Assessment Activity Report Due April 22, 2019
Submit a pdf version at https://sfsu.knack.com/ap#annual-assessment/

Assessment of Program Learning Goal(s) Annual Assessment Report

Department ____________ NURSING ____________ College _______________ CHSS _______________

Degree Program _______________ BS in Nursing _______________

Assessment Findings and Analysis Rubric – developed and used by the University Academic Assessment Advisory Committee (UAAAC) to provide feedback to programs about their assessment findings.

Reports should analyze and summarize the results of the assessment: how well did students meet the program’s learning objective(s)? How well did assessment capture that learning?

<table>
<thead>
<tr>
<th>DEVELOPED</th>
<th>DEVELOPING</th>
<th>NEEDS DEVELOPMENT</th>
<th>ABSENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Findings offer evidence that goals were met, partly met, or not met</td>
<td>Findings are mostly aligned with assessment goals and results</td>
<td>Findings unrelated to assessment results</td>
<td>No findings are given</td>
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<tr>
<td>Findings used to improve student learning and program quality</td>
<td>Findings directed at improving student learning and program outcomes</td>
<td>Findings do not indicate ongoing engagement with student learning</td>
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The assessment of program learning goals should be on a rotation, so that only one or two are evaluated in any given year, but all would be evaluated over approximately five to seven years. This cycle might be shorter or longer depending on the number of learning goals. Likewise, accredited programs may have a longer review cycle based on the accreditation cycle.

1. Please list your program learning goals.

**BSN Program Student Learning Outcomes**
1. Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient’s preferences, values, and needs.
2. Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.
3. Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.
4. Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.
5. Minimize risk of harm to patients and providers through both system effectiveness and individual performance.
6. Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making.

2. Which program learning goal did you choose to assess this semester?
Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making.
3. How was the assessment completed? What evidence did the faculty consider (e.g. written papers, presentations, portfolios)? How were faculty involved in the process of assessment?

DocuCare, an academic electronic health record (EHR) system, was initiated in Fall 2018 in the first semester health assessment lab classes and in clinical practicums. Students use it to chart their skills progress and document cases encountered in clinicals. The product provides for masking of all personal medical information, allowing students to create patient cases to reflect their clinical experiences.

The steps for implementation of DocuCare included:
1. Researched available EHRs.
2. Contracted with Lippincott for student access.
3. Performed instructor training.
4. Conducted student training with Lippincott educator.
5. Implemented the use of the EHR in the Level I Skills Lab in Fall 2018.
6. Developed methodology for the addition of the EHR in the Nursing Simulation Program.
7. Integrated the EHR into Level II high fidelity simulation activities.
8. Projection for integration of the EHR into Level III high fidelity simulation activities in Fall 2019.

Weekly documentation activities were assigned to students by lab and clinical instructors. Completed assignments were submitted to the appropriate instructor for review and critique.

4. What did you find? Is the program learning goal being met?

Some of the feedback included the assignments increased workload of faculty, but the information collected helped instructors to see areas of weakness that required additional faculty attention and support. Student comments were positive. They felt the internal Lippincott Advisor feature was valuable in helping students complete care plans and in determining medication classifications, possible drug reactions, etc.

Is the program learning goal being met? Yes. The purpose of having DocuCare is to provide students with hands-on experience using electronic health records before they are required to perform electronic documentation in their assigned clinical settings.

5. What assessment activities do you plan to undertake next academic year?

- Will you “close the loop” for this finding and work on steps to improve the student learning outcomes based on these findings (e.g. create signature assignments, change the required courses)?
- Are there other assessment findings from the assessment of this program learn goal that you will report through another assessment findings report?
- In light of your assessment work, changes in the field, or other influences, do you want to take the opportunity to revise the program learning goals next year (program learning goal report)?
- Will you move on to assess a different program learning goal (assessment findings report)?

Continue the assessment strategies noted above and include more specific simulation activities involving electronic documentation. Post-activity program evaluation includes open-ended questions on the students’ perspective. These responses are being monitored for comments on the EHR in simulation, whether positive or negative.

Submitted by
Fang-yu Chou, PhD, RN (Chair-Curriculum Committee)
Ed Rovera, MS, CHSE, CHSOS (Nursing Pedagogy & Simulation Educator)
Kathleen Shea, EdD, RN (Chair-Simulation Committee)
School of Nursing 4.2019