

CSU CHICO
ASSESSMENT SUMMARY UPDATE

PROGRAM: BS in Nursing

Year of review	Student Learning Outcome	Describe assessment activity done this year for this SLO	Findings	Based on the results or evidence, what action was taken regarding program improvements?
2016-2017	SLO 5: "Describe how financial and regulatory healthcare policies influence the nature and functioning of the healthcare system".	<p>Rubrics for each assignment were evaluated with the benchmark as completion of all assignments with a grade of C or higher.</p> <p>Students who completed the course in Spring, 2017, were asked to respond to respond to an End of course survey.</p> <p>The initial response rate was low, so at the beginning of the fall semester, students were asked again to complete the survey for the Health Policy class.</p> <p>33 out of 38 students completed the End of Course Survey.</p>	<p>All students completed the course assignments with a final grade of B or higher.</p> <p>Key questions in the End of Course survey included:</p> <p><i>Course Organized:</i> 50% indicated yes; 38% somewhat well.</p> <p>Majority felt the <i>content was current with appropriate activities in Delivery/Content.</i></p> <p><i>Learning Objectives aligned with assessments:</i> the majority agreed.</p>	<p>Results from the End of Course surveys were analyzed by faculty,</p> <p>The course syllabus and weekly plan has been modified based upon student and faculty feedback. The objective is to further engage the students in learning activities, and increase their understanding of health policy issues.</p> <p>The course will continue as a one unit class, with no changes in hours or basic content.</p>
2015-2016	SLO #2: Influence the quality of nursing and health care within practice settings through the use of leadership skills, management concepts, and knowledge of the political system.	<p>N 412, Introduction to Health Policy Course started for Semester 4 BSN Students, first offered Spring, 2016.</p> <p>Achievement of Course Objectives were assessed through students' participation in and completion of assignments.</p> <p>Rubrics designed for each assignment set benchmark levels for achievement.</p>	<p>All students completed the course assignments with a final grade of B or higher.</p> <p>36/40 students completed the End of Course survey.</p> <p>Based upon the compiled results and the comments, there are opportunities for improvement in the course presentation, primarily in the area of engaging the students in the learning process, especially in the legislative structure.</p>	<p>Results from the Student Evaluations and Instructor assessment was reviewed, and the Course Syllabus was modified in response to the areas of concern.</p>

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		<p>End of course Satisfaction Survey given to all students after completion of N412. Twelve questions included in the survey, completed either through email submission or anonymously by students.</p>		
2014-2015	<p>Individual SLOs for the BSN program are assessed through aggregate data. Included are: NCLEX Pass rates, reflected of competence in all SLOs, Program Assessment occurs through EBI data, surveying each graduating class of students. Comprehensive and predictive testing through Assessment Technologies Incorporated (ATI) is conducted each semester and at the end of the program. An example of the assessment data collected this academic e is seen in the Appendices submitted with the assessment report.</p>	<p>EBI Data: Student surveys post-graduation</p> <p>NCLEX Pass Rates</p> <p>ATI Testing,</p> <p>Post-Graduation Surveys</p> <p>Employer Surveys</p>	<p>Assessment activities and reports for the 2014-2015 academic year are reported upon in detail in the appendices accompanying the assessment report.</p>	<p>An Assessment Grid was developed in the spring 2014, and is in place to define planned ongoing assessment activity.</p> <p>In response to student and faculty feedback, full curriculum changes were implemented beginning Fall 2014, and will be fully implemented in Fall semester of 2016. The Fall 2013 cohort continues under the previous curriculum, and graduate at the end of Spring 2016.</p>
2013-2014	<p>Individual SLOs are assessed in the BSN program through aggregate data. Aggregate data include NCLEX pass rates, which are reflective of competence in all SLOs. Program assessment (in areas of all SLOs) occurs through EBI data that are collected with each graduating class of students. A larger presentation of all the assessment data collected this academic year is seen in the Appendices that accompany this report. What is</p>	<p>EBI Data: Appendix D presents a sampling of the EBI data that was collected during this academic year. The SON uses a benchmark score of 5.5, which is above all institutions and at the same level as the Carnegie 6 schools. For the broad areas of Overall Satisfaction and Overall Learning, scores were above the benchmark. For Program Effectiveness, the score was just below at 5.46. Quality of Nursing Instruction showed the</p>	<p>Based on EBI data and student and faculty feedback this academic year changes to the curriculum were finalized. EBI results were consistent with previous years when the need for revisions to the curriculum were identified. Curricular changes include the use of more case studies in theory classes. This involves implementation of the concept of 'bringing clinical to the classroom.' Faculty have expanded teaching pedagogy to</p>	<p>The assessment process plan is now contained in an Assessment Grid that is found in Appendix H. The Assessment Grid outlines the plan for what data will be collected at what time during the academic year. All assessment data that is needed to evaluate SLO competence and what is needed for both the BRN standards and CCNE accreditation is included in the Assessment Grid plan. This means that while the SON</p>

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	presented here is a sampling of one area of data collection.	area of lowest scores, ranging from 4.38 to 5.49 (see Appendix D for the breakdown of questions asked and individual scores).	include this type of teaching/learning process and initial feedback from students has been positive. Other areas included resequencing of senior level courses, threading pharmacology throughout the curriculum, threading medical-surgical content over the 5 semesters, and increasing the use of simulation in the program. The new course sequencing can be seen in Appendix G.	addresses and reviews individual SLOs for the program, the annual assessment report will be structured around the data that are collected for accreditation.
2012-2013	Programmatic review took place related to preparation for an interim accreditation visit by the CA BRN	Preparation for the visit included the identification by faculty and students of needs/concerns in the curriculum, rationale/justification for revision, completed interventions, and areas that remained in progress at the end of A/Y 2012-2013. The identified areas were the culmination of three years of work by the SON around curricular revision. Needs/concerns were collated into the curricular content threads of: medical surgical, mental health, OB, child, and geriatrics.	CSU, Chico nursing faculty, led by content experts in the following areas (medical/surgical, obstetrical, child, mental health, and geriatrics) met in March 2013 to review program improvement efforts that have occurred over the past three years. Needs/concerns were identified as well as the data sources for this problem identification. In addition, faculty identified what if any interventions were taken to address these concerns as well as the timeline for implementation. The following table reflects the faculty findings.	CSU, Chico nursing faculty, led by content experts in the following areas (medical/surgical, obstetrical, child, mental health, and geriatrics) met in March 2013 to review program improvement efforts that have occurred over the past three years. Needs/concerns were identified as well as the data sources for this problem identification. In addition, faculty identified what if any interventions were taken to address these concerns as well as the timeline for implementation. The table in #6 in the Annual Program Assessment Report elaborates on identified needs/concerns in each content area.