

**Academic Programs**  
**Assessment Plan**  
The University of New Mexico

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**A. College, Department and Date**

1. College: *College of Nursing*
2. Department: *PhD Program*
3. Date: *11/07/16*

**B. Academic Program of Study\***

*PhD, Nursing*

**C. Contact Person(s) for the Assessment Plan**

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**D. Broad Program Goals & Measurable Student Learning Outcomes (SLOs)**

**1. Broad Program Learning Goal(s) for this Degree/Certificate Program**

- A. Design, conduct, and communicate independent research for the generation of new knowledge and theory to provide creative solutions to health problems.
- B. Demonstrate research expertise relative to a particular population, setting, or human response to health or illness.
- C. Provide leadership in research, education, health care, and health policy to alleviate health disparities and improve care to diverse populations.
- D. Collaborate with interdisciplinary and interprofessional teams to advance the science of health and represent the discipline of nursing.

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\* 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.).

## **2. Student Learning Outcomes (SLOs) for this Degree/Certificate Program**

A1. Students will produce research that is substantively important, original, and clearly communicated.

A2. Students will produce methodologically sound research proposals.

B1. Students will show competency in core knowledge needed to conduct high quality health research.

B2. Students will produce research proposals that are appropriately linked to theory, and demonstrate synthesis of relevant literature in nursing and health research

C1. Students will engage in scholarly professional activities that have the potential to positively impact the health status of diverse populations.

D1. Students will engage in scholarly professional activities to advance and promote nursing knowledge in interdisciplinary and interprofessional settings.

## **E. Assessment of Student Learning Plan**

### **1. Student Learning Outcomes Matrix**

<b>Program SLOs</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Responsibility</b>
A1. Students will produce research that is substantively important, original, and clearly communicated.		X	
A2. Students will produce methodologically sound research proposals.	X	X	
B1. Students will show competency in core knowledge needed to conduct high quality nursing research.	X		
B2. Students will produce research proposals that are appropriately linked to theory.		X	
C1. Students will engage in scholarly professional activities that have the potential to positively impact the health status of diverse populations.		X	
D1. Students will engage in scholarly professional activities to advance and promote nursing knowledge in interdisciplinary and interprofessional settings.			X

## 2. How will learning outcomes be assessed?

### A. What:

<b>Assessing Student Learning Goals</b>			
<b>Program SLOs</b>	<b>Assessment Measures</b>	<b>Direct or Indirect</b>	<b>Criteria for Success</b>
A1. Students will produce research that is substantively important, original, and clearly communicated.	Report on Dissertation.	Direct	85% of students will receive ratings at "Good" or better on all items from a majority of committee members. 70% of students will have a majority of ratings at "Very Good" or better on at least 4 out of 5 items from a majority of committee members.
A2. Students will produce methodologically sound research proposals.	Methodology rating from Report on Dissertation.	Direct	85% of students will receive ratings of "Good" or better from a majority of members of the dissertation committee. 70% of students will receive ratings of "Very Good" or better from a majority of the committee.
B1. Students will show competency in core knowledge needed to conduct high quality nursing research.	PhD Progression exam.	Direct	80% of students will pass the progression exam by their second attempt.
B2. Students will produce research that are appropriately linked to theory, and demonstrate synthesis of relevant literature in nursing and health	Use of Theory rating from Report on Dissertation Proposal/ Comprehensive Exam.	Direct	85% of students will receive ratings of "Good" or better from a majority of members of the comprehensive examination committee. 70% of students will receive ratings of "Very Good" or better from a majority of the committee.

<p>C1. Students will engage in scholarly professional activities that have the potential to positively impact the health status of diverse populations.</p>	<p>Corresponding “Potential” item from Report on Dissertation Proposal/ Comprehensive Exam.</p>	<p>Direct</p>	<p>By their 3<sup>rd</sup> year attending Residency Week, 50% of students will have an item on their CV that they identify and support with substantive comments as demonstrating attainment of this learning outcome.</p>
<p>D1. Students will engage in scholarly professional activities to advance and promote nursing knowledge in interdisciplinary and interprofessional settings.</p>	<p>Student administered CV assessment form to be completed during their 2<sup>nd</sup> and 3<sup>rd</sup> attendance at Residency Week.</p>	<p>Indirect</p>	<p>By their 3<sup>rd</sup> year attending Residency Week, 50% of students will have an item on their CV that they identify and support with substantive comments as demonstrating attainment of this learning outcome.</p>

B. Who: All measures will be administered to all students at the indicated point in their program.

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

<b>Program SLOs</b>	<b>Year/Semester Year</b>
A1. Students will produce research that is substantively important, original, and clearly communicated.	Annually as a three year pooled average across program academic years (summer through spring). First report in Fall 2015.
A2. Students will produce methodologically sound research proposals.	Annually as a three year pooled average across program academic years (summer through spring). First report in Fall 2016.
B1. Students will show competency in core knowledge needed to conduct high quality nursing research.	Annually as a three year pooled average across program academic years (summer through spring). First report in Fall 2017.
B2. Students will produce research proposals that are appropriately linked to theory.	Annually as a three year pooled average across program academic years (summer through spring). First report in Fall 2016.
C1. Students will produce research proposals that have the potential to alleviate health disparities and improve care to diverse populations.	Every 2 <sup>nd</sup> year of a 3 year cycle as a three year pooled average across program academic years (summer through spring). First report in Fall 2016.
D1. Students will engage in professional activities that draw on nursing knowledge in interdisciplinary and interprofessional settings.	Every 3 <sup>rd</sup> year of a 3 year cycle as a three year pooled average across program academic years (summer through spring). First report in Fall 2017.

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

Assessment data will be aggregated by the PhD Program Planning Manager in June-July of each year, and results, analysis, and recommendations for pedagogic or curricular change will be presented by the PhD Program Director to the Research Team in September of each year.

The Research Team will, as indicated, bring motions for curricular change forward to the College's Graduate Program Committee for review and approval each Fall. The College's Program Evaluation Committee will review the reporting of results, analysis, and recommendations for pedagogic or curricular change and will recommend changes to assessment mechanisms, as indicated, in October-November of each year. Adoption of all recommended changes by program faculty will begin each Spring.