Program: <u>4+1 BSN-MSN</u>

Presenter(s): <u>Francine Serafin-Dickson</u>

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PEC Scorecard	Yes	No	Feedback
1. Program's assessment/evaluation plan (must include one			
a. Is there a program goal? (summary statement of PLOs)	Y		Well done. All pathways to the MSN degree use the same MSN program goal and PLOs.
b. Is there an assessment plan? Is it sufficiently comprehensive?		N	A written program assessment plan that includes a data collection timeline defining when the data is reported out to stakeholders for action plans that respond to the data. Also, post-graduation employment data has not been collected-this needs thoughtful consideration for 4+1 graduates but also for all MSN graduates.
c. Is there a current sufficiently comprehensive curriculum map(s) in place? For undergraduate programs, are ILOs included?	P		A number of curriculum maps are in place for PLOs, QSEN, and AACN Masters Essentials, and BRN required content (specific to the BSN).
d. Is there a direct measure used to assess if students' learn what is being taught?	P		Developed (rubric to assess final poster presentation linked to MSN curriculum map) but not fully implemented.
2. Outcomes data (must minimally include: time to graduation, attrition, 1st time pass rate (NCLEX/NP certification), employment, and results from using one direct measure).			
a. Were the Program Evaluation Plan (PEP) and other program specific benchmarks reached?	P		Impressive effort has been made to monitor individual student progression (attrition rates, time to graduation, NCLEX pass rates). This information has been reported out to faculty. National certification pass rates are not meeting the benchmark.

b. Were there faculty developed action plans?	Y		Admission criteria were significantly revised. Program outcome data was used to guide these faculty decisions.
c. Based on findings, were faculty develop action plans captured in department committee minutes?	Y		Minutes for the BSN and MSN program did capture these discussions and decisions.
3. Closing the loop			
a. What was shared and with who? (evidence)	Y		A faculty sub-committee gave the admission criteria focused attention, their findings were shared with BSN and MSN faculty at the onset of the process and when final decisions were made.
b. How was it shared?	Y		During regularly schedule faculty meetings with student representatives.
c. What impact did this have and what was learned/revised-captured in department committee minutes?	TBD		New admission criteria were approved and have been implemented. The impact is to be determined.

P Partial

N No

Y Yes

TBD to be determined

PEC Feedback/Priorities:

1. Develop a comprehensive program assessment plan that includes benchmarks and a timeline for when the data will be collected and reported to stakeholders. Excellent job collecting data about 4+1 MSN students related to attrition rates, time to graduation, and NCLEX pass rates. Prioritize the collection of post-graduation employment data. This is a priority for the MSN program (which includes the 4+1 program) as well.

2. Implement the rubric used to assess the final poster presentation aligned to the MSN curriculum map. Collect the data, analyze it and determine what courses are performing well and which courses need revisions. This will address the PEC requirement that each program have a direct measure that assesses if students are learning what faculty are teaching. F

3. The process used to create admission criteria for the 4+1 program, which included gaining input from many constituents (faculty and students) in the BSN and MSN programs, was very well done! Please continue to uses these communication methods to share information and to make curricular/program decisions.