

Annual Assessment Report
AY 2019-2020

College	Science
Department	Nursing
Program	BSN
Reporting for Academic Year	AY 2019-2020
Last 5-Year Review	2018
Next 5-Year Review	2023
Department Chair	Lindsay McCrea
Author of Review	Lindsay McCrea and Maria Cho
Date Submitted	9/20/20

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

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)."

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)."

<i>PLO 1</i>	Synthesize knowledge from the natural, behavioral sciences, and the humaniti with current nursing knowledge and theory to deliver nursing care. (No ILO alignment)
<i>PLO 2</i>	Provide safe, compassionate nursing care to diverse populations. (No ILO alignment)
<i>PLO 3</i>	Use critical thinking and communication skills to collaborate with clients and o health care professionals. (ILO Critical thinking)
<i>PLO 4</i>	Demonstrate responsibility and accountability for design, delivery, and evaluat of client care. (No ILO alignment)
<i>PLO 5</i>	Demonstrate professional behaviors in interactions with individuals, families, colleagues, and the community. (ILO Collaboration)

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, PLO 5 in 2016-2017, PLO 5 in 2017-2018, and PLO 2 in 2018-2019. We assessed the PLO 3 Use critical thinking and communication skills to collaborate with clients and other health care professionals in 2019-2020.

Summary of Assessment Process

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

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

To evaluate the students' performance on critical thinking in the classroom and in the clinical setting, the faculty used the ethics paper in the NURS 452 (Preceptorship Synthesis Course). This paper has been used for years and has been improved with the feedback of students and faculty.

The preceptorship synthesis course was designed to assist the student in applying critical thinking, decision-making, team building, and correlating theory and practice with an emphasis on assuming the role of the professional nurse. At the conclusion of this course, the students were able to display critical thinking skills in the verbal and written discussion of the professional nursing role and through the design, delivery, evaluation and improvement of client care outcomes. The grades awarded for students in this course from highest to lowest are "A" to "C-".

Sampling Procedure: Semester 5 students who enrolled in the NURS 452 Preceptorship Synthesis at the Concord and Hayward campuses in Summer 2019, Fall 2019 and Spring 2020.

Sample Characteristics: Semester 5 nursing students at the Hayward and Concord campuses from 2019-2020, of which 102 students who completed Summer, 2019, Fall 2019 and Spring 2020, 75.5% were female, 13.7 % were Hispanic, 41.2 % were CSUEB native students, 19.6 % were Veterans and 30.4 % were Caucasian. Age ranges were from 22 to 43 and the median age at graduation was 25.

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

We have completed gathering data regarding the semester 5 Summer 2019, Fall 2019 and Spring 2020 nursing students of our program. PLO #3 was evaluated (Use critical thinking and communication skills to collaborate with clients and other health care professionals).

Data Analysis: Capstone Preceptorship Ethics Paper rubric was used to review especially reflecting the PLO #3 on the evaluation. Reviewing any students failed to achieve PLO #3 and faculty feedback comments on critical thinking, which reflected the PLO #3 on the evaluation.

B. Summary of Assessment Results

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

Main Findings:

PLO #3 Use critical thinking and communication skills to collaborate with clients and other health care professionals. This strongly supports opportunities for students to achieve PLO #3 and students are consistently achieving this outcome in nursing program. For the semester 5, a total of 102 students were enrolled in the NURS 452 from Summer 2019, Fall 2019 and Spring 2020, and all students passed this course. The semester 5 students demonstrated critical thinking skills in the verbal and written discussion of the professional nursing role and through the design, delivery, evaluation and improvement of client care outcomes. In addition, semester 5 students integrate evidence-based research findings when approaching professional and patient care challenges. Integrate ethical decision-making and advocacy through the scholarly description of an ethical issue encountered during the preceptorship practicum. In addition, critical thinking is introduced in the first semester and continues to build throughout the progression of their nursing curriculum. Therefore, semester 5 students demonstrated increasing competency and mastery on PLO #3. The Nursing Program uses information provided by the California Board of Registered Nurses (BRN) to assess our graduates' pass rates on the licensure exam (NCLEX-RN)

While program pass rates in the last 5 years have consistently been above 80% which is our program benchmark. NCLEX-RN pass rate for all graduates who have taken the NCLEX-RN for the first time. This information is posted by the BRN on its website at <http://www.rn.ca.gov/schools/passrates.shtml>

Our graduation/ attrition rates have remained steady at 6%, 8% and 0.7% for the past 3 years. Employment rates of graduates have increased as the economy has improved. Student and employer satisfaction remain strong.

We have completed preliminary data gathering in a sample of 69 semester 5 students in our program. PLO #3 was evaluated (critical thinking and communication) in the form of an ethics paper. Using a rubric, the Hayward cohort (n=44) were evaluated. Specific criteria aimed at this outcome included: describing ethical issues arising in the clinical setting; applying ethical principles to resolve the issues; and evaluating outcomes of the advocacy role. Breakdown of points possible was 0 (below average), 10 (adequate), 20 (accomplished), and 30 (exemplary) on ethical issues, principles, advocacy roles of nurse, evaluation of outcomes, and resources and ethics systems. The writing APA format and grammar used (0, 30, 40, and 50 points). The student average for the whole paper ranged from 72% to 100%. The lowest score occurred in inconsistent and incorrect use of APA format, grammatical punctuation, spelling errors, and lacks clarity. The highest score identified ethical issues from current practice, was highly relevant to nursing, and the significance of ethical issues to nursing were clearly explained. Although a few students had issues of plagiarism, overall, students demonstrated a remarkable understanding of ethical principles and advocacy roles in acute care settings. Using a rubric, the Concord cohort (n=25) were evaluated. The student average for the paper ranged from 50% to 100%. Majority of students received above 80% with only two students scoring below 70%. Students awarded high scores consistently recognized ethical issues, the advocacy role of nurse, and ethical principles. Low scores occurred mostly due to incorrect use of APA format, grammatical punctuation, and spelling errors.

This evaluation demonstrated the need for development in the use of APA styles for student writing in their course assignment from the beginning of the program.

This evaluation demonstrated the need for development in the use of APA styles for student writing in their course assignment from the beginning of the program.

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

During the COVID-19 pandemic, we implemented a virtual simulation to enhance critical thinking in the clinical setting for students in semester 2, 3, and 4. Though we have had much success in meeting students' learning objectives and outcomes to fulfill their BSN degrees, we need to continue to fine-tune our program for online teaching, learning and simulation.

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

We plan to do a program evaluation at the end of the first three 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.

2021-2022

We will collect data and analyze for the PLO 1 Synthesize knowledge from the natural, behavioral sciences, and the humanities with current nursing knowledge and theory to deliver nursing care with NCLEX results in Semester 5 graduates. We will also be submitting our midterm accreditation report to CCNE in Spring 2021. Due to the challenges of COVID, we have requested and been approved by the BRN to defer our Continuing Renewal Self Study and Site Visit from February 2021 to September 2021.