

**SUMMARY OF RESULTS**  
**Of**  
**Analysis of Assessment Data**  
**and**  
**Use for Program Improvement**

**SUMMARY OF RESULTS OF ANALYSIS OF ASSESSMENT DATA**

<b>Candidate Preparedness</b>	
<b>Data identifying how well candidates are performing.</b>	<b>Where candidates are not performing as expected or noted weaknesses in program.</b>
<b>1   Pre-Post Knowledge Base Questionnaire</b>	
<p>Data shows that candidates, whether experienced in school nursing practice (3-4 yrs) or those with 2 or less years of school nursing practice, made <b>significant self reported gains</b> in knowledge in the time 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</u>, significant gains in reported knowledge were made as a result of the program courses.</p> <p>Candidate comments were positive related to topics covered: “Reported as beneficial” - 69 topics;</p>	<p><b>Data analysis revealed no significant curriculum weaknesses.</b> Candidate comments, “Like to see covered” – 15 topic that related specifically to the curriculum and practicum experience. Others mentioned did not fit criteria.</p> <p>As can be seen on Figure 1 (Sec. 5, p. 12), 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</u>, the post ratings were at or near the range of very good knowledge levels on the five-point rating scale.</p>
<b>2   NURS 186 (Elementary) Preceptor Checklist of Skills and Competencies (5 Point Likert Scale)</b>	
Preceptors rating candidate clinical performance as 5 “Excellent” (88%) or 4 “Very Good” (12%). 100% of candidates were reported as meeting skills and competencies.	None noted
<b>3   NURS 187 (Secondary) Preceptor Checklist of Skills and Competencies (5 Point Likert Scale)</b>	
Preceptors rated candidate clinical performance as 5 “Excellent” (94%) or 4 “Very Good” (6%). 100% of candidates were reported as meeting skills and competencies.	None noted
<b>4   Preceptor Evaluation of Candidate Professional Dispositions (5 Point Likert Scale)</b>	
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% to100% 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.”	None noted

<b>Program Effectiveness</b>	
<b>1</b>	<b>NURS 186 and NURS 187 Course Evaluation by Preceptor (4 Point Likert Scale)</b>
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.	3% of preceptors rated NURS 187 practicum in spring 2009 as (2) “Fairly Pertinent.” <b>However, no ratings fell into this category in 2009-2010.</b>
<b>2</b>	<b>Candidate rating of Seminar Courses – NURS 184 and NURS 185 (5 Point Likert Scale)</b>
Candidates rating both school nurse seminar courses as 5“Excellent” or 4“Very good” <u>at least 96% of the time.</u> Between 3-6% of candidates rated courses as 3“Good.”	<b>Major complaint in seminar courses, “Heavy workload” with regard to writing requirements.</b> In NURS 184, fall 2008, 31% of responders complained as compared to 13% in fall 2009.  In NURS 185, spring, 23% complained, as compared to 0% in spring 2010.  Note significant improvement between 2008-2009 and 2009-2010, as a result of faculty changes made in writing requirement.
<b>3</b>	<b>Candidate rating of Practicum Courses – NURS 186 and NURS 187 (5 Point Likert Scale)</b>
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.”	<b>Major complaint in practicum courses, “To much writing requirement for assignments and journaling.”</b> In NURS 186 (elementary), fall 2008, 15% of responders complained, as compared to 14% in fall 2009.  In NURS 187 (secondary), spring 2009, 0% of responders complained, as compared to 9% in spring 2010.  <b>Second ranked complaint, “Question as to why practicum experience cannot be carried out at candidate place of employment.</b> In NURS 187 (secondary) 8% of candidates asked this question.  See “Use of Assessment Results for Program

	Improvement.”
<b>4   School Nurse Employer/Supervisor - Survey 2008-2009</b>	
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. See “Use of Assessment Results for Program Improvement.”
<b>9   Program Evaluation Upon Exit Survey by Graduate</b>	
<p>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.</p> <p>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.</p> <p>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.</p>	5% of candidates rated #6, “I am familiar with the research in my field” as 2 “Less than Adequate Preparation.” (See next section for comments/changes)
<p><b>Summary of Findings:</b></p> <p><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.</p> <p>In the following section, four areas will be discussed related area of complaint and program plans for change: (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. (3) Candidate complaints regarding “workload,” changes that have already made a difference and continued monitoring and improvements. (4) Candidate complaints about the need to spend practicum hours away from place of employment.</p>	

## USE OF ASSESSMENT RESULTS FOR PROGRAM IMPROVEMENT

### Four areas addressed that were noted in Summary of Results of Analysis of Assessment Data

1. 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; in NURS 186, School Nurse Practicum I, and NURS School Nurse Practicum II, candidates are asked to read a journal research article with application to their school nursing practice; and candidates are encouraged to look for involvement in research opportunities in their clinical practice. In NURS 185, School Nurse Seminar, candidates have an assignment option of writing a research paper specific to current school nursing practice.

**Solution:**

Faculty believes that current research is well covered in the program. However, in NURS 185, to strengthen insight into research in school nursing, candidates will be given the opportunity to respond to a question that write a paper discussing current research in school nursing practice and how it benefits the candidate in his/her own school nursing practice.

**Program Response:**

It should be noted that candidate suggestions in “Like to See Covered” will be discussed by faculty and, if appropriate, will be incorporated as prompts for discussion in seminar or practicum courses.

2. “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:**

Faculty recognizes that the school nurse must think “outside the box” and must understand that his/her role must extend into the school community. Therefore, the leadership experience will become strengthened to require that all candidates, both in NURS 186, School Nurse Practicum I, (elementary) and NURS 187, School Nurse Practicum II, (secondary) will participate in a school health leadership role activity beyond the Health Office that benefits the school community. Candidates will be allowed to take ten clinical hours to participate in this activity.

3. “Candidate Evaluation of course,” core school nurse courses – NURS 184, 185, 186, 187  
Candidate complaints about reading and writing requirements in core school nurse courses.  
**NURS 184, Intro to School Nursing, fall 2008 – 31% complained compared to 13% in fall 2009.**  
**NURS 185, Seminar in SN, spring 2009 – 23% complained compared to 0% in spring 2010.**  
**NURS 186, School Nurse Practicum I, fall 2008 – 15% complained compared to 14% in fall 2010.**  
**NURS 187, School Nurse Practicum II, spring 2009 – 0% complained compared to 9% in spring 2010.**

#### **Program Response:**

It should be noted that 48% of responders who completed the KSOEHD Exit Survey in spring 2009 and spring 2010 fell into the age range of “50 and above.” It should also be noted that 89% of candidates work full- time as school nurses. Program faculty is very aware of the fact that the majority candidates in the program are “older” adult learners with complicated busy lives. Faculty is also aware of the fact that younger candidates frequently have younger children at home and that emergency situations can arise.

- Faculty carefully monitors candidates who appear to be having difficulty or who have problems turning work in on time, and take the time to work with these candidates to help them succeed.
- Faculty continues to strive to streamline assignments and reduce written workload where ever possible without jeopardizing the learning experience.
- When counseling candidates before begin coursework, candidates are encouraged to consider their personal constraints and plan accordingly with regard to the number of classes they can comfortably take.

#### Examples of reducing workload:

- Candidates are allowed to choose between written assignments, then share papers on Blackboard with classmates to enhance others learning.
- Discussion participation on Bb has been reduced to a minimum, requiring that candidates only have to respond to one other classmate, plus respond to the case scenario following Bb presentations.
- A weekly research question is omitted the week that a candidate and partner do their Bb presentation. Consideration is being given to allowing candidates to omit the previous weekly research question as well.
- Journaling in practicum courses has been streamlined to do away with long narratives.
- A written assignment specific to SARB has been changed from a required paper to response to a journal question.
- In NURS 186 and NURS 187, candidates have the opportunity to create their own clinical goals and objective in keeping with their experience and learning needs.

The program will continue to find ways to lighten the load for candidate without jeopardizing the learning experience. Note: Data (box above, see “blue”) has shown that efforts by faculty to streamline and reduce the workload, as well support candidates efforts has had significant results in reducing complaints regarding the workload in NURS 184, Introduction to School Nursing and NURS 185, School Nurse Seminar.

4. “Candidate Evaluation of Course,” practicum courses – NURS 187 (secondary)  
**8% of candidates complained** about the number of hours that an experienced school nurse must spend with a preceptor away from their place of employment.

**Program Response:**

Faculty realizes this can be a problem area and tries to ease the problem. In each practicum syllabus there is a memorandum to employers of working candidates, which candidates are encouraged to share with their employer. This explains the need for the student to be away from their worksite for their practicum experience. Faculty is also available to speak with employers to clarify the need. The candidate is also urged to meet with their preceptor to plan a schedule they will work for all parties.

There is a need for close monitoring of clinical activities in this online program. Candidates are not allowed to use their employee work time for practicum hours, though leadership activities and Experienced School Nurse Projects may take place at the candidate’s worksite with approval of the candidate’s preceptor and clinical instructor. Faculty believes that working away from the candidate’s worksite gives the student the opportunity to concentrate on learning without job interference. It also allows the student to observe their preceptor involved in office management, case management, etc.

In the case of the candidate whose employment takes place in special education, this candidate needs to have a rounded school nursing experience in other areas away from special Ed.

**Explanation of hours:**

Guidelines for hours related to clinical courses are the same as those for other nursing courses in the university. There are a total of 135 hours for each three (3) unit practicum course. Of those 135 hours, 15 hours are devoted to class discussion relevant to clinical practice (leaving 120 hours). Candidates who are employed as school nurses are automatically given 40 hours credit for experience (leaving 80 hours). Ten (10) hours are allotted to community activities relevant to school nursing and ten (10) hours are allotted to attendance at school nurse workshops and conferences (leaving 60 hours). Candidates who have worked in school nursing for two (2) years are allowed to use up to 20 hours of that time on a special project relevant to school nursing. The remainder of time, 40 hours (one week’s worth of time spread throughout a semester), must be spent away from the candidate’s worksite working and learning under a qualified school nurse preceptor. **Faculty believes this is the very minimum amount of acceptable time that must be spent working with a qualified preceptor away from the candidate’s worksite.**

Note: Other candidates have expressed the need for more clinical practice time with their preceptor.

While 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.