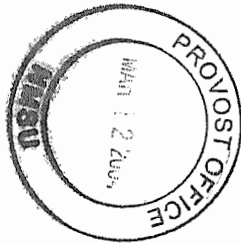


Outcomes Assessment Plan and Report
Department of Health Science
New Mexico State University



Undergraduate Program
Academic Year 2002-2003
(Fall 2002, Spring 2003, Summer 2003)

Outcomes Assessment Committee
Satya Krishnan (Chair), Charles Kozel, and Sue Forster-Cox
Department of Health Science

Prepared by:
Satya P. Krishnan, PhD, CHES
February 9th, 2004

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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 2002, Spring 2003, Summer 2003) • 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 2002, Spring 2003, Summer 2003) • 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 '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 2002-2003 • 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 preparation course and those who appeared for the exam in the academic year 2002-2003) • No. of students who passed the exam • 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 2002, Spring 2003, and Summer 2003 semesters (course not offered in the summer), a total of 34 students took the writing test/exam with the following results.

Number of students who were enrolled in HLS 100 during Fall 2002 and Spring 2003: 23 + 29 = 52

Number of students who took the test/exam: 20 + 18 = 38

Number of students who scored a passing grade of 37 percentile or greater: 14 + 13 = 27

PASS RATE: 71%

Note: Typically, each semester some students choose to take the alternate exam, primarily in those situations in which they are not successful in the 'Conventions of Written English Exam.' Additionally, some of the enrolled students are not potential health science majors and therefore do not take the exam or the alternate one because the other departments do not have the same requirements as the health science department.

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.

Number of students enrolled in the field experience course during Fall 2002, Spring 2003, and Summer 2003: 19

Number of students who received an adequate/positive evaluation from their field experience preceptors: 19

Number who received an overall course grade of "C" or better: 19

Number of students who presented their work as an oral presentation: 18*

Number of students who have submitted their portfolios: 19

* One of the students continued with the field experience and made the presentation in the following semester.

Overall, all of the students who enrolled in the field experience course received adequate/positive evaluations from their field experience preceptors. All but one of the students (95%) presented their work in front of their peers, preceptors, and faculty and submitted their portfolios to the department. All enrolled students received a grade of "C" or above. 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 2003, 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 Spring 2002:</i>	<u>20</u>
<i>Overall student grades:</i>	
<i>Number of A's:</i>	<u>10 (50%)</u>
<i>Number of B's:</i>	<u>9 (45%)</u>
<i>Number of C's:</i>	<u>1 (5%)</u>
<i>External Reviews:</i>	
<i>Number of projects funded</i>	<u>7</u>

Students worked in teams of three and collaborated on research projects by applying for funding and then conducting the research and data analysis. Each of the seven teams prepared a poster presentation of their projects and findings and took part in the symposium organized for the posters. Overall, all the students (20) enrolled in the course received a "C" or better grade, a majority (95%; n=19) of the students received an "A" or a "B" grade.

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 indicated that the certification provides a standard to evaluate job applicants. The undergraduate program curriculum integrates the content included in the CHES certification examination throughout the various courses. Additionally, the department offers a 1-credit CHES preparation course. The following results were obtained for this student-learning measure.

Number of students enrolled in the 1-credit course:	<u>6</u>
Number of students who took the certification exam:	<u>4</u>
Number of students who passed the exam:	<u>Results not available at this time</u>
<u>PASS RATE:</u>	N/A

Overall, approximately 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 prepare and complete the CHES exam while enrolled in the program. The outcome assessment results have and will also 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 data have 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
- Integration of a new format for field experience presentations and more involvement of the external field experience preceptors
- Course offerings (in particular core courses) 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 full-time instructor for teaching general education courses has 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
- An ongoing assessment of course offerings and how to include courses in gerontology as well as web-CT courses to enhance the quality of the undergraduate degree program offered by the Health Science Department

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 and University Provost.
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 departmental website at: <http://www.nmsu.edu/~hlthdpt/faculty.html>.

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

Graduate Program
Academic Year 2002-2003
(Fall 2002, Spring 2003, Summer 2003)

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Department of Health Science

Prepared by:
Satya P. Krishnan, PhD, CHES
February 9th, 2004

<p>D. Final thesis or non-thesis option</p>	<p>Performance Measures Used:</p> <ul style="list-style-type: none"> • No. of students who enrolled in the preparation courses and the number who took the CHES exam for the academic year 2002-2003 • 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 thesis 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 2002-2003 • No. of students who selected the comprehensive exam option (non-thesis option) • No. of students who were successful in the comprehensive exam (non-thesis) 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. The data compiled in the table below is based on the courses that were offered and the available data:

Course No.	No. of students enrolled	"B" or better grade
MPH 500 (Fall 2001)	12	12 (100%)
MPH 510 (Fall 2001)	11	11 (100%)
MPH 520 (Fall 2001)	11	9 (82%)
MPH 530 (Sp.2002)	12	11 (92%)
MPH 550 (Sp.2002)	10	9 (90%)
MPH 570 (Sp.2002)	11	10 (91%)
MPH 572 (Sp.2002)	5	5 (100%)
MPH 573 (Fall 2001)	5	4 (80%)
MPH 574 (Fall 2001)	13	13 (100%)
MPH 579 (Sp.2002)	7	7(100%)

As the table above indicates, a majority of the students 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 2002, Spring 2003, and Summer 2003:</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>
<i>Number of students who presented their work as an oral presentation:</i>	<u>7</u>

Number of students who submitted their portfolios:

7

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 had taken and passed the CHES exam. These students are all currently employed in the Las Cruces-El Paso region. In the 2002-2003 academic year, two graduate students enrolled in the 1-credit CHES preparation course. One of them took the CHES exam and was successful.

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 2001-2002 academic year (Fall 2002, Spring 2003, and Summer 2003).

No. of students who graduated in the academic year 2002-2003: 13

No. of students who selected the non-thesis option: 9 (69%)

No. of students who were successful: 9 (100%)

No. of students who selected the thesis option: 4 (31%)

No. of students who were successful: 4(100%)

An increasing number of students are beginning to select the thesis option because of personal interest in pursuing graduate school, medical school, or a career in the public health sector. The current full accreditation of the MPH program and the successful hiring of a biostatistician to teach

statistical courses and consult on students' theses appear to play a role in changing the above trend.

The outcomes assessment efforts have led to the following changes in the graduate program that have direct impact on graduate 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 on an ongoing basis
- A current review of admissions standards and requirements
- Expansion of field experience sites to those located out-of-state including federal internships
- Offering of graduate and teaching assistantships to a larger cohort of graduate students
- 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
- g) A more stringent admissions standards for incoming students

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. In addition, the results from the outcomes assessment were also helpful in receiving full reaccreditation in 2003.

4c. Dissemination of Results

The results of the outcomes assessment activities 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 and University Provost.
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 departmental website at: <http://www.nmsu.edu/~hlthdpt/faculty.html>.

Outcomes Assessment Plan and Report
Bachelor of Human and Community Services
College of Health and Social Services
New Mexico State University

Academic Year 2002-2003
(Fall 2002, Spring 2003, Summer 2003)

Prepared by:

Larry K. Olsen, Dr.P.H., CHES
Associate Dean and Program Chair
March 10, 2004



Overview

It is important for the committee to understand that the Bachelor of Human and Community Services was initiated in Fall, 2002. The first student, who graduated from the program, graduated in May, 2003, and is currently in the Military and is stationed in Korea.

The faculty who teach in the core BHCS courses approved the following policy on August 14, 2003. The plan was also presented in the request to NCA for approval of the degree program. It is our hope that the assessment plan that is presented in this report is acceptable to the NMSU Outcomes Assessment Committee.

Measures to be used to document achievement of expected program outcomes.

The assessment plan enumerated below is designed to determine the extent to which the goals of the BHCS have been attained by students enrolled in the program. The program involves the triangulation of several measures that are elaborated in the paragraphs that follow.

Section 1: Faculty Assessment Committee

A faculty panel consisting of three faculty members (one from each of the various departments in the College of Health and Social Services) will be appointed to the Assessment Committee. The Associate Dean of the College will serve as the Chair of the Committee and will oversee the assessment process.

Section II: Student Work Collection (portfolio)

Each professor who teaches a core course within the BHCS must submit a course syllabus at the beginning of each semester. The contents of the syllabus must contain the basic elements as specified in the AP&P manual.

A minimum of three sample assignments must be identified by each professor as being representative of the objectives for that particular course. Each professor will maintain copies of these three samples, from each student enrolled in the course as a portfolio that will be used during the assessment process.

Student portfolios will be selected at random from each course using the following protocol:

- a. If five or fewer students are enrolled in a course, two student portfolios will be randomly selected for the assessment process.
- b. If between six and ten students are enrolled in a course, three student portfolios will be randomly selected for the assessment process.
- c. If between 11 and 20 students are enrolled in a course, four student portfolios will be randomly selected for the assessment process.

- d. If more than 20 students are enrolled in a course, five student portfolios will be randomly selected for the assessment process.

Professors will be required to submit the student portfolios selected for the assessment process to the Faculty Assessment Committee. Prior to the submission of the portfolio, the professor will make a copy of all materials and delete all reference to the name of the student whose portfolio is being reviewed. The original documents will be retained by the individual professor as per university policy. Portfolios will be reviewed using the criteria presented in Attachment A. In addition to these criteria, a primary point of emphasis for the various portfolios will be to compare the work with the course objectives as presented in the respective course syllabi.

Section III: Professor Self-Evaluation (Formative Component)

Each professor must provide, at the end of the semester, a narrative in which he or she describes the progress of the students he or she had enrolled in the course. This evaluation will be a subjective assessment on the part of the professor, related to his or her assessment of overall classroom progress toward attainment of the course objectives. These subjective assessments will be used by the Faculty Assessment Committee to compare student work with the Professor's assessment of the portfolios selected from each course.

Each professor must provide a narrative in which course components or objectives that need additional "work" and/or alteration are specified. This must be done for each BHCS core course taught by that professor. These assessments will be used as a baseline for examination of the course syllabus the following semester.

Each professor must provide a narrative in which he or she subjectively assesses the overall quality of the student work that was submitted in the course. These narrative statements will also be used by the Faculty Assessment Committee as they review student portfolios.

Each professor must provide a narrative in which a subjective assessment of the overall quality of the students enrolled in the course is evaluated. Things such as the preparation of the students for entry into the program (for introductory courses), skills and abilities brought from other courses taken within the BHCS program (e.g., prior preparation of the students) must also be a part of the narrative. These narrative statements will be used to assist in making decisions related to admission criteria to the program as well as possibly setting prerequisites for courses within the core program.

Section IV. Capstone Assessment

This particular assessment process will be based solely on the technology that is available for use with the program. The following protocol is suggested:

1. Each professor will submit a minimum of 30 multiple-choice questions that reflect attainment of the objectives of the core courses he or she teaches. Each question must have a minimum of 4 “foils,” and must adhere to good item construction criteria. The correct answer and the goal to which the item refers, must be specified.
2. Each student, prior to graduation from the BHCS degree program, must complete the final program assessment instrument. This assessment process will be established as a special WebCT course that all BHCS majors must complete prior to certification of their degree. The purpose is not to “fail” a student, but rather to determine the extent to which the specific objectives within the various core courses within the BHCS program have been attained and retained by those who are scheduled to graduate from the program. The results of this assessment will be used to make modifications in the various courses contained within the BHCS core program. Although specific student names will not be attached to the assessments there is a tracking mechanism within WebCT that allows the assessment administrator to determine if a given student has completed all the items within the form. It would be similar to taking a survey on line wherein the survey could not be submitted unless all “required” fields have been completed.
3. The final assessment instrument should take no more than two hours to complete.
4. The final assessment instrument will consist of a minimum of 50 multiple choice items randomly selected using computer technology, for each student who takes the examination. This means that even if two students are sitting side by side, the two examinations they take will be different.
5. All students must complete an essay segment wherein they will receive the following directions:

The response to this item is limited to five double-spaced pages, using 12-point type and 1” margins on all four sides. Put the date you completed this essay at the top of each page, and include a self-generated PIN in parentheses following the date you complete the essay. Do not put your name on this essay, but download and print each page ensuring that you have the date and your PIN on each page. Although you will be “enrolling” for this final assessment as an additional course, there is no fee for the course, and there will be no credit for completion of the assessment. It is important to be honest since the collective responses that are provided will be used to make program evaluations, not to determine individual competence. If you do not complete the entire assessment you will not be granted

your baccalaureate degree until proof of such completion is provided to the Faculty Assessment Committee.

6. The specific areas that are to be addressed by each student are as follows:

Identify the two minors you have completed within the BHCS program and indicate how those two minors have contributed to your overall course of study and how those minors have expanded your educational experience.

Explain how the BHCS degree program has contributed to your understanding of each of the following:

- A. The human services industry, including your understanding of community health, nursing, and social work.
 - B. The history of health care and human services
 - C. Ethical issues commonly faced by workers in the human services industry.
 - D. Research as typically used by administrators and others employed in the health and human services industry
 - E. Management and administration skills applied to the human services industry.
 - F. Human behavior and how it is influenced by the social environment
 - G. Social welfare policy as developed and implemented in the United States.
7. The above essays will be used by the Faculty Assessment Committee and will be reviewed using the criteria specified in Attachment A.
 8. Each member of the Faculty Assessment Committee will independently assess the portfolios that have been selected for review, and will submit his or her assessment form to the Associate Dean who is the “Department Head” for the BHCS program. The independent assessments will be reviewed and then discussed with the BHCS Core Course Faculty to plan how to use the results of the assessment to improve the BHCS degree program.

Attachment A

SKILLS ASSESSMENT FORM

Instructions to Faculty Assessment Committee: Write the number of the portfolio you are reviewing in the space provided. Review the material contained in the portfolio, and place an "X:" in the appropriate box to indicate your ratings of the student's skill level as demonstrated in the material contained in the portfolio., using the definitions of the assessment categories supplied on the next page.

Portfolio Number: _____

Thinking & Writing Skills	Insufficient Competence	Sufficient Competence	Substantial Competence	Inadequate Evidence of Competence	Not Applicable (Specify Why)
Assembling Information					
Understanding Information In-depth					
Using Information					
Reflecting Upon Information					
Creating New Information					
Organizing Information					
Targeting Information					
Expressing Information					

Additional comments about this portfolio:

Definitions of the Eight Thinking and Writing Skills

Assembling Information: The ability to locate information pertinent to the task, assignment, problem, or question by using resources appropriate to the discipline; employs multiple methods and technologies to gather information, including computer databases and document delivery system, print resources (e.g., books, journal articles, newspapers and magazines), audiovisual resources, interviews and surveys of expert sources and lay people; gathers a variety of information (e.g., primary and secondary sources, recent and historical information, etc.)

Understanding Information in Depth: Goes beyond mere comprehension to achieve an in-depth understanding of material through analysis, interpretation, and explanation; analyzes the structure of a complex idea, chain of reasoning, or work by identifying the component parts and the interrelationship of those parts; recognizes nuances and shadings of meaning and unstated assumptions in reasoning

Using Information: Uses whatever cognitive processes and intellectual skills are appropriate for completing the assignment, considering the nature of the given task; develops supporting arguments for conclusions, beliefs, and claims; makes decisions and recommendations based upon a consideration of options and their differential consequences; draws valid conclusions from evidence; uses definite criteria and accepted standards to judge the value or credibility of another's work; views ideas from multiple perspectives.

Reflecting upon Information: is self-reflective about, and can evaluate own learning, thinking, and performance; sets explicit goals for own work; develops plans and strategies for carrying out own work; monitors progress toward goals; uses feedback from others to improve the quality of own work; makes revisions as needed to assess personal strengths and weaknesses and devises plans for self-improvement.

Creating New Information: Shows originality, innovation, and creativity in process and/or product; proposes new and worthwhile problems and tasks to pursue; poses new questions and generates original hypotheses; makes original interpretations and develops original theoretical frameworks; offers new solutions to problems; perceives new patterns of relationships; creates new contexts or uses for or extensions and elaborations of existing information; creates original products and innovative designs.

Organizing Information: Demonstrates a clear plan of organization for the unified, focused, orderly, and coherent representation and communication of ideas; articulates a clear thesis if theme; maintains a focus by linking ideas to the main point; uses verbal and symbolic techniques such as tables, graphs, diagrams, etc, to organize information; presents ideas in a clear, logical, and effective order; employs various transitional devices to attain smooth connections among ideas/

Targeting Information: Uses content, language, tone, style, and format to achieve the purpose of the communication or assignment, meet the demands of the situation and satisfy the needs of the intended audience; uses appropriate writing, citation, and documentation formats; uses the special vocabulary of the field while avoiding unnecessary jargon; writes with clarity and conciseness.

Expressing Information: Follows established standards and conventions of written communication with respect to grammar, syntax, and mechanics; achieves a mature and effective writing style; uses words with variety, precision, and appropriateness; avoids language that reflects bias toward people based upon their gender, sexual orientation, disability, age, religion, and ethnic, racial, or cultural group membership; uses acceptable forms of the various parts of speech; achieves a clear, varied, and effective sentence style; writes full sentences avoiding fragments, run-ons, and reifications.

Assessment Categories

Definitions

Insufficient Competence

There is not a sufficient level of competence demonstrated for the skill through the work that is contained in the portfolio. The work is below what would be expected of a graduating senior in the program. Considering the subskills in this category, thinking and or/its expression may be unclear, oversimplified, superficial, unreliable, and/or confused. I would not feel confident about the ability of the individual in terms of performance on future tasks involving this skill

Sufficient Competence

The work submitted shows a sufficient level of competence for the skill, therefore the individual is performing at a level of proficiency expected of a graduating senior in the program. Most of the component subskills relevant to the work being assessed are performed competently. I have

confidence that the individual would do reasonably well on future tasks involving this skill.

Substantial Competence

There is a substantial level of competence for the skill demonstrated in the work that is submitted; a level of performance in excess of what would be expected of a graduating senior in the program. The work is characterized by depth, breadth, consistency, thoroughness, and clarity with respect to the component subskills. I have confidence in recommending individuals who do this level of work for further study and/or employment in areas in which the possession of this skill predicts success.

Inadequate Evidence of Competence

This skill is expected of those who graduate from the program, but the work in the portfolio does not provide sufficient evidence to make reliable and valid judgments of the skill.

Not Applicable

This skill is not currently expected of our majors

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



Undergraduate Program
Academic Year 2001-2002
(Fall 2002, Spring 2003, Summer 2003)

Prepared by:

Mary M. Hoke, Ph.D., RN-CS
Academic Head
Department of Nursing
February 10, 2004

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 2002-2003) • Number of student who passed the examination on first attempt (First time pass rate)
B. ERI/National Norm Testing (Direct Measure)	<p>Students take various ERI examinations throughout the program.</p> <p>Performance Measure Used.</p> <ul style="list-style-type: none"> • Number of students who take various examinations • Number of students who reach National Average /Composite Score by subject
C. Alumni Survey (Direct & Indirect Measure)	<p>Alumni surveys are sent to students at 6, 18, & 36 months post graduation.</p> <p>Performance Measure Used.</p> <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)	<p>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 national normed NCLEX- RN predictor exam.</p> <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 NCLEX-RN Predictor examination
E. RN- BSN Option (Direct & Indirect)	<p>Each RN to BSN student takes 12-17 credits per semester when starting the nursing course sequence which include web-ct enhancement with 2 way video and local clinical experiences.</p> <p>Performance Measurements Used:</p> <ul style="list-style-type: none"> • Number of new students enrolled in nursing semester • Number who receive satisfactory grade (C or better) in courses • Student satisfaction with teaching strategies used. • Number who enroll in graduate nursing courses.

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 Fall 2002, and Spring 2003 (inclusive of summer sessions) a total of 61 students were eligible to sit for this examination. The results are as follows:

Number of basic BSN Graduates:	61
Number of students who sat for the exam:	54 Known
*Number of students who passed:	47
First Time -	40
Second Time	6
Third Time	1
Unknown -	7

Comments:

The following table demonstrates the pass rates based on number of times graduates sit for the examination. The positive number passing on the second attempt is unusual and may reflect the 2nd language status of many of our students. It is important to note that results are unknown for 7 students in Spring 2004. Calculations, excepted as noted, are based on full cohorts.

	Fall 2002	Spring 2003	Total
Graduates	32	29	61
Sat for NCLEX	32	29	61
1 st Time Pass	19 (59.4%)	18 (62.1%)	37 (60.7%)/(68.5%)*
2 nd Time Pass	9 (87.5%)	2 (69%)	48 (78.7%)/(88.9%)*
3 rd time	1 (90.6%)	n/a	49 (80.3%)/(90.7%)*
Unknown	0	7	7
* Percentage based on known results			

B. ERI/National Testing Norm:

Spring 2003 Results (Fall 2002 Results Unavailable)

Course/Examination	NMSU Composite Score	Average	Passing	Comments
Fundamentals Part I 35students- 34 tests	73	69	60	<u>Nursing Process-</u> Assessing & Planning below Average <u>Critical Thinking-</u> Prioritizing/ Predicating Outcomes below Average -
Fundamentals Part II 35 students- 34 tests	69	74	68	<u>Nursing Process-</u> Assessing & Analyzing below Average. Planning & Implementing below Passing. <u>Client Needs-</u> Safe Care Environment, Physiological Integrity, & Health Promotion below Average. Psychosocial Integrity below Passing <u>Critical Thinking-</u> Prioritizing & Inferential Reasoning below Average. Predicting Outcomes & Application of Knowledge below Passing . <u>Fundamentals-Nursing Topics</u> Assessing Health below Average. Promoting Physiological & Psychosocial Health below Passing.
Gerontologic Nursing 34 students 31 tests	59	68	63	<u>Nursing Process-</u> Assessing, Analyzing & Planning below passing. Implementing & Evaluating below average. <u>Client Needs:</u> -Physiological Integrity & Health Promotion below passing. Safe environment & Physiological integrity below

				<p>Average.</p> <p><u>Critical Thinking</u>. Prioritizing, inferential Reasoning, and predicting outcomes below Passing.</p> <p>Application of knowledge and evaluating predicted outcomes below Average.</p> <p>Gerontological Topics. Nursing care of elderly with disorders & special gero care issues below Passing. Foundations of gero & promoting wellness & health below Average.</p>
Adults –Part I 29 students- 28 tests	52	54	47	<p><u>Nursing Process</u> Analyzing, planning, & implementing below Average.</p> <p><u>Client Needs</u>. Physiological integrity, psychosocial integrity, and health promotion & maintenance below average.</p> <p><u>Critical Thinking</u> Inferential Reasoning, Predicting Outcomes, & Application of Knowledge below average.</p> <p><u>Adult Topics</u> Perioperative Nursing, Respiratory Functions, & Hermatologic & Circulatory Functions below Average</p>
Adult- Part II 29 students- 28 tests	52	54	47	<p><u>Nursing Process</u> Analyzing, Planning & Evaluating below Average</p> <p><u>Client Needs</u> Safe environment & physiological integrity- below average</p> <p><u>Critical Thinking</u> Inferential reasoning, predicting outcomes & evaluating predicted outcomes below average</p> <p><u>Adult Topics</u> Integumentary, sensorineural, musculoskeletal, & genitourinary functions below average.</p>
Mental Health 38 students – 38 tests	49	47	41	<p><u>Nursing Process</u> Assessing below Average</p> <p><u>Client Need</u> Health Promotion & Maintenance below average</p> <p><u>Critical Thinking</u> Prioritizing below average.</p> <p><u>Mental Health Topics</u> Therapeutic Nurse/Client Relationship, Mental Disorders, & Special Populations below Average.</p> <p>Psychopharmacology below Pass.</p>
Nursing of Children 30 students- 29 tests	62	57	49	<p><u>Children Topic</u> Child development & family, Health Promotion of pre-school child below average.</p>

Childbearing Family 29 students-29 tests	59	60	52	<u>Nursing Process</u> Analyze, Planning & Implementation below average <u>Client Needs</u> Physiological Integrity & Health Promotion below Average <u>Critical Thinking</u> Inferential reasoning, predicting outcomes, & application of knowledge below average <u>Childbearing topics</u> Women's Health, & normal newborn below average
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Comments:

- Mental Health and Care of Children are only two areas in which NMSU composite higher than “average”.
- Care of Children is only area without sub-scores less than average for nursing process, client needs, and critical thinking. Subscores below passing were found in: Fundamentals I (Critical Thinking), Fundamentals II (All Areas); Gerontological Nursing (All areas); Mental Health (Psychopharmacology).
- Results demonstrate the significance of using the nursing process throughout the curriculum to address areas of client needs and develop critical thinking skills. Faculty plan to develop/refine nursing care plan documents (nursing process) used throughout all semesters.
- Packet of handbooks to assist faculty in teaching critical thinking as well as facilitating student learning provided to all faculty in Dec 03/Jan 04.

C. Alumni Survey:

Number of graduates employed as registered nurses;	21
Number of graduates attending/completed graduate education;	7
Number of graduates involved with research/scholarship	2
Number of graduates with national certification	9

Comments:

Data reported is based on 6 month, 18 month, and 36 month post graduation survey mailed in May & June 2003. While a low response rate continues, the most likely period of graduate work appears to be between the 12 & 18 month post graduation period. Informal focus groups with local health agencies employing graduates are projected for AY 2003-2004. During semi-annual Nursing Advisory Committee (composed of local agencies in which students do clinicals & many graduates work), general positive comments have been received related to the preparation of our students.

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 side the preceptor.

Number of students enrolled in preceptor course: 61
 Number of students who received positive preceptor evaluations: 61
 Number of students who received satisfactory grade: 61
 Number of students who took NCLEX-RN Predictor Exam 61
 Fall 02: 11 At or above National Average
 10 Below National Average
 9 Below National Passing
 Spring 03: Data available for 19 students only. (Score of 62 required for passing)- 1 student in 80s, 7 in 70's & 11 in 60's.

Comments:

- Utilization of non med-surgical sites/preceptors decreases learning opportunities for students with known academic/nursing concerns. In Fall 2002 & Spring 2003 majority of students placed with med-surgical preceptors all of whom held at least a BSN. Preceptor sites were expanded to include Del Sol Medical Center in El Paso, TX.
- RN-CAT & RN Assessment are predictive tests for NCLEX-RN. Weaknesses noted in these assessments parallel areas of concern in subject specific examinations . BSN Curriculum changes were developed in Fall 2002 & Spring 2003 for transitions to start Fall 2003 to address weaknesses noted
-

E. RN to BSN Option.

- Students enrolled in nursing course sequence 24
- Number who receive satisfactory grade (C or better) in courses 24
- Student satisfaction with technology support

Course	Technology Supports Productive Use of Time EEUWIN Pool Total 3.64	Educational Practices EEUWIN Pool Total 3.38	Outcomes EEUWIN Pool Total 3.55	Response Rate
NURS 315	4.05	4.24	4.21	74%
NURS 322	3.86	4.23	4.14	74%
NURS 323	4.13	4.34	4.23	61%
NURS 324	3.94	4.25	4.19	56%
NURS 325	3.85	4.26	4.22	56%
NURS 327	4.16	4.24	4.05	61%
All scales are based on scale from 1 to 5. The higher the score the more the students feel this is a positive feature of the course.				

- Students taking graduate courses unable to evaluate at this time.

Comments

- This is the first cohort for a new BSN Option in which nursing courses cover a 12 month period and are provided through a variety of distributive learning methodologies.
- In addition to tracking students who complete course work and progress, a tracking system is being developed to identify future positions taken by these students as well as the number of students enrolling in graduate courses.
- All courses had higher satisfaction scores than national comparison group. Less satisfaction noted in technology supports area. This may be accounted for due to the need for students to use webct (first time for many). A student orientation day for technology was incorporated for Jan 03 cohort.
- Comments by students to faculty and consultant recommended block of courses which was done starting in Fall 2003.

4b. Uses and Anticipated Uses of Outcome Assessment Results

Before addressing anticipated uses of outcome assessment results for 2002-2003, a brief update of 2001-2002 anticipated uses will be presented:

<ul style="list-style-type: none"> • Department implemented curriculum wide national testing program with remedial tutorials and NCLEX review course- Fall 2002. BSN Program Committee to use 2002-2003 as baseline year for data collected. 	<p>Ongoing. Students take these computerized exams approximately 1 week prior to finals. Faculty evaluating usefulness of this strategy.</p>
<ul style="list-style-type: none"> • DON providing first and second semester nursing students with peer tutoring. Peer tutor hired and providing 10 hours of tutoring per week-Fall 2002 & Spring 2003. DON Evaluation Committee to develop tracking format to address utilization of tutoring services 	<p>Ongoing. Verbal comments positive from students. Students not fully using this resource. Will be encouraged via all Department Assembly and individually by faculty members.</p>
<ul style="list-style-type: none"> • DON Academic Head to explore use of team teaching of medical-surgical classes to facilitate connection of didactic and clinical course content/application 	<p>Semester lead position established along with sharing of didactic content among several faculty. Clinical & didactic faculty integrated. Mixed response from students; however, viewed as positive by faculty.</p>
<ul style="list-style-type: none"> • DON Academic Head to co-ordinate at least one annual faculty development activity related to teaching. DON Faculty Affairs Committee and Academic Head to encourage faculty to take advantage of opportunities provided on campus 	<p>Faculty Development Jan 2 & 3 on testing & evaluation within nursing education. Many faculty members taking advantage of local education improvement programs.</p>
<ul style="list-style-type: none"> • BSN Program Committee to evaluate pre-requisite course requirements 	<p>BSN Committee completed complete</p>

	review and update of all nursing component courses. Pre-requisite requirements deferred pending university-wide general education requirement determination.
<ul style="list-style-type: none"> RN-BSN Program Manager along with BSN Program Committee to determine outcome standards to be used- Fall 2002 explore options and implement with January 2003 Cohort 	Ongoing. Benchmarking with other nursing programs using distributive learning (Spring 03) are positive.

Faculty analyzed results presented earlier in this report, and have implemented the following actions (Mechanisms for faculty analysis include BSN Program Committee, Department of Nursing Faculty Organization, and Department of Nursing Curriculum Day meetings):

- Curriculum wide review conducted. This resulted in curriculum changes to include sequencing of courses, change in clinical hours within courses, combining of didactic and clinical course components into single courses, and updating of course objectives.
- Transition to new curriculum implemented with May 2004 class to be last under old curriculum. Graduates in December 2004 will have been transitioned into new curriculum.
- Appropriateness of testing within the curriculum assessed and department has ordered test statistics software for use by faculty.
- Consultant visit to provide additional guidance on curriculum scheduled for Spring 2004.
- Comparison of current ERI testing services to HESI to be done. Faculty to use ERI tests for diagnostic purposes and not replacement of examinations. Areas of concern (below average and/or below passing) to be strengthened within appropriate courses.
- Faculty to include previous nursing textbooks as recommended for progressing students. The curriculum builds on content and competencies from semester to semester. Students may need to refer to previous texts as they encounter new clinical situations.
- Department Head and Faculty Affairs Committee to explore faculty teaching improvement strategies (internal and external resources).

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 2001-2002
(Fall 2002, Spring 2003, Summer 2003)

Prepared by:
Mary M. Hoke, Ph.D., RN-CS
Academic Head
Department of Nursing
February 10, 2004

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
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 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

	<ul style="list-style-type: none"> Number of graduates attending/completing doctoral education
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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 2002-2003 nine (9) 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 enrolled in N596	8
Number of students with B or Better	8

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

Number of Students who enrolled N595/591	24
Number who received positive preceptor/faculty evaluations	24

Comments

- Clinical preceptor evaluation paperwork revised to facilitate identification of essential competencies during Summer 2003. These revised documents will be used throughout this academic year and revised as needed.

C. **Orals:**

Number of Students sitting for orals	9
Number of Students who successfully complete orals	9

Comments:

- Likert Scale rating oral responses by committee members resulted in 102 exceeds expectations, and 1 fails to meet expectations across all areas of research, theory, roles, policy, general preparation, and presentation for students graduating in Spring 2003.

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, 18 month, and 36 month post graduation survey mailed in May and June 2003. Low response rate and lack of specific information on type of certification or research activities limit usefulness of data. MSN Program Committee is revising alumni survey and investigating methods to obtain employer

feedback on graduate's level of performance. MSN Committee continues to explore avenues to obtain/track students post graduation.

4b. Uses and Anticipated Uses of Outcome Assessment Results

Before addressing anticipated uses of outcome assessment results for 2002-2003, a brief update of 2001-2002 anticipated uses will be presented:

<ul style="list-style-type: none"> • MSN Program Committee to review practicum/ advanced field placements to ensure adequate practice hours for national certification examinations for psychiatric-mental health, nursing administration, and medical-surgical nursing 	<p>Completed for Med-Surg CNS & Psy Mental Health CNS/NP. Resulted in establishment of sequencing of courses for graduate students to ensure basic advanced practice competencies (advanced health assessment, pharmacology & path physiology) prior to start of specialty track courses.</p>
<ul style="list-style-type: none"> • MSN Program Committee to develop revised portfolio review instrument to be used by students and faculty when reviewing graduate student portfolios. 	<p>Ongoing. Anticipate use in Fall 2004.</p>

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 complete portfolio review instrument revisions to be used by students and faculty when reviewing graduate student portfolios.
- .MSN Program Committee to explore formative evaluation activities for students within their first or second specialty course.

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

MEMO

To: Jeff Brandon, Dean
College of Health and Social Services

From: Pat Sandau-Beckler, BSW Coordinator
Alice Chornesky, MSW Program Coordinator

Through: Stephen C. Anderson, Director

Date: 1-17-04

Re: Assessment of Outcomes



A handwritten signature in black ink, appearing to read "Stephen C. Anderson".

Attached are the annual progress reports on assessing 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
2002-2003 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 and developing new measurements.

The School of Social Work achieved a level 3 stage of assessment development for the 2002-2003 academic year.

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FEB 03 2004

COLLEGE OF HEALTH
AND SOCIAL SERVICES

**ASSESSMENT OF STUDENT LEARNING OUTCOMES
MASTER OF SOCIAL WORK PROGRAM
ACADEMIC YEAR 2002-2003
SCHOOL OF SOCIAL WORK
COLLEGE OF HEALTH AND SOCIAL SERVICES
JANUARY 17, 2004**

1. Current Outcomes Assessment Plan – MSW Program

The graduate outcome assessment program for academic year 2002-2003 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 graduating students
- Theses or culminating research projects
- Alumni interviews
- Employee interviews
- Focus groups

2. Outcome Assessment Activities in 2003-2003

The graduate outcome assessment program for academic year 2002-2003 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
- Licensure examinations

There are additional measures regularly used by the School but not implemented 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 and in program planning 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 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 instructor and faculty liaison. No student can successfully complete the program of study without earning a passing grade in the field component.

4. Changes in the program:

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 Schools 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 specific sequence committees for review and curricular improvement. In this coming year a new instrument for evaluating the competency of students in their academic and field areas will be used.

Revision of course of study

The program continues an ongoing process of syllabi review and revision tying outcomes to program objectives. Two years ago the Human Behavior and Social Environment curriculum was modified to better address the multicultural needs of clients our students and graduates serve. Beginning in Fall 2003 a new course of graduate social work study was implemented. Two additional courses, Cross-Cultural Practice and Socio-Cultural Concepts were added as required courses. These courses prepare students for work in the diverse communities of the Southwest as well as diversity on a national basis. Racism, discrimination, migration and alienation experienced by minority groups are addressed in depth. Another change in the course of study focused on restructuring the research sequence to better meet the students' and the profession's needs. Two research courses emphasize analytical skills in social work research, application of research knowledge to social work practice, evaluation of practice and needs assessment knowledge and skills.

Students enrolled in the part-time program begin their field practicum courses after taking preparatory practice and human behavior courses. This increased skill and knowledge better prepares part time students for their practicum experiences.

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. A new elective course, Social Work Mental Health Practice with Families, has been added. 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 were implemented. In 2002-2003, a family centered practice with substance abusive families, family centered program administration and course on mental health issues in the family were offered.

Interdisciplinary Gerontology Program

An additional interdisciplinary gerontology minor on undergraduate and graduate levels was implemented in Spring 2002. It includes courses from the School of Social Work that address this growing population. A certificate program in gerontology that would be housed in the School of Social Work is being explored currently.

Albuquerque Part-time MSW program

The School implemented a part-time Advanced Standing MSW program (1 ½ years) in the Albuquerque area in the Spring of 2002, and a part-time MSW program (3 years) in Fall 2002. The Albuquerque Part-time Advanced Standing Program graduated its first class in May 2003. The MSW program is delivered through distance education and course work utilizing a combination of web-based learning and on site delivery by social work faculty and adjunct faculty. Currently the program is on weekends and has an on site Albuquerque coordinator. This program was a response to the need for graduate-level social workers in the Albuquerque area and prior to its inception plans for the program were submitted for approval to both the Council on Social Work Education and the LFC through a Distance Education Committee formed in the School of Social Work to move on this initiative. A second part-time class began in Fall 2003 and new classes will enter on a regular fall basis. Beginning in Fall 2003 the part-time courses of study for Albuquerque and Las Cruces campus are identical in their sequencing.

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 the area's 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 Spring 2004 and Fall 2004 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. Anticipated changes in outcomes assessment as a result of past year's assessment experience

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 Albuquerque. 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 continue 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 relevant 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 2002-2003.

5. How the Results of the 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 – at least one per month
- Sequence committee and curriculum committee membership
- MSW Program self-study required from the Council on Social Work Education
- MSW Program interim reports
- Outcome assessment yearly report
- Circulation through School mail and 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.

**ASSESSMENT OF STUDENT LEARNING OUTCOMES
BACHELOR OF SOCIAL WORK PROGRAM
ACADEMIC YEAR 2002-2003
SCHOOL OF SOCIAL WORK
COLLEGE OF HEALTH AND SOCIAL SERVICES
JANUARY 17, 2004**

Current Outcomes Assessment Plan Measures—BSW Program

The undergraduate outcome assessment program for the academic year 2002-2003 drew from the following outcome measures:

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

Outcome Assessment Activities in 2002-2003

The undergraduate outcome assessment program for the academic year 2002-2003 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 not implemented every year. These include the alumni, employer and student exit surveys. However, the student exit survey was used in the academic year 2002-2003 together with the other measures. All surveys were developed with input from students and faculty and were field tested prior to administration.

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

The sequencing of courses has undergone drastic changes in the past year. Largely based on feedback from student focus groups and student's expression of needs continuity concerns, courses in the practice sequence were revamped. Changes are as follows:

- 1) The Practice sequence added two courses and sequenced them to allow for students to have basic helping skills and an overview of generalist practice with a variety of size systems. The in-depth classwork now required gives them more experience on working with individuals, families, groups, organizations and communities. There is also a mandatory capstone course that builds on the other courses and requires an integration of the other practice courses with a special population;

- 2) Field courses are taken after preparatory practice courses and give the students more skills, knowledge, and ethical background prior to their practicum experience. This has better prepared students for their field experience;

- 3) Policy courses are sequenced so that students take policy courses related to legislation during the New Mexico legislative process. Students are encouraged to take trips to the legislature for the purposes of better understanding policy changes. Administrative courses are now sequenced at the end of their academic experience and better prepare students for work experience and finding positions that will best assist them in supervision of their licensing process;

- 4) Human Behavior in the Social Environment (HBSE) courses have been enhanced by the addition of a Sociocultural Theory class. This was done in an effort to better prepare students for their unique experiences of working in the multicultural communities of the southwest. This unique aspect of our program best prepares students to understand issues of diversity, colonization, discrimination, and alienation experienced by the populations they will work with in New Mexico and the surrounding states.

- 5) Research courses have been enhanced from a one course to a two course sequence to assist students in more in-depth abilities and skills to conduct evaluation of their practice and participate in research design. These enhanced skills will make it possible for social work students to become consumers and producers of social work research. The implementation of these changes was made in the past year and the

upcoming seniors will be taking the first two course sequences starting in Fall 2004.

These substantial changes have dramatically reduced concerns expressed by students and their field supervisors about consistent academic preparation for BSW employment.

- GPA requirements

The BSW program continues to hold to the 2.5 GPA admission requirement implemented five 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-four slots available for Fall 2003, 31 students came with a GPA of 3.0 or above, 28 students fell between 2.5 and 2.99, and 5 students had 2.263 and 2.5. By the end of this semester only two remain below a 2.5 GPA.

- 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 students' learning experiences. New evaluation forms were instituted last fall and are available on the web for students and field faculty. Field hour requirement changes have been initiated and will be instituted for seniors in the upcoming year.

- Syllabi review

The program continues an ongoing process of syllabi review and revision, tying outcomes to program objectives. New courses have been developed in the practice, research, and HSBE sequences to enhance knowledge of socio-cultural theories, expanded research experiences, and emphasizing practice with various size populations. This review on the impact of these changes is underway in the Practice, Research and HBSE sequences and will also be completed for both the Field and Policy sequences.

- Class schedule changes

In response to the results from past exit surveys and from requests made by students, more afternoon 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.

Anticipated Changes Resulting from Past Year's Assessments

- Curriculum – Practice sequence revision

As stated previously, in response to concerns and requests from undergraduate students, the syllabi for the three practice courses were 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 around each size system and efforts

were made 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. An additional class on social work skills was also added to enhance the helping skills of students. The practice sequence will be reviewing advanced practice syllabi for the practice electives in the Spring of 2004. These syllabi will then be prepared for use in the Spring of 2005.

- Curriculum – Research sequence revision

In response to concerns and requests from undergraduate students, a new course with additional content was added to the curriculum. This course helps prepare students to conduct research and evaluate their practice. These course changes will be implemented in the Fall of 2004.

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
- 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 curriculum committee will start reviewing the results on an annual basis in the upcoming year.

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

MEMO

To: Jeff Brandon, Dean
College of Health and Social Services

From: Pat Sandau-Beckler, BSW Coordinator
Alice Chornesky, MSW Program Coordinator

Date: 1-17-04

Re: Assessment of Outcomes

Attached are the annual progress reports on assessing 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
2002-2003 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 and developing new measurements.

The School of Social Work achieved a level 3 stage of assessment development for the 2002-2003 academic year.