

Assessment of Student Learning Plan (ASLP): Nursing

2018-19 Academic Year

University of Southern Maine

A. College, Department, Date

College CSTH
Department Nursing
Date 5/28/2019

B. Contact Person for the Assessment Plan

Name and title Krista M. Meinersmann

C. Degree Program

Name of Degree Program BS in Nursing_ and MS in Nursing

D. Assessment of Student Learning: Program Assessment

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

a. Are your student learning outcomes published on your department's website?
Yes

i. If yes, please provide the url:

 https://usm.maine.edu/nursing/undergraduate-program-student-learning-outcomes

 https://usm.maine.edu/nursing/masters-program-objectives

ii. If no, please list 3-5 of the most important student learning outcomes for your program. **What will students know by the end of your program?**

b. Please identify **which of your student learning outcome(s) were assessed this past academic year.**

As required by our accreditor we consistently track NCLEX-RN pass rates, certification rates (graduate students), completion rates and employment rates. These items are not tied directly to our student learning outcomes.

This year we engaged in the self-study assessment process by dividing into four work groups to assess each of the CCNE Standards and their associated key elements. This summer the work will continue with the end result being a draft self-study document that faculty will review and revise in the fall for submission in December 2019.

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 provide the url or attach a copy of the curriculum map.*

As stated above, we are currently working on a self-study assessment for our reaccreditation visit in February 2020. As part of that process, we are reviewing and revising our Systematic Plan of Evaluation that is based on the Standards and Key Elements required by our accreditor (CCNE). The student learning outcomes are included in several areas of this document but are not separated out for assessment on their own.

This document is still being revised and faculty have not voted on the final version. The faculty approved the basic shell in a meeting on 5/23/2019 but the details are being revised and updated over the summer for faculty to review and vote on in fall 2019.

Step 2: Assessment Methods Selected and Implemented

a. ***Identify which assessment measures (beyond individual student grading) were used to determine whether students achieved the stated learning outcomes for the degree.*** (NOTE: Many undergraduate programs are using their recently approved Capstone courses to assess student learning. Assessment plans included in your Capstone Proposal in the CCC may be referred to as examples of assessment work in your program.)

For undergraduate pre-licensure students we track the NCLEX-RN pass rate. For the period January 1, 2018 to December 31, 2019 the first time pass rate was 86% with 150 students taking the exam and 129 passing on the first attempt. National average for this time period is 88.29%. The set benchmark is 80% or higher.

For the Psychiatric Mental Health Nurse Practitioner certification exam given by the American Nurses Credentialing Center and taken between January 1, 2018 and December 31, 2018 the first time pass rate was 100% and is above the benchmark of 80% or higher.

For the Family Nurse Practitioner certification exam given by the American Academy of Nurse Practitioners and taken between January 1, 2018 and December 31, 2018 the first time pass rate was 95% and is above the benchmark of 80% or higher.

For the Family Nurse Practitioner certification exam given by the American Nurses Credentialing Center and taken between January 1, 2018 and December 31, 2018 the first time pass rate was 100% and is above the benchmark of 80% or higher.

- b. *Briefly describe when you implemented the assessment activity; if a rubric or other structured approach was used to assess student outcome achievement, please describe and/or attach the rubric.*

Example: Outcome 1 was measured during the fall semester -- all majors completed a problem-solving case study during the ___ course. Case studies were graded on a rubric by two faculty members.

Example: Outcome 2 was measured during the spring semester -- all majors in the capstone course completed a research project. Research projects will be reviewed and graded by a group of faculty.

This data is assessed each quarter for the undergraduate program and when reports are received for the graduate program. It is a part of our required items for accreditation.

Step 3: Using the Assessment results to Improve Student Learning

- a. *Briefly describe your unit's process of reviewing the program assessment results (for example, annual discussion 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. This year it has been a part of the assessment process for the group working on Standard IV as required by CCNE.

- b. *Identify the specific changes that have been or will be made to improve student learning based on these program assessment results. (For example, what changes will the program make at the assignment, course, or program level to improve student learning, based on the assessment results?)*

Antidotal input from our community of interested indicated a need on their part for an Adult Gerontology Acute Care NP program. This was related in part to a clarification at the national and state level that NPs should only work within the role for which they are prepared. Many primary care NPs have been hired to work in

acute care settings that are outside their scope of practice based on their role preparation.

c. *Date of most recent program review/self-study?*

We are currently engaged in the self-study process for our onsite evaluation visit from CCNE in February 2020. As part of this process we are looking at our data as reported above as well as other program, student and faculty outcomes. We will be assessing these and determining if there are changes that need to be made based on the assessment.

- E. **Other Assessment Activities:** *Briefly describe any additional assessment-related activities your program is using at the course level (for example, creating common assignments and/or assignment rubrics for use across different sections of required courses, examining student progress in entry-level courses, other assessment projects implemented by individual faculty, etc.). This year we have focused on many items but the main thrust has been initiating the self-study process for our accreditation visit.*

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 (e.g., advisory boards, committees, conference presentations)	R	<input type="radio"/>
Other activities (please list):	R	<input type="radio"/>

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, 642, 644, 646, 667, 668, 669, 673, 686, and 688