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**ASSOCIATE OF APPLIED SCIENCE NURSING**

**Academic Assessment Plan**

**Assessment 2015-2016**

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# Introduction

The Associate in Applied Science, Nursing Science Program (AAS) began at Anchorage Community College in 1971. The University of Alaska, Anchorage (UAA) relocated the program to the College of Vocational and Technical Education in 1987. The School of Nursing (SON) established in 1991, incorporated the nursing programs within the College of Health, Education and Social Welfare, which in 2002, later became the College of Health (COH).

The AAS program accepts 24 Anchorage students in the fall and spring semesters. Across Alaska, the AAS program offers nursing education in 13 outreach locations. Two of the outreach cohorts offer yearly admission in the fall semester; Fairbanks (16), Kenai (8), while Kodiak (8) and Juneau (10) admit every other year during the fall term. Other outreach sites include Sitka, Nome, Bethel, Mat-Su, Dillingham, Kotzebue, Ketchikan, Homer, and Valdez. The AAS program opens admission to eight Licensed Practical Nurses (LPN/LVN) during the fall and spring admissions at various locations within Alaska. The interest in the AAS program has remained consistent throughout Alaska with 400 possible applicants during the current academic year.

In 1976, the AAS program received national accreditation from the National League for Nursing Accrediting Commission (NLNAC). The AAS program continues to meet the standards and criteria for accreditation from the national accrediting commission renamed, the Accreditation Commission for Nursing Education (ACEN).

# Mission, Vision and Values

The mission of University of Alaska School of Nursing is to promote health and wellbeing by preparing nurses in leadership, nursing science, practice, the part and practice and service to work with diverse populations in a variety of health care settings with a special focus on the needs of Alaska.

Vision

The vision of the school of nursing is to be a leader in the transformation of nursing in Alaska dedicated to improving local and global health outcomes.

 Values

* *Excellence:* we strive for the best, to continually improve our endeavors and ourselves.
* *Respect:* we treat each person in a manner that recognizes his or her intrinsic value as a human being.
* *Integrity*: we demonstrate unwavering honesty and decency.
* *Caring*: We display kindness and concern for all, especially those in need.

| COH | NLN | MERGED Values | SON Values |
| --- | --- | --- | --- |
| Excellence/Innovation | Excellence | Excellence | Excellence |
| Respect Collaboration | Diversity | Respect/Collaboration | Respect/Collaboration |
| Integrity |  Integrity | Integrity | Integrity |
| Caring | Caring | Caring | Caring |
| Discovery |  | Discovery/Diversity/Caring |  |

# Program Student Learning Outcomes

Students graduating with an Associate in Applied Science, Nursing Science will be able to:

* Utilize critical thinking skills to assess and diagnose nursing needs and to prioritize, plan, implement, and evaluate care for patients and their families in institutional and community-based settings.
* Effectively communicate verbally, in writing and electronically with health team members, patients and their families.
* Plan, implement and evaluate care that is safe, evidence-based, caring, and developmentally and culturally sensitive within ethical, legal and professional standards.
* Coordinate care of small groups of patients in collaboration with other members of the health care team.
* Develop a plan for lifelong learning and continuing professional development.

# ASSOCIATION OF ASSESSMENT MEASURES TO PROGRAM OUTCOMES

The AAS Nursing Program has annually assessed program Outcomes using the ACEN Standard 6 accreditation guidelines. According to the ACEN 2017 criteria, “Program evaluation demonstrates that students and graduates have achieved the student learning outcomes, program outcomes, and role-specific graduate competencies of the nursing education unit” (ACEN Accreditation Manual, Standard 6). In May 2010, the AAS Nursing Program established five Program Outcomes for annual assessment, one for each of the Graduate Outcomes of the AAS Nursing program.

The associate’s degree nursing program, founded on the current standards of the nursing discipline. Faculty support nursing as “a scientific discipline with a distinct body of knowledge grounded in nursing science, the natural and social sciences, technology, and the humanities” (UAA, Nursing Mission and Philosophy statement, 2013). Faculty recognize the need to include the established standards and values of the profession throughout the associate nursing curriculum.

The essential elements of communication, computation, and human relations are imbedded in the curriculum throughout the AAS program. The students learn communication skills through the requirement to complete WRTG 111, one General Course Requirement (GCR) in Oral Communication Skills, and course work and clinical practice in NURS A120, NURS 120L, NURS 125, NURS 125L, NURS 180, NURS 220, NURS 220L, NURS 222, NURS 222L, NURS 221, NURS 225, NURS 225L, NURS 250, NURS 250L. Human relations is an integral aspect of nursing practice. This begins with learning about the human anatomy and lifespan development, and continues in every required nursing course and clinical experience as listed above. The element of computation begins with instruction in MATH 105, and continues in all nursing courses where students are required to complete math exams and complex calculations for medication administration and delivery.

The faculty practice a variety of teaching methodologies that include lecture, small groups, case studies, care plans, and simulation. Interactive simulation, utilized across the curriculum, with a minimum of 10% of the clinical experiences for each course dedicated to the simulation experience. The faculty utilizes a variety of evaluation methodologies to meet the course objectives and program learning outcomes. Examples include the following:

1. Discussion boards
2. Evolving case studies
3. Quizzes/examinations
4. Study guide worksheets
5. Projects
6. Clinical evaluation
7. Standardized testing
8. Simulation
9. Portfolio
10. Skills demonstrations

The nursing program utilizes a variety of practice learning environments, selected based upon the student learning outcomes, course objectives, and previous evaluations. Students are introduced to concepts of research, evidenced based practice (EBP), and the essential elements of communication, computation and human relations, in the first semester of their program. These concepts are integrated throughout the curriculum. Academic papers for all courses are cited using scholarly resources, EBP, and follow APA writing guidelines. Community based teaching projects in pediatrics and obstetrics, as well, require the use of evidence based standards of practice.

There is a strong emphasis on inter-professional (IP) collaborative scenarios and communication conducted in the fourth semester courses. Examples of this include the IP Error Disclosure Simulation, Screening, Brief Intervention, and Referral to Treatment (SBIRT) training, and the Inter-professional Communication Simulation (medical, physician assistant and nursing students). Grant funding awarded by the College of Health (COH) to develop a collaborative learning experience using simulation between first year college students and soon-to-be nursing graduates.

The rigor of the curriculum re-evaluated through the assessment of student achievement in classroom standardized testing, evaluation of clinical performance, and NCLEX-RN results. Item analysis for theory testing, objective based clinical evaluation, and NCLEX-RN diagnostic analysis reports reviewed by the Curriculum Committee and full faculty members. The program of study is designed to be completed in seven (4) fifteen-week terms.

Shown in Table 1, Program Student Learning Outcomes (PSLO’s) and current measures used evaluate students’ attainment of knowledge and skills related to each specific outcome.

Table 1

| **Outcomes**0 = Measure not used to evaluate associated outcome.1= Measure is used to evaluate outcome. | Student records | hesi exam scores | NCLEX pass rates and program reports | AAS Nursing Graduate surveys | Employer survey |
| --- | --- | --- | --- | --- | --- |
| Effectively communicate in writing and electronically with health team members, patients and their families. | 0 | 1 | 1 | 1 | 1 |
| Utilize critical thinking skills to assess and diagnose nursing needs and to prioritize, plan, implement, and evaluate care for patients and their families in institutional and community-based settings. | 0 | 1 | 1 | 1 | 1 |
| Plan, implement and evaluate care that is safe, evidence-based, caring, and developmentally and culturally sensitive within ethical, legal and professional standards. | 0 | 1 | 1 | 1 | 1 |
| Coordinate care of small groups of patients in collaboration with other members of the health care team. | 0 | 1 | 1 | 1 | 1 |
| Develop a plan for lifelong learning and continuing professional development. | 1 | 1 | 1 | 1 | 1 |

## ASSESSMENT MEASURES

Shown in Table 2; Description of the measures used in the assessment of the program objectives and implementation.

| Tool | Description | Frequency/Start date | Collection Method | Administered by |
| --- | --- | --- | --- | --- |
| NCLEX-RN pass/non-pass report. | Alaska Board of Nursing posts passing candidate names and send reports to the SON Director. | After each graduation until all graduates have tested. | View BON web sites or reports. | National Council State Boards of Nursing. |
| HESI Standardized Exam Scores | HESI Evolve Standardized exams.HESI Admission Assessment Exam is used to evaluate academic knowledge in English, math, and science as well as learning and personality styles. HESI exams are utilized throughout the curriculum in key nursing courses to evaluate PLSO’s. | Start date 2010Used in all core courses. | Exams given near the end of the semester in core nursing courses. | AAS Nursing Faculty and Scored by HESI Evolve. |
| AAS Graduate Survey Results | The AAS Program developed tool designed to measure graduate perception of program outcomes. Solicits demographic data and uses Likert scale to measure perceptions of skill with: Use of Nursing Process, Communication, Organization, Critical Thinking and Therapeutic Nursing Interventions. | Annual since 1900’s. | Mailed one-year post graduation or soon as possible after 1 year. 2015 began using the UAA Qualtrics database to email surveys. | AAS Program Chair assisted by AAS Program Evaluation Committee and administrative assistants. The data is analyzed using IBM SPSS. |
| AAS Nursing Graduate Employer Survey | The AAS Program developed tool designed to measure employer perception of graduate outcomes. Uses Likert scale to measure perceptions of graduate skill with: Use of Nursing process, Communication, Organization, Critical Thinking and Therapeutic Nursing Interventions. | Annual since 1900’s | Mailed to graduates one-year post graduation to give to their employer.AY 2015 began using UAA Qualtrics data collection system to email surveys to employers. | AAS Program Chair, AAS Program Evaluation Committee, assisted by administrative assistants. Data is evaluated using the IBM SPSS data tool. |

## Process

The University of Alaska (UAA), School of Nursing (SON), Associate of Applied Science Program has been accredited since 1976 from the Accreditation Commission for Education in Nursing (ACEN) formerly known as The National League for Nursing Accrediting Commission (NLNAC). In meeting the requirements for ACEN, accreditation the AAS Nursing Program developed a systematic program evaluation plan based on the standards and criteria with interpretive guidelines published by the ACEN in 2013 and later revised in 2017.

# ASSESSMENT IMPLEMENTATION AND ANALYSIS FOR PROGRAM IMPROVEMENT

## GENERAL IMPLEMENTATION STRATEGY

The Associate Degree Nursing Program Assessment Plan strategy is for data to be collected from each cohort as appropriate throughout the program, upon graduation, after licensure and at one-year post-graduation. The Chair of the AAS Program, AAS program evaluation committee and the curriculum committee review the collected data. Faculty members are provided the results at the AAS program meetings and the annual Spring Curriculum Workshop. The Alaska State Board of Nursing (BON) also receives an annual report of the data results.

Nationally standardized nursing examinations are given to students near the end of their core nursing courses each semester in the AAS program. Evolve Elsevier provides the Health Educational Systems Inc. (HESI) exams. NCLEX-RN pass rates monitored and calculated as results become available from the Board of Nursing or other sources.

Graduate and Employer surveys, mailed out one year after graduation: each summer to Anchorage graduates and each spring to AAS Outreach program (distance) graduates. Responses to the surveys are entered into SPSS for analysis and reports are generated and presented to faculty and stakeholders annually. Trended and aggregate data from all sources reported to the AAS nursing faculty, UAA Educational Effectiveness Report and the Alaska Board of Nursing annually by the Chair of the program. Beginning in 2008, designated AAS faculty person as responsibility shifts toward a newly formed Program Evaluation Committee.

## Method of Data Analysis and Formulation of Recommendations for Program Improvement

SPSS is utilized for statistical analysis of graduate and employer surveys as well as the HESI results. The AAS Program Chair completes analysis or other designated AAS faculty persons.

The annual AAS Curriculum Workshop at the close of each spring semester is utilized to review trended and aggregate data and evaluate for changes needed to the AAS program based on the data results. The AAS Program Evaluation Committee (PEC) gathers and analyzes the data prior to presenting the information to the faculty.

Recommendations by the Associate Program Evaluation Committee were made in 2015 and carried forward to 2016. Faculty reviewed the current curriculum and program requirements in an effort to reduce the number of credit hours required for completion.

 The following are examples of the recommendations:

* Level the curriculum to establish a cohesive flow and build on previous learned skills
* Change course content, sequencing and structure
* Change admission requirements
* Change in admission process
* Evaluate current testing policy and make adjustments as needed
* Develop absence policy

## Modification of the Assessment Plan

Changes approved by the faculty of the program and updated modifications of the assessment plan will be forwarded to the Office of Academic Affairs, the Dean’s Office, and the Director of the School of Nursing.

# Appendix A:

## MEASURE DESCRIPTION

Graduation rates calculated as percentages of students who enter the program each term and completed the program in six semesters. Students not completing the program within six semesters are evaluated for cause. Attrition may be due to a variety of factors, not listed in the table (i.e. academic or personal). The benchmark for the AAS Program is 85% of undergraduate students who enter the AAS program graduate within six semesters. The benchmark was met for the academic year 2013 with the remainder of the years pending. Graduation implies that students have successfully met the program and student learning outcomes.

# UAA AAS SON Six Term Graduation Rates

## AY 2013

| Year - category | 4 terms | 5 terms | 6 terms |
| --- | --- | --- | --- |
| Fall 2013 - traditional | 77.8% | 82.2% | 82.2% |
| Spring 2014 - traditional | 89.5% | 89.5% | 93.0% |
| 2013 - traditional | 83.7% | 85.9% | 87.6% |
|  |  |  |  |
| Fall 2013 - LPN | 66.7% | 83.3% | 83.3% |
| Spring 2014 - LPN | 85.7% | 85.7% | 85.7% |
| 2013 - LPN | 76.2% | 84.5% | 84.5% |
|  |  |  |  |
| 2013 combined | 80% | 85.2% | 86.1% |
| 2013 UAA standard |  |  | 85% |

## AY 2014 - in progress

| Year - category | 4 terms | 5 terms | 6 terms |
| --- | --- | --- | --- |
| Fall 2014 - traditional |  |  |  |
| Spring 2015 - traditional |  |  |  |
| 2014 - traditional |  |  |  |
|  |  |  |  |
| Fall 2014 - LPN |  |  |  |
| Spring 2015 - LPN |  |  |  |
| 2014 - LPN |  |  |  |
|  |  |  |  |
| 2014 - combined |  |  |  |
| UAA  standard |  |  | 85% |

## AY 2015 - in progress

| Year - category | 4 terms | 5 terms | 6 terms |
| --- | --- | --- | --- |
| Fall 2015 - traditional |  |  |  |
| Spring 2016 - traditional |  |  |  |
| 2015 - traditional |  |  |  |
|  |  |  |  |
| Fall 2015 - LPN |  |  |  |
| Spring 2016 - LPN |  |  |  |
| 2015 - LPN |  |  |  |
|  |  |  |  |
| 2015 - combined |  |  |  |
| UAA standard |  |  | 85% |

# Appendix B: NCLEX PASS RATE

## MEASURE DESCRIPTION

The NCLEX-RN exam also known as the Nation Council Licensure Examination developed by the National Council of State Board of Nursing is a computer based adaptive exam given to determine an applicant’s ability to function in a entry-level nursing role.

Question categories:

* Safe and Effective Care Environment
* Management of Care
* Safety and Infection Control
* Health Promotion and Maintenance
* Psychosocial Integrity
* Physiological Integrity
* Basic Care and Comfort
* Pharmacological and Parenteral Therapies
* Reduction of Risk Potential
* Physiological Adaptation

## FACTORS THAT AFFECT THE COLLECTED DATA

**UAA AAS School of Nursing**

**First-Time NCLEX Pass Rates 2013-2015**

**FALL 2013**

| Site/Category | Number of Students | First Time Pass Number | First Time Pass Percentage |  | Traditional: 69/76 =90.79% |
| --- | --- | --- | --- | --- | --- |
| Anchorage | 30 | 24 | 80% |  | LPN: 2/3 = 66.67% |
| Fairbanks | 15 | 15 | 100% |  |  |
| Homer | 7 | 6 | 85.71% |  | Overall Pass Rate Fall 2013 |
| Juneau | 8 | 8 | 100% |  | 71/79\* = 89.87%% |
| Ketchikan | 7 | 7 | 100% |  |  |
| Kotzebue | 2 | 1/1 unknown | Unable to calculate |  |
| Matsu | 8 | 8 | 100% |  |  |
| Total | 77 |  |  |  |  |

| LPN | 3 | 2 | 66.67% |  |  |
| --- | --- | --- | --- | --- | --- |

**SPRING 2014**

| Site/Category | Number of Students | First Time Pass Number | First Time Pass Percentage |  | Traditional: 42/48= 87.50% |
| --- | --- | --- | --- | --- | --- |
| Anchorage | 31 | 29 | 93.55% |  | LPN: 6/7=85.71% |
| Kenai | 7 | 7 | 100% |  |  |
| Kodiak | 8 | 6 | 75% |  | Overall Pass RateSpring 2014 |
| Kotzebue | 1 | 0 | 0% |  | 48/55 = 87.27% |
| Valdez | 1 | 0 | 0% |  |  |
| Total | 48 |  |  |  | **Academic Year 2013****119/134=88.81%** |

| LPN | 7 | 6 | 85.71% |  |  |
| --- | --- | --- | --- | --- | --- |

**2013 UAA mean = 88.81%**

**National mean = 81.43%**

**FALL 2014**

| Site/Category | Number of Students | First Time Pass Number | First Time Pass Percentage |  | Traditional: 39/41 =  95.12% |
| --- | --- | --- | --- | --- | --- |
| Anchorage | 22 | 21  | 95% |  | LPN: 4/6 = 66.67% |
| Bethel | 6 | 5  | 83.33% |  |  |
| Dillingham | 2 | 2  | 100% |  | Overall Pass RateFall 2014 |
| Nome | 2 | 2  | 100% |  | 43/47 = 91.49% |
| Sitka | 9 | 9  | 100% |  |  |
| Total | 41 |  |  |  |  |

| LPN | 6 | 4  | 66.67% |  |  |
| --- | --- | --- | --- | --- | --- |

**Spring 2015**

| Site/Category | Number of Students | First Time Pass Number | First Time Pass Percentage |  | Traditional:  49/56\* = 85.96% |
| --- | --- | --- | --- | --- | --- |
| Anchorage | 24 | 20 / 1 unknown | 83.33% |  | LPN:  5/6 = 83.33% |
| Fairbanks | 16 | 15  | 93.75% |  |  |
| Juneau | 9 | 8  | 88.89% |  | Overall Pass Rate Spring 2015 |
| Kenai | 8 | 6  | 75% |  | 54/62\* =87.10% |
| Total | 57 |  |  |  |  |
|  |  |  |  |  | **Academic Year 2014****97/109=88.99%** |

| LPN | 6 | 5  | 83.33% |
| --- | --- | --- | --- |

**2014 UAA mean  = 88.99%**

 **National mean = 79.26%**

**Fall 2015**

| Site/Category | Number of students | First Time Pass Number | First Time Pass Percentage |  | Traditional -   37/44\*= 86.05% |
| --- | --- | --- | --- | --- | --- |
| Anchorage | 22 | 16 pass /4 fail/ 2 unknown | 16/20 = 80% |  | LPN   5/5 = 100% |
| Homer | 8 | 5 pass / 2 fail / 1 not yet taken | 5/7=  71.43% |  |    |
| Ketchikan | 7 | 6  | 85.71% |  | Overall Pass Rate Fall 2015 |
| Matsu | 7 | 7 | 100% |  | 42 /49\* = 85.71% |
| Valdez | 3 | 3 | 100% |  |  |
| Total | 47 |  |  |  |  |

| LPN | 5 | 5 | 100% |
| --- | --- | --- | --- |

\*  3 students have not taken NCLEX or no information yet. Percentage reflects those taken.

**Spring 2016**

| Site/Category | Number of students | First time pass number | First time pass percentage |  | Traditional - 45/52= 86.5% |
| --- | --- | --- | --- | --- | --- |
| Anchorage | 27 | 19 Pass/4 fail/ 4 unknown | 19/23 = 82.6%  4 unk. |  | LPN 2/3=66.7% |
| Fairbanks | 14 | 13 Pass/1 unknown | 13/13 =100% - 1 unk. |  |  |
| Kenai | 8 | 6  | 75% |  | Overall Pass Rate Spring 2016 |
| Kodiak | 8 | 7 | 87.5% |  | 47/55=85.4% |
| Total | 57 |  |  |  |  |

| LPN | 4 | 2 Pass/1 fail/1 unknown | 2/3 = 66.67% |
| --- | --- | --- | --- |

**2015 UAA mean = in progress**

**National mean = 82.00%**

# APPENDIX B:

#  STANDARDIZED NURSING EXAMINATIONS FROM

# HESI/EVOLVE

## Tool Descriptions:

HESI/EVOLVE has multiple testing resources for nursing with national norms statistically established and continually revaluated and adjusted. The information in this appendix was obtained from HESI/EVOLVE web site which explains and describes the development and use of standardized nursing examinations.

<https://evolve.elsevier.com/>

 The Exams used by the AAS Nursing Program to measure outcomes are:

* HESI Medical Surgical Nursing Exam: includes sub measures for Critical Thinking, Nursing Process and Client Needs categories (Safe Effective Care, Physiologic Integrity, Psychosocial Integrity, and Health Promotion), as well as for ACEN Accreditation Categories, and NLN Core Competency Categories, QSEN competencies.
* HESI Psychiatric Nursing Exam: includes sub measures for Critical Thinking, Nursing Process and Client Needs categories (Safe Effective Care, Physiologic Integrity, Psychosocial Integrity, and Health Promotion), as well as for ACEN Accreditation Categories, and NLN Core Competency Categories, and QSEN competencies.
* HESI Maternal and Child Health Nursing- includes measures for care of patient needing antenatal, prenatal, and postpartum care. (Safe Effective Care, Physiologic Integrity, Psychosocial Integrity, and Health Promotion), as well as for ACEN Accreditation Categories, and NLN Core Competency Categories, and QSEN competencies.
* HESI Pediatric Exam: Care of the pediatric patient throughout the lifespan. (Safe Effective Care, Physiologic Integrity, Psychosocial Integrity, and Health Promotion), as well as for ACEN Accreditation Categories, and NLN Core Competency Categories, and QSEN competencies.
* HESI Exit Exam: Evaluates measures for care of patients throughout the lifespan. (Human flourishing, Nursing Judgment, Nursing Practice, Professional Identity, Spirit of Inquiry) and QSEN competencies (Patient Centered Care, Teamwork and Collaboration, Evidence Based Practice, Quality and Safety).

## FACTORS AFFECTING THE COLLECTION OF THE DATA:

Testing is completed near the end of the students’ core nursing courses each semester of the nursing program. One factor affecting the testing is the need to test graduates-to-be at a variety of times throughout the last semester based on their schedules and access to the testing. The HESI Medical-Surgical Test is given in NURS A225: Medical-Surgical Nursing II and NURS A250: Psychiatric Nursing. Each test counts as 5% of the students’ grade in the 100 level courses and 10% of the overall grade in the 200 level core courses. Faculty members in the last semester courses have been encouraged to explain the significance and value of these exams for the students and for the assessment of the educational program.

## HOW TO INTERPRET THE DATA:

The data are interpreted and graded utilizing the mean scores for each group in the areas being examined by the standardized examinations and by comparison to the national norms on the exams.

Since the implementation of the HESI and other testing, curriculum changes the students’ continue to have high pass rates on HESI and NCLEX-RN.  Faculty members remain confident the program is offering the students’ a program consistent with professional standards.

The tables and graphs that follow show trends from the 2014 and 2015 HESI Exit Exam results.

**Table 4: 2014-2015 UAA Associate Degree Student HESI Exit Exam Result**

**TABLE 3**

| HESI Exit Exam Competencies | 2014 Spring | 2014 Fall | 2015 Spring | 2015 Fall | AVerage |
| --- | --- | --- | --- | --- | --- |
| Human Flourishing | 848 | 836 | 879 | 847 | 852.5 |
| Nursing Judgment | 885 | 829 | 846 | 842 | 850.5 |
| Nursing Practice | 889 | 830 | 835 | 842 | 849.0 |
| Professional Identity | 887 | 804 | 820 | 841 | 838.0 |
| Spirit of Inquiry | 969 | 723 | 875 | 907 | 868.5 |



| Exit hesi qsen competencies  | 2014 Spring | 2014 Fall | 2015 Spring | 2015 Fall | AVerage |
| --- | --- | --- | --- | --- | --- |
| Pt- centered Care | 886 | 806 | 824 | 826 | 835.5 |
| Teamwork & Collaboration | 866 | 818 | 814 | 784 | 820.5 |
| Evidence Based Practice | 886 | 829 | 843 | 841 | 849.75 |
| Quality  | 914 | 823 | 859 | 823 | 854.5 |
| Safety | 893 | 822 | 853 | 834 | 850.5 |

# AAS NURSING GRADUATE AND EMPLOYER SURVEYS

## TOOL DESCRIPTION:

Graduate and Employer Surveys:

These tools are AAS Nursing Program developed survey instruments designed to gather demographic information from graduates and employers along with perceptions of graduate preparedness in the following areas: utilization of nursing process, communication skills organizational skills , therapeutic nursing interventions and critical thinking skills plus overall satisfaction with the AAS program.

## FACTORS THAT AFFECT THE COLLECTED DATA:

The biggest factor affecting the data collected is the low return rate on the mailed-out surveys. Graduates are asked to give the employer survey to their employer and thus this return rate is even lower than that for the graduates. The survey was professionally printed in 2006 to hopefully increase ease of completion and return. Also the forms were printed with numbers to be used in tracking the return of forms and thus allowing for a second mailing to those who did not return surveys. Even with these measures the return rate has not increased significantly. The Dec. 2006 graduate survey had only one survey returned and is currently in process of being re-surveyed in hopes of obtaining a better response rate. Working nurses are busy and may not feel they have time to complete the survey. Faculty has been asked to personally encourage the students near graduation to expect the survey in about one year and to please complete and return it for the benefit of the program.

## HOW TO INTERPRET THE DATA:

Data from each returned survey are entered into an SPSS data file for analysis. This allows for reporting of descriptive statistics including frequencies, percentages and measures of central tendency. Data is thus aggregated and reported annual so that trends may be noted through longitudinal gathering and reporting of data.

The next pages include copies of the survey tools and a sample report of the information from the tool.

Benchmarks and grading are used to see if outcomes were met. The Likert scale is 1-4 from lowest to highest rating and the benchmark for meeting outcomes is mean score greater than or equal to 3 on the scale.

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# APPENDIX C:

| University of Alaska AnchorageAssociate Degree Nursing ProgramGraduate Follow-Up Survey |
| --- |

(Month and Year of Graduation)

1. Are you currently employed as a Registered Nurse? \_\_\_\_\_ Yes \_\_\_\_\_ No

 *If* ***yes****, please complete A-E below:*

 a. Are you employed in the state of Alaska? \_\_\_\_\_ Yes \_\_\_\_\_ No

1. Primary role in which employed: (choose one) \_\_\_\_\_Staff nurse \_\_\_\_\_Educator

\_\_\_\_\_\_\_Supervisor/manager \_\_\_\_\_\_ Utilize Review/Quality Assess. Other(list) \_\_\_\_\_\_\_\_

 c. Primary place of employment as a Registered Nurse since graduation:

 \_\_\_\_\_ Hospital \_\_\_\_\_ Long term care facility Other(list)\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_ Clinic/office \_\_\_\_\_ Home health agency

 d. Length of time employed in this setting: \_\_\_\_ < 3 months \_\_\_\_ 3 – 6 months

 \_\_\_\_ 6 – 9 months \_\_\_\_ > 9 months

 e. Is your employment: \_\_\_\_ full-time \_\_\_\_ part-time \_\_\_\_ pool/registry

2. How soon following your graduation were you able to secure nursing employment?

 \_\_\_\_\_ Within 3 months \_\_\_\_\_ Within 1 year

 \_\_\_\_\_ Within 6 months \_\_\_\_\_ Have not found employment

3. Since your graduation, have you:

 a. taken Continuing Education courses? \_\_\_\_\_ Yes \_\_\_\_\_ No

 *If Yes, approximately how many courses:* \_\_\_\_\_

 b. volunteered your nursing expertise? (community) \_\_\_\_\_ Yes \_\_\_\_\_ No

 c. joined the American Nurses Association(ANA)? \_\_\_\_\_ Yes \_\_\_\_\_ No

 d. participated in the activities sponsored by State NA or ANA \_\_\_\_\_ Yes \_\_\_\_\_ No

 e. joined and/or participated in any specialty nursing groups? \_\_\_\_\_ Yes \_\_\_\_\_ No

 f. made plans to further your formal nursing education? \_\_\_\_\_ Yes \_\_\_\_\_ No

*If yes, please specify*:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Please estimate the **degree to which your nursing studies at UAA assisted you** in the following:

|  Utilization of the Nursing Process Ability to: | **Very** **Little** | **Very** **Much** |
| --- | --- | --- |
|  a. assess developmental stage and needs for individual patient | 1 | 2 | 3 | 4 |
|  b. identify nursing diagnosis based upon assessment data | 1 | 2 | 3 | 4 |
|  c. plan individualized total nursing care based upon the identified  needs of the patient | 1 | 2 | 3 | 4 |
| 1. prioritize and implement nursing care
 | 1 | 2 | 3 | 4 |
| 1. evaluate degree to which planned and implemented nursing care led to achievement of patient outcomes and revise care as needed

 (over, please complete page 2) | 1 | 2 | 3 | 4 |
|  Communication Skills  Ability to: | **Very****Little** |  |  | **Very Much** |
|  a. communicate with patients/significant others | 1 | 2 | 3 | 4 |
|  b. communicate with individuals from diverse backgrounds | 1 | 2 | 3 | 4 |
|  c. communicate with co-workers and other health team members | 1 | 2 | 3 | 4 |
|  Organizational Skills Ability to: |  |  |  |  |
|  a. prioritize nursing needs for groups of patients | 1 | 2 | 3 | 4 |
| 1. manage and coordinate the care for a small group of patients

 utilizing allied health personnel | 1 | 2 | 3 | 4 |
|  Critical Thinking Skills Ability to: |  |  |  |  |
|  a. analyze the significance of clinical data and select appropriate  strategies based upon this analysis | 1 | 2 | 3 | 4 |
|  b. use past experiences to anticipate and formulate further courses  of action | 1 | 2 | 3 | 4 |
|  c. reflect on own behavior and identify methods to strengthen  performance | 1 | 2 | 3 | 4 |
|  Therapeutic Nursing Interventions Ability to: |  |  |
|  a. demonstrate expertise with basic psychomotor tasks (e.g., asepsis hygiene, nasogastric tubes and tube feeding, Foley catheters) | 1 | 2 | 3 | 4 |
|  b. demonstrate expertise with more complex tasks (e.g., I.V.’s,  tracheal suctioning, emergencies) | 1 | 2 | 3 | 4 |
|  c. correctly administer medications | 1 | 2 | 3 | 4 |
|  d. plan, implement and evaluate nursing care which follows  ethical and legal standards | 1 | 2 | 3 | 4 |
|  e. plan and implement patient education and discharge plans | 1 | 2 | 3 | 4 |
|  f. identify and assess current trends in health care | 1 | 2 | 3 | 4 |
|  1. Rate your **overall satisfaction** with your nursing education at

UAA: | Low1 | 2 | 3 | High4 |

5. Please identify *weaknesses* of the nursing studies that you completed at UAA:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Please identify *strengths* of the nursing studies that you completed at UAA:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Please return form in the postage paid envelope provided*

# APENDIX D:

| University of Alaska Anchorage Associate Degree Nursing Program**Employer Survey**Graduate Follow-Up Evaluation |
| --- |

# (Month and Year) Graduating Class

1. Please estimate the degree to which you feel the employee is able to accomplish the following:

| Utilization of the Nursing Process Ability to: | **Very** **Little** | **Very** **Much** |
| --- | --- | --- |
|  a. assess developmental stage and needs for individual patient | 1 | 2 | 3 | 4 |
|  b. identify nursing diagnosis based upon assessment data | 1 | 2 | 3 | 4 |
| 1. plan individualized total nursing care based upon the

 identified needs of the patient | 1 | 2 | 3 | 4 |
|  1. prioritize and implement nursing care
 | 1 | 2 | 3 | 4 |
| 1. evaluate degree to which planned and implemented nursing care led to achievement of desired patient outcomes and revise care as needed and appropriate
 | 1 | 2 | 2 | 4 |
| Communication Skills Ability to: |  |  |  |  |
|  a. communicate with patients/significant others | 1 | 2 | 3 | 4 |
|  b. communicate with individuals from diverse backgrounds | 1 | 2 | 3 | 4 |
|  c. communicate with co-workers and other health team members | 1 | 2 | 3 | 4 |
| Organizational Skills Ability to: |  |  |  |  |
|  a. prioritize nursing needs for groups of patients | 1 | 2 | 3 | 4 |
| 1. manage and coordinate the care of small groups of patients

 utilizing allied health personnel | 1 | 2 | 3 | 4 |
| Critical Thinking Skills Ability to: |  |  |  |  |
| 1. analyze the significance of clinical data and select

 appropriate strategies based upon this analysis | 1 | 2 | 3 | 4 |
| 1. use past experiences to anticipate and formulate further

 courses of action | 1 | 2 | 3 | 4 |
|  c. reflect on own behavior and identify methods to strengthen  performance | 1 | 2 | 3 | 4 |

(**over, please complete back side, p. 2**)

| Therapeutic Nursing Interventions Ability to: | **Very** **Little** | **Very** **Much** |
| --- | --- | --- |
|  a. demonstrate expertise with basic psychomotor tasks (e.g.,  asepsis, hygiene, nasogastric tubes and tube feeding, Foley  catheters) | 1 | 2 | 3 | 4 |
|  b. demonstrate expertise with more complex tasks (e.g., I.V.’s,  tracheal suctioning, emergencies) | 1 | 2 | 3 | 4 |
|  c. correctly administer medications | 1 | 2 | 3 | 4 |
|  d. plan, implement and evaluate nursing care which follows  ethical and legal standards | 1 | 2 | 3 | 4 |
| 1. plan and implement patient education and discharge plans
 | 1 | 2 | 3 | 4 |
| 1. identify and assess current trends in health care
 | 1 | 2 | 3 | 4 |
| 2. Please rate your **OVERALL** satisfaction with employee’s first year of performance as an entry level RN.  | 1**Low** | 2 | 3 | 4**High** |

3. Please identify any areas in which you feel your employee **could have been better prepared** while a nursing student at UAA: (please include another page if need more space