

Annual Assessment Report

School of Nursing

May, 2011

Program Vision Statement (BSN and MSN): The School of Nursing at Point Loma Nazarene University embraces, as a covenant, the commitment to excellence within a dynamic Christian environment in which each one will engage in the sacred work of nursing. This sacred work involves symbolically removing one's shoes in service of others.

Take off your sandals for the place you are standing is holy ground. Exodus 3:5 NIV

Program Mission Statement (BSN and MSN): The School of Nursing at Point Loma Nazarene University exists to support the university Wesleyan mission and to provide an interdisciplinary learning program of excellence. Graduates of the SON are distinctly identified by grace, truth and holiness, serving others after the example of Christ, as they are sent to fulfill their calling as professional nurses.

So He got up from the meal, took off His outer clothing, and wrapped a towel around His waist. After that, He poured water into a basin and began to wash His disciple's feet, drying them with a towel that was wrapped around Him. John 13: 4-5 NIV
Now that I, your Lord and Teacher, have washed your feet, you also should wash one another's feet. I have set you an example that you should do as I have done for you. John 13: 14-15 NIV

Program Learning Outcomes: The SON is transitioning from the use of the term “program outcomes” to “program values”. It is our goal to intentionally incorporate the Christian worldview of nursing, further clarifying how PLNU graduates are “set apart” from other nursing graduates.

Curriculum Values (PLO's) BSN and MSN
<p>1. Inquiring Faithfully: The student will demonstrate knowledge, skill and behavior of the evidence-based practice of nursing which integrates growth in reasoning, analysis, decision-making and the application of theory with the goal of advocating for others and/or self. This includes holistic nursing skills and the nursing process. ILO-Learning</p>
<p>2. Leading Faithfully: The student will incorporate a foundational relationship with Christ and others and embrace a willingness to serve others in the midst of life circumstances (e.g., illness, injustice, poverty). The student will role-model the need for “Sabbath Rest” as a means of personal renewal, and true care of the self, so that service to others is optimally achieved. The student will incorporate the characteristics of a servant leader including: humility, courage, forgiveness, discernment. ILO Growing</p>
<p>3. Communicating Faithfully: The student will actively engage in the dynamic interactive process that is intrapersonal and interpersonal with the goal of advocating for others and/or self. This includes effective, culturally appropriate communication conveys information, thoughts, actions and feelings through the use of verbal and nonverbal skills. ILO Learning and Growing</p>
<p>4. Following Faithfully: Defined as claiming the challenge from Florence Nightingale that nursing is a “divine imposed duty of ordinary work.” The nursing student will integrate the <i>ordinary work</i> by complying with and adhering to regulatory and professional standards (e.g. ANA Code of Ethics, the California Board of Registered Nursing, Scope of Nursing Practice, SON Handbook). This includes taking responsibility, being accountable for all actions and treating others with respect and dignity. ILO Learning, Growing, Serving</p>
<p>5. Caring Faithfully: The student will embrace a calling to the ministry of compassionate care for all people in response to God’s grace, which aims to foster optimal health and bring comfort in suffering and death. ILO Serving</p>

Curriculum Map: See attached for BSN and MSN

Multi-year Assessment Plan: BSN and MSN

2011-12	PLO 1, 2
2012-13	PLO 3, 4, 5 Prepare CA Board of Registered Nursing Self-Study
2013-14	Program Review and CA Board of Registered Nursing Site Visit
2014-15	PLO 1, 2
2015-16	PLO 3, 4, 5
2016-17	Prepare Self-Study for Commission on Collegiate Nursing Education (CCNE) Review of all PLO's
2017-18	Site Visit for CCNE Re-Accreditation Interim Site Visit CA Board of Registered Nursing
2018-19	Program Review

Assessment Activities:

Methods of Assessment and Criteria for Success for each PLO-BSN

1. PLO's 1-5 First time pass rate on national licensing examination taken following graduation. Criteria for success: SON Benchmark of 90% pass rate for first time test takers.

Summary of Data Collected and Analysis and Use of Results:

First time NCLEX pass rate for PLNU

Calendar Year	Number Graduates	Number of 1 st time Test Takers passing NCLEX-RN®	Pass Rate Percentage
2003-2004	42	36	85.71%
2004-2005	43	39	90.6%
2005-2006	41	33	80.4%
2006-2007	53	50	94.3%
2007-2008	48	47	97.9%
2008-2009	50	49	98%
2009-2010	45	43	95.5%
2010-2011	48		

In 2004 and 2006, NCLEX- RN® pass rates declined. This data prompted multiple faculty and student discussions. Subsequently, the faculty voted in the fall of 2006, that all students would be enrolled in a post-graduation, formal review program. Virtual ATI© (VATI©) was selected as an ATI© package enhancement not previously available to students. In addition, ATI© representatives are routinely scheduled to meet with students annually, at each level, to enhance knowledge about NCLEX- RN® test procedures and ATI© services. The CEC Chair (Associate Dean) has assisted faculty with implementation and effective utilization of the ATI© program.

Consistent with the 2004 and 2005 decline in NCLEX- RN® pass rates, initial PLNU scores for the ATI Comprehensive RN-Predictor, as shown in below, were lower than national average for similar programs. Due to administering the ATI Comprehensive RN-Predictor early in the semester, students may not have completed required program content and been given enough time to synthesize material. As a remedy, at the beginning of the Spring of 2007 the ATI Comprehensive RN-Predictor test was given. Then, based on individualized test results, students were assisted with a remediation plan, and students

identified as “at-risk” were required to meet with faculty for an individualized remediation plan. A different version of the ATI Comprehensive RN-Predictor was administered towards the end of that same semester. After graduation, each student is assigned a VATI© faculty member to work with individually as they prepare for NCLEX- RN®. VATI© remediation and NCLEX- RN® preparation are based on results from the final Comprehensive RN-Predictor exam.

ATI Comprehensive RN-Predictor Results

	PLNU Senior Students	National Mean for BSN Programs
2003	56.8%	60.8%
2004	58.9%	60.8%
2005	62.2%	68.4%
2006	62.7%	64.9%
2007	65.5%	64.7%
2008	70.9%	71.4%
2009	73.5%	71.7%
2010	73.3%	70.5%
2011	69.7%	69.6%

- 2. PLO’s 1-5 Job Placement at the time of graduation. Prior to the downturn in the economy, 100% of graduates were finding RN positions. In the past two years, this has changed. We need to determine a SON benchmark/criteria for success.

Summary of Data Collected and Analysis and Use of Results:

Academic Year	Job Placement at Graduation
2007	100%
2008	92%
2009	38%
2010	32%
2011	TBD

The downturn in the national economy in 2009 had huge impact on healthcare and related hiring practices. San Diego County was no exception and the dramatic decline in employment rates at graduation are evident. This trend continued into 2010. It was determined that the SON needed to be more intentional with assisting students to prepare for graduation, interviewing, and professionalism. These issues were the emphasis in the spring 2011 in NSG 480 Trends and Issues in Professional Nursing. With

the Offices of Strengths and Vocation, a Networking with Professionals event was established to bring in nurse managers and nurse recruiters from San Diego healthcare organizations to “interview” and review portfolios with senior nursing students. Data are still being analyzed for effectiveness. Early raw data demonstrates very positive feedback from both the students and the healthcare agency representatives.

We will continue with this opportunity for the spring 2012.

3. Critical Thinking ATI test given at beginning of sophomore year.

Methods of Assessment and Criteria for Success for each PLO-BSN

We currently utilize this data at the sophomore level only. We need to be intentional with this data and administer it again during spring of the senior year for better assessment.

This would be for **PLO 1**-Inquiring Faithfully.

4. Student Portfolio

Methods of Assessment and Criteria for Success for each PLO-BSN

We currently assess the portfolio during the spring of the senior year. Students are evaluated on all **5 Outcomes/Values**. With the incorporation of LiveText this process will be much more identified and values assessed in a more standardized manner.

5. ATI TEAS-Reading and Writing Assessment

Methods of Assessment and Criteria for Success for each PLO-BSN

We do not currently utilize the TEAS scores (Reading at the 4th grade level, and Math) as criteria for entry into the nursing major. Data only utilized by the sophomore team in determining strengths and areas for growth. For the NSG 150 freshmen (who will be in the sophomore class of 2011), TEAS scores demonstrate lower scores in Reading than in Math. Of the 8 students that did not score well on either Reading or Math, 5 were not successful for acceptance into the nursing major. We fully expect to have challenges with reading comprehension, reading of instructions and follow through.

We need to be more intentional with the use of this data in perhaps determining entry criteria. Would ultimately assess success in the nursing major-reflecting all **5 Outcomes/Values**

Methods of Assessment and Criteria for Success for each PLO-MSN

1. PLO's 1-5 State Certification for the Clinical Nurse Specialist Role
We need to determine a SON benchmark/criteria for success. Currently, for all nurses who want to have the title of "Clinical Nurse Specialist" must have this certification through the Board of Registered Nursing in California. The process is an application and a fee. There is no testing.

Cohort #	Total Number in Cohort	CA Certification for CNS	National Certification in Clinical Specialty
4-graduation Summer 2007	9	2	2 attempted & passed
5-graduation Summer 2008	9	5	1 attempted & passed
6-graduation Summer 2009	3	3	0
7-graduation Summer 2010	12	10	2 attempted & passed

2. PLO's 1-5 National Examination pass rate for the Clinical Nurse Specialist Role.
Criteria for success: SON Benchmark of 85% pass rate for those who choose to take the national examination. National certification is not required in California, and therefore, many students do not choose to take. Of the 5 PLNU MSN graduates who elected to take the national certification, all passed giving a 100% pass rate.
3. PLO's 1-5 Student Portfolio-with the incorporation of LiveText this assessment will be much more intentional. We currently review student portfolios during the spring semester in the Capstone course.
4. Exit Interviews-each MSN student is given a list of questions and the responses to these are discussed with the MSN Program Director at an Exit Interview in May/June of each year for the graduating class. Results from these interviews are utilized as a part of ongoing program improvement. We need to modify this process so that it incorporates the 5 PLO's in addition to other programmatic areas such as: resources, classroom/learning environment, etc.

Areas for future assessment: BSN-Simulation

MSN-CNS Job Placement

Nurse Educator Job Placement

It is quite clear that we have several gaps in our current program assessment! We do a lot of evaluating, but not a lot of assessment! This has opened our eyes!!!