

**Program Revised Assessment Plan
Cover sheet**

(15 copies required after review by Associate Dean)

**DEPARTMENT/PROGRAM
RECEIVED AND REVIEWED BY:**

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4/09

DEPARTMENT OF NURSING ASSESSMENT PLAN-Revised 4/2009

Program Name: Bachelor of Science in Nursing Department: Nursing
Master of Science

Assessment Year: Revised spring 2009 Plan Contributors: Nursing Faculty

Step One: Who are you and how do you do what you do?

IA. Mission Statement (Who are you and how do you do what you do?)

The mission statement of the Department of Nursing is consistent with the mission statement of The State University of New York at New Paltz. The faculty of the Department of Nursing is committed to providing high quality professional nursing education to students from diverse social, economic, and educational backgrounds who seek to advance their educational and intellectual potential within professional nursing practice at the Bachelor of Science in Nursing, Master of Science in Nursing, or post Master's levels. We are committed to higher education in nursing, which provides students with the opportunity to develop their professional capabilities in a technological and global society. We promote active involvement in the health and well being of clients at the individual, family, community, and societal levels with a focus on vulnerable and underserved populations. We are dedicated to creating a thriving learning environment that promotes professional values, competencies, knowledge and personal growth. The goal of the program is for graduates to use acquired knowledge and skills as a basis for enacting professional nursing roles, and to become productive members of the profession of nursing and the society in which they live.

IB. Scope of your program: (What are the boundaries of your program?)

The nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE) through 2010. An accreditation visit scheduled is for spring 2010. *Programs that are accredited by CCNE are required to use the documents "Essentials of Baccalaureate Education for Professional Nursing Practice" and "Essentials of Masters Education for Advanced Practice Nursing" in the accreditation process.* These documents are foundational to the Nursing Department's assessment plan.

Both the BSN and MSN programs are founded on principles of adult learning. Our student body is comprised of adult learners who are transfer students. The majority are experienced, mature nurses who wish to advance their nursing knowledge.

1. BSN program. The BSN is an upper division program only. Transfer students are accepted into the program who have completed the Associates Degree in Nursing and meet admission requirements, or are graduates from a non degree granting diploma program in nursing and complete an individualized series of specific courses leading to BSN program admission. The department offers seated off campus courses and Interactive Television Courses at multiple sites in the Hudson Valley, including locations at community colleges and area medical facilities. In fall 2008, the department proposed a 2 year plan that will phase in

selected on-line BSN courses over a 2 year time frame. The phase in period is projected to be completed by spring 2011. On line course delivery was developed to meet the needs of area nurses in a student friendly manner, while preserving faculty resources.

2. MS program. The Clinical Nurse Specialist (CNS) Adult Health program prepares nurses for multifaceted advanced practice roles and for doctoral study. The program complies with specialty content and clinical hour requirements that enable graduates to sit for the American Nurses Credentialing Center (ANCC) National Board Certification examination in Adult Health Nursing.
3. The Department also offers a Certificate of Advanced Study: CNS Adult Health, which also prepares graduates to sit for the ANCC CNS, Adult Health board certification examination.
4. The program addresses the critical nursing shortage in New York State and the Hudson Valley by preparing nurses to be leaders at the Baccalaureate and Master's levels. We provide higher education that impacts students' career ladders in service and nursing education. We are the only SUNY upper division nursing program in the mid and lower Hudson Valley region.

IC. What activities/processes/contribute to the program? (How do you do what you do?)

1. Work closely with Continuing Education, Instructional Media Services and Academic Computing to make continuing education more accessible to nurses.
2. History of campus leadership in the use of interactive television as a distance education modality.
3. History of academic-community partnerships (Sullivan County Initiative)
4. Representation both by individual faculty and by department in national and regional professional and community groups such as : American Association of Colleges of Nursing, Hudson Valley Area Health Education Center, Hudson Valley Integrated Health Care Delivery Systems, National Association of Clinical Nurse Specialists, New York State Nurses Association, American Nurses Association, New York State Council of Deans, Rural Integrated Delivery Systems.
5. Participate in campus committees and governance
6. Collaborate with Omicron Sigma Chapter International Nursing Honor Society.
7. Collaborate with various organizations to provide continuing education programs
ie. Breast Cancer Options Organization, HIV/AIDS Global Perspectives: Programs and Politics co-sponsored by the Hudson Valley World Affairs Council, AHEC Nursing Workforce Development Group.
8. Maintain a Nursing Advisory Board
9. Maintain accreditation by the Commission on Collegiate Nursing Education
10. Participate in annual State Education Department survey and annual Association of Colleges of Nursing survey.
11. Maintain collaborative relationships with regional Community Colleges
12. Transfer nursing student advisement.
13. Faculty attend professional conferences and workshops

14. Sponsor professional workshops with invited guest speakers
15. Actively market and recruit in collaboration with the Office of Regional Education, for both BSN and MS programs

Step two: Where are you heading and what performances show your progress?

II A. What are your priority goals for the next five years (5-8 total)?

1. Successful reaccreditation for BSN and MS programs in spring 2010. Meet all CCNE standards and elements
2. Successful State Education Department approval spring 2010.

2. What goals do you have for your program? (e.g. out of class experiences, advising, curriculum, faculty development)

1. Maintain BSN admissions
2. Increase MSN student admissions by approximately 20% by AY 2010-2011
3. Phase in non clinical on line course offerings by 2011. Continue to offer on campus seated Sections.
4. Increase faculty attendance at workshops and conferences for faculty development and program improvement purposes
5. Maintain quality of faculty with highly qualified scholar teachers.

IIB What is the performance you desire to gauge your progress?

1. Student Learning Performances (Outcomes)

SUNY New Paltz Bachelor of Science in Nursing Expected Outcomes

These outcomes are congruent with Essentials of Baccalaureate Education (2009) as required by CCNE (the accrediting body).

Graduates of the Bachelor of Science in Nursing Program are expected to:

1. Integrate knowledge from the liberal arts and sciences to enact the roles of the baccalaureate prepared nurse: provider of care, designer/manager/coordinator of care, and member of the profession.
2. Develop leadership and management skills to improve quality of care, maintain patient safety, and promote a culture of caring in health care systems.
3. Critically analyze evidence and other sources of knowledge to inform clinical practice and improve health outcomes.
4. Synthesize knowledge of information management systems and patient care technologies to improve nursing practice.
5. Examine influences on health care policies, finance and regulatory environments at organizational, local, national and global levels.
6. Use effective communication and collaboration skills with consumers and providers of health care to improve health outcomes.

7. Apply systematic inquiry skills and nursing knowledge to promote culturally competent health care and prevent disease in: individuals, families, communities, and diverse and vulnerable/high risk populations.
8. Use ethical principles and standards of practice to advance professionalism and professional values.
9. Integrate knowledge and skills expected of the baccalaureate generalist in nursing practice to improve health of clients across the life span and diverse populations in a variety of health care settings.

Master of Science Expected Outcomes

These outcomes are congruent with Essentials of Masters Education as required by CCNE (the accrediting body).

Graduates of the Master's program are expected to:

1. utilize research in clinical practice to promote the health and well being of clients and to improve nursing practice
2. demonstrate an understanding of health care delivery systems
3. use ethical decision making and professional standards to guide advanced nursing practice of the adult client
4. enact the roles of the Clinical Nurse Specialist
5. develop a culturally and conceptually based approach to the delivery of advanced practice nursing with a focus on the adult client
6. integrate advanced practice nursing knowledge to promote health and prevent illness with a focus on the adult client
7. synthesize advanced practice core knowledge: advanced physical assessment, advanced pathophysiology, advanced pharmacology, and specialty knowledge in the direct delivery of care to adult clients

2. Program Performances

1. Systematic Curriculum Review, maintenance and development.
2. Faculty Performance: Service, Scholarship and Teaching
3. Continuous Quality Improvement as measured by employer satisfaction, alumni satisfaction, student satisfaction, and review of student complaints.

Step 3: Describe your methodology

The expected outcomes are evaluated according to the department evaluation plan.

UNDERGRADUATE PROGRAM:

IIB. 1 and 2 Desired Performance (expected outcomes from previous step)

1. Integrate knowledge from the liberal arts and sciences to enact the roles of the baccalaureate prepared nurse: provider of care, designer/manager/coordinator of care, and member of the profession.

<p>III. A. <i>What aspects of the performance are critical to measure?</i> Student knowledge:</p>	<p>III. B. <i>How (by what means) will you gather the data?</i></p>	<p>III. C. <i>When?</i></p>	<p>III. D. <i>Who is Responsible for What?</i></p>
<p>Integration of liberal arts and science for professional role enactment</p>	<p>Electronic outsourcing of course evaluations posted to course blackboards. Data are gathered by the outsourced analysis program.</p> <p>Student performance measures are gathered in the form of student evaluation measures evident in: course assignments, examinations, and clinical evaluation of student performance.</p>	<p>Course evaluations conducted the semester following each offering.</p>	<p>Faculty as a whole are responsible for evaluation of curriculum. Student (course) outcomes are discussed, and compared for congruency with BSN program outcomes. Each full time instructor/course coordinator is responsible for reviewing and/or revising course outcomes based on faculty course evaluation discussion.</p>

2. Develop leadership and management skills to improve quality of care, maintain patient safety, and promote a culture of caring in health care systems.

<p>III. A. <i>What aspects of the performance are critical to measure?</i> Student Knowledge:</p>	<p>III. B. <i>How (by what means) will you gather the data?</i></p>	<p>III. C. <i>When?</i></p>	<p>III. D. <i>Who is Responsible for What?</i></p>
<p>Leadership and Management Skills, Culture of Caring</p>	<p>Electronic outsourcing of course evaluations posted to course blackboards. Data are gathered by the outsourced analysis program Student performance measures are gathered in the form of student</p>	<p>Course evaluations conducted the semester following each offering.</p>	<p>Faculty as a whole are responsible for evaluation of curriculum. Student (course) outcomes are discussed, and compared for congruency with BSN program outcomes. Each full time instructor/course coordinator is responsible for reviewing and/or</p>

	evaluation measures evident in: course assignments, examinations, and clinical evaluation of student performance.		revising course outcomes based on faculty course evaluation discussion.
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3. Critically analyze evidence and other sources of knowledge to inform clinical practice and improve health outcomes.

III. A. <i>What aspects of the performance are critical to measure?</i> Student Knowledge:	III. B. <i>How (by what means) will you gather the data?</i>	III. C. <i>When?</i>	III. D. <i>Who is Responsible for What?</i>
Critical analysis of Evidence for practice	Electronic outsourcing of course evaluations posted to course blackboards. Data are gathered by the outsourced analysis program Student performance measures are gathered in the form of student evaluation measures evident in: course assignments, examinations, and clinical evaluation of student performance.	Course evaluations conducted the semester following each offering.	Faculty as a whole are responsible for evaluation of curriculum. Student (course) outcomes are discussed, and compared for congruency with BSN program outcomes. Each full time instructor/course coordinator is responsible for reviewing and/or revising course outcomes based on faculty course evaluation discussion.

4. Synthesize knowledge of information management systems and patient care technologies to improve nursing practice.

III. A. <i>What aspects of the performance are critical to measure?</i> Student knowledge:	III. B. <i>How (by what means) will you gather the data?</i>	III. C. <i>When?</i>	III. D. <i>Who is Responsible for What?</i>
technology to improve practice	Electronic outsourcing of course evaluations posted to course blackboards. Data are gathered by the outsourced analysis program Student performance measures are gathered in the form of student evaluation measures evident in: course assignments, examinations, and clinical evaluation of student performance.	Course evaluations conducted the semester following each offering.	Faculty as a whole are responsible for evaluation of curriculum. Student (course) outcomes are discussed, and compared for congruency with BSN program outcomes. Each full time instructor/course coordinator is responsible for reviewing and/or revising course outcomes based on faculty course evaluation discussion.

5. Examine influences on health care policies, finance and regulatory environments at organizational, local, national and global levels.

III. A. <i>What aspects of the performance are critical to measure?</i> Student knowledge:	III. B. <i>How (by what means) will you gather the data?</i>	III. C. <i>When?</i>	III. D. <i>Who is Responsible for What?</i>
Policy influences and regulatory environments	Electronic outsourcing of course evaluations posted to course blackboards. Data are gathered by the outsourced analysis program Student performance measures are gathered in the form of student evaluation measures evident in: course assignments, examinations, and clinical evaluation of student performance.	Course evaluations conducted the semester following each offering.	Faculty as a whole are responsible for evaluation of curriculum. Student (course) outcomes are discussed, and compared for congruency with BSN program outcomes. Each full time instructor/course coordinator is responsible for reviewing and/or revising course outcomes based on faculty course evaluation discussion.

6. Use effective communication and collaboration skills with consumers and providers of health care to improve health outcomes

III. A. <i>What aspects of the performance are critical to measure?</i> Student knowledge:	III. B. <i>How (by what means) will you gather the data?</i>	III. C. <i>When?</i>	III. D. <i>Who is Responsible for What?</i>
Effective communication skills	Electronic outsourcing of course evaluations posted to course blackboards. Data are gathered by the outsourced analysis program Student performance measures are gathered in the form of student evaluation measures evident in: course assignments, examinations, and clinical evaluation of student performance.	Course evaluations conducted the semester following each offering.	Faculty as a whole are responsible for evaluation of curriculum. Student (course) outcomes are discussed, and compared for congruency with BSN program outcomes. Each full time instructor/course coordinator is responsible for reviewing and/or revising course outcomes based on faculty course evaluation discussion.

7. Apply systematic inquiry skills and nursing knowledge to promote culturally competent health care and prevent disease in: individuals, families, communities, and diverse and vulnerable/high risk populations.

III. A. <i>What aspects of the performance are critical to measure?</i> Student knowledge:	III. B. <i>How (by what means) will you gather the data?</i>	III. C. <i>When?</i>	III. D. <i>Who is Responsible for What?</i>
Systematic Inquiry to promote culturally competent care	Electronic outsourcing of course evaluations posted to course blackboards. Data are gathered by the outsourced analysis program Student performance measures are gathered in the form of student evaluation measures evident in: course assignments, examinations, and clinical evaluation of student performance.	Course evaluations conducted the semester following each offering.	Faculty as a whole are responsible for evaluation of curriculum. Student (course) outcomes are discussed, and compared for congruency with BSN program outcomes. Each full time instructor/course coordinator is responsible for reviewing and/or revising course outcomes based on faculty course evaluation discussion.

8. Use ethical principles and standards of practice to advance professionalism and professional values.

III. A. <i>What aspects of the performance are critical to measure?</i> Student knowledge:	III. B. <i>How (by what means) will you gather the data?</i>	III. C. <i>When?</i>	III. D. <i>Who is Responsible for What?</i>
Ethical principles and standards of practice	Electronic outsourcing of course evaluations posted to course blackboards. Data are gathered by the outsourced analysis program Student performance measures are gathered in the form of student evaluation measures evident in: course assignments, examinations, and clinical evaluation of student performance.	Course evaluations conducted the semester following each offering.	Faculty as a whole are responsible for evaluation of curriculum. Student (course) outcomes are discussed, and compared for congruency with BSN program outcomes. Each full time instructor/course coordinator is responsible for reviewing and/or revising course outcomes based on faculty course evaluation discussion.

9. Integrate knowledge and skills expected of the baccalaureate generalist in nursing practice to improve health of clients across the life span and diverse populations in a variety of health care settings.

III. A. <i>What aspects of the performance are critical to measure?</i> Student knowledge:	III. B. <i>How (by what means) will you gather the data?</i>	III. C. <i>When?</i>	III. D. <i>Who is Responsible for What?</i>
and skills to improve health across diverse populations and settings	Electronic outsourcing of course evaluations posted to course blackboards. Data are gathered by the outsourced analysis program Student performance measures are gathered in the form of student evaluation measures evident in: course assignments, examinations, and clinical evaluation of student performance.	Course evaluations conducted the semester following each offering.	Faculty as a whole are responsible for evaluation of curriculum. Student (course) outcomes are discussed, and compared for congruency with BSN program outcomes. Each full time instructor/course coordinator is responsible for reviewing and/or revising course outcomes based on faculty course evaluation discussion.

Step 3: Describe your methodology

GRADUATE PROGRAM:

The expected outcomes are evaluated according to the department evaluation plan.

II. B. 1 and 2 Desired Performance (<i>expected outcomes from previous step</i>)			
<i>Desired Performance: 1. Utilize research in clinical practice to promote the health and well being of clients and to improve nursing practice</i>			
III. A. <i>What aspects of the performance are critical to measure?</i>	III. B. <i>How (by what means) will you gather the data?</i>	III. C. <i>When ?</i>	III. D. <i>Who is Responsible for What?</i>
<ol style="list-style-type: none"> 1. Critical analysis of nursing research. 2. Research utilization and evidence based practice 	<p>Student performance measures are gathered in the form of student evaluation measures evident in: course assignments, examinations, and clinical evaluation of student performance.</p> <ol style="list-style-type: none"> 1. Critical analysis of nursing research is integrated throughout the curriculum. It is most evident in courses: <ul style="list-style-type: none"> ▪ NUR502 Nursing Research ▪ NUR0535 Acutely ill adult/older adult ▪ NUR522 chronically ill adult/older adult ▪ NUR591 Special Project in Nursing 2. Utilization of research and evidence based practice is most evident in courses: <ul style="list-style-type: none"> ▪ NUR502 Nursing Research ▪ NUR722 Advanced Nursing Practicum II ▪ NUR733 Advanced Nursing Practicum III ▪ NUR590 Thesis in Nursing ▪ NUR591 Special Project in Nursing 	<p>Course evaluations conducted the semester following each offering.</p>	<p>Faculty as a whole is responsible for evaluation of curriculum. Student (course) outcomes will be discussed, and compared for congruency with MS (performance) outcomes. Each full time instructor/course coordinator is responsible for reviewing and/or revising course outcomes based on faculty discussion.</p> <ol style="list-style-type: none"> 1. Course instructors: NUR502, NUR535, NUR522, NUR590, NUR591 2 Course instructors: NUR502, NUR722, NUR733, NUR590, NUR591

Desired Performance: 2. Demonstrate an understanding of health care delivery systems			
III. A. <i>What aspects of the performance are critical to measure?</i>	III. B. <i>How (by what means) will you gather the data?</i>	III. C. <i>When ?</i>	III. D. <i>Who is Responsible for What?</i>
Understanding of: health policy, health care organization, leadership, health care financing, and health care delivery systems.	<p>Student performance measures are gathered in the form of student evaluation measures evident in: course assignments, examinations, and clinical evaluation of student performance</p> <p>Course assignments in:</p> <ul style="list-style-type: none"> ▪ NUR521 Care Delivery Models ▪ NUR722, NUR733 Practicum courses 	Course evaluations conducted the semester following each offering.	<p>Faculty as a whole is responsible for evaluation of curriculum. Student (course) outcomes will be discussed, and compared for congruency with MS (performance) outcomes. Each full time instructor/course coordinator is responsible for reviewing and/or revising course outcomes based on faculty discussion.</p> <p>Instructor NUR521</p> <p>Instructors: NUR722, NUR733</p>

Desired Performance: 3. Use ethical decision making and professional standards to guide advanced nursing practice of the adult client

<p>1. Demonstrate an understanding of Standards of Practice and other appropriate professional standards.</p> <p>2. Use principles of ethical decision making to make clinical decisions</p> <p>3. Use ethical principles applied to nursing research</p>	<p>Student performance measures are gathered in the form of student evaluation measures evident in: course assignments, examinations, and clinical evaluation of student performance</p> <p>1. Standards of Practice are integrated in the curriculum, most evident in course assignments:</p> <p>NUR508 Development of Advanced Nursing Roles NUR590 Thesis in Nursing NUR591 Special Project in Nursing NUR722 and 70733 Practicum courses</p> <p>2. Ethical principles are integrated in clinical decision making . Clinical decision making is integrated into the curriculum most notably in courses:</p> <ul style="list-style-type: none"> ▪ NUR501 Advanced Health Assessment ▪ NUR701 Applied Pathophysiology for Advanced Nursing Practice ▪ NUR702 Pharmacological Management in Adv. Nursing Practice ▪ NUR535 Acutely Ill Adult/Older Adult ▪ NUR522 Chronically Ill Adult/Older Adult ▪ NUR722 Advanced Nursing Practicum II ▪ NUR733 Advanced Nursing Practicum III <p>3a. Ethical Principles are applied to nursing research in NUR502 Nursing Research. Students will be required to complete an on-line course recommended by IRB, and obtain a certificate: Protection of human subjects in research. NUR590 Thesis in Nursing</p>	<p>Course evaluations conducted the semester following each offering.</p>	<p>Faculty as a whole is responsible for evaluation of curriculum. Student (course) outcomes will be discussed, and compared for congruency with MS (performance) outcomes. Each full time instructor/course coordinator is responsible for reviewing and/or revising course outcomes based on faculty discussion.</p> <p>1. Instructors: NUR508, NUR590, NUR591, NUR722, NUR733</p> <p>2. Instructors : NUR501, NUR701, NUR702, NUR535, NUR522, NUR722, NUR733</p> <p>3a. Instructor NUR502</p> <p>3b. Instructors: NUR722, NUR733, NUR590, NUR591</p>
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	<p>3b. Students are required to adhere to HIPPA regulations in all clinical courses and capstone courses</p> <ul style="list-style-type: none"> ▪ 70590 Thesis in Nursing ▪ 70591 Special Project in Nursing 		
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<i>Desired Performance</i> 4. Enact the roles of the Clinical Nurse Specialist			
III. A. <i>What aspects of the performance are critical to measure?</i>	III. B. <i>How (by what means) will you gather the data?</i>	III. C. <i>When ?</i>	III. D. <i>Who is Responsible for What?</i>
<p>1. Enact the advanced practice roles: teacher, researcher, advocate, clinician, consultant, collaborator, and manager of systems within the scope of nursing practice.</p> <p>2. Effect change to improve health outcomes, the health care delivery system, and/or profession of nursing</p> <p>Use appropriate technology in health care delivery systems to effect positive health outcomes</p>	<p>Student performance measures are gathered in the form of student evaluation measures evident in: course assignments, examinations, and clinical evaluation of student performance</p> <p>1a. Analyze the roles of the advanced practice nurse in</p> <ul style="list-style-type: none"> ▪ NUR508 Development of Advanced Nursing Roles <p>1b. Enact the roles of the Advanced practice nurse in practicum experiences:</p> <ul style="list-style-type: none"> ▪ NUR722 Advanced Nursing Practicum II ▪ NUR733 Advanced Nursing Practicum III <p>2. Capstone courses:</p> <ul style="list-style-type: none"> ▪ NUR590 Thesis in Nursing ▪ NUR591 Special Project in Nursing <p>3. Technology is integrated into all courses and is evaluated by student performance including: Information retrieval and use of electronic library search services</p>	<p>Course evaluations conducted the semester following each offering.</p>	<p>Faculty as a whole is responsible for evaluation of curriculum. Student (course) outcomes will be discussed, and compared for congruency with MS (performance) outcomes. Each full time instructor/course coordinator is responsible for reviewing and/or revising course outcomes based on faculty discussion.</p> <p>1a. Instructor NUR508</p> <p>1b. Instructor NUR591 and thesis advisor NUR590</p> <p>2. Instructors: NUR590, NUR591</p> <p>3. Instructors in all courses</p>

Desired Performance: 5. Develop a culturally and conceptually based approach to the delivery of advanced practice nursing with a focus on the adult client			
III. A. <i>What aspects of the performance are critical to measure?</i>	III. B. <i>How (by what means) will you gather the data?</i>	III. C. <i>When ?</i>	III. D. <i>Who is Responsible for What?</i>
Understand human diversity and social issues in the delivery of advanced practice nursing care to clients.	<p>Student performance measures are gathered in the form of student evaluation measures evident in: course assignments, examinations, and clinical evaluation of student performance</p> <ul style="list-style-type: none"> ▪ NUR501 Advanced Health Assessment ▪ NUR500 Nursing Theory ▪ NUR521 Care Delivery Models. ▪ Practicum courses NJUR733,NUR722 	Course evaluations conducted the semester following each offering.	<p>Faculty as a whole is responsible for evaluation of curriculum. Student (course) outcomes will be discussed, and compared for congruency with MS (performance) outcomes. Each full time instructor/course coordinator is responsible for reviewing and/or revising course outcomes based on faculty discussion</p> <p>Instructors: NUR501, NUR500, NUR521, NUR733, NUR722 .</p>
Desired Performance: 6. Integrate advanced practice nursing knowledge to promote health & prevent illness with a focus on the adult client			
<ol style="list-style-type: none"> 1. Understand the principles of health promotion and disease prevention 2. Critique and evaluate theories from nursing and related fields to provide high quality care to clients 3. Utilize conceptually based knowledge of health promotion and 	<p>Student performance measures are gathered in the form of student evaluation measures evident in: course assignments, examinations, and clinical evaluation of student performance</p> <p>: 1, 2, 3</p> <ul style="list-style-type: none"> ▪ NUR500 Nursing Theory ▪ NUR501 Advanced Health Assessment ▪ NUR701 Applied Pathophysiology for Advanced Nursing Practice ▪ NUR535 Acutely Ill Adult/Older Adult ▪ NUR522 Chronically Ill Adult/Older Adult ▪ NUR502 Pharmacological Mgmt. in Advanced Nursing Practice ▪ NUR521 Care Delivery Models ▪ NUR722 Advanced Practicum II ▪ NUR733 Advanced Practicum III <p>3 All courses, notably practicum courses and capstone courses:</p>	Course evaluations conducted the semester following each offering.	<p>Faculty as a whole is responsible for evaluation of curriculum. Student (course) outcomes will be discussed, and compared for congruency with MS (performance) outcomes. Each full time instructor/course coordinator is responsible for reviewing and/or revising course outcomes based on faculty discussion.</p> <p>1,2,3 Course Instructors: NUR500,</p>

disease prevention in the delivery of client care	<ul style="list-style-type: none"> ▪ NUR722 Advanced Practicum II ▪ NUR733 Advanced Practicum III ▪ NUR590 Thesis in Nursing ▪ NUR591 Special Project in Nursing 		<p>NUR501, NUR701, NUR535, NUR522, NUR502, NUR521, NUR722, NUR733</p> <p>3 Practicum courses: NUR722, NUR733 Capstone courses: NUR590, NUR591</p>
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Desired Performance: 7. Synthesize advanced practice core knowledge: advanced physical assessment, advanced pathophysiology, advanced pharmacology, and specialty knowledge in the direct delivery of care to adult clients			
III. A. <i>What aspects of the performance are critical to measure?</i>	III. B. <i>How (by what means) will you gather the data?</i>	III. C. <i>When ?</i>	III. D. <i>Who is Responsible for What?</i>
<ol style="list-style-type: none"> 1. Develop a comprehensive database to assess client health status, identify risk factors, establish differential diagnoses, and develop an effective plan of client care. 2. Critically analyze research and evidence based knowledge to make clinical decisions. 3. Use advanced practice core knowledge and specialty knowledge to deliver high quality cost effective health care to clients 	<p>Student performance measures are gathered in the form of student evaluation measures evident in: course assignments, examinations, and clinical evaluation of student performance</p> <p>1,2</p> <ul style="list-style-type: none"> ▪ NUR701 Applied Pathophysiology for Advanced Nursing Practice, ▪ NUR702 Pharmacological Management in Advanced Nursing Practice ▪ NUR501 Advanced Health Assessment ▪ NUR522 Chronically Ill Adult/Older Adult ▪ NUR535 Acutely Ill Adult/Older Adult ▪ NUR722 Advanced Practicum II ▪ NUR733 Advanced Practicum III <p>3 Delivery of Client Care is evaluated in Practicum courses:</p> <ul style="list-style-type: none"> ▪ NUR722 Advanced Practicum II ▪ NUR733 Advanced Practicum III 	<p>Course evaluations conducted the semester following each offering.</p>	<p>Faculty as a whole is responsible for evaluation of curriculum. Student (course) outcomes will be discussed, and compared for congruency with MS (performance) outcomes. Each full time instructor/course coordinator is responsible for reviewing and/or revising course outcomes based on faculty discussion and decision.</p> <p>1,2 Course Instructors: NUR701, NUR702, NUR501, NUR522, NUR535, NUR722, NUR733</p> <p>3. Course Instructors:</p> <ul style="list-style-type: none"> ▪ NUR722 ▪ NUR733

Step 3: Describe your methodology

PROGRAM PERFORMANCE:

The expected outcomes are evaluated according to the department evaluation plan.

<i>Desired Performance:</i> 1. Systematic Curriculum Review, maintenance and development.			
Part A: Student Input			
III. A. <i>What aspects of the performance are critical to measure?</i>	III. B. <i>How (by what means) will you gather the data?</i>	III. C. <i>When</i>	III. D. <i>Who is Responsible for What?</i>
<ol style="list-style-type: none"> 1. course evaluations 2. end of program evaluations 3. Evaluation of clinical agencies 	<ol style="list-style-type: none"> 1, 2, 3, Faculty developed and approved evaluation forms. Data electronically outsourced. 	<ol style="list-style-type: none"> 1. On-going each semester 2. End of program evaluations are conducted when students complete BSN and MS programs. 3. Clinical agencies evaluated simultaneously with clinical course evaluations. New clinical agencies to be evaluated with initial use and then each time clinical course is evaluated. 	<ol style="list-style-type: none"> 1, 2, 3 Department evaluation coordinator responsible for monitoring evaluation process. Chair is responsible for scheduling and convening periodic program reviews, and developing action plan with faculty. 1. Course instructor/course coordinator responsible for distributing electronic evaluations.. 2. Faculty teaching culminating courses to distribute BSN and MS end of program electronic evaluations. 3. Course instructor

<i>Desired Performance:</i> 1. Systematic Curriculum Review, maintenance and development.			
Part B: Faculty			
III. A. <i>What aspects of the performance are critical to measure?</i>	III. B. <i>How (by what means) will you gather the data?</i>	III. C. <i>When</i>	III. D. <i>Who is Responsible for What?</i>
<p>Indicators of program quality are reflected in the following:</p> <ol style="list-style-type: none"> 1. Faculty review of student evaluations: 	<ol style="list-style-type: none"> 1. Follows schedule for Systematic Curriculum Review, maintenance and development Part A: Student Input 2. 3 Data are gathered by course instructors, institutional research data, 	<ol style="list-style-type: none"> 1. 2 Follows schedule for Systematic Curriculum Review, maintenance and development Part 	<ol style="list-style-type: none"> 1. Follows schedule for Systematic Curriculum Review, maintenance and development Part A: Student Input

<p>a. course evaluations b. end of program evaluations c. Evaluation of clinical agencies</p> <p>2. Student achievement/success a. course pass rate b. student clinical performance c. Graduation rates d. Pass rates on national certification examination</p> <p>3. Faculty review of data: Input from alumni survey, employer survey, nursing advisory board, and anecdotal data</p> <p>4. All standards to meet national accreditation need to be addressed.</p>	<p>alumnae survey, employer survey, minutes from annual Nursing Advisory Board meeting</p> <p>4. Data are gathered in order to address national accreditation standards and include institutional data, alumnae data, employer data and community of interest data.</p>	<p>A: Student Input</p> <p>2 Assessment is on-going</p> <p>4. on -going</p>	<p>2, 3 Chair leads evaluation meetings. Evaluation coordinator gathers data and faculty as a whole review/ analyzes data and formulates plan of action.</p> <p>1,2,3,4 Faculty are responsible for updating evaluation forms as appropriate.</p> <p>4. Chair is responsible for writing the accreditation reports in consultation with faculty.</p>
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Desired Performance: 2. Faculty Performance: Service, Scholarship and Teaching			
III. A. What aspects of the performance are critical to measure?	III. B. How (by what means) will you gather the data?	III. C. When	III. D. Who is Responsible for What?
1. Service	1. Annual faculty report	1. Each January	1. Faculty submits annual faculty report to chair for review. Report forwarded to Dean
2. Scholarship	2. Annual faculty report	2. Each January	2. Faculty submits annual faculty report to chair for review. Report forwarded to Dean
3. Teaching a. Annual faculty report b. Student evaluation of instruction (SEI)	3. Teaching a. Annual faculty report b. SEI	3. a. Each January b. Each semester	3a. Faculty submits annual faculty report to chair for review. Report forwarded to Dean. 3b. Chair receives SEI aggregate report. Chair leads faculty discussion each semester. Action plan as needed.

<i>Desired Performance:</i> 3. On-going program improvement			
III. A. What aspects of the performance are critical to measure?	III. B. How (by what means) will you gather the data?	III. C. When	III. D. Who is Responsible for What?
<p>1. Employer satisfaction</p> <p>2. Alumni satisfaction and achievement of graduates</p> <p>3 Review of student complaints</p> <p>4. Use of professional codes and standards:</p> <ul style="list-style-type: none"> ▪ American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice ▪ AACN Essentials of Master’s Education for Advanced Practice Nursing ▪ Commission on Collegiate Education in Nursing (CCNE) accreditation Standard IV: Program quality and Program Effectiveness ▪ American Nurses Association: Code of Ethics with interpretive statements, Nursing Scope and Standards of Practice, Nursing Social Policy Statement. ▪ American Nurses Credentialing Center (ANCC) examination eligibility requirements 	<p>1. Employer survey</p> <p>2a. Alumni survey 1, 3 ,5 years post graduation.</p> <p> b. Pass rates on advanced practice certification exams</p> <p>3. Review of student complaints.</p> <p> a. College process for student formal complaints/appeals.</p> <p> b. Review of student concerns</p> <p>4, 5. Consistent use of standards and codes.</p>	<p>On-going</p> <p>1a. Anecdotal information in discussion format at annual Advisory Board Meeting.</p> <p>1b. Employer survey bi-annually.</p> <p>2a. Alumni survey 1,3,5 years post graduation. Data gathered annually.</p> <p>2b. to be reviewed as exam is taken.</p> <p>3. Complaints/appeals are heard on an on-going basis according to college formal complaints/appeals process.</p> <p>3b. Concerns heard on an on-going basis.</p> <p>4, 5 on-going</p>	<p>1a. Chair leads discussion at annual advisory board meeting. Data is analyzed by faculty and action plan as recommended.</p> <p>1b. Chair/Evaluation coordinator oversees distribution of employer survey. Data analyzed on receipt.</p> <p>2a. Chair led faculty discussion at evaluation meetings. Action plan as recommended.</p> <p>2b. Evaluation coordinator and chair</p> <p>3a. Coordinator of academic appeals, faculty, chair according to college formal complaints/appeals process.</p> <p>3b. Concerns heard by faculty member, chair and faculty as a whole as appropriate and action plan formulated</p> <p>4, 5 Faculty</p>

<p>▪</p> <p>5. Consider recommendations of the National Association of Clinical Nurse Specialists for graduate education: Outcomes and competencies.</p>			
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STATE UNIVERSITY OF NEW YORK
New Paltz
Department of Nursing

E. What additional resources will you need to complete your plan?

1. Additional funds for faculty to attend workshops and conferences for faculty development and Continuous program improvement
2. Support for MSN program expansion
3. Secretarial help as necessary based on student enrollment and program accreditation needs
4. Future increase in faculty line/s based on realistic student enrollment projections
5. Administrative release time to write 2010 accreditation report
6. Faculty release time to explore funding and write grants for program expansion, and program improvement