Wegmans School of Nursing Assessment Plan Executive Summary

Mission
Professional nursing education at the undergraduate and graduate level requires discipline to meet and exceed professional standards; knowledge of liberal arts and sciences, as well as nursing theory and scholarly practice; and goodness in the sense of commitment to meeting societal nursing needs for diverse populations through accountable practice. The Wegmans School of Nursing (WSON) is dedicated to graduating entry level and advanced practice nurses who will provide expert, compassionate, ethical care and be leaders in nursing and health care environments. To promote an internalized standard of excellence in nursing practice, the school fosters academic and clinical practice environments for students that provide the opportunity for student and faculty to engage in:

- Active involvement in the quest for knowledge
- Professional competence
- Collaborative relationships
- Ongoing personal growth
- Flexibility and openness to change
- Effective communication
- Modeling of professional behaviors
- Community involvement

Goals
- To prepare baccalaureate, advanced practice, and doctoral-level clinicians
- To provide educational models that are sensitive to the needs of a diverse student body
- To participate in local, state, national, and global healthcare and nursing education policy development and implementation in professional and civic venues
- To provide a supportive, collegial environment that encourages excellence in teaching-learning, professional development, and faculty/student scholarship
- To improve clinical practice outcomes, health policy, and care delivery methodologies

Program Goals
Traditional Nursing B.S. Program Outcomes
Upon completion of the Bachelor of Science Degree in Nursing, the graduate is prepared to:
- Integrate the liberal arts and sciences and nursing courses to promote holistic outcomes for clients.
- Support interprofessional communication and collaboration for improving client health outcomes.
- Advocate for clients and support their right to safe, compassionate, and holistic nursing care.
- Integrate critical thinking and decision-making throughout the nursing process to improve the care of clients.
- Practice as a responsible member of the nursing profession reflecting current standards of practice including ethical and legal accountability.
- Apply basic organizational and systems leadership for quality care and patient safety in the provision and management of health care.
• Practice patient-centered care respectfully and nonjudgmentally with diverse populations of individuals, families, and communities.
• Engage in ongoing, self-directed learning, self-evaluation, and goal setting throughout their nursing career.
• Engage in the scholarship of evidence-based practice and research to support high quality health outcomes and safe nursing care.
• Promote clinical prevention and population health based on an understanding of global health care issues.
• Use information management systems and apply patient care technologies for clinical decision-making.

**Online RN-to-BS Nursing Program Outcomes**

Upon completion of the Bachelor of Science Degree in Nursing, the graduate is prepared to:

• Integrate the liberal arts and sciences and nursing courses to promote holistic outcomes for clients.
• Support interprofessional communication and collaboration for improving client health outcomes.
• Advocate for clients and support their right to safe, compassionate, and holistic nursing care.
• Integrate critical thinking and decision-making throughout the nursing process to improve the care of clients.
• Practice as a responsible member of the nursing profession reflecting current standards of practice including ethical and legal accountability.
• Apply basic organizational and systems leadership for quality care and patient safety in the provision and management of health care.
• Practice patient-centered care respectfully and nonjudgmentally with diverse populations of individuals, families, and communities.
• Engage in ongoing, self-directed learning, self-evaluation, and goal setting throughout their nursing career.
• Engage in the scholarship of evidence-based practice and research to support high quality health outcomes and safe nursing care.
• Promote clinical prevention and population health based on an understanding of global health care issues.
• Use information management systems and apply patient care technologies for clinical decision-making.

**Master of Science in Nursing Program Outcomes**

Upon completion of the Master of Science in Nursing program, the graduate is prepared to:

• Synthesize knowledge from nursing and related disciplines to design, implement, and evaluate health services, educational offerings, program resources, and research.
• Engage in multidisciplinary communication to facilitate intervention systems, scientific inquiry, education, and collaboration/negotiation that will positively influence healthcare outcomes.
• Provide and advocate for compassionate, high-quality, cost-effective, holistic advanced practice nursing care in diverse settings within communities and health systems.
Use evidence-based intervention and educational strategies to promote, maintain, restore health, or provide end-of-life care.

Integrate into role implementation the legal principles and the professional and ethical values essential to advanced practice nursing.

Serve as a leader in advancing healthcare by promoting expert nursing practice and education through collegial relationships.

Promote practice and education models that are respectful of diversity and pluralism and are based on knowledge of the policies and political issues that influence outcomes of care.

Develop a personal advanced practice model which incorporates a commitment to lifelong learning and the advancement of the art and science of nursing.

Engage in the development of contemporary nursing strategies and models which reflect emerging nursing practice.

**Doctor of Nursing Practice (DNP) Program Outcomes**

At the completion of the program, the graduate is prepared to:

- Implement and evaluate clinical practice based on scientific knowledge.
- Assume advanced practice nursing roles as an expert clinician.
- Demonstrate advanced leadership skills necessary to meet the challenges of increasingly complex healthcare organizations.
- Demonstrate analytical methodologies for the evaluation of clinical practice and the application of scientific evidence to improve professional practice.
- Apply clinical scholarship methodologies for organizational quality improvement, evidence-based practice, and healthcare outcomes.
- Use advanced skills to design, develop, and implement the use of contemporary technological information systems.
- Demonstrate expertise in the analysis, formulation, and implementation of healthcare policy.
- Collaborate with interdisciplinary teams necessary to meet healthcare needs of individuals and populations.
- Apply ethical theories, legal and practice standards, and advocacy to decision-making in healthcare issues.
- Apply population-based methodologies for health promotion and disease-prevention in advanced practice.

**Master of Science in Mental Health Counseling Program Objectives**

Upon graduation from the Mental Health Counseling Program, the graduate is prepared to:

- Demonstrate professional skills required for working in a multidisciplinary community agency, business, college/university, or health setting.
- Demonstrate a variety of differential assessment practices consistent with the DSM-IV-TR.
- Demonstrate the ability to use a diverse range of research-based intervention strategies.
- Develop appropriate intervention plans based upon a knowledge of culturally relevant variables in client care including ethnicity, religion, socioeconomic levels, gender, sexual orientation, and disability status.
- Demonstrate professional behavior consistent with ethical guidelines of the Mental Health Counseling Profession.
Data Collection Tools and Approaches
Assessment in the Wegmans School of Nursing is aligned with the College’s mission, goals, and vision, the Strategic Plan, the WSON mission, goals and program outcomes, and accreditation standards for the undergraduate and graduate programs. The Wegmans School of Nursing’s baccalaureate, master’s, and DNP programs are accredited by the Commission on Collegiate Nursing Education (CCNE). The mental health counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Program and course goals are aligned with the accreditation standards and the professional standards germane to each program area. The knowledge, skills, and dispositions expected of students upon completion of the program are clearly outlined. The WSON’s mission, goals, and eight curricular elements, developed by the faculty, in concert with the College-Wide Learning Goals, shape the curricula and evaluation methods, and establish the desired outcomes for the undergraduate and graduate programs in nursing. The Wegmans School of Nursing provides a liberal arts and professional program that prepares students to positively impact culturally diverse individuals, families, and communities. The WSON operates in the context of the College’s mission and liberal arts tradition.

The master evaluation plan in the nursing program outlines mission, goals, and program outcomes and is overseen by the Assistant Dean. Each curricular committee assesses program outcomes and course goals. All data are reviewed by chairs, program directors, and the curriculum committees to inform programmatic and curricular change. Each curricular change is required to be tied to supporting evidence from assessment data. The master evaluation plan is monitored and updated annually. Progress is documented through regular reporting on the evidence provided by assessment data.

The master evaluation plan in the mental health counseling program outlines mission, goals, and program outcomes and is overseen by the entire faculty in the mental health counseling program. Although different committees exist to facilitate review of specific items, all faculty members collectively evaluate curriculum, clinical compliance, and program review in accordance with New York State standards for mental health counselor education and CACREP. The master evaluation plan is monitored and updated annually and progress is documented through regular reporting on the evidence provided by the assessment data.

Student performance is evaluated by faculty and reflects student achievement of the expected program outcomes, WSON goals, college-wide goals, and national professional standards. Faculty use a variety of methods to evaluate student performance based on the content of the course and the course objectives. Methods of evaluation may include multiple-choice exams, scholarly papers, demonstration of skills in the Simulation Lab and Learning Resource Center, group work, class presentations, and clinical performance evaluation. Methods of evaluation as well as grading policies are defined in each course syllabus and are consistently applied within the classroom, in clinical experiences, and in laboratory experiences. Clinical achievement is evaluated through the use of Clinical Evaluation Instruments. The American Association of Colleges of Nursing Essentials of Baccalaureate, Masters and Doctor of Nursing Practice Education provide a consistent framework for course competencies as outlined in the curricula and Clinical Evaluation Instruments.
Standardized external testing packages are utilized at the undergraduate level as objective determination of individual and group competencies. The undergraduate faculty develop remediation activities to promote post-graduate success on the National Council Licensure Examination (NCLEX). Aligned with the NCLEX is the Assessment Technologies, Inc. (ATI) testing program which is a user-friendly system of on-line testing, tutorials, and remediation for students to assist with formative learning. It provides objective measures of nursing competencies while identifying and offering individualized remediation packages. ATI offers evaluations of individual learning strengths and weaknesses, affording the opportunity for faculty and students to tailor learning activities to specific needs to best support success on the NCLEX examination.

Faculty in the mental health counseling program use a variety of methods to evaluate student performance based on the content of the course and the course objectives. Methods of evaluation may include multiple-choice exams, oral exams, scholarly papers, demonstration of skills in the counseling labs, group work, class presentations, Personal Qualities Assessment (PQA), and clinical performance evaluation. Methods of evaluation as well as grading policies are defined in each course syllabus and are consistently applied within the classroom, in clinical experiences, and in laboratory experiences. Clinical achievement is evaluated through the use of Practicum and Internship Evaluations. The Council for the Accreditation of Counseling and Related Educational Programs provides a consistent framework for competencies in counselor education.

The WSON has a system of assessment and evaluation used to determine the extent to which it is achieving its mission and learning outcomes are met. The primary purpose is to evaluate and improve programs and candidate outcomes. Faculty engage in data-driven program review to examine alignment of curriculum, instruction and assessment with college, program, professional, and national standards; efficacy of courses; efficacy of clinical experiences; and students’ content knowledge, skills, and dispositions. Information from external sources including licensure exam pass rates, input from the external community of interest, alumni surveys, employer surveys; exit survey or focus group reports; and professional program reviews provide a rich triangulated data model to evaluate program effectiveness.

**Use of Evidence**

All courses at all levels offered by the St John Fisher College Wegmans School of Nursing are reviewed. Course evaluations include a review of the course title, prerequisites, course description, objectives, text and other learning resources and teaching methods. Written reports, which are reviewed by the appropriate curriculum committee, include a summary of the course strengths, areas for improvement and recommendations for change. Review at the committee level ensures a cohesive and coherent curriculum. Student feedback is actively solicited. This feedback is utilized in program planning and evaluation. Courses in the WSON use a consistent format for syllabi to ensure that learning objectives and evaluation criteria are clearly outlined. Course objectives are revised as needed at the annual course review in the curriculum committee, and then brought to a faculty meeting for a vote, which must be a majority if there is a suggested change. Each class or content area has specific learning objectives that are revised as needed by the course coordinator to accurately reflect the content as it is updated. These are reviewed during the annual course review.
Curriculum and teaching-learning practices are reviewed on regularly scheduled intervals to foster ongoing improvement. The WSON faculty maintain a commitment to ensure that students are fully prepared to assume their professional roles. Formative and summative assessments provide evidence of progress on articulated goals allowing for monitoring of individual student progress. The WSON engages in continuous assessment of teaching and learning outcomes at the baccalaureate, graduate, and doctoral level. The overall plan for evaluation of the curriculum is formalized by conducting student and faculty course evaluations, student feedback of faculty performance, student evaluation of clinical experiences and evaluation of student academic performance. The mental health counseling program faculty, and undergraduate and graduate curriculum committees are charged with the responsibility for oversight of the curricula and course review. Committee approval is required for any recommendations of significant change in course content or design.

Evaluations and survey data are compiled into reports for review by the Dean, Executive Associate Dean, Program Chairs and Directors, and the appropriate curriculum committee in the continuous improvement process.