



ANNUAL PROGRAM REPORT

College	College of Science
Department	Nursing and Health Sciences
Program	Nursing
Reporting for Academic Year	2016-2017
Last 5-Year Review	2011-2012
Next 5-Year Review	2017-2018
Department Chair	Lindsay McCrea, Acting Chair for L. Van Hofwegen
Date Submitted	10-13-17

I. **SUMMARY OF ASSESSMENT** *(suggested length of 1-2 pages)*

A. **Program Learning Outcomes (PLO)**

List all your PLO in this box. Indicate for each PLO its alignment with one or more institutional learning outcomes (ILO). For example: “PLO 1. Apply advanced computer science theory to computation problems (ILO 2 & 6).”

Students graduating with a B.S. in Nursing will be able to:		
PLO 1	ILO 1 & 6	Synthesize knowledge from the natural, behavioral sciences, and the humanities with current nursing knowledge and theory to deliver nursing care.
PLO 2	ILO 1,2,3,4, & 6	Provide safe, compassionate nursing care to diverse populations.
PLO 3	ILO 1,2,3,4, & 6	Use critical thinking and communication skills to collaborate with clients and other health care professionals.
PLO 4	ILO 3,4, &5	Demonstrate responsibility and accountability for design, delivery, and evaluation of client care.
PLO 5	ILO 2,3,4, & 5	Demonstrate professional behaviors in interactions with individuals, families, colleagues, and the community.

B. Program Learning Outcome(S) Assessed

List the PLO(s) assessed. Provide a brief background on your program's history of assessing the PLO(s) (e.g., annually, first time, part of other assessments, etc.)

The baccalaureate-nursing program at CSUEB is to prepare professional nurse generalists who are committed to the practice of nursing and responsive to the ever-changing needs of the communities we serve. This program is accredited by the Commission on Collegiate Nursing Education and Board of Registered Nursing. We review our program annually and quarterly depending on the PLOs. In addition, we assess the program through student evaluations (student exit survey) every other year and the level program evaluations every year.

We assessed the PLO 3 in 2013-2014, PLO 2 in 2014-2015, and PLO 1 in 2015-2016. We assessed the PLO 5 (see below table) in 2017. Assessment of professional behaviors of the students regarding interactions with individuals, families, colleagues, and the community is taken into consideration throughout the nursing curriculum. The PLO 5 is the quarterly review by faculty.

PLO 5	ILO 2,3,4,5	Demonstrate professional behaviors in interactions with individuals, families, colleagues, and the community.
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C. Summary of Assessment Process

Summarize your assessment process briefly using the following sub-headings.

PLO 5: Demonstrate professional behaviors in interactions with individuals, families, colleagues, and the community

Instrument(s): (include if new or old instrument, how developed, description of content)

Preceptorship clinical evaluations and the community health course evaluation were used. . These instruments have been used for years and have improved with the feedback of students and faculty as well as hospital and community needs.

The Preceptorship and community health program is an intensive clinical experience that integrates nursing knowledge gained in all previous coursework. It assists students in making the transition from the classroom setting to the professional work world. The clinical evaluation is graded on a credit/no credit basis. The following are the eight different criteria evaluated in order to review the students' performances:

professionalism, patient-centered care, safety, teamwork and collaboration, evidence-based practice, quality improvement, informatics, and clinical judgment.

Sampling Procedure: Level 3 students who enrolled in the preceptorship course and community health courses (Level 3 courses NURS 4302 and NURS 4208) from the Hayward and Concord campus from Summer 2016 to Winter 2017.

Sample Characteristics: Level 3 nursing students in the Concord and Hayward Campuses **from 2016 to 2017**. Of the 103 students who completed the program, 69% were female, 14% were Hispanic, 27% were CSUEB native students, and 32% were white. Age ranges were from 19 to 50.

Data Collection: (*include when, who, and how collected*) We have completed gathering data regarding the level 3 nursing students of our program. The data was collected in Summer 2016 (Concord-21 students), Fall 2016 (Both Campuses-Concord 26 students; Hayward 25 students), and Winter 2017 (Hayward and a few Concord 31 students). Faculty who taught these courses during this time collected the data. Adrienne Carlson collected data from the preceptorship courses (NURS 4302). Sahar Nouredini collected data from the community courses (NURS 4208).

For the NURS 4302 preceptorship faculty liaison has meetings with the preceptor and the students at the beginning, midterm and end of the term to review the following:

Specific criteria aimed at the outcome of the PLO5 included:

The preceptorship course was reviewed and analyzed regarding two outcomes in the clinical evaluation form: professionalism and teamwork and collaboration. These two outcomes were evaluated by these criteria:

- 1) Professionalism:
 - a. Demonstrate core professional values (caring, altruism, autonomy, integrity, human dignity, and social justice)
 - b. Maintain a positive attitude and interact with inter-professional team members and faculty in a positive, professional manner;
- 2) Teamwork and collaboration:
 - a. Collaborates with staff and interdisciplinary team members to plan for continuum of care
 - b. Engage patient and family in a partnered relationship by providing relevant information, resources, access, and support

For the NURS 4208 Community Health practicum course reviewed and analyzed professionalism, safety and teamwork and collaboration. The following outcomes are main outcomes for three criteria:

- 1) *Professionalism:*
 - a. Comply with HIPAA Guidelines, the ANA Code of Ethics/Standards of Practice, and policies and procedures of the CSUEB Nursing Program and clinical agencies
- 2) *Safety:*
 - a. Communicate to the healthcare team observations/concerns related to hazards/errors to the patient, families, and/or the health care providers
- 3) *Teamwork and Collaboration*
 - a. Demonstrate effective verbal and written communication skills with patients and family
 - b. Work with the health care team in advocacy role with the patient and/or family in the patient care setting
 - c. Collaborate with intra-and interdisciplinary health team members to provide health services to individuals, families, groups and community

Data Analysis: These courses are clinical courses, and overall course performance graded on a credit/noncredit basis, based on competency level. Three levels of grading were used to evaluate each of the clinical criteria: satisfactory (S), unsatisfactory (U), or Improvement needed (IN). In addition, the course faculty reviewed the faculty narrative comments on strengths and areas to improvements for each student.

D. Summary of Assessment Results

Summarize your assessment results briefly using the following sub-headings.

Main Findings: A total of 103 students who enrolled the preceptorship and community health courses from Summer 2016 to Winter 2017 in Concord and Hayward cohort were evaluated.

The breakdown by campus and cohort shows that there is a 100% satisfactory passing rate on all of the criteria for both courses.

Recommendations for Program Improvement: *(changes in course content, course sequence, student advising)*

The main reason for the 100% passing rate on the criteria of professionalism, safety, team work and collaboration is they are an integral part of the nursing curriculum at CSUEB. Theoretical concepts are presented and are emphasized from the very first quarter of students entering the nursing program with competencies reinforced in every clinical setting. Preceptorship and Community health are the last clinical courses that students complete in the program, and, as a result, students are expected to enter the clinical course with a strong foundation in professionalism, safety, teamwork and collaboration. If a clinical instructor deems that a student is struggling in meeting these competencies, he/ she will develop a learning plan with the student during their midterm evaluation. By doing so, the clinical instructor ensures that the student meets or exceeds all learning competencies by the end of the rotation.

Faculty have taken full advantage of semester conversion opportunity to revise the program, courses and sequencing of material based on input from program evaluation data, accreditation data and student course evaluation.

Next Step(s) for Closing the Loop: *(recommendations to address findings, how & when)*

Other Reflections:

We plan to do program evaluation at the end of the first 3 years of the semester curriculum

The AY 15-16 End of Year Report was submitted with incomplete data in the evaluation of PLO 1. The final NCLEX result for the year was 82.95%. This was higher than the previous AY but still unacceptable. The intervention plan was continued in AY 16-17 with a significant improvement in NCLEX result (see table found in the Self Study, Students section of this report).

E. Assessment Plans for Next Year

Summarize your assessment plans for the next year, including the PLO(s) you plan to assess, any revisions to the program assessment plan presented in your last five-year plan self-study, and any other relevant information.

2017-2018

We will collect data and analyze for the PLO 3 (Use critical thinking and communication skills to collaborate with clients and other health care professionals) with an evidence-based paper (NURS 2030) and Capstone preceptorship Ethics paper (NURS 4301) in the Winter and Spring Quarter 2018.