



# The Puerto Rico School of Nurse Anesthetists

## Institutional and Academic Assessment Plan 2019 to 2020

**Effective dates: June, 2019- May, 2020.**

**Date Prepared: May 31, 2019**

**Last update: July 1, 2019**

## Table of Contents

<b>Introduction</b>	3
<b>The Assessment Committee</b>	7
<b>Cycle for the Institutional Planning and Assessment Process</b>	7
<b>Two year analysis of the assessment process</b>	8
<b>Closing the First Year of the Cycle</b>	11
<b>Student Demographics</b>	19
<b>Programs and Objectives</b>	21
<b>Measures of the Institution's Effectiveness</b>	23
Retention	23
Placement	26
Graduate Satisfaction	29
Employer Satisfaction	35
Student Learning Outcomes	40
<b>Implementing, Monitoring, and Evaluating the IAAP</b>	52
<b>Summary and Conclusions</b>	53
<b>Appendixes</b>	
1. 2018-2019 Assessment Committee Meeting Minutes	
2. Exit Interview Survey Data (PDF files)	
3. Graduate Satisfaction Data (PDF files)	
4. Employer's Satisfaction Data (PDF files)	
	62

## Introduction

The Puerto Rico School of Nurse Anesthetists (PRSNA) is an Institution of Higher Education authorized by the Puerto Rico Board of Post-secondary Institutions (PRBPI) as of the May 17, 2012; hence, our School is in compliance with all legal requirements for an Institution of its category.

PRSNA was created to fulfill the lack of Nurse Anesthetists in Puerto Rico. For this reason, the School is supported by distinguished professionals in the field of anesthesia as well as by institutions renowned in Puerto Rico and the Caribbean. Furthermore, its headquarters are located within the premises of the *Auxilio Mutuo Hospital in Rio Piedras*, an entity by which agreements are in place for the School to use its advanced practice settings for students' educational processes. There are additional agreements of collaboration with other metropolitan area hospitals.

As part of its commitment, and as stated in the PRSNA's Philosophy, Mission, Vision, Goals, and Objectives, we seek to offer an education of excellence for the development of professionals of high quality at the level of master degree.

To accomplish this, the Program has a faculty with the commitment, knowledge, and necessary expertise to lecture in each of the subjects they teach with a high level of excellence. Furthermore, faculty and students are served by an administrative staff with the motivation and genuine commitment to offer the necessary support they need. There is, then, no doubt that the Institution is apt to shape future anesthetists able to offer high quality services in the professional field of anesthesia.

In its interest to help maintain Puerto Rico nurses educationally updated and in compliance with nursing continuing education legal requirements, the School submitted a proposal to become a Nursing Continuing Education Provider. It has been approved by the Puerto Rico Board of Nurse Examiners since August 2012. Besides, it submitted three proposals to the Board to offer specialized courses. The first one on Intervention with Patients in Critical Condition, the second one on Nursing Management of Clients in the Emergency Room, and the last one is in Nursing Management of the Adult Client with Conscious Sedation and Moderate Analgesia. All were approved; the first one on September 2012, the second one on January 2013, and the last one on April 2013. Critical Care began its offering in January 2013, Emergency Room began in March of the

same year, and Nursing Management of the Adult Client with Conscious Sedation, Analgesia, and Moderate began its offering on January 2014. The aforementioned certifications were designed in congruence with the School's mission that states: *to serve as a learning center for nurse anesthetists, other nursing and health professionals to help them keep their knowledge up to date along their professional careers.* Along the same line of compliance with the mission, the School Faculty and Administration developed a new academic program, a Master in Nursing with specialty in Critical Care, which was approved by the Puerto Rico Board of Post-secondary Institutions. Also, we plan to develop new and diverse educational programs leading to professional degrees in different areas of health science as baccalaureate, masters in specialized fields, and doctorates.

## **Statement of Philosophy, Mission, and Vision**

### **Institutional Philosophy**

- We believe that the health of every person is an inalienable right and that it is a responsibility and a moral imperative of the nursing professional to offer safe care to all patients. The School is committed to the provision of an excellent education in order to form competent nurses able to provide care that is safe and with human sensibility.
- We believe it is necessary to develop dynamic and high quality programs that contribute to the satisfaction of nursing manpower needs within the context of social and economic health situations, practices, and tendencies in rapid change, and provide a balance between technology and humanism.
- We believe that in order to accomplish this, the teaching-learning process must be aimed at the attainment and application of appropriate knowledge, the development of communication skills, clinical judgment, and leadership, and to the development of values and humanistic behaviors which will constitute a professional competent to offer quality and safe care to patients, and who is committed with self-development and with the advancement of the discipline.
- We believe that the teaching-learning process is dynamic, that it is focused on the learner and on learning.

- The emphasis of this learning paradigm is that learners build and create knowledge while faculty designs, facilitates, guides, and serve as mentors.
- According to this, the faculty is responsible for creating the environments and experiences that will lead students to discover and build knowledge by their own experience, rather than just reading it from a book. In this paradigm, the learning environment and experience are centered on the learner. The theories and educational frameworks more consistent with this paradigm, and from which principles are used to guide the process, are: Cognitive Theory, Humanistic Theory, Adult Learning Theory, and Caring.
- We agree that learning is influenced by the person's multiple intelligences, background, and experience, by the type of learning activities and by the degree of participation in the teaching-learning situation (Barn & Tagg, 1995; Freire, 1971, cited in Billings & Halstead, 2005, p. 233; Gardner, 1983).
- From the cognitive perspective, learning occurs when a new experience alters some mental processes that cannot be observed and that may or may not be manifested by a change in behavior or performance. The development of clinical judgment and critical thinking skills require strategies of cognitive nature.
- The development of values and attitudes is an essential aspect in the preparation of health professionals. Humanistic theory emphasizes the affective aspects of development, promotes a sense of responsibility, cooperation, and mutual respect in students.
- Honesty and compassion (caring) are considered goals of learning as well as the cognitive and psychomotor domains.
- We believe in the application of adult learning principles. According to Knowles, adults are self-directed and are responsible for their own learning. Adult learners must be conceptualized from the perspective of development (physical and psychosocial). They will give their best when asked to use their experience and apply new knowledge to solve real problems. Their motivation to learn is more practical and problem centered; internal motivation that sprouts from their curiosity.
- Adopting and applying these beliefs, and providing the human and material resources, the School commits itself to prepare nursing professionals with the

knowledge, skills, and values necessary to offer high quality services with human sensibility.

### **Institutional Mission**

The mission of the Puerto Rico School of Nurse Anesthetists is to contribute to the training of nursing professionals through an education of excellence that enables them to provide clinically competent care and with humanistic sensitivity. Contribute to the strengthening of a workforce capable of responding and adapting to the rapid social changes and the health needs of diverse populations. Offer nursing education programs with high quality parameters and with the skills required for advanced practice. Serve as a teaching center for professionals to keep them updated throughout their professional careers.

### **Institutional Objectives**

1. To prepare nurses with the right knowledge, skills and attitudes required for delivering safe services according to professional standards and discipline regulations.
2. To provide broad opportunities for learning that promotes the development of the competencies for nursing practice.
3. To develop professionals able to respond to the needs of diverse populations, to rapid social and technological changes, and to offer high quality health services.
4. To develop nurses with the necessary values to provide a humanistic service and to assume responsibility for self-development in the advancement of the nursing discipline.

### **Institutional Vision**

To become an excellent institution of higher learning recognized for the preparation of nurse anesthetists and other nursing professionals renowned for the quality of their practice. To develop diverse, ample academic offerings of advanced practice to facilitate health professionals' development that capacitates them in offering current, safe services

### **The Assessment Committee**

The Assessment Committee, has the responsibilities to develop, review, revise, implement, and monitor the Institutional and Academic Assessment Plan The CEO,

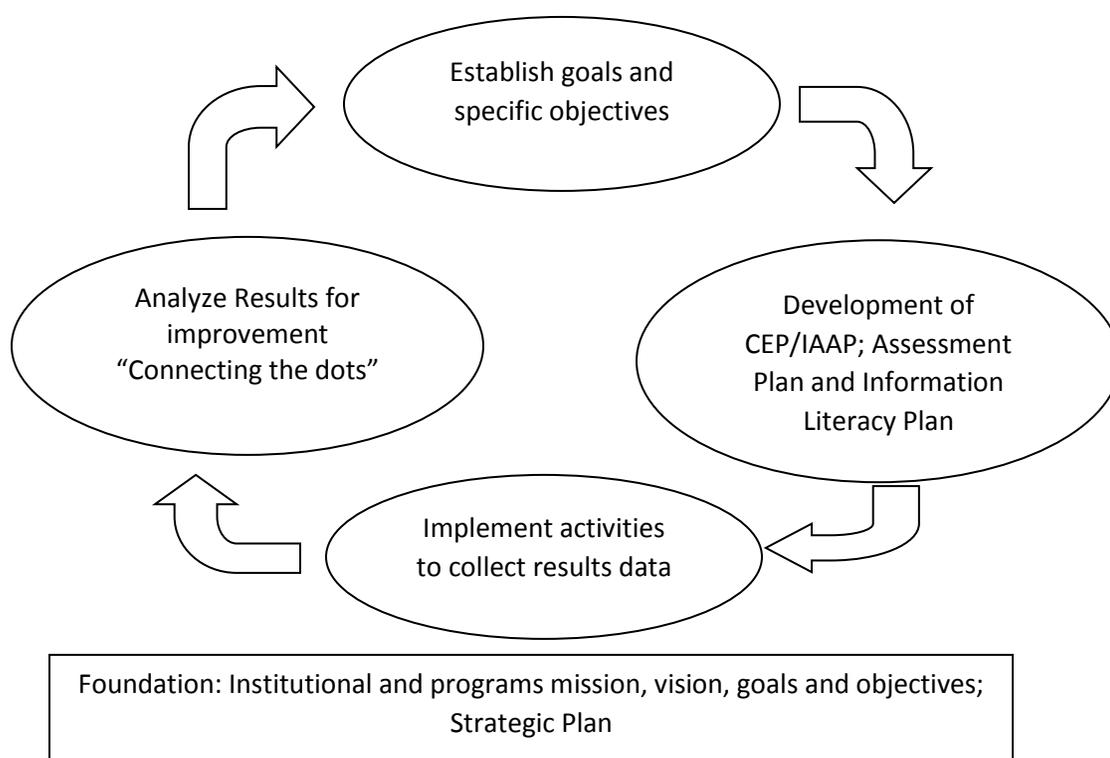
Dean of Academic Affairs and Accreditation, Director of the Program, Admissions Officer, Administrative Assistant, one Faculty member, and one student are members of this committee.

The committee will be responsible for the revision of the Annual Report to identify outcomes and complete an evaluation of the IAAP twice a year.

The IAAP is shared in Faculty and Staff meetings. After the preparation of the document, the committee meets, at least, twice a year (once every semester), to review the progress, identify the achieved goals, and determine if there are any other steps that need to be followed in terms of any adjustment that could be needed.

Minutes of the Assessment Committee (CEC) meetings are included in Appendix A.

### **Cycle for the Institutional Planning and Assessment Process**



Our institutional planning and assessment process includes the following:

- Revision of our goals, programs and services to identify and analyze how they meet our academic community needs and the institutional mission.
- Maintain an assessment culture for our continuous improvement, while guarantee efforts to increase the quality of our education and services.
- Consider, analyze and use accreditation standards to evaluate our institutional and academic effectiveness.

### **Two year analysis of the assessment process**

Since fall 2018, the PRSNA began to conduct the assessment process following a two year cycle. To be able to effectively complete the cycle, it is necessary to gather data that will be used to describe the new students' profile. This information was collected through a questionnaire that new students completed during the first month of their first semester. During that first year (2018-2019), data was gathered through the courses that are part of the assessment plan. Considering the graduate profile and the course objectives, the specific competences that students should develop during their first year are described and analyzed. As a result, the student profile after finishing their first year in the master program is described.

During the second year of the master program (2019-2020), data will be gathered throughout different courses that are selected to be part of the assessment plan. The information gathered through the rubrics that are used to evaluate the student learning process, will be used to develop the student profile. This profile will be compared and analyzed with the graduate program of the academic program. The purpose of this analysis is to identify areas where students may need additional support, and areas where students were able to effectively develop the required competencies. At the end of their academic program, students need to pass a test that is used as an exercise previous to the nurse anesthetists' board exam. The following table presents the two year cycle of the assessment process of the student learning.

First Year			Second Year		
Input	Process	Product	Input	Process	Output
<b>First Semester</b>			<b>First Semester</b>		
Administer questionnaire to describe the new students profile EXADEP results Bachelor degree accumulative GPA	Assessment of two first semester selected courses (selected considering the course schedule) Courses: ANES 5101, ANES 5102, ANES 5111, ANES 5112	Oral presentation Written report Test	Data gathered during the first year will be used to develop a student profile of the students that begin their second year	Assessment of two second year (third semester) selected courses (selected considering the course schedule) Courses: ANES 5341, ANES 5333, ANES 5324, IANES 5351	Clinical evaluations Research proposal Oral presentation
<b>Second Semester</b>			<b>Second Semester</b>		
	Assessment of two second semester selected courses (selected considering the course schedule) Courses: ANES 5213, ANES 5203, ANES 5221, ANES 5231	Oral presentation Case analysis Essay		Assessment of two second year (fourth semester) selected courses (selected considering the course schedule) Courses: ANES 5442, ANES 5434, IANES 5452	Clinical evaluations Research Report Oral presentation

<b>Summer</b>			<b>Summer</b>		
	Assessment of one selected summer course (selected considering the course schedule) Courses: ANES 5022, ANES 5032, ANES 5023	Clinical evaluations Test		Assessment of one selected summer course (selected considering the course schedule) Courses: ANES 5043	Clinical evaluation Test

## Closing the first year of the cycle

### New Students Profile

<b>New student</b>	<b>EXADEP</b>	<b>GPA Admission</b>	<b>GPA First Year Cumulative</b>
<b>1</b>	<b>536</b>	<b>3.01</b>	<b>3.70</b>
<b>2</b>	<b>450</b>	<b>3.11</b>	<b>3.67</b>
<b>3</b>	<b>268</b>	<b>2.89</b>	<b>3.37</b>
<b>4</b>	<b>416</b>	<b>3.73</b>	<b>4.00</b>
<b>5</b>	<b>410</b>	<b>3.41</b>	<b>3.00</b>
<b>6</b>	<b>471</b>	<b>2.90</b>	<b>3.69</b>
<b>7</b>	<b>342</b>	<b>3.65</b>	<b>3.69</b>

When comparing the results of EXADEP, GPA of Admission and the cumulative GPA of their first year, it is evidenced the following:

- The highest GPA in admission was 3.73 and that student maintained the highest cumulative GPA when completing the first year (4.00).
- The lowest GPA in admission was 2.89 and that student had a cumulative GPA of 3.37, which resulted in the second lowest GPA of all new students.
- The highest score of EXADEP was 536 and that student had the second highest cumulative GPA when completing the first year. Although the GPA in admission was one of the lowest in the group.
- The second highest score of EXADEP was 471 and also had a low GPA in admission of 2.90. That student presented a high cumulative GPA of 3.69.
- The students that presented a high result in EXADEP, did not presented a high GPA in admission. On the other hand, the students that presented a high GPA in admission were able to maintain a high cumulative GPA by the end of the first year.

A diagnostic test was designed to develop a new student's profile. The results of this test will be compared with the results of the same test that will be administered during the second year of the master degree.

**1. Genre:**

Female	4
Male	3

**2. Age range:**

20-25	0
26-30	2
31-35	3
36-40	2
41 or more	0

**3. Annual income:**

Less than \$10,000	1
\$11,000-\$20,000	0
\$21,000-\$30,000	4
\$31,000-\$40,000	2
More than \$41,000	0

**4. Electronic equipment they own:**

Desktop computer	<b>0</b>
Laptop	<b>3</b>
Tablet	<b>0</b>
Smartphone	<b>0</b>
All the above	<b>2</b>
Laptop and Smartphone	<b>1</b>
Laptop, Tablet and Smartphone	<b>1</b>

**5. ¿Do you have Internet connection at your home?**

Yes	<b>7</b>
No	<b>0</b>

**6. ¿Where do you prefer to study?**

Home	<b>1</b>
Library	<b>1</b>
Any place, but alone	<b>0</b>
Any place, but with my colleagues	<b>0</b>
Others:	
All of the above	<b>2</b>
In my home, alone	<b>1</b>
In my home and the library	<b>1</b>
In my home, in the library and any place with my colleagues	<b>1</b>

## Information Literacy

Legend:

**Master**

**Need to be reinforced**

**Needs more work**

Skills	Expert	Moderate	Unskillful
Prepare Works using Microsoft Word	3	4	0
Prepare presentations using PowerPoint	3	4	0
Prepare tables and graphics using Microsoft Excel	1	4	2
Send and receive emails	6	0	0
Share documents through the email	7	0	0
Upload documents to a cloud service (Dropbox, OneDrive, etc.)	2	3	2
Create and edit documents using online platforms (OneDrive etc.)	0	3	3
Search information through Internet	6	1	2
Use Learning Management Systems Moodle, Edmodo, POPULI, etc.	2	3	2
Use different search engines (Google, Yahoo, Bing, etc.)	6	1	0

Use electronic calendar to plan and share activities	4	1	2
Conduct a video conference	2	3	2
Create blogs and wikis	0	2	5
Search for information resources through the online catalog	1	6	0
Search for academic resources through online databases	3	4	0

#### 7. ¿Where do you search information about nursing?

- Updated nursing books (2)
- Webpages (3)
- Library (2)

#### **The results of the questions related to information literacy evidenced the following:**

- All the students possess their own computers or technological equipment. They also have access to Internet.
- The students identify their homes or the library as the places where they like to study.
- It is evidenced that the student possess moderate to advanced information literacy skills. As part of the evidenced-based practice course, during their second year, advanced information literacy skills will be assess through online tutorials, pre and post-tests. The results will be considered to determine the effectiveness of the teaching process.
- During the second year will be important that students receive workshops related to the use of online databases, faculty members will be required to integrate the use of online

databases in their courses. This way, students will practice and develop information skills.

In terms of the knowledge related to nursing, it is evidenced that the students possess adequate knowledge. These results are consistent with the GPA they presented when admitted and with the cumulative GPA after finishing their first year.

**Nursing:**

**Correct answer in green**

1. ¿ Absorption of the drug is part of the pharmacokinetics?

**a. True (7)**

b. False (0)

2. In the lungs, we have receptors:

a. beta 1 (1)

b. alfa 1 (2)

c. alfa 2 (0)

**d. beta 2 (2)**

3. ¿ The Alpha and Beta receivers belong to the system?

a. Parasympathetic (2)

**b. Simpathetic (4)**

4. When you stimulate alpha 1, ¿what you obtain?

a. decreased heart rate (0)

**b. vasoconstriction (3)**

c. increase heart rate (3)

d. vasodilation (0)

5. When you stimulate beta 1 receptors, ¿what you obtain?

a. Decrease heart rate (1)

b. broncodilation (1)

- c. increase heart rate (4)
- d. glucose increase (0)
6. ¿ The R / L has when from K?
- a. 4 meq. (7)
- b. 4 Mg (0)
- c. 4 g (0)
- d. 4 drops (0)
7. The .9 of n / ss has more sodium than the .45 / nss
- a. True (7)
- b. False

### Assessment Results

As part of the assessment plan described in the two year cycle, four domains were assessed:

<b>Courses</b>	<b>Domains</b>	<b>Activity / Rubric</b>	<b>Result</b>
<b>ANES 5101</b>	<b>Clinical Reasoning</b>	Oral Presentation / Rubric for oral presentation	100% successfully evidenced domain
<b>ANES 5112</b>	<b>Patient Care</b>	Physical Examination / Rubric	88% successfully evidenced domain
<b>ANES 5213</b>	<b>Communication Skills</b>	Oral Presentation / Rubric for oral presentation	98% successfully evidenced domain
<b>ANES 5023</b>		Essay	Results will be included at the end of Summer 2019
<b>ANES 5203</b>	<b>Patient Security</b>	Case studies	100% successfully evidenced domain
<b>ANES 5231</b>		Oral Presentation / Rubric for oral presentation	96% successfully evidenced domain
<b>ANES 5023</b>		Essay	Results will be included at the end of Summer 2019

**Analysis:**

- As evidenced, it will be important to consider the Patient Care domain. During the first semester of 2019-2020 academic year, the goal should be that, at least, 90% of the students evidence domain when evaluated.
- It will be important to consider the assessment results and compare them to their performance in the comprehensive test and clinical courses rubrics.

### Student Demographics

Current student demographics for the campus are shown in Table 1 and enrollments are shown in Figure 1.

**Table 1. STUDENT DEMOGRAPHICS FROM JUNE 1<sup>ST</sup> 2018 TO MAY 31<sup>TH</sup>, 2019**

<b>Status</b>		<b>No.</b>	<b>%</b>
	Evening	<b>41</b>	<b>100%</b>
	Full-time	15	37%
	Part-time	26	63%
<b>Gender</b>	Female	24	59%
	Male	17	41%
<b>Ethnicity</b>	Hispanic	41	100%
	Nonresident	0	
	Undisclosed	0	
	21-22	0	0%
	23-25	1	2%
	26-30	16	39%
	31-35	11	27%
	36-40	5	12%
	41-50	5	12%
	51-65	2	6%
	68+	1	2%
	Undisclosed	0	0%

As it is shown, our Master in Nurse Anesthesia program is an evening program. That means that all theoretical courses are offered during the evenings. Nevertheless, the students that are enrolled in the clinical area start their practicum schedule in the morning, specifically at seven o'clock. Planning wise, it requires from the institution a proactive effort to meet the students' needs, both in the evening and in the clinical hours during the day. We are doing so and we will continue to do so by offering student services and clinical support during all day and academic support during the evenings. Also, they have library services during both; days and evenings.

Another important aspect of our student demographics is that, during this academic year we have almost the same number of females and males, different from the previous year where there were more females.

On the other hand, the great majority of our students are Hispanics, specifically puertorricans. That it is not a surprise given the fact that Puerto Rico is an island. Nevertheless, planning wise represent a great opportunity to our institution because it gives us the chance to reinforce our marketing strategies so we can attract more students from the United States and Latin America. That is why our main objective at this moment is to obtain the MSCHE accreditation, so we can have more tools to offer to potential students in the aforementioned regions. That will make our student population a more culturally and ethnicity diverse. The step in to achieving this goal is; (1) obtain the MSCHE accreditation so we can have access to federal aid programs; (2) we have to widen our marketing scenario. To do so we need more aggressive marketing strategies this is why we have been maximizing our presence through social networks, such as Facebook. In addition, we have to be more involved in the initiative of Puerto Rico's government to

promote that students from around the world consider our Island as an educational destination.

The last aspect to analyze of our students demographics is the age of our student's population. To do so we have to keep in mind that our institution only offers one graduated program, therefore, most of our students are older than twenty six years old. In fact, 64% of our students are between the ages of 26 and 35 years old. In that sense, our students are professionals that are looking to expand their careers, so the services provided have to meet their expectations. Furthermore, this kind of information is necessary to improve our marketing approach.

### **Program and Objectives**

The Puerto Rico School of Nurse Anesthetists offers one Master Degree in Nurse Anesthesia, and we are going to begin offering the Master Degree in Nursing with a Specialty in Critical Care, since it has been approved by the Puerto Rico Council of Education and by ACICS.

#### **Master's in Nurse Anesthesia Program General Objectives**

1. To prepare nurse anesthetists with the knowledge, skills, and attitudes required to offer safe anesthesia services in compliance with professional standards and state regulations.
2. To provide broad opportunities for learning that promote the development of the competencies for anesthesia nursing practice.
3. To develop nurse anesthetists able to respond to the needs of patients who requires anesthesia and to changes in the delivery of anesthesia services.

4. To develop nurse anesthetists with the values to deliver humanistic services and to assume responsibility for self-development in the anesthesia discipline.

### **Master's degree in Nursing with a Specialty in Critical Care Program Goals**

1. Develop competencies in the area of critical care specialty that trains the nursing professional to make meaningful contributions independently and collaboratively in the delivery of health services and nursing practice.
2. To evaluate the body of knowledge of the theories and models as a basis to contribute to the practice of the discipline of nursing.
3. Develop the research competence and the use of the findings in critical practice.
4. To assess the applicability of theories and management models to coordinate the efficient use of human, material and fiscal resources in the provision of health services.
5. Acquire knowledge and skills related to functional roles in nursing education and management.
6. Demonstrate leadership skills to initiate and carry out changes in the specialty area within health care systems.
7. Possess ethical-professional attitudes, communication skills, leadership, critical thinking and use of technology to facilitate the intervention with the person, the family and the community.

### **Measures of the Institutions' Effectiveness**

The Puerto Rico School of Nurse Anesthetists (PRSNA) collects data from the following seven elements that are considered key components for determining the effectiveness of the campus: retention, placement, graduation rates, student satisfaction, graduate satisfaction, employer satisfaction, and student learning outcomes. For the continuous improvement of the institution, it is necessary to measure and assess these elements.

#### **Retention**

The PRSNA works to provide an effective learning environment and effective student support services to promote the academic excellence. To guarantee student excellence it is necessary that students remain enrolled in the program until graduation. In general, to achieve a successful retention of the students it is necessary a great commitment from the institution, which includes students, faculty, and administration.

Campus Accountability Report (CAR) formula:

$$\frac{\textit{Beginning enrollment} + \textit{Reentries} + \textit{New starts} - \textit{Withdrawals}}{\textit{Beginning enrollment} + \textit{Reentries} + \textit{New start}}$$

The retention rate is calculated by the Registrar Office in an annual basis. This type of data ensures uniformity and serves to compare the institutional performance over time and associate it with other ACICS institutions.

## Retention Results

Overall retention results are shown in Table 2.

**Table 2. Overall and Programmatic Retention Rates**

	2016-2017	2017-2018	2018-2019
Master's Program	78%	82%	85%
EEAPR			
ACICS	60%	60%	60%

As it is shown, the institution improved its retention rate of the master's program, by three percentage (3%) resulting in 85% of retention, which is a great result considering the financial situations in Puerto Rico. **As we analyze the numbers described above, we have to conclude that the retention rate's base line for our institution should be eighty five to ninety (85% - 90%).**

- The goal was to reach a 72% of retention rate. As it is evidenced, our goal can be higher, to maintain the 85% or reach a 90% of retention.
- Aspects that will support our effort: the availability of student loans, new support services that we will be working to provide and the continuous communication and support of faculty members.
- During the last year the Counselor worked with some students to provide additional support. Also, the librarian provided support to students that needed to develop specific technological skills to complete course work.
- We will be scheduling a Focus Group to identify more aspects where we need to work to offer additional support to our students.

## Retention Action Plans

Based on the retention rates results presented above, the institution will continue to take the following actions:

1. We continue with the goal of increasing the amount of services the Counselor offers to students, since we identify our students need to manage stress, time and emotions due to personal situations.
2. The Faculty meeting that is held at the beginning of each semester is offered to guarantee that professors and instructors assess the students' learning process. Also, we promote that Faculty members follow up the new entry students within the first two weeks. That help us identify whether the students expectation have been met.
3. We will continue to plan and offer workshops and conferences to promote that all Faculty members use different teaching-learning strategies, especially the ones that engage students with their learning process through collaboration, cooperation, and through the development of learning communities.
4. The Institution will continue to work with its infrastructure to provide an environment adapted to the students' learning experience. We will continue administering surveys to the students regarding this issue to determine if we are targeting the right elements for the students. We will be including focus groups as a strategy to collect information about the satisfaction level of students.
5. The students' evaluation results are assessed each semester and considered for the recruitment of professors and instructors each semester. It is expected that

the professors and instructors bring to the classroom their experience and knowledge and will involve students with their learning experience.

6. The library staff will continue identifying information and learning resources to support students when completing their different course works. Also, and as part of the assessment of the student learning, the librarian will continue to develop different tutorials related to the development of specific information skills, as a way to support students while preparing their course works, and offering from workshops in the classroom, visiting classrooms, since the students do not request support when needed.

### **Placement**

The Puerto Rico School of Nurse Anesthetists (PRSNA) seeks to prepare students with the skills and knowledge they need for a direct entry into the job market. The institution measures placement using the ACICS CAR formula:

$$\frac{\textit{Placed in field} + \textit{Placed in related field}}{\textit{Graduates and completers} - \textit{Unavailable for placement}}$$


---

*Graduates and completers – Unavailable for placement*

This measure is used to compare the institutional performance over time with other ACICS institutions, since the uniformity of the calculation was ensured. The goal is to maintain or improve the placement rate in following years.

**Table 4. Placement Results**

	<b>2016-2017 Placement %</b>	<b>2017-2018 Placement %</b>	<b>2018-2019 Placement %</b>
<b>Master's program</b>	100%	89%	100%

The institution has an excellent percentage of placement rates, but we currently have the problem that when the graduates complete the questionnaire that is send for the PVP, they confront problems or difficulties, which results in that their information is not included in the placement information.

- During 2017-2018 it was difficult to contact graduates to gather information about their placement. Although we know they are working, we need them to answer our surveys to collect the evidence.
- The Exit interviews and the Graduate surveys will be included as part of the IAAP to keep the evidence.
- There is still a need for Nurse Anesthetists in hospitals and our graduates are recognized as great professionals that are well prepared for the job. Borrero is constantly in communication with different hospitals and doctors that provide him with a feedback about their performance. This information, although it is informal, is useful for our evaluation process.
- It is important to contact employers as soon as we collect information about the placement. Domínguez explains the different efforts that are made to contact employers and what has been effective is that Borrero calls employers and ask

them to answer the satisfaction survey, since they recognize Borrero, they tend to answer more quickly.

- We will keep our goal of 100%. We believe it is possible

The goal is to work more effectively with the PVP questionnaire and revision process to guarantee that the correct placement information is reported to ACICS. We also will work to keep, at least 95%, but we are going to be focused on maintaining the 100% of placement rate and to keep official evidence of this information. We have noticed that our graduates maintain good communication with the institution, but they do not tend to use email communication or fill electronic forms to facilitate our processes of collecting data. This situation results in the fact that we are sure that our graduates are placed, but we confront problems when the graduates answer the email that is sent by ACICS. Apparently, they have difficulties understanding the option they should select and this result in an invalid placement. We have identified the need to inform graduates about the process and how to answer correctly the questions.

Also, we will be utilizing more effectively our human resources, such as our Counselor and Program Director. The north is that they can identify, as soon as possible, the difficulties or limitation that the students may have so they can be address trough supportive services. One important service that we have been developing is the Library. We are working to offer better library sources and provide more support to students while they are preparing their different course works, our library web page is continually updated to offer more information and resources that our students need for their academic career. Also we will follow the steps exposed in the Placement Action Plan.

### **Placement Action Plans**

Based on the current placement results, the institution will keep the following action plan:

1. The Administrative Assistant with the collaboration of Program Directors are in charge of the promotion of the students' participation in job fairs, communication with hospitals, health professionals, and other health service institutions to provide information about job positions available.
2. The Program Director have been charged with attending meetings of nurse professional associations in a way to maintain links with other professionals and provide current students information about these associations. Also, the students will receive information related to professional activities that will enhance their placement opportunities.
3. We will be visiting many hospitals to promote the institution program and to give the hospitals the opportunity to meet with our students so they can be potential employers.

### **Graduate Satisfaction**

To evaluate the satisfaction level of the graduates a measurement required by ACICS is used. The collected data is used for the overall improvement of our courses, curriculum, student services, and the different administrative processes.

For the evaluation of the graduates' satisfaction the process to be followed consists of emailing a survey and call by telephone to the graduates after 60 days following their graduation. One survey is sent to the graduates of the master's degree program.

In terms of the survey sent to the graduates of the master's degree program, the questions seek to identify their level of satisfaction with: how the program goals were met;

the course designs; how the curriculum prepared them to perform on their current jobs; and how the master's degree was a key to obtain a promotion, a new position, or a new job. With the gathered information, it is possible to identify the effectiveness of the master's degree program when preparing students to work as nurse anesthetists.

The survey form was prepared using Google Drive. After sending the email to all graduates, if in two weeks there are no responses, or just few, a follow-up is made by phone. Also, since many professors offer courses in the same hospitals where our graduates work, they deliver a print copy of the survey. The goal is to achieve an evaluation of "very satisfied" in all areas. Any area with an evaluation result below this will be analyzed and corrective steps will be identified.

The following table summarizes the results of the survey administered to the students that graduated in 2018 of the master degree program. From 5 graduates, a total of 4 completed the survey, representing 80% of the graduate students. We will continue working with different efforts to guarantee that 100% of our graduates answer the survey.

**Table 6. Summary of the graduates' (2018) satisfaction with the master's degree program**

	Very satisfied	Satisfied	Neutral	Somewhat satisfied	Dissatisfied

The master's degree program prepared students with the knowledge, skills, and attitudes that are required to offer services following the professional standards of the discipline.	60%	40%			
The master's degree program provides students with learning opportunities that promote the development of skills needed for the nursing practice.	50%	50%			
The master's degree program develops professionals that are capable to respond to the needs of a diverse population and to the social and technological changes that impact the offering of health services.	100%				
Develop nurses with the needed values to offer humanistic services and to assume responsibility of their own development and of the development of the discipline.	60%	40%			

As evidenced on the previous table, the more than half of the graduate students of the master's degree program are very satisfied with all the criteria that were considered for their evaluation. Also, it is important to consider that, when comparing these results with the previous year, there was an increase in the satisfied column and. This is necessary to consider and to work to identify the areas that need to be reinforced. But, considering that one goal for last year was to guarantee that the average rates for our institution be eighty (80%) in the very satisfied column, and to guarantee that there will be no "somewhat satisfied" or "dissatisfied" result, we were able to accomplish this goal.

### **Comparison of Graduate Satisfaction Survey**

<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
------------------	------------------	------------------

Very satisfied	Satisfied	Very satisfied	Satisfied		Very satisfied	Satisfied
80%	20%	57%	43%		60%	40%
100%		57%	29%	Somewhat 14%	50%	50%
100%		79%	21%		100%	
100%		86%	14%		60%	40%

- Comparison of each criteria in the satisfaction survey:
  - Their satisfaction of how the master degree program prepared them: although we reached our goal to have a 100% between very satisfied and satisfied each year. The reality is that the percentage in very satisfied decreased in 2017-2018, the hurricane year. This situation can be considered as one important element that had a negative impact since our academic activities were interrupted and limited for several months. Their sense of satisfaction with the preparation could have been affected. We need to keep working to reach, at least 80% in the very satisfied result.
  - Their satisfaction with the learning opportunities: this is a criteria that, when comparing the results, had lower results, although it also reached the goal. Since 2016-2017 we do not have a result of 100% in very satisfied. We had lower results in very satisfied for 2018-2019 and we need to work on this. We need to work with faculty members so they provide more learning opportunities, different activities and offer students

diverse experiences. This will be part of our first faculty meeting of Fall 2019. Also, this will be considered in the assessment plan for 2019-2020.

- Their satisfaction as professionals that are capable to respond to the needs of the population: this criteria evidence they feel confident, and the percentage increased during last year. We need to consider that, maybe, the decrease was due the natural disaster. We will keep an eye on this criteria to analyze next results.
- Their satisfaction with development of needed values: the decrease in the very satisfied column has been constant in two years. We need to find strategies to support students while assuming responsibility of their own professional development. We need to find professional activities where they can learn on how to work with their constant professional development. Understand that this program is only one step and that they need to keep working. We need to discuss this aspect with faculty members that may help to identify strategies that may be used to promote their own sense of responsibility with their professional development. It is necessary to keep an eye on this criterion and find ways to increase the very satisfaction results.

We understand that we can keep this goal for next year. We will do so, by utilizing more effectively our institutional resources, in terms of infrastructure and laboratories. Also we will emphasize in humanistic care by providing field trips to hospitals for the students. That will give our students the opportunity to talk to the patient's family, to the

patients and to other health care professional. The ultimate goal is that the student can have an all-around experience within the work environment so the will be more satisfied they graduate.

### **Graduate Satisfaction Action Plan**

Although we are pleased with the results obtained in this area by the institution, we will address the following aspects:

1. We will continue to offer our Faculty seminars and workshops to address some of the concerns that our graduates expressed in the survey; this will be done with the support of the counselor and the librarian.
2. We will also be working to identify specific support they may need to offer workshops, conferences or invite other professionals that may provide information or the guidance they may need.
3. We will revise our two academic program curriculums to keep it up to date every two years.
4. We will enhance the library resources, especially the information that is published through the Internet and the presence of the librarian in the classroom with information literacy workshops,.
5. We will be assessing the students' satisfaction every semester, so we can guarantee that the services we are providing benefit the students.

### **Post-Placements Action Plan**

1. The institution will be contacting graduates via email or by telephone to determine the professional status within six months of the placement date. Also, the institution we will be administering surveys to learn the perception about the

education received at our institution to see if we met the requirements of their current employer.

2. The institution will also contact the employers to assess their satisfaction with our graduates within six months of the placement date. That way we can recommend other graduates to those institutions in the near future, so they can also be placed or we can better our curriculum so our future graduates can meet the employer's expectations. To do so, we will be administering surveys to the employers.
3. As a part of the Post-Placement strategy we want to find out if the students are still employed and if they are not, we want to find out the reasons. We want to know if there is something that our institution can do to help.

### **Employer Satisfaction**

PRSNA's Anesthesia Program sends out evaluations to our graduates' employer, so we can follow our master's degree graduates' professional progress. Through the evaluation form, employers evaluate different aspects of the graduates' professional performance: general traits (includes attendance, appearance, attitude, professionalism, productivity, among others); and clinical performance (includes the evaluation of communication, initiative, critical thinking, among others). Therefore, the Program Director possesses our graduates' employers' evaluations.

The process we use to obtain the data is the following; (1) We gather the information of the employer through the graduates exit interview; (2) Before reaching the employer, we double check with our graduates that the information provided was still accurate; (3) Then, we proceed contacting the employer by telephone or email and ask

them in which way we could send the survey to them; (4) Finally, the employer answered the survey and send it back to our offices.

**We were able to obtain responses from the five employers of our five graduates 2018. The following table presents the results.**

**Table 7. Results of the Employer's Evaluation (graduates of 2018)**

	Excellent	Above average	Average	Below average	Poor
<b><u>General Traits</u></b>					
1. Attendance	100%				
2. Personal Appearance	100%				
3. Respect for others	100%				
4. Cooperation/Attitude	80%	20%			
5. Professionalism and Ethical Conduct	80%	20%			
6. Teamwork	80%	20%			
7. Productivity	80%	20%			
8. Organization	100%				
9. Oral communication skills	40%	40%	20%		
10. Written communication skills	60%	40%			
<b><u>Assessment of Clinical Performance</u></b>					
1. Assumes nurse anesthetist responsibilities within reasonable time.		100%			
2. Appropriately prioritizes and completes nurse anesthetist care.	80%	20%			
3. Performs nurse anesthetist procedures independently.	100%				
4. Maintains patient safety.	100%				
5. Communicates professionally with patients.	40%	40%		20%	
6. Communicates professionally with peers.	80%	20%			
7. Demonstrates initiative to improve performance.	80%	20%			
8. Demonstrates critical thinking	80%	20%			

### **Employer Satisfaction Action Plan**

As it is evidenced, there are only two criteria where 20% (1 graduate) of our graduates receive average and below average as evaluation. Both criteria are related with communication skills. This is important to consider keeping working with this domain, assessing students and identifying new and different strategies to guarantee that students are developing effective communication skills. As part of the next assessment plan, it will be important to include this domain and assess it in different courses. Also, it will be important to discuss this criterion with faculty members so they work with these skills and

support students with their development. This discussion will be part of the next faculty meeting.

Some of the actions that will be adopted are:

1. Three months after graduation day, the institution will make follow-up calls, and emails will be conducted to students so they can provide information about their employer so we can assess their performance.
2. Before emailing the employers, an email will be sent to the graduate students requesting their supervisors email to provide them information about the questionnaire they are going to be receiving.
3. If we do not receive response from the employer in two weeks after emailing the questionnaire, follow-up calls will be made and, when possible, they will be asked to answer the questions by phone. An email after the call will be sent as a confirmation of the evaluation.
4. Once a year, during a Faculty meeting, the results of the employers' evaluation will be shared, recommendations for revisions will be received and adopted before the next evaluation process.

## Comparison of Employer's Satisfaction

2016 - 2018

	Excellent			Above average			Average			Below average			Poor		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	6	7	8	6	7	8	6	7	8	6	7	8	6	7	8
<b><u>General Traits</u></b>															
1. Attendance	100%														
11. Personal Appearance	100%														
12. Respect for others	100%														
13. Cooperation/Attitude	100%			80%			20%								
14. Professionalism and Ethical Conduct	100%			80%			20%								
15. Teamwork	100%			80%			20%								
16. Productivity	100%			80%			20%								
17. Organization	100%														
18. Oral communication skills	100%			40%			40%			20%					
19. Written communication skills	100%			60%			40%								
<b><u>Assessment of Clinical Performance</u></b>															
9. Assumes nurse anesthetist responsibilities within reasonable time.	100%						100%								
10. Appropriately prioritizes and completes nurse anesthetist care.	100%			80%			20%								
11. Performs nurse anesthetist procedures independently.	100%														
12. Maintains patient safety.	100%														
13. Communicates professionally with patients.	100%			40%			40%					20%			

14. Communicates professionally with peers.	100%	8 0 %			2 0 %			
15. Demonstrates initiative to improve performance.	100%	8 0 %			2 0 %			
16. Demonstrates critical thinking	100%	8 0 %			2 0 %			

### Analysis of comparison:

- It is evident that the last evaluation (2018) is the ones that received a result lower than excellent. When we looked at the surveys, these results belong to the same graduate, except for one criterion.
- We can relate the result with the results in the graduate satisfaction survey, since the criterion is related with communication skills. It seems that the students need to develop this type of skill because, first the graduates do not feel confident and, second, the employers are identifying a need to develop this skill.
- We need to keep considering this criterion in the assessment plan.

### Student Learning Outcomes

Consistent with its mission, the PRSNA is committed to a continuous assessment process of its academic programs and student services, and to use the results for a continuous improvement.

One method that is used to assess the student learning outcomes is the analysis of the Nurse Anesthesia Board results and the analysis to the GPA results. Also, the assessment is conducted through the use of different strategies in selected courses each

term. The results are presented in an annual assessment report and to faculty members. Areas that need improvement are identified and strategies for improvement are implemented.

## Nurse Anesthesia Board

The Puerto Rico Board of Nurses has the responsibility to notify the Universities or Schools about the performance of their graduates with the different nurse boards. The next image is the report we received.

 GOBIERNO DE PUERTO RICO

**Junta Examinadora de Enfermería de Puerto Rico**

**Informe Estadístico por Institución Educativa**  
Examen de Enfermeras(os) Especialistas Anestésistas

Nombre de la Institución Educativa: **104 - ESCUELA DE ENFERMERAS(OS) ANESTESISTAS DE PUERTO RICO** Convocatoria - **INVIERNO 2018 - 2/28/2019**

Candidatos que aprobaron: 4 (100%) de 4

Promedio (X) de Puntuaciones por Parte						Total		Frecuencia y % de Aprobación				
Intento	Asuntos Profesionales	Ciencias Básicas	Equipos	Principios Avanzados	Principios Básicos	Intento	X	Calificación	APROBADO		Total	
								Intento	N	%	N	%
1	7	36.50	18.75	36.00	38.00	1	131.00	1	4	100.00%	4	100.00%
								Total	4	100.00%	4	100.00%

Total de ítems por Parte						
ASUNTOS PROF	CIENCIAS BÁSICAS	EQUIPO	PRIN AVANZADOS	PRIN BASICOS	Total	
2	39	20	43	46	150	

**Tomaron la reválida 10, aprobaron 10 (100%)**

X - Se refiere a la puntuación promedio      N - se refiere a la frecuencia

Didaxis – Informe de Resultados de Reválida de Especialistas Anestésistas - Convocatoria INVIERNO 2018

As indicated on the report, 4 of 4 candidates approved the board. When compared with the results obtained by candidates of other institutions, we can consider that these are good results. But, we understand the need and importance to obtain better results, by providing students the additional support they need to be prepared. After we received these results, we discuss them with the Program Director and Faculty members to work with course contents and guarantee that students are receiving the content they need.

Although we do not receive the board results of each graduate, in 2018, for the first time, the Puerto Rico Board of Nursing sent all graduates that took the board a letter

that presents the total score obtained in each part of the board test. We requested to all graduates that took the board during 2018 to send us their letter, with this document we were able to analyze the results. The following table presents the analysis.

**Analysis of the Anesthesia Board Results and Comprehensive Test Results**

Test Parts	Graduate 1	Graduate 2	Graduate 3	Graduate 4	Graduate 5	Graduate 6	Graduate 7	Graduate 8	Graduate 9	Average score
Basic Science 42pts	36	39	40	39	29	40	32	39	35	36 86%
Basic Principles 49pts	40	45	44	38	37	44	34	44	37	40 82%
Advanced Principles 46pts	33	38	39	35	39	37	34	38	31	36 78%
Instruments, equipment, and technologies 23pts	21	20	22	21	12	22	19	20	22	20 87%
Professional aspects 2pts	2	2	2	2	2	2	2	2	2	2 100%
	81%	89%	91%	83%	74%	90%	75%	88%	78%	87%

**Highest Score in each part**

Basic Science 42pts	40
Basic Principles 49pts	45
Advanced Principles 46pts	39
Instruments, equipment, and technologies 23pts	22
Professional aspects 2pts	2

**Lowest Score in each part**

Basic Science 42pts	29
Basic Principles 49pts	34
Advanced Principles 46pts	31
Instruments, equipment, and technologies 23pts	12
Professional aspects 2pts	2

Attempts: Seven graduates approved the board on their second attempt; one graduate on the first attempt and one on the fourth attempt.

**Analysis of Comprehensive Test Results**

Test Parts	Graduate 1	Graduate 2	Graduate 3	Graduate 4	Graduate 5	Graduate 6	Graduate 7	Graduate 8	Graduate 9	Average score
Basic Science 36pts	33	30	34	33	35	35	27	36	35	33 92%
Basic Principles 46pts	42	44	43	45	43	42	40	45	46	43 93%
Advanced Principles 44pts	40	41	43	41	38	39	42	42	42	41 93%
Instruments, equipment, and technologies 23pts	20	23	23	23	22	23	22	23	23	22 96%
	91%	93%	96%	95%	93%	93%	88%	98%	98%	94%

**Lowest Score in each part**

Basic Science 36pts	27
Basic Principles 46pts	40
Advanced Principles 44pts	38
Instruments, equipment, and technologies 23pts	20

**Comparing the results obtained in a Comprehensive test and the results of the Board Test**

Graduates	Comprehensive Test Result	Board Test Result	Difference
#1	91%	81%	- 10%
#2	93%	89%	- 4%
#3	96%	91%	- 5%
#4	95%	83%	- 8%
#5	93%	74%	- 19%
#6	93%	90%	- 3%
#7	88%	75%	- 7%
#8	98%	88%	- 10%
#9	98%	78%	- 20%

**Discussion of results:**

- Our graduates need reinforcement in the Basic Principles and Advanced Principles of Anesthesia. To be able to obtain better results, it will be necessary that professors work more deeply with cases. It is important that students work with critical thinking and evidence their analysis and decisions they make in specific cases. These strategies are going to be discussed with professors at the beginning of each semester. They need to evidence the reinforcement provided in clinical practice.

### **GPA Results**

- One of the methods to document and analyze the student learning outcomes is through the GPAs. This information is collected at the end of each term. The GPA provides a comparable measure of the student achievement through their academic life. PRSNA uses for the Master in Anesthesia Program a 3.01 GPA base line. This parameter is the same that our institution uses as a graduation requirement. The GPA is calculated with the 4.0 scale.
- On the other hand, on the GPA measurement it is important to establish a second base line. That is the annually the percentage of students who are above the 3.01 GPA (which is our first baseline). To reach this number, we first calculated the percentage by semester and summer, and then we add up all three percentages and divide it by three. That percentage represents an average of the students that have a GPA of 3.01 or more.
- The goal for the academic year 2018-2019 was to obtain between 80% and 85% and the result is 88%. This means that we are going to be working to maintain the goal. We will continue to advise the Faculty to be more aware of a deficiency a student may show in the classroom, so the situation can be address as soon as possible by the institutions Counselor, the Program Director and the Dean of Academic and Accreditation Affairs.

GPA	Student Population 2016-2017	Student Population 2017-2018	Student Population 2018-2019
3.01-4.00	72%	88%	88%

### **Clinical Evaluations**

Another method to document and analyze the student learning outcomes is through the clinical evaluations. For this, each semester the students that are registered in the clinical courses are evaluated monthly throughout the semester. For each evaluation, a specific rubric is used, which includes the different categories where they are evaluated. Some of the categories are: pharmacology, use of clinical equipment, pre operation process and post operation process. Those evaluations are used to give the students their final course grade. The following table presents the

average of the grades obtained by our students based on the clinical evaluations. The numbers below the last column represents the academic year 2018-2019.

**Table 11. Clinical Evaluations**

Clinical course	2016-2017	2017-2018	2018-2019
ANES 5341 Clinical Practice I	96%	73%	89%
ANES 5442 Clinical Practice II	94%	87%	96%
ANES 5043 Clinical Practice III	86%	97%	99%

As it shown in the table, the performance of our students in the clinical area evidenced that their performance throughout the semesters increased, which means that we have been improving some areas as was planned considering the previous results. We understand that the percentage in each semester should be, at least, 90%. It is evident that the first semester is the most difficult for the students, which means that we need to identify strategies to work with different levels of difficulty, beginning with lower levels. We need to keep working to offer a better support to students so they can perform better.

## **Assessment Plan through Specific Courses**

Another important measure of the student learning outcomes is through the application of rubrics to assess specific competencies in courses, as identified in the master's program. At the beginning of the each academic year an annual assessment plan is developed and shared with faculty members during the first faculty meeting of the semester. The assessment plan identifies the following:

1. Domain – the general aspect that is going to be assessed, some of the domains are: patient care, patient security, professionalism, communication skills, and critical thinking.
2. Objectives of the Program – the specific program objective that is considered for each competency that is going to be assessed is match with the program objectives as identified in the Master's program.
3. Competencies (graduate student profile) – the competencies described in the Master's program are matched with the objectives and activities that are going to be assessed.
4. Course objective – the specific course objective that is included in the plan is match with the program objectives and competencies.
5. Course – the specific course where the assessment will be conducted.
6. Activity – the specific activity during the course where the rubric will be applied to assess the specific competency identified in the assessment plan.

At the end of each semester, the professors that offered the courses that were included in the annual assessment plan are required to submit the rubrics they used for the assessment of the student learning. The results of the assessment are tabulated and

analyzed to determine if each goal was met. When the results demonstrate a lack of domain in the competencies, recommendations for further actions will be identified. These results are reported and shared with faculty members during the last faculty meeting.

### **Implementing, Monitoring, and Evaluating the IAAP.**

The Assessment Committee was created to develop a culture of planning and assessment to ensure the effectiveness in the management of the university. This Committee was an advisory and monitoring role. Also, it advises the President on the implementation and evaluation of the Strategic Plan and all aspects of institutional assessment. Some of the responsibilities of this Committee include:

- The creation of the Campus Effectiveness Plan.
- Share all the initiatives that are planned and held at the institution related to assessment and strategic planning.
- Review and evaluate the assessment reports and identify the aspects that need to be brought to the administrative dean attention.
- Publish and plan the assessment calendar for integration and synchronization of all campus effectiveness activities.
- Work with Faculty and Staff members to ensure that all campus effectiveness efforts are being met and accreditation standards are being followed.

Members of the Committee are appointed by the Dean.

## Summary and Conclusions

As it was presented, the IAAP is a primary document that details all the short-term planning to guide all the institutions efforts related to assessment and strategic planning. The main goal of all these efforts is to improve the areas that need improvement and continue with an effective development of all academic and administrative areas. The following table presents a summary of the short-term improvement plans.

**Table 13. Summary of Short-Term Improvement Plans**

	Person Responsible	Date scheduled
1. Students will complete a questionnaire that will help to identify their specific needs. The Counselor will offer an orientation about the support services that are provided.	Counselor	August
2. Faculty meeting will be held to guarantee that professors and instructors assess the students' learning process.	Dean of Academic Affairs	June, August, and December
3. Review the students' evaluation results and evaluate them each semester and consider for the recruitment of professors and instructors each semester.	Program Director and Dean of Academic Affairs	At the end of each semester
4. Different learning products are going to be developed and provided through the Library web page to support students when completing their different course works.	Librarian	Each semester
5. Promotion of the students' participation in job fairs, communication with hospitals, health professionals, and other health service institutions to provide information about job positions available.	Administrative Assisstant	Each semester
6. Attend meetings of nurse professional associations in a way to maintain links with other professionals and provide current students information about these associations.	Master's Program Director	Each semester
7.		
8. Continue with the recruitment of experienced professors that will provide students with the knowledge and experience they need.	Master's Program Director	Each academic year

9. Schedule workshops that will seek to develop teaching and communication skills the professors need.	Dean of Academic Affairs and Master's Program Director	Each semester
10. Thirty days after graduation the graduate satisfaction survey will be sent, this process will include the master's program graduates.	Administrative Assistant and Dean of Academic Affairs	Each academic year
11. Develop the Students' Learning Outcomes Assessment Plan, discuss the plan and the assessment calendar with Faculty at the faculty meeting at the beginning of the semester.	Assessment Committee	Each academic year
12. Share all the information related to the assessment of the academic and administrative areas of the campus with Faculty and Staff.	Dean of Academic Affairs	Each semester

**Institutional Assessment Plan  
Puerto Rico School of Nurse Anesthetists**

<b>Office</b>	<b>Services</b>	<b>Objectives</b>	<b>Assessment Strategy</b>	<b>Schedule</b>	<b>Expected Outcome</b>
Registrar Office	Enrollment Promotion Orientation	Inform future students about the admission process Offer a fast and effective services	Students satisfaction evaluation at the end of each semester  CEO Evaluation	May and December	The student will demonstrate satisfaction in 80% or more of the evaluated criteria.
Registrar Office	Prepare transcriptions of credits  Validations  Prepare and publish the academic calendar  Custody of students file  Certifies grade  Preparation of official documents  Academic Evaluations	Inform about the processes to be followed Guarantee the confidentiality and privacy of the students' academic information Offer a fast and effective service	Students satisfaction evaluation at the end of each semester  CEO Evaluation	May and December	The student will demonstrate satisfaction in 80% or more of the evaluated criteria.

Bursar Office	<p>Payment processes</p> <p>Refunds</p>	<p>Inform students about payment deadlines</p> <p>Process the students' payments and refunds</p> <p>Maintain updated the students accounts</p>	<p>Students satisfaction evaluation at the end of each semester</p> <p>CEO Evaluation</p>	<p>May and December</p>	<p>The student will demonstrate satisfaction in 80% or more of the evaluated criteria.</p>
Information Systems	<p>Maintain updated the technological equipment</p> <p>Guarantee the effectiveness and security of institutional network</p> <p>Create the students', staff and faculty members email accounts</p> <p>Maintain updated the information published through the institutions web site and the</p>	<p>Offer an effective and fast service</p> <p>Guarantee the security of the network</p> <p>Guarantee access to the email, and institutional web page</p>	<p>Students satisfaction evaluation at the end of each semester</p> <p>Administrative personal evaluation and CEO</p>	<p>May and December</p>	<p>The student will demonstrate satisfaction in 80% or more of the evaluated criteria.</p> <p>Will demonstrate a minimum of 80% in his performance</p>

<p>Program Directors</p>	<p>learning management system POPULI.</p> <p>Determines, monitors, and supports the work plan and budget for the academic program</p> <p>Selects and recommends to appoint the members of the body of PRSNA faculty</p> <p>Guarantees the effective management of educational resources</p> <p>Assists in the evaluation of academic support services</p> <p>Supervises the Clinical Director, the professors,</p>	<p>Guarantee the effective development of the academic program.</p> <p>Guide new faculty members and provide the needed information and support to offer a high-quality teaching-learning experience</p> <p>Provide resources and equipment that is needed for the development of the academic program.</p> <p>Guarantee the availability to students of all needed resources to complete the</p>	<p>Students satisfaction evaluation at the end of each semester</p> <p>Administrative personal evaluation and CEO</p>	<p>May and December</p>	<p>The student will demonstrate satisfaction in 80% or more of the evaluated criteria.</p> <p>Will demonstrate a minimum of 80% in his/her performance</p>
--------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------	-------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------

	lecturers, and non-manager employees as assigned to the offices that make the academic program	academic program.			
Library	<p>Offer effective library services (face-to-face and online)</p> <p>Develop the electronic and printed library collection</p> <p>Provide access to different data bases</p> <p>Update the bibliographies of the course syllabi</p> <p>Collaborate with faculty members for the teaching of different information skills</p>	<p>Guarantee library services that meet the academic community information needs</p> <p>Guarantee the access to information sources that meet the academic community information needs</p> <p>Provide different learning experiences to the academic community that led to the development of information skills</p>	<p>Students and professors satisfaction evaluation at the end of each semester</p> <p>Evaluation completed by CEO and Dean of Academic Affairs</p>	<p>May and December</p>	<p>The student will demonstrate satisfaction in 80% or more of the evaluated criteria.</p> <p>Will demonstrate a minimum of 80% in her performance</p>

	Create learning products to promote the use of the library resources				
Counseling Office	Provide counseling services to the academic community  Offer information to support the mental and emotional health of the academic community	Identify the students' needs Provide effective counseling services Create and publish information brochures to support the emotional and mental health of the academic community	Students satisfaction evaluation at the end of each semester  Evaluation completed by CEO	May and December	The student will demonstrate satisfaction in 80% or more of the evaluated criteria.
Continuing Education Department	Determines, monitors, and supports the work plan and budget for the continuing education department  Develops new academic offerings and submits the	Guarantee the effective development of the continuing education department.  Guide instructors and provide the needed information and support to offer a high-quality	Students satisfaction evaluation at the end of each certification  Evaluation completed by CEO	Annually	The student will demonstrate satisfaction in 80% or more of the evaluated criteria.

	<p>required documentation for the PR Nursing Board approval.</p> <p>Selects and recommends to appoint instructors for the continuing education offering</p> <p>Guarantees the effective management of educational resources</p> <p>Assists in the evaluation of the academic offerings</p>	<p>teaching-learning experience</p> <p>Provide resources and equipment that is needed for the development of the continuing education department.</p> <p>Guarantee the availability to students of all needed resources to complete the courses.</p>			
Marketing	<p>Design for printed and online marketing</p> <p>Develop and implement a marketing plan through different media</p>	<p>Provide a creative and effective marketing service</p> <p>Keep updated all the information published through different media</p> <p>Identify and use media that is accessible and</p>	Evaluation completed by CEO	Annually	Will demonstrate a minimum of 80% of effectiveness

	Analyze the impact of the institution's marketing	appropriate for prospect and current students.			
--	---------------------------------------------------	------------------------------------------------	--	--	--



## Appendixes

### 2018-2019 Assessment Committee Meeting Minutes



## MEETING MINUTES

Type of Meeting (check one):

In-Service       Program/Faculty       Academic Leadership

Campus Leadership       CEP Committee       Other Dept (describe):

Assessment Committee
----------------------

<b>Date:</b>	August 3, 2018	<b>Time:</b>	5:00p.m.
<b>Location/Room:</b>	Main building	<b>Facilitator(s):</b>	Dean of Academic Affairs

AGENDA/TOPICS (PRESENTER IF APPLICABLE)		NOTES
1.	<b>Updates from previous meeting</b>	<ul style="list-style-type: none"> <li>Revision and discussion of Institutional and Academic Assessment Plan</li> </ul>
2.	<b>Discussion of the Institutional and Academic Assessment Plan</b>	<ul style="list-style-type: none"> <li>There are areas of the plan where the results evidence improvement.</li> <li>We need to keep working on the surveys to graduates, contact them by phone, email and other strategies to try to connect with more graduates.</li> <li>During this semester we need to be sure to connect graduates that took the board, to receive their results, since the Puerto Rico Board of Nursing is not working effectively with the notification of the results.</li> <li>The board results is one of the areas for assessment, we need to determine if we can complete one analysis with the next results to be included as a new assessment strategy.</li> <li>The Dean and the Program Director will be working with the board test results and notify the committee in a next meeting of what we can do.</li> <li>During the Faculty meeting it is important to discuss with faculty members the importance of assessment and the need to record the results</li> </ul>
3.		
4.	<b>Decisions</b>	We will be meeting after we have new information about the board test results.

		<p>During this first semester, the Dean will be identifying the results of the comprehensive test of last two years, we can use these results to be compared with the Board Test results.</p> <p>It is better to meet at the beginning of the next semester.</p>
--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Assessment Committee

Date: August 3, 2018 Wed.

Meeting topic: Discussion of Assessment Plan

Name	Position	Signature
1. <u>Primer Felicitiana Cortez</u>	<u>Academic/Assessment Program Director</u>	<u>[Signature]</u>
2. <u>Yvonne Francisco Fernandez</u>	<u>Academic/Assessment Director</u>	<u>[Signature]</u>
3. <u>Carlos S. Borrero Arce</u>	<u>President SLEO</u>	<u>[Signature]</u>
4. <u>Ronalds Dominguez</u>	<u>Dean of Academic</u>	<u>[Signature]</u>
5.		



## MEETING MINUTES

Type of Meeting (check one):

In-Service       Program/Faculty       Academic Leadership

Campus Leadership       CEP Committee       Other Dept (describe): Assessment Committee

<b>Date:</b>	February 22, 2019	<b>Time:</b>	4:00p.m.
<b>Location/Room:</b>	Main building	<b>Facilitator(s):</b>	Dean of Academic Affairs

	AGENDA/TOPICS (PRESENTER IF APPLICABLE)	NOTES
1.	Updates from previous meeting	<ul style="list-style-type: none"> <li>The Program Director was able to collect 9 letters of the board results, these letters were shared with the Dean who prepared tables with the results. The Dean also found the Comprehensive test results of the same nine students that took the board and prepared another table with these results. The purpose is to analyze these results that will be shares with the Curriculum Committee today.</li> </ul>
2.	Discussion of the Board Results and Comprehensive Test Results	<ul style="list-style-type: none"> <li>We need to identify recommendations related to assessment the curriculum committee will be working with the recommendations related to the curriculum.</li> <li>It is evident that graduates perform lower in the parts related to the advanced anesthesia practice. To enhance this area, we need to include more of these questions in the comprehensive test.</li> <li>Also, we need to revise this comprehensive test to be divided following the National Board Exam of the NBCCRNA.</li> <li>We need to be sure to identify strategies to assess critical thinking. Identify a resource to offer a workshop to faculty members.</li> <li>We need to consider if there is a possibility of offering the comprehensive test at the beginning of the semester, the results can be used to compare it with the results of the same test at the end of the semester.</li> <li>We need to be sure that faculty include the use of written tests and oral tests during the seminar courses. The last</li> </ul>

		<p>seminar can be used to study for the board test, we need to be sure that questions and exercises related to basic and advanced anesthesia are included.</p>
3.	<b>Clinical Practice Rubrics analysis</b>	<p>The Dean explains that for the last years and as part of the assessment plan, we collect the data related to the rubrics of the clinical practice. But, this time she prepared a different analysis to be presented to the committee. This time she identified the group of students that took the clinical practice during the semesters: fall 2017-2018, spring 2017-2018 and summer 2018. The purpose is to analyze the results not as separate information, but as courses that can evidence the process of the students during their time of study.</p> <p>With these first results, it was evident that the students performed much better during their last clinical practice. In this case, the first clinical practice is important to reinforce this experience, and identify the aspects that are making these students perform with lower results.</p> <p>From today, the clinical practice analysis will be performed this way.</p>
4.	<b>Decisions</b>	<p>The recommendations related to the board test and comprehensive test will be shared with the curriculum committee and faculty members. It is important to revise the comprehensive test in a next meeting. The Dean will meet with the President to identify strategies to be used for this revision since this is an area of his expertise.</p> <p>The Dean will prepare a communication to the program director and faculty members once she receives the recommendations of the curriculum committee.</p>

### Clinical Practice Rubrics Analysis

Criteria	Criteria	Fall 2017-18 Practice I	Spring 2017-18 Practice II	Summer 2018-19 Practice III	Analysis
Management of Anesthesia Instruments and Equipment	María Venegas	90%	100%	90%	This type of analysis will continue to be incorporated into the Institutional and Academic Assessment Plan.
	Jason Rivera	95%	100%	100%	
	Sheila Pierluissi	90%	100%	100%	
	Jazmín Pérez	90%	100%	100%	
Pre-surgery	María Venegas	88%	100%	100%	The results of this rubrics evidence that students re developing their skills through the semesters effectively.
	Jason Rivera	88%	96%	100%	
	Sheila Pierluissi	85%	99%	100%	
	Jazmín Pérez	96%	100%	100%	
Intra-surgery	María Venegas	87%	98%	86%	It is necessary to evaluate the activities they perform during the first practice and find ways to support in a way that they can perform better.
	Jason Rivera	88%	95%	100%	
	Sheila Pierluissi	87%	97%	100%	
	Jazmín Pérez	87%	99%	100%	
Post-surgery	María Venegas	90%	100%	78%	
	Jason Rivera	93%	100%	100%	
	Sheila Pierluissi	90%	100%	100%	
	Jazmín Pérez	93%	100%	99%	

**Puerto Rico School of Nurse Anesthetists**

Type of Meeting (check one): Campus Effectiveness Plan Year End (2018-2019) Review

<b>Date:</b>	June 5, 2019	<b>Time:</b>	5:00pm
<b>Location/Room:</b>	LIBRARY	<b>Facilitator(s):</b>	Dean of Academic Affairs and Accreditation

NOTES	
<b>Start</b>	<ul style="list-style-type: none"> <li>The meeting began at the scheduled time.</li> </ul>
<b>Campus Effectiveness Plan 2018-2019</b>	<ul style="list-style-type: none"> <li>Discussion of the results of the CEP</li> </ul> <p>We need to call and write to employers so they complete the evaluation of graduates. We have not been able to collect this data and it is important to complete this process.</p>
<b>Campus Effectiveness Plan 2019-2020</b>	<ul style="list-style-type: none"> <li>Considering the results of the CEP 2018-2019, we identified the information that it is necessary for the new plan. The first draft will be emailed to all members. The registrar will provide the information that she manages and all members will collaborate in the discussion of the results.</li> </ul>
<b>Next meeting</b>	<ul style="list-style-type: none"> <li>Tuesday June 11 2019 we will discuss the CEP 2019-2020</li> </ul>
<b>Closing</b>	<ul style="list-style-type: none"> <li>The meeting ended at 7:00p.m.</li> </ul>



**Assessment Committee Meeting**

Date: June 5, 2019

Meeting topic: Discussion of CEP

Name	Position	Signature
Keina Troncoso Fernandez	Admissions Director & Registrar	<i>Keina Troncoso</i>
Franc Feliciano Gutth	Director Anestesia Regional Hospital	<i>Franc Feliciano</i>
Carlos S. Borrell	President S CEO	<i>Carlos S. Borrell</i>
Yvonne Dominguez	Dean of Academic Affairs	<i>Yvonne Dominguez</i>

## Puerto Rico School of Nurse Anesthetists

Type of Meeting (check one): IAAP analysis of outcomes, baseline rates and goals by element

<b>Date:</b>	June 17, 2019	<b>Time:</b>	5:00pm
<b>Location/Room:</b>	Library	<b>Facilitator(s):</b>	Dean of Academic Affairs and Accreditation

NOTES	
<b>Start</b>	<ul style="list-style-type: none"> <li>• The meeting began at the scheduled time.</li> </ul> <p>**As decided during the previous meeting, this meeting was supposed to be in June 11, 2019, but it was not possible to schedule it that week.</p>
<b>Analysis for the year-end review and closure of the first year of the cycle</b>	<ul style="list-style-type: none"> <li>• As expected by ACICS, it is important to comply with the evaluation of the IAAP annually. We need to carefully discuss each element that is considered in the IAAP, compare the outcomes with the baseline rates and goals and make decisions in terms of the IAAP for 2019-2020.</li> </ul>
<b>Analysis of each element</b>	<ul style="list-style-type: none"> <li>• The Dean presented each element that was discussed during the meeting:               <ul style="list-style-type: none"> <li>○ Retention</li> <li>○ Placement</li> <li>○ Graduate Satisfaction</li> <li>○</li> </ul> </li> </ul>
<b>Next meeting</b>	<p>June 21 2019</p> <ul style="list-style-type: none"> <li>○ For next meeting: Employer Satisfaction and Student Learning Outcomes</li> </ul>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• The meeting ended at 8:00p.m.</li> </ul>

**Retention rates:**

2016-2017	2017-2018	2018-2019
78%	85%	85%

- The goal was to reach a 72% of retention rate. As it is evidenced, our goal can be higher, to maintain the 85% or reach a 90% of retention.
- Aspects that will support our effort: the availability of student loans, new support services that we will be working to provide and the continuous communication and support of faculty members.
- During the last year the Counselor worked with some students to provide additional support. Also, the librarian provided support to students that needed to develop specific technological skills to complete course work.
- We will be scheduling a Focus Group to identify more aspects where we need to work to offer additional support to our students.

**Placement Rates:**

2016-2017	2017-2018	2018-2019
100%	89%	100%

- During 2017-2018 it was difficult to contact graduates to gather information about their placement. Although we know they are working, we need them to answer our surveys to collect the evidence.
- The Exit interviews and the Graduate surveys will be included as part of the IAAP to keep the evidence.
- There is still a need for Nurse Anesthetists in hospitals and our graduates are recognized as great professionals that are well prepared for the job. Borrero is constantly in communication with different hospitals and doctors that provide him with a feedback about their performance. This information, although it is informal, is useful for our evaluation process.
- It is important to contact employers as soon as we collect information about the placement. Domínguez explains the different efforts that are made to contact employers and what has been effective is that Borrero calls employers and ask them to answer the satisfaction survey, since they recognize Borrero, they tend to answer more quickly.
- We will keep our goal of 100%. We believe it is possible

**Graduate Satisfaction**

2016-2017		2017-2018		2018-2019	
Very satisfied	Satisfied	Very satisfied	Satisfied		Very satisfied
80%	20%	57%	43%		60%
100%		57%	29%	Somewhat 14%	50%
100%		79%	21%		100%
100%		86%	14%		60%

- Comparison of each criteria in the satisfaction survey:

- Their satisfaction of how the master degree program prepared them: although we reached our goal to have a 100% between very satisfied and satisfied each year. The reality is that the percentage in very satisfied decreased in 2017-2018, the hurricane year. This situation can be considered as one important element that had a negative impact since our academic activities were interrupted and limited for several months. Their sense of satisfaction with the preparation could have been affected. We need to keep working to reach, at least 80% in the very satisfied result.
- Their satisfaction with the learning opportunities: this is a criteria that, when comparing the results, had lower results, although it also reached the goal. Since 2016-2017 we do not have a result of 100% in very satisfied. We had lower results in very satisfied for 2018-2019 and we need to work on this. We need to work with faculty members so they provide more learning opportunities, different activities and offer students diverse experiences. This will be part of our first faculty meeting of Fall 2019. Also, this will be considered in the assessment plan for 2019-2020.
- Their satisfaction as professionals that are capable to respond to the needs of the population: this criteria evidence they feel confident, and the percentage increased during last year. We need to consider that, maybe, the decrease was due the natural disaster. We will keep an eye on this criteria to analyze next results.
- Their satisfaction with development of needed values: the decrease in the very satisfied column has been constant in two years. We need to find strategies to support students while assuming responsibility of their own professional development. We need to find professional activities where they can learn on how to work with their constant professional development. Understand that this program is only one step and that they need to keep working. We need to discuss this aspect with faculty members that may help to identify strategies that may be used to promote their own sense of responsibility with their professional development. It is necessary to keep an eye on this criteria and find ways to increase the very satisfaction results.

**Puerto Rico School of Nurse Anesthetists**

Type of Meeting (check one): CEP analysis of outcomes, baseline rates and goals by element

<b>Date:</b>	June 21, 2019	<b>Time:</b>	5:00pm
<b>Location/Room:</b>	Library	<b>Facilitator(s):</b>	Dean of Academic Affairs and Accreditation

NOTES	
<b>Start</b>	<ul style="list-style-type: none"> <li>• The meeting began at the scheduled time.</li> </ul>
<b>Analysis of each element</b>	<ul style="list-style-type: none"> <li>• We continue to discuss and analyze each element</li> <li>• The Dean presented each element that was discussed during the meeting:               <ul style="list-style-type: none"> <li>○ Employer's Satisfaction</li> <li>○ Student Learning Outcomes</li> </ul> </li> </ul>
<b>Next meeting</b>	<ul style="list-style-type: none"> <li>• Final discussion of the CEP 2019-2020, emphasize in goals and what we are going to be working with professors</li> </ul>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• The meeting ended at 8:00p.m.</li> </ul>

Employer's Satisfaction:

2016 - 2018

	Excellent			Above average			Average			Below average			Poor		
	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	6	7	8	6	7	8	6	7	8	6	7	8	6	7	8
<b>General Traits</b>															
1. Attendance	100%														
2. Personal Appearance	100%														
3. Respect for others	100%														
4. Cooperation/Attitude			80%			20%									
5. Professionalism and Ethical Conduct			80%			20%									
6. Teamwork			80%			20%									
7. Productivity			80%			20%									
8. Organization	100%														
9. Oral communication skills			40%			40%			20%						
10. Written communication skills			60%			40%									
<b>Assessment of Clinical Performance</b>															
1. Assumes nurse anesthetist responsibilities within reasonable time.						100%									
2. Appropriately prioritizes and completes nurse anesthetist care.			80%			20%									
3. Performs nurse anesthetist procedures independently.	100%														
4. Maintains patient safety.	100%														

5. Communicates professionally with patients.			40%			40%				20%
6. Communicates professionally with peers.			80%			20%				
7. Demonstrates initiative to improve performance.			80%			20%				
8. Demonstrates critical thinking			80%			20%				

**Analysis of comparison:**

- It is evident that the last evaluation (2018) is the ones that received a result lower than excellent. When we looked at the surveys, these results belong to the same graduate, except for one criterion.
- We can relate the result with the results in the graduate satisfaction survey, since the criterion is related with communication skills. It seems that the students need to develop this type of skill because, first the graduate do not feel confident and, second, the employers are identifying a need to develop this skill.
- We need to keep considering this criterion in the assessment plan.

**Student Learning Outcomes:**

- The analysis that we conducted with the Curriculum Committee with the Nurse Anesthesia Boards and the Comprehensive Test will be included as part of the CEP 2019-2020. We will continue to conduct this type of analysis each year and/or each time we are able to collect the letters the Board of Nursing sends to graduates with their board results.
- It is important to guarantee that the comprehensive test is revised before the next administration. We need to include more questions related to basic and advances anesthesia.

**GPA Results:**

GPA	Student Population 2016-2017	Student Population 2017-2018	Student Population 2018-2019
3.01-4.00	72%	88%	88%

- When comparing the GPA, we identify that students were able to maintain a good percentage during the last two years. But, it is necessary to acknowledge that 2017-2018 was a difficult year, meaning that 2018-2019 was supposed to be better one.
- We need to work with professors so they keep integrating different learning activities, provide more opportunities to student develop specific skills and that these numbers really reflect the learning process of our students.



**Assessment Committee**

Date: June 21, 2019

Meeting topic: Closure of first year cycle, year-end review of the effectiveness plan

Name	Position	Signature
Kena Troncoso Fernandez	Director of Admissions & Registrar	<i>[Handwritten Signature]</i>
Carlos S. Borrero	President & CEO	<i>[Handwritten Signature]</i>
Normilda Dominguez	Dean of Academic Affairs	<i>[Handwritten Signature]</i>
Karen Feliciano Cortes	Director Area Program	<i>[Handwritten Signature]</i>

## Puerto Rico School of Nurse Anesthetists

Type of Meeting (check one): Final discussion of IAAP 2019-2020

<b>Date:</b>	July 1, 2019	<b>Time:</b>	5:00pm
<b>Location/Room:</b>	Library	<b>Facilitator(s):</b>	Dean of Academic Affairs and Accreditation

NOTES	
<b>Start</b>	<ul style="list-style-type: none"> <li>• The meeting began at the scheduled time.</li> </ul>
<b>Final discussion of results and decisions about IAAP 2019-2020</b>	<ul style="list-style-type: none"> <li>• After completing the analysis and discussion of the results obtained in each element and the new analysis that was incorporated into the IAAP, it has been decided the following:               <ul style="list-style-type: none"> <li>○ The Assessment Committee will meet during December to analyze the progress of the IAAP and assessment results.</li> <li>○ It is important to administer the diagnostic test to new students and the students that are on their second year. We need to compare this data in December 2019.</li> <li>○ During the first faculty meeting, we need to discuss the IAAP and the assessment plan for the first semester.</li> <li>○ Faculty members will receive a workshop about the integration of evidenced-based practice, but we need to emphasize the development of communication skills in students.</li> <li>○ Information literacy will continue to be an important aspect of assessment, we need to keep developing different learning products for our students.</li> <li>○ The Dean will continue to work with the rubrics that can be prepared through Populi, this way it is easier to father assessment data and we keep the evidence in the system.</li> <li>○ The final version of the IAAP 2019-2020 will be reviewed by all the committee for final changes.</li> <li>○ The IAAP 2019-2020 will be part of the response to ACICS. We need to guarantee to keep working with all</li> </ul> </li> </ul>

	the analysis and discussion that will be considered each year for final decisions.
<b>Next meeting</b>	e in December 2019
<b>Closing</b>	<ul style="list-style-type: none"><li>• The meeting ended at 8:00p.m.</li></ul>

**Appendixes attached as PDF files**

**Exit Interview Data**

**Graduate Satisfaction Survey Data**

**Employer's Satisfaction Survey Data**