School of Nursing
College of Natural, Applied and Health Sciences

Mission

The mission of the School of Nursing is to provide the breadth and depth of academic and clinical experiences to prepare registered nurses for advanced clinical practice and leadership roles within the context of a continuously changing health care system. Nurses educated at the baccalaureate level are prepared as nurse generalists able to practice in a variety of settings and clinical situations. Nurses educated at the master’s level are prepared for specialization in roles of nurse managers and administrators and in content areas of nursing and healthcare administration/leadership, Trans-cultural nursing, community health, and school nursing. Nurses prepared at both levels contribute to clinical excellence and quality of care through active participation in continuously raising standards of care in the region.

Assessment Process

All Master of Science (MSN) students must complete 5 required core courses as part of the requirements for each major (NURS 5000, NURS 5100, NURS 5600, NURS 5900, NURS 5901). In addition, each major requires a culminating clinical course (NURS 5910 or NURS 5510 for school nurse majors) during which students must demonstrate mastery of major content and learning outcomes. These core courses build on the BSN degree and provide a sound foundation with regard to the research and theoretical aspects of professional Nursing practice at the Masters level. As such, these core courses are the primary vehicle for assessing the knowledge of our students. Beyond the core courses, students must complete major specific courses to qualify for the specialty MSN degree.

Each core course uses a variety of assessment tools that may include: exams, research and reflective writing assignments, portfolio work, group work products, etc., as part of the evaluation process. The School of Nursing uses assessment results for making adjustments to course assignments and program practices aimed at facilitating student learning. For example, as a requirement for NLNAC accreditation (approved 2009-2017), each core Nursing course includes a course assessment tool administered at the end of each course to assess students’ mastery of course objectives. The data from the overall course assessment tool, along with data from tools used to assess mastery of course content, are used during the annual summer curriculum workshop to guide decisions about changes to course content, assignments, assessment tools, and curriculum revisions.

The assessment of the core courses was started with the assessment of NURS 5900. Each semester course data will be collected and analyzed to address areas of program strengths and weaknesses and to inform program improvement decisions. In addition, a systematic process for gathering data utilizing indirect measures, such as the Graduating Student Survey, was established. Data from the student survey are included with data already collected to help inform faculty decisions regarding program improvement and improvement in student learning.
**MSN Student Learning Outcomes (Direct and Indirect Measures):**

*Students who graduate with a Master of Nursing Science (MSN) should be able to:*

**SLO 1:** Demonstrate critical thinking and innovation in decision-making and problem solving.

Direct Measure #1 (5910) *(Planned for 2012-2013):* Two assignments scored with rubrics measuring SLO’s

Indirect Measure #1 Analysis of grade distribution, course evaluation, peer review of course, graduation survey

Direct Measure #2 (5900) Two assignments scored with rubrics measuring SLO’s, one exam

Indirect Measure #2 (5900): Analysis of grade distribution

**SLO 2:** Integrate the use of theoretical frameworks for Transcultural nursing and management practices.

Direct Measure #1 (5910) *(Planned for 2012-2013):* Two assignments scored with rubrics measuring SLO’s

Indirect Measure #1 (5910) Analysis of grade distribution, peer review of course, graduation survey

Direct Measure #2 (5900): two assignments scored with rubrics measuring SLO’s, one exam.

Indirect Measure: Analysis of grade distribution, faculty student discussion

**SLO 3:** Synthesize advanced learning from the nursing, behavioral, social and communication sciences into Transcultural nursing management practice.

Direct Measure#1 (5910): *(Planned for 2012-2013):* Two assignments scored with rubrics measuring SLO’s

Indirect Measure #1 (5910): Analysis of grade distribution, peer review of course, graduation survey

Direct Measure # 2 (5900): Not applicable

Indirect Measure #2 (5900): Not applicable
**SLO 4:** Employ research methods in nursing and management processes.

Direct Measure #1 (5910): *(Planned for 2012-2013): Two assignments scored with rubrics measuring SLO’s)*

Indirect Measure #1 (5910): Analysis of grade distribution, peer review of course, graduation survey

Direct Measure #2 (5900): Two assignments scored with rubrics measuring SLO’s,

Indirect Measure#2 (5900): Analysis of grade distribution, faculty discussion

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**SLO 5:** Devise collegial strategies with all levels of health care providers to achieve a collaborative network.

Direct Measure #1 (5910): *(Planned for 2012-2013): Two assignments scored with rubrics measuring SLO’s)*

Indirect Measure #1 (5910) Analysis of grade distribution, peer review of course, graduation survey

Direct Measure #2 (5900) Not applicable

Indirect Measure#2 (5900) Not Applicable:

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**SLO 6:** Serve as recruiters, role models and mentors to RNs to develop their expertise in clinical nursing administration and leadership.

Direct Measure #1 (5910): *(Planned for 2012-2013): Two assignments scored with rubrics measuring SLO’s)*

Indirect Measure #1 (5910): Advisory Group Minutes, Graduating Student Survey

Direct Measure #2 (5900) Not applicable

Indirect Measure #2 (5900) Not applicable

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**SLO 7:** Model behavioral characteristics of client advocacy and ethical perspectives.

Direct Measure #1 (5910): *(Planned for 2012-2013): Two assignments scored with rubrics measuring SLO’s)*

Indirect Measure #1 (5910): Analysis of grade distribution, Graduating Student Survey

Direct Measure #2 (5900): Two assignments scored with rubrics measuring SLO’s

Indirect Measure #2 (5900) Analysis of grade distribution, faculty student discussion
**SLO 8:** Execute a leadership style that manifests responsibility and accountability for the quality of nursing care to clients representing a full scope of ethnic, social, economic and health state diversity.

Direct Measure #1 (5910): *(Planned for 2012-2013): Two assignments scored with rubrics measuring SLO’s)*

Indirect Measure #1 (5900): Analysis of grade distribution, peer review of course, graduation survey

Direct Measure #2 (5900): Not applicable

Indirect Measure #2 (5900): Not applicable

**SLO 9:** Demonstrate application of the use of management information systems.

Direct Measure #1 (5910): *(Planned for 2012-2013): Two assignments scored with rubrics measuring SLO’s)*

Indirect Measure #1 (5910): Analysis of grade distribution, peer review of course, Graduating Student Survey.

Direct Measure #2 (5900): Not applicable

Indirect Measure #2 (5900) Not applicable

**SLO 10:** Model a commitment to continuous personal and professional development.

Direct Measure #1 (5910): *(Planned for 2012-2013): Two assignments scored with rubrics measuring SLO’s)*

Indirect Measure #1 (5910): Analysis of grade distribution, peer review of course, Graduating Student Survey.

Direct Measure #2 (5900): Not applicable

Direct Measure #2 (5900): Not applicable
### Alignment of MSN SLO’s with University SLO’s

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<tr>
<th>School of Nursing MSN Student Learning Outcomes</th>
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| 1. Demonstrate critical thinking and innovation in decision-making and problem solving. | 1. Think critically, creatively and globally.  
2. Adapt to changing social, economic, and technological environments. |
| 2. Integrate the use of theoretical frameworks for Transcultural nursing and management practices. | 1. Think critically, creatively and globally.  
4. Advance their knowledge in the traditional disciplines and enhance their skills in professional areas. |
| 3. Synthesize advanced learning from the nursing, behavioral, social and communication sciences into Transcultural nursing management practice. | 1. Think critically, creatively and globally.  
2. Adapt to changing social, economic, and technological environments.  
4. Advance their knowledge in the traditional disciplines and enhance their skills in professional areas. |
| 4. Employ research methods in nursing and management processes. | 1. Think critically, creatively and globally.  
2. Adapt to changing social, economic, and technological environments. |
| 5. Devise collegial strategies with all levels of health care providers to achieve a collaborative network. | 1. Think critically, creatively and globally.  
3. Serve as active and contributing members of their communities. |
| 6. Serve as recruiters, role models and mentors to RNs to develop their expertise in clinical nursing administration and leadership. | 3. Serve as active and contributing members of their communities. |
| 7. Model behavioral characteristics of client advocacy and ethical perspectives. | 3. Serve as active and contributing members of their communities. |
| 8. Execute a leadership style that manifests responsibility and accountability for the quality of nursing care to clients representing a full scope of ethnic, social, economic and health state diversity. | 1. Think critically, creatively and globally.  
2. Adapt to changing social, economic, and technological environments.  
3. Serve as active and contributing members of their communities. |
| 9. Demonstrate application of the use of management information systems. | 1. Think critically, creatively and globally.  
2. Adapt to changing social, economic, and technological environments. |
| 10. Model a commitment to continuous personal and professional development. | 4. Advance their knowledge in the traditional disciplines and enhance their skills in professional areas. |