

STUDENT OUTCOME ASSESSMENT PLAN

CALIFORNIA STATE UNIVERSITY FRESNO

DEPARTMENT OF NURSING

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INTRODUCTION

The student outcome assessment plan for the Department of Nursing at California State University Fresno has been developed to measure student outcomes as a part of curriculum and program evaluation. The faculty of the Department of Nursing as a whole identified specific student outcomes, developed level objectives for each outcome, and have agreed upon performance indicators that will be used to measure outcome achievement.

The report is organized around five major areas. Initially, the report will briefly review the undergraduate and graduate programs of the department of nursing. A brief review of the department of nursing's mission and philosophy will provide the context for understanding the selected outcomes and identification of specific goals. The accepted outcome measures will be related to each student outcome and performance indicators will be identified.

MISSION STATEMENT: DEPARTMENT OF NURSING

The Department of Nursing was formed in 1957. The department now consists of both an undergraduate and graduate nursing program.

The mission of the Department of Nursing is to offer quality nursing education to undergraduate and graduate nursing students that prepares nurses with clinical decision making skills based on theory and research. As lifelong learners graduates are prepared to deliver health care for a diverse population. Graduates will lead, supervise, delegate, manage, and evaluate care outcomes, as well as demonstrate the ability to act as consumer advocates in promoting wellness and facilitating change. The department seeks to establish an academic foundation for advanced practice nursing and future doctoral preparation.

The Department of Nursing's philosophy is consistent with the mission of both the university and college. It is an expression of the commitment to excellence in professional education in meeting the health needs of the community. The University's special commitment to the San Joaquin Valley is to prepare students for industries and professions serving the community. To achieve the mission, California State University, Fresno supports applied research and public service programs as a means to enhance faculty development and instruction, especially those which contribute to the intellectual, social, cultural, and economic vitality of the San Joaquin Valley and California.

The faculty believe that a person is a unique being in constant interaction with environmental stressors: intrapersonal, interpersonal, and extra-personal in nature. Response to these stressors is influenced by the interaction of the individual's physiological, psychological, sociocultural, and developmental variables. It is also believed that individuals have the right to make decisions that affect their lifestyle and well-being. The environment encompasses

internal and external forces including societal, technological, cultural, and other multidimensional influences.

Health and illness are viewed as continuing processes along a wellness-illness continuum, in which the individual attempts to achieve a sustainable balance between needs and available resources. Nursing responds to the reciprocal interaction between the person and the environment to facilitate a state of dynamic equilibrium or change in the level of health at any point along the wellness-illness continuum. Nursing is directed toward reducing stress factors that influence or could influence the attainment of an optimum level of wellness by an individual, family, or community.

This goal is achieved through the nursing process, a systematic, problem-solving technique used for implementing independent, interdependent, and dependent nursing actions. This process consists of assessing the person's actual and/or potential health problems, constructing a diagnostic statement, formulating goals and objectives with expected outcomes, implementing therapeutic interventions, and evaluating the effectiveness of these interventions/preventions. The philosophy of the department is actualized through application of the Neuman Systems Model. Nursing is advancing into a new era of expanding roles, responsibilities and functions in primary, secondary, and tertiary preventions. Faculty are responsible for the preparation of professional nurses who can assume current nursing roles and adapt to future health needs and evolving health care requirements. Thus, professional nursing education requires a flexible curriculum that emphasizes a total person approach and is based on evolving nursing theory and knowledge from the sciences and other related disciplines.

The faculty believe that learning is a process that influences and promotes change in behavior. Learning is viewed as a life-long process involving the continuing development of personal, intellectual, and professional growth. Learning is facilitated by professional role modeling and an educational environment conducive to the exchange of ideas, critical thinking, decision-making, creativity, experimentation, and innovation.

Inherent in the teaching/learning process is the reciprocal responsibility of faculty and students in influencing the process of learning outcomes. In this relationship, faculty serve as role models and valuable resources in facilitating the advancement of nursing practice through leadership, research, and scientific inquiry. The faculty recognize the unique diversity of the Central Valley including cultural and ethnic backgrounds, language, beliefs, values, learning styles, and support systems. This diversity is viewed as an asset that is incorporated into

curriculum development, implementation, and evaluation. The learner is expected to exhibit self-direction, and a sense of responsibility and accountability in mastery of knowledge and skills consistent with professional practice.

As scholars, nurses, and citizens, faculty accept the responsibility for the development of the profession and improvement of health care through continuing practice, study, and research. The faculty believe that well developed leadership abilities are essential in professional practice. Nurses need to seek improved ways of service to clients through research and effective dissemination of knowledge.

The faculty is committed to an educational process that prepares undergraduate nurses for entry level positions in nursing. Consistent with the concept of career mobility, opportunities are provided for returning RNs to articulate with the program at appropriate academic levels. The generalist education of the baccalaureate program serves as a foundation for graduate education in nursing.

PROGRAMS

The Department of Nursing offers an undergraduate program which leads to a Bachelor of Science in Nursing, a Post-baccalaureate School Nurse Services Credential program, and a master's program for clinical specialists/nurse educators and nurse practitioners in selected areas of practice.

The baccalaureate program provides the learner with a broad based knowledge from the arts, natural sciences, social sciences, and humanities to develop a foundation for nursing practice. The generalist education of the baccalaureate program serves as the foundation for graduate education in nursing.

The Master of Science in Nursing program prepares professionals in the functional roles of primary care nurse practitioner, clinical nurse specialist, and nursing educator. The second professional degree also provides foundation for doctoral study.

The graduate curriculum supports the functional areas and facilitates competence in the essential clinical domains which include: Management of client health/illness status; The nurse-client relationship; Teaching and outcome based evaluations; Professional role development; Health promotion and human diversity; Managing health care delivery systems; and Monitoring quality of health care practice.

STUDENT OUTCOME DEFINITIONS

Below are the student outcome goals for the undergraduate program of the Department of Nursing.

Upon completion of the undergraduate program of study in the Department of Nursing the student will be evaluated on the following four outcomes.

COMMUNICATION: Communication is defined as a complex, ongoing, interactive process of exchanging information and forms the basis for building relationships. Communication includes listening, verbal and non verbal behaviors, written skills, and the use of emerging technologies.

CRITICAL THINKING: Critical thinking is defined as a discriminating process that underlies decision making. Critical thinking includes questioning, analysis, synthesis, interpretation, inference, inductive and deductive reasoning, intuition, application, and creativity.

CLINICAL JUDGMENT: Clinical judgment is the interaction of knowledge, skills, and attitudes and underlies the nurse's ability to adapt care for diverse populations in varied health care environments. Clinical judgment involved critical reasoning, integration of evidence based practice, and the implementation of wholistic, value based patient centered care.

COLLABORATION: Collaboration is defined as the active engagement in local, regional, and global health care and forms the basis for interdisciplinary practice. Collaboration supports a climate of diverse opinions and incorporates delegation, negotiation, coordination, and service learning.

STUDENT OUTCOME GOALS

At the end of the baccalaureate nursing program, the student will:

COMMUNICATION

Goal 1: Use written, oral, and emerging methods of technology to communicate effectively with all members of the health care team, including the patient and patient support network.

Outcome 1: Write well organized, integrated nursing care plans.

Outcome 2: Develop and present well organized professional presentations.

Outcome 3: Write well organized professional papers utilizing APA format.

Outcome 4: Demonstrate effective communication when interacting with patients, families, groups, and other health care providers.

Outcome 5: Articulate the role of the professional nurse.

Goal 2: Integrate clinical data from all relevant sources of technology to inform the delivery of care.

Outcome 1: Use emerging technology such as PDA, computers, and the internet to support patient care and professional growth.

Outcome 2: Evaluate the credibility of sources of information

Outcome 3: Use data from all relevant sources to inform the delivery of care.

Outcome 4: Utilize research-derived knowledge and findings in the investigation and evaluation of nursing phenomena for the improvement of nursing practice

Outcome 4: Protect patient privacy and confidentiality of patient records and other privileged communications.

Goal 3: Advocate for social justice, including commitment to the health of vulnerable populations and the elimination of health disparities.

Outcome 1: Recognize the impact of attitudes, values, and expectations on the care of the very young, frail older adult, and vulnerable populations.

Outcome 2: Participate in service learning activities that serve vulnerable populations.

Outcome 3: Apply knowledge of social and cultural factors to the care of diverse populations.

Outcome 4: Promote active participation of the client in the health care process through mutual goal setting.

Outcome 5: Integrate pertinent social and cultural factors in planning care for individuals, families, and communities.

Goal 4: Promote the image of nursing by modeling the values and articulating the knowledge, skills, and attitudes of the nursing profession.

Outcome 1: Demonstrate the professional nursing role when working with individual, families, and communities.

Outcome 2: Actively participate in NSNA.

Outcome 3: Assume accountability for personal and professional behavior.

Goal 5: Demonstrate the professional standards of moral, ethical, and legal conduct.

Outcome 1: Act to prevent unsafe, illegal, or unethical care practices

Outcome 2: Identify personal and professional risks that impact professional choices and behaviors.

Outcome 3: Demonstrate responsibility and accountability for nursing practice within the scope of the law, standards of practice, and ethical principles.

Goal 6: Use effective communication techniques, including conflict resolution, to produce positive professional working relationships.

Outcome 1: Maintain a classroom and clinical environment that is supportive of student learning.

Outcome 2: Work cooperatively in groups to accomplish patient care goals.

Outcome 3: Communicate with clients within multiple health care environments to ensure safe and effective patient care.

Goal 7: Formulate strategies to enhance the nursing advocacy role in promotion of health and provision of care.

Outcome 1: Act as a patient advocate in varied clinical environments.

Outcome 2: Recognize the importance of accessing inter-professional and intra-professional resources to advocate for patients in clinical environments.

CRITICAL THINKING

Goal 8: Use skills of inquiry, analysis, and information literacy to address practice issues.

Outcome 1: Integrate theories and concepts from liberal education to nursing practice.

Outcome 2: Demonstrate effective use of the nursing process when solving patient care problems in a variety of clinical environments

Outcome 3: Apply evidenced base research in the solution of patient care problems for individuals, families, and population groups.

Goal 9: Participate in the collection, documentation, and dissemination of research.

Outcome 1: Critically evaluate the role of and need for both theoretical and practice based research in the field of nursing.

Outcome 2: Utilize evidenced based research to support patient care intervention and quality improvement.

Outcome 3: Written work will demonstrate synthesis of recent evidenced base research.

Outcome 4: The student will participate in one research conference.

Goal 10: Engage in reflection about one's own beliefs and values related to professional practice.

Outcome 1: Explore their own beliefs and values.

Outcome 2: Recognize how their own personal values can impact their individual ability to provide nursing care.

Outcome 3: Acquire lifelong learning skills to support excellence in nursing practice.

CLINICAL JUDGMENT

Goal 11: Integrate best evidence, clinical judgment, inter-professional perspectives, and patient preferences in planning care.

Outcome 1: Implement wholistic, patient centered care that reflects an understanding of pathophysiology, pharmacology, medical management, and nursing management across the health illness continuum.

Outcome 2: Implement evidenced based nursing interventions as appropriate for managing the acute and chronic care of patients.

Outcome 3: Demonstrate clinical judgment and accountability for patient outcomes when delegating to and supervising other members of the healthcare team

Outcome 4: Implement the nursing process to achieve optimal health care outcomes for individuals, families, and communities

Goal 12: Demonstrate the application of psychomotor skills for the efficient, safe, and compassionate delivery of care.

Outcome 1: Demonstrate safe application of psychomotor skills in all clinical environments.

Outcome 2: Use evidenced based research to apply psychomotor skills in a variety of health care settings.

Goal 13: Recognize and manage common multifactorial geriatric syndromes

Outcome 1: Recognize atypical presentation of disease in the geriatric client.

Outcome 2: Adapt nursing care for the older adult applying significant physiological, psychological, and sociocultural factors that can impact nursing care outcomes...

COLLABORATION

Goal 14: Articulate the nursing perspective concerning healthcare delivery issues to decision makers within health care organizations and other policy arenas.

Outcome 1: Articulate the role of the professional nurse to other members of the health care team, policy makers, and health care organizations.

Outcome 2: Participate in inter-professional groups within selected clinical environments.

Outcome 3: Participate in beginning health policy discussions with members of the health care team.

Outcome 4: Collaborate with other health care professionals and patients to provide spiritually and culturally appropriate patient care.

Outcome 5: Advocate for high quality and safe patient care as a member of the inter-professional team.

Outcome 6: Demonstrate teambuilding and collaborative strategies when working with inter-professional teams.

Goal 15: Apply leadership concepts, skills, and decision making in the provision of high quality nursing care, and the coordination of the health care team.

Outcome 1: Demonstrate leadership skills when working with individuals, student groups, and other members of the health care team.

Outcome 2: Value the knowledge and methods of a variety of health care disciplines to improve care to individuals, families, and communities.

OUTCOME MEASURES

During the five year evaluation time frame, the nursing department will utilize the following measures to assess student outcomes. How the individual outcome measures are related to the outcomes will be presented in the following section of the report.

1. STUDENT CLINICAL EVALUATIONS: DIRECT MEASURE

Students are evaluated in all clinical courses and the four main outcomes are addressed in each evaluation tool. Students and faculty evaluate all didactic courses and a committee reviews both student and faculty evaluation for needed curricular change

2. EXIT INTERVIEW: INDIRECT MEASURE

Each baccalaureate student is asked to fill out an exit interview at the end of the sixth and final semester of the program. Those items related to student outcomes are averaged and tracked across semesters. The results are presented to the faculty for consideration and identification of needed curricular change.

3. ATI TESTING: DIRECT MEASURE

ATI is a formative testing program that test, student acquisition of knowledge, competence in clinical intervention, and ability to be successful in national standardized testing. Students are required to take testing in the following RN Mastery areas: fundamentals, pharmacology, mental health nursing, maternal and child nursing, care of the child and family, and medical surgical nursing. The department requires each student to reach level one in the mastery testing. The formative nature of the program allows for remediation at the end of each semester and the department has developed a remediation class open to all students.

4. RN COMPREHENSIVE EXAMINATION: DIRECT MEASURE

The RN Comprehensive Exam is an exam that predicts successful completion of the National Council Licensing Exam (NCLEX-RN) required for registered nurse practice in the United States. The exam is administered to all students at the end of fifth semester and a second exam administered to all sixth semester students at mid semester.

Students are required by the program to reach a 90% predictive value of passing the NCLEX. Students are counseled on further preparation needed for the NCLEX and for the past three semesters the program has provided funds for at risk student for a nationally recognized NCLEX review.

Program. Results from the RN Comprehensive Exam are collected and reviewed by the faculty at the beginning of each semester.

5. SIMULATED CLINICAL EVALUATIONS: DIRECT MEASURE

The department currently has hired a new simulation coordinator and is in the process of developing simulated clinical testing to provide student evaluation of clinical skills in a controlled environment. Each of the included student outcomes i.e. collaboration, communication, critical thinking, and clinical judgment will be evaluated using standardized criteria. Students will be required to remediate deficiencies that are identified

6. NCLEX RESULTS: DIRECT MEASURE

The NCLEX is a nationally standardized test developed and administered by the National Council of State Boards of Nursing that is required for practice as a registered nurse. The percent of students passing is summed for each semester and remediation is provided for students who are unsuccessful on the exam.

7. ALUMNI SURVEY: DIRECT MEASURE

The alumni survey is mailed every three years. The results of items related to the identified student outcomes are averaged and presented to the faculty for consideration and evaluation of student outcome mastery and curricular review.

8. BACCALAUREATE ADVISORY COUNCIL: INDIRECT MEASURE

The chair of the department of nursing sits on the Academic Partnership Committee which is composed of both faculty from other programs and clinical partners. Input from the committee is shared with all faculty at the monthly faculty meeting with opportunity for consideration of needed actions.

PERFORMANCE INDICATORS

When looking at each student outcome there are several performance indicators that are used to evaluate each outcome. In the following chart the Department of Nursing had identified the measures used to determine if each large goal has been met.

Upon completion of the program, the successful undergraduate student in the Department of Nursing will meet the necessary skills necessary to:

Goal 1: Use written, oral, and emerging methods of technology to communicate effectively with all members of the health care team, including the patient and patient support network.

1. 90% of students will receive an excellent or above average rating on all applicable communication measures evaluated on *“Clinical Evaluation Tools.”*
 2. At least an average rating of “good” on all applicable items on the *“Alumni Survey”*
 3. At least an average rating of “good” on all communication items on the *“Simulated Clinical Evaluation Exams”*
 4. 80% of all students will report confidence in the use of hand held patient care technology on the *“Exit Interview”*
-

Goal 2: Integrate clinical data from all relevant sources of technology to inform the delivery of care.

1. 90% of students will report confidence in the use of hand held and other applicable technology used in the delivery of patient care on the *“Exit Interview”*.
 2. 80% of respondents will report confidence in the use of patient care technologies on the *“Alumni Survey”*
-

Goal 3: Advocate for social justice, including commitment to the health of vulnerable populations and the elimination of health disparities

1. 90% of students will report participation in service learning activities with vulnerable populations on the *“Exit Interview”*

2. At least 60% of the hospital and community sites will offer student experience with underserved vulnerable populations.
-

Goal 4: Promote the image of nursing by modeling the values and articulating the knowledge, skills, and attitudes of the nursing profession.

1. 90% of students will receive an excellent or above average rating on all applicable professional behavior items on the ***“Clinical Evaluation Tool”***
 2. At least an average of “good” on all items related to professional demeanor and role on the ***“Alumni Survey”***
 3. At least 80% of the students will report confidence in their preparation for the professional role ***“Exit Interview”***
-

Goal 5: Demonstrate the professional standards of moral, ethical, and legal conduct.

1. 100% of students will demonstrate professional standards of care on all applicable items on the ***Clinical Evaluation Tool”***
 2. At least an average of “good” on all applicable items related to professional ethics on the ***“Alumni Survey”***
-

Goal 6: Use effective communication techniques, including conflict resolution, to produce positive professional working relationships

1. 90% of students will receive an excellent or above average rating on all applicable inter-professional and extraprofessional communication items on the ***Student “Clinical Evaluation Tool”***
 2. At least an average of “good” on all applicable items measuring group communication skills on the ***“Simulated Clinical Evaluations Exam”***
 3. At least an average of “good” on all applicable items measuring competence in professional working relationship on the ***“Alumni Survey”***
 4. 90% of student will receive a Level 2 or above on the ***“Final Preceptor Evaluation in N 150L”***
-

Goal 7: Formulate strategies to enhance the nursing advocacy role in promotion of health and provision of care.

1. 90 % of students will participate in patient advocacy activities as measured by items on the **“Clinical Evaluation Tool”**
-

Goal 8: Use skills of inquiry, analysis, and information literacy to address practice issues

1. 90% of students will receive an excellent or above average on all items applicable to critical thinking and clinical judgment on the **“Clinical Evaluation Tool”**
 2. 90% of students will reach excellent or above average scores on all items applicable to critical thinking and clinical judgment on **“ Simulated Clinical Exams”**
 3. 100% of students will reach Level One* on all **“ATI RN Mastery Exams”** (*As defined by ATI)
 4. 90% of all candidates will pass the **“National Council Licensing Exam (NCLEX-RN) “** the first attempt.
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Goal 9: Participation in the collection, documentation, and dissemination of research

1. 90% of students will receive an excellent or above average on all items applicable to the application of evidenced based research in nursing care planning of the **“Clinical Evaluation Tool”**
 2. 80% of students will receive an excellent or above average scores on all items applicable to the application of evidenced based practice in **“ Simulated Clinical Exam”**
 3. 80% percent of students will include evidenced based research as rationale for nursing interventions on the comprehensive nursing care plans in 132L, 141L : **“Comprehensive Nursing Care Plans”**
-

Goal 10: Engage in reflection about one's own beliefs and values related to professional practice

1. 90% of students will identify the role of their own beliefs and values and how these may impact nursing care in Clinical Case Studies in N 132L, 141L, and 140L
-

Goal 11: Integrate best evidence, clinical judgment, inter-professional perspective, and patient preferences in planning care.

1. 90% of students will receive excellent or above average on all items related to clinical judgment and collaboration on the ***"Clinical Evaluation Tool"***
 2. 80% of students participating in clinical simulated exams will receive excellent or above average on all items related to clinical judgment and collaboration on the ***"Simulated Clinical Exams"***
 3. All students will receive no less than a level 2 on the ***"Final Preceptor Evaluation"*** in 150L
 4. 90% of students will receive a predictive score of 90% on the ***"RN Comprehensive Exam"*** in the 6th semester
 5. 90% of students will pass the ***"NCLEX-RN Exam"*** on the first attempt.
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Goal 12: Demonstrate the application of psychomotor skills for the efficient, safe, and compassionate delivery of care.

1. 90% of all students will receive an excellent or above average on all items from the ***"Clinical Evaluation Tool"***
 2. 90% of students will receive an excellent or above average on all items related to psychomotor skills on the ***"Simulated Clinical Exam"***
 3. 90% of students will receive no less than a Level 2 on the ***"Final Preceptor Evaluation"*** in 150L
-

Goal 13: Recognize and manage common multifactorial geriatric syndromes

1. 90% of students will receive an excellent or above average on all items on the ***“Clinical Evaluation Tools”*** related to care of the older adult
 2. 90% of student will integrate principles of geriatric syndromes in all items related in the ***“Simulated Clinical Evaluation”***
 3. 90% of students in 141L will integrate an understanding of the atypical presentation and complexity of geriatric skill on the ***“Final Evaluation for 141L”***
-

Goal 14: Articulate the nursing perspective concerning healthcare delivery issues to decision makers within health care organizations and other policy arenas

1. 90% of students will report confidence in their ability to articulate the nursing perspective on the ***“Exit Interview”***
 2. 90% of students will receive a level 2 or greater on the ***“Final Preceptor Evaluation”*** from 150L
 3. 80% of respondents to the ***“Alumni Survey”*** will report involvement in professional advocacy within healthcare organizations, policy arenas, or professional organization.
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Goal 15: Apply leadership concepts, skills, and decision making in the provision of high quality nursing care, and the coordination of the health care

1. 90% of students on the ***“Exit Interview”*** will report effective leadership experiences within the program
2. 90% of all students will receive a level 2 or above on the ***“Final Preceptor Evaluation from 150L”***
3. 80% of respondents on the ***“Alumni Survey”*** will report leadership roles since graduation

Course Matrix

Goals

Course Matrix I= Introduced R= Reinforced M= Mastery

COURSES	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
N10	I	I	I	I	I	I	I	I	i	I	I	I	I	I	I
N 10A	I	I		I	I	I		I		I	I	I		I	
N10L	I	I	I	I	I	I	I	I	I	I	I	I	I	I	i
N111	I	I		I			I	I		I	I	I	I		
N 112	I	I		I	I			I		i	i		i		
N110	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
N110a	R	R		R	R	R	R	R		R	R	R		R	
N110L	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
N124	R	R		R	R			R	R		R		R	R	
N121	R	R	R	R	R	R	R	R	R	R			R	R	R
N121L	R	R	R	R	R	R	R	R	R	R	R	R		R	R
N123	R	R	R	R	R	R	R	R	R	R		R	R	R	R
N123L	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
N 131	R	R	R	R	R	R	R	R	R	R	R	R		R	R
N 131L	R	R	R	R	R	R	R	R	R	R	R	R		R	R
N 132	R	R	R	R	R	R	R	R	R	R	R	R			R

N 132L	R	R	R	R	R	R	R	R	R	R	R	R		R	R
N 145	R	R					R	R			R				
N 140	R			R	R		R						R	R	R
N 140L	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
N 141	R	R	R	R	R		R	R		R	R	R	R	R	R
N 141L	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
N 142		R	R				R	R			R				
N 150	R	R	R	R	R	R		R			R			R	R
N150L	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
N151															

Course Matrix I= Introduced R= Reinforced M= Mastery

Nursing Courses by Semester

First Semester

- N10:** Basic Concepts and Care of the Elderly
- N10A** Basic Skills in Nursing
- N 10L** Practicum in Basic Concepts of Nursing
- N 111** Integrated Health Assessment
- N 112** Pathophysiology

Second Semester

- N 110** Basic Concepts in Nursing
- N 110A** Advanced Skills in Nursing
- N 110L** Practicum in Basic Concepts of Nursing
- N 124** Pharmacology in Nursing

Third Semester

- N 121** Psychosocial Nursing
- N 121L** Practicum in Psychosocial Nursing
- N 123** Concepts of Acute Illness in Nursing
- N 123L** Clinical Practicum: Acute Illness in Nursing

Fourth Semester

- N 131** Nursing in the Childrearing Family
- N 131L** Clinical Practicum in Nursing of the Childrearing Family
- N 132** Nursing the Childbearing Family

- N 132L** Clinical Practice in Nursing of the Childbearing Family
- N 145** Nursing Theories and Research

Fifth Semester

- N 140** Concepts of Complex Clinical Nursing
- N 140L** Practicum in Complex Clinical Nursing
- N 141** Concepts of Community Health Nursing
- N 141L** Practicum in Community Health Nursing
- N 142** Critical Care Assessment

Sixth Semester

- N 150** Leadership and Health Care Economics
- N 150L** Practicum in Leadership and Health Care Economics
- N 151** Senior Project

Implementation and Five Year Schedule of Measures

The assessment plan for the Department of Nursing will be implemented by the faculty as a whole. Student clinical evaluations are completed on all students at the end of each semester. Each year all student evaluations from one level will be evaluated. The data will be compiled by the evaluation committee and reported to the undergraduate baccalaureate curriculum committee and then to the faculty as a whole. Each level will be evaluated once every three years. The evaluation of one level each year will enhance the committee's ability to evaluate whether students are meeting level outcomes.

The results of the final preceptor evaluation of students will be compiled each semester. This is the final course of the program and includes terminal objectives that should be met before graduation. This report will be provided to the baccalaureate committee at the beginning of each semester.

Results of the formative ATI testing program will be provided at the beginning of each semester as well as an annual report of NCLEX pass rates

The department has hired a new simulation coordinator and we plan on revising our current simulation exams to include our new outcomes as well as develop level simulation activities to both promote learning and evaluate performance. We expect to be evaluating each level with a simulation exam by the end of 2010.

The exit interview is currently being revised to measure the new outcomes and will be administered at the end of sixth semester. The department of nursing admits students each semester so the graduating student's results will be compiled and reported to the evaluation committee, undergraduate baccalaureate curriculum committee, and the faculty committee as a whole.

The alumni survey will be mailed every third year and results will be reported to the faculty as a whole

It is the responsibility of the assessment coordinator to oversee the process, compile the reports, and chair the evaluation committee. The measurement of outcomes will increase the effectiveness of curriculum review and change when needed. Below you will find a Table that clearly indicates the timeline for this assessment plan.

Implementation Schedule for Outcome Measures

Measure	Year 1	Year 2	Year 3	Year 4	Year 5
Clinical Evaluations	X	X	X	X	X
Final Preceptor Evaluation of 150L	X	X	X	X	X
Exit Interview	X	X	X	X	X
Alumni Survey	X				X
ATI RN Mastery Results	X	X	X	X	X
RN Comprehensive Exam Results	X	X	X	X	X
Advisory Committee	X	X	X	X	X
Simulated Clinical Evaluations	X	X	X	X	X

The department of nursing actually collects significant data on an annual basis. The goal of the report was to integrate the data collected with the goals and outcomes to be measured. The importance of compilation and utilization of the data in program and curriculum review cannot be overstated. The development of the plan has provided the impetus to change the exit interview, revise the alumni survey, and standardize the clinical tool over the next six months, The compilation of ATI Mastery data and NCLEX results have been compiled over the past two years and has resulted in the development of a remediation program and increased emphasis on NCLEX preparation which have both resulted in gradual improvement of NCLEX scores. The data has already led the faculty to consider strengthening the admission criteria for the program and new admission standards were developed and will be instituted for new students in the fall of 2009.

The faculty see this as an opportunity to increase their effectiveness as educators. Their collective effort will be needed to stay ahead of the major changes that are currently occurring in the health care system.

American Association of Colleges of Nursing. (2008). *The essentials of baccalaureate education for professional nursing practice*. Washington, DC: Author.