

Assessment of Student Learning Plan (ASLP): Nursing Programs

2017-18 Academic Year

University of Southern Maine

A. College, Department, Date

College CSTH
Department School of Nursing
Date 5/31/2018

B. Contact Person for the Assessment Plan

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

C. Degree Program

Name of Degree Program BS and 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
 - i. If yes, please indicate the url:
UG: https://usm.maine.edu/nursing/undergraduate-program-student-learning-outcomes
Grad: https://usm.maine.edu/nursing/masters-program-objectives
- 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).

We did not assess any particular student learning outcomes this year. Instead we continued to track our required accreditation outcomes related to Licensure and Certification pass rates.

- c. Do you have a **matrix or curriculum map** showing when your student learning outcomes are assessed and in which courses? No

- i. If yes, do you have this map published on your website? Please indicate url or attach a copy of the curriculum map.

We have all SLO listed on the course syllabi where they are addressed. We don't have a matrix that shows that except in our prior self-study document. We are working over the next 2 years on our self-study for our reaccreditation visit in 2/2020. We do have a Systematic Plan for Evaluation that is not listed on our web but is shared with faculty and committee chairs so they are aware of their responsibilities related to ongoing assessment.

Step 2: Assessment Methods Selected and Implemented

- a. Identify which direct measures (other than course grades), that were used to determine whether students achieved the stated learning outcomes for the degree.

For undergraduate, pre-licensure students we track the first time pass rate on the NCLEX-RN. The rate for January 1, 2017 to December 31, 2017 was 88.03 and is above the benchmark of 80% or higher.

For graduate advanced practice graduates we track their certification rates provided by two different certification providers.

For the Psychiatric Mental Health Nurse Practitioner certification exam taken between January 1, 2017 and December 31, 2017 the first time pass rate was 90% and is above the benchmark of 80% or higher.

For the Family Nurse Practitioner certification exam taken between January 1, 2017 and December 31, 2017 the first time pass rate was 95% and is above the benchmark of 80% or higher.

For the Adult Gerontology Primary Care Nurse Practitioner certification exam taken between January 1, 2017 and December 31, 2017 there were only two candidates who tested and the testing service will not report exam results if fewer than three takers.

- 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).

This data is assessed each quarter for the undergraduate program and when reports are received for the graduate program.

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).*
Information on licensure and certification results is shared with faculty on an ongoing basis when data is obtained. It is discussed in faculty and/or committee meetings as relevant.
- b. *What specific changes have been or will be made to improve student learning, as a result of using the program assessment results? See the information below related to course assessment activities.*
- c. *Date of most recent program review/self-study? We are scheduled for a re-accreditation visit by CCNE in 2/2020. Our self-study will be due in 12/2019. CCNE recently revised the accreditation procedures and standards. As soon as the new standards are finalized and released the faculty will obtain a copy. This summer a small faculty work group is doing the planning for our self-study activities over the next two years.*

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.*

This year the undergraduate faculty focused on reviewing all course objectives and revising them to reflect course outcomes rather than objectives. As they progressed through this process they assured that all undergraduate program outcomes were addressed. Each course was reviewed, revised and approved by faculty to assure the course outcomes were in line with the intended course content.

Undergraduate faculty also continued the process of working toward revising the undergraduate curriculum to reflect a concept based curriculum. The faculty have identified a consultant to assist with the transition and have identified a time during fall semester to have the consultant on campus.

The graduate program faculty have focused on a variety of activities this year all aimed at improving our course and program delivery. A major thrust of the work has been the development and approval of a new concentration for the Adult Gerontology Acute Care Nurse Practitioner.

The graduate faculty are also working on the curriculum related to the Doctor of Nursing Practice with the aim of revising this program and submitting it for initial accreditation with the next on-site evaluation visit from CCNE.

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 outcomes that address community engagement in some fashion.

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 Outcomes:

Advance Practice Registered Nurse concentrations

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)

Nursing Education concentration

1. Demonstrate an advanced level of understanding of nursing, other sciences, humanities, and education theory, and integrates this knowledge to facilitate learning and improve nursing care across diverse settings (Essentials*: 1, 9; NLN Core Competency**: 1).
7. 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 if any of the community engagement activities listed below are included in your program's curriculum, by noting which activities are required or optional for students in your major.

<u>Community Engagement Activity</u>	<u>Required/Optional</u>	
Student Research (related to a community-based problem)	R	<input type="radio"/>
Student-Faculty Community Research Project	R	<input type="radio"/>
Internship, or a Field Experience	R	<input type="radio"/>
Independent Study (community-related project)	R	<input type="radio"/>
Capstone Course (community-related project)	R	<input type="radio"/>
Service-Learning (course-based)	R	<input type="radio"/>
Study Abroad, or an International Program	R	<input type="radio"/>
Interdisciplinary Collaborative Project (community related)	R	<input type="radio"/>
Student Leadership Activities (related to a team project)	R	<input type="radio"/>
Students/Faculty Community Leadership (advisory boards, committees, conference presentations)	R	<input type="radio"/>
Other activities:		

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

Entry-level courses: _____ Mid-level courses: ____x____ Upper-level courses: __x_____

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, 686, and 688