**BSN Nursing**

**PROGRAM INFORMATION**

Date submitted: __11/1/10________________

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<tr>
<th>Degree Program(s):</th>
<th>BS</th>
<th>Department:</th>
<th>Nursing</th>
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<tbody>
<tr>
<td><strong>Department Chair:</strong></td>
<td>Dr. Jayne Cohen</td>
<td><strong>Phone:</strong></td>
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<td><strong>Next Self-Study due:</strong></td>
<td>Spring 2011</td>
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Note: Schedule is posted at: http://www.sjsu.edu/ugs/programplanning/

**ARCHIVAL INFORMATION**

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<tr>
<th>Location:</th>
<th>HB 409</th>
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<tr>
<td>(Bldg/Room #)</td>
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<tr>
<td><strong>Person to Contact:</strong></td>
<td>Diane Stuenkel</td>
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<tr>
<td>(Name)</td>
<td>4-3179</td>
</tr>
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<td>(Phone)</td>
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Assessment schedule is posted at http://www.sjsu.edu/ugs/assessment

Please send any changes to the schedule or to student learning outcomes to Jackie Snell
jacqueline.snell@sjsu.edu

**Outcomes - BS Nursing**

Incorporating systems theory concepts, ANA Social Policy Statement, and ANA Standards of Care, the baccalaureate nursing graduate will:

1. demonstrate critical thinking competencies, including the use of the nursing process, the research process, ethical decision-making, and an attitude of inquiry;
2. provide therapeutic nursing interventions for clients in a safe, culturally competent practice;
3. utilize interpersonal relationship skills to develop interactive and dynamic relationships with clients, families/caregivers, and multidisciplinary health care team members;
4. demonstrate community-focused competencies for well and at-risk clients through (a) health promotion and disease prevention activities and (b) client-driven requirements for access, quality, and cost;
5. promote interdisciplinary care through participation in community partnerships, collaborative relationships, and use of appropriate resources;
6. implement holistic client-driven primary care which emphasizes empowerment, health education, and health promotion;
7. demonstrate flexible therapeutic nursing practice in a rapidly-changing, multicultural health care environment;
8. demonstrate care management and leadership competencies, including case management, resource management, advocacy, and outcome evaluation;
9. employ nursing informatics at the basic practice level to improve health care delivery and outcome evaluation;
10. demonstrate professional role competency incorporating professional responsibilities and standards, accountability, ethical guidelines, legal mandates, and activity within the profession.

Initial Evidence of Student Learning:

Fall 2009 -- All program SLOs (listed above) are assessed via the last semester’s capstone clinical course’s (NURS 148 – Practicum VI) final evaluation tool. Based on our findings, most students have been successful in passing their nursing courses, including NURS 148. New graduates must pass the National Council of Licensure Examination for Registered Nurses (NCLEX-RN) to be granted the Registered Nurse license. The NCLEX-RN is the entry to practice measure. First-time Pass rates are tracked by the California Board of Registered Nurses, the School of Nursing (SON), and accrediting bodies. Quarterly pass rates for SJSU’s graduates range from 59% - 92% over the past 3 years.

Change(s) to Curriculum or Pedagogy:

Spring 2010 -- NCLEX-RN Quarterly Program Reports were reviewed for the past 10 years during the Spring 2010 semester. This comprehensive review indicated that More emphasis is needed in the areas of: Implementation, Health Restoration, Immune, Physical Adaptation, Life Span, Respiratory, Physiologic Needs, Role Function, and Adulthood. Areas showing improvement are Safety and Pharmacology. These results were presented to the Program Evaluation and Research Committee and reviewed by the SON Curriculum Committee and Content Experts Fall 2010.

Our recent curriculum revision allocated an additional unit to the Pharmacology course to ensure that this extensive content area is adequately addressed. As part of our curriculum review and major revision, faculty are incorporating the Quality and Safety Education for Nurses (QSEN) competencies. Quality and Safety are two key competencies that will be integrated at each semester level. The findings regarding the 8 areas that trended down will be shared with full faculty. Our recent updating of content in all courses may address some of these weaknesses. The Maturational Stages area has been an ongoing issue. Students take the human development across the lifespan course as a pre-requisite. Currently, faculty reinforce this content as it relates to specific subject matter (pediatrics, gerontological issues). Faculty are considering including developmental level across the lifespan as part of the nursing care plan in all practica to assist students in integrating this concept into their practice.
The Assessment Technologies Institute (ATI) Comprehensive Assessment and Review Package was approved and implemented beginning with the Fall 2006 Semester. This independent study/assessment online program includes supplemental print materials, and proctored online and paper and pencil standardized achievement examinations. Points were allocated to students for reaching standardized proficiency levels on required end-of-semester ATI content examinations. Assigned points/percentages were standardized and based on new norming information from ATI. The Fall 2009 graduating was the first to have used the entire package including an NCLEX-RN predictor examination and NCLEX-RN review materials.

Evidence of Student Learning after Change.
Spring 2010 – ATI proctored assessment scores were collected for students graduating Fall 2006 – Fall 2009 during the Spring 2010 semester. Data were analyzed using descriptives, multiple regression, discriminant analyses, and t-tests. Results indicated that the ATI Community Health score was the best predictor for identifying students at risk of failing the NCLEX-RN. Students who passed the NCLEX-RN the first time had higher scores on all ATI proctored assessments and theory course grades (p ≤ .05). ATI representatives are working with the SON to establish a reporting process to determine the number of students meeting proficiency level II scores on all proctored ATI examinations used in graded courses.

NURS 148 pass rate for Spring/Summer 2010 was 99% (N = 122). NCLEX-RN first time Pass rates for all SJSU graduates taking the exam during the first 3 quarters of 2010 were: 93.02% (N = 43), 75.0% (N = 8), and 90.48% (N = 84) respectively. The first time Pass rate for Fall 2009 graduates was 93% (N = 64) and was 100% (N = 62) for the Spring 2010 graduating class.

CASA Assessment Summary

School of Nursing - BS Nursing

Incorporating systems theory concepts, ANA Social Policy Statement, and ANA Standards of Care, the baccalaureate nursing graduate will:

1. demonstrate critical thinking' competencies, including the use of the nursing process, the research process, ethical decision-making, and an attitude of inquiry;
2. provide therapeutic nursing interventions for clients in a safe, culturally competent practice;
3. utilize interpersonal relationship skills to develop interactive and dynamic relationships with clients, families/caregivers, and multidisciplinary health care team members;
4. demonstrate community-focused competencies for well and at-risk clients through (a) health promotion and disease prevention activities and (b) client-driven requirements for access, quality, and cost;
5. promote interdisciplinary care through participation in community partnerships, collaborative relationships, and use of appropriate resources;
6. implement holistic client-driven primary care which emphasizes empowerment, health education, and health promotion;
7. demonstrate flexible therapeutic nursing practice in a rapidly-changing, multicultural health care environment;
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9. employ nursing informatics at the basic practice level to improve health care delivery and outcome evaluation;
10. demonstrate professional role competency incorporating professional responsibilities and standards, accountability, ethical guidelines, legal mandates, and activity within the profession.

Assessment

New graduates must pass the National Council of Licensure Examination for Registered Nurses (NCLEX-RN) to be granted the Registered Nurse license. The NCLEX-RN is the entry to practice measure. NCLEX-RN Quarterly Program Reports were reviewed for the past 10 years during the Spring 2010 semester. The Assessment Technologies Institute (ATI) Comprehensive Assessment and Review Package was approved and implemented beginning with the Fall 2006 Semester. This independent study/assessment online program includes supplemental print materials, and proctored online and paper and pencil standardized achievement examinations.

The Fall 2009 graduating was the first to have used the entire package including an NCLEX-RN predictor examination and NCLEX-RN review materials. NCLEX-RN first time pass rates for all SJSU graduates taking the exam during the first 3 quarters of 2010 were: 93.02% (N = 43), 75.0% (N = 8), and 90.48% (N = 84) respectively. The first time pass rate for Fall 2009 graduates was 93% (N = 64) and was 100% (N = 62) for the Spring 2010 graduating class.

This comprehensive review of the NCLEX-RN exam indicated that more emphasis is needed in the areas of: Implementation, Health Restoration, Immune, Physical Adaptation, Life Span, Respiratory, Physiologic Needs, Role Function, and Adulthood. Areas showing improvement are Safety and Pharmacology.

Results indicated that the ATI Community Health score was the best predictor for identifying students at risk of failing the NCLEX-RN. Students who passed the NCLEX-RN the first time had higher scores on all ATI proctored assessments and theory course grades (p ≤ .05).
Rubrics/Closing the loop

Curricular changes are being considered for enhancing topic in lifespan in specific nursing courses and clinical rotations. ATI representatives are working with the SON to establish a reporting process to determine the number of students meeting proficiency level II scores on all proctored ATI examinations used in graded courses.