

**Commission on Teacher Credentialing
Biennial Report**

**California State University, Fresno
Kremen School of Education and Human Development
Academic Years 2008-09 and 2009-10**



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Institution	California State University, Fresno	
Date report is submitted	October 15, 2010	
Program documented in this report	School Nurse	
Name of Program	CSUF School Nurse Services Credential Program	
Credential awarded	School Nurse Services Credential	
Is this program offered at more than one site?		
If yes, list all sites at which the program is offered	No	
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If the preparer of this report is different than the Program Contact, please note contact information for that person below:		
Name:		
Phone #		
E-mail		

SCHOOL NURSE SERVICES CREDENTIAL PROGRAM

Contextual Information:

The CSUF School Nurse Services Credential Program offers coursework leading to a Clear Professional School Nurse Services Credential. This is an online program, available to registered nurses who hold a bachelor's degree from a regionally accredited university. The goal of the program is the preparation of competent school nurses through the provision of learning experiences taught by qualified and experienced faculty and university approved school nurse preceptors at school sites in areas of the state in which candidates are located. The experience includes an in-depth school site practicum which requires that the candidate must demonstrate professional competencies as set forth in the 2007 CCTC *Standards of Quality and Effectiveness for Programs of Professional School Nurse Preparation in California*.

The coursework includes 27 units divided into phase I and Phase II. Phase I (includes 15 units, five 3 unit courses): Audiometry for School Nurses, Introduction to Counseling, Health Teaching, Health Assessment, and Mainstreaming. Candidates may take Phase I courses through other accredited universities with program coordinator permission. At least 15 program units must be taken through CSUF, which includes four 3 unit Phase II core school nurse courses (12 units): Phase II course are: NURS 184, Introduction to School Nursing (Seminar); NURS 186, School Nurse Practicum I (Elementary); NURS 185, School Nurse Seminar; NURS 187, School Nurse Practicum II (secondary). The program offers a Vision and Scoliosis (1 unit) course which candidates are asked to take if they have not previously completed a previous vision screening course or workshop. Candidates are accepted into Phase II in the fall each year and generally take a seminar and a practicum course each semester. Candidates are expected to complete Phase I coursework, which give them the necessary tools for practice prior to entering Phase II. Since fall 2001, over 375 nurses have completed the online program.

Recent program changes: In fall 2009, a program option was discontinued. This option allowed master's students in the Nurse Practitioner (NP) program option to combine the NP program with the School Nurse Services Credential Program. Originally this option had been funded by a grant which had run out. The option did not require that NP students to take Counseling or Mainstreaming assuming that this subject matter was adequately addressed in the NP program. The Department of Nursing Graduate Curriculum Committee determined that these courses provided key tools for school nursing practice and needed to be taken by all credential candidates.

Following are enrollment numbers for 2008-2009 and 2009-2010 in Phase II core SN courses:

Year	Fall admits	Failed	Incomplete taken	Dropped	Returning to complete	Completed Program	% Completed
No. enrolled in 2008-2009	37			1		36	97%
No. enrolled in 2009-2010	34	1	1			32	94%
F2008-S2010 Enrollment & completion	71	1	1		2	68	95%

Note: Student who failed chose not to complete practicum experience and did not drop the course in a timely fashion.

Section A, Part II – Candidate Assessment/Program Effectiveness

Assessment procedures and instruments used to ensure that candidates have the requisite competencies and that the program is effectively meeting its candidates’ academic and professional growth needs.

Instrument	Description	When Given
Post graduation District School Nurse Supervisor Survey of Program Effectiveness	District directors of health services/school nurse supervisors are asked to rate the effectiveness of the program related to performance of school nurses under their supervision based on the nine CCTC 2007 program standards using a 5-1 Likert scale.	Sent to school nurse supervisors 1 year of employed graduates after candidate has completed program and obtained a Clear School Nurse Services Credential.
KSOEHD Program Evaluation Upon Exit Survey	Candidates indicate responses to 15 questions related to program effectiveness and preparedness to function in a full-time professional role using a 5-1 Likert scale.	Completed by candidates upon completion of program
NURS 186 & NURS 187 (Practicum courses) Preceptor Evaluation of Clinical Course	Questions asked: “How pertinent is the course content to the school nursing experience?” “Are there experiences you would include/eliminate?” “Could changes be made to improve your preceptor experience?”	Completed by preceptor and submitted to program coordinator at the end of the semester.
NURS 184, 185, 186, 187 (Core SN Courses) Course Evaluation by Candidate	Questions asked: “Overall rating of this three unit course.” Aspects of the course which have been most valuable?” “Suggested changes that would enhance your learning experience?”	Completed by candidates at the end of each course and submitted to program coordinator.
NURS 186 & NURS 187 (Practicum courses) Preceptor Checklist of Skills and Competencies	Program clinical competencies are specifically based on CCTC school nurse competencies: SNC 1, Providing health and wellness services; SNC 2, Providing direct client care services (primary, secondary, tertiary intervention); SNC 3, Professional Management Skills. Competencies under each of these categories to be check by the candidates preceptor of as “met.” If “unmet,” an explanation is required.	This tool is used to assess competencies and mentor the candidate throughout practicum experience. The preceptor meets with the candidate before the end of the semester to discuss accomplishments, strengths and areas of need. The preceptor completes and signs the evaluation form and submitted it to clinical instructor at the end of the semester before a final grade can be issues to the candidate.

<p>NURS 186 & NURS 187 (Practicum courses)</p> <p>Preceptor Evaluation of Candidate Professional Dispositions</p>	<p>To foster in candidates professional dispositions that are important in meeting the health care needs of school age children. These are: The tendency to reflect, the use of critical thinking, the use of well reasoned ethical judgment, an appreciation for diversity, a collaborative disposition, and the tendency for life-long learning.</p>	<p>School site preceptors observe for these traits in candidates during clinical practice. At the end of the semester, preceptors meet with candidates to discuss these dispositions and to complete and sign the evaluation form which is submitted to the clinical instructor. Instructions included to aid preceptors in completing form.</p>
<p>NURS 184, 185, 186, 187 Pre-post (core school nurse courses) knowledge assessment</p> <p>Knowledge Base Questionnaire (self reported knowledge level)</p>	<p>Candidates are asked to rate their global knowledge of school nursing practice on a 5 point Likert scale. The questionnaire consists of 26 subject areas with specific questions relevant to each subject area. The pre-post assessment gives faculty insight into areas in the curriculum and clinical experience that need further strengthening.</p>	<p>Completed by candidates prior to beginning core school nurse courses and on completion of core school nurse courses.</p>
<p>NURS 186 & NURS 187 (Practicum courses)</p> <p>Final Narrative Self Evaluation</p>	<p>Candidates are asked to write a Final Narrative Self Evaluation upon completion each of the two practicum courses and commenting on the following: Success in attaining goals and objectives (which candidates developed in the beginning of the semester); areas of major learning, insights and skills; what candidate would have done differently to improve his/her learning experience.</p>	<p>Completed by candidate at the end of the each practicum experience (semester).</p>
<p>NURS 184 and NURS 185 (seminar courses)</p> <p>Candidate coursework and class participation monitored and evaluated by faculty</p>	<p>It is possible for candidates to earn up to 100 grade points in a given course (90-100 = A, 80-89 = B, etc.). In seminar courses, written assignments are evaluated by the instructor and grade points are allotted to written assignments, responses to weekly research questions, creation of a Blackboard presentation for classmates, and participation in class discussion.</p>	<p>Each semester is divided into four modules. Completed assignment work is sent electronically at the end of each module. The instructor allots points to candidate work and a progress report is sent to the candidate with comments and a breakdown on points earned. Candidate Blackboard presentations are given a point value by the instructor and classmates are asked to anonymously rate presentation.</p>

<p>NURS 186 and NURS 187 (Practicum courses)</p> <p>Candidate written course work evaluated by clinical instructor</p>	<p>Weekly clinical journaling, other assignments, and candidate class participation are evaluated and points are assigned by the candidate's clinical instructor</p>	<p>Each semester is divided into four modules. Completed assignment work is sent electronically at the end of each module. The instructor allots points to candidate work and a progress report is sent to the candidate with comments and a breakdown on points earned.</p>
<p>NURS 186 & NURS 187 (Practicum courses)</p> <p>Mid-term Conference</p>	<p>The purpose of the conference is to determine candidate progress in completing student goals and objectives, as well as expected competencies. The clinical instructor completes a mid-term progress report which is kept in the candidate's file.</p>	<p>Mid-term conference held at school site where practicum is taking place in the Fresno area or, for distance learners, a 3-way telephone conference takes place between clinical instructor, candidate and preceptor.</p>
<p>Grade point average</p>	<p>Candidates are expected to maintain a 3.0 GPA in coursework throughout program coursework.</p>	<p>The program coordinator reviews transcripts of incoming candidates to determine satisfactory GPA before acceptance. The candidate's GPA is monitored throughout program.</p>
<p>On completion of program</p> <p>Exit Interview (Exit paperwork sent to CSUF credential analyst)</p>	<p>The Program Coordinator reviews each candidate's file to determine if the candidate has met program expectations, i.e., satisfactory completion of coursework and clinical competencies. The candidate is counseled on any outstanding work and advised on obtaining a Clear Professional credential and given information on opportunities for continuing education.</p>	<p>The Program Coordinator reviews each candidate's file following his/her completion of program. The candidate is then contacted and invited to participate in an Exit Interview in person or via phone conference. If the candidate has satisfactorily met program requirements, exit paperwork is sent to the CSUF credential analyst.</p>
<p>NURS 186 & NURS 187 (Practicum courses)</p> <p>Candidate evaluation of preceptor experience</p>	<p>Candidates are asked to rate the value they placed on preceptor assistance in developing student goals and learning objectives; planning clinical experiences; with mentoring and supervision; and in accomplishing student goals, learning objectives and meeting clinical competencies. Candidates are asked if they would recommend this preceptor to future credential program students. 1-5 Likert scale used.</p>	<p>Completed by candidate at the end of each clinical experience.</p>

<p>NURS 186 & NURS 187 (Practicum courses)</p> <p>Faculty Teaching Effectiveness</p> <p>Candidate evaluation of faculty/instructor/clinical supervisor</p>	<p>According to univ. policy, students evaluate faculty in a representative sample of courses each semester using an evaluation form that has been developed by the Dept. of Nursing. The Dept. Chair reviews summaries of evaluations. A report is then placed in faculty personnel file and used to determine reappointment, tenure, and promotion, and teaching effectiveness.</p>	<p>This evaluation form is sent to individual candidates at the end of semester by the Dept. of Nursing. Candidate comments are confidential. Faculty members receive an evaluation report from the Dept. Chair after the end of the semester in which the teaching effectiveness of the faculty member has been evaluated by the candidate.</p>
<p>Faculty Evaluation</p> <p>Faculty Peer Evaluation</p>	<p>All faculty members are evaluated for teaching effectiveness according to procedures, policies, and instruments found in the CSUF <i>Academic Policy Manual</i> and the Department of <i>Nursing Faculty Handbook</i>.</p>	<p><i>Academic Policy Manual</i> procedures determine the timetable for evaluating tenured, tenure track, and temporary faculty members by peers.</p>

Candidate Assessment

1. Knowledge Base Questionnaire, Pre-Post Phase II (core school nurse courses).

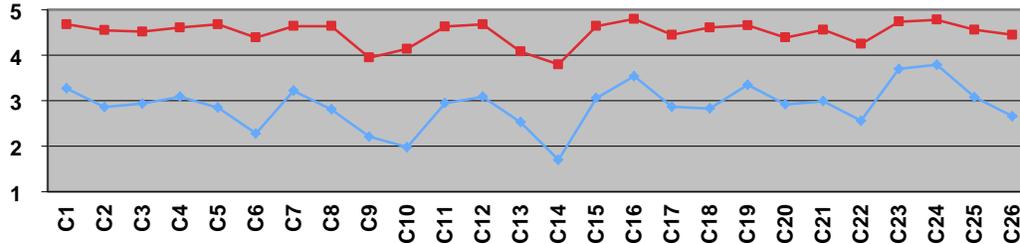
Two cohorts of students in the SNSCP (2008-2009, 2009-2010) completed questionnaires designed to evaluate their knowledge of program content prior to taking courses and immediately after completing the course work. The purposes of this approach was to determine if the program is addressing the needs of school nurse practitioners, whether as a result of the program participants showed gains in their knowledge levels, and whether these pre and post knowledge levels differed for nurses depending on how much school nurse experience they reported. Participants rated their level of knowledge of all content elements (128) in the program courses before and after the program by rating their knowledge of each element using a Likert-type scale of 1(no knowledge) to 5 (very knowledgeable). A total of 59 participants had complete pre and post questionnaires.

Regarding the prior knowledge and knowledge gained by participants, for all 128 items, the pre-assessment mean scores were lower (indicating less knowledge) than the post-assessment scores (indicating knowledge gain). In no cases did all the participants rate themselves very knowledgeable (5 on the rating scale) of the topic prior to the program courses. In other words, no individual item prior to the course delivery had a mean rating of 5.0, suggesting that no content was included in the program that was already well known by all participants.

For groups comparisons, the 128 items were grouped according to the categories in which they were initially clustered, resulting in 26 clusters of content (see instrument). Figure 1 shows the mean responses by content cluster for the pre and post instruments. In all cases, using dependent samples t-tests, the gain in reported knowledge levels were statistically significant at the $p < .001$ level. As can be seen on Figure 1, Participants started the program least knowledgeable about Content Cluster 10 (School phobia/school refusal) and Content Cluster 14 (Neurological screening tests). The gains in these two content areas were good,

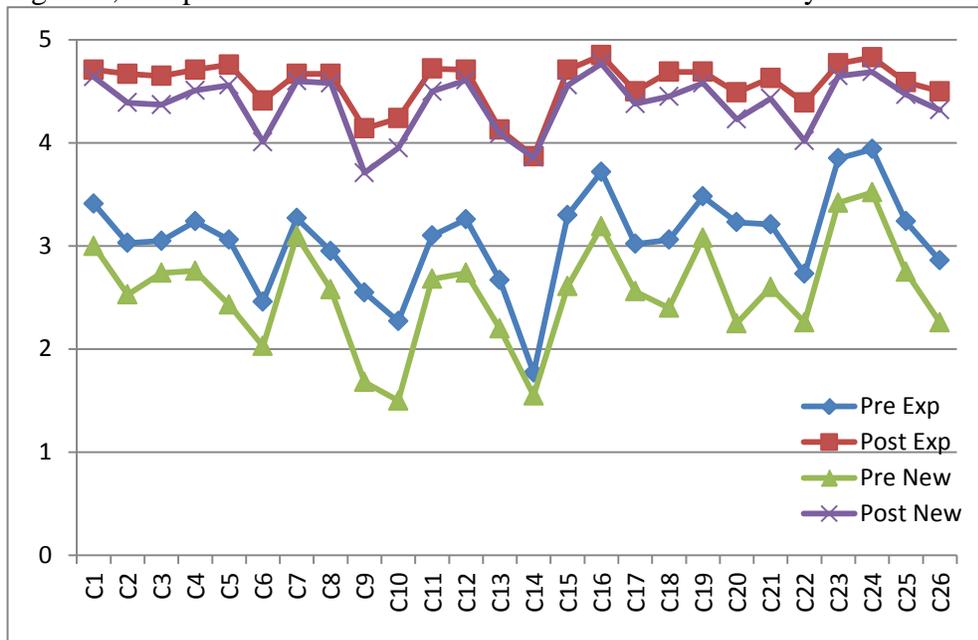
but remained the lowest areas in the post knowledge assessment. However, the post ratings were at or near the range of very good knowledge levels on the five-point rating scale. Participants started with the greatest knowledge in Content Clusters 16 (Child abuse), 23 (State mandated screening), and 24 (Immunization requirements). Nevertheless, significant gains in reported knowledge were made as a result of the program courses.

Figure 1, Mean Responses Pre (red) and Post (blue) by Content Cluster



The relationship between years of school nursing experience and prior knowledge of the program was considered by comparing responses on the content clusters. Approximately 40% of participants had two or fewer years of school nursing experience and 60% reported three or more years of experience. In all content clusters, both pre and post, the more experienced group (3 or more years) rated their content knowledge higher than did the less experienced group (two or fewer years). See Figure 2. However, although the more experienced group started the program statistically significantly higher on only 12 (clusters 2, 4, 5, 9, 10, 12, 15, 16, 18, 20, 21, 26) of the 26 clusters, at the end of the course, they rated their knowledge higher than the less experienced group on only 3 of the content clusters (clusters 3, 9, 22). In other words, the program content and presentation were effective in making the two groups more equal in their knowledge than they were prior to starting the program.

Figure 2, comparison of Pre and Post Content Cluster Means by Level of Experience.



Analysis clearly demonstrates the significant level of learning that takes place in the program regardless of level of knowledge on entering program. To be addressed in sections III & IV.

2. Preceptor Checklist of Skills and Competencies (N 186, SN Practicum I - Elem)

3. Preceptor Checklist of Skills and Competencies (N 187, SN Practicum II – Sec)

Note: The skills and competencies checklists for NURS 186 and NURS 187 were completely revised for the 2009-2010 academic year to reflect the new CCTC 2007 recommended candidate competencies. Because of the likeness in the NURS 186 and NURS 187 evaluation tools, though specific to each educational level for each practicum, they will be discussed and present together.

<p>NURS 186 & NURS 187 Preceptor Checklist of Skills and Competencies are divided into 3 sections:</p> <p>The following two sections each has a comprehensive list of skills and competencies that must be observed and checked off by the candidate’s preceptor as “Met” or “Unmet.”</p>	
<p>* School Nurse Competencies I: Providing Health and Wellness Services (Primary Intervention) <u>Examples of expected candidate competencies in this category for both N186 & N187:</u> “Organizes and correctly performs state mandated screening, i.e., vision, hearing, scoliosis.”</p> <p>“Correctly carries out the nursing process in problem solving matters related to program; and in health assessment of clients, which includes history taking, growth & development, nutritional status.”</p>	<p>*School Nurse Competencies 2; Providing Direct Client Care (Secondary & Tertiary Intervention). <u>Examples of expected candidate competencies in this category:</u> “Demonstrates competence in providing appropriate healthcare services to students coming to the health office and others in the school setting.”</p> <p>”Demonstrates competence in assessment and management of acute injuries and other medical emergencies; and provides appropriate emergency first aid.”</p>
<p>*School Nurse Competencies 3, Professional Management Skills.</p> <p><u>Competence in this area is determined by a 5 point Likert scale.</u> The 10 questions for used for both practicum courses, though they relate specifically to elementary school nursing for NURS 186 and secondary school nursing for NURS 187. See following data outcomes for School Nurse Competencies</p>	

<p>* School Nurse Competencies 3, Professional Management Skills</p>											
<p>Taking all practicum activities into consideration, rate the total performance of this candidate using the following scale.</p>											
<p>Key: 5 = Excellent; 4 = Very good; 3 = Good; 2 = Fair; 1 = Poor</p>											
		Elementary					Secondary				
		Fall 2009					Spring 2010				
		36 Total					36 Total				
	NURS 186, Practicum I (Elementary) and NURS 187 (Secondary)	5	4	3	2	1	5	4	3	2	1
1	Demonstrates leadership and the ability to use professional knowledge, skills, and ethical decision making to promote the overall health of the school community	34 94%	2 6%	0	0	0	35 97%	1 3%	0	0	0

	and of individuals.										
2	Describes a realistic plan for organizing and implementing an overall school health program that considers uniqueness of population and cultural differences.	32 88%	4 12%	0	0	0	35 97%	1 3%	0	0	0
3	Reiterates (give examples of) legal guidelines of school nursing practice, i.e., sections of Ed. Code, other state and federal laws as they applied to health services, program planning, health promotion and teaching.	30 83%	6 17%	0	0	0	34 94%	2 6%	0	0	0
4	Demonstrates ability to model evidence-based healthcare practices in the delivery of school nursing services (research), as well as use a theoretical base to guide practice.	34 94%	2 6%	0	0	0	33 92%	3 8%	0	0	0
5	Demonstrates the ability to advocate appropriately with students, families, community, and others to promote healthy behaviors and lifestyles.	35 97%	1 3%	0	0	0	35 97%	1 3%	0	0	0
6	Demonstrates ability to communicate with clarity and professionally, both orally and in writing, with professionals, families, and students.	32 88%	4 12%	0	0	0	33 92%	3 8%	0	0	0
7	Demonstrates ability to work in a collaborative and collegial manner with others in a public education system, with understanding for the structure and authority of school district administration.	36 100%	0	0	0	0	36 100%	0	0	0	0
8	Demonstrates ability to organize and maintain accurate and complete health records.	34 94%	2 6%	0	0	0	36 100%	0	0	0	0
9	Demonstrates the ability to use time effectively, and manage fiscal and personnel resources prudently.	34 94%	2 6%	0	0	0	35 97%	1 3%	0	0	0
10	Demonstrates the ability to train, supervise, and monitor others who may assist students in taking medication and/or provide specialized physical healthcare procedures to students.	35 97%	1 3%	0	0	0	33 92%	3 8%	0	0	0
Final evaluation of candidate performance, 4											
		5	4	3	2	1	5	4	3	2	1
	Was the preceptor satisfied that the candidate demonstrated that he/she was capable of satisfactorily meeting required	36 100%	0	0	0	0	36 100%	0	0	0	0

competencies/skills?																				
Taking all activities into consideration, rate total candidate performance	32 88%	4 12%	0	0	0	34 94%	2 6%	0	0	0										
Would you recommend this candidate for a Clear Credential?	Yes – 36 = 100%					Yes – 36=100%														

Summary of finding:

In NURS 186 (Elementary) - Preceptors rating candidate clinical performance as 5 “Excellent” (88%) or 4 “Very Good” (12%); no candidates were rated 3 “Good,” 2 “Fair,” or 1 “Poor” in any category.

In NURS 187 (Secondary) – Preceptors rated candidate clinical performance as 5 “Excellent” (94%) or 4 “Very Good” (6%). No candidates were rated in the 3 “Good,” 2 “Fair,” or 1 “Poor” categories.

4. Preceptor Evaluation of Candidate Professional Dispositions

Key: 5 = Excellent; 4 = Very good; 3 = Good; 2 = Fair; 1 = Poor																					
		32 responders					30 responders					31 respondents					30 responses				
Candidate Dispositions demonstrated		NURS 186 - F 2008					NURS 186 – F 2009					NURS 187 – S 2009					NURS 187 – S 2010				
		5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
1	Ability to REFLECT.	268 1%	5 16%	1 3%	0	0	28 93%	2 7%	0	0	0	29 94%	2 6%	0	0	0	26 87%	4 13%	0	0	0
2	CRITICAL THINKING skills.	27 84%	5 16%	0	0	0	27 90%	3 10%	0	0	0	31 100%	0	0	0	0	26 87%	4 13%	0	0	0
3	Ability to make ETHICAL JUDGEMENTS	29 91%	3 9%	0	0	0	29 97%	1 3%	0	0	0	30 97%	1 3%	0	0	0	27 90%	3 10%	0	0	0
4	Tendency to VALUE DIVERSITY	28 88%	4 13%	0	0	0	28 93%	2 7%	0	0	0	29 94%	2 6%	0	0	0	28 93%	2 7%	0	0	0
5	COLLABORATIVE disposition.	27 84%	5 16%	0	0	0	28 93%	2 7%	0	0	0	31 100%	0	0	0	0	28 93%	2 7%	0	0	0
6	Enthusiasm for LIFE-LONG LEARNING.	25 78%	6 19%	1 3%	0	0	28 93%	2 7%	0	0	0	29 94%	2 6%	0	0	0	28 93%	2 7%	0	0	0

Summary of findings:

Preceptor ratings of Candidate Professional Dispositions:

Fall 2008, NURS 186, SN Practicum I – Preceptors rated all candidate dispositions as “Excellent” (81%-91%) or “Very Good” (9%-19%) in categories 2, 3, 4, and 5. In categories (1) “Ability to Reflect” and “Enthusiasm for Life Long Learning,” candidates were rated as “Good” (3%).

Fall 2009, NURS 186, SN Practicum I – Preceptor rated all candidate disposition areas as “Excellent” (93%-97%) or “Very good” (3%-10%).

Spring 2009, NURS 187, SN Practicum II - Preceptor rated all candidate disposition areas as “Excellent” (94%-100%) or (4) “Very good” (0%-6%).

Spring 2010, NURS 187, SN Practicum II - Preceptor rated all candidate disposition areas as (5 “Excellent” (87%-93%) or (4) “Very good” (7%-13%).

Note: Candidates in the School Nurse Services Credential program come from experienced nurse backgrounds and were acquainted with use of these dispositions in their previous nursing practice.

Examples of Program Effectiveness Data

1. Preceptor Evaluation of Clinical Course (N 186, Practicum I; N 187, Practicum II)

NURSING 186, School Nurse Practicum I (Elementary) - Fall 2008 and Fall 2009											
Key, Q1: 4 = Very Pertinent; 3 = Pertinent; 2 = Fairly Pertinent; 1 = Not Pertinent ; 0 = No Response											
		F 2008					F 2009				
		32 Respondents					33 Respondents				
	Question for Preceptor	4	3	2	1	0	4	3	2	1	0
	How pertinent is course content to school nursing practice at the elementary educational level?	21 66%	11 34%	0	0	0	28 85%	5 15%	0	0	0

NURSING 187, School Nurse Practicum II (Secondary) - Spring 2009 and Spring 2010											
Key, Q1: 4 = Very Pertinent; 3 = Pertinent; 2 = Fairly Pertinent; 1 = Not Pertinent ; 0 = No Response											
		S 2009					S 2010				
		33 Respondents					33 Respondents				
	Question for Preceptor	4	3	2	1	0	4	3	2	1	0
	How pertinent is course content to school nursing practice at the secondary educational level?	21 64%	7 21%	1 3%	0	4 12%	25 75%	5 15%	0	0	3 9%

Summary of findings:

Preceptors (Fall 2008, through spring 2010) rated the pertinence of candidates’ clinical experience as:

NURS 186: “Very Pertinent” (F 2008, 66% & F 2009, 85%) or “Pertinent” (F 2008, 34% & F 2009 – 15%)

NURS 187: “Very Pertinent” (S 2009, 64% & S 2010, 75%) or “Pertinent” (S 2009, 21% & S 2010 – 15%)

Note: The number of preceptors who rated clinical courses, both N186 and N187, as “Very Pertinent” increased significantly between 2008- 2009 and 2010-2010. No preceptors indicated dissatisfaction with clinical courses.

2. Course Evaluation by Candidate

Surveys regarding NURS 184, NURS 185, NURS 186 and NURS 187 (core school nurse courses) are for the following semesters: F 2008, S 2009, F2009 and S2010

Candidate rating of Seminar Courses – NURS 184, Introduction to School Nursing; NURS 185, School Nurse Seminar																				
Key: 5 = Excellent; 4 = Very good; 3 = Good; 2 = Fair; 1 = Poor																				
	NURS 184 - F 2008					NURS 184 – F 2009					NURS 185 – S 2009					NURS 185 – S 2010				
Candidate evaluation of course	24 Respondents					23 Respondents					24 Respondents					34 Respondents				
	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
Overall course rating	1	7	1	0	0	16	6	1	0	0	19	5	0	0	0	34	4	1	0	0
	6	2	4			70	26	4			74	21				85	12	3		
	6	9	%			%	%	%			%	%				%	%	%		
	7	%																		
	%																			

Candidate rating of Practicum Courses – NURS 186, School Nurse Practicum I; NURS 187, School Nurse Practicum II																				
Key: 5 = Excellent; 4 = Very good; 3 = Good; 2 = Fair; 1 = Poor																				
	NURS 186 - F 2008					NURS 186 – F 2009					NURS 187 – S 2009					NURS 187 – S 2010				
Candidate evaluation of course	22 Respondents					23 Respondents					26 Respondents					32 Respondents				
	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
Overall course rating	1	5	1	0	0	17	5	1	0	0	21	5	0	0	0	23	6	2	0	0
	6	23	3			74	21	5			80	20				75	1	6		
	7	%	%			%	%	%			%	%				%	9	%		
	3															5				
	%																			

Summary of findings:
 Candidates rating all four core school nurse courses, both seminars and practicum as “Excellent” or “Very good” at least 94% of the time. Between 3-6% of candidates rated courses as “Good.”
 No candidates rated any of the courses in the “Fair” or “Poor” categories.

3. School Nurse Supervisor Survey 2008-2009 (One year following candidate graduation.)

Survey sent in July 2010 to school nurse supervisors in school districts/COEs that employ school nurses who completed the credential program in the academic year 2008-2009 or prior. Districts surveyed who employ graduates from the program : San Jose USD, Modesto City Schools, Tulare COE, Madera COE, Madera USD, Fresno USD, Clovis USD, Central USD, Tulare COE, Visalia USD, Corcoran USD, Bakersfield City Schools, Los Angeles USD. 36 candidates completed the program in spring 2009.

Rate program effectiveness in preparing professional school nurses based on 2007 CCTC standards
11 Out of 12 School Nurse Supervisors responded to the survey
Rating: 4 = Excellent; 3 = Good; 2 = Fair; 1 = Poor

<p>Program Design 1: The program prepares candidates to understand contemporary conditions of schools and society and how school nursing services need to change and evolve to address these changing conditions.</p>	9 82%	2 18%	0	0
<p>Collaboration in Implementing the Program 2: The program establishes collaborative arrangements with other institutions and entities that contribute substantively to the quality and effectiveness of candidate preparation..</p>	9 82%	2 18%	0	0
<p>Relationships between Theory Research and Practice 3: The program provides a variety of opportunities for candidates to reflect, analyze, and implement the relationships between learned theory and evidence based practice in clinical experience.</p>	10 91%	1 9%	0	0
<p>Preparation to Promote Student Health and Wellness 4: The program prepares candidates to integrate health and wellness concepts in the educational setting. Candidates are knowledgeable about primary, secondary, tertiary levels of health care intervention as these relate to students and their families.</p>	10 91%	1 9%	0	0
<p>The socio-cultural Context of School Nursing 5: The program provides candidates with opportunities to further develop understanding of the socio-cultural context, including students with special needs, socioeconomic status and value systems.</p>	10 91%	1 9%	0	0
<p>Legal and Ethical Aspects of School Nursing Practice 6: The program provides candidates with an understanding of local, state, and federal laws and regulations applicable to the practice, including practice within a public educational system.</p>	9 82%	2 18%	0	0
<p>Preparation for Health Management Responsibilities in the School Setting 7: The program helps candidates understand the school nurse's role in providing health leadership and management, health education, direct client care, training and supervision of other personnel, and planning and coordination of healthcare services and programs.</p>	7 64%	3 27%	1 9%	0
<p>Program Standard 8: Field Work Experience 8: The program provides candidates with a broad range of hands-on school nurse field experiences in a variety of settings. Candidates are provided with a preceptor for mentoring and supervision during the field experiences. Course instructors and preceptors work collaboratively to mentor and enable candidates to function effectively in a school nurse role.</p>	10 91%	1 9%	0	0
<p>Program Standard 9: Assessment of Candidate Competence 9: The program provides preceptors with a comprehensive syllabus , faculty support and assistance in evaluating candidate competence, as well as comprehensive evaluation tools to assist in evaluating candidate competence in a full range of clinical experiences.</p>	8 73%	3 27%	0	0
<p>Share Your Opinion of Overall Effectiveness of the Program in Preparing candidates. Are you satisfied that program has adequately prepared your school nurse(s) to fulfill the role of the professional school nurse in meeting the</p>	9 82%	2 18%	0	0

healthcare needs of students? Do the program standards cover critical program elements needed to prepare effective School Nurses?

Summary of findings:
In the Likert scale of 4-1 (4 being “Excellent,” 3 being “Good,” 2 being “Fair,” and 1 being “Poor”),
 82% of school nurse supervisors rated overall program effectiveness in the “Excellent” category.
 18% of school nurse supervisors rated overall program effectiveness in the “Good” category.
In the area of specific categories (1-10)
The one category that received at 9% “Fair” rating was (#7) “Preparation for Health Management Responsibilities in the School Setting” specifically as explained by SN supervisor was in the area of providing “health leadership” which will be covered in Parts III and IV.

4. KSOEHD NCATE Unit – Program Evaluation Upon Exit Survey (by graduate)

Surveys relates to following academic years, 2008-2009 and 2009-2010 (Note: 11 graduates completing the program for year 2009-2010 did not respond to this survey.)

Rating key: 5 = Excellent preparation; 4 = More than adequate preparation; 3 = Adequate preparation; 2 = Less than adequate preparation; 1 = Very inadequate preparation; 0 = No response to question

No	Exit Survey Questions	29 Respondents						21 Respondents						
		2008-2009						2009-2010						
		5	4	3	2	1	0	5	4	3	2	1	0	
1	I am prepared to use techniques to build rapport with students/clients.	17 59 %	12 41 %	0	0	0	0	13 62 %	8 32 %					
2	I was taught how to organize my professional tasks.	14 48 %	13 45 %	2 7 %	0	0	0	13 62 %	6 29 %	2 9%				
3	I am prepared to respond with fairness to disabled, ethnically and linguistically diverse students/clients.	18 62 %	9 31 %	2 7 %	0	0	0	13 62 %	6 29 %	2 9%				
4	My preparation has upheld the concept that all individuals can learn.	21 72 %	7 25 %	1 3 %	0	0	0	15 72 %	3 14 %	3 14 %				
5	I have proper theoretical grounding in my field.	18 62 %	11 38 %	0	0	0	0	13 62 %	4 19 %	4 19 %				
6	I am familiar with the research in my field.	13 45 %	14 48 %	2 7 %	0	0	0	12 57 %	6 29 %	2 9%	1 5 %			
7	I can assess/evaluate the progress of	21 72 %	8 28 %	0	0	0	0	16 76 %	3 14 %	2 10 %				

	students/clients.	%	%					%	%	%			
8	I can assess/evaluate the progress of students/clients.	18 62 %	10 35 %	1 3 %	0	0	0	16 76 %	3 14 %	2 10 %			
9	I know how to conduct myself in accordance with professional ethics and standards.	22 76 %	7 24 %	0	0	0	0	16 76 %	5 24 %				
10	I have skills to successfully collaborate with others in the workplace.	23 79 %	6 21 %	0	0	0	0	17 81 %	3 14 %	1 5%			
11	I reflect upon and assess my own performance.	20 69 %	9 31 %	0	0	0	0	16 76 %	4 19 %	1 5%			
12	I feel that I received a helpful and appropriate amount of supervision/ advisement.	19 66 %	9 31 %	1 3 %	0	0	0	15 71 %	5 24 %	1 5%			
13	I can think critically about theory and research in my field and put it into practice.	15 52 %	14 48 %	0	0	0	0	15 72 %	3 14 %	3 14 %			
14	My preparation has modeled the value of lifelong learning.	24 83 %	5 17 %	0	0	0	0	15 72 %	3 14 %	3 14 %			
15	Indicate the degree to which you feel prepared to assume a full-time position.	26 90 %	2 7%	0	0	0	1 3 %	15 71 %	4 19 %				2 10 %

Summary of findings:

In 2008-2009, when combining categories 5 “Excellent Preparation,” and 4,” More than Adequate Preparation,” 93% to 100% of candidate responses to the 15 questions fell into these two categories. Between 3% and 7% of graduate responses fell into category 3 “adequate.”

In 2009-2010, when combining categories 5 “Excellent Preparation,” and 4 “More than Adequate Preparation, 86%-95% of candidate responses to the 15 questions fell into these two categories. Between 5% and 14% of graduate responses fell into category 3 “adequate.” The lowest rating was reported in #6, “I am familiar with the research in my field,” where 5% of graduates rated #6 as category 2 “Less than adequate Preparation.”

Section A, Part III – Analysis of Data

Candidate Preparedness

Data identifying how well candidates are performing.

Where candidates are not performing as expected or noted weaknesses in program.

1 | Pre-Post Knowledge Base Questionnaire

<p>Data shows that candidates, whether experienced in school nursing practice (3-4 yrs) or those with 2 or less yrs of school nursing practice, made significant self reported gains in knowledge between taking the pre and post Knowledge Base Questionnaire that covers subject matter in the program.</p> <p>Participants started with the greatest knowledge in Content Clusters 16 (Child abuse), 23 (State mandated screening), and 24 (Immunization requirements). <u>Nevertheless, significant gains in reported knowledge were made as a result of the program courses.</u></p>	<p>As can be seen on Figure 1, Participants started the program least knowledgeable about Content Cluster 10 (School phobia/school refusal) and Content Cluster 14 (Neurological screening tests). The gains in these two content areas were good, but remained the lowest areas in the post knowledge assessment. <u>However, the post ratings were at or near the range of very good knowledge levels on the five-point rating scale.</u></p>
<p>2 NURS 186 (Elementary) Preceptor Checklist of Skills and Competencies (5 Point Likert Scale)</p>	
<p>Preceptors rating candidate clinical performance as 5 “Excellent” (88%) or 4 “Very Good” (12%). 100% of candidates were reported as meeting skills and competencies.</p>	
<p>3 NURS 187 (Secondary) Preceptor Checklist of Skills and Competencies (5 Point Likert Scale)</p>	
<p>Preceptors rated candidate clinical performance as 5 “Excellent” (94%) or 4 “Very Good” (6%). 100% of candidates were reported as meeting skills and competencies.</p>	
<p>4 Preceptor Evaluation of Candidate Professional Dispositions (5 Point Likert Scale)</p>	
<p>In 2008-2009 and 2009-2010 preceptors rated candidate dispositions in both NURS 186 (elementary) and NURS 187 (secondary) as 5“Excellent,” ranging from 81% to 100% of the time, or 4“Very Good” ranging from 9%-19% of the time. In fall 2008, 3% of preceptors rated candidates as 3 “Good” in the area of “Enthusiasm for life-long learning.”</p>	
<p>Program Effectiveness</p>	
<p>1 NURS 186 and NURS 187 Course Evaluation by Preceptor (4 Point Likert Scale)</p>	
<p>Preceptors rated NURS 186 (elementary) as “Very Pertinent,” F 2008, 66% and F 2009, 85%; or “Pertinent,” F 2008, 34% and F 2009, 15%. Preceptors rated NURS 187 (secondary) as “Very Pertinent,” S 2009, 64% and S 2010, 75%; or “Pertinent,” S 2009, 21% and S 2010, 15%. Note significant increase in preceptors who rated courses as “Very Pertinent” over “Pertinent” from 2008-2009 to 2009-2010.</p>	<p>3% of preceptors rated NURS 187 practicum in spring 2009 as (2) “Fairly Pertinent.” However, no ratings fell into this category in 2009-2010.</p>
<p>2 Candidate rating of Seminar Courses (5 Point Likert Scale)</p>	
<p>Candidates rating both school nurse seminar courses as 5“Excellent” or 4“Very good” at least 96% of the time. Between 3-6% of candidates rated courses as 3“Good.”</p>	

3 Candidate rating of Practicum Courses (5 Point Likert Scale)	
Candidates rating all four core school nurse courses, both seminars and practicum as 5“Excellent” or 4“Very good” <u>94% - 100% of the time.</u> Between 3-6% of candidates rated courses as 3“Good.”	
4 School Nurse Employer/Supervisor - Survey 2008-2009	
82% of school nurse supervisors rated overall program effectiveness in the “Excellent” category.18% of school nurse supervisors rated overall program effectiveness in the “Good” category.	9% of district/COE SN supervisors rated # 7 “Preparation for Health Management Responsibilities in the School Setting” as “Fair.” Specifically the SN global leadership role outside the health office.
5 Program Evaluation Upon Exit Survey by Graduate	
Among spring 2009 graduates, 93% to 100% of responses to the 15 questions fell into 5 “Excellent Preparation” and 4 “More than Adequate Preparation.” Between 3% and 7% fell into the “Adequate” category. Among spring 2010 graduates, 2009-2010, 86% to 93% of responses to the 15 questions fell into the 5 “Excellent” and 4 “More than Adequate category. Between 5% and 14% fell into the “Adequate” category. It is unsure why more graduates responses fell into the “Adequate” category in spring 2010 than spring 2009, as no significant program or curriculum changes were made between fall 2008 and spring 2010.	5% of candidates rated #6, “I am familiar with the research in my field” as 2 “Less than Adequate Preparation.”
Summary of Findings: <u>Analysis of data reveals that overall the program is doing a “more than adequate” job of meeting the educational and clinical experience needs of candidates.</u> The majority of candidates were very satisfied with their educational preparation, as were employers-school nurse supervisors. Preceptors have also reported receiving good support from faculty and had no suggestions for improving their preceptor experience. Two areas will be discussed related to strengthening: 1) 5% of graduates indicated they had “less than adequate preparation” in the area of “familiarity with research in the field of school nursing.” 2) School nurse supervisors perceived the program as meeting the needs of their employees, with the exception of one area where 9% of employer-school nurse supervisors felt candidate experience could be strengthening in the area of “Preparation for Health Management Responsibilities in the School Setting 7,” specifically in the area of health leadership beyond the Health Office.	

Section A, Part IV – Use of Assessment Results for Program Improvement

Two areas will be addressed that were noted in Part III Summary of Findings as fell below “adequately.”

KSOEHD “Program Evaluation Upon Exit Survey” completed by graduates.
5% of graduates indicated “less than adequate preparation” in (#6) “familiarity with research in the field.”

Program Response:

Currently, in core school nurse courses, candidates asked to respond to weekly questions specific to school nursing in which they must resort to reading articles in the *Journal of School Nursing*, many of

which are related to current research in school nursing; One week in NURS 187, School Nurse Seminar, is devoted to research in school nursing; candidate decision making in clinical experience must also be based on research findings; candidates are encouraged to look for involvement in research opportunities in their clinical practice; as an assignment, candidates have an option of writing a research paper specific to school nursing practice.

Solution:

To strengthen insight into research school nursing, candidates will be asked to write a paper discussing current research in school nursing practice and how it benefits the candidate in his/her own school nursing practice.

“School Nurse Supervisor Survey” completed by Employer-School Nurse Supervisors.

9% of employer-school nurse supervisors felt candidate experience could be strengthened in (#7)

“Preparation for Health Management Responsibilities in the School Setting,” specifically in the area of health leadership beyond the Health Office.

Program Response:

Currently, in NURS 186, School Nurse Practicum I, and NURS 187, School Nurse Practicum II, candidates are given the option of spending up to 10 hours of their clinical time involved in a leadership project outside of the Health Office. This may be involvement in a health related community activity, developing a health fair, working with management to prepare for a possible epidemic, i.e., HINI, etc.

Solution:

Participation in a health related leadership role outside of the Health Office will become a required experience for all candidates in at least one practicum course.

While a data revealed that a very small percentage of responses to surveys and evaluations fell into the “less than adequate” or “fair” range, faculty will never the less continue to strive for “excellence” in all areas of the program recognizing the importance of maintaining a viable school nurse services program that will produce school nurses capable of meeting the healthcare needs of school age children in our communities.