2012-2013 Assessment Report
Department/Unit: Nursing Academic Affairs

School of Nursing
Nursing Academic Affairs

Expected Outcome 1: Graduation Rates
Through guidance from the SON Academic Affairs Office, 85% of students admitted to the professional program in the SON will graduate within two years.

Assessment Method 1: Graduation rates
Assessment Method Description
Each year, AUSON looks at retention rates in the upper division nursing program. For the fall of 2011 we admitted 60 students to our upper division and had 54 graduates in spring 2013. For the spring of 2012 we admitted 59 students and had 48 graduates in summer or 2013.

Findings
During the 2012-13 academic year, the graduation rate for our spring 2013 graduates was 90% and graduation rate for our summer 2013 graduates was 81%. Our pathophysiology course appears to be a historically difficult course taken in the first semester of the program. Our spring 2012 cohort (summer 2013 graduates) had 11 students who made below a “C” in the course and fell out of sequence.

How did you use findings for improvement?
Because of the large number of unsuccessful students in the pathophysiology course for spring 2012, we looked specifically at where these students took anatomy and physiology I and II. The majority of them took anatomy and physiology at Auburn. The next time pathophysiology was offered we had nursing faculty moderate a study session for students in this course.

Additional Comments
Dr. Person, who currently teaches the pathophysiology course, also taught anatomy and physiology at Auburn. Many of our students had her previously for anatomy, thus giving them an advantage. Dr. Person stopped teaching anatomy and physiology for Auburn in spring
Expected Outcome 2: Satisfaction with academic advising
Parents and pre-nursing students will be satisfied with academic advising provided by the SON Academic Affairs Office during Camp War Eagle and throughout the academic year.

Assessment Method 1: CWE Parent Survey
Assessment Method Description
At the end of each Camp War Eagle session, parents complete a survey that rates their Camp War Eagle experience. Two questions specifically address the area of academic advising. Responses are rated on a 5 point Likert scale. 83 surveys were completed over 7 sessions.

Findings
The CWE Parent Evaluations for the summer 2013 averaged parent ratings of 4.77 on a 5 point scale. See attached survey questions and results.

<table>
<thead>
<tr>
<th>Question</th>
<th>Very Poor</th>
<th>Poor</th>
<th>Adequate</th>
<th>Good</th>
<th>Very Good</th>
<th>Total</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting with academic advisors at CWE</td>
<td>2</td>
<td>19</td>
<td>62</td>
<td></td>
<td></td>
<td>83</td>
<td>4.72</td>
</tr>
<tr>
<td>Overall performance of academic advising/registration</td>
<td>0</td>
<td>9</td>
<td>73</td>
<td></td>
<td></td>
<td>83</td>
<td>4.83</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2</td>
<td>28</td>
<td>135</td>
<td></td>
<td></td>
<td></td>
<td>4.775</td>
</tr>
</tbody>
</table>

Additional Comments:
Wish we could have actually seen the nursing building.

How did you use findings for improvement?
Ratings and parent comments are used to actively improve the CWE experience each year. For summer 2013, CWE advising was held in Foy Hall because of renovations in Miller Hall. Based on a comment early in the summer, parents were invited back to Miller later in the afternoon so they could see the progress and improvements.

Additional Comments
None

Assessment Method 2: Post-advising student survey
Assessment Method Description
Each fall and spring, the SON advising office asks students to complete a survey regarding academic advising satisfaction. Ratings are based on a 5 point Likert scale. 84 surveys were completed during the 2012-13 academic year.

Auburn University School of Nursing Advising Survey

In order to continually improve services for students, we are seeking your help. Please take a minute to complete this survey. The responses are confidential. We value your opinion and will use the information you provide to better serve our students.

Please use the scale below to rate the following items:

5 = Strongly Agree
4 = Agree
3 = Neither Agree nor Disagree
2 = Disagree
1 = Strongly Disagree

1. This advisor has through knowledge about advising details related to my individual academic needs.
2. This advisor has through knowledge of Auburn University policies and procedures regarding academics.
3. If this advisor cannot respond to my concerns or questions, she makes the effort to refer me to the appropriate person, office, or resource.
4. This advisor is approachable and is concerned with my overall academic success.
5. This advisor is courteous and professional.
6. This advisor provides timely and accurate information.
7. I am generally satisfied with the services provided by this advisor.
8. The Nursing Advising Office (Miller Hall 118) is an open and welcoming environment.

Findings
The overall student satisfaction rating of the SON academic advisor for the 2012-13 academic year was 4.53 on a 5 point scale. See attached survey questions and results.
### Advising Satisfaction Survey - Pam Hennessey, Fall 2012

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Total</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>This advisor has through knowledge about advising details related to my individual academic needs.</td>
<td>33</td>
<td>8</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>43</td>
<td>4.84</td>
</tr>
<tr>
<td>This advisor has through knowledge of Auburn University policies and procedures regarding academics.</td>
<td>31</td>
<td>10</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>43</td>
<td>4.67</td>
</tr>
<tr>
<td>If this advisor cannot respond to my concerns or questions, she makes the effort to refer me to the appropriate person, office, or resource.</td>
<td>30</td>
<td>8</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>43</td>
<td>4.53</td>
</tr>
<tr>
<td>This advisor is approachable and is concerned with my overall academic professional.</td>
<td>29</td>
<td>12</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>43</td>
<td>4.6</td>
</tr>
<tr>
<td>This advisor is courteous and professional.</td>
<td>33</td>
<td>9</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>43</td>
<td>4.74</td>
</tr>
<tr>
<td>This advisor provides timely and accurate information.</td>
<td>27</td>
<td>13</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>43</td>
<td>4.53</td>
</tr>
<tr>
<td>I am generally satisfied with the services provided by this advisor.</td>
<td>36</td>
<td>6</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>43</td>
<td>4.79</td>
</tr>
<tr>
<td>The nursing Advising Office (Miller Hall 118) is an open and welcoming</td>
<td>29</td>
<td>13</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>43</td>
<td>4.6</td>
</tr>
<tr>
<td>OVERALL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4.6625</td>
</tr>
</tbody>
</table>

### Comments:
- Hard to get an appointment
- She's great
- Would help if she answered email quicker
## Advising Satisfaction Survey - Pam Hennessey, Spring 2013

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Total</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>This advisor has through knowledge about advising details related to my</td>
<td>31</td>
<td>3</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>41</td>
<td>4.41</td>
</tr>
<tr>
<td>This advisor has through knowledge of Auburn University policies and</td>
<td>28</td>
<td>8</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>41</td>
<td>4.44</td>
</tr>
<tr>
<td>procedures regarding academics.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>If this advisor cannot respond to my concerns or questions, she makes</td>
<td>23</td>
<td>7</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>41</td>
<td>4.07</td>
</tr>
<tr>
<td>the effort to refer me to the appropriate person, office, or resource.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This advisor is approachable and is concerned with my overall academic</td>
<td>27</td>
<td>8</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>41</td>
<td>4.41</td>
</tr>
<tr>
<td>This advisor is courteous and professional.</td>
<td>32</td>
<td>7</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>41</td>
<td>4.75</td>
</tr>
<tr>
<td>This advisor provides timely and accurate information.</td>
<td>26</td>
<td>10</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>41</td>
<td>4.34</td>
</tr>
<tr>
<td>I am generally satisfied with the services provided by this advisor.</td>
<td>24</td>
<td>11</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>41</td>
<td>4.29</td>
</tr>
<tr>
<td>The nursing Advising Office (Miller Hall 118) is an open and welcoming</td>
<td>25</td>
<td>9</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>41</td>
<td>4.45</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td>OVERALL</td>
</tr>
</tbody>
</table>

| Comments:                                                                 |                 |
| Just perfect. Better than expected.                                       |                 |
| Mrs Pam is always extremely detailed and helpful to me. All of my       |                 |
| interactions with her have been positive.                                |                 |
| Maybe if there was more than one advisor things would move more.         |                 |
How did you use findings for improvement?

Based on lower scores on the topic of advisor accessibility, the advisor began implementing group advising sessions in addition to individual appointments for freshmen prior to registering for their spring courses. The advising office also began using an online appointment system for students to make appointments. This survey will continue to be used to improve and adapt to students’ advising needs.

Additional Comments
None

Expected Outcome 3: Strong Professional Nursing Applicant Pool
Through guidance from the SON academic affairs office, the applicant pool applying to the professional program will have competitive GPA’s (3.0 or higher) and interview scores (3.125 or higher).

Assessment Method 1: GPA of the applicant pool
Assessment Method Description
Each spring and summer, the SON accepts applicants to the upper division nursing program. The minimum GPA to be considered for
admission is a 2.5; however a much higher GPA is required for admission. We typically have between 150 and 200 applicants to our upper division program each application period. Each applicant is ranked on the following criteria in order to gain admission: Prerequisite GPA, science GPA, hours taken at Auburn, interview score, volunteer experience Y/N, Black Belt resident Y/N, first generation college student Y/N. These statistics are entered in an Excel spreadsheet and applicants are ranked.

**Findings**

We had 159 applicants for the fall 2013 cohort. Of those 159, 139 had GPA’s of 3.0 or higher. We had 111 applicants for the spring 2014 cohort. Of those 111, 82 had GPA’s of 3.0 or higher. At the current time the average GPA accepted to our fall class is a 3.70 and average for our spring class is a 3.35. Ideally we want applicants to have at least a 3.0 GPA at the time of application.

**How did you use findings for improvement?**

During the advising process, students who have a prerequisite GPA between 2.5 and 2.8 are encouraged to attend supplemental instruction sessions and take advantage of free tutoring services provided by the Office of Academic Support. Students who are below a 2.5 GPA are referred to the Academic Counseling and Advising Center. We are using the findings above to target applicants who have GPA’s below 3.0. These students will be sent targeted emails encouraging them to come to an advisor to discuss ways to get academic assistance, back-up plans for nursing school and other options.

**Additional Comments**

None

**Assessment Method 2: Quality of applicant pool interview scores**

**Assessment Method Description**

As part of the application process to the AUSON upper division, we require an interview. Students are required to participate in a group interview where they are rated using 20 questions scored on a Likert scale. Applicants are asked five questions during the interview. Once the interview is finished, the interviewers score applicants on verbal and nonverbal communication, goals, leadership qualities and understanding of nursing. Scantrons are used to record scores and ensure this process is confidential.
Interview Questions
Auburn University School of Nursing

1. If you needed nursing care, what qualities would you want your nurse to have?

2. Where do you see yourself in 5-10 years?

3. What would you like us to know about you that isn’t reflected in your transcript or academic record?

4. Describe a community or group volunteer activity with which you’ve been involved and what it has taught you about leadership.

5. All of the candidates for this program are highly qualified and there are more than are able to accept. Why should be select you?
INTERVIEW SCORING INSTRUMENT

Verbal Communication
1. Organized thoughts clearly and concisely (focused; direct; to-the-point; not evasive or wordy; answers the questions asked)
2. Articulate, with words clearly pronounced
3. Expressive ("alive"; speech animated; no monotone)
4. Persuasive and convincing
5. Used proper grammar
6. Answered questions without being defensive or hostile
7. Maintained appropriate balance between listening and speaking

Nonverbal Communication
8. Dressed appropriately (professional interview attire)
9. Poised during interview
10. Appropriate affect during interview; without excessive anxiety or negative cues

Information - General
11. Answers were exceptionally keen and insightful
12. Articulated specific examples (not broad "flowery" statements)

Information - Nursing
13. Offered accurate information about the nursing profession
14. Described characteristics of a nurse beyond technical skills

Information - Goals
15. Recognized roles of the nurse beyond "helping people"
16. Articulated future goals related to nursing (committed to nursing profession)

Information - Leadership
17. Articulated personal leadership qualities
18. Articulated strong leadership or service examples

Information - Unique Attributes
19. Articulated personal unique attributes other than caring
20. Described how unique attributes will contribute to nursing profession
SCORING

- All questions will provide data relevant for scoring items 1-12
- Question 1 will provide data relevant for scoring items 13-15
- Question 2 will provide data relevant for scoring item 16
- Question 3 will provide data relevant for scoring items 17-18
- Question 4 will provide data relevant for scoring items 17-18
- Question 5 will provide data relevant for scoring items 19-20

The twenty questions are scored on a Likert type scale with:

A = Strongly Agree
B = Agree
C = Neither Agree or Disagree
D = Disagree
F = Strongly Disagree
INTERVIEW SCORING INSTRUMENT

Verbal Communication

1. Organized thoughts clearly and concisely (focused; direct; to-the-point; not evasive or wordy; answers the questions asked)
2. Articulate, with words clearly pronounced
3. Expressive ("alive"); speech animated; no monotone
4. Persuasive and convincing
5. Used proper grammar
6. Answered questions without being defensive or hostile
7. Maintained appropriate balance between listening and speaking

Nonverbal Communication

8. Dressed appropriately (professional interview attire)
9. Poised during interview
10. Appropriate affect during interview; without excessive anxiety or negative cues

Information - General

11. Answers were exceptionally keen and insightful
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Information - Nursing

13. Offered accurate information about the nursing profession
14. Described characteristics of a nurse beyond technical skills

Information - Goals

15. Recognized roles of the nurse beyond "helping people"
16. Articulated future goals related to nursing (committed to nursing profession)

Information - Leadership

17. Articulated personal leadership qualities
18. Articulated strong leadership or service examples

Information - Unique Attributes

19. Articulated personal unique attributes other than caring
20. Described how unique attributes will contribute to nursing profession
Findings
We had 159 applicants for the fall 2013 cohort. All 159 applicants had interview scores above 3.125. We had 111 applicants for the spring 2014 cohort. Of those 111, 110 had interview scores above 3.125. We analyzed the average rating of students for each question to determine strengths and weaknesses. Our applicants were consistently strong in the areas of nonverbal communication and answering questions without being defensive. Areas of weakness were found in recognizing the role of the nurse beyond “helping people”, answering questions in an insightful way and articulating strong leadership or service examples. This will be shared with the AU Career center to help them know the specific areas our applicants need to improve in.
### AUSON INTERVIEW SCORING INSTRUMENT

<table>
<thead>
<tr>
<th>VERBAL COMMUNICATION</th>
<th>Fall 2013 Average</th>
<th>Spring 2014 Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Organized thoughts clearly and concisely (focused; direct; to the point; not evasive or wordy; answers the questions asked)</td>
<td>4.61</td>
<td>4.53</td>
</tr>
<tr>
<td>2. Articulate, with words clearly pronounced</td>
<td>4.72</td>
<td>4.61</td>
</tr>
<tr>
<td>3. Expressive (&quot;alive&quot;; speech animated, no monotone)</td>
<td>4.62</td>
<td>4.5</td>
</tr>
<tr>
<td>4. Persuasive and convincing</td>
<td>4.55</td>
<td>4.4</td>
</tr>
<tr>
<td>5. Used proper grammar</td>
<td>4.77</td>
<td>4.66</td>
</tr>
<tr>
<td>6. Answered questions without being defensive or hostile</td>
<td>4.83</td>
<td>4.73</td>
</tr>
<tr>
<td>7. Maintained appropriate balance between listening and speaking</td>
<td>4.78</td>
<td>4.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NONVERBAL COMMUNICATION</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Dressed appropriately</td>
<td>4.83</td>
<td>4.76</td>
</tr>
<tr>
<td>9. Poised during interview</td>
<td>4.75</td>
<td>4.71</td>
</tr>
<tr>
<td>10. Appropriate affect during interview; without excessive anxiety or negative cues</td>
<td>4.67</td>
<td>4.65</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INFORMATION-GENERAL</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Answers were exceptionally keen and insightful</td>
<td>4.3</td>
<td>4.21</td>
</tr>
<tr>
<td>12. Articulated specific examples (not broad &quot;flowery&quot; statements)</td>
<td>4.38</td>
<td>4.21</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INFORMATION - NURSING</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Offered accurate information about the nursing profession</td>
<td>4.46</td>
<td>4.48</td>
</tr>
</tbody>
</table>
How did you use findings for improvement?
The Auburn University Career Center conducts mock interviews for applicants who are interested in participating. Applicants are also encouraged to use online interview help tools through the career center website to help them prepare. The Career Center offers help sessions where they give general interview tips and show them how to use the online tools.

Additional Comments
None