

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

Undergraduate Program
Academic Year 2004-2005
(Fall 2004, Spring 2005, Summer 2005)

Prepared by:

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Introduction

The current outcomes assessment plan and report contains 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 contains a discussion of the Bachelor of Human and Community Services 2+2 degree completion plan and covers the five points listed above.

Overview

The Bachelor of Human and Community Services was is completing it's third full year of operation. Throughout that period of time, efforts were expended to initiate articulation agreements with all the 2-year schools in New Mexico, as well as with El Paso Community College and with Pima Community College in Tucson Arizona. As of the end of summer, 2005, a total of XX students have graduated from the program .

Goals of the BHCS Program

The goals of the BHCS Program as stated in the initial proposal for the degree are as follows:

Provide students with an understanding of the following:

- The human services industry, including an overview of public health, community health education, nursing, and social work
- The history of health care and human services
- Ethical issues commonly faced by workers in the human services industry
- Research skills typically used by administrators and others employed in this field
- Management skills applied to the human services industry
- Human behavior and how it is influenced by the social environment
- Social welfare policy as developed and implemented in the United States

The core courses for the degree program were developed around the seven goals that define the BHCS program. In addition, students must select two minors that will complement the core courses and contribute to their overall learning.

The faculty who teach in the core BHCS courses approved the basic policy used to assess the BHCS degree program on August 14, 2003. This policy has been modified slightly to better reflect the information we have gained about the program from initiation of the measures that were approved.

Outcomes Assessment Plan

Direct measures of student learning and 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) has been appointed to the Assessment Committee. The Associate Dean of the College serves as the Chair of the Committee oversees the assessment process.

Section II: Student Work Collection (portfolio)

Each professor who teaches a core course within the BHCS has submitted a course syllabus for each semester covered in the assessment period. These syllabi are examined to ensure that student outcomes are included and that learning opportunities within the course are designed to assess the outcomes that are specified and that the syllabus contains the basic elements specified in the AP&P manual.

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

Student portfolios were selected at random from each core course for each semester using the following protocol:

- a. If five or fewer students were enrolled in the course, two student portfolios were randomly selected for the assessment process.
- b. If between six and ten students were enrolled in the course, three student portfolios were randomly selected for the assessment process.

- c. If between 11 and 20 students were enrolled in the course, four student portfolios were randomly selected for the assessment process.
- d. If more than 20 students were enrolled in the course, five student portfolios were randomly selected for the assessment process.

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

Section III: Professor Self-Evaluation (Formative Component)

Each professor provided, at the end of the semester, a narrative in which he or she described the progress of the students he or she had enrolled in the course. This evaluation was 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 are used by the Faculty Assessment Committee to compare student work with the Professor's assessment of the portfolios selected from each course.

Each professor provided a narrative in which he or she specified course components or objectives that needed additional "work" and/or alteration. This was done for each BHCS core course taught by that professor. These assessments are used as a baseline for examination of the course syllabus the following semester.

Each professor provided a narrative in which he or she subjectively assessed the overall quality of the student work that was submitted in the course. These narrative statements were used by the Faculty Assessment Committee as they reviewed student portfolios.

Each professor submitted a narrative in which he or she provided a subjective assessment of the overall quality of the students enrolled in the course or courses he or she taught. 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 is still being finalized because of the issue associated with having students complete an “assignment” for which they receive no credit. Regardless, the basics of the Capstone Assessment protocol have been initiated.

1. Each professor who teaches a Core Course has submitted a minimum of 30 multiple-choice questions that reflect attainment of the objectives of the core courses he or she teaches. Each question had a minimum of 4 “foils,” and adhered to good item construction criteria. The correct answer and the goal to which the item refers, was specified. The questions that were submitted were reviewed by the Associate Dean of the College for consistency and completeness.
2. Since there is no accreditation or certification examination currently available for individuals who graduate in the human services profession, the faculty has recommended that each student, prior to graduation from the BHCS degree program, must complete the final program assessment instrument. The course in which this would be done is still under consideration. It is possible that 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. The completed assessments would be available only to the media specialist who is assisting in the development of this process. The results will be tabulated and made available to the Assessment Committee, who will review the scores, the item-discrimination, as well as the courses to which the items refer. Recommendations based upon the results of the Capstone Assessment will be made to the faculty of the BHCS program.
3. The final assessment instrument will be designed to 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. In addition to the multiple choice section, all students will 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 incorporate 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., b 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 ad strategies for carrying out own work; monitors progress toward goals; uses feedback from others to improve the quality of won 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 competency subskills. I have confidence in recommending individuals who do this level or 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 Health Science
New Mexico State University

Undergraduate Program

Academic Year 2004-2005
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Prepared by:

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

January 2006

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

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 2004, Spring 2005, Summer 2005) • 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 2004, Spring 2005, Summer 2005) • 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 2004-2005 • Grades received: <ul style="list-style-type: none"> No. of A's No. of B's No. of C's • External reviews:

	<p>Excellent Very Good Good Fair Needs improvement</p>
D. Pass rate on the professional certification Examination for "Certified Health Education Specialist (CHES)."	<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. Summaries of examination results are sent directly to the department annually.</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 2004-2005) • 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 2004 and Spring 2005 semesters (course not offered in the summer), a total of 44 students took the writing test/exam with the following results.

Number of students who were enrolled in HLS 100 during Fall 2004 and Spring 2005:

49

Number of students who took the test/exam:

44

(NOTE: Not all students enrolled are required to take the exam, only those pursuing a major in the Department of Health Science)

Number of students who scored a passing grade of 37 percentile or greater:

32

PASS RATE:

73%

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.

<i>Number of students enrolled in the field experience course during Fall 2004, Spring 2005, Summer 2005:</i>	<u>30</u>
<i>Number of students who received an adequate/positive evaluation from their field experience preceptors:</i>	<u>29*</u>
<i>Number who received an overall course grade of "C" or better:</i>	<u>29</u>
<i>Number of students who presented their work as an oral presentation:</i>	<u>24**</u>
<i>Number of students who have submitted their portfolios:</i>	<u>29</u>

* One of the students received an "I" (Incomplete) grade.

** Presentations by the remaining students will be scheduled for the following semester (Spring 2006)

Overall, all of the students with the exception of one student who enrolled in the field experience course received adequate/positive evaluations from their field experience preceptors. All but five of the students (83%) presented their work in front of their peers, preceptors, and faculty and submitted their portfolios to the department. All but one of the 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.

Number of students who enrolled in HLS 499 during Spring 2005: 20

Overall student grades:

Number of A's: 9 (45%)

Number of B's: 8 (40%)

Number of C's: 2 (10%)

One of the students received a "F" grade in the course

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. The following results were obtained for this student-learning measure.

<i>Number of students who took the certification exam:</i>	<u>11</u>
<i>Number of students who passed the exam:</i>	<u>10</u>
<u>PASS RATE:</u>	<u>91%*</u>

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.

** These numbers represent ALL individuals who attempted the certification exam, including former students, alumni, undergraduates, graduates, and any other individual currently or previously affiliated with NMSU.*

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 and will be equally important in the future re-accreditation process for after 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
- Incorporation of a tracking system that specifically and only includes departmental students who take the CHES exam
- An ongoing 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 recently revised field experience brochure detailing the key aspects for students and field experience preceptors is being used. Additionally the number and types of sites have been expanded to include over 140 sites
- 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, field experience and related 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 full time, part time, and adjunct faculty.
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 2004-2005
(Fall 2004, Spring 2005, Summer 2005)**

Prepared by:

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

January 2006

GRADUATE PROGRAM
(Master of Public Health in Community Health Education)

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

Direct Measures of Graduate Student Learning	Performance Measures and Methods of Assessment and Activities
A. A grade of "B" or better in MPH Core courses.	The MPH program has <u>10</u> core courses. Students are required to score "B" or better grades in these courses.

<p>B. Field Experience evaluations by Agency Preceptors.</p>	<p><i>Performance Measures Used:</i> The core courses offered in each academic year, number of students enrolled in each, and the number of students receiving a “B” or better grade are compiled.</p> <p>Each graduate student is enrolled in a 3-credit hour field experience (160 clock hours) to gain practical/hands-on experience in public health and community health Education. Students are required to receive adequate/positive evaluations from their field preceptors, receive an overall course grade of "B" or higher, make an oral presentation of their work at the end of the semester, and submit a portfolio of their work to be maintained in the department library.</p> <p><i>Performance Measures Used:</i></p> <ul style="list-style-type: none"> • No. of students enrolled in Field Experience for (Fall 2004, Spring 2005, Summer 2005) • No. who received positive preceptor evaluations • No. of received "B" of higher grade • No. who presented • No. of who submitted their portfolio
<p>C. Pass rate on the professional certification examination for "Certified Health Education Specialist (CHES)".</p>	<p>Graduate students are encouraged to take the certification (CHES) examination either in the last two semesters before they graduate or immediately after graduation. Copies of the examination results are directly sent to the department annually.</p> <p><i>Performance Measures Used:</i></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 2004-2005 • No. of students who passed the exam • Pass Rate
<p>D. Final thesis or non-thesis option</p>	<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><i>Performance Measures Used:</i></p> <ul style="list-style-type: none"> • No. of students who graduated in the

	Academic Year 2004-2005 <ul style="list-style-type: none"> • 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 10 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 next 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 2004)	10	8 (80%)
MPH 510 (Fall 2004)	12	12 (100%)
MPH 520 (Fall 2004)	20	14 (70%)
MPH 530 (Sp.2005)	16	14 (87.5%)
MPH 550 (Sp.2005)	10	10 (100%)
MPH 570 (Sp.2005)	18	16 (88.9%)
MPH 572 (Sp.2005)	17	17 (100%)
MPH 573 (Fall 2004)	10	9 (90%)
MPH 574 (Fall 2004)	16	16 (100%)
MPH 579 (Sp.2005)	12	12 (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.

Number of students enrolled in the field experience course during Fall 2004, Spring 2005, and Summer 2005: 16

Number of students who received an adequate/positive evaluation from their field experience preceptors: 15*

<i>Number who received an overall course grade of “B” or better:</i>	<i>15</i>
<i>Number of students who presented their work as an oral presentation:</i>	<i>13**</i>
<i>Number of students who submitted their portfolios:</i>	<i>13**</i>

* *One student received and “I” grade.*

** *Two students could not present their work due to schedule conflicts but submitted their completed portfolios.*

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.

C. 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.

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.

D. Thesis or Non-thesis option:

MPH graduate students have the option of selecting one of 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 2004-2005 academic year (Fall 2004, Spring 2005, Summer 2005).

No. of students who graduated in the academic year 2004-2005: *15*

No. of students who selected the non-thesis option: *5 (33.33%)* *No. of students who were successful:* *5 (100%)*

No. of students who selected the thesis option: *10 (66.67%)*

No. of students who were successful: *10 (100%)*

An increasing number of students selected 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 appears to have played a role in the selection.

The outcomes assessment efforts have lead 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
- Completion of a review of admissions standards and requirements
- Expansion of field experience sites to those located out-of-state including federal internships for a total of 140 sites
- 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 helpful in receiving full reaccreditation in 2003 followed by a successful re-accreditation.

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 through the Departmental web pages.
2. Sharing of a summary of the findings and results with all full time, part time, and adjunct faculty.
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 Nursing
New Mexico State University

Undergraduate Program
Academic Year 2004-2005
(Fall 2004, Spring 2005, Summer 2005)

Prepared by:

Mary M. Hoke, Ph.D., RN-CS
Academic Head
&
Terry L. Keller, PhD, RN
DON Nursing Evaluation Committee Chair

Department of Nursing
February 28, 2006

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 2004-2005) • Number of student who passed the examination on first attempt (First time pass rate)
B. National Norm Testing (Direct Measure)	<p>Students take various nationally normed examinations throughout the program.</p> <p>Performance Measure Used.</p> <ul style="list-style-type: none"> • Number of courses with national normed test administered • Major testing categories of Nursing Process, Client Needs, & AACN accreditation by course that are at or above 800.
C. Alumni Survey (Direct & Indirect Measure)	<p>Alumni surveys are sent to students at 6, 12, & 18 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

	<ul style="list-style-type: none"> Number of graduates with national certification
D. Preceptor Assessment of Students (Direct Measure)	<p>Each student is enrolled in a 7-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 nationally 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	<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.

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 2003, and Spring 2004 (inclusive of summer sessions) a total of 51 students were eligible to sit for this examination. The results are as follows:

Number of pre-licensure BSN Graduates: 58 (51 generic & 7 accelerated)
Number of students who sat for the exam: 58 (51 generic & 7 accelerated)
*Number of students who passed: 54 (49 generic & 5 accelerated)
 First Time - 52 (47 generic & 5 accelerated)
 Second Time 3 (2 generic & 1 accelerated)
 Unknown - 1 (no record of taking examination)
 2 (not passed yet)

Comments:

The following table demonstrates the pass rates based on number of times graduates sit for the examination. It is known that 1 student for Fall 2004 has not passed this exam as of this report. It is important to note that results are unknown for 1 student in Spring 2005. Calculations, except as noted, are based on full cohorts. Actions directed at increasing medical-surgical content, instructor development, and curriculum wide computer testing have resulted in greater student success.

The accelerated 2nd degree graduates represent a pilot curriculum with a very limited number of graduates. It is anticipated that improvement will be seen in August 2006 graduates (~ 15 students).

	Fall 2004	Spring 2005	Accelerated 2 nd BSN	Total
Graduates	27	24	7	58
Sat for NCLEX	27	23	7	57
1 st Time Pass	26 (96%)	21 (88%)	5 (71%)	54 (95%)
2 nd Time Pass	1 (100%)	1 (96%)	1 (86%)	2 (98%)
3 rd time	0	0	0	0
Unknown	0	1	0	1
* Percentage based on known results				

B. Health Education Systems, Inc (HESI) National Testing Results

Of 24 courses to have HESI examinations, examinations were administered in 22 courses. All students were required to take examinations; however, only for exit examination was achieving a specific score required.

Course/Examination	Fall 2004 Composite Scores	Spring 2005 Composite Scores	Summer 2005 Composite Scores	Comments
Pathophysiology	N/A	672	n/a	Custom exam developed for Course objectives.
Pharmacology	672	645	833	Under review by faculty
Fundamentals	824	861	n/a	Fall 2004 3/5 components of nursing process above 800 with 4/5 components above in Spring 2005. For all Spring & Fall, only safety & infection control were less than 800. Summer 2005 had client needs (safety/effective environment, management of care, psychosocial integrity, and reduce risk

				potential), and AACN categories (communication, ethics, illness/disease management, & health care systems& policy) below 800.
Medical/Surgical Nursing	882	719		Areas below 800 for both groups include: Client needs (safe/effective environment & safety & infection control), AACN categories (information & health care technology& manager of care) were below 800.
Mental Health	761	788	n/a	Areas under 800 for nursing process (assessment, analysis, implementation); client needs (management of care, psychosocial integrity),psychiatric-mental health (anxiety/communication & psychoses), and AACN categories (core categories ¾, role development 2/3) are below 800.
Pediatrics	756	773	n/a	Spring & Summer 2005 For Summer 2004, Nursing process (planning, & evaluation), client needs (, psychosocial integrity, & pharmacology), AACN (human diversity, manager of care, illness/disease management, health promotion/risk prevention, assessment & critical thinking) were below acceptable levels.
Maternal/Child	947	891	n/a	AACN categories (human diversity) was below 800.
Exit Exam	888	873	844	Fall 2004: 25/26 students passed within 3 attempts. Majority passed y 2 nd attempt. Spring 2005: 24/24 students passed within 3 attempts. Summer 2005: Incorrect examination given to students initially with correct exam given August 2005 with 4/7 achieving passing score of 850.

Comments:

- Academic Year 2004-2005 HESI results, except Exit Exam, represent baseline measures for the Department of Nursing as this was the first year for implementation of required testing in many courses.
- Spring 2005 scores higher than Fall 2004 scores for Fundamentals, Mental Health & Pediatrics.
- Areas of less than desirable student performance vary across courses with nursing process being overarching framework.
- Student success with NCLEX-RN continues to be associated with 850 or higher on Exit Exam.

C. Alumni Survey:

The revised alumni survey was mailed in Spring 2005 to the alumni of Fall 2004, Spring 2005 and Summer 2005.

There were a total of 105 surveys mailed with 22 returned (21% response).

Full analysis of these results is pending, but preliminarily, students report that they were well prepared for entry-level practice in the areas of patient education, culturally competent practice, and most psychomotor clinical skills. Respondents were less satisfied with their preparation in pharmacology and pathophysiology as well as higher level nursing skills such as documentation, interdisciplinary collaboration and the management of large groups of patients. None of the overall scores for this survey indicate that students perceived inadequate preparation in any of the categories.

Graduates of the NMSU professional nursing program continue to enjoy excellent employment opportunities in New Mexico and in other states across the country. Local employers express satisfaction with NMSU graduates and are confident that these graduate nurses will successfully pass their licensing exam.

D. Preceptor Assessment of Students: Each student works directly with a BSN prepared 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 alongside the preceptor.

Number of students enrolled in preceptor course:	58
Number of students who received positive preceptor evaluations:	58
Number of students who received satisfactory grade:	58
Number of students who took HESI Exit Exam	58

Comments:

- HESI Exit Exam results and student-identified learning objectives are used to select preceptor placements for this clinical. Preceptor comments on the quality of our students remain positive. Practicum sites include acute care agencies in Las Cruces, El Paso, and surrounding communities. .

E. RN to BSN Option.

- Students enrolled in nursing course sequence 36 (2004) 35 (2005)
- Number who receive satisfactory grade (C or better) in courses 71
- Student satisfaction with teaching strategies see comments

Comments

- This represents the completion of the 2nd cohort of BSN Completion students and the start of the 3rd cohort of students to take the BSN Completion nursing course work within a 12 month period.
- Comments from graduates indicate that they perceived growth in their personal life, nursing practice, role in the profession, and role in their communities based on a survey conducted in 2004-2005. Sample comments are listed below:
 - "...I am seriously considering the MSN program...I want to add to my knowledge base...It is exciting to realize that there is NO end to this career."
 - "I feel more rounded. I am happier with myself and see that I have options for my future."
 - "I have a new confidence in my ability to complete difficult tasks (especially if I am out of my comfort zone).
 - "monumental stepping stone that propels/opens doors at a new level in my career."
- Student evaluations for four courses taught in Summer 2005 on 14 sub-scales compared to national pool show DON results above pool results for: convenience, active participation in learning, student/faculty interaction, respect for diverse ways of learning, professionalism, satisfaction, preference for face-to-face, connectedness, technology supports learning, educational practices, and outcomes. Feedback and productive use of technology were the two areas that had mixed results with results varying by course (2 of 4 courses above pool; 3 of 4 courses above pool score).

4b. Uses and Anticipated Uses of Outcome Assessment Results

Before addressing anticipated uses of outcome assessment results for 2004-2005, a brief update of 2003-2004 anticipated uses will be presented:

Standardized nursing care plan format across the pre-licensure BSN curriculum. Faculty training on format.	Format standardized and faculty training during Fall 2004.
Standardized drug dosage calculation examination conducted each semester. Student guide with examples of drug dosage calculations developed and posted to nursing website.	Accomplished with continual improvements being implemented.
Leveling of concepts/content across semesters	Ongoing with identification of essential concepts and emerging concepts.
Patient teaching plans to be standardized and leveled across semesters.	Standard teaching plan developed with leveling ongoing.
Faculty teaching development with all faculty to participate in at least one improvement activity during the year.	Accomplished with use of NMSU Teaching Academy, Advance, and local/regional nursing education conferences.
Role and evaluation of peer tutors to be formalized.	Peer tutors tracked student usage as well as topics and decision made to use GAs as of Fall 2005.

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

- Continue national normed testing throughout the curriculum with semester feedback loop to be established and monitored so that concern areas are addressed.
- BSN Program Committee to develop recommendations related to teaching nursing process, client need categories, and AACN accreditation categories for all courses to include appropriate faculty development and/or use of consultants.
- BSN Program Committee in conjunction with Nursing Program Evaluation Committee to further assess possible explanations for differences in testing between generic and accelerated BSN students starting first with pharmacology.
- Faculty to continue leveling key concepts/emerging concept across curriculum.
- GAs hours to be increased and responsibilities increased to include tutoring.
- RN to BSN faculty to work with media specialist to improve productive use of technology and address student feedback concerns.

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 2004-2005
(Fall 2004, Spring 2005, Summer 2005)

Prepared by:
Mary M. Hoke, Ph.D., APRN-BC
&
Terry L. Keller, PhD, RN
DON Nursing Program Evaluation Chair

28 February 2006

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. 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
B. 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 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
C. Alumni Survey (direct & indirect measure)	<p>Alumni surveys are sent to students at 6, 18, & 36 months post graduation and students report to faculty successful completion of advanced certification examinations.</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 2004-2005 fourteen (14) students graduated from the MSN Program.

A. Advanced Field Placement/Practicum:

Number of Students who enrolled N595/591 13
Number who received positive preceptor/faculty evaluations 13

B. Orals:

Number of Students sitting for orals 14
Number of Students who successfully complete orals 14

Comments:

In addition to determination of success during orals, committee members evaluate student performance related to the following areas. As seen in table below, student strengths were noted in theory and roles.

	Research	Theory	Roles	Health Policy & Environment
Met Expectations	79.4%	23.1%	23.7%	57.9%
Exceeded Expectations	20.5%	76.9%	76.3%	42.1%

C. Alumni Survey

Number of students with advanced certification 8
Number of students attending/completing doctoral studies 0

Comments:

Advanced certification status is based on student reports to department/faculty. Of the eligible AY 2004-2005 students (10), eight (8) students sat for examinations and 7 successfully completed on first attempt (87.5%). Nationally, success rates vary by nursing specialty with many at or before 70%. Alumni survey format is being updated for future use.

4b. Uses and Anticipated Uses of Outcome Assessment Results

Before addressing anticipated uses of outcome assessment results for 2004-2005, a brief update of 2003-2004 anticipated uses will be presented:

<ul style="list-style-type: none">• Department Head to establish specialty advisors who will work with the Graduate Chair in advising and evaluating graduate program within the MSN Program Committee structure.	Specialty advisors identified
<ul style="list-style-type: none">• Evaluation Committee in conjunction with MSN Committee will update alumni survey	Ongoing. Being updated
<ul style="list-style-type: none">• MSN Program Committee will explore formative evaluation activities for students in their first or second specialty course.	Ongoing with PMH specialty using videotapes of students & simulated patients.
<ul style="list-style-type: none">• Written examination to replace NURS 596 paper	Accomplish with format clarified Fall 2005.

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

- **MSN Committee will monitor student success with new written and oral examination format.**
- **MSN Committee to complete and implement alumni survey.**
- **MSN Committee comparing existing MSN Curriculum to ensure student eligibility to sit for specific advanced practice examinations, as appropriate (nursing administration requires post graduate experience while med-surg, community health , and med-surg require specific practicum hours/courses within graduate program).**
- **MSN Committee to evaluate curriculum to ensure MSN Competencies (per American Association of Colleges of Nursing) are achievable by students.**

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 NMSU Provost

MEMO

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

From: Stephen C. Anderson, Director

Date: March 10, 2006

Re: Assessment of Student Learning Outcomes

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 2004--2005 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 providing a quality educational experience for every student; the School also commits itself to ensuring the long-term benefits derived from a variety of outcome measurements. Students and community members participate in this ongoing outcome assessment process by providing input at a variety of levels, including student exit surveys and 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 responsible 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. New tools were designed in the past year and will be implemented in the upcoming year. Assessment of student learning outcomes is an integral part of our CSWE accreditation status. The responsibility for assessment is lodged in the School's Assessment Committee, which is a standing committee.

Pages 2 through 5 comprise the assessment report for the BSW program and pages 6 through 10 comprise the assessment report for the MSW program.

**ASSESSMENT OF STUDENT LEARNING OUTCOMES
BACHELOR OF SOCIAL WORK PROGRAM
ACADEMIC YEAR 2004-2005
SCHOOL OF SOCIAL WORK
COLLEGE OF HEALTH AND SOCIAL SERVICES
March 10, 2006**

The School of Social Work BSW program achieved a level 0 stage of assessment development for the 2003-2004 academic year. This in our view was an anomaly due to a change in our assessment reporting process rather than in a change from what we had been doing. In the past, the BSW program has achieved a level 3 stage of assessment.

Current Outcomes Assessment Plan Measures—BSW Program

The undergraduate outcome assessment program for the academic year 2004-2005 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 surveys of graduating seniors
- Alumni surveys
- Employer surveys
- Licensing Exam Surveys and National Data

Outcome Assessment Activities in 2004-2005

The undergraduate outcome assessment program for the academic year 2004-2005 used the following outcome measures:

- Field evaluations (internship experiences)
- Evaluation of the integration of classroom learning into internship practice
- Culminating research projects
- Exit surveys of graduating seniors
- Alumni surveys
- Employer surveys
- Licensing Exam Survey

The first four assessment activities are completed every year. Some activities such as the alumni and employer surveys are conducted every other to every three years. This past year all assessment activities were utilized. All surveys were developed by the School's Assessment Committee. This is a standing committee within the School's governance structure and is mandated to report to the faculty at the opening faculty retreat held at the beginning of each semester. These findings then become part of the action plan for the work of the School's committees during the course of the semester.

What was Learned from these Assessment Activities: Changes in Program Using the Information Received

- Field evaluations and field 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.

Field evaluations indicate that our students are integrating their classroom work effectively with their performance in the field. Further, field evaluations indicate a high level of achievement of student knowledge, value and skill outcomes. This suggests a successful integration of learning outcomes for individual courses with the field experience.

- Culminating Research Projects

The last semester senior research course requires students to complete a culminating research project. This project requires the students to not only demonstrate an understanding of research methodology, statistics, IRB application process, and ethics, but also involves a community focus. Again, this is an integrative assignment that requires students to apply knowledge and learning from throughout their program and apply it to community based issues and problems.

Evaluations of this assignment show over 80% of the students achieving a grade of B or better on this project.

- Exit Survey Findings

In response to the results from past exit surveys and from requests made by students, time gaps between classes were reduced. The schedule that has been implemented is more conducive to those students who work and take care of children. This schedule is published in the current undergraduate catalog.

- Alumni and Employer Surveys

The major finding from the Alumni and Employer Surveys was that knowledge of mental health assessment techniques was rated highly and that former students felt not adequately prepared for these skills. This has now become an issue for examination by the School's Curriculum Committee.

- Licensing Exam Survey and National Data

During the past year, the School received the following information from the national licensing exam body. This data was concerning as it showed the national pass average to be 81% and the average for NMSU BSW students to be 68%.

2004 Administration

BASIC (BSW)

<i>National Averages</i>				81%
NMSU Averages	17	8		68%

Because of our concern over the results provided to us by ASWB, we conducted our own survey of BSW graduates this past December and January. Information was gathered from the NM and TX State Licensing Board websites, and by telephone and/or email. Of our 52 BSW graduates, information was completed for 36 or 69% of the BSW graduates. Of the 36 students contacted, 13 had taken the exam and 23 had yet to take it. Of the 13 that took the exam, 11 passed (85%). Only two students failed. Thus, our pass rate is above the national average. The School will continue to track its graduating cohorts concerning the pass rate on the national licensing exam. ASWB reports to us are difficult to interpret, as we do not know at what times or dates our students have taken the exam. Of those students we could not contact or for those not taking the exam, some have moved out of state, are employed in a job that does not require an exam, are pursuing another degree or working in another field. Unlike nursing, law, and medicine, social work licensing is not uniform throughout the country. Some states only have certification and a number of states exempt state employees from licensing.

Each year the School offers to its students a free licensing exam workshop. We will also purchase this year, sample licensing exam reviews that include sample computer based exams. We feel that this will assist our students who find it difficult to purchase expensive licensing exam review guides. This is a major focus of our concern and assessment efforts at this time.

Anticipated Changes Resulting from Past Year’s Assessments

- Curriculum

The primary focus for curriculum change is that of providing BSW students with a greater working knowledge of mental health diagnostic assessment frameworks and how to engage more effectively as members of interdisciplinary teams working with mental health issues.

How Results of the Outcome Assessments are Communicated to Faculty in the School of Social Work

In the Fall of 2004, the Assessment Committee became a standing committee of the School and is charged with carrying out the assessment of student learning outcomes for both the BSW and MSW programs. The BSW program coordinator provides leadership to the faculty for

identifying those assessment findings that are particularly relevant to the BSW program. The Assessment Committee is mandated to report their findings at both the Fall and Spring Semester Faculty Retreat. The findings then become part of the action plan for all of the committees of the School to carry out during the following semester. This process insures a strong feedback loop for continuing program renewal. Numerous mechanisms for this process include:

- 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 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 2004-2005
SCHOOL OF SOCIAL WORK
COLLEGE OF HEALTH AND SOCIAL SERVICES
MARCH 10, 2006**

The School of Social Work MSW program achieved a level 2 stage of assessment development for the 2003-2004 academic year. Typically, the program has achieved a level 3 stage of assessment. The decline in the past year was in our view an anomaly due to a change in our assessment reporting process rather than in a change from what we had been doing.

CURRENT OUTCOMES ASSESSMENT PLAN – MSW PROGRAM

The graduate outcome assessment program for the academic year 2004-2005 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 surveys with graduating students
- Theses or culminating research projects
- Alumni surveys
- Employer surveys
- Licensing Exam Surveys and Data

OUTCOME ASSESSMENT ACTIVITIES IN 2004-2005

The graduate outcome assessment program for academic year 2004-2005 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
- Alumni and Employer Surveys
- Licensure examinations

The alumni and employer surveys are not conducted every year. Typically, they are done every other to every three years. All surveys and student learning assessment is carried out by the School's Assessment Committee. The Assessment Committee is a standing committee of the School. In addition to carrying out work related to this annual assessment of student learning outcomes, it is charged with insuring compliance for program and student learning outcome assessment for CSWE accreditation.

**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.

Field evaluations indicate that our students are integrating their classroom work effectively with their performance in the field. Further, field evaluations indicate a high level of achievement of student knowledge, value and skill outcomes. This suggests a successful integration of learning outcomes for individual courses with the field experience.

- Licensing Exam Survey and National Data

During the past year, the School received the following information from the national licensing exam body. This data was concerning as it showed the national pass average to be 75% and the average for NMSU MSW students to be 60%.

2004 Administration

Intermediate (MSW)

<i>National Averages</i>			75%
NMSU Averages	28	19	60%

Because of our concern over the results provided to us by ASWB, we conducted our own survey of MSW graduates this past December and January. Information was gathered from the NM and TX State Licensing Board websites, and by telephone and/or email. At the MSW level, 42 surveys were completed from a total of 61 graduates. Of the 42 students contacted, 33 had taken the exam and nine had yet to take it. Of the 33 that took the exam, 28 passed (88%) and 5 failed the exam. Thus, our pass rate is above the national average. The School will continue to track its graduating cohorts concerning the pass rate on the national licensing exam. ASWB reports to us are difficult to interpret, as we do not know at what times or dates our students have taken the exam. Of those students we could not contact or for those not taking the exam, some have moved out of state, are employed in a job that does not require an exam, are pursuing another degree or working in another field. Unlike nursing, law, and medicine, social work licensing is not

uniform throughout the country. Some states only have certification and a number of states exempt state employees from licensing.

Each year the School offers to its students a free licensing exam workshop. We will also purchase this year, sample licensing exam reviews that include sample computer based exams. We feel that this will assist our students who find it difficult to purchase expensive licensing exam review guides. This is a major focus of our concern and assessment efforts at this time.

- 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.

The Assessment Committee has developed a two page, machine scored evaluation-rating survey that is completed by the Social Work faculty members for each student being given an oral examination. The rating survey asks the Social Work faculty to evaluate the adequacy of each student in the five academic sequences of the curriculum. These evaluations are returned to the curriculum committee for review and curricular improvement.

CHANGES IN THE PROGRAM DUE TO ALUMNI AND EMPLOYER SURVEY:

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

Based upon employer, alumni and exit surveys, the School of Social Work and the Department of Health Science has cooperated to develop a joint MSW/MPH dual degree program. The dual degree program has been passed by both of the two faculties and now will be submitted for University approval. .

- Increasing Mental Health 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. Two years ago, a new elective course, Social Work Mental Health Practice with Families, was added to the curriculum. Based upon data for the current employer and alumni surveys, this course has now been made mandatory.

- Gerontology Minor

Currently, there is an existing drug and alcohol graduate minor. This year in response to employer and alumni demand, an additional gerontology minor at the graduate level was approved by the faculty. This minor will now be formally developed and will be interdisciplinary in nature.

- 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.

ANTICIPATED CHANGES IN OUTCOMES ASSESSMENT AS A RESULT OF PAST YEAR'S ASSESSMENT EXPERIENCE

Specific assessments to be employed to 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 more MSW courses. There is increasing pressure to offer a good part of our program using this method of delivery. 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.

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 especially critical for our Albuquerque program that has a fairly high attrition rate. 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.

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

In the Fall of 2004, the Assessment Committee became a standing committee of the School and is charged with carrying out the assessment of student learning outcomes for both the BSW and MSW programs. The MSW program coordinator provides leadership to the faculty for identifying those assessment findings that are particularly relevant to the BSW program. The Assessment Committee is mandated to report their findings at both the Fall and Spring Semester Faculty Retreat. The findings then become part of the action plan for all of the committees of the School to carry out during the following semester. This process insures a strong feedback loop for continuing program renewal.

Numerous mechanisms for this process include:

- 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.