2012-2013 Annual Program Assessment Report

Please submit report to your department chair or program coordinator, the Associate Dean of your College and the assessment office by Monday, September 30, 2013. You may submit a separate report for each program which conducted assessment activities.

College: HHD

Department: Nursing

Program: Nursing

Assessment liaison: Samira Moughrabi

1. **Overview of Annual Assessment Project(s).** Provide a brief overview of this year's assessment plan and process.

   At the end of the first semester and using Surveymonkey, both RNBSN and ABSN students are given a survey to assess their satisfaction with the program in meeting the SLO's (entry survey). Students are also given a survey to assess their satisfaction with the program and effectiveness of the different courses and the program overall at the end of the last semester (exit survey). First time NCLEX licensure exam passing rates among ABSN is also used to determine the effectiveness of the program in meeting its SLO's. Students are also given surveys to evaluate their satisfaction and learning in clinical and laboratory courses. Additionally, faculty teaching effectiveness, alumni, and employers satisfaction, retention and timely graduation rates are assessed. Actual student outcomes data are evaluated in relation to expected student outcomes to identify potential areas for program improvement. Course data are trended over time and any significant decrease in mean scores for a course initiates an examination of the potential causes. Failure to meet the benchmark also triggers a review of the course.

2. **Assessment Buy-In.** Describe how your chair and faculty were involved in assessment related activities. Did department meetings include discussion of student learning assessment in a manner that included the department faculty as a whole?
   Faculty were involved in collecting some data from students particularly in clinical courses. All program data collected are analyzed and results were presented at faculty meeting and strategies for improvement were discussed. This data was also used to revise curriculum in which all full time faculty took part in. Full-time faculty, who are also designated as content expert to oversee courses taught by part-time faculty, conduct reviews of nursing courses to ensure alignment with SLO's.

3. **Student Learning Outcome Assessment Project.** Answer items a-f for each SLO assessed this year. If you assessed an additional SLO, copy and paste items a-f below, BEFORE you answer them here, to provide additional reporting space.

    3a. Which Student Learning Outcome was measured this year? *All SLO's were evaluated and revised.*
    The revision process resulted in reducing the number of SLO's from 18 to 8. The new SLO's were used in the assessment process.

    3b. Does this learning outcome align with one or more of the university's Big 5 Competencies? (Delete any which do not apply).
    All revised nursing SLO's are aligned with all 5 competencies listed below.

    - Critical Thinking
    - Oral Communication
    - Written Communication
    - Quantitative Literacy
    - Information Literacy

    3c. Does this learning outcome align with University's commitment to supporting diversity through the cultivation and exchange of a wide variety of ideas and points of view? In what ways did the assessed SLO incorporate diverse perspectives related to race, ethnic/cultural identity/cultural orientations, religion, sexual orientation, gender/gender identity, disability, socio-economic status, veteran status, national origin, age, language, and employment rank?
    Diversity in all its aspect is a central concept in all nursing courses and is reflected in their objectives. SLO 1: "Use nursing systems to promote health and prevent disease & injury among diverse communities, families, and individuals across the life span" is reflected in almost every course. Besides the direct assessment of this SLO in each individual course, Surveymonkey surveys sent to students also assess this SLO.

    3d. What direct and/or indirect instrument(s) were used to measure this SLO?
    Direct assessment: *NCLEX passing rates (RN licensure); Nurs 495AA/Capstone course project outcomes*

Indirect assessment: Satisfaction with the program and preparedness for the profession (surveys are distributed to students at entry & exit and to alumni, employers; besides surveys are given to students to evaluate their clinical experience and clinical sites) ; Portfolios; faculty evaluations by chair; students' representatives feedback during faculty meeting; informal students' evaluation conducted by faculty during classes throughout the semester.

3e. Describe the assessment design methodology: For example, was this SLO assessed longitudinally (same students at different points) or was a cross-sectional comparison used (Comparing freshmen with seniors)? If so, describe the assessment points used.
Longitudinal assessment has been employed. Comparative analyses are made between same A-BSN cohort entry and exit data (within groups); among cohorts of A-BSN (between) entry and exit data; between groups RN-BSN entry and exit data and within RN-BSN group entry and exit data. These comparisons are made to delineate within and among differences to aid the DON in setting corrective strategies for continuous improvements.

3f. Assessment Results & Analysis of this SLO: Provide a summary of how the results were analyzed and highlight findings from the collected evidence.
Descriptive analysis was used to analyze data. Results are attached.

3g. Use of Assessment Results of this SLO: Describe how assessment results were used to improve student learning. Were assessment results from previous years or from this year used to make program changes in this reporting year? (Possible changes include: changes to course content/topics covered, changes to course sequence, additions/deletions of courses in program, changes in pedagogy, changes to student advisement, changes to student support services, revisions to program SLOs, new or revised assessment instruments, other academic programmatic changes, and changes to the assessment plan.)
Assessment data was used to implement several changes such as revising the curriculum; mentoring sessions for students; assigning a faculty and staff advisor to each of the ABSN and RNBSN groups with open door policy; changing course sequence in the program; and revising clinical evaluations; and involving student representatives in monthly faculty meetings .

4. Assessment of Previous Changes: Present documentation that demonstrates how the previous changes in the program resulted in improved student learning.
Because of the recent changes that were made based on data collected, it is still premature to completely assess the effectiveness of these changes on improving the students' learning. Additional data need to be collected and is ongoing to provide a more valid assessment of resultant improvement in students'' learning.

5. Changes to SLOs? Please attach an updated course alignment matrix if any changes were made. (Refer to the Curriculum Alignment Matrix Template, http://www.csun.edu/assessment/forms_guides.html.)

No changes have been made in the alignment matrix

6. Assessment Plan: Evaluate the effectiveness of your 5 year assessment plan. How well did it inform and guide your assessment work this academic year? What process is used to develop/update the 5 year assessment plan? Please attach an updated 5 year assessment plan for 2013-2018. (Refer to Five Year Planning Template, plan B or C, http://www.csun.edu/assessment/forms_guides.html.)

> *The 5 year assessment plan served as a guide to activities that are helpful in comprehensively assessing and improving the nursing students'' learning. The updated plan has been developed to meet our program assessments that are required by our accreditation agencies (California Board of Registered nursing and CCNE).*

7. Has someone in your program completed, submitted or published a manuscript which uses or describes assessment activities in your program? Please provide citation or discuss.

None

8. **Other information, assessment or reflective activities or processes not captured above.**

> *The following are some of the major challenges that have faced the assessment and change implementation phases:*
> - *Building stable, full-time faculty with clearly understood responsibilities related to participation in the assessment process. We have had numerous temporary & part-time faculty teaching courses in which assessment is "hard-wired".*
> - *Using the free of charge Surveymonkey has greatly limited the assessment process. In order to establish a more efficient assessment process, the department would benefit from online software that supports more flexibility in assessing and analyzing data obtained from students, alumni, employers, & possibly faculty surveys.*