

**UW-Madison School of Nursing  
Assessment Report  
2007-2008**

**1. Assessment Plan**

Please see attached assessment plan for the UW-Madison School of Nursing.

**2. and 3. Assessment Activities 2007-2008**

Progress toward the assessment goals identified for 2007-2008 are summarized first; other assessment activities related to individual programs are then summarized.

**Preceptor Survey**

The UW-Madison School of Nursing Survey of Preceptors was conducted by the University of Wisconsin Survey Center (UWSC) and analyzed by Jeffrey Henriques of the School of Nursing Research Design and Statistics Unit. A summary of the project and a copy of the survey are attached.

**Undergraduate and graduate student survey results**

In accordance with the School of Nursing Assessment Plan, student and alumni satisfaction surveys are conducted on an annual basis. In the fall of 2007 staff from the Academic Programs Office prepared reports summarizing undergraduate and graduate program assessment data. The reports were organized to address each of the criteria in the Assessment Plan and included information on applicant profiles, retention and graduation data, patterns of employment, attainment of credentials, continued education and professional and public service leadership, and program satisfaction. The summary reports were reviewed and discussed by the undergraduate and graduate curriculum committees. Recommendations for further consideration and review by the graduate program include more emphasis on primary care assessment, diagnosis and treatment, and hands-on experience in laboratory interpretations. Recommendations for further consideration and review by the undergraduate program include the development and implementation of NCLEX preparation materials, and more varied clinical placements.

**Career services activities**

**The School of Nursing has made a commitment to improve and expand career services.**

In the fall and spring of 2007-08 resume and interviewing skills workshops were held for undergraduate and graduate nursing students. Positive feedback from students indicated that they found the workshops, along with the placement of career related resources in the student lounge, to be useful in planning for and understanding the type of work environment in which they may practice. Additionally, nursing career related resources have been added to our web site, such as sample resumes, cover letters, interviewing tips,

and information on career fairs. Mock interview workshops will be offered beginning Fall 2008. The School of Nursing is represented on the campus-wide Careers Services Task Force, which focuses on developing shared resources and visions for the provision of career services at UW-Madison.

## **UNDERGRADUATE PROGRAMS**

### **Baccalaureate Program (BS)**

The Undergraduate Program Committee (UPC) continues to review the curriculum particularly in light of the following competencies: cultural, end-of-life, informatics, genomics, global health, and quality and safety in nursing education. The committee has started discussions with the Interprofessional Health Committee to provide opportunities for students to gain knowledge, skills, and attitudes necessary to practice in an inter-professional environment.

We continue to assess undergraduate student performance by monitoring NCLEX results. Students successfully passed the NCLEX at a pass rate of 94% in 2007. This is above the national pass rate. Despite a high pass rate, students have requested that NCLEX web-based practice sites and study materials be made available to them. The Undergraduate Program Committee will review options for NCLEX preparation.

### **Collaborative Nursing Program (RN to BS)**

The statewide collaborative nursing program, BSN@Home, continues to successfully provide baccalaureate courses to registered nurse students. UW-Madison, one of the partners, has graduated 111 of the 639 total graduates from the program that started in the spring of 1996. A new fiscal model is being adopted that will support instructional costs to provide extra sections to handle the increased program growth.

## **GRADUATE PROGRAMS**

The Graduate Program Committee (GPC) approved a section of N590 Aging in Health & Illness, a graduate level course providing an overview of theories and empirical evidence to improve health promotion, manage chronic illness, and improve outcomes for hospitalized older adults. This course will strengthen course offerings in gerontology at the graduate level.

In an effort to provide additional resources and content for students preparing for the Clinical Nurse Specialist role, we assigned one faculty member to oversee the clinical experiences for these students. In the past students enrolled under their advisor and there was not a standard syllabus for the clinical experiences. The faculty member developed a new course N606 Advanced Practicum for the Clinical Nurse Specialist and met with students on a regular basis during the semester. The focus of the course is on advancement of clinical skills and knowledge in a specialized area /patient population. The course provides an opportunity to study and apply the components of the CNS role such as leadership, advanced inquiry, application of evidence based practice, clinical consultation and mentoring/educating nurses. We also developed and offered a separate

section of health history and assessment course (N601) for students preparing to become clinical nurse specialists. The content is tailored to the CNS role instead of a primary care nurse practitioner role. These two changes in the CNS option have been well received by students.

The School of Nursing is beginning to prepare for reaccreditation. The self-study will be written during the 2008-2009 academic year and the site visit will occur in the fall of 2009. In preparation for this activity, the Graduate Programs Committee reviewed the Commission on Collegiate Nursing Education Standards for Accreditation of Baccalaureate and Graduate Degree Nursing Programs. The committee also brought in Beth Henneman, a nationally recognized nurse faculty as a consultant in the area of patient safety. She met with the committee and provided strategies and resources for introducing content and assessing knowledge and skills in patient safety at the graduate level.

#### **4. Academic Assessment Activities for 2008-2009**

- Continue data collection/discussion for CCNE self-study preparation
- Implement recommendations for change from student surveys (e.g., integration of cultural competency, development of NCLEX preparation materials)
- Continue to conduct undergraduate and graduate student survey
- Present results of the Preceptor Survey to program committees and identify strategies for improvement



## **UW-MADISON SCHOOL OF NURSING Preceptor Survey**

The UW-Madison School of Nursing Survey of Preceptors was conducted by the University of Wisconsin Survey Center (UWSC) and analyzed by Jeffrey Henriques of the School of Nursing Research Design and Statistics Unit. The following is a summary of the project. Copies of the surveys are also attached.

### **Sample Description**

The UW-Madison School of Nursing Survey of Preceptors was conducted by the University of Wisconsin Survey Center. The goal of this project was to gather data from nurse preceptors throughout Wisconsin who instruct UW-Madison undergraduate and graduate nursing students in order to obtain their assessment of the quality of our preceptor program. In addition, we wanted to learn about factors which influence preceptor satisfaction and learner outcomes such as preparation for precepting, communication with faculty and staff, perceived competence of students. The original sample included 293 nurse preceptors. Of the 293, 14 of the surveys were returned to the UWSC as undeliverable, leaving a sample of 279 preceptors. The first question of the survey asked respondents to indicate if they had precepted at all in the past 2 years, and 28 indicated that they had not precepted any students in the past 2 years. This resulted in a final eligible sample pool of 251 preceptors.

### **Survey Instrument**

The survey consisted of 12 questions assessing nurse preceptors' level of preparation, their satisfaction with their experience, as well as their perceptions of the perceived rewards and challenges of being a preceptor for graduate and undergraduate nursing students. Additionally, respondents were asked what incentives would encourage them to continue being a nurse preceptor.

### **Survey Procedures**

The survey design for this project consisted of four waves, as indicated below in the administration details. The first wave mailing consisted of a letter describing the survey and encouraging preceptors to participate, a 4 page survey, and a business reply envelope for the return of the completed survey. The second wave consisted of a reminder post card, asking those who had not yet responded to do so, and thanking those who already had completed the survey. Waves 3 and 4 were duplicates of wave 1, including a slightly altered letter, to let the respondent know this was a follow up mailing they were receiving because we had not yet obtained their completed survey. This multi wave approach is standard survey protocol used to obtain the best levels of participation possible.

### **Survey Administration Details**

Mailing 1 of survey packet	September 26, 2007
Postcard reminder	October 4, 2007
Mailing 2 of survey packet	October 19, 2007
Mailing 3 of survey packet	November 16, 2007

Data collection was concluded in February of 2008.

### **Response Rate**

Of the 251 subjects deemed eligible to complete the survey, 194 returned completed instruments resulting in a response rate of 77.3%.

### **Findings**

Of the 194 valid responses, 61% were from preceptors of undergraduate nursing students, 34% identified as being preceptors of graduate nursing students and 5% precepted both undergraduate and graduate students. The responses of nurse preceptors did not differ as a function of the type of student with which they worked, so responses of graduate and undergraduate preceptors were combined. The vast majority of preceptors reported that they were satisfied with their roles as preceptors (96.4%), and 89.7% believed that their practice was enhanced by their work as a preceptor. Preceptors mentioned that they benefit from the opportunity to see their practice through “new eyes” and keep current with “best practices” through their interactions with students. The majority of preceptors (83.4%) also believed that their agencies benefit as well from the presence of student nurses.

While preceptors reported that they were satisfied with their experiences, many reported that they would benefit from additional training for their roles as preceptors. A number of respondents (39.2%) indicated that they did reading in preparation for their role. Only 37.6% reported receiving an orientation to the course from the course professor and just 19.1% reported receiving training from their employers. Even smaller percentages reported that they had received training from the School of Nursing (17.5%), taken an online course (13.4%) or had graduate coursework or some other type of continuing education course on precepting. Many preceptors reported that they would benefit from receiving the same handouts and readings that our student nurses receive. They also stated that they would benefit from a more formal orientation and increased communication from our nursing faculty.

Among the benefits of precepting, 83% of nurse preceptors reported that they enjoyed seeing novice nurses grow in their abilities, with many remarking on the enthusiasm and abilities of our student nurses. The majority of respondents also identified their own professional development and the opportunity to influence practice as additional benefits. The most commonly reported challenge (56.7%) to being a preceptor was limited time, and 25.3% acknowledged the challenge of grading students. Other reported challenges were lack of preparation (16%), as well as poor academic (16%) and/or clinical preparation of students (24.2%).

The incentives identified as useful in encouraging respondents to continue precepting were quite varied. While 25.3% felt they did not need any further incentives, close to half (45.4%) reported that they would appreciate free continuing education courses. Status as a faculty associate was identified by 38.1% and 34% reported that additional compensation would be a useful incentive. Approximately one fifth of preceptors reported that they would like access to UW library resources and 15.5% reported that small gifts from the School of Nursing, such as books, CD's, and drawings for iPods, would be valuable incentives.

The results of the surveys will be used to improve processes for selection, preparation, and evaluation of preceptors, and ultimately to enhance preceptor satisfaction and competence.