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## Program or Service Specific Assessments

Unit: College of Health Professions

### What program or service specific assessment occurred in the current academic year?

- School of Nursing:
  - Analysis of graduates' performance on the NCLEX-RN licensure exam
  - Passing rates on certification exams in Nurse Anesthesia and Primary Health Care
  - BSN and MSN End-of-Program Evaluation
  - ERI Total Testing Program (Specific Course CAP Testing, Pre-RN Assessment Test, and RN Assess Test)
  - BSN and MSN Employer Survey
  - Alumni Survey
- School of Health and Rehabilitation:
  - Passing rates on the PT licensure exam
  - HS Alumni and Preceptor Surveys
  - Fieldwork Performance Evaluation for the Occupational Therapy Student Form from AOTA (BS Level)
  - IRB Approval Process of Master's-level OT Research Proposals (new program)
  - Community Teaching Project Evaluation (new UG pre-OT program)

### How were the results of the assessment used to improve services or programs?

- School of Nursing:
  - Passing rates on the NCLEX-RN dropped from 82.2% to 72.6% for the academic year from 2002-3 to 2003-4. In 2004-5, the SON engaged the testing services of ERI to assess students' competencies in clinical content and decision-making, a test predictive of the student's success on the licensure exam. Results identified specific areas of weakness where students received additional emphasis in specific courses in the curriculum. The current class will begin taking the NCLEX-RN in Summer 2005.
  - 98% of the graduates of the Nurse Anesthesia concentration and the Primary Health Care concentration passed their licensure/certification exams within three months of graduation.
- School of Health and Rehabilitation:
  - In 2004, PT graduates had an overall passing rate on the national licensure exam of 78%. Physical Therapy faculty analyzed licensure results and examined their curriculum for learning activities that would prepare the students for the board exams. They concluded that the problem-based curriculum used no examinations in the format of the licensure exam to evaluate students learning. They developed multiple choice exams for each didactic course, developing questions at the level of analysis, synthesis, and evaluation.
  - In HS, faculty review the returned surveys and discuss any suggestions for

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curricular changes. In 2004-5, faculty examined how prerequisites facilitated or inhibited progression through both graduate and undergraduate programs. Proposals for change are ready for the Fall curriculum review cycle.

- Outcome data for the new OT/CH programs are pending.
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