**Annual Assessment**

**School of Nursing**

**1. What learning outcome(s) did you assess this year?**  
*Be sure to list the student learning outcome(s) assessed, not simply the activity or assignment  
evaluated. Note: these should be program level outcomes, not general education outcomes - the GE committee will issue a separate call for GE assessment reports.*

The Total Evaluation Plan reflects the evaluation data collection, assessment, analysis, and implementation. The data sources include student, alumni, and employer satisfaction and demonstrated achievements of graduates. Processing the information is largely a function of the departmental committees.

Major patterns of outcome variables include:

Communication

Collaboration

Critical Thinking

Clinical Judgment

Attrition

Performance on NCLEX-RN® examination

Graduation rates

Graduate satisfaction with the program

Employer satisfaction with graduates,

**2. What instruments did you use to assess them?**  
*If this does not align with the outcomes and activities detailed in the timeline of the SOAP, please provide an explanation of this discrepancy. If the standards for student performance are not included in your SOAP, you should include them here. For example "On outcome 2.3, 80% of students will score an average of 3.5 out of 5 on the attached rubric.”*

1. *NCLEX-RN pass rates* of first-time takers leading to state licensure of registered nurses.

2. *ATI Test for subject mastery* of enrolled BSN nursing students

3. *TEAS Test* for program entry qualification

4. *National Certification Examinations pass rates* at the graduate level

5. Graduation rates

6. Graduate satisfaction with the program exit survey

7. Employer satisfaction with graduates’ survey

8. The 4 C(s) of Communication, Collaboration, Critical Thinking, and Clinical Judgment (a thread woven through the program’s curriculum)

Summary of Total Program Evaluation Activities

Major patterns of outcome variables included:

|  |  |  |
| --- | --- | --- |
| Areas Evaluated | Data and Data Analysis | Action Plan |
| Attrition Rate; Graduation rates | Attrition rate for Program Completion -4% | Continue to monitor attrition.  Course Committee, Baccalaureate, Evaluation, Faculty Council responsible for analysis, response, evaluation  Team Ten analysis of TEAS, GPA, course/content mastery, simulation data. |
| NCLEX Pass Rate | NCLEX Pass rate–85% | Continue to monitor NCLEX pass rate  Analysis of related variables  Baccalaureate, Evaluation, Faculty Council responsible for analysis, response, evaluation  Implementation of NURS 113 remediation course |
| Resources Survey | 1. Fiscal allocations from institutional funds, not including grants, gifts, and other restricted sources are comparable with other units in the institution; and sufficient for the program to achieve its goals and objectives.   B) Resources are adequate to support faculty development, research, instruction, practice activities, and community and public service. | Continue to promote resource development through University, College, and Central California Center for Excellence in Nursing.  Seek grants, collaborates, and self-support opportunities.  Facilitate student scholarship, stipend support: Enhance faculty professional development, advanced education, doctoral preparation |
| Course Evaluations | Course evaluations all courses each semester Reviewed by Chair, Baccalaureate Coordinator, Course Committee | Systematic Course evaluations analysis: Expected student outcomes, changes to courses are implemented based on student input. |
| Employer Survey | Interviews, Inter-agency meetings, Employer surveys | Analysis of data by Chair, Baccalaureate, Evaluation, Faculty Council  Institute electronic employer survey format |
| Program/Graduate Survey | Exit evaluations Alumni evaluation | Continue to monitor attrition. |
| Clinical Facility Evaluation | Clinical Agency Evaluations  Preceptor Evaluations  Clinical Site Approval form (EDP-P-08) | Course Committee, Baccalaureate, Evaluation, Faculty Council responsible for analysis, response, evaluation |
| Critical Thinking | Critical Thinking Measures:  Clinical Evaluation  Tools Simulation  Didactic Assignments  Exit, Alumni, Employer Surveys | Course Committee, Baccalaureate, Evaluation, Faculty Council responsible for analysis, response, evaluation |
| Communication | Communication Measures:  Clinical Evaluation  Tools Simulation  Didactic assignments  Preceptor evaluations NURS 150L Exit, Alumni, Employer Surveys | Course Committee, Baccalaureate, Evaluation, Faculty Council responsible for analysis, response, evaluation |
| Clinical Judgment | Clinical Judgment Measures: Clinical Evaluation Tools Simulation  Preceptor Evaluation NURS 150L ATI Comp Predictor  Didactic assignments NCLEX Pass Rate  Exit, Alumni, Employer Surveys | Course Committee, Baccalaureate, Evaluation, Faculty Council responsible for analysis, response, evaluation |
| Collaboration | Collaboration Measures: Clinical Evaluation Tools Simulation  Didactic assignments  Preceptor Evaluations NURS 150L Community Health NURS (141L) and  Senior Projects (NURS 151) Exit, Alumni, Employer Surveys | Course Committee, Baccalaureate, Evaluation, Faculty Council responsible for analysis, response, evaluation |

**3. What did you discover from these data?**  
*Provide a discussion of student performance in relation to your standards of performance. Where possible, indicate the relative strengths and weaknesses in student performance on the outcome(s)*

**Benchmarks:**

1. **NCLEX Results: The program must achieve at least a 75% annual pass rate of first-time takers on NCLEX for the last two years.**

The program closely monitors NCLEX-RN® pass rates for the first-time takers. In 2014-15 academic year, the NCLEX-RN® pass rate dropped to 79%. *In response to the declining performance rates on the NCLEX-RN® exam, the School of Nursing (SON) initiated two intensive faculty ATI reviews and educational seminar. In addition, course faculty leaders assumed primary responsibility for remediation in their areas of expertise.*

The clinical cohorts are limited at 10 to allow additional time for critical thinking and skills analysis. Simulation, limited to 25% of clinical hours, is utilized in each clinical course to reinforce skills learned and practiced at agency sites*. A clinical case studies course focused on problem identification and critical thinking and NCLEX-RN preparation, NURS 113, continues to be a part of the required nursing curriculum.*

As of April-March 2016, 115 students have taken the NCLEX-RN licensure examination in the 15-16 academic year with17 failures and an 85% pass rate that reflects the work of the Baccalaureate Curriculum Committee and ATI remediation course leaders and enhanced clinical experiences. In addition, 76% of students completing the 2015 BSN exit survey reported plans to take the Board Review course prior to taking the NCLEX-RN exam**. (Table 7).**

**Table 7**

**NCLEX-RN Pass Rates: 2011-2016**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2011/2012** | | **2012/2013** | | **2013/2014** | | **2014/2015** | | **2015/2016** |  |
| **# taken** | **% pass** | **# taken** | **% pass** | **# taken** | **% pass** | **# taken** | **% pass** | **# taken** | **% pass** |
| **120** | **88%** | **106** | **93%** | **135** | **84%** | **134** | **79%** | **115** | **85%** |

1. **There must be a persistent, substantive pattern of student satisfaction with the program based on periodic anonymous student surveys.**

Students in their final semester complete an exit evaluation survey through which they evaluate the quality, organization, and effectiveness of the nursing program. Specific questions on the baccalaureate program exit evaluation survey include:

* 1. How well they felt prepared to begin practice as a nurse.

Overall, most of the students (a combined total of 83%) felt “well prepared” to meet the beginning requirements of the professional nursing role. About a 17% of the students felt “somewhat” prepared.

1. Satisfaction with the coverage of material related to major content areas. Complete and Adequate Coverage totals are:

Pediatric (89%),

Psychiatric (86%),

Geriatric (85%),

Medical/surgical (84%),

Community health (80%),

Leadership and health care economics (77%), and

Maternity nursing (67%).

Technologies (73%)

Evaluation of graduating student’s perspective on key outcomes associated with our 4 C’s (Communication, Collaboration, Critical Thinking, and Clinical Judgment) are:

Communication: > 81%

Collaboration: > 91%

Critical Thinking: >79%

Clinical Judgment: >86%

Students felt they received excellent and more than adequate preparation in the areas of communication, collaboration, critical thinking, and clinical judgment.

1. Value of clinical experiences.

The satisfaction with clinical experiences indicated that 78% of the students believed the clinicals were conducive to learning.

1. **There must be a persistent substantive pattern of the performance of graduates meeting community need based on identified program evaluation plan elements. (For example, employer surveys or other methods used)**

The School of Nursing interacts with the agencies that employ graduates of the nursing program.

The data includes: Interviews with key nursing administrators to assess the performance of program graduates. Inter-agency meetings with administrators and employees of clinical agencies.

Employer Surveys returned to the SON. The data indicates that the employers perceive the BSN graduates as well prepared for beginning professional practice in a variety of clinical specialties. Patterns of strengths include the breadth of clinical experiences, potential for leadership, and critical thinking. The students are noted for their potential for advancement in the organization. *Areas for growth include delegation, ability to handle increased caseloads, and internal communication i.e. shift report. The SON is working to establish an electronic format for distributing and collecting systematic employer surveys.*

**4. What changes did you make as a result of the findings?**  
*Describe what action was taken based on the analysis of the assessment data.*

See comments in Question 3 which address changes made or proposed.

**5. What assessment activities will you be conducting in the 2016-17 academic year?**  
Briefly list the outcomes to be assessed and how you will measure them. This should align with the activities provided in your SOAP.

The assessments tools used in the past will continue to be used in the program.

**6. What progress have you made on items from your last program review action plan?**  
Please provide a brief description of progress made on each item listed in the action plan. If no progress has been made on an action item, simply state "no progress."

See tables included in report which identify progress made in NCLEX scores and other measures.