

**Frances Payne Bolton School of Nursing Outcome Assessment Report
for the Case Faculty Senate**

February 27, 2004

Assessment activities conducted at the school level

- The FPB Systematic Evaluation Plan (see attached) is a document that summarizes and directs the various evaluation activities of the entire school. This document outlines the schedule of evaluation (typically 1-5 year cycles) of the school's components, which include mission and governance, faculty, students, curriculum, resources, and integrity. This document was revised in 2003 based on recommendations from the Ohio Board of Nursing.
- FPB School of Nursing follows a framework that is used to guide the curriculum, courses, and educational programs for students at all levels within the school. This document "Characteristics of a Graduate" (see attached), outlines qualities that the faculty strives to instill in graduates of the undergraduate (BSN) and graduate programs (MSN, ND, PhD) and forms the basis for student outcome measures. This document was updated in 2003 to reflect changes in the updated PhD curriculum.
- Alumni Surveys are sent to alumni of each program on the one and three year anniversary of their graduation. The data have been entered into an SPSS data file for the purposes of conducting descriptive statistics and analysis of trends.
- Annually, each faculty member (tenured & non-tenured) completes a self-assessment of their work-related activities during the academic year. This includes an accounting of courses taught, student thesis/dissertation committee involvement, and school and university committee participation, as well as activities related to publication and grant writing. Future goals are set for each faculty member and reviewed by the FPB Appointment/Reappointment/Promotion/Tenure Committee.
- Results of third party rankings (Total Federal-Funding Dollar Amounts for Research & Training, US News & World Report Graduate School Rankings) are followed and regularly discussed by the convened faculty as a whole. Proposed interventions to improve FPB's ranking are considered.

Assessment activities being performed at the programmatic level

- Student evaluations are conducted at the conclusion of each course. The results are compiled by support staff, reviewed by the appropriate program director, and then sent to the faculty of record for the course. These documents are stored as electronic files in the offices of the Program Directors.
- Exit interviews are conducted at the time of graduation for those students who are graduated in May or within one year of graduation those students who are graduates after the summer and fall semesters. The exit interviews for the BSN and ND II students are conducted using a standardized commercially available tool for exit interviews (the EBI—Educational Benchmarking Institute). As of 2003, 94 schools of nursing nationally used this standardized tool to evaluate their educational program. Results compare FPB to 5 other peer institutions that we select (selection is limited to participating schools), to other similar Carnegie level institutions (31 similar institutions in 2003 that used EBI), and to all 94 participating schools of nursing.

MSN graduates use an FPB-developed exit interview tool to evaluate satisfaction with the masters program. PhD exit interviews are conducted by the program director. The results of the exit surveys are reviewed by the program directors, the Associate Dean for Academic Programs, and the Evaluation Committee. Results are summarized and presented to the general faculty in terms of areas in which educational goals are met to a satisfactory degree and opportunities for improvement. Each academic program faculty group meets separately to develop and implement strategies to address survey areas that indicate an opportunity for improvement.

- Faculty complete a course evaluation for each course they have taught during the academic year. These evaluations are reviewed by the appropriate program director for any necessary actions to be undertaken by the FPB Curriculum Committee or the faculty as a whole.
- Prelicensure students (BSN & ND II) take the commercially available Mosby Assess test near the end of their program, which evaluates their readiness to take their RN-licensing examination. The performance of our students is compared to national norms. FPB also trends the first time pass rate for the RN-licensing examination (NCLEX) for our prelicensure students, as does the Ohio Board of Nursing. The first time pass rate is compared to schools of nursing in the state and nationally. The first time pass rates in 2003 for our BSN and ND graduates were 90% and 100%, respectively. These rates exceed the state and national averages.

Comments on the effectiveness of the existing outcome assessment efforts

- Feedback from BSN and prelicensure ND students led to formation of task forces on student advising, new faculty development and orientation, and faculty teaching (Take 4 project).
- A Visibility Task Force has been formed to improve our rankings in national "lists" (such as US News & World Report Best Graduate Schools) by use of strategic networking and marketing of faculty accomplishments.
- To improve the first-time pass rates for the RN licensing examination by BSN graduates, students who are identified as "at risk" through the results of the Mosby Assess test are required to attend a formal exam review course prior to sitting for the licensing examination. The School of Nursing has arranged for the review course to be available for the students at a greatly reduced cost. This review course also is available as an option for ND prelicensure students and highly recommended for those whose Mosby Assess test scores are cause for concern.
- There are issues with relatively low response rates for the surveys that collect the data from our graduates.

Plans to implement new assessment activities/phase out existing methods

- In response to a recommendation of the National League for Nursing accreditation visit in Spring 2000, members of the FPB Evaluation Committee developed criteria to evaluate student written work at the freshman level of the BSN program and again at the senior level. Students' papers will be scored on expected criteria at each time point. An improvement in scores should reflect the degree of added value obtained as a result of completing the BSN program. Plans to develop similar assessment measures for the graduate level are in discussion.

- We attempted to collect information regarding employer satisfaction with FPB graduates by two different methods. First, forms were sent to FPB graduates to obtain permission from the graduates to access employers for specific information regarding graduate performance. The response rate was less than 10%. A different data collection method was then piloted as a direct contact system in which the directors of nursing from regional hospitals were surveyed to assess the employer's impression of the performance of graduates from the prelicensure programs compared to that of other new graduates. Only three (out of more than 40) responses were obtained. Starting in 2004, information regarding the employment status of our graduates will be obtained through the analysis of our Alumni Association data. The data base maintained by the Alumni Association contains self-reported information from approximately 75% of our graduates.
- EBI has developed a survey form to be used for alumni. Although the form is designed with the traditional BSN alumnus in mind, it was decided to trial the form for 1 and 3 year alumni of all programs. Ten questions were added to the standard survey questions that will address the characteristics of the graduate and ascertain the program from which the survey respondent most recently graduated. This will replace the current home-grown alumni survey form.

Perceived readiness of the school to be evaluated (NCA accreditation) on formal outcome assessment activities

- In 2003, the FPB Evaluation committee was charged with the responsibility of authoring an annual comprehensive report based on the components of the FPB Systematic Evaluation Plan. This annual comprehensive report is needed for accreditation bodies (e.g. Ohio Board of Nursing, National League for Nursing, etc). This report should provide evidence of formal outcome assessment activities for Case's upcoming NCA accreditation.

Continuing issues (e.g., lack of resources, disinterest of faculty, confusion about the need for assessment and how to perform assessment, etc.) or opportunities for better utilization of assessment

- Low response rates to alumni surveys are a continuing issue, along with postage costs and incorrect forwarding addresses of graduates. We have discussed possible use of monetary/token incentives, email or web-based surveys, coordination with Development Office to obtain correct forwarding addresses.
- Lack of dedicated support staff to organize/manage data collection/retrieval/analysis related to student course surveys, exit surveys, has been an issue in the past. Currently, a 25% FTE staff position is dedicated to support the School of Nursing's ongoing evaluation efforts. The Evaluation Committee will review the effectiveness of this position in January 2005 to determine if this level of support is adequate.
- Importance of timely collection of assessment data is not consistently appreciated by entire faculty. Extra effort is spent on follow-up to obtain faculty course evaluations, annual report of faculty activity.
- A major continuing issue is the consistent complaint from students and graduates about problems that are not within the School of Nursing's purview to change. Tuition is always listed as less than satisfactory. A more concerning pervasive

problem is the student's level of dissatisfaction with the instructional facilities and availability of technology. Specifically, classroom size is often not consistent with the needs for the number of students in the class. Classrooms often do not have the appropriate number of desks/chairs and some students must sit on floors or counters. Classroom dimensions/arrangements (flat versus "raked" rooms; long, narrow rooms) make viewing screens or demonstrations challenging and are less than conducive to an optimal learning environment. The limited availability of electronic classrooms equipped with projectors, computers, and faceplates for internet access reduce faculty and student use of these enriching resources. Student evaluations consistently draw comparisons of the lack of such facilities compared to those experienced by friends attending other state and private universities.