

**Bryan College of Health Sciences**  
**MSN Program**  
**Plan for Assessment of Student Learning**  
**2025-2026**

**Bryan College of Health Sciences Mission**

The mission of Bryan College of Health Sciences is to provide education in the health professions emphasizing clinical and academic excellence through collaboration with Bryan Health System and the healthcare community.

**Bryan College of Health Sciences Goals**

The goals of Bryan College of Health Sciences are to prepare graduates who:

- Qualify for diverse careers in healthcare, academic, or scientific environments.
- Illustrate respect for their own and others' unique individualities.
- Demonstrate professionalism in their fields of study.
- Practice life-long learning as a means of personal and professional growth.
- Exhibit service-oriented citizenship within their communities.

**Program Philosophy**

Nursing is an art and a science: the embodiment of caring. Nursing consists of a unique and integrated body of knowledge and requires multiple ways of thinking and reasoning. Nursing addresses holistic human responses to promote optimal health. Nurses function as part of part of the interprofessional team to provide high quality, safe, holistic care to their clients. Nursing requires commitment and responsibility to a diverse society and to the profession.

Learning is a lifelong endeavor that results in perpetual evolution of thinking, insight, attitude, and behavior. Education is a shared venture between students and faculty in which both embrace learning as change. Students are responsible to uphold the highest level of integrity and practice standards and demonstrate commitment to self-direction, independence of thought and creativity. Faculty craft an intellectually challenging environment in which they facilitate learning, support student learning goals, and role model excellence in education and nursing practice.

Graduate nursing education emphasizes inquiry as a constant that is integral to advancement of nursing practice. Engagement in systematic inquiry using traditional research methods, available evidence, contemporary technology, and information systems is an essential component of nursing education scholarship and leadership. Graduate nursing education provides the foundation to assume a variety of specialized roles in teaching and leadership in nursing education.

Nursing education is a specialty area of nursing practice that requires a unique blend of clinical and educational excellence. Nurse educators use their clinical expertise to facilitate learning in physical and virtual classroom environments as well as clinical settings. In clinical settings, nurse educators assist students to correlate theoretical concepts to real time events to solve patient care issues.

Nursing leadership is a specialty area of nursing practice that requires a unique blend of expertise in nursing and the business of healthcare. Nursing leaders facilitate interprofessional teams toward innovative solutions within health care systems. Nursing leaders shape safe, healthy, and fiscally sound systems through creative application of theoretical principles.

### **MSN Program Outcomes**

Upon completion of the Master of Science in Nursing program, graduates will be able to:

1. Initiate evidence-based solutions focused on addressing needs in professional practice.
2. Engage interprofessional teams to promote innovative solutions within healthcare.
3. Integrate principles of diversity into professional nursing practice.
4. Employ change theory in planning, implementing, evaluating, and revising systems that meet contemporary and emerging needs.
5. Integrate legal and ethical considerations into the practice of nursing.
6. Demonstrate proficiency at analyzing and using evidence in nursing practice.
7. Assimilate the multiple roles of advanced nursing practice within the context of the practice setting.

### **Measures and Method for Assessing Learning Outcomes**

#### **1. Exit Survey**

Students complete an exit evaluation upon graduation. The benchmark for the exit evaluation is 90% of graduates who return the evaluation will respond “Definitely Yes” to statement about receiving a high-quality educational experience at Bryan College of Health Sciences.

The Graduate Nursing and Health Professions Committee will review and report data from December 2025 graduating class.

## **2. Alumni Survey**

The program will send an Alumni Survey to all graduates 12 months following graduation. The benchmark for the exit evaluation is 90% of graduates who return the evaluation will respond “Definitely Yes” to statement about receiving a high-quality educational experience at Bryan College of Health Sciences.

The Graduate Nursing and Health Professions Committee will evaluate on an annual basis from the December 2024 graduating class.

## **3. Program Completion Rate**

Benchmark: 60% of students who enroll in the program will graduate within 7 semesters of study (on-time).

The Graduate Nursing and Health Professions Committee will evaluate on-time completion rates for students who entered into the program in Fall 2023 and Spring 2024 (on-time) and will review data from students in extended plans of study to determine retention data and estimated completion rates.

## **4. Employment**

Benchmark: 80% of graduates seeking employment will attain employment in a role-related position that provides professional/personal growth, career advancement, and/or a new role specialty with the degree achievement within one-year post-graduation.

The Graduate Nursing and Health Professions Committee will evaluate on an annual basis using the annual MSN Alumni Survey from December 2025 graduating class.

## **5. Practicum Evaluation**

Evaluations completed by preceptors during the practicum will assist in determining if students meet core competencies for either nurse leader or nurse educator and end-of-program student learning outcomes. The graduate faculty assigned to coordinate the Practicum will review the preceptor evaluations and make the final determination of student achievement of core competencies and end-of-program student learning outcomes using the Final Preceptor Field Experience Evaluation (NURS 788) or the Preceptor/Faculty Teaching Project Evaluation (NURS 757).

### Educator Benchmark:

~~The benchmark will be an average score between 4 (satisfactory) and 5 (commendable) in relation to students achieving established competencies.~~

Benchmark 1: 80% of students will achieve a score of 4 (satisfactory) or higher on the Final Preceptor Field Experience Evaluation Preceptor/Faculty Teaching Project Evaluation (NURS 757) related to role competencies.

The benchmark will be an average score between 4 (satisfactory) and 5 (commendable) in relation to students achieving end-of-program student learning outcomes.

Benchmark 2: 80% of students will achieve a score of 4 (satisfactory) or higher on the the Preceptor/Faculty Teaching Project Evaluation (NURS 757) related to end-of-program student learning outcomes.

The Graduate Nursing and Health Professions Committee will review and report data from December 2025 graduating class.

Leader Benchmark:

Benchmark 1: 80% of students will achieve a score of 4 (satisfactory) or higher on the Final Preceptor Field Experience Evaluation (NURS 788) related to role competencies.

Benchmark 2: 80% of students will achieve a score of 4 (satisfactory) or higher on the Final Preceptor Field Experience Evaluation (NURS 788) related to end-of-program student learning outcomes.

The Graduate Nursing and Health Professions Committee will review and report data from December 2025 graduating class.

## **6. Capstone**

The final course in the program is the NURS 784 Capstone II. Capstone II is a scholarly project that demonstrates integration and synthesis of knowledge gained throughout the program thereby demonstrating attainment of role-specific competencies and end-of-program student learning outcomes. Projects are presented in written and oral format.

The Graduate Nursing and Health Professions faculty will evaluate student achievement of the end-of-program student learning outcomes using the MSN Capstone Program Outcomes Rubric.

The NURS 784 Capstone II faculty will evaluate student achievement of the role-specific competencies using the MSN Role Competencies Achievement Rubric.

Benchmark 1: 80% of students will achieve a score of 4 (satisfactory) or higher on the MSN Capstone Program Outcomes Rubric.

Benchmark 2: 80% of students will achieve a score of 4 (satisfactory) or higher on the MSN Role Competencies Achievement Rubric

The Graduate Nursing and Health Professions Committee will review and report data from December 2025 graduating class.

### **Analysis of Outcomes:**

Graduate Nursing and Health Professions Faculty will obtain data through the identified measures and analyze all data to determine gaps in learning based on established benchmarks. Results will be presented to the Graduate Studies Committee annually. In order to identify trends, data will also be analyzed in two- and three-year summaries due to small class size.

### **Determination of Contributing Factors for Identified Gaps:**

Graduate Nursing and Health Professions Faculty will identify gaps uncovered in the annual report and explore possible sources of gaps and related solutions. As discussed previously, data will be reviewed annually with the awareness that significant variation can result due to the small class size in the program. Individual faculty will be consulted when warranted and the literature will be reviewed as appropriate.

### **Planned Modifications to Identified Gaps:**

The Dean, in consultation with the Graduate Nursing and Health Professions Faculty will make recommendations for programmatic and/or operational adjustments after review of the data. The dean and faculty may determine additional monitoring may be appropriate if a gap is only present in one-year data. A gap present in the two- and three-year data indicates a trend and requires change in the program. Recommended changes will be presented to the Graduate Studies Committee.

### **Planning and Budgeting Processes:**

Recommended programmatic and/or operational adjustments will be integrated into the annual planning and budgetary process. The faculty and Dean will prioritize programmatic changes and resultant budgetary requests based upon the assessment data. The requests will be integrated into the annual strategic planning and operational/capital budgetary cycles. Program requests will be submitted to appropriate Faculty Senate committees as needed with operational requests submitted to Leadership Council.

### **Adjustment and Outcome Correlations:**

During the annual evaluation of assessment results, the Graduate Nursing and Health Professions Faculty and Dean will correlate changes in outcome achievement with previous adjustments targeted at narrowing identified gaps. The annual report will detail the adjustments and achievements. The Graduate Faculty will hold ongoing discussions regarding the status of adjustments and their impact throughout the year.

### **Refining the Assessment Plan and Processes:**

Each year the Graduate Nursing and Health Professions faculty and Dean will evaluate the assessment plan, instruments, and methods to determine need for revision in the assessment process.