Annual Academic Assessment Report Cover Sheet

Assessment reports are due the 1st Wednesday after the Fall Term
Email to: assessment@unlv.edu

Program Information:

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<th>Program Assessed</th>
<th>PhD Program</th>
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<td>Department</td>
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<td>College</td>
<td>School of Nursing</td>
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<tr>
<td>Department Chair</td>
<td>Sally Miller, PhD, APRN, FNP-BC, PMHNP-BC, AGACNP-BC, AGPCNP-BC, FAANP, Associate Dean for Graduate Affairs</td>
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<tr>
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<td>December 01, 2018</td>
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Contact Person for This Report
Name: Jennifer Kawi, PhD, MSN, APRN, FNP-BC, CNE, Doctoral Program Director
Phone: 702-895-5930
Email: jennifer.kawi@unlv.edu

Please attach a narrative (not to exceed 4 pages, excluding appendices) addressing the following:

• What are the student learning outcomes? Please provide a numbered list.
• Which learning outcomes were assessed?
• How were they assessed? (Programs must use at least one direct assessment of student learning.)
• Undergraduate programs should assess at least one University Undergraduate Learning Outcome (UULO) each year, which may or may not overlap with a program learning outcome.
• Graduate programs should assess at least one outcome related to one of the following graduate level requirements each year:
  o student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice.
  o activities requiring originality, critical analysis and expertise.
  o the development of extensive knowledge in the field under study.
• What was learned from the assessment results?
• How did the program respond to what was learned?

Please limit the narrative portion of your report to no more than four pages. You may attach appendices with data, tables, charts, or other materials as needed. Please explain the relevant conclusions from any appendices in your narrative. Please contact the Office of Academic Assessment if you have questions or need assistance.
Student Learning Outcomes
1. Provide leadership in the advancement of nursing as a scientific and practice
discipline through the conduct of culturally competent scholarship and identification
of implications for policy, the discipline, and the profession.
2. Conduct and communicate original research that generates new knowledge.
3. Discover, implement, and evaluate innovative approaches to teaching and learning.

Learning Outcome Assessed: Learning Outcome 2

The 3-year Assessment Plan indicates that one Learning Outcome be assessed each
year. Learning Outcome 2 is designated to be evaluated for this year’s Assessment
Report. Data from the academic year 2017-2018 (Fall 2017, Spring 2018, Summer
2018) were reviewed including the following reports: PhD Student Exit Surveys and PhD
Alumni Surveys. In addition, performance in comprehensive exams, dissertation
proposals, and final dissertation defenses were reviewed.

There are 6 criteria used to evaluate Learning Outcome 2 and each criterion are
addressed separately in this report. Each criterion begins with an evaluation as to
whether it has been met. A summary is provided at the end of this report to discuss
overall results and proposed activities to strengthen the PhD program as it relates to
Learning Outcome 2. A curriculum map showing courses addressing specific learning
outcomes is also presented.

Learning Outcome 2: Conduct and communicate original research that generates new
knowledge.

1. One hundred percent of dissertation proposals will address a research problem that
is relevant to nursing and has not been adequately addressed or addressed at all by
the community of scholars.
   • This criteria was met at 100%. An example of this was a research focus significant to
   nursing science and practice on nursing communication competence during handoff
   reports. The research questions were novel and have not been adequately explored
   in the literature with the potential to produce new knowledge that can translate to
   safe and quality care.

2. Ninety percent of the PhD students will successfully complete comprehensive exams
which entails that the dissertation chair and committee members all agree that the
student has obtained a satisfactory mark in all areas of the evaluation rubric for both
the oral and written parts of the exam.
   • This criteria was met at 100%. All PhD students successfully completed their
   comprehensive exams in the timeframe identified. All committee members were in
   agreement based on the evaluation rubrics (written and oral). In addition, overall
   qualitative feedback indicated excellent oral presentations and outstanding quality of
   papers produced.
3. Ninety five percent of the PhD students will successfully complete the oral and written proposal defense which entails that the dissertation chair and committee members all agree that the students obtained a pass rating for the defense. 
   • This criteria was met at 100%. Oral and written proposals were successful with all committee members in full agreement of the pass rating. Qualitative feedback were very good (e.g., strong scholarly proposal, well-developed paper, professional and well-prepared oral presentation).

4. Ninety five percent of the PhD students will successfully complete their oral and written dissertation defense which entails that the dissertation chair and committee members all agree that the student has obtained a mean score of 3.5 out of 5 in all areas of the evaluation rubric for both the oral and written parts of the final defense.
   • This criteria was met at 100%. Oral and written dissertation defense scores were all high with a mean of 4.9 overall with consistent pass grading among all committee members.

5. Ninety five percent of the PhD graduate respondents on the Student Exit Survey will agree that Outcome 2 was met.
   • This criteria was met at 100%. All respondents noted that Learning Outcome 2 was strongly met.

6. Ninety five percent of the PhD graduate respondents on the Alumni Survey will agree that they were prepared or well prepared for Outcome 2.
   • This criteria was partially met. We only had 1 alumni respond out of 4 who graduated in the timeframe specified. The response was also “somewhat prepared” for learning outcome 2.

Summary: Lessons Learned and Program Response
   • All criteria for Learning Outcome 2 were met at 100% except criteria #6. For criteria #6, our Alumni response rate was low (25 % or 1/4 eligible alumni within the specified timeframe). The response by the graduate also indicated “somewhat prepared” instead of “prepared” or “well-prepared” in the area of conducting and communicating original research that generates new knowledge.
   • We now have a Director of Alumni and Student Engagement who will assist us in disseminating our Alumni Surveys in order to increase our response rate. More reminders will be sent out using precise email addresses in order to increase reach. We will also increase the frequency of sending out our Alumni Surveys from 1- and 3-year post-graduation to 1- and 2-year post graduation.
   • Late this Fall 2018, we developed a task force to work on reviewing our PhD program and courses to re-evaluate how we are meeting our learning outcomes. This will help particularly in addressing criteria #6. For example, increasing faculty-guided student dissemination of research through presentations and publications might facilitate increased preparedness among our graduates when they go out on their own. We also recently developed another culminating option from the traditional dissertation to a multiple article dissertation that could assist our alumni in sustaining their knowledge and skills in conducting and communicating their research to
generate new knowledge. Lastly, we have currently increased our Graduate Assistant funding that allowed more of our PhD students to have research-related experiences with faculty increasing their opportunities for meeting and sustaining Learning Outcome 2 as alumni.

Curriculum Map: Student Learning Outcomes for the Program noted by §§ and AACN Expected Outcomes noted by **

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<th>Educate the Next Generation**</th>
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