

# **KSOEHD**

## **NCATE UNIT**

### **Program Evaluation upon Exit**

#### **2008-2009 and 2009-2010**

##### **Includes:**

- (1) Evaluation Tool**
- (2) Candidate Demographics**
- (3) Data Analysis**
- (4) Graduate Comment and Program Responses**

Candidates indicate responses to 15 questions related to program effectiveness and preparedness to function in a full-time professional role using a 5-1 Likert scale. Completed by candidates upon completion of program

**1. EVALUATION TOOL**

**KREMEN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT**

**NCATE UNIT - Program Evaluation upon Exit**

This survey is being administered by the Kremen School of Education and Human Development at California State University, Fresno, for the purpose of evaluating the effectiveness of all of our nationally accredited programs. Your cooperation in completing the survey will help to improve the educational programs for future students. Thank you.

(Demographics section not included here. See Knowledge Base Pre-Assessment Questionnaire)

*As a result of your preparation, please mark items 1 to 15 indicating how well prepared you are after completing our most recent degree and/or credential program at Fresno State.*

Not Applicable
Very inadequate preparation
Less than adequate preparation
Adequate preparation
More than adequate preparation
Excellent preparation

1. I am prepared to use techniques to build rapport with students/clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I was taught how to organize my professional tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I am prepared to respond with fairness to disabled, ethnically and linguistically diverse students/clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. My preparation has upheld the concept that all individuals can learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I have proper theoretical grounding in my field.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I am familiar with the research in my field.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I have related my learning to actual situations in schools/professional settings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I can assess/evaluate the progress of students/clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I know how to conduct myself in accordance with professional ethics and standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I have skills to successfully collaborate with others in the workplace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I reflect upon and assess my own performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I feel that I received a helpful and appropriate amount of supervision/advisement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I can think critically about theory and research in my field and put it into practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. My preparation has modeled the value of life long learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Indicate the degree to which you feel prepared to assume a full-time position.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**In the space provided below, please indicate the major strengths of the program:**

A.
B.
C.

**Suggestions for potential program changes:**

A.
B.
C.
D.

Date Survey Completed (month/day/year)\_\_\_\_\_

## 2. DEMOGRAPHICS ON GRADUATES FOR 2008-2009 and 2009-2010

Statistics are base on responses from 44 out of 50 responders who completed demographic information.

Male/Female			Age			Ethnicity			University			Work while in program		
Female	43	98%	20-29	0	0%	White	26	59%	CSUF	5	11%	Full-time	39	89%
Male	1	2%	30-39	12	27%	African Amer.	0	0%	Other CSU	10	23%	Part-time	5	11%
			40-49	11	25%	Hispanic	5	11%	Other	29	66%	Un-Employ	0	0%
			50 +	21	48%	Asian/Pacific Islander	9	20%						
						Other	4	9%						

Note that 48% of the candidates fell into the 50+ age range, and that 89% of candidate worked full time while taking coursework in the program. This needs to be taken into consideration with regard to stress factors and complains regarding workload in the program.

## 3. DATA ANALYSIS

### KSOEHD NCATE Unit – Program Evaluation Upon Exit Survey (by graduate)

Surveys relates to following academic years, 2008-2009 and 2009-2010

(11 graduates completing the program for year 2009-2010 did not respond to this survey.)

Rating key: 5 = Excellent preparation; 4 = More than adequate preparation; 3 = Adequate preparation; 2 = Less than adequate preparation; 1 = Very inadequate preparation; 0 = No response to question

No	Exit Survey Questions	29 Respondents						21 Respondents					
		2008-2009						2009-2010					
		5	4	3	2	1	0	5	4	3	2	1	0
1	I am prepared to use techniques to build rapport with students/ clients.	17	12	0	0	0	0	13	8				
		<b>59</b>	<b>41</b>					<b>62</b>	<b>32</b>				
		<b>%</b>	<b>%</b>					<b>%</b>	<b>%</b>				
2	I was taught how to organize my professional tasks.	14	13	2	0	0	0	13	6	2			
		<b>48</b>	<b>45</b>	<b>7</b>				<b>62</b>	<b>29</b>	<b>9</b>			
		<b>%</b>	<b>%</b>	<b>%</b>				<b>%</b>	<b>%</b>	<b>%</b>			
3	I am prepared to respond with fairness to disabled, ethnically and linguistically diverse students/clients.	18	9	2	0	0	0	13	6	2			
		<b>62</b>	<b>31</b>	<b>7</b>				<b>62</b>	<b>29</b>	<b>9</b>			
		<b>%</b>	<b>%</b>	<b>%</b>				<b>%</b>	<b>%</b>	<b>%</b>			
4	My preparation has upheld the concept that all individuals can learn.	21	7	1	0	0	0	15	3	3			
		<b>72</b>	<b>25</b>	<b>3</b>				<b>72</b>	<b>14</b>	<b>14</b>			
		<b>%</b>	<b>%</b>	<b>%</b>				<b>%</b>	<b>%</b>	<b>%</b>			
5	I have proper theoretical grounding in my field.	18	11	0	0	0	0	13	4	4			
		<b>62</b>	<b>38</b>					<b>62</b>	<b>19</b>	<b>19</b>			
		<b>%</b>	<b>%</b>					<b>%</b>	<b>%</b>	<b>%</b>			

<b>6</b>	I am familiar with the research in my field.	13 <b>45</b> %	14 <b>48</b> %	2 <b>7</b> %	0	0	0	12 <b>57</b> %	6 <b>29</b> %	2 <b>9</b> %	1 <b>5</b> %		
<b>7</b>	I can assess/evaluate the progress of students/clients.	21 <b>72</b> %	8 <b>28</b> %	<b>0</b>	0	0	0	16 <b>76</b> %	3 <b>14</b> %	2 <b>10</b> %			
<b>8</b>	I can assess/evaluate the progress of students/clients.	18 <b>62</b> %	10 <b>35</b> %	1 <b>3</b> %	0	0	0	16 <b>76</b> %	3 <b>14</b> %	2 <b>10</b> %			
<b>9</b>	I know how to conduct myself in accordance with professional ethics and standards.	22 <b>76</b> %	7 <b>24</b> %	<b>0</b>	0	0	0	16 <b>76</b> %	5 <b>24</b> %				
<b>10</b>	I have skills to successfully collaborate with others in the workplace.	23 <b>79</b> %	6 <b>21</b> %	<b>0</b>	0	0	0	17 <b>81</b> %	3 <b>14</b> %	1 <b>5</b> %			
<b>11</b>	I reflect upon and assess my own performance.	20 <b>69</b> %	9 <b>31</b> %	<b>0</b>	0	0	0	16 <b>76</b> %	4 <b>19</b> %	1 <b>5</b> %			
<b>12</b>	I feel that I received a helpful and appropriate amount of supervision/advisement.	19 <b>66</b> %	9 <b>31</b> %	1 <b>3</b> %	0	0	0	15 <b>71</b> %	5 <b>24</b> %	1 <b>5</b> %			
<b>13</b>	I can think critically about theory and research in my field and put it into practice.	15 <b>52</b> %	14 <b>48</b> %	<b>0</b>	0	0	0	15 <b>72</b> %	3 <b>14</b> %	3 <b>14</b> %			
<b>14</b>	My preparation has modeled the value of lifelong learning.	24 <b>83</b> %	5 <b>17</b> %	<b>0</b>	0	0	0	15 <b>72</b> %	3 <b>14</b> %	3 <b>14</b> %			
<b>15</b>	Indicate the degree to which you feel prepared to assume a full-time position.	26 <b>90</b> %	2 <b>7</b> %	0	0	0	1 <b>3</b> %	15 <b>71</b> %	4 <b>19</b> %				2 <b>10</b> %

**Summary of findings:**

In 2008-2009, when combining categories 5 “Excellent Preparation,” and 4,” More than Adequate Preparation,” 93% to 100% of candidate responses to the 15 questions fell into these two categories. Between 3% and 7% of graduate responses fell into category 3 “adequate.”

In 2009-2010, when combining categories 5 “Excellent Preparation,” and 4 “More than Adequate Preparation, 86%-95% of candidate responses to the 15 questions fell into these two categories. Between

5% and 14% of graduate responses fell into category 3 “adequate.”

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The lowest rating was reported in #6, “I am familiar with the research in my field,” where 5% of graduates rated #6 as category 2 “Less than adequate Preparation.”

Currently, in core school nurse courses, candidates asked to respond to weekly questions specific to school nursing in which they must resort to reading articles in the *Journal of School Nursing*, many of which are related to current research in school nursing; One week in NURS 187, School Nurse Seminar, is devoted to research in school nursing; candidate decision making in clinical experience must also be based on research findings; candidates are encouraged to look for involvement in research opportunities in their clinical practice; as an assignment, candidates have an option of writing a research paper specific to school nursing practice.

**Solution:**

To strengthen insight into research school nursing, candidates will be asked to write a paper discussing current research in school nursing practice and how it benefits the candidate in his/her own school nursing practice.

4. RESPONSE TO COMMENTS

CANDIDATE EXIT COMMENTS REGARDING PROGRAM

Major Strengths of Program
“Online great! Faculty available.”
“How comprehensive it was. To be able to exchange professional experiences with other nurses in the program was invaluable. Everything we learned was taught from the perspective of how we could apply it to our practice which made the learning more realistic and applicable.”
“Faculty are excellent instructors. They recognize that many of us are working full-time, have children, and sometimes encounter unforeseen life challenges. (My husband had stage 4 throat cancer). I had never been a distance learner and they were able to walk me through the beginning learning curve necessary to participate on Blackboard.”
“Beverly Miller has put together a terrific program which is very inclusive of many aspects we face as school nurses. I have learned where to gain information and where to research and find needed information. I have learned a lot.”
“One of the major strengths of the program is the discussion and sharing of ideas on Blackboard with other school nurses in other districts throughout the state. Another strength, the hands on experience at different settings within your district, and that you get equal experience in both elementary and secondary settings.”
“The program is designed to meet the specific needs of school nurses. It also allows a person to work and take the classes at the same time.”
“Having a preceptor in my area was very helpful in helping me gain access to secondary school programs in my district. Her help and the availability of my professor as needed was quite valuable.”
“Communication with other professionals who are taking an online program. I was much more involved in responding and reading the comments of others than I would be in a classroom.”
“The School Nurse Credential Program offered many opportunities to collaborate with peers, access research articles related to current school nursing issues and engage both required and choice learning. I feel prepared to tackle the job ahead with renewed knowledge and empowerment.”
“The major strengths of the program include covering all aspects of school nursing both in the elementary level and secondary lever. This program prepares the school nurse and provides the guidance needed to

experience many different situations that can occur in the school setting. It teaches the school nurse theoretically as well as clinically. I really learned a lot from this program.”	
“Flexibility, self-motivating, instructor availability. Every assignment had the goal of imparting very specific information in furthering my expertise in that area. The assignments were graded in a timely manner. The instructors were available for questions and concerns. The instructors were fair and understanding.”	
“Effective rapport of our clinical instructors. The goals and objectives were met effectively. Instruction, communication and collaboration with staff and students in the program. I was able to complete my credential while working full-time.”	
“Ms. Miller was always available and worked hard to make the assignments meaningful. If there was a problem, she was willing to alter the assignment to meet the needs presented.”	
Discussion with other classmates provided greater insight into the diversity and complexity of school nursing.	
“Madden Library resources – greater accessibility electronically.”	
<b>Suggestions for Potential Program Changes</b>	
“It would be helpful to have less written work and depend more heavily on Blackboard participation.”	<p>10% - Five (5) out of 50 candidates that exited the program in spring 2009 and spring 2010 commented on the amount of written work that candidates are required to do in the program.</p> <p>Program faculty realizes that candidates in the program are adult learners with complicated busy lives, the majority of whom are working full-time.</p> <ul style="list-style-type: none"> <li>• Faculty carefully monitors candidates who appear to be having difficulty and works with them to succeed.</li> <li>• Faculty continues to strive to streamline assignments and reduce written workload where ever possible without jeopardizing the learning experience.</li> <li>• When counseling candidates before begin coursework, candidates are encouraged to consider their personal constraints and plan accordingly with regard to the number of classes they can comfortably take.</li> </ul> <p>Examples of reducing workload:</p> <ul style="list-style-type: none"> <li>• Candidates are allowed to choose between written assignments, then share papers on Blackboard with classmates to enhance others learning.</li> <li>• Discussion participation on Bb has been reduced to a minimum, requiring that candidates only have to respond to one other classmate, plus respond to the case scenario following Bb presentations.</li> <li>• A weekly research question is omitted the week that a candidate and partner do their Bb presentation. Consideration is being</li> </ul>
“With all the work that we put into this program, we should be able to have credits towards a Master’s degree.”	
“Too much writing. I spent every night at my computer and all weekends just to get the assignments completed to <b>my</b> satisfaction.”	
“Consider reducing the number of weekly responses. Since the number of students was quite high for this type of program, there was a lot of interaction that needed to occur each week. Add to that the number of papers that needed to be written, at times it was very overwhelming.”	
“I felt very pressured to get the amount of work completed while working full-time. While I don’t believe the curriculum should be “watered down” I personally don’t thing I’d recommend taking two courses as I did at once. The reason I did was cost effectiveness (6 units is the same price as 3).”	

	<p>given to allowing candidates to omit the previous weekly research question as well.</p> <ul style="list-style-type: none"> <li>• Journaling in practicum courses has been streamlined to do away with long narratives.</li> <li>• A written assignment specific to SARB has been changed from a required paper to response to a journal question.</li> <li>• Candidates are expected to create their own clinical goals and objective in keeping with their experience and learning needs.</li> </ul>
<p>“I had made suggestions last semester for possible changes in the amount of Blackboard participation and there was a change in this area which I was happy about. I have no suggestions this semester.”</p>	<p>This is an example that demonstrates that program faculty reads through and responds to candidate concerns/suggestions and makes realistic changes to reduce candidate workload in the program.</p>
<p>“Using the argument that your district is getting a credentialed nurse out of the deal no longer has meaning when credentialed nurses are being let go by many districts in my area. Perhaps an amount of the hours could be obtained at your own school site doing new things under the guidance of your preceptor.”</p>	<p>Faculty realizes this can be a problem area and tries to ease the problem. In each practicum syllabus there is a memorandum to employers of working candidates, which candidates are encouraged to share with their employer. This explains the need for the student to be away from their worksite for their practicum experience. Faculty is also available to speak with employers to clarify the need. The candidate is also urged to meet with their preceptor to plan a schedule the will work for all parties.</p>
<p>“It would be helpful to future students if their clinical time could be spent in their workplace. I am a special education nurse and had to take time off from my own work assignment to complete 160 hours of practice in another school district. This place hardship on my fellow nurses who had to cover my sites.”</p>	<p>There is a need for close monitoring of clinical activities in this online program. Candidates are not allowed to use their employee work time for practicum hours as a student. Working away from their worksite gives the student the opportunity to concentrate on learning without job interference. It also allows the student to observe their preceptor involved in office management, case management, etc.</p> <p>In the case of the candidate whose employment takes place in special education, this candidate needs to have a rounded school nursing experience in other areas away from special Ed.</p> <p>Explanation of hours:</p> <p>Guidelines for hours related to clinical courses are the same as those for other nursing courses in the university. There are a total of 135 hours for each three (3) unit practicum course. Of those 135 hours, 15 hours are devoted to class discussion relevant to clinical practice (leaving 120 hours). Candidates who are employed as school nurses are automatically given 40 hours credit for experience (leaving 80 hours). Ten (10) hours are allotted to</p>



	<p>community activities relevant to school nursing and ten (10) hours are allotted to attendance at school nurse workshops and conferences (leaving 60 hours). Candidates who have worked in school nursing for two (2) years are allowed to use up to 20 hours of that time on a special project relevant to school nursing. The remainder of time, 40 hours, must be spent away from the candidate's worksite working and learning under a qualified school nurse preceptor. <b>Faculty believes this is the very minimum amount of acceptable time that needs to be spent working with a qualified preceptor away from the candidate' worksite.</b></p> <p>Note: Other candidates have expressed the need for more clinical practice time with their preceptor.</p>
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