PROGRAM INFORMATION

Date submitted: __May 22, 2013_______________

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<thead>
<tr>
<th>Degree Program(s):</th>
<th>Undergraduate -- BS</th>
<th>Department:</th>
<th>NURS</th>
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<tbody>
<tr>
<td>Department Chair:</td>
<td>Dr. Jayne Cohen</td>
<td>Phone:</td>
<td>4-3132</td>
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<tr>
<td>Report Prepared by:</td>
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<td>Next Self-Study due:</td>
<td>Fall 2016</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 420</th>
<th>Person to Contact:</th>
<th>Diane Gerrity</th>
<th>4-3131</th>
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(Bldg/Room #)  (Name)  (Phone)

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 (For Curriculum Ending Fall 2012)
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 2011 – Fall 2012]

NURS 148 Pass rate for Fall 2011, Spring 2012, and Fall 2012 was 99% (3/259 students). One student from each class did not meet the course objectives and received grades of “no credit.” An individual remediation plan was developed for these students with input from the Undergraduate Coordinator, Retention Coordinator, faculty of record, and Director.

National Council Licensure Examination for Registered Nurses pass rates for aggregated first time test takers from TVFSON in 2011 = 90.48% and in 2012 = 97.74%.

End of semester meetings assessed the new curriculum and issues surrounding implementation. Student scores and faculty input were examined at the end of the Fall 2011 semester to evaluate the impact of changes to the NURS 33 course. Feedback indicated that the increased emphasis on the professional role, communication, standards of practice and use of interactive teaching strategies were effective.
Change(s) to Curriculum or Pedagogy:
[Fall 2012]

The last class to graduate under the “old” curriculum, graduated December 2012. The first cohort to graduate under the “new” curriculum will graduate May 2013. End of semester meetings to assess the roll out of the new curriculum indicated that both students and faculty were dissatisfied with the current structure of the NURS 34, Professional Role Development II course. Meeting for only 50 minutes was not sufficient time to cover content and allow for related activities to reinforce content such as the nursing process (mandated content by the California Board of Registered Nursing). Foundational concepts that must be applied in the clinical setting are covered in this course.

Changes made: Faculty re-structured the course into a “workshop” format. The class now meets over 6 sessions for longer time periods. This enables students to process the information, participate in class activities designed to reinforce content, and “front loads” the material so students can then apply it in their clinicals.

Evidence of Student Learning after Change.
[Fall 2012]

Feedback from both students and faculty regarding the changes made to N 34 were positive. Students (N = 60) successfully passed the course. Clinical instructors reported that students were prepared to complete nursing care plans and able to apply the nursing process.

Plan:

1) NURS 34 Offered as workshop again in Spring 2013.
2) Re-assess end of Spring 2013.
3) Begin evaluation of new curriculum May 2013 with end of semester theory, clinical, professional role development, and skills group meetings.
4) Increase simulation sessions for students in Skills classes (N 53, N 54) beginning Spring 2013 semester.
4) Continue with current WASC evaluation plan to evaluate NCLEX-RN and N 148A pass rates annually using new program learning outcomes for new curriculum:

Program Learning Outcomes for Students Entering Program Fall 2010 – present:

The baccalaureate program prepares the graduate to be a competent professional nurse who demonstrates the ability to:

1. Conduct comprehensive and focused biopsychosocial and environmental assessments of health and illness parameters in clients, using culturally appropriate approaches.

2. Plan, implement, and evaluate client-centered care that demonstrates the safe application of the pathophysiological, medical, and nursing management of common acute and chronic illnesses, and health promotion.

3. Use the nursing process to provide appropriate evidence-based nursing care to manage the client’s experience and promote health.

4. Deliver client-centered education that integrates the application of developmental stages across the lifespan, cultural background, educational level, and health literacy considerations.
5. Act as a client advocate to develop strategies for addressing adherence/compliance issues in client-centered care.

6. Demonstrates accountability for safe administration and evaluation of pharmacologic agents and complementary modalities used in health promotion as well as acute and chronic illnesses.

7. Use relevant technology to provide nursing care that contributes to safe and high quality client outcomes.

8. Communicate effectively with clients and members of the interprofessional healthcare team to improve client outcomes.

9. Demonstrate beginning levels of clinical judgment, systems thinking, and accountability for client outcomes when delegating to and supervising other members of the healthcare team.

10. Assumes responsibility for and evaluates own professional nursing practice according to the ethical standards of the ANA Code for Nurses, standards of nursing practice, and legal mandates.

11. Coordinate and manage healthcare for a group of individuals across the lifespan in order to maximize health, independence, and quality of life.

12. Analyze the influence of health care policy, finance, and regulatory environments on nursing practice in the global community.

Additional Activities:

1) March 2011 – Commission on Collegiate Nursing Education re-accreditation visit. Self-study was submitted prior to visit. Outcome: Re-accredited for full 10 year term with no areas of concern noted.


3) February 2013 – California Board of Registered Nursing re-approval visit. Self-study was submitted prior to visit. Outcome: Program reapproved with no areas of non-compliance noted for full 8 year term. May 8, 2013 = Approved by vote of BRN at Educational Licensing meeting.