

Program assessment plan Cover sheet

(15 copies required after review by Associate Dean)

DEPARTMENT/PROGRAM
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9/04

DEPARTMENT OF NURSING ASSESSMENT PLAN

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

Assessment Year 2005 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. *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 have completed courses of nursing study at another institution. The majority are experienced, mature nurses who wish to pursue a more advanced degree in nursing.

1. BSN program. The BSN is an upper division program only. Students are accepted into the program who have completed the associates degree or diploma in nursing and meet program prerequisites. The Stacklum model is used for Diploma to degree students. This model uses a combination of credit by examination, and courses that enable students to acquire college credits to fulfill prerequisites for entry into the BSN program. We offer courses in 4 off site locations in addition to the New Paltz campus: Rockland, Orange, Sullivan and Dutchess Counties.

2. MSN program. The previous master's concentration, Gerontological Nursing, was revised and retitled Clinical Nurse Specialist (CNS) Adult Health in Spring 2005. The MSN program is a clinical specialty program: This program prepares clinical nursing leaders in 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 National Board Certification examination in Adult Health Medical-Surgical Nursing. This course of study will formally start in fall 2005.
3. A Certificate of Advanced Study was approved by Graduate Council in Spring 2005 and is expected to be forwarded to SUNY Central in the near future.
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 region, contributing significantly to the delivery of higher quality health care.

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. Active in the Sullivan initiative, delivering courses in person and via ITV.
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, New York State Nursing Leadership Initiative
5. Participate in campus committees and governance
6. Key participation in the operation of a chapter of the Nursing International Honor Society
7. Establish new and continuing community partnerships to offer educational programs such as: HIV/AIDS Global Perspectives : Programs and Politics co-sponsored by the Hudson Valley World Affairs Council.
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 conferences and workshops
15. Actively market and recruit for both BSN and MSN 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. What do you want graduates to know? Be able to do? To believe?*

Bachelor of Science in Nursing Program Goals

Graduates of the BSN program will be prepared to:

1. function as a generalist in professional nursing in a technological and global society.
2. pursue master's education
3. use professional values, competencies, and knowledge to promote the health and well being of clients with a focus on vulnerable and underserved populations
4. become productive members of the profession of nursing and the society in which they live
5. use acquired knowledge and skills to enact professional nursing roles

Graduate Program Goals

Graduates of the Master's Program will be prepared to:

1. function at the advanced practice level in a technological and global society
2. pursue post master's education
3. use advanced practice knowledge and skills to promote the health and well being of clients with a focus on vulnerable and underserved populations
4. contribute to the profession of nursing and the society in which they live
5. use acquired knowledge and skills to enact the roles of the Clinical Nurse Specialist

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

1. Increase BSN student admissions 26% in AY 2007-2008, reflecting AD program admission increases.
2. Increase MSN student admissions approximately 30% by AY 2007-2008. Revised graduate program start date fall 2005.
3. Maintain and/or increase distance learning offerings according to need and faculty resources.

4. Collaborate with SUNY Schools of Nursing to increase advanced education accessibility:
 - a. Decrease the statewide critical faculty nursing shortage by continuing collaborative efforts with SUNY University at Buffalo to bring doctoral education by Distance Learning to the Hudson Valley. This initiative will reduce the nursing workforce shortage by increasing nursing program capacity in the Hudson Valley.
 - b. Explore collaborative partnerships with other SUNY schools not able to offer the Master of Science degree. Offer SUNY New Paltz Master of Science degree program in hybrid format: Interactive Television, on-line and in person.
5. Increase faculty attendance at workshops and conferences for faculty development and program improvement purposes
6. Submit mid-cycle Continuous Program Improvement Review report to Commission on Collegiate Nursing Education (CCNE) due December 2005
7. Commence preparation for self study accreditation in 2008 (due 2010 to CCNE)
8. 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)

Bachelor of Science in Nursing Expected Outcomes

Graduates of the BSN program are expected to:

1. use liberal arts and sciences as a foundation for professional nursing practice (measured by critical thinking, personal values, oral and written communication, appreciation of human diversity, and interpretation and use of quantitative data).
2. express the professional nursing values: altruism, autonomy, human dignity, integrity and social justice
3. demonstrate core competencies: critical thinking, research based knowledge, communication, assessment skills, and technical skills
4. synthesize core knowledge: health promotion, risk reduction, disease prevention skills; illness and disease management; information and health care technologies; ethics; human diversity; global health care; and health care systems and policy
5. engage in professional role development: provider of care, designer/manager/coordinator of care, and member of profession

Master of Science in Nursing Expected Outcomes

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. On-going program improvement (as measured by employer satisfaction, alumni satisfaction, review of student complaints and use of professional codes and standards).

Step 3: Describe your methodology

UNDERGRADUATE PROGRAM:

II. B. 1 and 2 Desired Performance (expected outcomes from previous step)			
<i>Desired Performance:</i> 1. Use liberal arts and sciences as a foundation for professional nursing practice			
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 will Assessment Begin?</i>	III. D. <i>Who is Responsible for What?</i>
<ol style="list-style-type: none"> 1. Critical thinking 2. Personal values 3. Articulate LA&S knowledge in written and oral form 4. Appreciation of human diversity 5. interpret and use quantitative data 	<p>Aspects of performances are derived from LA&S and built into professional course work. 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 Thinking: Integrated throughout the curriculum. Each instructor builds critical thinking into course assignments and/or student evaluative measures 2. Personal values: Ethics integrated throughout curriculum, most notably in <ul style="list-style-type: none"> ▪ 70300 Professional Socialization ▪ 70310 Leadership and Management ▪ 70400 Research in Nursing ▪ All clinical courses 3. LA&S knowledge in written and oral form is articulated in BSN courses, most notably in the culminating writing intensive course 70430 Societal Health, and by oral presentations in most BSN courses. 4. Appreciation of human diversity is built into Nursing courses : <ul style="list-style-type: none"> ▪ 70340 Contemporary Health Education Issues ▪ 70320 Individual Health ▪ 70443 Pharmacology ▪ 70421 Family Health ▪ 70422 Community Health ▪ 70394 Non-western Health Beliefs and Practices 5. Interpretation and use of quantitative data is most notable in 70400 Nursing Research and 70422 Community Health Nursing 	<p>On-going.</p> <p>1-5 The schedule will follow the attached pre-established course evaluation plan.</p>	<p>Faculty as a whole is responsible for evaluation of curriculum. Student (course) outcomes will be discussed, and compared for congruency with BSN (performance) outcomes. Each full time instructor/course coordinator is responsible for reviewing and/or revising course outcomes based on faculty discussion.</p>

<i>Desired Performance: 2. Express professional nursing values</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 will Assessment Begin?</i>	III. D. <i>Who is Responsible for What?</i>
Caring behaviors expressed in the values of: altruism, autonomy, human dignity, integrity, and social justice	<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>Professional values are integrated in nursing courses most notably in courses:</p> <ul style="list-style-type: none"> ▪ 70300 Professional Socialization ▪ 70340 Contemporary Health Education Issues ▪ 70310 Leadership and Management ▪ 70315 Business Environment for Nursing ▪ All clinical courses 	On-going. The schedule will follow the attached pre-established course evaluation plan.	Faculty as a whole is responsible for evaluation of curriculum. Student (course) outcomes will be discussed, and compared for congruency with BSN (performance) outcomes. Each full time instructor/course coordinator is responsible for reviewing and/or revising course outcomes based on faculty discussion.
<i>Desired Performance: 3. Demonstrate core competencies</i>			
<ol style="list-style-type: none"> 1. critical thinking 2. research based knowledge 3. communication 4. assessment skills 5. teaching, delegating, and supervising others in the performance of technical Skills 	<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. discipline and context specific critical thinking is integrated throughout the curriculum 2. Research and evidence based practice is integrated throughout the curriculum most notably in <ul style="list-style-type: none"> ▪ 70400 nursing research ▪ 70422 Community Health ▪ 70430 Societal Health 3. Communication skills are integrated throughout the curriculum most notably in: <ul style="list-style-type: none"> ▪ 70300 professional socialization ▪ 70340 contemporary health education ▪ 70310 leadership and management ▪ 70315 Business Environment Nursing, ▪ All clinical courses 4. assessment skills are integrated in all nursing clinical courses 5. Teaching, delegating, and supervising others in the performance of technical skills are integrated into the course <ul style="list-style-type: none"> ▪ 70310 Leadership and Management <p>and all clinical courses</p>	On-going. 1-5 The schedule will follow the attached pre-established course evaluation plan.	Faculty as a whole is responsible for evaluation of curriculum. Student (course) outcomes will be discussed, and compared for congruency with BSN (performance) outcomes. Each full time instructor/course coordinator is responsible for reviewing and/or revising course outcomes based on faculty discussion.

Desired Performance: 4. Synthesize Core Knowledge			
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 will Assessment Begin?</i>	III. D. <i>Who is Responsible for What?</i>
<ol style="list-style-type: none"> 1. health promotion, risk reduction, disease prevention skills 2. illness and disease management 3. information and health care technologies 4. Ethics 5. Human diversity 6. Global Health Care 7. Health Care Systems and Policy 	<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. Synthesis of core knowledge is evident in courses:</p> <ul style="list-style-type: none"> ▪ 70445 Pathophysiology ▪ 70443 Pharmacology ▪ all clinical courses <p>3. Use of technology to advance student knowledge is evident in library information search and retrieval assignments, web based information, and electronic communication (Blackboard). Retrieval of electronic Information is integrated in all courses.</p> <p>4. Values, codes, ethical principles, and standards of practice are integrated throughout the curriculum. HIPPA requirements are observed in all clinical courses. Course content relative to protection of human subjects is evident in 70400 Nursing Research.</p> <p>5, 6, 7. Human diversity, Global Health Care, Health Care Systems and Policy are evident in courses:</p> <ul style="list-style-type: none"> ▪ 70394 Non-western health beliefs and practices ▪ 70300 Professional Socialization ▪ 703400 Contemporary Health Education ▪ 70320 Individual Health, 70310 Leadership and Management ▪ 70422 Community Health ▪ 70430 Societal Health ▪ 70315 Business Environment for Nursing 	<p>On-going.</p> <p>1-7 The schedule will follow the attached pre-established course evaluation plan.</p> <p>4. HIPPA requirements are followed each time a clinical course is offered.</p>	<p>Faculty as a whole is responsible for evaluation of curriculum. Student (course) outcomes will be discussed, and compared for congruency with BSN (performance) outcomes. Each full time instructor/course coordinator is responsible for reviewing and/or revising course outcomes based on faculty discussion.</p> <p>4. Course audits will specifically address the use of information technology.</p> <p>Clinical instructors ensure HIPPA requirements are observed and are responsible for maintaining a student clinical flow sheet that evidences student participation in a required HIPPA program prior to clinical placement.</p>

<i>Desired Performance: 5. Engage in Professional Role Development</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 will Assessment Begin?</i>	III. D. <i>Who is Responsible for What?</i>
1. provider of care 2. designer, manager, and coordinator of care 3. member of profession	<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>1-3 Professional role development is integrated throughout the curriculum, most evident in courses:</p> <ul style="list-style-type: none"> ▪ 70300 Professional Socialization, ▪ 70315 Business Environment, ▪ 70340 Contemporary Health Education, ▪ 70310 Leadership and Management, ▪ All clinical courses 	<p>On-going.</p> <p>1-3 The schedule will follow the attached pre-established course evaluation plan.</p>	<p>Faculty as a whole is responsible for evaluation of curriculum. Student (course) outcomes will be discussed, and compared for congruency with BSN (performance) outcomes. Each full time instructor/course coordinator is responsible for reviewing and/or revising course outcomes based on faculty discussion.</p>

Step 3: Describe your methodology

GRADUATE PROGRAM:

II. B. 1 and 2 Desired Performance (expected outcomes from previous step)			
<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 will Assessment Begin?</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"> ▪ 70502 Nursing Research ▪ 70535 Acutely ill adult/older adult ▪ 70522 chronically ill adult/older adult ▪ 70591 Special Project in Nursing 70590 Thesis in Nursing 2. Utilization of research and evidence based practice is most evident in courses: <ul style="list-style-type: none"> ▪ 70502 Nursing Research ▪ 70722 Advanced Nursing Practicum II ▪ 70733 Advanced Nursing Practicum III ▪ 70590 Thesis in Nursing ▪ 70591 Special Project in Nursing 	<p>On-going.</p> <ol style="list-style-type: none"> 1, 2 The schedule will follow the attached pre-established course evaluation plan. 	<p>Faculty as a whole is responsible for evaluation of curriculum. Student (course) outcomes will be discussed, and compared for congruency with MSN (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: 70502, 70535, 70522, 70590, 70591 2 Course instructors: 70502, 70722, 70733, 70590, 70591

<i>Desired Performance: 2. Demonstrate an understanding of health care delivery systems</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 will Assessment Begin?</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"> ▪ 70521 Care Delivery Models ▪ 70722, 70733 Practicum courses 	On-going. The schedule will follow the attached pre-established course evaluation plan.	<p>Faculty as a whole is responsible for evaluation of curriculum. Student (course) outcomes will be discussed, and compared for congruency with MSN (performance) outcomes. Each full time instructor/course coordinator is responsible for reviewing and/or revising course outcomes based on faculty discussion.</p> <p>Instructor 70521</p> <p>Instructors: 70722, 70733</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>70508 Development of Advanced Nursing Roles 70590 Thesis in Nursing 70591 Special Project in Nursing 70722 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"> ▪ 70501 Advanced Health Assessment ▪ 70701 Applied Pathophysiology for Advanced Nursing Practice ▪ 70702 Pharmacological Management in Adv. Nursing Practice ▪ 70535 Acutely Ill Adult/Older Adult ▪ 70522 Chronically Ill Adult/Older Adult ▪ 70722 Advanced Nursing Practicum II ▪ 70733 Advanced Nursing Practicum III <p>3a. Ethical Principles are applied to nursing research in 70502 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. 70590 Thesis in Nursing</p> <p>3b. Students are required to adheres 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 	<p>On-going</p> <p>1, 2, 3 The schedule will follow the attached pre-established course evaluation plan.</p> <p>3a. 70502 Spring 06 offering and thereafter</p> <p>3b. on-going</p>	<p>Faculty as a whole is responsible for evaluation of curriculum. Student (course) outcomes will be discussed, and compared for congruency with MSN (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: 70508, 70590, 70591, 70722, 70733</p> <p>2. Instructors : 70501, 70701, 70702, 70535, 70522, 70722, 70733</p> <p>3a. Instructor 70502</p> <p>3b. Instructors: 70722, 70733, 70590, 70591</p>
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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 will Assessment Begin?</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>3. 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"> ▪ 70508 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"> ▪ 70722 Advanced Nursing Practicum II ▪ 70733 Advanced Nursing Practicum III <p>2. Capstone courses:</p> <ul style="list-style-type: none"> ▪ 70590 Thesis in Nursing ▪ 70591 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>On-going 1, 2, 3 The schedule will follow the attached pre-established course evaluation plan.</p>	<p>Faculty as a whole is responsible for evaluation of curriculum. Student (course) outcomes will be discussed, and compared for congruency with MSN (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 70508</p> <p>1b. Instructor 70591 and thesis advisor 70590</p> <p>2. Instructors: 70590, 70591</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

<p>III. A. <i>What aspects of the performance are critical to measure?</i></p>	<p>III. B. <i>How (by what means) will you gather the data?</i></p>	<p>III. C. <i>When will Assessment Begin?</i></p>	<p>III. D. <i>Who is Responsible for What?</i></p>
<p>Understand human diversity and social issues in the delivery of advanced practice nursing care to clients.</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> <ul style="list-style-type: none"> ▪ 70501 Advanced Health Assessment ▪ 70500 Nursing Theory ▪ 70521 Care Delivery Models. ▪ Practicum courses 70733, 70722 	<p>On-going The schedule will follow the attached pre-established course evaluation plan.</p>	<p>Faculty as a whole is responsible for evaluation of curriculum. Student (course) outcomes will be discussed, and compared for congruency with MSN (performance) outcomes. Each full time instructor/course coordinator is responsible for reviewing and/or revising course outcomes based on faculty discussion</p> <p>Instructors: 70501, 70500, 70521, 70733, 70722 .</p>

Desired Performance: 6. Integrate advanced practice nursing knowledge to promote health & prevent illness with a focus on the adult client

<p>1. Understand the principles of health promotion and disease prevention</p> <p>2. Critique and evaluate theories from nursing and related fields to provide high quality care to clients</p> <p>3. Utilize conceptually based knowledge of health promotion and disease prevention in the delivery of client care</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, 2 ,3</p> <ul style="list-style-type: none"> ▪ 70500 Nursing Theory ▪ 70501 Advanced Health Assessment ▪ 70701 Applied Pathophysiology for Advanced Nursing Practice ▪ 70535 Acutely Ill Adult/Older Adult ▪ 70522 Chronically Ill Adult/Older Adult ▪ 70502 Pharmacological Mgmt. in Advanced Nursing Practice ▪ 70521 Care Delivery Models ▪ 70722 Advanced Practicum II ▪ 70733 Advanced Practicum III <p>3 All courses, notably practicum courses and capstone courses:</p> <ul style="list-style-type: none"> ▪ 70722 Advanced Practicum II 70733 Advanced Practicum III 70590 Thesis in Nursing 70591 Special Project in Nursing 	<p>On-going The schedule will follow the attached pre-established course evaluation plan.</p>	<p>Faculty as a whole is responsible for evaluation of curriculum. Student (course) outcomes will be discussed, and compared for congruency with MSN (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:70500, 70501, 70701, 70535, 70522, 70502, 70521, 70722, 70733</p> <p>3 Practicum courses: 70722, 70733 Capstone courses: 70590, 70591</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 will Assessment Begin?</i>	III. D. <i>Who is Responsible for What?</i>
<p>1. Develop a comprehensive database to assess client health status, identify risk factors, establish differential diagnoses, and develop an effective plan of client care.</p> <p>2. Critically analyze research and evidence based knowledge to make clinical decisions.</p> <p>3. Use advanced practice core knowledge and specialty knowledge to deliver high quality cost effective health care to clients</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>1,2</p> <ul style="list-style-type: none"> ▪ 70701 Applied Pathophysiology for Advanced Nursing Practice, ▪ 70702 Pharmacological Management in Advanced Nursing Practice ▪ 70501 Advanced Health Assessment ▪ 70522 Chronically Ill Adult/Older Adult ▪ 70535 Acutely Ill Adult/Older Adult ▪ 70722 Advanced Practicum II ▪ 70733 Advanced Practicum III <p>3 Delivery of Client Care is evaluated in Practicum courses:</p> <ul style="list-style-type: none"> ▪ 70722 Advanced Practicum II ▪ 70733 Advanced Practicum III 	<p>On-going The schedule will follow the attached pre-established course evaluation plan.</p>	<p>Faculty as a whole is responsible for evaluation of curriculum. Student (course) outcomes will be discussed, and compared for congruency with MSN (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: 70701, 70702, 70501, 70522, 70535, 70722, 70733</p> <p>3. Course Instructors:</p> <ul style="list-style-type: none"> ▪ 70722 ▪ 70733

Step 3: Describe your methodology

PROGRAM PERFORMANCE:

<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 will Assessment Begin?</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 4. BSN and MS Exit interviews 	<ol style="list-style-type: none"> 1, 2, 3, Faculty developed and approved evaluation forms 4. BSN and MS exit interviews in group format. Format to be revised by faculty 	<p>On-going.</p> <ol style="list-style-type: none"> 1. See course evaluation plan (attached). 1, 2, 3, Forms to be reviewed and/or revised AY 2005-2006 2. End of program evaluations to be 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. 4. Review and update of BSN and MSN exit interview format AY 2005-2006. 	<ol style="list-style-type: none"> 1, 2, 3, 4 Department evaluation coordinator responsible for monitoring evaluation process. Chair is responsible for convening an annual data based faculty led discussion and action plan. 1, 2, 3 Evaluation coordinator gathers data from course instructors/coordinators, distributes data to data entry personnel, follow up with data output and return. Informs chair of progress. 1. Course instructor/course coordinator responsible for data collection and submission to evaluation coordinator per evaluation plan. 1, 2, 3 Updating evaluation forms – faculty as a whole. Final forms to be faculty approved. 2. Faculty teaching culminating courses to distribute BSN and MS end of program evaluations. 4. Faculty as a whole. Final format approved by faculty.

Desired Performance: 1. Systematic Curriculum Review, maintenance and development. Part B: Faculty			
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 will Assessment Begin?	III. D. Who is Responsible for What?
<p>Indicators of program quality are reflected in the following:</p> <p>1. Faculty review of student evaluations: a. course evaluations b. end of program evaluations c. Evaluation of clinical agencies d. BSN and MS Exit interviews</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 alumnae survey, employer survey, nursing advisory board qualitative data are critical to measure program quality</p> <p>4. All standards to meet national accreditation need to be addressed.</p>	<p>1. Follows schedule for Systematic Curriculum Review, maintenance and development Part A: Student Input</p> <p>2, 3 Data are gathered by course instructors, institutional research data, 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>1. Follows schedule for Systematic Curriculum Review, maintenance and development Part A: Student Input</p> <p>2, 3 Assessment is on-going. Annual program evaluation meetings will be rescheduled for fall semester (rather than spring semester), when data is available for faculty review and discussion. Three evaluation meetings are scheduled for fall 05, and work on program performance will continue in spring 06.</p> <p>4. Note: CCNE Accreditation mid-cycle Continuous Improvement Program Report (CIPR) is due Dec. 2005. The report will be written and submitted by Department Chair. Full accreditation review and site visit is scheduled for Spring 2010.</p>	<p>1. Follows schedule for Systematic Curriculum Review, maintenance and development Part A: Student Input</p> <p>2, 3 Chair leads annual faculty evaluation meeting each fall. 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 and/or developing evaluation forms in order to gather appropriate data.</p> <p>4. Chair is responsible for writing the CIPR and accreditation reports in consultation with faculty.</p>

<i>Desired Performance:</i> 2. Faculty Performance: Service, Scholarship and Teaching			
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 will Assessment Begin?</i>	III. D. <i>Who is Responsible for What?</i>
1. Service	1. Annual faculty report	1. February	1. Faculty submits annual faculty report to chair for review. Report forwarded to Dean
2. Scholarship	2. Annual faculty report	2. February	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. February 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.

Desired Performance: 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 will Assessment Begin?	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>5. Consider recommendations of the National Association of Clinical Nurse Specialists for graduate education: Outcomes and competencies.</p>	<p>1. Employer survey</p> <p>2a. Alumni survey 1, 3 years post graduation. b. Pass rates on advanced practice certification exams</p> <p>3. Review of student complaints. a. College process for student formal complaints/ appeals. b. Review of student concerns</p> <p>4, 5. Consistent use of standards and codes.</p>	<p>On-going</p> <p>1a. Conducted in discussion format at annual Advisory Board Meeting.</p> <p>1b. Objective employer survey to be developed and disseminated Spring-Summer 06. Conducted tri-annually thereafter.</p> <p>2a. Conducted each spring-summer. To be reviewed and forms revised as necessary AY 05-06.</p> <p>2b. 07-08 (First class to graduate from revised program)</p> <p>3a. 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. Objective survey to be developed by faculty AY 05-06. Evaluation coordinator oversees distribution of employer survey. Data to be analyzed at annual faculty evaluation meeting (fall semester).</p> <p>2a. Chair led faculty discussion at annual evaluation meeting each fall. 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>

STATE UNIVERSITY OF NEW YORK
New Paltz
Department of Nursing

ON-GOING COURSE EVALUATION PLAN

Junior Year

Fall Semester

70300, *Prof. Socialization*
2004, 06, 08
70340, *Contemporary Health*
2004, 06, 08
70320, *PNP Individual Health*
2005, 07, 09
70445 *Pathophysiology* 2005, 07,09

Spring Semester

70310, *Leadership & Management*
2005, 07, 09
70315, *Business Environment*
2005, 07, 09
70421, *PNP Family Health*
2004, 06, 08
70443 *Pharmacology* 2004, 06, 08

Senior Year

Fall Semester

70400, *Nursing Research*
2005, 07, 09
70422, *PNP Community Health*
2004, 06, 08

Spring Semester

70430, *PNP Societal Health*
2005, 07, 09

GE 3 Course

70394, *Non-Western Health Beliefs* - evaluated for first 3 offerings and then alternate offerings

Graduate Courses

Graduate courses are evaluated at each offering.

*** Distance learning courses (ITV) to be evaluated at each offering x 3 and then follow above schedule. Additional evaluation form for distance learning to be used.**

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. Additional help in the form of data entry from Institutional Research to process survey, course, and program evaluation data
3. Adequate space to function effectively upon Department's return to VLC
4. Support for MSN program expansion
5. Marketing and Publications support
6. Secretarial help as necessary based on student enrollment and program accreditation needs
7. Future increase in faculty line/s based on realistic student enrollment projections
8. Administrative release time to write 2010 accreditation report
9. Faculty release time to explore funding and write grants for program expansion, and program improvement
10. Administrative support for collaboration with other SUNY Schools of Nursing to address critical nursing shortages in the Hudson Valley and statewide.