The Puerto Rico School of Nurse Anesthetists

Institutional and Academic Assessment 2020-2021

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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 Campus Effectiveness Committee (Assessment Committee)**

The Campus Effectiveness Committee (CEC), also known as the Assessment Committee, has the responsibilities to develop, review, revise, implement, and monitor the Campus Effectiveness Plan (CEP).   The CEO, Dean of Academic Affairs and Accreditation, Directors of the Programs, Admissions Officer, Administrative Assistant, one Faculty member, and one student are members of this committee.

The CEC will be responsible for the revision of the Annual Report to identify outcomes and complete an evaluation of the CEP twice a year. The CEC also prepares the CEP for the CAR period.

The CEP is shared in Faculty and Staff meetings. After the preparation of the document, the CEC meets, at least, twice a year (once every semester), to review the progress, identify the ach ieved 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
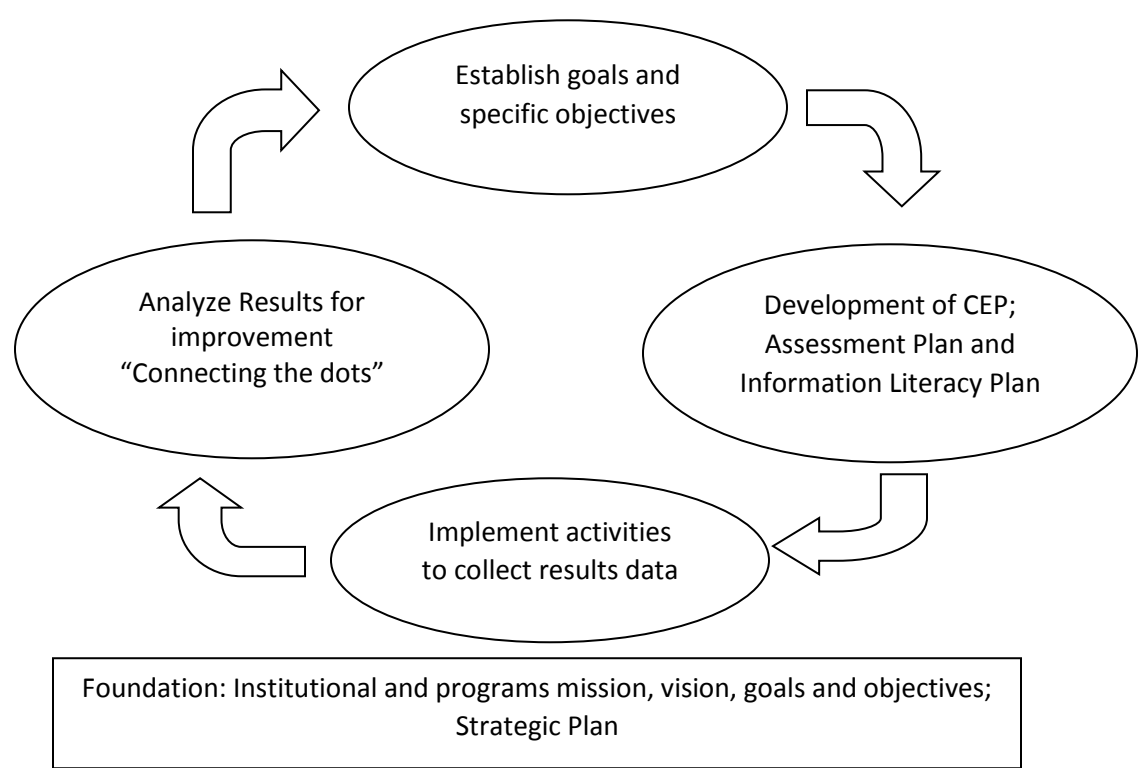
Our institutional planning and assessment process includes the following:

- 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 was gathered throughout different courses that were selected to be part of the assessment plan. The information gathered through the rubrics that are used to evaluate the student learning process, was used to develop the student profile. This profile was 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**
First Semester			**First Semester**		
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
Second Semester			**Second Semester**		
	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

Summer			**Summer**		
	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 cycle

New Students Profile

New student	EXADEP	GPA Admission	GPA First Year Cumulative	GPA Second Year Cumulative
1	536	3.01	3.70	3.79
2	450	3.11	3.67	3.63
3	268	2.89	3.37	3.33
4	416	3.73	4.00	3.80
5	410	3.41	3.00	3.23
6	471	2.90	3.69	withdrawal
7	342	3.65	3.69	withdrawal

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 (4.00) and second year (3.80).

- 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. This result was maintained at the end of the second year of the academic program.

- The highest score of EXADEP was 536 and that student had the second highest cumulative GPA when completing the first year and the second year of the academic program. 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. But, due to personal reasons, this student withdraw from the program.

- 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.

It is important to acknowledge that, the office that administers the EXADEP in Puerto Rico announced the closure of the local office and the elimination of this test. Considering this situation, the institution decided to eliminate this admission requirement, effective summer 2020. This presents a new admission process, where there is no admission test and the interview and essay will weigh more in the evaluation process.

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 administer during the second year of the master degree.

1. **Genre:**

	2018	**2019**
Female	**4**	**3**
Male	**3**	**2**

2. **Age range:**

	2018	**2019**
20-25	**0**	**0**
26-30	**2**	**1**

	2018	2019
31-35	3	2
36-40	2	2
41 or more	0	0

3. Annual income:

	2018	2019
Less than $10,000	1	1
$11,000-$20,000	0	0
$21,000-$30,000	4	2
$31,000-$40,000	2	2
More than $41,000	0	0

4. Electronic equipment they own:

	2018	2019
Desktop computer	0	0
Laptop	3	3
Tablet	0	0
Smartphone	0	0
All the above	2	1
Laptop and Smartphone	1	0

Laptop, Tablet and Smartphone	1	1

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

	2018	2019
Yes	7	5
No	0	0

6. ¿Where do you prefer to study?

	2018	2019
Home	1	1
Library	1	1
Any place, but alone	0	0
Any place, but with my colleagues	0	0

Others:
    All of the above
    In my home, alone
    In my home and the library
    In my home, in the library and any place with my colleagues
	
	2
	1
	1
	1
		
		3
		0
		0
		0

Information Literacy

Legend:

| Master | Need to be reinforced | Needs more work |

Skills	Expert		Moderate		Unskillful	
	2018	2019	2018	2019	2018	2019
Prepare Works using Microsoft Word	3	4	4	1	0	
Prepare presentations using PowerPoint	3	5	4	0	0	
Prepare tables and graphics using Microsoft Excel	1	1	3	0	3	4
Send and receive emails	7	5	0		0	
Share documents through the email	7	5	0		0	
Upload documents to a cloud service (Dropbox, OneDrive, etc.)	2	5	3	0	2	0
Create and edit documents using online platforms (OneDrive etc.)	0	2	3	3	4	0
Search information through Internet	6	5	1	0	2	0
Use Learning Management Systems Moodle, Edmodo, POPULI, etc.	2	4	3	1	2	0
Use different search engines (Google, Yahoo, Bing, etc.)	6	5	1	0	0	
Use electronic calendar to plan and share activities	4	4	1	1	2	0

Conduct a video conference	**2**	**3**	**3**	**2**	**2**	**0**	
Create blogs and wikis	**0**		**2**	**1**	**5**	**4**	
Search for information resources through the online catalog	**1**	**3**	**6**	**2**	**0**		
Search for academic resources through online databases	**3**	**4**	**4**	**1**	**0**		

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

   ● Updated nursing books 2018 = (2)   2019 = 2

   ● Webpages 2018 = (3)   2019 = 2

   ● Library 2018 = (2) 2019 = 1

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 possesses moderate to advanced information literacy skills.

- During the second year students received workshops related to the use of online databases, faculty members were required to integrate the use of online databases in their courses. As a result, it was evidenced that students perceived they were able to develop more skills when considering: use of Word, PowerPoint, Email, Internet, Learning Management System, Library Catalog and online databases.

In terms of the knowledge related to nursing, it is evidenced that the students possess adequate knowledge and the results evidenced better knowledge in different nursing topics. 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?

        2018   2019

    a. True **(7)**   **(7)**

    b. False **(0)**   **(0)**

2. In the lungs, we have receptors:

        2018   2019

    a. beta 1 **(1)**   **(0)**

    b. alfa 1 **(2)**   **(1)**

    c. alfa 2 **(0)**   **(0)**

    d. beta 2 **(2)**   **(4)**

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

        2018   2019

    a. Parasympathetic **(2)**   **(1)**

    b. Simpathetic **(4)**   **(4)**

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

        2018 2019

    a. decreased heart rate **(0)**   **(0)**

    b. vasoconstriction **(3)**   **(4)**

c. increase heart rate **(3)** **(1)**

d. vasodilation **(0)** **(0)**

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

	2018	2019
a. Decrease heart rate	**(1)**	**(0)**
b. Broncodilation	**(1)**	**(0)**
c. increase heart rate	**(4)**	**(5)**
d. glucose increase	**(0)**	**(0)**

6. ¿ The R / L has when from K?

	2018	2019
a. 4 meq.	**(7)**	**(5)**
b. 4 Mg	**(0)**	**(0)**
c. 4 g	**(0)**	**(0)**
d. 4 drops	**(0)**	**(0)**

7. The .9 of n / ss has more sodium than the .45 / nss

	2018	2019
a. True	(7)	(5)
b. False	(0)	(0)

Assessment Results

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

First Year of the Cycle			
Courses	**Domains**	**Activity / Rubric**	**Result**
ANES 5101	**Clinical Reasoning**	Oral Presentation / Rubric for oral presentation	100% successfully evidenced domain
ANES 5112	**Patient Care**	Physical Examination / Rubric	88% successfully evidenced domain
ANES 5213	**Communication Skills**	Oral Presentation / Rubric for oral presentation	98% successfully evidenced domain
ANES 5023		Essay	98% successfully evidenced domain
ANES 5203	**Patient Security**	Case studies	100% successfully evidenced domain
ANES 5231		Oral Presentation / Rubric for oral presentation	96% successfully evidenced domain
ANES 5023		Essay	98% successfully evidenced domain
Second Year of the Cycle			
ANES 5341	**Patient Care**	Clinical Practice Rubric	79% successfully evidenced domain
ANES 5333	**Communication Skills**	Oral Presentation / Rubric for oral presentation	98% successfully evidenced domain
ANES 5442	**Communication skills / Patient Care**	Clinical Practice Rubric	85% successfully evidenced domain
IANES 5452	**Clinical Reasoning**	Research Report / Rubric for research report	92% successfully evidenced domain

Analysis:

- As presented in the previous plan, it was considered important to evaluate the Patient

  Care domain. During the first semester of 2019-2020 academic year, the goal was to, at

  least, 90% of the students' evidence domain when evaluated. The results evidenced that

  79% of the students successfully evidenced domain of the Patient Care. This result

  evidences the need to identify new strategies to work in the learning process of students.

  The domain was included in the clinical practice ANES 5442, which is the second

  clinical practice of students. By evaluating this domain, it is expected to evidence better

  results. The professor is instructed on the need to integrate more case studies and to use

  the simulator to enhance specific skills. But, the Covid-19 emergency, impacted the

  clinical practice course and students will be finishing the course later in the summer or at

  the beginning to Fall 2020. The academic calendar is in a revision process, considering

  the government orders and the specific decisions the institution will make regarding the

  continue of the academic activities.

- Also, it is always important to consider the assessment results and compare them to their

  performance in the comprehensive test and clinical courses rubrics.

New Student Learning Outcomes

The Assessment Committee approved in a meeting the new Students Learning

Outcomes that will be assessed in a two-year cycle.

MSA STUDENT LEARNING OUTCOMES

1. **Patient safety:** The student will demonstrate safe, effective and quality patient care, through adequate protective measures, universal standard precautions before, during and after a procedure.

2. **Clinical management:** The student will demonstrate competencies and skills when performing the comprehensive history and physical assessment of the patient, and when use a variety of current anesthesia techniques, agents, **adjunctive drugs**, and equipment while providing anesthesia.

3. **Critical thinking, problem solving and research evidence:** The student will demonstrate and apply knowledge to make decisions and solve problems during the evaluation of the patient, the administration of medications and the use of the equipment, considering the best evidence that provides nursing research.

4. **Communication skills:** The student will communicate effectively with the people involved in the care, patient and family, using the appropriate verbal, non-verbal and written communication in the provision of perianesthetic care.

5. **Cultural competence:** The student will continually demonstrate cultural competence in caring for patients of all ages and physical conditions, family, and peers.

6. **Professional role and education:** Students will demonstrate competence in self-study to improve anesthesia care and professional behavior. The student will develop their professional practice based on up-to-date knowledge, theories, and skills through continuing education and collaborate with the care team to provide the highest quality care.

7. **Ethical and legal aspects:** The student will apply the ethical and legal concepts such as commitment, legal liability, professional and citizen, in practice nursing anesthesia variety of populations.

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MSN Critical Care Student Learning Outcomes

1. **Oral and written communication:** The student effectively communicates the values of the nursing profession, both oral and written expression.
2. **Ethical and legal aspects:** The student will apply the ethical and legal concepts such as commitment, legal liability, professional and citizen, in practice nursing variety of populations.
3. **Cultural competence:** The student will demonstrate cultural competence continuously through the ability and willingness to work effectively within the cultural context of the family, individual or the community.
4. **Relationships:** The student will apply knowledge of science, humanities and nursing to promote health, prevent disease and collaborate with the interprofessional team to provide health care to individuals, groups, families and populations.
5. **Critical Thinking and Decision making:** To develop in the student a critical, analytical and constructive thinking to the various situations that occur in the civic life of their country and humanity. The student faces clinical solving customer problems considering various alternatives.
6. **Based Practice Evidence:** The student will analyze critically and judiciously current and best evidence that provides nursing research.
7. **Patient Safety:** The student will analyze the economic, political, social and environmental forces that impact the health care offered, quality of care and patient safety.
8. **Scientific investigation:** Develop in the student a investigative mentality that must be systematic and organized to carry out a methodical study approval of a hypothesis, which sets a variable in advanced experimental processes.

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 1ST 2019 TO MAY 31TH, 2020

Status		No.	%
	Evening	**71**	**100%**
	Full-time	31	44%
	Part-time	40	56%
Gender	Female	38	54%
	Male	33	46%
Ethnicity	Hispanic	71	100%
	Nonresident	0	
	Undisclosed	0	
	21-22	0	0%
	23-25	3	4%
	26-30	31	44%
	31-35	18	25%
	36-40	7	10%
	41-50	9	13%
	51-65	2	3%
	65+	1	1%
	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 pro-active 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, we have been able to enhance our library services with the acquisition of a new virtual library that will support students 24/7 from any place.

Another important aspect of our student demographics is that, we still have almost the same number of females and males, considering that the difference is of five students only. On the other hand, all of our students are Hispanics, specifically puertoricans. 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. Especially when we are considering online education, this will open new opportunities to the institution.

We have been able to meet some of our most important goals: (1) obtain the MSCHE accreditation; (2) widen our marketing scenario with the offering of different online certifications. We were able to develop an aggressive marketing strategy by maximizing our presence through social networks, such as Facebook.

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, 44% 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

Currently, the Puerto Rico School of Nurse Anesthetists has two approved academic programs: Master Degree in Science in Anesthesia and Master Degree in Sciences in Nursing with a Specialty in Critical Care. During Fall 2020 both masters' programs will be offered online due to the Covid-19 emergency.

Master's in Science in 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 Sciences of 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 Campus' 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:

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

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

	2017-2018	**2018-2019**	**2019-2020**
Master's Program EEAPR	82%	85%	93%

As it is shown, the institution improved its retention rate of the master's program, by eight (8%) resulting in 93% of retention. **As we analyze the numbers described above, we have to conclude that the retention rate's base line for our institution should be eighty seven (87%)**.

- The goal was to reach a 85 to 90% of retention rate. As it is evidenced, we were able to pass our goal, meaning than the strategies we are using are successful.

- Aspects that will support our effort: the availability of student loans, new technologies that are integrated to support the student learning and new library services and resources.

- The Counselor continues to provide support and we plan different activities during the academic year.

- Due to different emergencies, such as the earthquakes and Covid-19, we were not able to schedule a Focus Group to identify more aspects where we need to work to offer additional support to our students. During this academic year we will be scheduling a Focus Group.

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 the current emergencies.

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. This meeting is also important to guarantee that Faculty member have the needed knowledge and skills to design the online courses.

3. We will continue to plan and offer workshops and individual support to Faculty members while designing and offering the online courses to guarantee the meet with the expectations as established in the faculty contract.

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 new online library will be promoted through faculty and students to promote the use of all online resources.

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:

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

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

	2017-2018 Placement %	2018-2019 Placement %	2019-2020 Placement %
Master's program	89%	100%	88%*

*This placement was revised with new placement data after the CAR submission

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.

- Due to current emergencies in the island, such as earthquake and Covid-19, it has been difficult

- The Exit interviews and the Graduate surveys will be included as part of the CEP 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. 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 2019 of the master degree program. All ten (10) graduates completed the survey, representing 100% of the graduate students. As evidenced, our efforts guaranteed the results we were expecting in terms of the gathering of responses from all graduates.

Table 6. Summary of the graduates' (2019) 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.	50%	50%			
The master's degree program provides students with learning opportunities that promote the development of skills needed for the nursing practice.	60%	40%			
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, at least, half of the graduate students of the master's degree program are very satisfied with all the criteria that were considered for their evaluation. The next table presents a comparison with the two previous years.

Comparison of Graduate Satisfaction Survey

2017-2018			2018-2019		2019-2020	
Very satisfied	Satisfied		Very satisfied	Satisfied	Very satisfied	Satisfied
57%	43%		60%	40%	50%	50%
57%	29%	Somewhat 14%	50%	50%	60%	40%
79%	21%		100%		100%	
86%	14%		60%	40%	60%	40%

- Comparison of each criteria in the satisfaction survey:
  - Their satisfaction of how the master degree program prepared them: although, again, 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. This same percentage decreased again in one of the criteria, and this could be due to the different emergencies students faced during their last academic year.

o Their satisfaction with the learning opportunities: this is a criteria that, when comparing the results, had better results. This means that our efforts with faculty members have been effective. We will continue our individual support to faculty members, especially when we are facing new challenges with online education.

o Their satisfaction as professionals that are capable to respond to the needs of the population: this criteria evidence they feel confident, and the percentage was maintained in 100%.

o Their satisfaction with development of needed values: evidenced the same result as previous year, meaning that we need to find new strategies to enhance the results in this criteria. 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 obtained 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.

GRADUATE STUDENTS FROM 2019 WERE ABLE TO TAKE THE PUERTO RICO NURSE ANESTHESIA BOARD AT THE END OF 2019. DURING JANUARY 2019 THE GRADUATES RECEIVED THE RESULTS OF THEIR BOARD. WE HAVE BEEN INFORMED THAT ALL GRADUATES APPROVED THE BOARD. BUT, DUE TO THE EMERGENCIES IN PUERTO RICO (EARTHQUAKES AND COVID-19 LOCKDOWN) THE PLACEMENT PROCESS WAS STOPPED. OUR GRADUATES WERE IN THE PROCESS OF SUBMITTING APPLICATIONS TO BE RECRUITED IN DIFFERENT HOSPITALS, BUT THE HOSPITALS WERE NOT RECRUITING DURING THE EMERGENCY. WE WILL MAKE EFFORTS TO CONTACT OUR GRADUATES ONCE THE EMERGENCY ENDS.

Table 7. Results of the Employer's Evaluation (graduates of 2019)

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

Employer Satisfaction Action Plan

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
General Traits															
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%						
Assessment of Clinical Performance															
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%			

		8			2			
14. Communicates professionally with peers.	100%	0			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 related to the 2019 graduates. The three students that took the board, approved.

GOBIERNO DE PUERTO RICO

Junta Examinadora de Enfermería de Puerto Rico

Informe Estadístico por Institución Educativa
Examen Enfermeras(os) Especialistas Anestesistas

Nombre de la Institución Educativa:

104 - ESCUELA DE ENFERMERAS(OS) ANESTESISTAS DE PUERTO...

Convocatoria - VERANO 2020 - 8/3/2020 al 8/26/2020

Candidatos que aprobaron: 1 (100%) de 1

Intento	Promedio (X) de Puntuaciones por Parte						Total		Frecuencia y % de Aprobación					
	Asuntos Profesionales (ASP-APA)	Principios Básicos (ASP-BPA)	Ciencias Básicas (ASP-BS)	Equipos (ASP-EIT)	Principios Avanzados (ASP-PI)		Intento	X	Intento	Aprobaron	%Aprobaron	No Aprobaron	%No Aprobaron	N Total
3	38.00	49.00	37.00	24.00	2.00		3	150.00	3	1	100%			1
									Total	1	100%			1

Total de ítems por Parte

	ASP-APA	ASP-BPA	ASP-BS	ASP-EIT	ASP-PI	Total
	49	52	45	27	3	176

Tomaron la reválida 10, Aprobaron 4 (40%)

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

GOBIERNO DE PUERTO RICO

Junta Examinadora de Enfermeria de Puerto Rico

Informe Estadistico por Institución Educativa
Examen Enfermeras(os) Especialistas Anestesistas

Nombre de la Institución Educativa:

104 - ESCUELA DE ENFERMERAS(OS) ANESTESISTAS DE PUERTO...

Convocatoria - PRIMAVERA 2020 - 3/2/2020 al 3/13/2020

Candidatos que aprobaron: 3 (100%) de 3

	Promedio (X) de Puntuaciones por Parte					Total		Frecuencia y % de Aprobación				
Intento	Asuntos Profesionales (ASP-APA)	Principios Básicos (ASP-BPA)	Ciencias Básicas (ASP-BS)	Equipos (ASP-EIT)	Principios Avanzados (ASP-PI)	Intento	X	Calificación	APROBADO		Total	
								Intento	N	%	N	%
2	35.00	46.33	38.67	25.67	2.00	2	145.67	2	3	100.00%	3	100.00%
								Total	3	100.00%	3	100.00%

Total de Items por Parte

ASP-APA	ASP-BPA	ASP-BS	ASP-EIT	ASP-PI	Total
48	52	45	27	2	175

Tomaron la reválida: 16, Aprobaron 6 (38%)

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

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 2019-2020 was to maintain 88%. As evidenced, the GPA percentage drop by 5%. Considering this result, we need to work with Faculty members to guarantee that, no matter the emergencies, students are able to have a great performance in courses. For 2020-2021 our goal will be to obtain 88%,

GPA	Student Population 2017-2018	Student Population 2018-2019	Student Population 2019-2020
3.01-4.00	88%	88%	83%

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 2019-2020.

Table 11. Clinical Evaluations

Clinical course	2017-2018	2018-2019	2019-2020
ANES 5341 Clinical Practice I	73%	89%	89%
ANES 5442 Clinical Practice II	87%	96%	85%
ANES 5043 Clinical Practice III	97%	99%	87%

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. Student Learning Outcomes

2. Objectives of the Program

3. Competencies (graduate student profile)

4. Course objectives

5. Courses

6. Activities

The Assessment Committee has been working on the revision of all syllabi. The purpose of this revision is to incorporate Student Learning Outcomes on each syllabus. After this revision is completed, rubrics will be designed for each course. Professors will be required to use the official rubrics, which will also be approved in a faculty meeting. 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 CEP.

The Institutional Effectiveness 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 Campus Effectiveness Committee are appointed by the Administrative Dean.

Summary and Conclusions

As it was presented, the Campus Effectiveness Plan 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.	Administrative Dean and 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.	Master's Program Director and Continuing Education Director	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 and Continuing Education Director	Each semester
7. Continue with the recruitment of experienced professors that will provide students with the knowledge and experience they need.	Administrative Dean and Master's Program Director	Each academic year
8. Schedule workshops that will seek to develop teaching and communication skills the professors need.	Administrative Dean, Dean of Academic Affairs and Master's Program Director	Each semester
9. Thirty days after graduation the graduate satisfaction survey will be sent, this process will include the master's program graduates.	Administrative Assistant	Each academic year
10. Develop the Students' Learning Outcomes Assessment Plan, discuss the plan and the	CEC	Each academic year

assessment calendar with Faculty at the faculty meeting at the beginning of the semester.		
11. Share all the information related to the assessment of the academic and administrative areas of the campus with Faculty and Staff.	Administrative Dean and Dean of Academic Affairs	Each semester

Institutional Assessment Plan
Puerto Rico School of Nurse Anesthetists

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

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

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

	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.

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