

Assessment of Student Learning Plan (ASLP): Nursing Program

2015-16 Academic Year

A. College, Department, Date

College CSTH
Department School of Nursing
Date 5/27/2016

B. Contact Person for the Assessment Plan

Name and title ***Krista M. Meinersmann, Director, School of Nursing***

C. Degree Program

Name of Degree Program: ***Bachelors of Science (BS) in nursing and Master's of Science (MS) in nursing.***

D. Assessment of Student Learning: Program Assessment

Step 1: Identify the Student Learning Outcomes (SLO's)

- a. Do you have your student learning outcomes published on your department's website? **Yes**

If yes, please indicate the url: www.usm.maine.edu/nursing – click on respective learning outcomes under quick links

- b. Please identify **which of your student learning outcome(s) were assessed this past academic year.** (One or more of the outcomes and corresponding assessment plans could come from your department's CORE Course Blueprint(s).

Please see the attached Continuous Improvement Progress Report (CIPR) that was submitted to our accrediting body in December 2015. This is a mid-point report that demonstrates our meeting of all the accreditation standards and key elements. The evaluation data is primarily in Standard IV and this is where faculty and student outcomes are addressed.

- c. Do you have a **matrix or curriculum map** showing when your student learning outcomes are assessed and in which courses? Yes/No
Not as this time – it is something that the curriculum committees are working on as part of a curricular review process. At the undergraduate level most of the course syllabi show which course objectives related to the program student learning outcomes. At the graduate level all course syllabi have both delineated.
- i. If yes, do you have this map published on your website? Please indicate url or attach a copy of the curriculum map.

Step 2: Assessment Methods Selected and Implemented

- a. Identify which direct measures (other than course grades), that are used to determine whether students achieved the stated learning outcomes for the degree.
See attached CIPR
- b. Briefly describe when you implemented the assessment activity, and if a scoring rubric was used to evaluate the expected level of student achievement. (This information may be shown on your curriculum map).

Step 3: Using the Assessment results to Improve Student Learning

- a. Briefly describe your unit's process of reviewing the program assessment results (i.e. annual process by faculty committee, etc).
- b. What changes have been or will be made to improve student learning, as a result of using the program assessment results?
- c. Date of most recent program review/self-study?

CIPR completed and submitted in December 2015. See attached. The graduate and undergraduate curriculum committees and the program evaluation committee are all responsible for aspects of reviewing program assessment results.

E..Course Assessment Activities: Is your program able to report any assessment-related activities at the Course-Level... (i.e. created grading rubrics to use in required courses, examined student progress in entry-level courses, developed a new course, etc)? Please briefly explain any assessment projects.

F. Community Engagement Activities in your departmental curriculum:

a. Does your department have a student learning outcome that is related to any community engagement activities? If so, please state the outcome.

Yes, each program has program outcomes that address community engagement in some fashion. The relevant outcomes are listed below for each program.

Undergraduate Program Outcomes:

- 4. Apply knowledge of individual, family and community preferences, values and needs to provide culturally competent, patient centered care across the lifespan.
- 6. Utilize clinical reasoning to provide age appropriate, patient centered care for vulnerable populations (including older adults) in a variety of settings.

Graduate program – Advanced Practice Registered Nursing Program Outcomes:

- 2. Implement effective strategies for engaging individuals from selected client populations in health promotion and maintenance. (Competency: 9; Essential: 8, 9)
- 3. Advocate for patients and families to provide cost-effective, culturally evidence-based, ethical, quality care in and across health care settings. (Competency: 2, 3, 6,7, 8, 9; Essential: 2, 6, 7)

Graduate program – Nursing Education Program Outcomes:

- 2. Apply quality principles in health care and nursing education to improve patient outcomes and improve teaching effectiveness at the undergraduate level (Essential 3; NLN Core Competency 6)
- 3. Synthesize broad ecological, global, epidemiological, cultural, and social determinants of health in order to integrate evidence-based population principles into the nursing curricula (Essentials: 1, 4, 8; NLN Core Competency 4).

b. Please indicate what community engagement activities are included in your program’s curriculum, and whether the activities are required or optional for students in your major.

| <u>Community Engagement Activity</u> | <u>Included</u> | <u>Required/Optional</u> | |
|---|-----------------|--------------------------|----------|
| Student Research (related to a community-based problem) | ___ | R | O |
| Student-Faculty Community Research Project | ___ | R | O |
| Internship, or a Field Experience | <u>_x_</u> | R | O |
| Independent Study (community-related project) | <u>_x_</u> | R | O |
| Capstone Course (community-related project) | <u>_x_</u> | R | O |
| Service-Learning (course-based) | <u>_x_</u> | R | O |
| Study Abroad, or an International Program | <u>_x_</u> | R | O |

| | | | |
|--|-----------------------|----------|----------|
| Interdisciplinary Collaborative Project (community related) | <u> </u> x <u> </u> | R | O |
| Student Leadership Activities (related to a team project) | <u> </u> x <u> </u> | R | O |
| Students/Faculty Community Leadership (advisory boards, committees, conference presentations) | <u> </u> <u> </u> | R | O |
| <p>Other Activities (not mentioned above): All nursing students participate in community based learning experiences in a variety of health care settings. Undergraduate students also participate in community partnership experiences that are spread over one or two semesters depending on student program. One option is an international program based in the Dominican Republic.</p> | | | |

c. Please list any courses (i.e. EDU 400) that have a community engagement activity in your program.

Entry-level courses:

Mid-level courses:

Upper-level courses: Undergraduate program: NUR 307, 325, 331, 339, 341, 419, 422, 428, 425, and 480

Direct entry master's program cross listed courses: NUR 514, 531, 538, 542, 516, 526, 544,

Graduate program: NUR 638, 667, 668, 669, 673, 679, and 686