Results Summary

**Unit name:** Master’s Entry Program in Nursing (MEPN)

**College/School:** Hahn School of Nursing

**Assessment Overview**

We assesses ten learning outcomes for the Master’s Entry Program in Nursing on a three-year cycle. Learning outcomes are assessed in the theoretical portion of each course as well as in the clinical portion of courses. Grading rubric templates are provided for assigned papers, and projects, both individual and group. In addition, students are evaluated on presentations, facilitating group discussion, participating in problem based learning (PBL) activities, and various case scenarios in the Simulation Center. In courses with a clinical practicum, all students participate in Clinical Competency Exams (CCE) which occur each semester and assess the students’ ability to apply theoretical knowledge to clinical cases using standardized patients (SP) in the Simulation Center.

**Results & Actions**

In our last review in summer 2015, we recognized a need for a more continuous and systematic approach to evaluating students assessment and nursing skills throughout the program. This past academic year we implemented CCEs. This type of examination was developed to standardize the assessment of a MEPN student’s ability to assess, plan, implement, and evaluate patient care with a SP in the simulation center. Students are required to interview the SP and perform appropriate assessments and/or procedures. Successful completion of the CCE is now a requirement to progress to the next semester of study. A very small number of MEPN students were not successful in the first attempt at CCEs and required remediation by a faculty member in the simulation center. Students were then given another opportunity to pass the CCE. All students to date have successfully passed the CCE on the second attempt.

The implementation of CCEs in the MEPN program demonstrates a significant increase in the rigor of the MEPN program. CCEs, in conjunction with clinical faculty observations in the hospital and community setting, inform faculty of student success. We now are confident all MEPN graduates are functioning at the required level to ensure adequate patient care with an emphasis on culturally competent, developmentally appropriate, family centered, safe patient care.