



2008-2009 Assessment Plan Report

PROGRAM ASSESSMENT REPORT AY 2008-2009

Report Date: August 15, 2009

School/College: School of Nursing

Department/Program: MSN program

Person completing the Report: Dr. Susan Prion, Associate Professor and Chair, DNP Program (formerly chair, Leadership and Advanced Practice Program)

1. **Overview Statement:** Briefly summarize the assessment activities that were undertaken this academic year, indicating:
 - a. which program learning outcomes were assessed this year.
 - b. who in your department/program was involved in the assessment of the above learning outcomes

Because this is a unique master's entry option program for students with baccalaureate degrees in subjects other than nursing, we are fortunate to have dedicated, very capable students who come to us with a wealth of work and life experience. For the Clinical Nurse Leader (CNL) program, the performance of students on the HESI Exit and NCLEX exams, and the CNL certification exam provide rich feedback about the overall curricular effectiveness of our program. In addition, because it is such an accelerated and intense learning experience (6 semesters total), we look carefully at student progression patterns, aggregate grades per course, student course evaluations, and any other indications of disruptions in the normal student progression pattern.

All of these evaluation activities were undertaken under the direction of the SON Program Evaluation committee, the Leadership and Advanced practice Department, and the CNL Curriculum Task Force. The SON Academic Standards Committee reviewed any student grade appeals or applications for reinstatement after academic disqualification.

2. **Please Answers the Following Questions for Each of the Student Outcomes Assessed:**

- a. **What did you do?**

Describe clearly and concisely how you assessed the learning outcomes that were evaluated this year (e.g., measures, research methods, etc.). [please use bullet points to answer this question]

The HESI, NCLEX and CNL certification exams provide detailed individual and aggregate feedback about the performance of our students on these tests of



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nursing and leadership skills and knowledge. The CNL Curriculum Task Force and the LAP Department did the following:

- Discussed aggregate performance on each HESI specialty and Exit exam for CNL students
- Reviewed NCLEX performance by subject area after each administration
- Reviewed in detail individual student performances on the written and case study simulation sections of the CNL certification exam
- Monitored progression patterns for each admitted CNL cohort
- Received the recommendations of the Academic Standards committee about progression issues and individual student progression concerns
- Reviewed student course evaluation responses
- Conducted a curriculum mapping of current courses and student learning outcomes against CNL certification exam blueprint

b. What did the faculty in the department or program learn?

Summarize your findings and conclusions as a result of the assessment indicating strengths and weaknesses in student learning demonstrated by this assessment.

We learned that we were generally preparing students well for their role as a registered nurse, but were not as effective in preparing for the Clinical Nurse Leader Role. Pass rates on HESI specialty, HESI exit and NCLEX exams remain extremely high (100%) but students were less successful (about 75%) in attaining the required minimal passing score on the CNL certification exam. We also learned that not every graduate was sitting for the exam because it is not required for licensure as a RN, but we expected it of our graduates.

c. What will be done differently as a result of what was learned?

Discuss how courses and/or curricula will be changed to improve student learning as a result of the assessment. Include a discussion of how the faculty will help students overcome their weaknesses and improve their strengths.

A thorough review of the CNL content of the curriculum was completed during the Fall and spring semesters. Specifically, the 5 one-unit "CNL Roles" courses were examined in great detail through the lens of the program outcomes and the AACN White Paper on the Role of the CNL. We reviewed student course evaluation comments for these courses, and also conducted rudimentary content analyses of assignments completed in these courses. After a series of faculty-student discussions, we proposed and was ultimately approved a complete restructuring of the CNL roles courses. For example, the "Introduction to the CNL Role" course was initially scheduled for the second semester, with a roles course occurring semesters 2-6. Feedback from these sources convinced us that an initial introduction to the role, with additional exposure to the evidence



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validating the CNL role, was essential during the first semester. The original 1-unit course in semester 2 was replaced by a 1-unit class in semester 1, and culminating in a 2-unit course in semester 6. The CNL internship has been redesigned to include a more explicit focus on CNL role integration and the supporting documents (syllabus, internship evaluation, assignments) have been updated to reflect this enhanced emphasis on the opportunities of the CNL role.

3. **Attach a copy of the components of the department/program assessment plan that have been modified since its initial submission:**
 - a. Program Mission
 - b. Program Learning Goals
 - c. Program Learning Outcomes
 - d. Program Learning Rubrics aligned with outcomes
 - e. Curriculum map that shows the courses that pertain to the outcome

Please return to: Provost Office by June 1, 2009

You can send your replies as either a Word attachment (to: marin@usfca.edu) or as a hard copy to: Provost Office, Lone Mountain Rossi Wing 4th floor.

If you have any questions, please contact: William Murry, Director of Institutional Assessment (wmurry@usfca.edu or x5486).



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& SON Full Faculty 5/4/09*

These courses are for the MODEL C (Post-baccalaureate students/master's entry) CNL Program

N6xx: CNL Roles Course: Introduction to CNL Role (1 unit)

Course description:

This course introduces the role of the Clinical Nurse Leader (CNL) in contrast to the registered nurse. The historical context for the development of the CNL role will be discussed.

Course pre/co-requisites:

Enrolled in CNL MSN program and completed all pre-MSN coursework

Course objectives:

At the completion of the course, the student will be able to:

1. Compare and contrast the role of the CNL and the role of the registered nurse in various healthcare settings.
2. Examine role theory to provide a foundation of CNL knowledge and skills.
3. Analyze professional standards relating to nursing practice and the implementation of the CNL role.
4. Describe the effects of accrediting agencies on nursing education, the roles of the nurse and the provision of health care in institutions.
5. Exhibit consistent professional behavior, performance, accountability, and responsibility within the parameters of the nursing student role.

N6xx: CNL Roles Course: Team Manager and Leader (1 unit)

Course description:

This course expands on the clinical leadership aspects of the CNL role, emphasizing the importance of communication, alliance-building and accurate assessment of the abilities and scope of practice limitations within a health care team. Concepts related to microsystem leadership and coordination of nursing teams will be introduced.

Course pre/co-requisites:

Enrolled in CNL MSN program and completed semester 1,2 and 3 coursework. Concurrent enrollment in Semester 4 courses.

Course objectives:

At the completion of the course, the student will be able to:



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1. Differentiate the legal scope of practice in California for RNs, LVNs, Advanced Practice Nurses, and other healthcare team members.
2. Apply professional standards in the supervision and delegation of nursing care in various nursing care delivery models.
3. Analyze how scope of practice, clinical needs, organizational relationships and communication influence delegation decisions.
4. Examine the importance and development of group leadership in relation to the CNL role.
5. Exhibit consistent professional behavior, performance, accountability, and responsibility within the parameters of the nursing student role.



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N6xx: CNL Roles Course: Integration and Evaluation of Clinical Leadership (1 unit)

Course description:

Introduces the CNL student to nursing leadership and clinical reasoning necessary for practice in the clinical setting.

Course pre/co-requisites:

Enrolled in CNL MSN program and completed semester 1,2, 3 and 4 coursework. Concurrent enrollment in Semester 5 courses.

Course objectives:

At the completion of the course, the student will be able to:

1. Analyze strategies for health promotion and disease prevention within a selected population.
2. Evaluate the effectiveness of selected healthcare interventions within a broad population in a variety of settings.
3. Apply care management skills and principles to design client care within specific episodes and across episodes of illness and disease.
4. Exhibit consistent professional behavior, performance, accountability, and responsibility within the parameters of the nursing student role.

N6xx: CNL Roles Course: CNL Role Synthesis (2 units)

Course description:

Presents a framework for interdisciplinary leadership and lateral integration of care. Through the clinical immersion experience, the student will integrate leadership and clinical management concepts to provide a context for implementation of the CNL role in complex, adaptive healthcare systems.

Course pre/co-requisites:

Enrolled in CNL MSN program and completed semester 1,2, 3, 4 and 5 coursework. Concurrent enrollment in Semester 6 Clinical Internship.

Course objectives:

At the completion of the course, the student will be able to:

1. Identify patterns of communication and relationship characteristics of a well-functioning



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team.

2. Analyze organizational support and technology necessary for the CNL to serve as leader and partner in the multidisciplinary team.
3. Perform clinical microsystem assessment using appropriate risk analysis tools.
4. Using evidence-based methods, evaluate the outcome of system-wide protocols for healthcare delivery.
5. Synthesize and implement the CNL role in a clinical microsystem setting.
6. Exhibit consistent professional behavior, performance, accountability, and responsibility within the parameters of the nursing student role.