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Please describe the 2019-2020 assessment activities and follow-up for your program below. Please complete this form for each undergraduate major, minor, certificate, and graduate program (e.g., B.A., B.S., B.A.S, M.S.) in your department. Please copy any addenda (e.g., rubrics) and paste them in this document, save and submit it to both the Dean of your college/school and to the Executive Director for Assessment as an email attachment by June 1, 2020. You'll also find this form on the assessment website at <https://www.csupueblo.edu/assessment-and-student-learning/resources.html>. Thank you.

Brief statement of Program mission and goals: The mission of the School of Nursing (SON) is: *to prepare graduates for professional positions as safe, competent and caring nurses to meet the healthcare needs of diverse populations.*

PART I. Program student learning outcomes (SLOs) assessed in this cycle, processes, results, and recommendations for improved student learning.

A. Which of the program SLOs were assessed during this cycle? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed? Please indicate the semester and year.	C. What method was used for assessing the SLO? Please include a copy of any rubrics used in the assessment process.	D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved.	E. What is the expected achievement level and how many or what proportion of students should be at that level?	F. What were the results of the assessment?	G. What were the department's conclusions about student performance?	H. What changes/improvements to the program are planned based on this assessment?
1. Demonstrate caring through advocacy for patients by providing compassionate care based on respect for patients preferences, values and needs	Collection: Annually Fall & Spring Analysis: Annually Fall	Simulation in NSG 452S Synthesis of Nursing Practice followed by a Simulation summative Assessment Tool which is rated as satisfactory or unsatisfactory. Simulation Coordinator collects	131 Students in NSG 420L by online self-assessment survey.	Indirect Measure: 90% of students will be rated 'satisfactory' on the facilitator simulation group evaluation tool *Demonstrates	2018-2019 Basic N=57, 95.5% Accelerated N=38 100% Fall 2016 Basic N=74: 66 Satisfactory (90%); 8 Needs Improvement (10%).	Benchmark met for both groups. Faculty discussed using a summative simulation that will comprehensively integrate elements of the SLOs.	Fall 2019 Action: Remove student 452 simulation assessment. Benchmark met for past 4 years. Wanted a more valid and reliable indicator.

		data and sends to undergraduate nursing program coordinator.		client advocacy through professional and family caring.'			
1	Collection: Annually Fall & Spring Analysis: Annually Fall	In NSG 420 instructor collects data from 3 designated test questions on an exam and sends to undergraduate nursing program coordinator.	131 students in NSG 420 test results on reported designated questions.	Direct Measure: In NSG 420, 80% of students will answer 3 test questions on patient advocacy correctly	2018-2019 Fall 2018 Basic N=55 Question 2280-92.73% Question 2227-100% Question 2243-96.3% ----- Spring 2019 Accelerated N=39 Question 2280-89.74% Question 2227- 100% Question 2243-64.62%	Fall 2019: Question 2243-Improvement noted and benchmark met for basic students. Continue to Review test statistics for Question 2243.	Maintain for third year. Monitor trend in Question 2243.
1	Collection: Annually Spring & Summer Analysis: Annually Fall	In NSG 451, Kaplan Management of Patient Care Examination scores will be collected by the instructor and sent to the undergraduate nursing program coordinator.	89 students in NSG 451 test results on reported designated questions.	Direct Measure: 80% in each cohort of basic and accelerated students will score at or above the Kaplan national average for test questions: Informed consent; Patient Bill of Rights; Right to refuse to refuse treatment	Average score on all 3 questions: 2018-2019 Basic N=55 Average score on all three questions 93.7%; National norm 86.2% ----- Accelerated N= 34 Average score on all three questions 97%; National norm 86.2%	Basic benchmark met. ----- Accelerated benchmark met. Fall 2019: Faculty discussed that Kaplan no longer provides specific data. Already have direct measure with examsoft questions.	Fall 2019 Measure dropped Fall 2019 Actions: Utilize the direct measure four questions per SLO will be labeled in ExamSoft and utilized in NSG 420. With this can track specific exam performance by question and obtain K-R
1	Collection: Annually Summer Analysis: Annually Fall	Associate dean collects EBI Exit Survey results to review with faculty.	50 students completed survey result	Indirect Measure: 80% of students will rate AACN/Benchworks Undergraduate Nursing Education Exit Assessment on the Essentials of	2018-2019 Basic N=22 Mean Range 6.14-6.45 Accelerated N=19 Mean Range 4.94-5.61 2017-2018 Basic N=28 Mean Range-5.89 -6.01 Accelerated N= 18 Mean Range 5.72 -5.94	Benchmark met. The mean is representative of the Essentials rating. Discussed how to increase the number of respondents; Possibly provide incentive for NSG 451	Fall 2019 Maintain. Continue to encourage student participation..

				Baccalaureate Education for Professional Nursing, Essential VIII (4) or better (on a 7-point scale).			
1	Collection: Annually Spring & Summer Analysis: Annually Fall	In NSG 451, instructor administers, collects data and sends to the undergraduate nursing program coordinator.	63 students in NSG 451 survey results on reported designated questions.	Indirect Measure: Students will have a mean score of 2.4 (on a 4-point scale) on the survey question 'I feel comfortable caring for a dying patient (patient advocacy) on the Casey-Fink Readiness for Practice Survey.	2018-2019 Basic N=47 Mean 2.7 ----- Accelerated N=16 Mean 2.7	Basic benchmark met. ----- Accelerated benchmark met. Simulation on patient advocacy for a dying patient seems to be working.	Maintain. Fall 2019: No change in class size. Noted that the benchmark was met, but the mean was slightly lower. Monitor trend for another year.

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<i>2. Collaborate effectively within the health care team fostering open communication, mutual respect and share decision-making to achieve safe, quality patient care.</i>	Collection: Annually Spring & Summer Analysis: Annually Fall	Simulation in NSG 452S Synthesis of Nursing Practice followed by a self-assessment using the Simulation Formative Assessment Tool which is rated as satisfactory or unsatisfactory. Instructor collects data and sends to undergraduate nursing program coordinator	Students in NSG 452S ratings on Clinical	Indirect Summative Measure: 90% of students will rate themselves 'satisfactory' on the simulation self-assessment 'Maintains a safe client environment'	New Data collection will start spring 2020	Pending	Pending fall
2	Collection: Annually Fall & Spring Analysis: Annually Fall	In NSG 312, Instructor will collect scores on the 3 test questions and send to undergraduate nursing program coordinator.	61 students in NSG 312 Fall 2015 & spring 2016 exam results on reported designated questions.	Direct Measure: 80% of students will answer 3 test questions on patient safety/quality care correctly.	2018-2019 Spring 2019 Basic: N = 37 Question 1239 = 97% Question 2119 = 94% Question 2127 = 87% Fall 2018 Accelerated: N=36 Question 1239 =100% Question 2119 =81% Question 2127 =86% Basic: N=39 Question 1239 =100% Question 2119 =100% Question 2127 =90%	Basic benchmark met. ----- Accelerated benchmark met.	Fall 2019 Action. Benchmark met over 5 years. Measure dropped. Fall 2019 Analysis: Discussed adding Simulation Facilitator Assessment to NSG 382S for new indirect measure.
2	Collection: Annually Fall & Spring Analysis: Annually Fall	In NSG 311, scores from a case study will be collected by the instructor and given to the undergraduate nursing program coordinator.	16 Students in NSG 311 reported scores from case study.	RN-BSN Direct Measure: 80% of students will score ≥ 3 on a case study on the nurse's role in quality, safety and	2018-2019 N=16 Average=94.19% of RN-BSN students scored 3 or better.	Students are above EAL Benchmark met for all groups. RN-BSN now offered through CSU Online (still	Maintain. Fall 2019 Monitor to determine effect of CSU Online and extended studies on this measure.

				patient advocacy.		overseen by School of Nursing).	
2	Collection: Annually Spring & Summer Analysis: Annually Fall	In NSG 452, instructor collects the scores through ExamSoft and sends to undergraduate nursing program coordinator.	Students in NSG 452 with reported test scores.	Direct Measure: 80% percent of students will answer the question on the Kaplan Diagnostic Exam related to 'caring for a patient with a chest tube' correctly.	2018-2019 Basic N=54, 87% answered question #1770 correctly Accelerated N=38 85% answered question #1770 correctly	Fall 2019 Basic and accelerated benchmark met Fall 2018 Basic benchmark not met. Accelerated benchmark not met. Faculty analyzed the test statistics for Question 4607: PBI = 0.30 Discrimination= 0.39	Fall 2019 Benchmark met accelerated and basic. Fall 2019 Revise: Move the chest tube question to the respiratory exam in NSG420. Questions (4) to cover basic chest tube safety SG 420 successful
2	Collection: Annually Summer Analysis: Annually Fall	Associate dean collects EBI Exit Survey results to review with faculty.	39 Students completed EBI Exit Survey and results from collaboration were collected	Indirect Measure: 80% of students will rate AACN/Benchworks Undergraduate Nursing Education Exit Assessment item on Essentials of Baccalaureate Education for Professional Nursing, Essential VI (IPC) as 4 or better (7 point scale).	2018-2019 Basic N=21 Mean Range 5.55-5.71 ----- Accelerated N=18 Mean Range 4.89-5.00	Benchmark met. The mean is representative of the Essentials rating. Discussed how to increase the number of respondents; possibly do the exit assessment in NSG 452.	Fall 2019: Maintain. Continue to encourage student participation

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3. Use nursing judgment based on best current evidence to ensure optimal outcomes for patients and families.	Collection: Annually Spring Analysis: Annually Fall	NSG 351 instructor collects data from 5 test questions and sends results to undergraduate coordinator.	Students in NSG 351 with reported test scores.	Direct Measure: 80% of students will correctly answer 5 application test questions on the PICOT process. Course objective #3: Evaluate current research, information, and technology to communicate, manage knowledge, prevent error, and support decision-making.	2018-2019 Basic N=51 3316-97%; 3314-100%; 3300-97%; 4301-96%; 4300-100% ----- Accelerated N=33 3316-94%; 3314-100%; 3300-96%; 4301-92%; 4300-100%	Basic benchmark not met. ----- Accelerated benchmark met. Faculty discussed getting percent correct for each of the 5 questions.	Fall 2019 Maintain
3	Collection: Annually Spring & Summer Analysis: Annually Fall	In NSG 451, instructor administers survey, collects data and sends to undergraduate coordinator.	Students in NSG 451 survey results on reported designated questions.	Indirect Measure: 90 % students will report 'I feel prepared to administer medications' (best current evidence) on the Casey-Fink Readiness for Practice Survey.	2018-2019 Basic N=50, 92% Accelerated N=18, 90%	Fall 2019 Basic benchmark met. ----- Accelerated benchmark met.	Fall 2019: Benchmark met- Class size did not affect outcome. Maintain as class size will increase next year as well;

3	Collection: Annually Summer Analysis: Annually Fall	Associate dean collects EBI Exit Survey results to review with faculty.	EBI Exit Survey results for use of best evidence	Indirect Measure: 80% of students will rate AACN/Benchworks Undergraduate Nursing Education Exit Assessment item on the Essentials of Baccalaureate Education for Professional Nursing, Essential III (EBP) as 4 or better (7 point scale).	2018-2019 Basic N=22 Mean Range 5.18 – 5.86 ----- Accelerated N=19 Mean Range 4.16– 4.58	Benchmark met. The mean is representative of the Essentials rating. Discussed how to increase the number of respondents; possibly do the exit assessment in NSG 452.	Fall 2019: Continue to monitor.
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4. Demonstrate professional identity, integrity and leadership as the coordinator of patient care	Collection: Annually Spring & Summer Analysis: Annually Fall	NSG 451 instructor collects test question scores and sends to undergraduate nursing program coordinator.	Students in NSG 451 survey results on reported designated questions.	Direct Measure: In NSG 451, 80% of students will answer 3 test questions on professionalism/leadership correctly.	2018-2019 Basic N=62, 100% ----- Accelerated N=32, 100% ----- RN-BSN N=12, 100%	Basic benchmark met. ----- Accelerated benchmark met.	Fall 2019: New measure-analyze test statistics via Examsoft Develop new questions for Spring 2020.
4	Collection: Annually Spring & Summer Analysis: Annually Fall	In NSG 451, instructor administers readiness survey, collects data and sends to undergraduate nursing program coordinator.	48 students in NSG 451 survey results on reported designated questions.	Indirect Measure: Students will have a mean score of 3.0 (on a 4-point scale) on the Casey-Fink Readiness for Practice Survey 'I feel comfortable communicating with a provider' (professionalism/Leadership).	2018-2019 Spring 2019 Basic N=47, Mean 2.7 ----- Summer 2019 Accelerated N=16, Mean 2.5	Because both basic and accelerated students did not feel comfortable communicating with a provider in Summer 2016, the simulation coordinator developed sims that allowed students to practice communication skills with a provider using the ISBARR Tool	Fall 2019: Maintain and consider lower N as a factor with larger class size
4	Collection: Annually Summer Analysis: Annually Fall	Associate dean collects EBI Exit Survey results to review with faculty.	39 student from basic and accelerated program completed	Indirect Measure: 80% of students will rate AACN/Benchworks Undergraduate Nursing Education Exit Assessment item on the	2018-2019 Basic N=22 Mean: 4.73-6.29 ----- Accelerated N=19 Mean: 4.11-5.47	Benchmark met. The mean is representative of the Essentials rating. Discussed how to increase the number of respondents; possibly complete the exit	Fall 2019: Maintain

				Essentials of Baccalaureate Education for Professional Nursing, Essential IX (generalist nursing practice) as 4 or better (7 point scale).		assessment in NSG 452.	
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Summative Assessment of All End-of-Program SLOs Using NCSBN Performance Report	Collection: Annually Spring Analysis: Annually Fall	Direct Measure: Graduates' NCLEX Test Plan Performance from the NCSBN Program Report will be at or above the "Passing Performance".					

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the 2019-2020 cycle. These are those that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) or other issues did you address in this cycle? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed to generate the data which informed the change? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment column H and/or feedback?	D. How were the recommendations for change acted upon?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
1, 2, 4	Fall 2018 and Spring 2019	Utilize Examsoft for testing and analysis of test questions related to SLO's.	Discontinued use of Kaplan testing. Utilize Examsoft for administration of all tests in nursing courses, including the courses utilized for SLO assessment.	Ability to administer tests securely to obtain accurate data which includes specific question data and exam performance including K-R.
2	Fall 2018	Move advanced chest tube content in NSG 452 to NSG 420 where basics of chest tubes were taught.	Content moved to NSG 420 with new question utilized.	Benchmark met Fall 2019 utilizing one question. Next step will have four test questions in NSG 420 to evaluate and continue with added chest tube content in this course.

Comments on part II: