

Master of Science in Nursing (MSN): Masters Entry Program
in Nursing Track (for non-RNs)



Assessment Overview & Results Summary

College/School:	Hahn School of Nursing and Health Science
Assessment Overview:	<p>The Masters Entry Program in Nursing (MEPN) track learning outcomes are assessed annually. Students are evaluated in each course through a variety of methods including participation in classroom lectures, group activities and discussions, scholarly writing, oral presentations, case analysis, simulations, internet activities, and clinical practicums. Practicums are evaluated using a competency assessment checklist based on the BSN and MSN Essentials. Early intervention for students having challenges with the academic or clinical portion of the program is encouraged.</p>
Results Summary and Continuous Improvement Actions for AY 2018-2019:	<p>Faculty assessed the MEPN students' abilities to provide advanced clinical expertise as an advanced generalist nurse through the successful completion of a competency assessment (based on national standards) in the areas of advanced generalist care. These competencies also assessed the students' ability to provide innovative care and engage in interprofessional collaboration in the management of culturally diverse individuals and families. Another key outcome for the MEPN graduate is leadership at the micro (unit) level, which was demonstrated through accomplishing competencies in leadership, group facilitation, and coordinating interdisciplinary teams in health care settings. All students were able to achieve some measure of success with implementation. Timing or time management continues to pose problems for some students; however, this is consistent with the feedback faculty hear from USD hospital colleagues regarding new grads' ability to implement time management. As steps to improve student learning for future students, assignments that target the same competency of integrating research into practice will be introduced in an earlier course. Faculty also assessed the student's ability to integrate research into practice through the successful design of an evidence-based practice project in the clinical setting occurring in the fourth of five semesters. By teaching and implementing this competency earlier in the program, faculty expect to see improvement in the student's ability to complete the project in a timely fashion. Upon completion of this program, they are eligible to take the national CNL certification exam. Faculty will continue to monitor CNL certification pass rates.</p>