologies in a newly designed course. Course will be offered in the redesigned curriculum beginning Fall 2018.</p> <p><b>2017: MSN Curriculum was redesigned with expected implementation fall 2018;</b> new course incorporates the use of informatics and other health care technologies in a newly designed course.</p> <p><b>2018: With the revision of the MSN degree curriculum, NUR 600 (Nursing Informatics) was developed to assist students in successfully using healthcare databases and information systems into their practice.</b></p> <p><b>2019:</b> Continue as above. No change/modification needed</p> <p><b>2020-21:</b> Continue as above; no change/modification needed</p>



**Goal 5: Students demonstrate skill in interpersonal professional communication and interaction to achieve a common goal of quality patient/population care.** Addresses MSN Terminal Objective 7 and **Essential VII: Inter-professional Collaboration for Improving Patient and Population Health Outcomes.** Recognizes that the master’s-prepared nurse, as a member and leader of inter-professional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care. **DNP DEGREE:** Engage in advocacy by influencing policy throughout the various stages of the policy-making process at the institutional, local, state, national and/or global levels. (AACN Essential 5: Health Care Policy for Advocacy in Health Care.)

Outcomes	Data Collection	Data Analysis & Findings	Review of Findings	Follow-up Actions
<p><i><b>NOTE: Faculty set goal outcomes and invite students to participate in setting outcomes. Note: This goal is also reflected in the SON Systematic Evaluation Plan Standard III: Program Quality &amp; Teaching –Learning Practices Criteria III-E (Clinical Experience)</b></i></p> <p><b>Benchmark:</b> 100% ; of the students will demonstrate an ability to effectively work as a member of an interdisciplinary team (as evidenced by the development, implementation, and evaluation of a Capstone Project Population Action Plan and NUR 505assignment for the Community Health Project.</p> <p><i>Note: Population Action Plans are evaluated by faculty and practicum preceptors include research studies, quality improvement initiatives and educational offerings. All of these initiatives require teamwork and consultation with other members of the healthcare team and community stakeholders to be successfully planned, implemented and evaluated.</i></p> <p>DNP Program: For all 700 &amp; 800 level clinical courses; direct client care delivered using an interdisciplinary focus; Benchmark: 100% No Capstone scholarly projects have been completed yet (2020-2021)</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Population Action Plan (NUR 604, 605, 606, 626) Focused Population Action Plan;</li> <li>NUR 505, Community Health Project</li> <li>Practicum Preceptor Student Evaluation</li> <li>Faculty Evaluation of students’ practicum Capstone Project</li> <li>Practicum Preceptors’ evaluation of students’ Capstone Project</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Student course evaluations</li> <li>Typhon client encounter software</li> <li>Preceptor/faculty evaluation of clinical performance and outcomes</li> </ul>	<p><b>2015:</b> All (100%) of the Population Action Plans evaluated by faculty and practicum preceptors include research studies, quality improvement initiatives and educational offerings.</p> <p><b>2016:</b> All (100%) of the Population Action Plans evaluated by faculty and practicum preceptors include research studies, quality improvement initiatives and educational offerings.</p> <p><b>2017:</b> All (100%) of the Population Action Plans evaluated by faculty and practicum preceptors include research studies, quality improvement initiatives and educational offerings. Student course evaluations far above the average for the mean for the SON.</p> <p><b>2018;</b> NUR 505 Community Health Project was revised, and 100 clinical practice hours included in the course as a result of the MSN curriculum revision. This expansion of the project gives students more of an opportunity to engage with the greater Cleveland community and the health care institutions in the area. For NUR 606 and NUR 626, all Population Action Plans reflected an interdisciplinary team approach with the implementation of the students’ projects.</p> <p><b>2019:</b> NUR 505 taught in a blended delivery format enabled students to identify process improvement projects that impacted local health systems and the greater Cleveland Community. NUR 606 and NUR 626, all Population Action Plans reflected an interdisciplinary team approach with the implementation of the students’ projects</p> <p><b>2020:</b> MSN: All Population Action Plans reflected an interdisciplinary team approach with the implementation of the students’ projects. DNP: 100% of students’ clinical encounters involve an interdisciplinary approach to health care delivery</p>	<p><b>2015: Benchmark MET. 100% of the students</b> demonstrated the inclusion of an interdisciplinary team focus in the Population Action Plan and the Community Health Project for the City of Cleveland, Ohio.</p> <p><b>2016: Benchmark MET. 100% of the students</b> demonstrated the inclusion of an interdisciplinary team focus in the Population Action Plan and the Community Health Project for the City of Cleveland, Ohio.</p> <p><b>2017: Benchmark MET. 100% of the students</b> demonstrated the inclusion of an interdisciplinary team focus in the Population Action Plan and the Community Health Project for the City of Cleveland, Ohio.</p> <p><b>2018: Benchmark MET.</b> In addition to the inclusion of an interdisciplinary focus with the Community Health Project in NUR 505, all student practicum projects included an interdisciplinary implementation focus.</p> <p><b>2019: Benchmark MET.</b> The success of the NUR 505 community project as well as the practicum capstone projects (NUR 606, 626) would not have been possible or successful without interdisciplinary collaboration with other agencies and professions.</p> <p><b>2020: Benchmark MET:</b> Please note: DNP clinical courses require an interdisciplinary approach to delivering health care. No Capstone Scholarly Projects have been developed yet but an interdisciplinary focus is also required for this program outcomes.</p>	<p>Ongoing evaluation of practicum experiences by the professor teaching each course to ensure that the student is working with interdisciplinary team members when developing, implementing and evaluating their Population Action Plan. This practice is in place going forward and will continue for both the MSN and DNP degree programs.</p>



**Goal 6: Students will successfully translate graduate level nursing knowledge and skills into effective advanced level practice. Addresses MSN Terminal Objective 8, 9 and Essential VIII: Clinical Prevention and Population Health for Improving Outcomes.** Recognizes that the master’s-prepared nurse applies and integrates broad organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations to improve health outcomes of individuals and communities.

**Essential IX: Master’s-Level Nursing Practice** Recognizes that master’s-level nursing practice is broadly defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems. Master’s-level nursing graduates must have an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice. Nursing practice interventions include both direct and indirect care components. **DNP DEGREE:** Facilitate collaboration among inter-professional teams to ensure high quality patient, system or population health outcomes. (AACN Essential 6: Inter-professional Collaboration for Improving Patient and Population Health Outcomes)

Outcomes	Data Collection	Data Analysis & Findings	Review of Findings	Follow-up Actions
<p><i>NOTE: Faculty set goal outcomes and invite students to participate in setting outcomes. This goal is also reflected in the SON Systematic Evaluation Plan Standard III: Program Quality &amp; Teaching –Learning Practices Criteria III-E, F (Clinical Experience; Meeting the Needs of the Community of Interest)</i></p> <p><b>Benchmark:</b> 100% of the students will integrate skills developed in graduate studies to assess needs, design and execute interventions focused on identified problems in care (Population Action Plan Project)</p> <p>DNP Program: In that the students have not started their Capstone Scholarly project yet in their program of study, this goal does not apply to Cohorts 1 &amp; 2 but will in 2021-22 SLOAR.</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Faculty evaluations of Capstone Project work product in NUR 604, 605, 606, 626</li> <li>Practicum Preceptor evaluations of practicum course sequence and work products in NUR 604, 605, 606, and 626</li> <li>For 2018-onward for MSN degree program, data collection occurs in NUR 605 and NUR 606 (revised MSN curriculum)</li> </ul>	<p><b>2015:</b> 100% N=12 of the graduate students successfully designed and evaluation of a focused population plan of care. 100% N=12 of students who progressed in the MSN program and ultimately graduate possess these skills and function at this level, earning grades ranging from 3.5 to 4.0 on a 4.0 scale.</p> <p><b>2016:</b> 100% N=14 of the graduate students successfully designed and evaluation of a focused population plan of care. 100% N=14 of students who progressed in the MSN program and ultimately graduate possess these skills and function at this level, all earning a grade of 4.0 on a 4.0 scale.</p> <p><b>2017:</b> 100% N=13 students successfully designed and evaluation of a focused population plan of care. 100% N=14 of students who progressed in the MSN program and ultimately graduate possess these skills and function at this level, all earning a grade of 4.0 on a 4.0 scale.</p> <p><b>2018:</b> N=12 of students who progressed in the MSN program and ultimately graduate possess these skills and function at this level, all earning a grade of 3.0-4.0 on a 4.0 scale. Feedback from MSN students on the design of the practicum course sequence instrumental in revising the practicum courses.</p> <p><b>2019:</b> N=34 (a 65% increase in the number of practicum projects completed) students who progressed in the MSN program and ultimately graduate possess these skills and function at this level, all earning a grade of 3.0-4.0 on a 4.0 scale. Feedback from MSN students on the design of the practicum course sequence instrumental in revising the practicum courses.</p> <p><b>2020:</b> N=21 (100%) of the students who progressed in the MSN program and ultimately graduate possess these skills and function at this level, all earning a grade of 3.0-4.0 on a 4.0 scale. Feedback</p>	<p><b>2015: Benchmark MET.</b> Faculty teaching the Capstone practicum course sequence (NUR 604, NUR 605, NUR 606, and NUR 626) are evaluating if the design of the practicum courses are designed and delivered to optimally meet the program goals and outcomes.</p> <p><b>2016: Benchmark MET.</b> Faculty teaching the Capstone practicum course sequence (NUR 604, NUR 605, NUR 606, and NUR 626) are evaluating if the design of the practicum courses are designed and delivered to optimally meet the program goals and outcomes.</p> <p><b>2017: Benchmark MET.</b> Faculty teaching the Capstone practicum course sequence (NUR 604, NUR 605, NUR 606, and NUR 626) are evaluating if the design of the practicum courses are designed and delivered to optimally meet the program goals and outcomes.</p> <p><b>2018: Benchmark MET.</b> Faculty teaching the Capstone practicum course sequence (NUR 604, NUR 605, NUR 606, and NUR 626) are evaluating if the design of the practicum courses are designed and delivered to optimally meet the program goals and outcomes.</p> <p><b>2019: Benchmark MET.</b> Faculty teaching the Capstone practicum course sequence (NUR 604, NUR 605, NUR 606, and NUR 626) are evaluating if the design of the practicum courses is designed and delivered to optimally meet the program goals and outcomes.</p> <p><b>2020-21: Benchmark MET.</b> Faculty teaching the Capstone practicum course sequence (NUR 605, NUR 606) are evaluating if the design of the practicum courses is designed and delivered to optimally meet the program goals and outcomes.</p>	<p>Eliminate NUR 604. Course content will be incorporated into NUR 605 and practicum hours in NUR 605 will be increased from 100 to 200 hours. Submit changes through university approval process fall 2017; seek approval from accreditation agency.</p> <p>Faculty decided to redesign the Capstone practicum course sequence for implementation with the cohort admitted in fall 2018. The ultimate focus of the practicum will remain the same (designing, implementing, and evaluating a Population Action Plan Project). This curricular change is proposed to accommodate the need to include a course in informatics. (Please see Goal 4).</p> <p><b>2017 onward:</b> Implement redesigned Practicum courses (NUR 605 and NUR 606) in 2020.</p> <p><b>2018:</b> MSN curriculum revised. NUR 604 has been incorporated into NUR 605 (clinical hours increased to 200 clinical hours) and NUR 626 incorporated into NUR 606. Will monitor students experience with change in curriculum and practicum sequence for 1) ease in securing practicum placements 2) ease in completing practicum over 16 VS 12-week semester.</p> <p><b>2019:</b> Revised MSN curriculum enabled students to complete their practicum sequence during the regular academic year. This was a successful revision as students had access to preceptors and agencies during the academic year. Previous curriculum had the last practicum course offered during summer session which often conflicted with preceptor vacations and schools of nursing not being in session which impacted students in the nursing education track.</p>





		from MSN students remains very positive on the design of the practicum course sequence instrumental in revising the practicum courses. DNP Program: Data for this program will be available for the 2021-22 SLOAR.		<b>2020-21:</b> No changes need to be made to this goal as the outcomes have been met and the revised MSN curriculum has been a success from the students' and faculty's perspective.
<p><b>Benchmark:</b> 100% of the MSN students demonstrate cultural awareness and sensitivity as evidenced by successfully completing applicable courses assignments related to cultural awareness and sensitivity in NUR 503, 506, 505 602, 603, 606, 626, 627 with a grade of 'B' or above. The health disparity, health literacy and global health concern learning modules are required content in the MSN program.</p> <p>DNP program: 100% of the DNP students demonstrate cultural awareness and sensitivity as evidenced by successfully completing applicable courses assignments related to cultural awareness and sensitivity</p>	<p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>Cultural assessment and the impact on population of interest are documented in NUR 604, 605 Population Assessment and Action Plan, course assignments.</li> <li>Assignments and threaded course discussion question that address cultural competence and sensitivity (NUR 503, 505, 506, 602, 603, 606, 626, and 627)</li> <li>Assignments and threaded course discussion question that address cultural competence and sensitivity in NUR 704, 706, 707, 708, 701, 702, 711, 703, 716, 715, and their 700 and 800 level clinical courses.</li> </ul> <p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Student course evaluations</li> <li>Preceptors' evaluations</li> </ul>	<p><b>2015:</b>100% (N=12) completed the required course work that addresses this outcome. For courses 502, 505, 602, 603, 606, 626, students earned a course grade ranging from 3.0 to 4.0. <b>2016:</b> 100% (N=14) of the students earned a grade of 'B' or above in the following courses: NUR 502, 505, 602, 603, 606, 626 and 626. <b>2017:</b> 100% (N=13) of the students earned a grade of 'B' or above in the following courses: NUR 502, 505, 602, 603, 606, 626 and 626. <b>2018:</b> (N=12): of the students earned a grade of 'B' or above in the following courses: NUR 502, 505, 602, 603, 606, 626 and 626. <b>2019:</b> (N=34) of the students earned a grade of 'B' or above in the following courses: NUR 503, 505, 602, 603, 605, 606, 626 and 626.</p>	<p><b>Benchmark MET 2015, 2016, 2017, 2018, 2019:</b> Students have integrated this content and demonstrated mastery as evidenced by the successful evaluation of their course work relative to cultural awareness and sensitivity</p> <p><b>2020-21: 99% of Benchmark</b> met (one MSN student failed NUR 602; course contains cultural awareness and sensitivity content); <b>100% of DNP students met the benchmark.</b></p>	<p>No follow-up action is needed. Goal and outcomes will continue as stated.</p> <p>2020-21: Counseling given to MSN student who failed NUR 602 to assist the student in adjusting schedule and program plan to accommodate his professional practice schedule so they can be successful in the program. Will continue to monitor students' progress in light of the impact that the pandemic has on their forward progression in the program.</p>
<p><b>Benchmark:</b> At least 50% of the students eligible to sit for national certification exams related to their specialization track in the graduate nursing program will do so within one year of completing their MSN degree program. <i>This goal is also reflected in the SON Systematic Evaluation Plan Standard IV: Criteria IV-C (Certification Rates)</i></p>	<p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>Post-graduation survey (six months post-graduation)</li> </ul>	<p><b>2020:</b> N=85/86 (all MSN students) earned a grade of B or above in all courses NUR 503, 505, 602, 603, 605, 606, with the exception of one student who failed NUR 602 (COVID impact)</p> <hr/> <p>Post-graduation survey (sent six months after completing the program) <b>2015:</b> (N=12): 0 students took the certification exam in their specialty in nursing <b>2016:</b> Survey will be sent to alumni who completed the program in December 2016 by June 30, 2017. <b>2017:</b> Of the 16 respondents, no graduate took the national certification exam <b>2018:</b> None of the 12 MSN graduates reported taking a certification exam. <b>2019:</b> Three students reported taking the national certification exam and passed the exam</p>	<p><b>Benchmark NOT MET.</b> While all Clinical Nurse Leader specialization track students and Nursing Education specialization track students are eligible to sit for the national certification exam, not all pursue this post-graduation option. During the new cohort orientation, students will be encouraged to work toward certification post-program completion. <b>2019: Benchmark NOT MET. However, improvement has been made from 0-10% increase from previous years.</b> <b>2020-21: Benchmark NOT MET, however, improvements over past years has been made. Two MSN students from the MSN post-graduate survey took and passed national certification exams and 13 report that they plan to take a national certification exam.</b></p>	<p>Continue to survey graduates of the MSN program who are eligible to take national certification exams in their specialty. Nursing Faculty Advisors will counsel students on steps necessary to successfully sit for and pass national certification exams. <b>NOTE 2017:</b> Curriculum revised to enable students to sit for the CNE certification exam upon graduation rather than wait two years post-degree completion to sit for the exam. <b>2018, 2019, 2020:</b> Emphasis placed on sitting for certification exams during MSN orientation and during interactions with the student's Nursing Faculty Advisor. The latter is included in the new Proactive Nursing Faculty Advisor Handbook developed in 2018 for use with students. This strategy will continue.</p>
<p><b>Benchmark:</b> Enrollment in the MSN degree program will increase by at least</p>	<p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>PeopleSoft Database: data collected</li> </ul>	<p><b>2015:</b>Admit Numbers:21 <b>2016:</b>Admit Numbers: 26</p>	<p><b>Benchmark MET.</b> While there is an increase in admission and</p>	<p>As a result of issues related with the Bi-weekly Graduate Admission Report and</p>



<p>5% per year.</p> <p><b>Benchmark:</b> Enrollment in DNP degree program (Cohort #1) will be 15.</p> <p>DNP Cohort #2: Enrollment in DNP program will be 15</p>	<p>yearly for SON, university, and national reports.</p> <ul style="list-style-type: none"> <li>Enrollment data 2015, 2016, 2017, 2018</li> <li>Bi-weekly Graduate Admission Report</li> <li>Open House Recruitment data forms</li> </ul> <p><i>Please note: Students, on average, take at least two to three years to complete their MSN degree and 3+ years to complete the DNP degree.</i></p>	<p>Admissions to the MSN degree program have increased from 2015 to 2016 by 20%  <b>2017:</b> Admit numbers: 39. Admission increased <b>66% over 2016.</b>  <b>2018:</b> For the 2018-19 AY, there was a 35% increase in students admitted to the MSN program.  <b>2019: MSN: For the 2019-20 AY, 42 (31 started the program); for 19-20 AY, 27 admitted, 18 started the program</b>  <b>2020: 28 started the program (note: the decrease in admission to the program was due to deferment of blended delivery cohort in the MSN program</b>  <b>DNP:</b> For the 2019-20 AY: 14 admitted (this was the first cohort for the DNP program therefore, no trending data is available yet)  <b>2020-21:</b> 11/15 admitted; enrollment impacted by COVID-19</p>	<p>graduation numbers, the graduate program has additional capacity to admit more students.  <b>2018: Benchmark MET:</b> Monthly Open Houses for the MSN and DNP program have been held. SON developed a contact/inquiry follow-up system to outreach to students and assist them with the application process, further streamlined application process; new program promotional material developed. New strategies to increase enrollment have been successful.  <b>2019: Benchmark MET for MSN Program:</b> Monthly Open Houses for the MSN and DNP program have been held. SON developed a contact/inquiry follow-up system, streamlined application process; new program promotional material developed. New strategies to increase enrollment have been successful.  <b>2020: Benchmark for MSN/DNP NOT MET:</b> Achieved <b>93%</b> of goal.</p>	<p>the need to meet community of interest need for nurses with MSN degree, the SON implemented a MSN degree program offered in a blended delivery format at MetroHealth Medical Center in <b>2017</b>. Admitted Cohort #2 May <b>2018</b>: recruiting for Cohort #3  <b>2019:</b> Cohort #3 of the blended delivery MSN degree program  Continue the rolling admissions policy, streamlined admission process. A timelier fashion has yielded an increase in students admitted to the program at an earlier date in the application review process.  <b>2020:</b> Recruitment for cohort #3 for the DNP Program ramping up; due to COVID-19, applicant materials waived but transcript and CV still required. All other materials will be due upon start of fall 2021 semester. This strategy was implemented to assist students in the admission process during the pandemic.</p>
<p><b>Benchmark:</b> At least 80% of the MSN and DNP students admitted to the program will continue to enroll in the Graduate Nursing Program which will result in a decrease in student attrition in the program  <i>This goal is also reflected in the SON Systematic Evaluation Plan Standard IV: Criteria IV-B (Program Completions Rates)</i></p>	<p><b>Indirect:</b></p> <ul style="list-style-type: none"> <li>FileMaker software</li> <li>PeopleSoft Database: data collected yearly for SON, university, and national reports.</li> <li>Enrollment data 2015</li> <li>Bi-weekly Graduate Admission Report</li> <li>Graduate College Admissions Persistence Report</li> </ul> <p><b>Direct:</b></p> <ul style="list-style-type: none"> <li>MSN Online only option retention statistics</li> <li>DNP blended delivery option retention rates for Cohorts 1 &amp; 2</li> </ul>	<p>Most attrition occurs after the first semester when students realize that an online learning environment does not meet their learning style needs. Some students have shared that they significantly underestimated the time involved in online study.  <b>2015:</b> 6 withdrew from program due to personal reasons  <b>2016:</b> 1 withdrew from program due to personal reasons  <b>2017:</b> 9 withdrew from the program (3 indicated personal/medical reason)  <b>2018: 94% of the students returned to the program in Fall 2018;</b> only one student withdrew from the program for personal reason.  <b>2019: 94% of the students returned to the program in Fall 2018;</b> only two student withdrew from the program and did not provide a reason for not continuing.  <b>2020-21:</b> MSN Retention Rate: 95% (Summer to Fall 2020)  DNP retention: 84%; Cohorts 1 &amp; 2</p>	<p><b>Benchmark MET:</b> While the number of students who withdrew from the program in 2017 was greater than in 2016, it is difficult to obtain overall cohort attrition numbers because students attend on a part-time basis and can take up to six years to complete the degree. Each LOA and withdrawal from the program is examined for root cause to determine if there is a pattern why candidates withdraw from the program. Students withdraw from the program after completing or attempting to complete their first semester of online education, or for person reasons (e.g., illness, increase in job responsibilities that interfere with course work). This continues to be the pattern in 2018.  <b>2018: Benchmark MET.</b>  <b>2019: Benchmark MET.</b>  <b>2020-21: Benchmark MET</b></p>	<p>Faculty and administration examine the number of students who are inactive, active, etc. to determine why students become inactive in the program.</p> <p>Continue to send Blackboard email blasts advising students to remember to multi-term enroll for courses.  Continue to promote multi-term enrollment to students as a means of assisting students to remain enrolled in the program.  <b>2017-18:</b> Peer-2Peer Mentoring program will continue.  <b>2019-20:</b> Peer2Peer Mentoring program continued with cohort #3 in the blended delivery MSN program; Intrusive advisement fully implemented with nursing faculty advisors; Intrusive advising handbook developed and launched  <b>2020:</b> Program of study adjusted for graduate students who needed to take fewer courses due to the impact of COVID-19; as a result, we were able to keep the students in the program moving forward. This strategy will continue.</p>
<p><b>Benchmark:</b> At least 50% of Alumni will indicate that they are employed after completing the program or have received a promotion within six months of completing the program.</p>	<p><b>Indirect:</b>  Results placed in Appendix B</p> <ul style="list-style-type: none"> <li>Exit Survey completed Spring 2016 (for 2015 graduates);</li> <li>Exit Survey for those who</li> </ul>	<p><b>2015:</b> 100% of the returned surveys (N=12; 2 returned for a 16% return rate) indicated that program graduates were employed and used the skills acquired in the program</p>	<p><b>Benchmark MET for 2015.</b>  <b>2016, 2017:</b> At the Spring 2016 graduate faculty meeting, results were reported to the faculty, which included concerns about the low return</p>	<p>Continue to send out more than one reminder and link to complete the Alumni survey.</p> <p>Collect students' personal email</p>



<p><i>This goal is also reflected in the SON Systematic Evaluation Plan Standard IV: Criteria IV-D (Employment Rates)</i></p>	<p>graduated December 2017, the survey will be sent May 2018.</p>	<p><b>2016:</b> Survey in progress, as June 2017 is the 6-month mark post-graduation.  <b>2017:</b> 100% of alumni who responded to the survey are employed; 17% received a promotion as a result of earning MSN degree.  <b>2018:</b> N=6/16: 100% of the alumni who responded to the post-graduation survey are employed  <b>2019:</b> Survey not deployed due to COVID-19  <b>2020-21:</b> Survey deployed to MSN graduates. 96.67% of MSN alumni indicated that they were employed.</p>	<p>response rate.  <b>2017: Benchmark MET:</b> Return rate was the highest it has been since 2015.  <b>2018: Benchmark MET (partially)</b> 100% of the graduates are employed; 17% received a promotion as a result of completing their degree.  <b>2019: Benchmark (unable to evaluate due to COVID-19 disruption)</b>  <b>2020: Benchmark MET</b></p>	<p>address upon completion of program since graduates may not check their CSU email address after graduation and therefore would not receive the notice to complete the alumni survey.</p> <p><b>2020:</b> New survey system with reminders deployed which contributed to significantly improved response rate. Will continue this strategy. (Note: There are no alumni for the DNP program as we have not graduated any students yet. Students are still completing their degree.</p>
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**Goal 7: STUDENT ENGAGEMENT:** Students will successfully complete a Population Action Plan/Project during their MSN practicum Capstone experience that is population based and meets the health and/or programmatic needs of their population of interest. **Addresses MSN Terminal Objective 8, 9 and Essential VIII: Clinical Prevention and Population Health for Improving Outcomes.** Recognizes that the master's-prepared nurse applies and integrates broad organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations to improve health outcomes of individuals and communities. **Essential IX: Master's-Level Nursing Practice** Recognizes that master's-level nursing practice is broadly defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems. Master's-level nursing graduates must have an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice. Nursing practice interventions include both direct and indirect care components.

Outcomes	Data Collection	Data Analysis & Findings	Review of Findings	Follow-up Actions
<p><b>NOTE: Faculty set goal outcomes and invite students to participate in setting outcomes.</b></p> <p><b>Benchmark:</b> 100% of the students will:</p> <ul style="list-style-type: none"> <li>Assess the health or programmatic needs of a population of interest in NUR 605, 606</li> <li>Design a comprehensive Population Action Plan to address identified needs in NUR 605</li> <li>Design evaluation instruments to measure the effectiveness of the implemented Plan in NUR 605</li> <li>Implement and evaluate the Population Action Plan in terms of goal and objective achievement in NUR 606 and earn a grade of 'B' or better on course assignments</li> <li><b>NEW for 2017:</b> Increase participation in community health related engagement events</li> <li><b>NEW for 2020-21:</b> Students will engage in outreach efforts to prospective students in SON sponsored Open House Events</li> </ul> <p><b>Benchmark:</b> 100% of the students will present Capstone Project findings to stakeholders (internal/external)</p> <p><b>Benchmark:</b> At least 25% of students will present their Capstone Population Project findings at local or regional scholarly events.</p> <p>DNP Program: Since no DNP students have started their Capstone Scholarly Project, the reference to the project will not apply to this cohort until 2021-22.</p> <p><b>Proposed New for 2021-22:</b></p> <ul style="list-style-type: none"> <li>DNP students in Cohort #2 will serve as Peer2Peer (P2P) mentors for DNP Students in Cohort #3 (Admission Fall 2021)</li> </ul> <p><b>Benchmark:</b> All Cohort #3 students will have a P2P mentor from Cohort #2</p> <ul style="list-style-type: none"> <li>DNP Capstone Projects and research presentations (Spring 2022)</li> </ul> <p><b>Benchmark:</b> 100% of DNP students will complete their Capstone &amp; Scholar Project</p>	<p><b>Direct:</b> <b>For AY 2014, 2015, 2016, 2017, 2018, 2019, 2020:</b></p> <ul style="list-style-type: none"> <li>Artifact from the student's ePortfolio system documents this behavior (NUR 604, 605, 606, 626)</li> <li>For 2019-20 and beyond, Artifacts from the student's ePortfolio system documents this behavior (NUR 605, 606)</li> <li>Practicum Preceptor Evaluation of Student Performance Survey</li> <li>Student Evaluation of Preceptor/Practicum Experience Survey</li> <li>Clinical Experience Practicum Log that records time and activities devoted to the 400 hours of clinical practicum experience (log verified and signed by Preceptor)</li> <li>Number of graduate students who presented at research conferences</li> <li>SON Committee Minutes and Member Roster</li> <li>Participation by MSN and DNP current students in SON Open House Events highlighting the graduate programs in the SON</li> </ul>	<p><b>2015, 2016, 2017, 2018, 2019:</b> 100% of the students' Population Action Plans met the evaluation rubric for the respective course and earned a grade of 'B' or better and received a satisfactory evaluation from their Practicum Preceptor.</p> <p>100% of the students presented findings to the community of interest (internal and external stakeholders). Students engaged with their population of interest (e.g. colleges and universities, health care institutions, domestic and sexual abuse shelters, county prosecutor's office, county medical examiner's office) in designing, implementing and evaluating projects that met the need of these various external stakeholders.</p> <p><b>2015:</b> 0/12 students presented Capstone Population Project findings at local or regional scholarly events.</p> <p><b>2016:</b> 2/14 students presented Capstone Population Project findings at local or regional scholarly events.</p> <p><b>2017:</b> 6/13 students presented Capstone Population Project findings at local, regional, and international research conferences</p> <p><b>2018:</b> 4/12 presented Capstone Population Project findings at local, regional, and international research conferences. SON graduate program Committee meeting minutes indicate students participate on APAS and Graduate Curriculum Committees.</p> <p><b>2019:</b> 6/34 students presented their capstone project at local, state, and regional conferences: 3 additional students were to present at CSU's Research Day (cancelled d/t COVID-19): Total students accepted to present 9/34 (26%)</p> <p><b>2020-21:</b> Due to the pandemic, only one student presented their MSN Capstone Practicum Project at a regional research conference.</p> <p>MSN and DNP Students participated in the SON Open House Events</p>	<p><b>Benchmark MET.</b> <i>PLEASE NOTE: The Capstone course exemplifies student engagement with the community. In collaboration with the community, students design, implement and evaluate a project to meet the needs of their community of interest and as a result, have had significant impact upon how health care institutions and academic settings operate.</i></p> <p><b>Benchmark MET.</b> <b>2015:</b> 0% of the students presented poster sessions at regional and scholarly events. <b>2016:</b> 14% of the students presented poster sessions at regional and scholarly events. <b>2017:</b> 46% of the students presented posters or papers at local, regional, or international research conferences. <i>This represents a 46% increase since 2015.</i> <b>2018: Benchmark MET: 25%</b> of the students presented Capstone Population Project findings at local, regional, and international research conferences. In addition, Graduate Students participated on SON committees (as members), attending community outreach events (Open Houses). <b>2019: Benchmark MET: 26%</b> of the students presented Capstone Population Project findings at local, regional, and international research conferences. In addition, Graduate Students participated on SON committees (as members), attending community outreach events (Open Houses). <b>2020-21:</b> 4% of the MSN students presented at a regional research conference (N=1). Lower participation was due to the impact that the pandemic had on conferences throughout the US. However, 100% of all MSN students presented their MSN Capstone Projects at the site in which they conducted their project. In this regard, the <b>Benchmark was MET.</b></p>	<p>Continue to expand the opportunities that graduate students may have when entering this phase (Capstone Practicum) of their academic program. Increase the number of practicum sites and clinical affiliation agreements sufficient to meet the needs of practicum students.</p> <p><b>2017-onward</b> Encourage students to continue to participate in Project HOPE and the CSU Community Health Worker Program Health Assessment sessions (community engagement)</p> <p><b>2017-onward</b> Continue to encourage students to present their Capstone Project findings and experience to internal and external stakeholders (conferences, publications). With the support of Dean Gaspar, this number will increase. In addition, the Associate Dean for Research (Dr. Thoman) has been working with graduate students in assisting them apply to and attend regional and national conferences to present their practicum projects. Continue to outreach to students to engage their active participation on SON graduate program committees.</p>



## Appendix A

### Core Competencies\* of the MSN Program & Corresponding ePortfolio Artifacts

At the completion of the NUR 500 and NUR 600 course series, MSN Candidates are required to submit a *Reflection* document into the Blackboard ePortfolio site which addresses perceived skill in achieving the following MSN core program competencies. The document highlights artifacts that were particularly helpful in mastering the competencies.

#### Essential I: Scientific Background for Practice

o Recognizes that the master's-prepared nurse integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.

#### Essential II: Organizational and Systems Leadership

o Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe patient care. Leadership skills are needed that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective.

#### Essential III: Quality Improvement and Safety

o Recognizes that a master's-prepared nurse must be articulate in the methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization.

#### Essential IV: Translating and Integrating Scholarship into Practice

o Recognizes that the master's-prepared nurse applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results.

#### Essential V: Informatics and Healthcare Technologies

o Recognizes that the master's-prepared nurse uses patient-care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care.

#### Essential VI: Health Policy and Advocacy

o Recognizes that the master's-prepared nurse is able to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care.

#### Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes

o Recognizes that the master's-prepared nurse, as a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care.

#### Essential VIII: Clinical Prevention and Population Health for Improving Health

o Recognizes that the master's-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.

#### Essential IX: Master's-Level Nursing Practice

o Recognizes that master's-level nursing practice is broadly defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems. Master's-level nursing graduates must have an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice.

Nursing practice interventions include both direct and indirect care components.



**Artifacts List for NUR 500 Level Courses**  
*Artifacts are Followed by Core Competencies in Parentheses*

**NUR 501**

1. **Health Theory Paper** (Essential I)

**NUR 502**

1. **Theory Paper** (Essential I)
2. **Concept Paper** (Essential I)

**NUR 503**

1. **Integrative Review of Literature** (Essential I)
2. **Research Article Critique** (Essential III)

**NUR 505**

1. **Population Project Paper** (Essential I, Essential VIII)
2. **Epidemiology/Demography Paper** (Essential I, Essential VIII)

**NUR 520**

1. **Curriculum Paper** (Essential II)

**REFLECTION PAPER DUE AT THE COMPLETION OF NUR 500 COURSE SERIES THAT ADDRESSES THE APPLICABLE CCNE MASTERS ESSENTIALS**





**Artifacts List for NUR 600 Level Courses**  
*Artifacts are Followed by Core Competencies in Parentheses*

**NUR 601**

1. **Research Proposal** (Essential III, Essential IV))

**NUR 602**

1. **Health Policy Analysis Paper** (Essential VI)
2. **Ethics Dilemma Paper** (Essential VI)

**NUR 603**

1. **Analysis of Financial Impact on a Populations Health** (Essential V)
2. **Budget-Develop, Analyze and Implement Plan** (Essential VI)

**NUR 604/614**

1. **Focused Population Plan of Care** (Essential VII, Essential VIII, Essential I, Essential IV, Essential VI)
2. **Theory Worksheet Assignment** (Essential IV)

**NUR 605/615**

1. **Focused Population Plan of Care** (Essential VII, Essential VIII, Essential I, Essential IV, Essential VI, Essential IX)
2. **Evaluation of Practicum Project** (Essential III, Essential IV)

**NUR 606/626**

1. **Research Paper** (Essential IV, Essential VII, Essential VIII)
2. **Research Proposal** (Essential IX)

**NUR 607/627**

1. **Role Acquisition/Career Planning/Self-Evaluation** (Essential IX))
2. **Five Year Plan** (Essential IX))

**NUR 617**

1. **Expert Witness Paper** (Essential VI)

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