

**Annual Program Report  
College of Nursing  
M.S. Nursing  
Academic Year 2015-2016**

All academic programs should have an assessment plan and process that: 1) reflects the six steps of a continuous assessment cycle (refer to the “Annual Assessment Cycle Process” diagram for guidance) and 2) includes at least: one program goal, three student learning outcomes (SLOs), and four key program assessment measures (three direct/one indirect measures). The program’s goal(s), SLOs, and key program assessment measures should span (or reflect) students’ learning, development, and progression from the beginning to the end of the program.

**Part I: Cover Page  
UNM Academic Programs Assessment Report  
Record for Assessment of Student Learning Outcomes  
The University of New Mexico**

<b><u>Title of Degree or Certificate Program</u></b>	<b><u>Degree Level</u></b> <i>(Certificate, Associate, Bachelors, Master's, etc.)</i>
Master of Science Nursing	Master's Degree

Name of Academic Department (if relevant): Practice Team

Name of College/School/Branch: UNM College of Nursing, Albuquerque

Academic Year/Assessment Period: 2015-2016

Submitted By (include email address): Kristen Ostrem-Niemcewicz, kostrem@salud.unm.edu

Date Submitted to College/School/Branch for Review: November 3, 2016

Date Reviewed by College Assessment and Review Committee (CARC) or the equivalent:

Student learning outcomes (SLOs) A.1, A.2, C.1 and C.2 are targeted/assessed/measured within three years:

This assessment record focuses on SLOs from the second year.

Actions and/or improvements that were implemented during the previous reporting period:

Major changes this year based on program evaluation data, student and faculty feedback, and knowledge of professional requirements and trends include: advanced pharmacology course obtained Golden Paw status, all MSN courses are web-enhanced and many instructors are seeking Golden Paw recognition. Faculty teaching in the FNP program meet regularly to review the roll out of new courses in revised curriculum (AY 2014-2015) to identify strengths and improve weaknesses. Concentration coordinator's meet to support concentration evaluation and management within the MSN program. Course coordinators meet to coordinate student's schedules, improve communication with students across courses and avoid redundancy in scheduling assignments and assessments during the term. Assessment reports have traditionally been reviewed in the spring term by the Program Evaluation Committee, this schedule has been revised and reports will be reviewed at the fall 2016 meeting.

## Part II: Assessment Report

### Program Goals A.1 & A.2:

<b>A.1 Analyze theoretical formulations as a basis for nursing practice, education, and administration.</b> <b>A.2 Apply and/or participate in research about health/illness and the practice of nursing.</b>	
Measures Used for Assessment	NURS 597 Comprehensive Exam, Part I pass / fail percentage (exam specifically measures students ability to integrate & apply information from core MSN courses in theory, research, and health policy)
Assessment Measure	Direct
Performance Benchmark	NURS 597 Comprehensive Exam, Part I pass / fail percentage
Data Results	All MSN Students enrolled during spring 2016 term of (NURS 597) 100% pass rate (n=24)
Data Analysis	Student Failure Rate (<80% on a total of three attempts)= 0%
Recommendations for Improvement/Changes	See discussion below*

Discussion of findings: A1, A2)

Students in all MSN concentrations have performed well on measures of all SLOs. Students consistently demonstrate achievement of early program goals related to application of knowledge from basic sciences and acquiring needed skills in clinical assessment (C1); this is reflected in the 100% pass rate on both a faculty observed physical assessment skills demonstration and overall course pass rate. Students also demonstrate integration and application of knowledge related to theoretical foundations for practice, nursing research, and health policy based on the 100% pass rate on Part I of the comprehensive exam. This is a challenging exam which requires students to review current literature related to practice, theory, health policy and interpret / critique both research methodology and findings. This basic content is presented early in the program and then is integrated into later course work. This is an effective programmatic method as students retain the early content and apply it at an advanced level at the end of their program. The vast majority of students do well in the N595 Advanced Fieldwork course. This course in the final clinical course in which the students ability to utilize advanced clinical knowledge and skill to promote, maintain, and/or restore optimum wellness to client systems (C2) is evaluated. Students must demonstrate knowledge, clinical skill, professionalism, and the ability to work in interdisciplinary teams throughout this course. 100% of students did this successfully. Two students finished their N595 coursework during the summer 2016 term. It is a strength of the MSN program that students are not allowed to progress to graduation without demonstrating the needed skills / knowledge to enter practice. Improved communication between N597 course faculty, concentration coordinators and students were integrated into fall courses this year, with

course description updates on the website, introduction lectures by concentration coordinators and a video guide imbedded into the Blackboard Learn course.

**Program Goals C.1 and C.2:**

<p><b>C.1. Utilize advanced clinical knowledge and skill to promote, maintain, and/or restore optimum wellness to client systems.</b></p> <p><b>C.2. Synthesize knowledge from the biophysical, social, and nursing sciences which affects health/illness behavior or client systems as a basis for nursing practice, education, and administration.</b></p>	
Measures Used for Assessment	<p>NURS 540 Advanced Health Assessment, course and clinical skills pass rates (for APRN students). This is a formative assessment of this SLO early in the student's program of studies</p> <p>NURS 597 Comprehensive Exam Part II overall pass / fail rates Part II of the N597 exam is specific to the clinical knowledge and skills required of students in each concentration in the MSN program (the exam specifically measures students ability to integrate &amp; apply information from the clinical courses in the APRN concentrations or the Nursing Education courses). This assessment occurs in the final term of the student's program of studies.</p>
Assessment Measure	Direct
Performance Benchmark	N540 and N597 Pass Rates
Data Results	<p>All APRN MSN students enrolled in N540 Advanced Health Assessment and all MSN students taking the N597 Part II exam. Data were collected in Fall term 2015 in the N540 course and in multiple terms during this academic year in N597.</p> <p>100% Pass rate for all MSN Students enrolled in N540 and NURS 597 Part II exam</p> <p>APN national certification pass rates= 100%</p>
Data Analysis	<p>Student failure rate of &lt;80% = 0%</p> <p>N540 lab sessions (clinical skills pass rates) and overall course scores.</p>

	N597 exams (either in Blackboard Learn or in the classroom setting) throughout the year. The exam is a multiple choice exam which covers all concentration specific content administered in the final term.
Recommendations for Improvement/Changes	See discussion below*

N597 exams are administered and student identification is verified (either in Blackboard Learn or in the classroom setting). Small group student faculty teams provide opportunity for observations in of health assessment knowledge and performance. APN students are tested on concentration specific content and supervised by clinical faculty (preceptors) and course faculty to validate clinical knowledge and skills, with a final attestation to safe beginning practitioner by the end of N595. The Education Concentration students demonstrate competency teaching in clinical and didactic settings during the N595 course. Major changes this year based on program evaluation data, student and faculty feedback, and knowledge of professional requirements and trends include: monitoring the major revisions (AY14-15) of the FNP, AGACNP, and the Education concentrations. Additionally, faculty teaching in all MSN programs are meeting to review the roll out of new courses to identify strengths and improve weaknesses in the revised curricula.

