



ANNUAL PROGRAM REPORT

College	College of Science
Department	Nursing
Program	Nursing
Reporting for Academic Year	2017-2018
Last 5-Year Review	2017-2018
Next 5-Year Review	2019-2023
Department Chair	Lynn Van Hofwegen
Date Submitted	10/31/2018

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 semester 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, PLO 1 in 2015-2016, and PLO 5 in 2016-2017. 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.

PLO 5	ILO 2,3,4,5	Demonstrate professional behaviors in interactions with individuals, families, colleagues, and the community.
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II. In this report, we assessed PLO 3 (see table below) in 2018. The assessment of using critical thinking and communication skills is taken into consideration throughout the nursing curriculum.

PLO 3	ILO 1,2,3,4,6	Use critical thinking and communication skills to collaborate with clients and other health care professionals
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III.

A. Summary of Assessment Process

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

PLO 3: Use critical thinking and communication skills to collaborate with clients and other health care professionals

Instrument(s): (include if new or old instrument, how developed, description of content) The rubric of the Evidence paper (N2030 Nursing care of adults I) and Capstone preceptorship ethics paper. These instruments have been used for years and have been improved with feedback of students and faculty as well as with hospital and community needs.

Evidence Based Paper (EBP): The EBP paper assignment is to provide students with the opportunity to learn about EBP protocols. Students are to (1) choose one clinical topic (e.g., Infection Control, Prevention of Catheter Associated UTIs, Pressure Ulcer Prevention, Falls Prevention, (2) search for EBP protocols addressing the topic, and (3) after reading the

protocols (or reports) and assessing their quality, complete an assessment of the usefulness of the protocol at a specific clinical site.

Ethics Paper: The Preceptorship and preceptorship seminar courses are an intensive clinical experience that integrate nursing knowledge gained in all previous coursework. It assists students in making the transition from the classroom setting to the professional work world. For the ethics paper, students looked into various ethical issues common to their clinical practices, the advocacy role of the nurse, and the evaluation of the outcome of advocacy.

Sampling Procedure: Level 1 students who enrolled in the N2030, Nursing care of adults I course from Hayward and Concord campus in Winter 2018. Level 3 students who enrolled in the N4201, preceptorship seminar course from Hayward and Concord campus in Summer 2017, Fall 2017, and Summer 2018.

Sample Characteristics: Level 1 nursing students in the Hayward and Concord Campuses from 2017-2018, of the 119 students who completed Winter 2018, 76 % were female, 15% were Hispanic, 41% were CSUEB native students, and 28% were White. Age ranges were from 19 to 60. Level 3 nursing students in the Hayward and Concord campuses from 2017 to 2018. Of the 112 students who completed the program, 77% were female, 12% were Hispanic, 30% were CSUEB native students, and 29% were White. Age ranges were from 21 to 50.

Data Collection: *(include when, who, and how collected)*

We have completed gathering data regarding the level 1 (Winter 2018) nursing students of our program. PLO #3 was evaluated (critical thinking and communication) in the form of an Evidence Based Practice paper. Using a rubric, both campuses (Hayward and Concord, N=119) were evaluated. Specific criteria aimed at this outcome included descriptions of the topic and its relevance to the nursing facility patient population, discussion of the rigor and quality of the evidence supporting practice, and discussion of the applicability of the recommendations to the clinical site. Breakdown of points possible were 10, 15, and 20 with was average, good effort and excellent criteria respectively. Faculty who taught these courses during this time collected the data. Drs. Jennifer Winters and Maria Cho collected data from the Nursing Care of Adults I (N2030, Winter 2018) course. The student average for the whole paper was 93.6 (range 63-100) at the Concord campus, and 91.9 (range 73-98) at the Hayward campus.

We have completed gathering data regarding the level 3 nursing students of our program. The data was collected in Summer 2017 (Concord-30 students), Fall 2017 (Both Campuses-Concord 29 students; Hayward 28 students), Summer 2018 (Concord-25 students), and Winter 2018 (Hayward 31 students). Faculty who taught these courses during this time collected the data. Adrienne Carlson and Kimberly Kim collected data from the preceptorship course (N4302).

Data Analysis: These theory (seminar) and clinical courses are on a concurrent system, so students are graded (not pass or fail course). Both papers were used in the rubric to follow the respective point systems. In addition, the course faculty reviewed the faculty feedback comments on students' strengths as well as the numeric scoring system.

B. Summary of Assessment Results

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

Main Findings: For the level 1, a total of 119 students were enrolled in the N2030 courses from Fall 2017 to Summer 2018. The student average for the whole paper was 93.6 (range 63-100) at Concord, and 91.9 (range 73-98) at Hayward. The majority of students did not have difficulty in identifying and analyzing problem/issues in the clinical setting in the evidence based practice. The majority of students had the ability to write clearly and substantiate their opinions correctly, which is integral in the clinical setting where it is necessary to “collaborate” with both clients and other health care professionals.

For the level 3, a total of 112 preceptorship course papers from Summer 2017 to Summer 2018 in the 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. The average score of the paper ranged from 15.70 to 16.60 (20-point total), and the score ranges of the paper were from 8-20 (20-point total). Approximately, 10-15% of students per class received perfect scores on their ethics paper.

The vast majority of the students have little to no difficulty in identifying ethical principles and using them along with their critical thinking skills to identify issues, common ground, strategies for resolution and moving forward with (or at least identifying) a plan of advocacy for the situation in the current clinical situation. Critical Thinking is there but the ability to clearly construct correctly written communication varies greatly. This accounts for the majority of fluctuation in the grades.

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

Changes in course content and course sequence

As part of our newly transformed curriculum, set to launch in Fall 2018, the following changes are in place.

1. Mental health clinical is mixed with various aspects including: outpatient, community based, and in-patient. In addition, this course will be offered in semester 1 to help build therapeutic communication skills, collaboration, and clinical judgement and actions.
2. The Community engagement course will be offered throughout the four semesters of the program which focus on health prevention, promotion, and wellness as well as maximizing health of individuals and the community
3. Integration of simulation into all clinical rotations and collaboration with other disciplines in the university

4. Transformative clinical education through a wide range of clinical sites and collaboration with clinical partners.
5. Faculty map out the key assignments in each semester to accomplish the PLOs.

Faculty took 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

C. 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.

2018-2019

We will collect data and analyze for the PLO 2 (Provide safe, compassionate nursing care to diverse populations) and PLO 4 (Demonstrate responsibility and accountability for design, delivery, and evaluation of client care) with clinical evaluation and careplans from each clinical course in spring semester 2019.