

College of Nursing
Masters of Science in Nursing
Assessment Plan
University of New Mexico

Instructions:

This template is a suggested guideline for creating assessment plans to assess academic program-level student learning outcomes. An assessment plan can span one, two, or three assessment cycles. Alternative formats (e.g., those used by specialized accreditors) may be acceptable; please check first with the Office of Assessment.*

Assessment plans should include clear differentiations between degrees (i.e., concentration, certificate, bachelor, master's, and/or doctoral).

Assessment plans should be reviewed and approved at the college/school/branch level by the College Assessment Review Committee (CARC) or the equivalent.

All assessment plans should be made available to students and the broader UNM community for review via the website of the college/school/branch.

*If you have any questions, please contact the Office of Assessment at assess@unm.edu or 277-4130.

Please delete this cover page before submitting.

College of Nursing
Masters of Science in Nursing
Assessment Plan
The University of New Mexico

A. College, Department and Date

1. College: *College of Nursing, Albuquerque*
2. Department: *Practice Team*
3. Date: *November 3, 2016*

B. Academic Program of Study*

M.S. Nursing

C. Contact Person(s) for the Assessment Plan

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D. Broad Program Goals & Measurable Student Learning Outcomes (SLOs)

[List below:]

1. Broad Program Learning Goal(s) for this Degree/Certificate Program

- A. Analyze theoretical formulations as a basis for nursing practice, education, and administration.
- B. Apply and/or participate in research about the nature of health/illness and the practice of nursing.
- C. Utilize advanced clinical knowledge and skill to promote, maintain, and/or restore optimum wellness to client systems.
- D. Assume leadership roles in nursing practice, education, or administration.
- E. Assume responsibility for developing health care policy relative to social, ethical, legal, economic, and political issues that impact on nursing.
- F. Organize and develop collaborative relationships for the improvement of health care on an agency, organizational, or legislative level.

* Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).

Adapted from Kansas State University Office of Assessment

G. 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.

2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program

- A.1. Analyze theoretical formulations as a basis for nursing practice, education, and administration.
- A.2. Apply and/or participate in research about health/illness and the practice of nursing.
- B.1 Assume leadership roles in nursing practice, education, or administration.
- B.2 Assume responsibility for developing health care policy relative to social, ethical, legal, economic, and political issues that impact on nursing.
- C.1 Utilize advanced clinical knowledge and skill to promote, maintain, and/or restore optimum wellness to client systems.
- 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.
- D.1 Organize and develop collaborative relationships for the improvement of health care on an agency, organizational, or legislative level.

E. Assessment of Student Learning Plan

All programs are expected to measure student learning outcomes annually and to measure all program student learning outcomes at least once over one, two, or three assessment cycles. Each unit determines which of its student learning outcomes to assess during an assessment cycle. Describe the program’s one, two, or three year plan for assessing program-level student learning outcomes by addressing 1 thru 4 below.

1. Student Learning Outcomes Matrix

[Insert all student learning outcomes that will be assessed by the unit over the next one, two, or three assessment cycles. 2014-2017

Relationship to UNM Student Learning Goals (insert the program’s SLOs and check all that apply):

University of New Mexico Student Learning Goals				
Program SLOs	Knowledge	Skills	Responsibility	Program SLO is conceptually different from university goals.
A.1. Analyze theoretical formulations as a basis for nursing practice, education, and administration.	X		Program faculty	Yes
A.2. Apply and/or participate in research about health/illness and the practice of nursing.	X	X	Program faculty	Yes
C.1. Utilize advanced clinical knowledge and skill to promote, maintain, and/or restore optimum wellness to client systems.	X	X	Program faculty	Yes
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.	X	X	Program faculty	Yes

2. How will learning outcomes be assessed? (Address Ai thru Aiii individually or complete the table below)

A. What:

- i. *For each SLO, briefly describe the means of assessment, i.e., what samples of evidence of learning will be gathered or measures used to assess students’ accomplishment of the learning outcomes in the three- year plan?*

- ii. Indicate whether each measure is **direct** or **indirect**. If you are unsure, then write “Unsure of measurement type.” There is an expectation that **most of the assessment methods/measures will be direct** measures of student learning with at least 1-2 indirect assessment methods/measures.
- iii. Briefly describe the **criteria for success** related to each direct or indirect means of assessment. What is the program’s performance target (e.g., is an “acceptable or better” performance by 60% of students on a given measure acceptable to the program faculty)? If scoring rubrics are used to define qualitative criteria and measure performance, attach them to the plan as they are available.

A.1 Analyze theoretical formulations as a basis for nursing practice, education, and administration.	
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
Sample of Students	All MSN Students enrolled during final semester of (NURS 597).
Timetable for Data Collection	Data were collected in multiple terms during this academic year.
Setting Measures were Administered	NURS 597 is an individual student exam administered via Blackboard Learn. The exam includes both multiple choice and essay questions related to a series of articles addressing current research, health policy issues, and nursing theory.

A.2 Apply and/or participate in research about health/illness and the practice of nursing.	
Measures Used for Assessment	NURS 597 Comprehensive Exam, Part I pass / fail percentage Note: NURS 504 Evidence Based Practice research paper and NURS 596 Paper with grading rubric were previously used as data for this SLO, however N504 is no longer offered and almost no students elect the -596 paper. New strategies for measurement of this SLO will be developed for the AY 2015-2016 plan
Assessment Measure	Direct
Sample of Students	All MSN Students enrolled in NURS 597
Timetable for Data Collection	Data were collected in multiple terms during this academic year.
Setting Measures were Administered	NURS 597 is an individual student exam administered via Blackboard Learn. The exam includes both multiple choice and essay questions related to a series of articles addressing current research, health policy issues, and nursing theory.

C.1. Utilize advanced clinical knowledge and skill to promote, maintain, and/or restore optimum wellness to client systems.	
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 & 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
Sample of Students	All MSN students enrolled in N540 Advanced Health Assessment and all MSN students taking the N597 Part II exam.
Timetable for Data Collection	Data were collected in Fall term 2014 in the N540 course and in multiple terms during this academic year in N597.
Setting Measures were Administered	<p>N540 lab sessions (clinical skills pass rates) and overall course scores.</p> <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.</p>

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.	
Measures Used for Assessment	<p>NURS 597 Plan II Exam, Part II.</p> <p>NURS 595 Fieldwork; course pass rate based on direct observation of students in clinical practice / educational settings. Observations are by both faculty and preceptors.</p>
Assessment Measure	Direct
Sample of Students	All MSN Students enrolled in final semester of MSN program.
Timetable for Data Collection	Data were collected in multiple terms during this academic year.
Setting Measures were Administered	N597 exams (either in Blackboard Learn or in the classroom setting). Observations in various clinical settings involving direct patient care (APRN students) and observation of Education Concentration students teaching in clinical and didactic settings.

B. Who: State explicitly whether the program’s assessment will include evidence from all students in the program or a sample. Address the validity of any proposed sample of students. [**NOTE:** *Although one size does not fit all and it does depend on the assessment method, sampling should not be taken lightly. Best practices indicate that sampling approx. 20% of a course’s student population (or student enrollment) is valid and reliable if the number exceeds 99. Otherwise, a valid rationale has to be provided for samples that are less than 20% of the course’s student population.*]

SLO	COURSES	Student Pass Rate, 1st or 2nd attempt(80% minimum score)	Student Failure Rate (<80%)
A1 & 2	NURS 597 part I		
C1	NURS 540		
	NUR 597 part II		
C2	NURS 597, part II		
	NURS 595		
Sampling 100% of the student sample			

3. When will learning outcomes be assessed? When and in what forum will the results of the assessment be discussed?

[Briefly describe the timeframe over which your unit will conduct the assessment of learning outcomes selected for the one, two, or three year plan and/or complete the following table. For example, provide a layout of the semesters or years (e.g., 2014-2015, 2014-2016, and 2014-2017), list which outcomes will be assessed, and which semester/year the results will be discussed and used to improve student learning (e.g., discussed with program faculty, interdepartmental faculty, advisory boards, students, etc.)]

Program SLOs	Year/Semester Year
A 1 and 2	Year 1, Fall 2015
C 1 and 2	Year 1, Fall 2015
A 1 and 2	Year 2, Fall 2016
C 1 and 2	Year 2, Fall 2016
A1 and 2	Year 3, Fall 2017
C 1 and 2	Year 3, Fall 2017

4. What is the unit’s process to analyze/interpret assessment data and use results to improve student learning?

Briefly describe:

1. MSN faculty and concentration coordinators will participate in the assessment process (the gathering of evidence, the analysis/interpretation, recommendations).
2. The process for considering the implications of assessment/data for change:
 - a. to assessment mechanisms themselves,
 - b. to curriculum design,
 - c. to pedagogy,
 - d. in the interest of improving student learning.
3. Presentation of the data and recommendations will be communicated to MSN faculty and the College of Nursing Program Evaluation Committee every fall term.

Evaluation Standard	Plan Indicator	Evaluation Data	Accountability	Frequency	Expected Outcomes
IV-A A systematic process is used to determine program effectiveness	MSN program report	Reports of individual concentrations w/in the MSN program identify strengths / areas for improvement based on faculty & student input	Program Evaluation Committee or designee	Annually	Identified strengths & areas for improvement used for evaluation of program effectiveness. Program revisions made as indicated.

IV-B Program completion rates demonstrate program effectiveness	Program completion rate data	Admission data; retention & attrition rates	Education & Practice team leaders along with Program Evaluation Committee	Annually	70% of students admitted (full time status) complete the program in 6 terms. Exception: student withdrawal for personal reasons
IV-C Licensure & certification pass rates demonstrate program effectiveness	National certification exam pass rate (where applicable)	Test statistics for 1 st & 2 nd time test takers in ACNP, FNP, PNP, Midwifery programs	Education & Practice team leaders	Annually	Minimum of an 80% pass rate on national certification exams (CCNE standard)
IV-D Employment rates demonstrate program effectiveness	Employment Rate EBI survey	1. # of students employed within 12 months of graduation (student or employer report) 2. Employer feedback	Executive Associate Dean or designee	Every 3 years	Employment rate is 70% or greater for graduates actively seeking employment
IV-E Program Outcomes demonstrate program effectiveness	1. Graduate student satisfaction 2. Alumni satisfaction 3. Comprehensive Exam	1. EBI exit survey, exit interviews 2. EBI survey 3. Comprehensive exam pass rate for 1 st & 2 nd attempts, parts I & II	1. Educ. & Practice team chairs 2. Educ. & Practice team chairs 3. Concentration Coordinators	Annually	1. & 2. Satisfaction data reported by concentration & used in program evaluation as reflected in meeting minutes & concentration annual reports 3. 85% pass rate on parts I & II by 2 nd attempt
IV-F Faculty outcomes, individually & in the aggregate	1. Course evaluation data (Evalkit or other format).	1. Aggregate Evalkit (or other format) data 2. Faculty CVs	Education & Practice Team Leaders & Executive	Annually	All faculty maintain certification as an APRN

demonstrate program effectiveness	2. Faculty certification maintained 3. Faculty evaluations demonstrate scholarship, teaching expertise, & professional development	3. Faculty Evaluations	Associate Dean		(where applicable). 90% of faculty meet or exceed expectations for teaching, scholarship, & service on annual performance evaluation
IV-G The program defines & reviews formal complaints according to established policies	Existing policy for review of formal complaints	Formal complaints process & outcomes reviewed for congruence with policy	Executive Associate Dean or designee	Annually	Formal complaint policy is appropriately implemented. Formal complaints used for program improvement when indicated.
IV-H Data analysis is used to foster ongoing program improvement	Concentration reports & MSN program reports reflect use of available data for program improvement	1. Annual concentration reports 2. MSN Program Report 3. Program Evaluation Committee minutes 4. Data sources identified in Standards IV-A through IV-H	Program Evaluation Committee	Ongoing with annual summary review	Program improvements reflect data from multiple sources (IV A-F).

