


COLLEGE OF HEALTH AND SOCIAL SERVICES

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17 December 2001

MEMORANDUM

TO: Bill Flores, Provost
FROM: Jeffrey E. Brandon, Dean 
RE: Outcomes Assessment Reports



Enclosed you will find originals of the outcomes assessment reports from all undergraduate and graduate programs within the three academic departments within our college: (1) Health Science, (2) Nursing, and (3) Social Work.

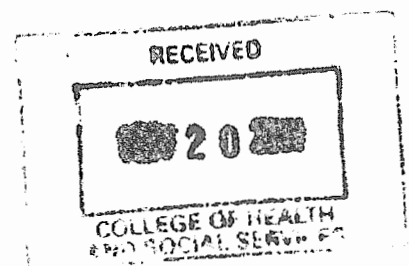
We regret the delay in their submission, and we will ensure that such delays do not occur in the future.

Enclosures

**Outcomes Assessment Plan and Report
Department of Health Science
New Mexico State University**

**Undergraduate Program
Academic Year 2000-2001
(Fall 2000, Spring 2001, Summer 2001)**

**Prepared by:
Outcomes Assessment Committee
Satya Krishnan (Chair), Charles Kozel, Lily Velarde
Department of Health Science
Prepared November 14, 2001**



Introduction

The current outcomes assessment plan and report provides the following information:

1. Outcomes Assessment Plan
2. Methods of assessment used
3. The performance measures or criteria used to determine student learning
4. Results and anticipated use of the results of the outcome assessment activities
5. Dissemination of results

The report will discuss the department's undergraduate program first and then the graduate program offered by the department and will cover the five points listed above. The outcomes assessment plan, methods of assessment used, and the direct performance measures/criteria used to determine student learning (1, 2, 3) are compiled and presented together in a tabular form first for the undergraduate program and then for the graduate program.

UNDERGRADUATE PROGRAM
(Bachelor of Community Health – BCH)

1,2,3) Stage 3: Outcomes Assessment Plan.

Direct measures of Undergraduate Student's Learning	Performance Measures: Methods of Assessment and Activities'
<p>A. Percentile scores on the English Writing Assessment test/exam offered in HLS 100.</p> <p>B. Field Experience Evaluations by Agency Preceptors.</p>	<p>Students take the English writing test/exam in HLS 100 and are required to score 37 percentile or greater.</p> <p>Performance Measures Used:</p> <ul style="list-style-type: none"> • No. of students who were enrolled in HLS 100 (Fall 2000, Spring 2001, Summer 2001) • No. of students who took the test/exam • No. of students who scored a passing grade of 37 percentile or greater <p>Each undergraduate student is enrolled in a 6-credit hour field experience course (320 clock-hours) to gain practical/hands-on experience in Community Health. Students are required to receive adequate/positive evaluations from their field preceptors, receive a "C" or higher overall grade for the course, make an oral presentation of their work at the end of the semester faculty/students meeting, and submit a portfolio of their work to be maintained in the Department library.</p> <p>Performance Measures Used:</p> <ul style="list-style-type: none"> • No. of students enrolled in Field Experience for (Fall 2000, Spring 2001, Summer 2001) • No. who received positive preceptor evaluations • No. who received a "C" or higher grade • No. who presented • No. who submitted their portfolio
<p>C. Student Grades and Evaluations from Outside reviewers in the Capstone course HLS 499.</p>	<p>HLS 499 is the department's undergraduate Capstone course that requires students to receive a "C" or better overall grade and a 'good – excellent' evaluations on their projects from external reviewers.</p>

	<p>Performance Measures Used:</p> <ul style="list-style-type: none"> • No. of students enrolled in HLS 499 in the academic year 2000-2001 • Grades received: <ul style="list-style-type: none"> No. of A's No. of B's No. of C's • External reviews: <ul style="list-style-type: none"> Excellent Very Good Good Fair Needs improvement
<p>D. Pass rate on the professional certification Examination for "Certified Health Education Specialist (CHES)."</p>	<p>Undergraduate students are encouraged to take the national professional certification examination ('Certified Health Education Specialist'-CHES) either in the last two semesters before they graduate or immediately after graduation. Copies of the examination results are directly sent to the department biannually.</p> <p>Performance Measures Used:</p> <ul style="list-style-type: none"> • No. of students who took the CHES exam for (Academic Year 2000-2001) • No. of students who passed the exam <ul style="list-style-type: none"> • Pass rate

4a. Results of Outcomes Assessment Activities

The following section describes the results related to the direct measures used to assess student learning outcomes in the undergraduate program:

A. Percentile scores on the English writing assessment test/exam offered in HLS 100:

One of the important undergraduate students' learning measures is the percentile scores in the department's English writing test/exam. Students are required to score 37 percentile or greater to be successful. During the Fall 2000, Spring 2001, and Summer 2001, a total of 45 students took the writing test/exam with the following results.

<i>Number of students who were enrolled in HLS 100 during Fall 2000, Spring 2001, Summer 2001:</i>	<u>30 + 33=66</u>
<i>Number of students who took the test/exam:</i>	<u>22 + 23=45</u>
<i>Number of students who scored a passing grade of 37 percentile or greater:</i>	<u>21 + 21=42</u>
<u>PASS RATE:</u>	<u>93%</u>

B. Field experience evaluations by agency preceptors:

Each undergraduate student enrolls in a 6-credit hour field experience course and completes 320 clock hours of internship to gain practical/hands-on experience in the fields of public health and community health education. The following results were recorded on the direct students' learning measures.

<i>Number of students enrolled in the field experience course during Fall 2000, Spring 2001, and Summer 2001:</i>	<u>25</u>
<i>Number of students who received an adequate/positive evaluation from their field experience preceptors:</i>	<u>23*</u>
<i>Number who received an overall course grade of "C" or better:</i>	<u>23*</u>
<i>Number of students who presented their work as an oral presentation:</i>	<u>22*</u>
<i>Number of students who have submitted their portfolios:</i>	<u>23*</u>

** Lower numbers represent the fact that a few students continued with their field experience beyond one semester and are currently in the process of submitting their portfolios and getting ready to make their oral presentation in December 2001.*

Two students had received an "I" (incomplete) and are expected to complete their field experience and projects within a year of receiving their incomplete grade. Overall, almost all of the students (92%) enrolled in the field experience course received adequate/positive evaluations from their

field experience preceptors. Similarly, a high percentage of the students presented their work (88%) in front of their peers, preceptors, and faculty and submitted their portfolios to the department (92%). The field experience course is an essential component of the undergraduate program and reflects students' abilities to apply classroom knowledge and learning to practice settings and community based public health and health education projects and interventions.

C. Student's overall course grades and evaluations from external reviewers in HLS 499:

HLS 499, the departmental undergraduate Capstone course requires students to receive an overall course grade of "C" or better and receive a "Good-Excellent" evaluation from external reviewers on their class assignments/projects. This course is designed to be a comprehensive overview and integration of the content covered in the undergraduate program and its application to three community-wide public health and community health education projects. During Spring 2001, the course included that each student submit a research project for consideration for funding through 'HOT Projects' funded by the Paso Del Norte Foundation, El Paso, TX. The following results were obtained.

<i>Number of students who enrolled in HLS 499 during Fall 1999, Spring 2000, Summer 2000:</i>	<u>24</u>
<i>Overall student grades:</i>	
<i>Number of A's:</i>	<u>5 (21%)</u>
<i>Number of B's:</i>	<u>15 (63%)</u>
<i>Number of C's:</i>	<u>4 (17%)</u>
<i>External Reviews:</i>	
<i>Number of projects funded</i>	<u>24</u>
<i>Excellent - Students presented at a symposium</i>	<u>3 (13%)</u>
<i>Very Good – Students presented their work as a poster presentation</i>	<u>9 (38%)</u>
<i>Good – Students presented their work as a poster presentation</i>	<u>12 (50%)</u>

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Overall, all the students (24) enrolled in the course received a "C" or better grade, a majority (63%; n=15) of the students received a "B" grade. With regards to the external evaluations, 13% (n=3) received an excellent evaluation, 38% (n=9) received a very good evaluation, and 50% (n=12) received a good evaluation.

D. Pass rate on the professional certification examination for the "Certified Health Education Specialist (CHES):"

Undergraduate students in the department are encouraged to take the certification exam during the final two semesters of their study. Practitioners in the community indicate the relevance and utility of this certification exam. Potential employers indicate that the certification provides a standard to evaluate job applicants. The undergraduate program curriculum covers the content included in the CHES certification examination. Additionally, the department offers a 1-credit CHES preparation course. The following results were obtained for this student-learning measure.

Number of students who took the certification exam: 4
Number of students who passed the exam: Results not announced at this time
PASS RATE: N/A

Overall, 10-20% of the eligible undergraduate students tend to take the certification exam before they graduate from the BCH program. Busy schedules, work and school issues, and cost of the exam have served as barriers to students taking the exam in the final semester or two of their study. However, students indicate their intention to take the exam after they graduate and/or become employed. Based on those who have taken the exam in the past, the pass rate has been very high (83%).

4b. Anticipated Use of Results

The results from the outcomes assessments related to direct student learning measures will help guide the undergraduate program coordinator and other faculty in making decisions and changes in course content, course offerings and schedule, inclusion of field experience sites, and in offering special courses such as the CHES preparatory course. One of the areas for improvement is to find ways to reduce the perceived barriers to help students successfully complete the CHES exam while enrolled in the program. The results have and will continue to influence the department's hiring of new tenure-track and/or full time faculty and/or adjunct faculty. The results of past assessment's reports have been crucial in the successful re-accreditation of the Bachelor of Community Health program until 2005.

The outcomes assessment from the previous academic year lead to the following changes in the undergraduate program that have direct impact on undergraduate student learning:

- Offering of an alternative English exam/assignment that students can take in their HLS 100 course
- A systematic review of field experience sites, preceptors, requirements, and expectations
- Course offerings (in particular core course) are scheduled on a regular cycle
- HLS 485, the CHES preparatory course is now being offered
- New tenure track faculty have been hired
- A new field experience brochure has been developed detailing the key aspects for students and field experience preceptors. Additionally the number and types of sites have been expanded
- The BCH oversight committee with current student, alumni, and community representation has been instituted to serve in an advisory capacity to the undergraduate program coordinator
- Availability of application forms on the departmental web-site

5. Dissemination of Results

The results of the assessment of direct student learning measures will be disseminated in the following ways:

1. Distribution of the written report to all full time faculty.
2. Sharing of a summary of the findings and results with all faculty (full time, part time, and adjunct).
3. Submission of the written report to the College Dean, Provost, Vice President and Executive Vice President.
4. Make available the current and previous outcomes assessment reports to all department personnel by having copies available in the departmental library and on the website.

**Outcomes Assessment Plan and Report
Department of Health Science
New Mexico State University**

**Graduate Program
Academic Year 2000-2001
(Fall 2000, Spring 2001, Summer 2001)**

**Prepared by:
Outcomes Assessment Committee
Satya Krishnan (Chair), Charles Kozel, Lily Velarde
Department of Health Science
Prepared November 14, 2001**

<p>D. Final thesis or non-thesis option</p>	<p>Performance Measures Used:</p> <ul style="list-style-type: none"> • No. of students who took the CHES exam for (Academic Year 2000-2001) • No. of students who passed the exam • Pass Rate <p>Departmental graduate students have the option of completing comprehensive exams (written and oral, non-thesis option) or a research-based theses and its defense (thesis option). Both culminating events are open to all students and faculty. Each exam/student thesis committee is chaired by a departmental faculty (of students' choice), a departmental faculty member, and a dean's representative (from another department).</p> <p>Performance Measures Used:</p> <ul style="list-style-type: none"> • No. of students who graduated in the Academic Year 2000-2001 • No. of students who selected the comprehensive exam option • No. of students who were successful in the comprehensive exam option • No. of students who selected the thesis option • No. of students who successfully defended their thesis
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4a. Results of Outcomes Assessment Activities

The following section documents the results obtained from the direct measures used to assess graduate students' learning in the MPH program.

A. A grade of "B" or better in MPH core courses:

The graduate (MPH) students are required to take 11 courses that are considered core courses in the program. Student learning was assessed by documenting the number of students who received a "B" or better in each of these courses. This data is compiled in the table below:

Course No.	No. of students enrolled	"B" or better grade
MPH 500 (Fall 2000)	11	10 (91%)
MPH 510 (Fall 2000)	12	11 (92%)
MPH 520 (Fall 2000)	9	7 (78%)
MPH 530 (Sp.2001)	12	9 (75%)
MPH 540 (Fall 2000)	10	10 (100%)
MPH 550 (Sp.2001)	12	12 (100%)
MPH 570 (Sp.2001)	12	12 (100%)
MPH 572 (Sp.2001)	5	5 (100%)
MPH 573 (Fall 2000)	9	9 (100%)
MPH 574 (Fall 2000)	10	9 (90%)
MPH 579 (Sp.2001)	5	5 (100%)

As the table above indicates, a majority of the students (**91/101; 90%**) had received a "B" or better grade in the core courses. A student may receive a "C" grade in a course but has to maintain an overall GPA of 3.0 in the program. Thus far all MPH students have met this requirement.

B. Field experience evaluations by agency preceptors:

An essential ingredient of student learning is their ability to apply and integrate classroom and theoretical knowledge to practice. The field experience course provides this unique opportunity and is a required course in the MPH program. The program has been flexible to allow for students to serve as interns in either local or state/national agencies that meet their interests and needs.

Each graduate student enrolls in a 3-credit hour field experience course and completes 160 clock hours of internship to gain practical/hands-on experience in the fields of public health and community health education. The following results were recorded on the direct students' learning measures.

<i>Number of students enrolled in the field experience course during Fall 2000, Spring 2001, and Summer 2001:</i>	<u>9</u>
<i>Number of students who received an adequate/positive evaluation from their field experience preceptors:</i>	<u>9</u>
<i>Number who received an overall course grade of "B" or better:</i>	<u>9</u>

Number of students who presented their work as an oral presentation: 8

Number of students who have submitted their portfolios: 6

The field experience course is an essential component of the graduate program and as indicated previously reflects students' abilities to apply classroom knowledge and learning to practice settings and community based public health and health education projects and interventions.

D. Pass rate in professional certification examination "CHES:"

Like the undergraduate students, departmental graduate students are encouraged to take the certification exam during the final two semesters of their study. Practitioners in the community indicate the relevance and utility of this certification exam. Potential employers indicate that the certification provides a standard to evaluate job applicants. The graduate program curriculum covers the content included in the CHES certification examination. Additionally, the department offers a 1-credit CHES preparation course. Of the seven students who graduated from the MPH program in the year 2000, three students have taken and passed the CHES exam. These students are all currently employed in the Las Cruces-El Paso region.

However, overall fewer graduate students have taken the CHES exam as compared to the number of undergraduate students. Additionally, fewer graduate students have expressed interest or intent to take the certification exam before they graduate from the MPH program as compared to the number of undergraduate students. Busy schedules, work and school issues, and cost of the exam have served as barriers to students taking the exam in the final semester or two of their study. In the future, the department will have to find better ways to highlight the relevance of the certification exam and its utility in public health and community health education practice. Additionally, the department will need to find better ways of reducing barriers to taking the CHES exam and better integrating the CHES preparatory course into the MPH program.

C. Thesis or Non-thesis option:

MPH graduate students have the option of selecting one of the two options available for their culminating event. The events are open to all students and faculty and are designed to evaluate students' overall knowledge, understanding, and skills in core public health and health education topic areas as well as their special area of interest. The following results were compiled for the 2000-2001 academic year (Fall 2000, Spring 2001, and Summer 2001).

No. of students who graduated in the academic year 1999-2000: 7

No. of students who selected the non-thesis option: 6 (86%)

No. of students who were successful: 6 (100%)

No. of students who selected the thesis option: 1 (14%)

No. of students who were successful: 1 (100%)

A larger number of students selected the non-thesis option. However an increasing number are beginning to select the thesis option because of personal interest in pursuing graduate school, medical school, or a career as an epidemiologist. The recent accreditation of the MPH program

and the successful hiring of a biostatistician to teach statistical courses and consult on students' theses also appear to play a role in changing the above trend.

The outcomes assessment from the previous academic year lead to the following changes in the graduate program that have direct impact on undergraduate student learning:

- Course offerings (in particular core course) are scheduled on a regular cycle
- New tenure track faculty have been hired including a fulltime senior level faculty to teach research and biostatistics courses
- Streamlining of biostatistics requirements and prerequisites among new admits
- The MPH oversight committee with current student, alumni, and community representation has been instituted to serve in an advisory capacity to the undergraduate program coordinator
- Continuation of the graduate student organization (MPHSO)
- Review of all MPH core courses and field experience sites and requirements is underway to prepare for the upcoming re-accreditation of the MPH program
- Expansion of field experience sites to those located out-of-state including federal internships
- Development of a better tracking data system on current and prospective MPH students
- Availability of all application forms on the department web-site
- The project option has been phased out with students having a choice between thesis /non-thesis option

4b. Anticipated Use of Results

The results from these outcomes assessment efforts will guide the graduate program coordinator and other departmental faculty in making useful and effective decisions and changes in:

- a) Course content
- b) Course offerings and schedule
- c) Field Experience sites
- d) Hiring of faculty (full time and adjunct)
- e) Better integration of CHES preparation into the MPH curriculum
- f) Greater support and promotion of the thesis option

In fact, these activities helped the department make a successful and rational case for new faculty lines and/or fill existing vacant lines, and successfully apply and receive accreditation for its MPH program and a new minor in Border Health. The results from the outcomes assessment will also be helpful in the compilation of data for the upcoming 2002 MPH re-accreditation process.

4c. Dissemination of Results

The results of the outcomes assessment activities will be disseminated in the following ways:

1. Written report will be distributed to all full time faculty.
2. A summary of the findings and results will be shared with all faculty (full/part time and adjunct).
3. Report will be submitted to the College Dean, Provost, Vice President, and Executive Vice President.

Outcomes Assessment Plan and Report
Department of Nursing
New Mexico State University

Undergraduate Program
Academic Year 2000-2001
(Fall 2000, Spring 2001, Summer 2001)

Prepared by:

Mary M. Hoke, Ph.D., RN-CS
Academic Head
Department of Nursing
December 17, 2001

Introduction

The current outcomes assessment plan and reports provides the following information:

1. Outcomes Assessment Plan
2. Methods of Assessment Utilized
3. The Performance Measure or Criteria Used to Determine Student Learning
4. Results & Anticipated Use of the Results of the Outcome Assessment Activities
5. Dissemination of Results

The report will discuss the department's undergraduate program first and then the graduate program offered by the department and will cover the five points identified above. The outcomes assessment plan, methods of assessment utilized, and the direct performance measures/criteria used to determine student learning (1,2,3) are compiled and presented together in a tabular form first for the undergraduate program and then for the graduate program.

Undergraduate Program
(Bachelor of Science in Nursing-BSN)

Broad Program Goals:

1-To offer formal and informal educational opportunities for students which prepare them at the baccalaureate level for entry into professional nursing practice.

2-To offer formal and informal educational opportunities for Registered Nurses which prepare them at the baccalaureate level to enter professional nursing practice.

3-To provide a foundation for individuals to pursue graduate nursing education.

1,2,3) Outcomes Assessment Plan

Measures of Undergraduate Student's Learning	Performance Measures: Methods of Assessment & Activities
A. NCLEX Pass Rates (Direct Measure)	<p>Students take the NCLEX examination upon graduation. Students are encouraged to take the exam within 3 months of graduation. Copies of examination results are sent to the department through the New Mexico Board of Nursing.</p> <p>Performance Measure Used:</p> <ul style="list-style-type: none"> • Number of student who took the NCLEX for (Academic Year 2000-2001) • Number of student who passed the examination on first attempt (First time pass rate)
B. Portfolio Reviews (Direct & Indirect Measure)	<p>Each semester the identified key assignments/learning activities to measure critical thinking, communication & therapeutic nursing intervention are collected in each student's individual portfolio. The individual portfolios are reviewed by the student and by the BSN Coordinator.</p> <p>Performance Measure Used:</p> <ul style="list-style-type: none"> • Number of student portfolios • Number of student portfolios demonstrating growth in critical thinking, communication & therapeutic nursing intervention

C. Alumni Survey (Direct & Indirect Measure)	Alumni surveys are sent to students at 6, 18, & 36 months post graduation. <ul style="list-style-type: none"> • Number of graduates employed as registered nurses • Number of graduates attending/completed graduate education • Number of graduates involved with research/scholarship • Number of graduates with national certification
D. Preceptor Assessment of Students (Direct Measure)	Each student is enrolled in a 6-credit preceptor course during their final semester. Each student is required to receive a good-excellent evaluation from his/her preceptor, received a “Satisfactory” grade for the course, and take the HESI exam. <p>Performance Measures Used:</p> <ul style="list-style-type: none"> • Number of students enrolled in preceptor course • Number who receive positive preceptor evaluations • Number who receive “Satisfactory Grade” • Number who take HESI

4a. Results of Outcomes Assessment Activities

The following section describes the results related to the direct measures used to assess student learning outcomes in the undergraduate program:

A. NCLEX Pass Rates: The NCLEX pass rate reflects the number of students who took the national examination and passed on their first attempt. During the Fall 2000, Spring 2001 and Fall 2001, a total of 55 students were eligible to sit for this examination. The results are as follows:

Number of basic BSN Graduates:	59
*Number of students who sat for the exam:	48
*Number of students who passed:	36

Comments:

- *Based on available information from New Mexico Board of Nursing. Pass Rate: 75% Overall; Dec 00 Graduates 83.3%; Spr 01 66.7%

Test results for 7 students from Spring 2001 class are not yet available.
 United States average NCLEX passing rate for baccalaureate nursing programs
 for CY 2000 (latest available) 83.9%.

B. Portfolio Reviews: The portfolio review reflects growth in the areas of critical thinking, communication & therapeutic nursing interventions. During the Fall 2000 and Spring 2001, a total of xxx student portfolios were reviewed by the BSN Program Coordinator and all student portfolios were reviewed by students in nursing semesters 2,3, 4 & 5.

Number student portfolios in nursing semester 5 reviewed:	59
Number of student portfolios demonstrating growth in areas of Critical thinking, communication, & therapeutic nursing Interventions:	59

Comments:

- Majority of students who review their own portfolios indicate general positive outcomes with little specifics provided based on comments from nursing faculty who observe students review activities.
- Lack of electronic communication activities evidence within the portfolios remains faculty concern.

C. Alumni Survey:

Number of graduates employed as registered nurses;	10
Number of graduates attending/completed graduate education;	1
Number of graduates involved with research/scholarship	1
Number of graduates with national certification	2

Comments:

Data reported is based on 6 month post graduation survey mailed in May 2001. Low response rate and lack of specific information on type of certification or research activities limit usefulness of data. BSN Program Committee to revise alumni survey and investigate methods to obtain employer feedback on graduates level of performance.

D. Preceptor Assessment of Students: Each student works directly with BSN level Registered Nurse in a clinical setting during his/her final semester. The student is expected to function in the capacity of a beginning professional nurse along site the preceptor.

Number of students enrolled in preceptor course:	59
Number of students who received positive preceptor evaluations:	59
Number of students who received satisfactory grade:	59
Number of students who took HESI: (Spr 01 Only)	31

Comments:

- Utilization of non med-surgical sites/preceptors decreases learning opportunities for students with known concerns
- HESI results for spring 01 showed 15 students with below average probability of passing NCLEX. Faculty concerned that students are not taking examination seriously and this along with not preparing for NCLEX examination are of concern.

4b. Uses and Anticipated Uses of Outcome Assessment Results

Faculty analyzed results identified above and has implemented the following actions (Mechanisms for faculty analysis include BSN Program Committee, Department of Nursing Faculty Organization, and Department of Nursing Curriculum Day meetings):

- Co-ordinate final semester preceptorship based on identified needs of students versus largely on desires of students for specialty area exposure.
- Requirement for students in final semester to score a minimum on a 85% on the HESI exam (Average probability of passing NCLEX)
- Faculty to explore additional national testing methodologies to gage student learning throughout the program of study
- Faculty to evaluate BSN Program utilizing NCLEX testing plan, national curriculum recommendations and item results from HESI
- Faculty to evaluate usefulness of portfolio reviews as currently designed to measure student growth in the areas of critical thinking, communications, & therapeutic nursing interventions.
- BSN Program Committee to develop outcome assessment plan for BSN Completion Students
- DON Academic Head to coordinate faculty development activities related to teaching and testing. Increased utilization of fulltime faculty compared to part-time faculty should increase continuity and increased depth of concepts across the curriculum.

5. Dissemination of Results

The results of the outcomes assessment will be disseminated in the following ways:

1. Written report will be distributed to all full time faculty.
2. A summary of the findings and results will be shared with all faculty (full/part time and adjunct).
3. Report will be submitted to the College Dean and Provost

Outcomes Assessment Plan and Report
Department of Nursing
New Mexico State University

Graduate Program
Academic Year 2000-2001
(Fall 2000, Spring 2001, Summer 2001)

Prepared by:

Mary M. Hoke, Ph.D., RN-CS
Academic Head
Department of Nursing
December 17, 2001

Graduate Program
(Masters of Science in Nursing-MSN)

1,2,3) Outcomes Assessment Plan

Measures of Graduate Student's Learning	Performance Measures: Methods of Assessment & Activities
A. Satisfactory Completion of N596 Writing for Publication from a Health & Nursing Perspective –B or Better	<p>N596 requires the application of theories and concepts from previous graduate courses, research and nursing specialty knowledge to develop publishable paper that is reviewed by a minimum of three graduate faculty</p> <p>Performance Measures Used:</p> <ul style="list-style-type: none"> • Number of students who take N596 • Number of students with B or better in the course
B. Advanced Field Placement/Practicum	<p>Each student is required to take a specific number of advanced field/practicum credits in which they are directly supervised by an advanced practice/MSN prepared nurse with the same specialty. Advanced practicums are at the end of the course of study which allows students to function at the beginner stage of advanced nursing practice.</p> <p>Performance Measures Used:</p> <ul style="list-style-type: none"> • Number of students enrolled in N595 & 591 • Number who receive positive preceptor/faculty evaluations • Number who receive B or better grade
C. Orals	<p>To successfully complete their program of study each student is required to complete an oral examination. During the examination which is conducted by a minimum of three faculty (primary advisor, another graduate nursing faculty, and one graduate faculty from outside the</p>

	<p>department). Each candidate must orally successfully answer questions related to research, theory, advanced practice roles, the health care environment and items directed at their nursing specialty and focus areas.</p> <p>Performance Measure Used:</p> <ul style="list-style-type: none"> • Number of students sitting for orals • Number of students who successfully answer orals questions
D. Alumni Survey (Direct & Indirect Measure)	<p>Alumni surveys are sent to students at 6, 18, & 36 months post graduation.</p> <ul style="list-style-type: none"> • Number of graduates with advanced credentials/certifications • Number of attending/completed doctoral education <p>Performance Measures Used:</p> <ul style="list-style-type: none"> • Number of graduates with advanced credentials/certifications • Number of graduates attending/completing doctoral education

4a. Results of Outcomes Assessment Activities

The following section describes the results related to the direct measures used to assess student learning outcomes in the graduate program. During AY 2000-2001 eight (8) students graduated from the MSN Program.

A. **Completion of N596:** N596 requires integration of concepts and principles from nursing theory, research, and specialty content.

Number of students who took N596	8
Number of students with B or Better	8

B. **Advanced Field Placement/Practicum:**

Number of Students who took N595/591	8
Number who received positive preceptor/faculty evaluations	8
Number who received B or better	8

C. **Orals:**

Number of Students sitting for orals	8
Number of Students who successfully complete orals	5

Comments:

- New standardized orals questions initiated with Spring 2001 graduates. Concern raised by faculty that orals seem to be all or nothing approach. MSN Program Committee will be instituting Likert Rating Scale which will facilitate identification of specific learning outcome issues.

D. Alumni Survey

Number of students with advanced certification	1
Number of students attending/completing doctoral studies	0

Comments:

Data reported is based on 6 month post graduation survey mailed in May 2001. Low response rate (3 responses) and lack of specific information on type of certification or research activities limit usefulness of data. MSN Program Committee to revise alumni survey and investigate methods to obtain employer feedback on graduates level of performance. Changes in ANCC certification examination requirement for practicum hours within the curriculum and New Mexico State Board of Nursing will increase number of students desiring advanced nursing education status.

4b. Uses and Anticipated Uses of Outcome Assessment Results

Faculty analyzed results identified above and has implemented the following actions (Mechanisms for faculty analysis include MSN Program Committee, Department of Nursing Faculty Organization, and Department of Nursing Curriculum Day meetings):

- MSN Program Committee to institute Likert Scale for Orals Questions
- MSN Program Committee to review practicums/advanced field placements to ensure adequate practice hours for national certification examinations
- DON Academic Head to contact ANCC to determine possible procedures that could be utilized to obtain national certification examination results for graduates.
- MSN Program Committee to explore appropriate revisions of Alumni Survey process to measure student learning outcomes.

5. Dissemination of Results

The results of the outcomes assessment will be disseminated in the following ways:

1. Written report will be distributed to all full time faculty.
2. A summary of the findings and results will be shared with all faculty (full/part time and adjunct).
3. Report will be submitted to the College Dean and Provost

SCHOOL OF SOCIAL WORK

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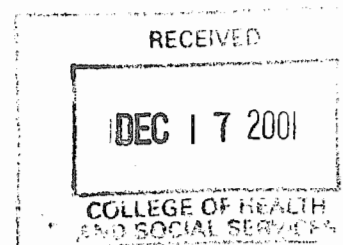


MEMO

To: Jeff Brandon, Dean
College of Health and Social Services
From: Stephen C. Anderson, Director
Date: 12/17/2001
Re: Assessment of Outcomes

A handwritten signature in black ink, appearing to read 'SCA', positioned to the right of the 'From:' line.

Attached are the assessments of student learning outcomes for the School of Social Work undergraduate and graduate programs for the past academic year.



Assessment of Student Learning Outcomes
School of Social Work
2000-2001 Academic Year

Introduction

The School of Social Work continues to develop, implement and assess outcome measures linked to the overall goals of the BSW and MSW programs. The School is committed to the long term benefits derived from a variety of outcome measures to meet its responsibility to provide a quality educational experience for every student. Students and community members participate in this ongoing outcome assessment process by providing input at a variety of levels from student exit surveys to surveys of alumni and employers. The Faculty Affairs Committee reviews the outcome assessments for both the BSW and MSW programs, with the program coordinators for each program having responsibility for insuring the implementation of the various outcome measures. The School continues to explore various measurement tools and to assess the feasibility of continuing or discontinuing particular outcome measures.

The School of Social Work achieved a level 3 stage of assessment development for the 2000-2001 academic year.

ASSESSMENT OF STUDENT LEARNING OUTCOMES

**BACHELOR OF SOCIAL WORK PROGRAM
ACADEMIC YEAR 2000-2001**

**SCHOOL OF SOCIAL WORK
COLLEGE OF HEALTH AND SOCIAL SERVICES**

DECEMBER 17, 2001

1. CURRENT OUTCOMES ASSESSMENT PLAN MEASURES – BSW PROGRAM

The undergraduate outcome assessment program for the academic year 2000-2001 drew from the following outcome measures:

- Field Evaluations (internship experiences)
- Evaluation of the integration of classroom learning into internship practice
- Culminating research projects
- Structured exit interviews with students
- Alumni interviews
- Employee interviews

2. OUTCOME ASSESSMENT ACTIVITIES IN 2000-2001

The undergraduate outcome assessment program for the academic year 2000-2001 used the following outcome measures:

- Field evaluations (internship experiences)
- Evaluation of the integration of classroom learning into internship practice
- Culminating research projects

There are additional measures regularly used by the School but which are not used every year. These include the alumni, employer and student exit surveys. The student exit survey was used in the academic year 2001-2002 together with the other measures. All surveys were developed with input from students and faculty, and were field tested prior to administration.

3. WHAT WAS LEARNED FROM THESE ASSESSMENT ACTIVITIES: CHANGES IN PROGRAM USING THE INFORMATION RECEIVED

- Field evaluations and seminars

Field evaluations and seminars are a critical means of measuring outcome achievement throughout the program. The field evaluation incorporates all components of the curriculum, thus providing a comprehensive means of evaluating the knowledge and skills gained and applied by the student in relation to all curriculum sequences. The field seminars provide means for assessing the knowledge and skills gained by the students, especially their capacity to integrate and apply course content in the field settings. Field evaluations are competence based and no student receives a passing grade from the sequence unless the competencies have been met. The field evaluation process is an individualized evaluation session involving the student, field faculty member and the faculty liaison. No student can successfully complete the program of study without earning a passing grade in the field component.

- Sequencing of courses

Prior to implementing the outcome assessment plan for the School of Social Work, the BSW program frequently allowed social work majors to take courses out of sequence. This practice has been dramatically reduced due to the concerns expressed by students and their field supervisors.

- GPA requirements

The BSW program continues to hold to the 2.5 GPA admission requirement implemented four years ago. In the last four years since implementing this requirement the applicant pool and the overall GPA of the applicants has risen. Of the sixty slots available for Fall 2000, 43 students came with 3.0 or above GPA and the remaining students fall between 2.5 and 2.99.

- Field evaluation revision

Field evaluations were reviewed during the summer by the field and program coordinators. These evaluations continue to reflect the curriculum and the student's learning experiences.

- Syllabi review

The program continues an ongoing process of syllabi review and revision, tying outcomes to program objectives. This process has been completed in the practice and HBSE sequences and is presently underway in both the research and policy sequences.

- Class schedule changes

In response to the results from past exit surveys and from requests made by students, more evening classes and a more flexible day schedule were implemented for the three year part time program. This schedule is published in the current undergraduate catalog.

4. ANTICIPATED CHANGES RESULTING FROM PAST YEAR'S ASSESSMENTS

- Curriculum – Practice sequence revision

In response to concerns and requests from undergraduate students the syllabi for the three practice courses was revised and went into effect at the beginning of the fall term. The content of the practice sequence remains the same but topics, studies and skills are presented to be timely and responsive to the student's internship requirements. This provides students the opportunity to practice course content and

to build on knowledge and skills previously acquired in their course work.

5. HOW RESULTS OF THE OUTCOME ASSESSMENTS ARE COMMUNICATED TO FACULTY IN THE SCHOOL OF SOCIAL WORK

The BSW program coordinator provides outcome assessment findings to faculty for their review and comment. The outcome assessment findings can be accessed through numerous mechanisms in the School including:

- Faculty meetings – at least one per month
- Committee and curriculum sequence committee membership
- The BSW program self-study – required for the Council on Social Work Education
- Outcome assessment yearly report
- Circulation through school's listserv and mail

The faculty affairs committee consisting of five elected faculty representatives is responsible for reviewing the Outcomes Assessment on an annual basis.

The BSW self-study and the outcome assessment reports are on file in the School of Social Work.

ASSESSMENT OF STUDENT LEARNING OUTCOMES:

MASTER OF SOCIAL WORK PROGRAM

ACADEMIC YEAR 2000-2001

**SCHOOL OF SOCIAL WORK
COLLEGE OF HEALTH AND SOCIAL SERVICES**

DECEMBER 17, 2001

1. CURRENT OUTCOMES ASSESSMENT PLAN MEASURES – MSW PROGRAM

The graduate outcome assessment program for academic year 2000-2001 drew from the following outcome measures:

- Field Evaluations (internship experiences)
- Evaluation of the Integration of classroom Learning into Internship Practice
- Comprehensive Oral Examinations
- Structured Exit Interviews with Faculty
- Theses or Culminating Research Projects
- Alumni Interviews
- Employee Interviews
- Focus Groups

2. OUTCOME ASSESSMENT ACTIVITIES IN 2000-2001

The graduate outcome assessment program for academic year 2000-2001 used the following outcome measures:

- Field Evaluations (internship experiences)
- Evaluation of the Integration of classroom Learning into Internship Practice
- Comprehensive Oral Examinations
- Theses or Culminating Research Projects
- Student Exit Surveys

There are additional measures regularly used by the School but which are not used every year. These include the alumni and employer and student exit surveys. All surveys were developed with input from students and faculty, and field tested prior to administration.

3. WHAT WAS LEARNED FROM THESE ASSESSMENT ACTIVITIES: CHANGES IN PROGRAM, USING THE INFORMATION RECEIVED

- Field Evaluations and Seminars

Field evaluations and seminars are a critical means of measuring outcome achievement. The field evaluation incorporates all components of the curriculum, thus providing a comprehensive means of evaluating the knowledge and skills gained and applied by the student in relation to all curriculum sequences. The field seminars provide an additional means for assessing the knowledge and skills gained by the students, especially their capacity to integrate and apply course content in the field settings. Field evaluation is competence based and no student receives a passing grade from the sequence unless the competencies have been met. The field evaluation process is an individualized evaluation session involving the student field faculty and faculty liaison. No student can successfully complete the program of study without earning a passing grade in the field component.

- Oral Examinations

The comprehensive oral examination provides a capstone evaluation method. The oral exam is required by the NMSU Graduate School and must be successfully completed before the student can graduate. The oral exam, which is held during the last semester of the student's course of study, is approximately two hours in length. The oral examination committee consists of two School of Social Work faculty members and an additional member of the graduate faculty from outside the School. The additional member is appointed by the Graduate Dean as the Graduate School's representative to provide quality control of the examining process. During the examination, the candidate is tested in all five social work sequence areas. For those students who have elected the thesis option, it is the focal point of the exam.

Social Work faculty examiners evaluate the competency of each student in the five academic sequences on which they are examined. These evaluations are returned to the sequence committees for review and curricular improvement.

Use of Outcome Results for MSW Program Refinement

- Revision of Course syllabi

The program continues an ongoing process of syllabi review and revision tying outcomes to program objectives. The research courses and research sequence in particular are being examined currently.

- Master of Social Work/Master of Public Administration Dual Degree Program

Responding to previous outcome surveys, at this time, the School of Social work and the Department of Government continue to dialogue on developing an MSW/MPA dual degree program. The program is designed to allow a student in the dual degree program to complete the program in three academic years and to earn both the MSW and MPA degrees. For social work students, a dual MSW/MPA degree will provide an education in which social work knowledge and skill will be combined with administrative, programmatic and policy content offered by the MPA program unavailable in the social work program. This can result in a student with a broad academic and professional focus and will provide employment opportunities in a variety of government, non-profit, social service and related sectors.

- Increasing Clinical Content

The School supports and promotes the issues raised by students, alumni and community participants regarding perceived inadequacies in clinical content and continues to assess practice courses so that they include more practice knowledge and skills. Practice focused on special topics courses (e.g., substance abuse, multi-cultural families and administration) are now offered to add to this content. The School continues to sponsor an annual workshop reviewing the Diagnostic & Statistical Manual, which provides mental health assessment criteria.

- Program on Alcohol and Other Drugs

In response to the students' and community's requests for a broader curriculum, an interdisciplinary minor related to practice with people involved with alcohol and other drugs is fully operational and graduated its first students in Spring 2000. This minor prepares students for the licensing examinations in this field or practice. It is envisioned that this minor will serve as a model for other areas of emphasis that are congruent with generalist and family-centered practice.

- Broadening Elective Options

Again, in response to the requests for broadening elective options, additional electives are being planned. In 2000-2001, a family centered practice with substance abusive families, family centered program administration and course on violence in the family were offered.

- Interdisciplinary Gerontology Program

An additional interdisciplinary gerontology minor on undergraduate and graduate levels was explored with implementation of the minor expected in Spring 2002, which include courses from the School of Social Work that addresses this growing population.

- Roswell Part-Time Off-Campus Program/Main Campus Part-Time Program

The Roswell Part-time Program began in the Spring 1999 semester and the Roswell Part-time Advanced Standing Program began in the Summer II 2000 semester. This program was a response to the need for graduate-level social workers in the eastern part of the state and was approved by the Council on Social Work Education.

The Program graduated its first class of MSW Part-time Program students in December 2000. The program will graduate its Roswell MSW Part-time and Advanced Part-time students, and its second class of MSW Part-time and Advanced Part-time students in December 2001.

- Development of a Program in Albuquerque

The School explored the development of an MSW program in the Albuquerque area. The MSW program would be delivered through distance education and course work would be provided utilizing a combination of web-based learning and on site delivery by social work faculty. The program would be provided on weekends and have a coordinator for distance education program delivery based in Albuquerque. Plans must be developed and submitted for approval to both the Council on Social Work Education and the LFC. A Distance Education Committee was formed in the School of Social Work to move on this initiative.

How Information Will Be Used In A Short-Term And Long-Term Program Planning

The School of Social Work must continue to meet the educational needs of its students. It also must address its broader mission of serving the people of the state and addressing the social welfare needs of its people. To do this, we must have knowledgeable, skilled and ethically grounded social workers. It is the mission of the School to provide social workers of high caliber. To do so, the School must assess, in a regular, systematic way, the School's performance in developing knowledge, skill and an ethical grounding in its students. The School must also assess the needs of the community, region and state to ensure that our students are meeting their needs for highly trained social workers.

The information that the School gathers through its many assessment procedures is used to evaluate the effectiveness of the program, to determine areas needing improvement, to strengthen all areas of the curriculum and to test programmatic and curricular innovations. Individual courses and sequential courses continue to be evaluated for relevance and timeliness of content and their broader integration into the curriculum. Sequences are evaluated for vertical integration of course and fieldwork and for the integration of sequences within the curriculum. The fieldwork program continues to be evaluated, particularly for the fieldwork settings' appropriateness and effectiveness as learning environments. Students, graduates of the program, employers and the public will be asked to share information on programmatic and curricular needs and program effectiveness in Fall 2001 and Summer 2002 as part of our ongoing assessment process.

Long-term assessment will employ both direct and indirect measures. Longitudinal assessment will assess the continued improvement of the applicant pool into the BSW and MSW program, success in developing and maintaining a diverse student body, and continuing success in maintaining a relevant and timely curriculum. Measures of success among graduates can also inform the program about its effectiveness and relevance.

4. EXPECTED CHANGES IN OUTCOMES ASSESSMENT

To measure overall achievement, the MSW Program Coordinator continues to examine for possible use, the Area Concentration Achievement Test designed to point out the academic weaknesses and strengths of graduating social work students. Because it is a standardized test, it can also be used to measure multi-year trends.

Specific assessments to be employed in the future include outcome assessment of the part-time programs, both on-campus and in Roswell. We are currently engaging in an assessment of the two programs as they continue to develop.

Distance education technology is currently being incorporated into MSW courses. Methods of evaluation are currently being reviewed for use in the program. We will assess how various configurations of distance education courses are evaluated on both educational and satisfaction measures. Evaluation of the need for and feasibility of additional distance

education sites such as for the American Indian population in the Four Corners areas of New Mexico continues.

To support the diverse populations of the southwest, we will need to assess both the style and content of courses offered in multicultural settings.

The creation of a two-track social work program, one focusing on direct practice (family-centered practice) and one focusing on another concentration, is a consideration for the MSW program. The feasibility of such a two-track program continues to be debated within the program.

An important area for further assessment focuses on reasons students remain in or leave the program. This is particularly severe for American Indian students on the NMSU campus. Assessing reasons for staying in or leaving the program help us to better understand how we can improve student retention and enrich the long term well being of our student population. We are fortunate that the American Indian students in the School of Social Work have remained and graduated in 2000-2001.

5. HOW THE RESULTS OF OUTCOMES ASSESSMENTS ARE COMMUNICATED TO ALL FACULTY IN THE SCHOOL OF SOCIAL WORK

The MSW Program Coordinator provides outcome assessment findings to other faculty for their review and comment. The faculty has access to this information through a number of mechanisms in the school including:

- Faculty Meetings
- Committee and Sequence membership
- MSW Program Self-study
- MSSW Program Interim Reports
- Outcome Assessment Yearly Report
- Circulation through School mail
- School Listserv

The MSW program self-study and MSW program interim reports are required for the Council on social Work Education.

In addition, the Faculty Affairs Committee (consisting of five elected faculty representatives) is responsible for annually reviewing outcome assessments.

A copy of the MSW program self-study, interim report and yearly outcome assessment report is on file in the School of Social Work.