

Academic Programs
Assessment Plan
The University of New Mexico

A. College, Department and Date

1. College: *Nursing*
2. Department: *Undergraduate*
3. Date: *12/7/15*

B. Academic Program of Study*

BS in Nursing (BSN)

C. Contact Person(s) for the Assessment Plan

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D. Broad Program Outcomes

1. Engage in professional nursing practice that is patient-centered and culturally appropriate for individuals, families, and communities.
2. Integrate principles of quality improvement and safety into nursing practice within healthcare organizations and systems.
3. Deliver nursing care that is evidence-based.
4. Demonstrate leadership behaviors through the application of policies that apply to healthcare delivery.
5. Engage in effective interprofessional collaboration in the delivery of health care for quality patient outcomes.
6. Utilize technologies for the management of information and in the delivery of patient care.

* 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.).

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.]

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

University of New Mexico Student Learning Goals				
Program Outcomes	Knowledge	Skills	Responsibility	Program SLO is conceptually different from university goals.
<i>[SLO text]</i> <i>[e.g., A.1 The student will be able to communicate effectively in writing.]</i>				
1. Engage in professional nursing practice that is patient centered and culturally appropriate	X	X	X	
2. Integrate principles of QI and safety	X	X	X	
3. Deliver nursing care that is evidence-based	X	X	X	
4. Demonstrate leadership behaviors through the application of policies that apply to health care delivery	X	X		
5. Engage in effective interprofessional collaboration in the delivery of healthcare	X		X	
6. Utilize technologies for the management of information and in the delivery of patient care.	X	X		

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.

Assessing Student Learning Goals			
Program SLOs	Assessment Measures	Direct or Indirect	Criteria for Success
[SLO text] [e.g., A.1 The student will be able to communicate effectively in writing.]			
1.patient centered and culturally appropriate care	clinical summative evaluation (N322) AACN/Benchworks Undergraduate Nursing Education Exit Assessment	Direct Indirect	100% of students pass level 3 clinical (N322), Questions regarding patient centered and culturally appropriate care (Questions 73,74, 79, 81, 82, 84, and 85)
2. integrate quality and safety			
3. deliver evidence based care	EBP final paper AACN/Benchworks Undergraduate Nursing Education Exit Assessment	Direct Indirect	90% of students passing with 80% or higher Questions regarding application of research based knowledge as a basis for practice (Q69)

4. demonstrate leadership behaviors			
5. engage in interprofessional collaboration			
6. utilize technologies for management of information and in the delivery of patient care			

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.

All students enrolled in the selected courses during a targeted term will be included in all assessments. Two different goals will be assessed every year so that all six goals are completed in a three year cycle.

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

Two goals will be assessed during two terms during the academic year so that by the end of the three year cycle, all six goals are assessed. At the end of each term, the course instructor will complete a summary form with results of the assessment.

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

The Program Evaluation Committee (PEC) will oversee the assessment process. The undergraduate committee and RN-BSN committee will initially review the assessment results and will then send the results to the PEC. PEC will make any necessary recommendations and send back to the undergraduate committee and RN-BSN committee. Final assessment results will be shared with the full faculty. Suggestions for modifications to the assessment methods will be sought by the PEC and forwarded to the undergraduate and RN-BSN committees.

Three Year Cycle (2014-2017)

TIMELINE 2014-2015

Term	SLO	Course(s) or Other	
Summer 2014	3	332, and Benchworks	
Fall, 2014	1	322 and Benchworks	
Spring, 2015	1 and 3	332, 322, and Benchworks	
Summer 2015	Annual review of Summary Forms by Program Evaluation Committee. Annual Report compiled/distributed. Faculty review of assessment procedures.		

TIMELINE 2015-2016

Term	SLO	Course(s) or Other	
Summer 2015	2 and 5	Benchworks	
Fall 2015	2 and 5	Benchworks	
Spring 2016	2 and 5		
Summer 2016	Annual review of Summary Forms by Program Evaluation Committee. Annual Report compiled/distributed. Faculty review of assessment procedures.		

TIMELINE 2016-2017

Term	SLO	Course(s) or Other	
Summer 2016	4 and 6		
Fall 2016	4 and 6		
Spring 2017	4 and 6		
Summer 2017	Annual review of Summary Forms by Program Evaluation Committee. Annual Report compiled/distributed. Faculty review of assessment procedures.		