

UW-MADISON SCHOOL OF NURSING  
ASSESSMENT REPORT  
APRIL 2003

1. Description and overview of School.

The School was initially organized in 1924, and became an autonomous unit of the UW-Madison in 1967. Today, it offers a baccalaureate, master's and Ph.D. program in nursing in addition to opportunities for continuing education for non-degree students. The mission of the School of Nursing is to improve human health through nursing leadership in research, education and professional and public service. Total School enrollment for Fall 2002 totaled 611 students. This represents 169 pre-nursing students, 219 generic undergraduates enrolled in the major, 58 returning RN students, 122 master's students, 4 post-master's students, and 39 doctoral students. The School is not departmentalized.

At the baccalaureate level, the School offers a basic undergraduate curriculum, an RN completion program (CNP) and an RN to MS program. In addition, the School recently obtained approval to offer an expansion of the baccalaureate program at Gundersen Lutheran Medical Center in La Crosse, one of the state's largest health-care networks. A maximum of fourteen students will be enrolled in the first class fall 2003. The School also recently approved an Early Entry Ph.D. option. This program is designed to identify undergraduate students interested in a research career in nursing and facilitate a plan of study that accelerates their progression through the B.S. to M.S. and Ph.D.

The goal of the master's program is to prepare nurses for leadership positions in advanced clinical practice (clinical nurse specialist or nurse practitioner), education, or preparation for the Ph.D. program. The clinical areas of specialization include adult health and illness, community health, geriatrics, parent-child nursing, psychiatric-mental health nursing, and women's health. Nurse practitioner preparation is offered as part of the MS program or as post-master's options in five areas: acute care, adult, geriatrics, pediatrics and women's health.

The purpose of the Ph.D. program is to prepare nurses to assume major roles in the development, evaluation, and dissemination of knowledge about phenomena of interest in nursing. The program is characterized by intensive research training, a strong scientific base within nursing, and a secondary concentration in a related discipline such as psychology, family studies, philosophy, anthropology, sociology, preventive medicine, curriculum and instruction, and educational psychology.

2. Administrative structure for assessment, including external forces such as accreditation, resources for assessment and audiences for assessment.

Internal Structure – The School of Nursing views evaluation as a continuous ongoing process where faculty, committees, ad hoc groups, students, and staff, work together to exchange information, ideas and opinions and to identify problems, find solutions and disseminate information. Assessment of the curriculum is done in the undergraduate and graduate program committees and brought for review and discussion to the faculty as a whole in the General Council. Subgroups are formed, as necessary, to review specific assessment initiatives. The

Assistant Dean for Student Services coordinates evaluation of student satisfaction with the overall program at graduation and post graduation and data is shared with faculty.

External Structure – The School has specialized accreditation in the discipline at the national level and is on a 10-year review cycle with the Commission on Collegiate Nursing Education (CCNE). The baccalaureate program is also approved by the Wisconsin State Board of Nursing. At the graduate level, the School of Nursing provides curriculum information to several professional credentialing agencies that certify graduates for advanced practice. The credentialing agencies do not formally review the graduate programs, however with the exception of the National Certification Board of Pediatric Nurse Practitioners and Nurses, Inc. (PNP/N). The School of Nursing recently received 5 year approval from PNP/N for the pediatric nurse practitioner sequence in the MS program.

Assessment is valued and recognized as an important function in the School, and, therefore, monies are allocated for this purpose on an ongoing basis. The School purchases a commercially developed exit and alumni survey for undergraduates, which was developed through a partnership with the American Association of Colleges of Nursing and Educational Benchmarking, Inc. The advantage of this tool is that both over-time and across peer school comparative data is provided. A commercially developed survey (ETS) had been used for graduate students until recently, when, with assistance from the UW Survey Center, the School developed its own survey instruments. The School also worked with DOIT last year to develop an online system for student evaluation of instruction. With regard to program review, a consultant was brought in two years ago to review the doctoral program curriculum. The School also funds travel for faculty to attend meetings and conferences related to teaching and curriculum improvement. In preparation for the most recent accreditation review in 1999, a staff person was hired at one-half time for one year to assist with the process.

Audiences for assessment include the Provost, School of Nursing faculty, staff and students, North Central Accreditation, Commission on Collegiate Nursing Education and Wisconsin State Board of Nursing.

### 3. Overview of current practice.

At the undergraduate level, the School continues to review and assess the curriculum and respond to concerns initiated by both students and faculty. Changes in courses have been made based on feedback received from these groups. This year the committee looked at grading of clinical courses, course changes and timing of course offerings. Exit and alumni student data are collected and reviewed and follow-up is done where program improvement is indicated. For example, in response to recent undergraduate student exit and alumni data that raised a concern about overall satisfaction with the program, the Undergraduate Program Committee is in the process of scheduling a listening session with the current undergraduate student body to hear their views of the program. The School also responds to societal needs by identifying and developing innovative academic programs such as the Western Campus in LaCrosse and the Early Entry Ph/D. option.

The graduate program committee has expanded the review of the MS curriculum undertaken in the previous year. The committee will discuss recommendations later this month aimed at consolidating core content, thereby reducing the number of required credits and facilitating interdisciplinary elective opportunities for students. The committee is also interested in the overall program foci and has approved two curriculum changes: expanding the nurse practitioner clinical specialty to include psychiatric- mental health nurse practitioner preparation and replacing the nursing administration option of the program with an option in strategic leadership. Faculty as a whole will consider these curriculum changes later this month.

At the doctoral level the graduate program committee continued to review the Ph.D. program curriculum. A survey of current faculty, students and program alumni was conducted to gather input on what was viewed as minimal preparation in a number of areas that should be required of all students in the doctoral program, regardless of research area or methodological approach. As a result of the survey and review of the literature, two curriculum models have been proposed for curriculum committee consideration and these options will be discussed by faculty in April.

4. And 5. Directions for improvement, further development, inquiry or closing gaps and Assessment agenda for the future, next five years.

The School is currently in the process of revising its assessment plan and will bring it forward for faculty action on April 18, 2003. The plan includes continued collection and examination of data from students for purposes of program improvement. The School has not had a systematic way of obtaining information from preceptors and employers; therefore, development of satisfaction surveys for these groups is identified in the plan. The plan also names the program committees as bodies assuming increased responsibility for review of student evaluation of instruction. Assessment of the curriculum has been and continues to be an important element of program review, as evidenced by several assessment initiatives in the School's new Strategic Plan adopted March 2003.

04/02/03

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**School of Nursing Assessment Plan**  
**Assessment of Undergraduate and Graduate Program Effectiveness**

| <b>Criteria</b>           | <b>Outcome</b>   | <b>Frequency of Data Collection</b> | <b>Method/Data Source</b>  | <b>Accountability for Data Collection</b> | <b>Reviewed by</b>                          |
|---------------------------|--|-------------------------------------|--|---|---|
| Applicant Profile         | Applicant numbers, GPA, GRE, TOEFL, diversity, percent regional, international, etc.   | Annually                            | SON admission database   | Academic Programs and Student Services    | Program Committees and Council<br>Annually  |
| Retention Rates           | Students enrolled at the beginning and ending of each year. Reasons for leaving  | Annually                            | SON database   | Student Services and Academic Programs    | Program Committees & Council<br>Bi-ennially |
| Graduation Rates          | Students entering, length of time in program and numbers graduating  | Annually                            | SON database   | Student Services and Academic Programs    | Program Committees & Council<br>Bi-ennially |
| Patterns of Employment    | BS - percent employed at graduation and 1-5 years post graduation<br>MS- percent employed 1 & 5 years post graduation, using advanced prep<br>PhD - percent employed, position title and type of institution, annually | Annually at defined intervals       | BS – EBI survey<br>MS – SON developed survey<br>PhD – SON developed survey                         | Student Services and Academic Programs    | Program Committees & Council<br>Annually    |
| Attainment of Credentials | BS – NCLEX percent pass rate, analysis of unsuccessful students<br>MS – Certification by credentialing organizations   | Annually                            | BS – Data from State Board<br>MS – develop system with credentialing organization, student surveys | Student Services and Academic Programs    | Program Committees & Council<br>Annually    |

| <b>Criteria</b>                          | <b>Outcome</b>  | <b>Frequency of Data Collection</b> | <b>Method/Data Source</b>  | <b>Accountability for Data Collection</b>                  | <b>Reviewed by</b>                          |
|--|---|-------------------------------------|--|--|---|
| Attainment of Advanced Degrees           | Percent of BS & MS graduates pursuing advanced degrees  | Annually                            | Alumni surveys   | Student Services and Academic Programs                     | Program Committees & Council<br>Annually    |
| Professional & Public Service/Leadership | Presentations, publications, offices held, volunteer service  | Annually                            | Alumni Surveys   | Student Services and Academic Programs                     | Program Committees & Council<br>Annually    |
| Student Satisfaction with Programs       | Percent of students satisfied with classroom instruction, clinical instruction, support services, overall program, etc. | Annually                            | BS – EBI exit survey, meetings with students<br>MS – Meetings with students<br>Ph.D – Exit interview<br><br>All students - Student evaluation of instruction | Student Services and Academic Programs, Program Committees | Program Committees & Council<br>Annually    |
| Alumni Satisfaction with Programs        | Percent of students satisfied with curriculum, preparation for nursing positions, overall program, etc.                 | Annually at defined intervals       | BS – EBI survey 1-5 years post graduation<br>MS – Survey at 1& 5 years<br>PhD – Develop survey, administer every 5 years                                     | Student Services and Academic Programs                     | Program Committees & Council<br>Annually    |
| Preceptor Satisfaction                   | Define indicators   | Bi-ennially                         | Develop questionnaire  | Academic Programs/Clinical Coordinator                     | Program Committees & Council<br>Bi-ennially |
| Employer Satisfaction                    | Define indicators   | Bi-ennially                         | Develop questionnaire  | Student Services and Academic Programs                     | Program Committees & Council<br>Bi-ennially |

| <b>Criteria</b>               | <b>Outcome</b>   | <b>Frequency of Data Collection</b> | <b>Method/Data Source</b>   | <b>Accountability for Data Collection</b> | <b>Reviewed by</b>   |
|-------------------------------|--|-------------------------------------|---|---|----------------------|
| Curriculum/Instruction Review | Review courses for redundancy, overlap, consistency and currency of content, review overall curriculum | On-going                            | Program specific course professor meetings, discussion/meetings among faculty/area groups, student exit data, meetings with students, student evaluation of instruction | Program Committees                        | Council<br>On- going |

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