

**UW-Madison School of Nursing
Assessment Report
2003-2004**

1. Updated Assessment Plan

The School of Nursing Assessment Plan has not been updated in the past year.

2. and 3. Assessment Activities 2003-2004

UNDERGRADUATE PROGRAMS

Baccalaureate Program (BS) - The School continued to use, for the fourth year, the exit survey for baccalaureate nursing graduates developed through a partnership with the American Association of Colleges of Nursing (AACN) and Educational Benchmarking, Inc. (EBI). We note that the results show the percent of graduates choosing to work in rural and underserved areas is declining. As a result the Undergraduate Program Committee recommended adding additional content regarding long-term care and working with diverse population. Further, the Undergraduate Program Committee began an extensive review of the undergraduate curriculum paying particular attention to overlapping content in more than one course, addressing accreditation standards, and articulation with our strategic plan. Our students continue to successfully pass NCLX at a pass rate of 94%, well above the national pass rate. Preceptors (adjunct faculty) assist with clinical education. A Preceptor survey is now being developed and will be conducted later this year to evaluate the clinical experience.

Western Campus (BS) – The Western Campus for Nursing was developed to address the shortage of nursing graduates. This fall, 14 students were admitted to the School of Nursing Western Campus at Gundersen Lutheran Medical Center (GLMC) in La Crosse. The eight students admitted in the fall 2003 were surveyed regarding their experience at the Western Campus during spring 2004. Changes were made in the structure based on their feedback.

Early Entry PhD Option (Basic to PhD) – Faculty shortages have been reported by a third of nursing schools as the reason for not accepting qualified applicants. The Early Entry PhD Option provides the opportunity to bring nurses into research and nurse educator roles earlier in their career to help meet this need. There are now three students enrolled in the Early Entry PhD Option. Their individualized programs of study reflect early exposure to research methodology and active participation as part of a research team. Two students will receive their BS in May 2005. They should experience a seamless entry into the doctoral program.

Collaborative Nursing Program (RN to BS) – The statewide Collaborative Nursing Program Steering Committee began review of the core nursing courses offered in this program paying special attention to currency of content. A common course evaluation for the CNP courses was developed and is now used in each of the courses each semester. These evaluations regarding course content and method of delivery are extremely positive and the data collected are shared with all institutions to help guide program decisions.

GRADUATE PROGRAMS

Progress has been made in implementing the Assessment Plan approved by faculty in May 2003. The Graduate Programs Committee reviewed survey data of master's graduates at 1-year and 5 years post graduation. The committee recommended changes to the survey in order to gather data in some areas (for example, leadership experiences, graduate success on credentialing exams). From the survey data, faculty learned that students are satisfied with the program (91% indicated they were satisfied or extremely satisfied with their overall experience) and found the program academically rigorous (72%). Students are successful on professional certification examinations (90% in 2003). Master's students identified a need for content on teaching and learning regardless of their area of clinical specialization and also rated the non-research core courses in the program least favorably. Faculty gave considerable attention to the course on leadership, ethics and systems of care. They affirmed the objectives and content areas, but recommended that students be introduced to the content earlier in the program and suggested ways of testing content mastery that would be more challenging to students. Several faculty attended the Teaching Academy Institute this summer to finalize the course for fall. Faculty continued to review the research sequence in the MS program to assure students receive a solid foundation in research and also learn to apply this content in advanced practice nursing.

One of the goals for the year in the doctoral program has been to implement the revised PhD program curriculum. Faculty developed and reviewed proposals for two new formal courses to be offered in 2004-2005: Knowledge Development in Nursing and Nursing Research in Communities and Systems. A new one-credit proseminar was developed also to socialize students to the role of academic research. A subcommittee of the Graduate Programs Committee reviewed progression reviews of students prepared by students and their advisors. Information from the review (e.g. data on student publications, presentations, funding) is being tracked in an internal database in the School of Nursing.

Current and past graduate students have been involved in the program review. Masters and PhD students serve as voting members on the Graduate Programs Committee and GPC subcommittees.

4. Academic assessment activities for the coming year.

- Continue to review undergraduate and graduate alumni student survey data
- Implement requested informatics and genome content into the curriculum
- Assess added community health content added to beginning level clinicals
- Evaluate Western Campus and Early Entry PhD options
- Finalize research requirement at the master's level
- Implement Preceptor and Employer Surveys at the undergraduate and graduate levels
- Review student and faculty experiences in the first year sequence of the revised PhD curriculum

School of Nursing

Major/Academic Program	Level	Has an assessment plan.	Direct Indicators/Measures							Indirect Indicators/Measures						
			National Exams	Local Exams	Capstone Course(s)	Embedded Testing	Student Portfolios	Thesis or Dissertation	Pre-Test/Post-Test	Other Milestone Evaluation	Student Surveys	Exit Surveys	Alumni Surveys	Employer Surveys	External Surveys	Other Indirect Measures
712	Nursing	Bachelors	Yes	Annually			Annually						Annually	Annually	04-'05	Annually
712	Nursing	Graduate	Yes	Annually			Annually	Annually					Annually	Annually	04-'05	
715	Nursing (Collaborative Program)	Bachelors	Yes	Annually	Annually		Annually						Annually	Annually	04-'05	Annually

This grid is designed to assist schools and colleges in the preparation of the annual assessment reports.

Academic programs are listed alphabetically by major, rather than by academic department, even though some units develop assessment plans for departments, because not all academic programs are associated with a single department, and not all departments have a single major.

Using the grid: Please specify with assessment activities have taken place or will take place in each program, and the year when these activities took place, or will take place. For example, if a program evaluated performance in the capstone course as part of the assessment activities this year, indicate "03-04". If the program uses national testing or licensure every year, indicate "annually". If an activity is continuing from a previous year, indicate "03-04"; an example of this might be a survey that was conducted in one year, analyzed in the next, and for which the results continue to inform discussions about curricular changes over successive years. If an activity is conducted periodically, indicate the last year.