

California State University, Fresno (07-08)
Section A-1
Contextual Information

School Nursing Program

Institution: California State University, Fresno

Program documented in this report:

Name of Program: CSUF School Nurse Service Credential Program
Credential awarded: School Nurse Services Credential

Is this program offered at more than one site? No

Explanation: The CSUF School Nurse Services Credential Program is an online program offered at California State. Field experience for candidates takes place under the direct supervision of a qualified school nurse preceptor in the area of the state where the credential candidate is located.

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I. Contextual Information:

California State University, Fresno is currently one of eleven universities in California that offers coursework leading to a Clear Professional School Nurse Services Credential. A credential required by the CCTC (California Commission on Teacher Credentialing) in order to practice school nursing in California. This 27 unit postbaccalaureate program is housed in the Department of Nursing. The credential is only available to licensed nurses in California and who hold a bachelor's degree.

The primary goal of the program is the preparation of competent school nurses, who can meet the multifaceted health care needs of children and adolescents, through the provision of learning experiences taught by qualified faculty, and which includes an in depth school site clinical experience under the direction of a qualified school nurse preceptor. Keeping with that goal, it is also the intention of the program to provide candidates with opportunities to attain the standards and professional competencies relevant to the CCTC *Standards of Quality and Effectiveness for Programs of Professional School Nurse Preparation in CA*, and to apply and practice those standards and competencies in their field experiences.

It is also the intention of the program to foster in candidates professional dispositions that are vital in school nursing practice. These dispositions are: the tendency to reflect, the use of critical thinking, the use of well reasoned ethical judgment, an appreciation for diversity, a collaborative disposition, and the tendency for life-long learning. The program also strives to foster in candidates a value for research involvement, a commitment to legislative advocacy, and interest in professional organizations; each relevant to school nursing in that they further strengthen and validate the role of the school nurse.

The CSUF credential program is offered online and available to qualified nurses throughout the state. Candidates in both the seminar and clinical courses participate in classroom activities through Blackboard, a CSUF approved software program. The clinical experience, relevant to school nursing practice, takes place under the supervision of a university clinical instructor and a qualified school nurse preceptor in the area of the state in which the student is located.

Student enrollment in the program: The program has continued as an online program since fall 2001. Since its inception, over 300 nurses have completed the online program to obtain a Clear Professional credential. Online access benefits nurses in remote areas of the state, as well as those with small children and busy lives. The online access has also significantly increased program enrollment. Phase I coursework (15 units) includes prerequisites to Phase II. These courses may be taken online either through CSUF or through other universities. Students are required to take 15 units of program coursework through CSUF. Each year 40-50 students are enrolled in Phase I courses in preparation to enter Phase II. Candidates are only accepted into Phase II in the fall each year. Students, as a rule, enroll in the university part-time and take 3-6 units each semester. Following are enrollment numbers for 2006-2007, 2007-2008, and fall 2008. (Note: RT = returning students)

Enrollment into CSUF Core School Nurse Courses (Phase II – 12 Units)

Year	Fall admits	3U taken	6U taken	Drops	Completed	%Completed	Plan to RT
2006-2007	37 + 10RT	12	25	1	44	94%	3
2007-2008	37 + 3RT	4	36	4	36	90%	3
2008-2009	35 + 4RT	7	32				

Other than the fact that CDDS 125, Audiology/Audiometry for School Nurses (3U), a Phase I course, is now available online through CSUF, no significant changes have taken place in the program since Commission approval in spring 2006. Two Phase I courses, Introduction to Counseling and Health Appraisal, are the only courses not offered online through CSUF at this time.

California State University, Fresno (07-08)

Section A-2

Candidate Assessment/Performance & Program Effectiveness Information

A. Primary candidate assessment(s) the program uses up to and through recommending the candidate for a credential (Admission criteria not included).

1. Pre/Post Program Knowledge base Assessment Questionnaire

On entry into Phase II, core school nurse coursework (12 units) and following the final course, candidates are asked to complete the same knowledge base assessment questionnaire. The questionnaire consists of 26 topic areas with sub-topics in each of these areas. Data related to this assessment is compiled each year and analyzed every three years. This data was last analyzed in September 2005 and is due for analysis in fall 2008. From the analysis in 2005, Dr. Phyllis Kuehn indicated in the *Overall Mean Knowledge Levels* that, “the changes in knowledge from pre-to post-assessment were tested for significance and in all cases, the increases were statistically significant at the $p < .001$ level. It is also noteworthy that the number of years school nursing students have practiced school nursing (0-4+years) before entering the program cannot be controlled, yet even experienced school nurse students reported significant knowledge gains. In only two topic areas participants did not rate their post-knowledge levels above 4.0. The results of this analysis were reviewed by faculty and the two areas of weakness were addressed. The upcoming analysis will determine outcomes.

2. Seminar Course Assignments (NURS 184 and NURS 185)

Candidates are expected to expand their knowledge of school nursing by responding to research questions related to the multifaceted role of the school nurse, child and adolescent health issues, legal guidelines and standards of school nursing practice, and through participating in discussion following Blackboard presentations by classmates, one of which student partners present once during the semester; as well as other written assignments. Assignments include, but are not limited to: the development of a personal philosophy of school nursing, which gives candidates insight into their own understanding of school nursing practice; School Board meeting attendance, which gives the candidate a global understanding for community and school district hierarchy; a cross-cultural interview assignment, which broadens the candidates appreciation for cross-cultural issues; a legislative paper, which give the candidate awareness of the need to be politically involved in issues related to school age children and school nursing; and an interdisciplinary collaboration interview assignment, which give the candidate insight the role of other school sight professionals and importance of collaboration.

3. Practicum Course Assignments (NURS 186 and NURS 187)

Other than clinical practice, candidates are assessed on written assignment work that demonstrate the candidate's knowledge of child and adolescent health issues and the ability to apply legal guidelines and nursing standards in school nursing practice; the ability to reflect; use critical thinking; ethical judgment; value diversity; collaborate and network effectively with others; communicate on a professional level, both written and verbal; think creatively; plan, organize, and schedule time wisely; and work successfully with children, adolescent, families, and in the community. Assignments that demonstrate these skills include, but are not limited to: clinical journaling; a comprehensive cross-cultural Special Ed Case Study that involves client and family assessment and the IEP (Individual Education Plan) process, which requires effective communication and collaboration with other members of the education team; development of a health curriculum/teaching outline and carrying it out in a classroom setting; facilitating small groups discussions, creating a newsletter; reviewing district health policies, and making changes or creating a new policy that require School Board approval; attendance at a School Attendance Review Board meeting for insight into community involvement; participation in community school related events; and developing an appreciation for professional networking through attending school nurse meetings in the community.

4. Clinical Journaling Practicum Courses

Candidates are required to keep a clinical journal of practicum clinical activities. Journaling is reviewed by the candidate's preceptor and turned in to the student's university clinical instructor on due dates indicated. Journaling is reviewed by the clinical instructor to determine if the student is accomplishing "Student Goals and Learning Objectives" which the students developed with input from the student's preceptor and which were reviewed by the candidate's clinical instructor in the beginning of the semester.

5. Mid-Term Evaluation of Student Clinical Progress in Practicum Courses

Within the mid-term timeframe, candidates are required to sit down with their preceptor to assess their progress toward their "Student Goals and Learning Objectives" that they created with input from their preceptor in the beginning of the semester. Following which a 3-way conference takes place between the candidate, preceptor and university clinical instructor to evaluate student progress. Candidates are given the option of adding or changing a goal, learning objective and/or learning activity for a more favorable learning outcome or experience.

Note: The candidate indicated above who received a “3”(good) rating related to “critical thinking” was also a student who was given an “incomplete” for other reasons and returned the following semester to work with that same preceptor to demonstrate satisfactory completion of clinical competencies and to strengthen critical thinking skills.

Key: Excellent (5) Rating Comparison Only

Year	Excellent (5) only	0	10	20	30	40	50	60	70	80	90	91	92	93	94	95	96	97	98	99	100		
2006-2007	Ability to Reflect	■																					
2007-2008		■																					
2006-2007	Critical Thinking	■																					
2007-2008		■																					
2006-2007	Ethical Judgment	■																					
2007-2008		■																					
2006-2007	Value Diversity	■																					
2007-2008		■																					
2006-2007	Collaborative Tendency	■																					
2007-2008		■																					
2006-2007	Life Long Learning	■																					
2007-2008		■																					

It should be noted that while the number of candidates in both 2006-2007 and 2007-2008 scored 90% or higher in both of these academic years, there a significant percentage increase between the two academic years in all areas except “Ethical Judgment.” This may be due to improvements made in instructions given to both candidates in the beginning of Phase II and written instructions given to preceptors in the Preceptor Syllabus.

9. Narrative Self-Evaluation Related to the Clinical Experience

At the end of the semester for each of practicum courses, candidates are asked to complete a Narrative Self-Evaluation in which they are asked to discuss the length to which they were able to accomplished student goals and learning objectives; areas of major learning, strengths, weaknesses, new skills and improvements; and things they might have done differently to strengthen their clinical experience. This gives the candidate insight into areas they will continue to work on in their own nursing practice.

10. Checklist and Exit Clearance Form

This is a form that is initiated following the receipt of a perspective candidate’s application to the program. It is maintained throughout the candidate’s progress experience. It includes pertinent information relevant to completion of program requirement and competencies. Upon exit, the program coordinator determines if the candidate has satisfactorily completed course requirements and verifies satisfactory completion of clinical competencies following which the form is signs and dated and becomes the Exit Clearance paperwork that is sent to the CSUF credential analyst. The candidate can then apply for a Clear Professional credential following completion of two full years of school nurse employment.

B. Data is Collected and Analyzed that Relates to Program Effectiveness/Decision Making.

1. Student Course Evaluations Related to Core School Nurse Courses

A binder has been established in which the original evaluations for each of the four core school nurse courses (2 seminars, NURS 184 and NURS 185; and 2 practicum courses, NURS 186 and NURS 187) are kept. A summary is developed at the end of each semester that contains the comments made in the evaluations. Positive comments are listed verbatim in the summary sheet. In a two column chart, student complaints/suggestions are listed in the left column and faculty responses to each in the right column.

Preceptor Clinical Course Evaluations

A binder has been established in which the original evaluations for each of the two school nurse practicum courses (NURS 186 and NURS 187) are kept. A summary of comments/suggestions is developed at the end of each semester that relates to the comments in the evaluations. Positive comments are listed verbatim in the summary sheet. In a two column chart, preceptor suggestions are listed in the left column and faculty responses on the right.

2. Student Evaluation of Preceptor Experience

At the end of each clinical course, students are asked to use a 5 point Likert scale to evaluate their preceptor experience. Questions relate to: The assistance the candidate received in developing clinical goals and objectives, mentoring, accomplishing goals and objectives, working relationship and if that student would recommend that preceptor in the future.

3. Post Program Graduate Performance Evaluation Tools

The following post program performance evaluation tools are currently being revised: *Post Program Certificated School Nurse Performance Self Evaluation*, *Post Program Graduate Performance by Immediate Supervisor*, and *Post Program Graduate Performance by School Site Principal*. These will be distributed every two years beginning in spring 2009.

4. 2007-2008 KSOEHD NCATE Unit – Program Evaluation Upon Exit Survey

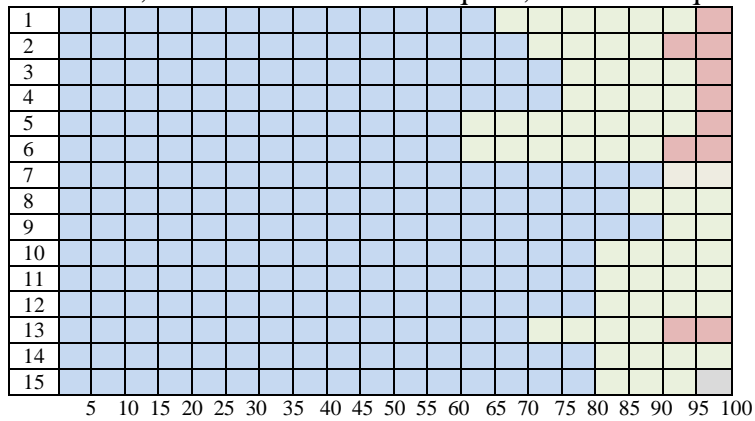
a.

Total of 26 Out of 30 Candidates Completing the Survey in May 2008

Key:		5- Excellent preparation;		4- More than adequate preparation		3- Adequate preparation;		2- Less than adequate preparation	
		1- Very inadequate preparation;		0- Not Applicable					
No.	Exit Survey Questions	5	4	3	2	1	0		
1	I am prepared to use techniques to build rapport with students/ clients.	17 65%	8 31%	1 4%	0 0%	0 0%	0 0%		
2	I was taught how to organize my professional tasks.	18 69%	6 23%	2 8%	0 0%	0 0%	0 0%		
3	I am prepared to respond with fairness to disabled, ethnically and linguistically diverse students/clients.	19 73%	6 23%	1 4%	0 0%	0 0%	0 0%		
4	My preparation has upheld the concept that all individuals can learn.	19 73%	6 23%	1 4%	0 0%	0 0%	0 0%		
5	I have proper theoretical grounding in my field.	15 58%	10 38%	1 4%	0 0%	0 0%	0 0%		
6	I am familiar with the research in my field.	16 62%	8 30%	2 8%	0 0%	0 0%	0 0%		
7	I have related my learning to actual situations in school/professional settings.	24 92%	2 8%	0 0%	0 0%	0 0%	0 0%		

8	I can assess/evaluate the progress of students/clients.	22 85%	4 15%	0 0%	0 0%	0 0%	0 0%
9	I know how to conduct myself in accordance with professional ethics and standards.	24 92%	2 8%	0 0%	0 0%	0 0%	0 0%
10	I have skills to successfully collaborate with others in the workplace.	21 81%	5 19%	0 0%	0 0%	0 0%	0 0%
11	I reflect upon and assess my own performance.	21 81%	5 19%	0 0%	0 0%	0 0%	0 0%
12	I feel that I received a helpful and appropriate amount of supervision/advisement.	21 81%	5 19%	0 0%	0 0%	0 0%	0 0%
13	I can think critically about theory and research in my field and put it into practice.	18 69%	6 23%	2 8%	0 0%	0 0%	0 0%
14	My preparation has modeled the value of lifelong learning.	21 81%	5 19%	0 0%	0 0%	0 0%	0 0%
15	Indicate the degree to which you feel prepared to assume a full-time position.	21 81%	4 16%	0 0%	0 0%	0 0%	1 4%

Key: Blue = Excellent; Green = More than adequate; Pink = Adequate; Gray = N/A



b.

Candidate Reported Major Strengths of the program Restated as written (surveys on file)	Candidate Reported Major Strengths of the program Restated as written (cont.)
<p>Resources listed in syllabus Textbook is excellent Instructors are good Online provides access to all nurses Can easily take one class at a time or double up to finish sooner Organization/flow of coursework was excellent Topics were applicable to school nursing. Communication with classmates Research Major strength is the enthusiasm and experience of the instructors. Organization of course Adequate feedback regarding coursework References made available to students online Blackboard presentations Blackboard discussion, readings of others Online access Ease of completing work online Completing an online program I loved being able to take this program Online. I loved having a preceptor in my area. I liked the theory aspect of this program. I felt like the program was well balanced in its offerings. Online Convenience Thorough Knowledgeable instructors Helpful professors – very fair Online program Comprehensive learning Very interactive Class expectations are well explained in the syllabus and Blackboard. Instructors are easy to reach and almost always available for student's needs and questions. Finest textbook Legal issues – Nurse Practice Act, Ed code Standards of School Nursing</p>	<p>Children with special needs Quality and quantity of resources provided to students Knowledge of instructors Content of curriculum Preparing one to work as a nurse in the education setting Organizing this program to be an effective online course Never any problems with Blackboard Online service Instructors The program provided a variety of experiences that covered important area of learning. The program allowed the individual goal development which personalized learning in an area where the student had an interest or a need. Assignments had dual uses. Many of the assignments for which I received a grade were also completed projects that I put into practice. Things learned in the program are very applicable to job tasks. Discussion amongst other students in the program was very helpful via the discussion board. Program was great! I learned a lot. With the program being online it was Family / work friendly. Access to professor 24/7 online Preceptor-student learning opportunity Access to library online Opportunity to dialogue with colleagues Convenience of online program Very supportive throughout the whole process from beginning to end Instructors very knowledgeable and dedicated Course offerings cover a wide variety of areas pertinent to school nursing Online program very user friendly and Convenient.</p>
<p>Total of 60 favorable comments: 21 (35%) relate to online convenience, communication, Blackboard (blue) 39 (65%) relate to value place on coursework, program, teaching (purple)</p>	

c.

Candidate Suggestions for Potential Program Changes (Restated as written and in order presented)	
1.	1-2 test in lieu of paperwork.
2.	Scale back workload, too many assignments for a 3 unit course.
3.	More teacher involvement online.
4.	Reduce preceptor review forms.
5.	Include work/experience at (candidates) own school towards clinical hours.
6.	Make changes to the program regarding the volume of work, less overwhelming.
7.	Coordinator needs a secretary to assist with answering phone calls and facilitate communication.
8.	Reduce writing assignments to more practical ones such as visiting outside agencies or other facilities.
9.	Increase class interaction in blackboard. (referring to seminar courses)
10.	I would like to see more on how to advertise/promote school nursing in the health profession and public in general.
11.	Eliminate the journal questions. I don't see much benefit other than extra writing assignments.
12.	More interaction with classmates on Blackboard. The opportunity exists, but unless it affects a grade most of us do not participate in reading responses by others, and lose out on valuable insights. For me, it's a time factor. Now that I am finishing, I want to look back through, but it would have been good if that was part of the requirement.
<u>Total of 12 candidate suggestions for program change</u>	
See Section III B-3 for analysis, and Section IV for program responses.	

d.

Program Candidate Demographics										
Most recent degree or credential program all students have completed at CSUF Postbaccalaureate School Nurse Services Credential Program										
26 out of 30 candidates completed the survey										
Gender	female	male								N/A
	23 96%	0 4%								2
Note: There was actually 1 male in the class who is not reflected in the survey.										
Ethnicity	Amer Indian	Asian Pac Is	African Amer	Hispan	White	Othe r				N/A
	0 0%	1 4.5%	1 4.5%	1 4.5%	19 86%	0 0%				4
Age	20-29	30-39	40-49	50+						N/A
	0 0%	7 30%	8 35%	8 35%						3
Grad From	CSUF	Other CSU	UC	Other						N/A
	1 6%	9 50%	0 0%	8 44%						8
No. Semesters to complete	1	2	3	4	5	6	7	8	9	N/A
	0	8	2	1	1	1	1	1	1	2
Note: The question above confused candidates. The program is divided into phase I and phase II. Some counted entire university semesters, both phases, or semesters spent completing phase II.										
Work during program	Full- time	Part- time	Did not Work							N/A
	16 67%	7 29%	1 4%							2

California State University, Fresno (07-08)
Section A-3
Analysis of Candidate Assessment Data

A. Section II, A-5, Application of Professional Dispositions in School Nursing Practicum

In both fall and spring semesters in 2006-2007 and 2007-2008, preceptors in practicum courses consistently rated school nurse candidates at the 90th percentile or higher in each of the six professional disposition areas which include: The disposition/tendency to: reflect, use critical thinking, use ethical judgment, value diversity, collaborate, and value life-long learning. It should not be considered unusual for nurses to rate high in these areas, as candidates enter this postbaccalaureate credential program with extensive nursing background. The value of these tendencies is recognized in the candidates' undergraduate programs and is immersed in candidate nursing practice prior to entering the program.

It is evident that candidates scored several point higher (90%+) in 2007-2008 than in 2006-2007, with the exception of "Ethical Judgment" (at 100%). This may be due to the fact that, prior to 2007-2008, more emphasis was placed on explaining dispositions in the beginning of Phase II; and the explanation and instructions were clarified in the Preceptor Syllabus.

It should be noted that prior to fall 2006, an assessment tool had been developed in the form of a case scenario that incorporated dispositional behaviors relevant to school nursing which candidates were asked to address in a written response prior to enter program core school nurse courses. This same scenario was also used as a post assessment upon leaving core school nurse courses. Candidates were given instructions prior to responding to the scenario. A Likert scale was developed to score pre and post responses. Unfortunately, it proved difficult to tabulate significant growth with this method. Keep in mind that candidates entering this program are registered nurses with bachelor's degrees who are already well acquainted with these dispositions/tendencies prior to entering the program having been introduced to them in their basic nursing programs and having incorporated these tendencies throughout their nursing practice prior to entering the program.

B. KSOEHD NCATE Unit – Program Evaluation Upon Exit, 2007-2008 (Section II B, 4)

1. Analysis of Survey Questions:

- a. For the 15 exit survey questions, all candidate responses fell into the following 3 top categories: "Excellent preparation (5)," "More than adequate preparation (4)," and "Adequate preparation (3)" With the exception of one response by a candidate who may have misunderstood the question "Indicate the degree to which you feel prepared to assume a full-time position." This candidate's response fell into category 1, "Not Applicable."
 - In the "Excellent preparation (5)" category for all 15 questions, candidate ratings for 13 out of the 15 questions (87%), candidates rated their preparation at 65% or higher; for 8 out of those same 13 questions (61.5%) candidates rated their preparation between 81% and 92%.
 - No candidate responses fell into category 2, "Less than adequate preparation" or category 1, "Very inadequate preparation."
 - When combining responses in the 2 top categories "Excellent preparation (5)" and "More than adequate preparation (4)," responses to all 15 questions fell in a range between 92% and 100% (7 questions at 100%, 1 question at 97%, 4 questions at 96%, and 2 questions at 92%).

- **Results of 2007-2008 Program Evaluation Upon Exit Survey indicates that all candidates have self reported that their preparation to practice school nursing upon completion of this program is” More than adequate” to “Excellent.”**
- b. The three questions that received the lowest rating in the category “Excellent preparation (5)” will be used as a basis for areas to consider for program improvement. *Though all candidate rating for these three questions, when totaling the top two categories – “Excellent (5)” and “More than adequate (4)” fell between 92% and 96%, indicating candidate preparation was “More than adequate” or higher.*
- Question #1, “I am prepared to use techniques to build rapport with students/clients.” 65% (17 out of 26) of candidates indicated their preparation was “excellent.”
 - Question #5, “I have proper theoretical grounding in my field.” 58% (15 out of 26) of candidates indicated their preparation was “excellent.”
 - Question #6, “I am familiar with the research in my field.” 62% (16 out of 26) of candidates indicated that their preparation was “excellent.”
2. Major Strengths of Program as Reported by Candidates:
- b. **A total of 60 major strengths of the program were reported by candidates 35% (21) comments related specifically to the value of an online program 56% (39) comments related to quality of the course offerings, organization of the coursework, and teaching effectiveness.**
- 35% (21) reinforce the value placed on an online School Nurse Services Credential program that enables nurses around the state to access the program. Many of whom are nurse who might not otherwise choose to go into school nursing.
 - Of the 72 total comments made by candidates that relate to program effectiveness, 83% (60) related to “strengths in the online program” compared to 17% (12) that related to “suggestions for potential program changes.”
3. Candidate Suggestions for Potential Program Changes:
- a. 17% of the comments (12) related to “Suggestions for program changes.” These can be categorized as follows:
- Those suggestions resulting in program change (7)
 - (1) Written assignment overload -3
 - (2) Increase class interaction on Blackboard in (NURS 184) -2
 - (3) More teacher involvement online -1
 - (4) Promote school nursing professionally and in public -1
 - Those 5 suggestions did not resulting in program change. They were discussed by faculty. Written responses/explanations/resolutions documented for future reference.
 - (1) 1-2 tests in lieu of written assignments -1
 - (2) Reduce preceptor review forms -1
 - (3) Need for secretarial help for coordinator -1
 - (4) Eliminate clinical journal questions -1
 - (5) Include work experience in clinical hours -1

4. Analysis of Demographic Data Collected:
- Demographic information gives program planners insight into learner issues:
 - Data indicates that candidates entering the program are mature adult learners (30s, 40s, and 50+) who are re-entering school after an extended absence and who need additional advising, direction and support from faculty.
 - 96% of candidates are women. More men should be encouraged to enter school nursing as school age children and adolescents need caring male role models.
 - 67% of candidates work full-time and have busy personal lives. Class workload needs to be taken into consideration in light of candidate time availability issues. Online access has been very helpful in this area. Candidates are also only encouraged to take the number of courses the candidate can successfully complete. Faculty needs to continue to come up with creative ways for learning to take place without jeopardizing the learning experience.
 - Ethnicity, 86% of candidates are white. 14% are made up of African American, Hispanic, Southeast Asian/Pacific Islander. Steps need to be taken to encourage individuals of other ethnic backgrounds to enter school nursing.

California State University, Fresno (07-08)

Section A-4

Use of Assessment Results to Improve Candidate & Program Performance

A. Course Evaluations Related to Core School Nurse Courses (Section II, B 1, 2, & 3)

Date Source	Data Focus Program Evals	Action(s)	Contact Person	Timeline
Candidate Evaluation Seminar Courses 2006-2007	Candidate complaint – paperwork overload	Decrease in the number of weekly research questions from 2 to 1. This will not weaken learning experience as students are instead asked to respond through discussion to one additional Blackboard presentation per week. Fewer candidate complaints resulted in 2007-2008.	B. Miller	2007-2008
2007-2008 NURS 184 and 185		Decreased paperwork by dropping requirement that students respond to 3 questions following each Blackboard presentation and to instead respond to one prompt with a quality paragraph and then to respond to two postings by fellow classmates related to the presentation. It is anticipated that this will also stimulate class participation and student interest.	B. Miller	2008-2009
Candidate Evaluation Practicum courses NURS 186 and 187	Candidates with 2+ yrs experience wanted an opportunity to use knowledge /skills in more creative ways.	Candidates are now allowed to use up to 20 practicum hours to work on an Experienced School Nurse Project of their choice that will benefit other school nurses or school district. Note: This change was well received by experienced school nurse students in 2006-2007	B. Miller	2006-2007
Preceptor Evaluation Practicum Courses	Preceptor complaint – Need for earlier	(1) Prior to the fall semester, incoming candidates receive instructions in their Admission Packet in April-May regarding steps to take to locate a qualified school nurse preceptor in their area <u>before</u> the end of the current school year (with faculty	B. Miller	2008-2009

NURS 186 and 187	communication with clinical instructor in the beginning of the semester	assistance as needed); (2) candidates are directed to request that the perspective preceptor to email the program coordinator promptly regarding interest and to fax required documents so that qualifications can be evaluated; 3) contact information is shared with clinical instructor at the beginning of the semester so that communication can take place promptly.		
Student Evaluation Preceptor Experience NURS 186 and 187	Candidate complaints related to preceptor. Preceptor lacked interest in mentoring/directing candidate.	As a result, a binder of qualified preceptors and vitae has been established. Qualified preceptors are required to resubmit updated vitae every four years. Preceptors who fall short of responsibilities are not asked to return as preceptors again. Faculty is pleased to report that less than 4% of preceptors have fallen into this category.	B. Miller	2006-2009

B. KSOEHD, NCATE Program Evaluation Upon Exit Survey (Section II, B 4 and III, B)

In the 2007-2008 Exit Survey, three questions received the lowest response rating within the “Excellent preparation (5)” category and will be used as a basis for consideration for program improvement. Note: When combining “Excellent preparation (5)” and “More than adequate preparation (4),” none if the totaled for each of these three questions fall below 92 percent.				
Date Source	Data Focus Survey Questions	Action(s)	Contact Person	Timeline
Exit Survey	Question 1: Building rapport with students/clients	Various ways/methods to build and strengthen rapport with students/ clients will be emphasized through class discussion in practicum courses. Candidate currently take a 3 unit counseling course in Phase I.	B. Miller	2008-2009
Exit Survey	Question 5: Improving theoretical emphasis	More emphasis will be placed on theories relevant to school nursing. Note: No theories have been developed that relate specific to school nursing. The theoretical basis draws from other areas such as nursing practice in general, learning theories, etc. Theories/models currently emphasized are: Neuman’s Systems Model, Orem’s Theory of Self Care, Leininger’s Cultural Care Theory, and theories related to teaching/learning, counseling.	B. Miller	2008-2009
Exit Survey	Question 6: Emphasis on research in school nursing	More emphasis will be placed on discussion related to research and research projects in school nursing practice. Candidates in this post baccalaureate program are not required to do a thesis/directed study, though they are required to read research articles relevant to school nursing practice, and to get involved in research projects at their schools.	B. Miller	2008-2009

C. Candidate Suggestions for Potential Program Changes (Sections II B, 4c and III B, 3)

Date Source	Data Focus Candidate Suggestion	Action(s)	Contact Person	Timeline
Exit Survey	Scaling back on paper work load.	See IV-A, above, "Candidate evaluation of seminar courses" Faculty will also continue to encourage candidates to be proactive and keep up with weekly assignment work to avoid falling behind.	B. Miller	2008-2009
Exit Survey	Need for more teacher involvement online.	Faculty will include a minimum of weekly discussion board postings to ensure ongoing presence. New Blackboard options, such as Live Chat" will be considered. As it is, Q&A forums exist in all core SN courses which faculty monitors daily M-F. Students also receive written feedback on all assignment work sent.	B. Miller	2008-2009
Exit Survey	Increasing class interaction on Blackboard	Instead of candidates responding to questions following Blackboard presentations in seminar courses, presenters will be asked to provide a prompt for readers to respond to relevant to the presentation. Readers will also be asked to respond to postings by other classmates following the presentation. Presenters will continue to monitor their own presentations and to respond to comments by readers. Faculty will become more involved in discussion in to ensure visibility.	B. Miller	2008-2009
Exit Survey	Include ways to advertise/ promote school nursing in the health profession and public in general.	School nurse promotion will be included as a discussion topic on Blackboard. Students will also be referred to their professional organization, CSNO, for added insight. Candidates will be encouraged to promote school nursing in colleges and universities in their area.	B. Miller	2008-2009

D. Demographic Data related to Program Enrollment

Date Source	Data Focus Demographics	Action(s)	Contact Person	Timeline
Exit Survey	16% of candidates are from minority groups and 4% of candidates are men.	Qualified candidates from a variety of ethnically diverse backgrounds, both men and women, will continue to be encouraged to enter the program.	B. Miller	On-going
Exit Survey	96% of candidates are women between the ages of 30 and 50+ with busy personal and professional lives	The program will continue to offer additional advising, support, and encouragement to these adult learners.	B. Miller	On-going