



College of Science (CSCI)

North Science 135

25800 Carlos Bee Boulevard, Hayward CA 94542

**2014-2015 CSCI EETF Assessment Year End Report, June, 2015**

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Program Name(s)

EETF Faculty Rep

Department Chair

evaluation and assessment of program outcomes were addressed in detail. The Nursing Program is in the progress of preparing a comprehensive self-study for the CCNE accreditation renewal. The self-study will be submitted in January 2016 with a site visit in February 2016. CCNE evaluates programs on passing rates for the nursing licensure exam (NCLEX – RN), graduation completion rates, employment rates, and evidence of student satisfaction with the program. Student Learning Outcomes are also addressed as program outcomes. NCLEX-RN pass rates are assessed annually through information provided by the California Board of Registered Nurses and trends are carefully tracked by the nursing program. Graduation/attrition rates are tracked by the department for both the pre-licensure cohort and the ADN/RN-BSN cohort. Student satisfaction is assessed through a biannual Student Exit Survey from EBI, an external assessment agency and by a biannual internal survey for all enrolled students. Graduate employment rates are assessed through online surveys distributed annually.

Student learning outcomes and institutional outcomes have been identified and are mapped through the curriculum (see curriculum map). Data is collected for evaluation of the achievement of the SLO and program learning outcomes. In order to evaluate student performance in clinical, the faculty developed a new Clinical Performance Evaluation Tool (CPE) and updated the Nursing Care Plan (NCP). The CPE is a document that specifically evaluates student performance in the following areas: professionalism, patient-centered care, teamwork and collaboration, informatics, evidence based practice, safety, quality improvement and clinical judgment. These content areas are based upon QSEN competencies and AACN BSN competencies. Students are evaluated with a “Satisfactory, Needs Improvement or Unsatisfactory” scores on each of the items within the areas aforementioned.

SLO 3 assessment was continued with the Level 1 and Level 3 students. Rubrics were used to evaluate the Evidence Based Paper and capstone Ethics paper.

#### **D. Summary of Assessment Results**

The Nursing Program uses information provided by the California Board of Registered Nurses (BRN) to assess our graduates' pass rates on the licensure exam (NCLEX-RN) While program pass rates in the last 5 years have consistently been above 88% which is our program benchmark; in 2013 the NCLEX-RN was revised with a subsequent drop in the program pass rate. In 2013, we had an 82.79. This year in 2014, the program pass rate has increased to 88.3 NCLEX-RN pass rate for all graduates who have taken the NCLEX-RN for the first time. This information is posted by the BRN on its website at <http://www.rn.ca.gov/schools/passrates.shtml>

The nursing program remains concerned about the pass rates below 90% but recognizes the trend toward increasing pass rates this year. The Nursing Program continues to take action to address this matter. An NCLEX task force and an action plan are remain in place to address the rates. Our graduation/ attrition rates have remained steady at 91.5%, 87.6%, 88.6% and 87.3% for the past 4 years. Employment rates of graduates have increased as the economy has improved. Student satisfaction remains strong.

Evaluation of our SLOs has continued in our clinical evaluations, assignments, tests and laboratory assessments and findings have remained consistent with previous years. This year we implemented new clinical evaluation tools and nursing care plans. Preliminary evaluation of the effectiveness in measuring SLO2 and SLO4 via these documents has been completed by our Level 1 and 2 Coordinators. SLO #2 provide safe, compassionate nursing care to diverse populations and SLO #4 demonstrate responsibility and accountability for design, delivery, and evaluation of client care revealed that the clinical sites for Level 1 students provide a diverse

patient population with socio-economic variation. This strongly supports opportunities for students to achieve SLO #2 and students are consistently achieving this outcome in Level 1. The evaluation of client care is introduced in Level 1. Design and delivery of patient care is also