

# Assessment of Student Learning Plan: **School of Nursing**

Review of 2012-13 Academic Year

University of Southern Maine

## A. College, Department or Program, Date

College CSTH  
Department or Program Nursing  
Date 6-5-2013

## B. Department or Program Chair: Krista M. Meinersmann

*\*(person responsible for completing this form)*

## C. Degree or other Program: BS, MS, DNP

## D. Assessment of Student Learning

### **1: Has your department identified any Student Learning Outcomes? (What are students able to do by the end of your program?)**

- a. *List the most important student learning outcomes (3-5) that have been agreed upon in your department. Then, identify which student learning outcome (1-2) was assessed this past year.*

Our accrediting body requires that we have expected student outcomes i.e. student learning outcomes. Each program has set program outcomes which we consider our expected student outcomes for the respective program. Copies of these are attached. All are assessed each year as they are linked to specific courses. Also attached are charts from our last accreditation self-study report showing what outcome for both the BS and MS is addressed in what course or courses.

- b. *If your department/program does NOT have any student learning outcome statements yet, please check here\_\_\_\_\_.*

### **2: How and When will the Learning Outcomes be assessed?**

- a. *Briefly describe the forms of evidence that were utilized this past year to demonstrate students' accomplishment of the learning outcome(s) selected, and when you implemented the assessment.*

Assessment is ongoing for all program outcomes for both the BS and MS programs. The DNP program is new and we do not have sufficient student data to assess outcomes at this time.

Forms of evidence used for the BS program include: Course test results, course final grades, clinical performance evaluations for each clinical course, ATI standardized tests associated with several courses, course evaluation data, NCLEX-RN first time pass rates (the licensure exam all students take to become registered nurses), alumni surveys, and employer surveys.

Forms of evidence used for the MS program include: Course test results, course final grades, clinical performance evaluations for each clinical course, preceptor evaluations, ATI standardized tests associated with several courses, course evaluation data, certification exam first time pass rates (the exam all graduates take to become certified advanced practice registered nurses), alumni surveys, and employer surveys.

- b. *If your department/program did NOT assess any outcomes in the past year, please check here\_\_\_\_\_.*

### **3: How did you use the Assessment results to Improve Student Learning?**

- a. *Briefly describe your unit's process for using the assessment data to improve student learning, and state what improvements or changes are being planned based upon the assessment results.*

The evaluate data that is gathered in reviewed by the program evaluation committee and by the respective curriculum committees (Undergraduate Curriculum Committee, Graduate Curriculum, Admission and Advancement Committee, Doctorate of Nursing Practice Curriculum, Admission and Advancement Committee. Each committee makes recommendations for changes in policies, procedures, courses, and/or curriculum based on the review. For example, this last year the NCLEX-RN first time pass rate was lower than desired. Based on this finding a faculty forum was convened and subsequently a variety of recommendations were made by the Undergraduate Curriculum Committee for changes in policy and

procedures. These have not been reviewed or approved by faculty at this time due to the timing of the review. It is anticipated that the suggestions will be reviewed in the fall.

- b. *If your department has NOT reviewed any assessment results in the past year, please check here\_\_\_\_\_.*

**Comments:** In addition to the information shared above we have an ongoing program evaluation committee that will begin the work on our mid-accreditation report that is due in 2015. As part of this process we will be doing an extensive review of expected student outcomes and attainment of these outcomes. We also are in the process of revising an overall master evaluation plan for the School of Nursing. Finally, each individual faculty member also does an extensive review of student feedback on courses they teach as part of their peer review process. Based on this review the faculty member addressed the feedback and steps they plan to take to enhance their performance. All of this is part of the ongoing peer review process.

## Baccalaureate Program Objectives

By completion of the baccalaureate nursing program, graduates are prepared to:

1. Apply knowledge from nursing, the physical, social sciences and the humanities in professional nursing practice.
2. Demonstrate competency for entry level nursing practice.
3. Engage in ethical nursing practice.
4. Exercise leadership and manage resources in partnership with diverse communities.
5. Provide reflective evidenced-based nursing practice.
6. Collaborate with consumers and other providers to enhance people's ability to achieve optimal quality of life and wellness.
7. Demonstrate professional and personal accountability as a contributing member of the nursing profession.
8. Participate as an entry level nurse in multi-disciplinary health care.
9. Utilize appropriate communication (oral, written and technological) in working with individuals, families and communities.

## Master's Program Objectives

By completion of the master's nursing program, graduates are prepared to:

1. Critically analyze and use knowledge from nursing, the physical sciences, the social sciences and the humanities in advanced nursing practice.
2. Demonstrate competency for advanced nursing practice.
3. Critically analyze and apply ethical principles in advanced nursing practice.
4. Provide leadership in the management and delivery of advanced practice care to diverse individuals, families and communities.
5. Identify researchable problems and participate in research studies to enhance reflective evidence-based nursing practice.
6. Collaborate with health care providers to improve the wellness, quality of life and delivery of health care to diverse populations.
7. Continue to develop, support and contribute to the nursing profession.
8. Participate as an advanced practice nurse in interdisciplinary health care.
9. Utilize appropriate communication (oral, written and technological) in working with individuals, families and communities in advanced practice nursing.

Table 1.1 Congruence of USM, CONHP, SON mission/goals and Program Objectives/Expected Student Outcomes

	<b>CONHP Goals</b>	<b>SON Philosophy</b>	<b>Baccalaureate Program Objectives</b>	<b>Master's Program Objectives</b>
<p>ate, d Educate rs in... ocial</p>	<p>Provide nursing, therapeutic recreation, health sciences, radiation therapy, exercise and sports science education to a diverse student population within a state institution of higher education.</p>	<p>Our philosophy supports multiple ways of knowing... and promotes lifelong learning.</p>	<p>1. Apply knowledge from nursing, the physical, social sciences and the humanities in professional nursing practice.  2. Demonstrate competency for entry level nursing practice.</p>	<p>1. Critically analyze and apply knowledge from nursing, physical sciences, the social sciences, and the humanities to advanced nursing practice.  2. Demonstrate competency for advanced nursing practice.</p>
<p>re o fostering tical inquiry ticipation.</p>	<p>Promote a model of practice based on the highest standards of humane and ethical professional conduct.</p>	<p>The faculty support professional value development and value-based practice that include caring, ethics, social justice, personal and community empowerment</p>	<p>3. Engage in ethical nursing practice.  7. Demonstrate professional and personal accountability as a contributing member of the nursing profession.</p>	<p>3. Critically analyze and apply ethical principles in advanced nursing practice.  7. Continue to develop and contribute to the nursing profession.</p>
<p>es ...and iversity in all s campus emic work.</p>	<p>...to a diverse student population...</p>	<p>This community of scholarship creates an environment reflective of learning, faculty and student interactions, and partnering with persons of diverse backgrounds.</p>	<p>4. Exercise leadership and manage resources in partnership with diverse communities.</p>	<p>4. Provide leadership, management and delivery of advanced practice care to individuals, families and communities.</p>
	<b>CONHP Goals</b>	<b>SON Philosophy</b>	<b>Baccalaureate Program Objectives</b>	<b>Master's Program Objectives</b>

community	Provide professional service and consultation to the community and University in the areas of nursing, health, radiation therapy, exercise, sport science, and therapeutic recreation.	SON philosophy is built on the concept of community	9. Utilize appropriate communication (oral, written and technological) in working with individuals, families, and communities.	9. Utilize appropriate communication (oral, technological) in working with individuals, families, and communities in advanced nursing.
discovery, and	Conduct and disseminate research as a means of increasing knowledge and improving practice.	Emphasizes reflective evidence-based nursing practice	5. Provide reflective evidence-based nursing practice.	5. Identify researchable and participate in research studies to enhance reflective evidence-based nursing.
resources of the nation, and	Prepare health professionals to respond to the health needs of the people of Maine.	The faculty are committed to facilitating progress toward current national health care goals and initiatives. .. in fostering the health of individuals, families, and communities across the lifespan.	6. Collaborate with consumers and other providers to enhance people's ability to achieve optimal quality of life and wellness.  8. Participate as an entry level nurse in multi-disciplinary health care.	6. Collaborate with health providers to improve wellness, quality of life and delivery of health care for populations.  8. Participate as an advanced practice nurse in interdisciplinary health care.