

Name of Academic Program- School of Nursing: Master of Science, College of Engineering, Education and Professional Studies (CEEPS)

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Mission of School and How It Relates to the University:

The department mission is consistent with the university and CEEPS. The university mission is to “offer . . . a limited number of graduate programs that meet regional and broad societal needs. . . and is committed to excellence, setting the standard for regional comprehensive universities in teaching, research and service by providing leadership and access for its region while maintaining its commitment to diversity.”

The mission of CEEPS is to “offer a career-oriented education that efficiently and effectively prepares students to excel as professionals.”

Mission/Philosophy Statement

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.* SON faculty developed the mission, philosophy, organizing framework and expected student learning outcomes March 18, 2011 and revised them on February 26, 2014.

The Colorado State University-Pueblo School of Nursing shares the mission and philosophy of the University, which focuses on education, scholarly activity and service. The school’s philosophy is dedicated to the pursuit of higher learning grounded in the arts, sciences and humanities.

Caring is considered the central concept of the nursing curriculum. The nursing faculty of CSU-Pueblo is committed to modeling caring behavior to students on the belief that when students experience caring, they learn to care for others. Caring has been defined as the “essence of nursing” (Leininger, 1988), a process, and a behavior that can be taught and learned. Caring requires the “offering of self” (Scotto, 2003); intellectually, physically, psychologically and spiritually.

Nursing is the synthesis of science and art, which addresses health promotion and maintenance across the lifespan and fosters the development of the nurse’s professional identity, integrity, and leadership. The practice of patient-centered care includes respect for individual dignity and consideration of cultural and ethical beliefs and values. The nurse advocates for patients and families in ways that promote mutual respect and self-management. Nursing care is provided in collaboration with the patient, the family and members of the health care team. The nurse displays a spirit of inquiry by examining evidence to improve quality of care, promote safety and improve patient outcomes. Nursing judgment is integral to making competent decisions related to the provision of safe and effective nursing care. Effective communication skills using both technological and human means is essential to nursing care.

Education is an interactive experiential process that occurs between teacher, learner and the environment with an emphasis on student centered learning. A variety of educational experiences

is essential and allows the learner to integrate knowledge, skills and attitudes. The faculty is responsible for facilitating, maintaining and evaluating the learning process. Learners are expected to be self-directed, active inquirers, responsible for their own learning and evaluation of educational experiences. Learners move from relative dependence to greater independence in preparation for assuming the professional role and promoting growth as a life-long learner.

Organizing Framework

The faculty ascribes to the core competencies for nursing and nursing education identified by the Institute of Medicine (IOM) and the Quality and Safety Education for Nurses (QSEN) project. QSEN competencies provide the organizing framework for the expected student outcomes and the curriculum. The graduate nursing program and student outcomes are congruent with the American Association of Colleges of Nursing's (AACN) *Essentials of Master's Education for Advanced Practice Nursing* (2011). In addition, specific educational emphasis outcomes, goals, and course objectives were developed based on:

- *National League for Nursing Core Competencies of Nurse Educators with Task Statements* (2005)
- *National Organization of Nurse Practitioner Faculties (NONPF) Nurse Practitioner Core Competencies* (2014/2017), *Population-focused Nurse Practitioner Competencies: Family/Across the Lifespan and Psychiatric-Mental Health* (2013), and *Adult/Gerontology Acute Care Nurse Practitioner Competencies* (2016).

Graduate Student Learning Outcomes

The curriculum of the CSU–Pueblo Master of Science (MS) with a major in Nursing emphasis in nurse practitioner programs are designed to prepare a graduate who will:

1. Integrate evidence-based practice, ethical decision making and technology into advanced nursing practice.
2. Utilize interprofessional collaboration to provide safe, quality patient-centered care.
3. Explore quality improvement initiatives that affect delivery of advanced nursing practice and health care services.

The MS major in nursing is congruent with the mission of the university and college since it meets the need for a career-oriented profession that serves the health care needs of diverse populations while being committed to excellence. Student Learning Outcomes (SLOs) relate to the mission and flow through the organizing framework and are based on the national competencies for advanced nursing practice. Through a consultant-led process, seven components of SLOs were identified. Then elements of the component were selected. Through a prioritization process five elements were selected for evaluation in 2013-2014 and are highlighted in the table. In 2016, the summative analysis SLO components were evaluated using the oral comprehensive exam analytic rubric developed by the graduate faculty in spring and implemented with end of program final oral exams. The formative analysis areas are highlighted in the elements column. These elements will be evaluated within specific course assignments.

Table 6.1 Master's Essentials link to EOPSLOs Components / Elements Framework MS and PMC			
Nurse Practitioners and Nurse Educators			
Master's Essentials	EOPSLOs	Component to be Evaluated	Elements of the Components (to link course concepts to objectives and EOPSLOs)
I. Background for Practice from Sciences and Humanities IV. Translating and Integrating Scholarship into Practice VI. Health Policy and Advocacy IX. Master's –Level Nursing Practice	1. Integrate evidence-based practice, ethical decision making and technology into advanced nursing practice	1.A. Best Current Evidence	i. Best current practice and ways of knowing, based on rationale for practice
			ii. Standards and guidelines
			iii. Communications
			iv. Patient wishes/cultural sensitivity
			v. Research and use evidence to drive daily practice start 2018-2019
			vi. Advocacy start 2018-2019
			vii. Resources at point of care
IX. Master's –Level Nursing Practice		1.B. Ethical Decision-making	i. Ethical decision-making (dilemmas)
			ii. ANA Code of Ethics*
			iii. IRB/Informed Consent
			iv. Ethical principles evident in delivery of patient care
V. Informatics and Healthcare Technologies IX. Master's –Level Nursing Practice		1.C. Technology	i. HIT in evidence-based care
			ii. Current technology to communicate and deliver care
			iii. Up-to-date resources and documentation
			iv. HIPAA
			v. Equipment and information systems
VII. Interprofessional Collaboration for Improving Patient and Population Health Outcomes IX. Master's –Level Nursing Practice	2. Utilize interprofessional collaboration to provide safe, quality, patient-centered care	2.A. Interprofessional Collaboration	i. Health care system and teams
			ii. Inter- and intra-professional communications
			iii. Interdisciplinary team work (committees)
			iv. Multiple resources and referrals
			v. Stakeholders roles
VIII. Clinical Prevention and Population Health for Improving Health IX. Master's –Level Nursing Practice		2.B. Safety and Quality Patient-centered Care	i. Do no harm
			ii. Standards and guidelines
			iii. Competencies
			iv. Patient outcomes
			v. QSEN
IX. Master's –Level Nursing Practice VII. Interprofessional Collaboration for Improving Patient and Population Health Outcomes		2.C. Patient-centered care	i. Advocacy
			ii. Vulnerable populations
			iii. Respect for patient preferences, values, and needs
			iv. Cultural Sensitivity
			Holism
II. Organizational and Systems Leadership VI. Health Policy and Advocacy IX. Master's –Level Nursing Practice III. Quality Improvement and Safety VII. Interprofessional Collaboration for Improving Patient and Population Health Outcomes	3. Explore quality improvement initiatives that affect delivery of advanced nursing practice and health care services	3.A. Leadership	i. Change agent
			ii. Role in policy change
			iii. Professional integrity
			iv. Transformational leadership style
			v. QI
			vi. Communication

Curriculum:

See attached curriculum maps for Adult/Gerontology Acute Care Nurse Practitioner, Adult/Gerontology Acute Care/Family Nurse Practitioner, Psychiatric-Mental Health Nurse Practitioner and Nurse Educator emphasis areas within the MS degree.

Assessment Methods

Faculty utilize direct and indirect measures of student learning to assess the selected elements. These methods are used for the ongoing systematic program evaluation required by the Accreditation Commission for Education in Nursing (ACEN).

Attached are the Systematic Program Evaluation (SPE) templates for the SLO's.

Students are provided with opportunities to be involved in the assessment process through participation in course evaluations, Curriculum and Evaluation Committee, graduate and general faculty meeting and informal sharing of ideas.

Program Outcomes

1. Eighty percent of graduates will:

- Complete the program within one and one-half times the length of the program
- Express satisfaction with the program
- Pass national certification exam the first time
- Be employed in role-related professional practice within six months to one year

2. Eighty percent of employers' will express satisfaction with graduates' job performance.

Assessment Results:

Graduate faculty will analyze and interpret data at the first spring faculty meeting. Results/recommendations will be reported to the nursing department at the first spring general faculty meeting. Students have opportunity to participate in the various committees/meetings. Results are used to help the SON to achieve program outcomes related to passing certification exams and employability. Faculty meet every other week to discuss best practice and reevaluate assessment methods. As needs are identified, action is taken to implement with best practice based on national competencies. Results are disseminated to the advisory board twice each year, annual university assessment report, students through written notification of policy changes via handbook, blackboard posting and/or emails.

Students are informed about their progress toward SLOs via course grades, pre-certification exams, and clinical evaluations.

Continuous Processes:

Data will be collected on the priority components for at least 3 years from summer 2016. Faculty will determine new priority components to be assessed based on the data trends and issues/concerns occurring at that time.

The associate dean, the graduate faculty and the curriculum and evaluation committee of the school of nursing are responsible for monitoring the ongoing systematic program evaluation and improvement process and for ensuring that the results from each year provide the springboard for the following year's action plans. In order to ensure ongoing assessment process, the associate dean maintains a Systematic Master Evaluation Calendar which indicates when data will be collected, reviewed and reported. The evaluation plan for the master's program student learning outcomes indicates the collection methods to be used.

References

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MS Adult/Gerontology Acute Care Nurse Practitioner Curriculum Map 2018 2019 (Hybrid)

Year/Semester	Courses	Student Learning Outcomes			
		Integrate evidence-based practice, ethical decision making and technology into advanced nursing practice	Utilize interprofessional collaboration to provide safe, quality, patient-centered care	Explore quality improvement initiatives that affect delivery of advanced nursing practice and health care services	Level of Expertise (Adapted Benner) & Teaching/Learning Strategies
Year 1 1st semester Fall 2018	504 NSG Writing & Presentation Skills <i>(optional)</i>	AB/ DS, PA			Advanced Beginner (AB) = Perform with guidance Competent (C) = Aware of long-term goals and analytical thinking Proficient (P) = Recognize, plan Teaching/Learning Strategies: CS= Case Study D= Demonstration DS= Discussion EV= Eval forms EX= Exam J= Journal PA= Paper PR= Presentation Sim= Simulation
	506 Roles, Ethics & Issues	AB/ PR, PA, EV, DS	AB/ PR, DS	AB/ PR, DS	
	508 Adv Practice Theory	AB / PR, PA	AB/ PR, PA		
	571 Health Care Informatics	AB/ PR, EV, DS	AB/ PR, DS	AB/ PR, DS	
Year 1 2nd semester Spring 2019	550 Health Policy & Finance	AB/ DS	AB/ DS	AB/ PR, DS	
	551 Health Promotion	AB/ CS, PA , PR, DS	AB/ CS, PA, PR		
	562 Advanced Assessment	AB/ CS, Sim, D, EX			
	562 L Advanced Assessment	AB/ Sim, D			
Year 1 3rd semester Summer 2019	570 Advanced Evidence Based Practice	AB/ PR, DS, PA, EX		AB/ PR, Sim	
	552 Adv Pathophysiology	AB/ EX, CS, DS			
	561 Adv Pharmacology	AB/ EX, CS, DS	AB/ EX, CS		
Year 2 1st semester Fall 2019	610 Diagnostic Reasoning	AB/ EX, CS, DS, Sim, PA, PR	AB/ EX, CS, Sim, DS, PA		
	612L MS Acute Care Skills Lab	AB/ DS, D, EX	AB/ S, D, EX		
	620 MS AGACNP I	AB/ EX, CS, Sim, DS, PR, PA	AB/ PA, DS	AB/ CS, PR, DS	
	620L MS AGACNP Practicum I	AB/ EV, EX, D	AB/CS, D, EV	AB/ CS	
Year 2 2nd semester Spring 2020	593 Thesis Seminar <i>(Optional)</i>	AB/ PA	AB/ PA	AB/ PA	
	621 MS AGACNP II	C/ EX, CS, Sim, DS, PR	C/ DS, Sim, PR, EX	C/ CS, PR, DS	
Year 2 3rd semester Summer 2020	621L MS AGACNP Practicum II	C/ EV, EX, D	C/ CS, D, EV	C/ CS, DS	
	599 Thesis Research	C/ PA	C/ PA	C/ PA	
	622 MS AGACNP III	P/ EX, CS, Sim, DS, PR	P/ DS	P/ CS, PR, DS	
Totals	Total Lab Hours			90	
	Total Required AGACNP Clinical Hours			570	
	Total Program Credits			51	
	Optional Elective			1-10	

MS Adult/Gerontology Acute Care/Family Nurse Practitioner Curriculum Map 2018-2019 Hybrid

Year/Semester	Courses	Student Learning Outcomes			
		Integrate evidence-based practice, ethical decision making and technology into advanced nursing practice	Utilize interprofessional collaboration to provide safe, quality, patient-centered care	Explore quality improvement initiatives that affect delivery of advanced nursing practice and health care services	Level of Expertise (Adapted Benner) & Teaching/Learning Strategies
Year 1 1st semester Fall 2018	504 NSG Writing & Presentation Skills	AB/ DS, PA			Expected Level of Performance: Advanced Beginner (AB) = Perform with guidance Competent (C) = Aware of long-term goals and analytical thinking Proficient (P) = Recognize, plan Teaching/Learning Strategies: CS= Case Study D= Demonstration DS= Discussion EV= Eval forms EX= Exam J= Journal PA= Paper PR= Presentation Sim= Simulation
	506 Roles, Ethics & Issues	AB/ PR, PA, EV, DS	AB/ PR, DS	AB/ PR, DS	
	508 Adv Practice Theory	AB/ PR, PA	AB /PR, PA		
571 Health Care Informatics	AB/ PR, EV, DS	AB/ PR, DS	AB/ PR, DS		
Year 1 2nd semester Spring 2019	550 Health Policy & Finance	AB/ DS	AB/ DS	AB/ PR, DS	
	551 Health Promotion	AB/ CS, PA, PR, DS	AB/ CS, PA, PR		
	562 Adv. Assessment	AB/ CS, Sim, D, EX			
	562 L Adv. Assessment	AB/ Sim, D			
570 Advanced EBP	AB/ PR, DS, PA, EX			AB/ PR, Sim	
Year 1 3rd semester Summer 2019	552 Adv Pathophysiology	AB/ EX, CS, DS			
	561 Adv Pharmacology	AB/ CS, Sim, D, EX	AB/ EX, CS		
	610 Diagnostic Reasoning	AB/ EX, CS, DS, Sim, PA, PR	AB/ EX, CS, Sim, DS, PA		
Year 2 1st semester Fall 2019	612L MS Acute Care Skills Lab	AB/ DS, D, EX	AB/ Sim, D, EX		
	620 MS AGACNP I	AB/ EX, CS, Sim, DS, PR, PA	AB/ PA, DS	AB/ CS, PR, DS	
	620L MS AGACNP Practicum I	AB/ EV, EX, D	AB/ CS, D, EV	AB/ CS	
	631 MS Family I	C/ CS, DS, PR, Sim, EX	C/ CS, DS, PR, Sim, EX	AB/ CS, DS, EX	
	638L Family Practicum (Progressive AB-P)	AB/ J, EV, D	AB/ J, EV, D	AB/ J	
	593 Thesis Seminar (Optional)	AB/ PA	AB/ PA	AB/ PA	
Year 2 2nd semester Spring 2020	621 MS AGACNP II	C/ EX, CS, Sim, DS, PR	C/ DS, Sim, PR, EX	C/ CS, PR, DS	
	621L MS AGACNP Practicum II	C/ EV, EX, D	C/ CS, D, EV	C/ CS, DS	
	632 MS Family II	C/ CS, DS, Sim, EX, PA	C/ CS, DS, Sim, EX, PA	C/ CS, DS	
	638L MS Family Practicum (Progressive AB-P)	C/ J, EV, D	C/ J, EV, D	C/ J	
	599 Thesis Research (Optional)	C/ PA	C/ PA	C/ PA	
Year 2 3rd semester Summer 2020	622 MS AGACNP III	P/ EX, CS, Sim, DS, PR	P/ DS	P/ CS, PR, DS	
	622L MS AGACNP Practicum III	P/ J, EV, D	P/ CS, J, D	P/ J, CS	
	633 MS Family III	P/ PA, Sim, EX, DS	P/ PA, Sim, EX, DS	P/ CS, DS	
	638L MS Family Practicum (Progressive AB-P)	P/ J, EV, D	P/ J, EV, D	P/ J	
	599 Thesis Research	P/ PA, PR	P/ PA, PR	C/ PA, PR	
Totals	Total Required Family Clinical Hours	510			
	Total Required AGACNP Clinical Hours	555			
	Total Clinical Hours	1065			
	Total Lab Hours	90			
	Total Required Credit Hours	68			
	Optional Elective	1-10			

MS Psychiatric–Mental Health Nurse Practitioner Curriculum Map 2018-2019 (Hybrid)

Year/Semester	Courses	Student Learning Outcomes			
		Integrate evidence-based practice, ethical decision making and technology into advanced nursing practice	Utilize interprofessional collaboration to provide safe, quality, patient-centered care	Explore quality improvement initiatives that affect delivery of advanced nursing practice and health care services	Level of Expertise (Adapted Benner) & Teaching/Learning Strategies
Year 1 1st semester Fall 2018	504 NSG Writing & Presentation Skills	AB/ DS, PA			Advanced Beginner (AB) = Perform with guidance Competent (C) = Aware of long-term goals and analytical thinking Proficient (P) = Recognize, plan
	506 Roles, Ethics & Issues	AB/ PR, PA, EV, DS	AB/ PR, DS	AB/ PR, DS	
	508 Adv Practice Theory	AB/ PR, PA	AB/ PR, PA		
	571 Healthcare Informatics	AB/ PR, EV, DS	AB/ PR, DS	AB/ PR, DS	
	676 Theoretical Mental Health Models	AB/ PR, PA, DS	AB/ PR, PA		
Year 1 2nd semester Spring 2019	550 Health Policy & Finance	AB/ DS	AB/ DS	AB/ PR, DS	Teaching/Learning Strategies: CS= Case Study D= Demonstration DS= Discussion EV= Eval forms EX= Exam J= Journal PA= Paper PR= Presentation Sim= Simulation
	551 Health Promotion	AB/ CS, PA, PR, DS	AB/ CS, PA, PR		
	562 Advanced Assessment	AB/ CS, Sim, D, EX			
	562 L Advanced Assessment Lab	AB/ Sim, D			
	570 Advanced Evidence Based Practice	AB/ PR, DS, PA, EX			
Year 1 3rd semester Summer 2019	552 Adv Pathophysiology	AB/ EX, CS, DS			
	561 Adv Pharmacology	AB/ EX, CS, DS			
	678 Psychiatric Assessment & Evaluation	AB/ CS, PA, EX, D, DS	AB/ PA		
	679 Psychiatric Differential Diagnosis	C/ CS, DS, EX	AB/ CS, DS		
Year 2 1st semester Fall 2019	677 Psychopharmacology	C/ CS, PA, PR	AB/ PR, DS		
	681 MS Psych Mental Health I	AB/ CS, D, DS, PR, PA, Sim	AB/ D, DS, PA		
	681L MS PMH Practicum I	AB/ J, PA, EV, D	AB/ J, PA, DS, D		
	593 Thesis Seminar (Optional)	AB/ PA	AB/ PA	AB/ PA	
Year 2 2nd semester Spring 2020	682 MS Psych Mental Health II	C/ EX, CS, Sim, D, DS, PR, PA	C/ EX, DS	C/ PA, DS	
	682 L MS PMH Practicum II	C/ J, EV, PA, D	C/ J, PA, D	C/ DS	
	599 Thesis Research	C/ PA	C/ PA	C/ PA	
Year 2 3rd semester Summer 2020	683 MS Psych Mental Health III	P/ EX, CS, Sim, DS, PR, PA	P/ PA, DS	P/ CS, PR, PA	
	683L MS PMH Practicum III	P/ J, PA, EV, D	P/ J, PA, D	P/ J	
	599 Thesis Research	P/ PA, PR	P/ PA, PR	P/ PA, PR	
Totals	Total Lab Hours			30	
	Total Clinical Practice Hours			570	
	Total Required Program Credits			55	
	Optional Elective			1-10	

MS Nurse Educator Curriculum Map 2018-2019 (Hybrid)

Year/Semester	Courses	Student Learning Outcomes			
		Integrate evidence-based practice, ethical decision making and technology into advanced nursing practice	Utilize interprofessional collaboration to provide safe, quality, patient-centered care	Explore quality improvement initiatives that affect delivery of advanced nursing practice and health care services	Level of Expertise (Adapted Benner) & Teaching/Learning Strategies
Year 1 1st semester Fall 2018	504 NSG Writing & Presentation Skills (optional)	AB/ DS, PA			Advanced Beginner (AB) = Perform with guidance Competent (C) = Aware of long-term goals and analytical thinking Proficient (P) = Recognize, plan Teaching/Learning Strategies: CS= Case Study D= Demonstration DS= Discussion EV= Eval forms EX= Exam J= Journal PA= Paper PR= Presentation Sim= Simulation
	552 Adv Pathophysiology (OL)	AB/ EX, CS, DS			
	561 Adv Pharmacology (OL)	AB/ EX, CS, DS			
575 Curriculum Development (OL)	C/ DS, CS, PA, D PR	C/ DS, D, PR	C/ DS, PA, PR		
Year 1 2nd semester Spring 2019	548 Healthcare: Ethics, Law & Policy	AB/ DS	AB/ DS	AB/ PR, DS	
	562 Advanced Assessment	AB/ CS, Sim, D, EX			
	562 L Advanced Assessment Lab	AB/ Sim, D			
	512 Research & Evidenced Based Practice (OL)	AB/ PR, DS, PA, EX		AB/ PR, Sim	
	576 Instructional Strategies (OL)	C/ PA, PR, D, DS	C/ PA, PR, DS	C/ DS, D	
593 Thesis Seminar	AB/ PA	AB/ PA	AB/ PA		
Year 1 3rd semester Summer 2019	551 Health Promotion	AB/ CS, PA, PR, DS	AB/ CS, PA, PR		
	577 Assessment & Evaluation (OL)	C/ PA, PR, DS	C/ DS, PA, PR	C/ DS, D, PR	
	583 Nurse Educator Seminar (OL)	P/ DS, Sim, PA, PR, D	P/ DS, PR, D	P/ DS, PA, PR, D	
	583L Nurse Educator Practicum	P/ J, D, Sim	P/ J, D	P/ J, D	
	599 Thesis Research	P/ PA, PR	P/ PA, PR	P/ PA, PR	
Year 2 1 st semester Fall 2019 Optional	599 Thesis Research	P/ PA, PR	P/ PA, PR	P/ PA, PR	
Totals	Total Lab Hours			30	
	Total Clinical Practice Hours			135	
	Total Required Program Credits			30	
	Optional Elective			1-10	

Formative Plan			
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Method/s
Linked to NSG 561 Course Objective End-of-Program SLO 1.A.ii Key Element: Practice Follows Standards and Guidelines (Formative)	Direct Measure: <i>80% of NP and nurse educator students will score 84% on the WHO P-Drug Paper to demonstrate research and use evidence to drive daily practice</i>	Collection: Annually Spring Analysis: Annually Fall	In NSG 561 the instructor will collect the data and submit to the Graduate Nursing Program Coordinator.
Linked to NSG 561 Course Objective End-of-Program SLO 1.A.vi Key Element: Advocacy (Formative)	Direct Measure: <i>80% of NP and nurse educator students will score 84% or better on a health promotion presentation using Healthy People 2020 topics.</i>	Collection: Annually Spring Analysis: Annually Fall	In NSG 551, instructor using a rubric for Healthy People 2020 guidelines-advocacy and collects data and sends to Graduate Nursing Program Coordinator

Formative Plan			
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Method/s
Linked to NSG 622L, NSG 638L, NSG 683L. Course Objectives End-of - Program SLO 1.A.ii Key Element: Practice Follows Standards and Guidelines (Formative)	Direct Measure: <i>100% of NP students will score 6.5 (on an 8-point scale) on the preceptor evaluation sections regarding pharmacological decision-making.</i>	Collection: Annually Summer Analysis: Annually Fall	Preceptor Final Evaluation- In NSG 622L, 638L & 683L, the graduate nursing program coordinator will collect preceptor evaluations at the end of each course and share with the instructors of those courses.
Linked to NSG 621 & 682 Course Objective End-of-Program SLO 2.C.ii Key Element: Provide Effective Care for Vulnerable Populations (Formative)	Direct Measure: <i>80% of NP students will answer 3 final exam questions on LGBTQ health issues & disparities correctly.</i>	Collection: Annually Spring Analysis: Annually Fall	Examination- In NSG 621 & 682, instructors will collect data and send to grad nursing program coordinator.

Formative Plan			
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Method/s
Linked to NSG 622 Course Objective End-of-Program SLO 2.C.iii Key Element: Demonstrate Respect for Patients' Preferences, Values, and Needs (Formative)	Indirect Measure: <i>100% of NP students will select strongly agree (5) or agree (4) slightly agree {5-point scale} on a post neuro end-of-life simulation survey.</i>	Collection: Annually Summer Analysis: Annually Fall	In NSG 622, Instructor will collect pre/post data on all 6 survey questions with a comment question from neuro simulation and sends to graduate nursing program coordinator.
Linked to NSG 633 Course Objective End-of-Program SLO 2.C.iii Key Element: Demonstrate Respect for Patients' Preferences, Values, and Needs (Formative)	Direct Measure: <i>80% of NP students will answer 3 final exam questions on patient preferences correctly in the final semester of the Family NP didactic course.</i>	Collection: Annually Summer Analysis: Annually Fall	Exam Questions- In NSG 633, instructor collects data and sends to grad nursing program coordinator.

EOPSLO Plan			
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Method/s
EOPSLO 1- Integrate Evidenced-Based Practice Ethical Decision Making & Technology into Advanced Nursing Practice	Direct Measure: <i>100% of NP & Nurse Educator students will score 84% or better (16.7 points out of 20) on the evidence-based practice section of the Oral Comprehensive Exam (OCE).</i> *Post Master Certificate students are not required to do an OCE. Nurse educator students will do OCE Summer 2019.	Collection: Annually Spring Analysis: Annually Fall	In the OCE in the semester prior to graduation, comprehensive exam chairs use the Master's OCE Evaluation Rubric, and send ratings to the graduate nursing program coordinator who compiles results. The EBP section consists of 4 domains; EBP Interpretation, Advocacy, Theoretical Framework, and Leadership.
EOPSLO 1- Integrate Evidenced-Based Practice Ethical Decision Making & Technology into Advanced Nursing Practice	Direct Measure: <i>100% of NP and nurse educator students will score 'competent' or 'proficient' on the Analytic Rubric for the oral comprehensive exam.</i> EOPSLO 1 *Post Master Certificate students are not required to do an OCE.	Collection: Annually Spring Analysis: Annually Fall	In the OCE in the semester prior to graduation, comprehensive exam chairs use the Master's OCE Analytic Rubric and send ratings to the graduate nursing program coordinator who compiles results

EOPSLO Plan			
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Method/s
EOPSLO 1- Integrate Evidenced-Based Practice Ethical Decision Making & Technology into Advanced Nursing Practice	Indirect Measure: <i>80% of respondents* will rate AACN/ Benchworks Master's Level Nursing Exit Assessment items, Masters Essential IV: Translating and Integrating Scholarship into Practice (EOPSLO 1) as 4 or better (7-point scale), *</i>	Collection: Annually Summer Analysis: Annually Fall	At end of program, associate dean opens exit survey for students' use, collects data, and shares with faculty.

EOPSLO Plan			
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Method/s
EOPSLO-2 Utilize Interprofessional Collaboration to Provide Safe, Quality, Patient-Centered Care.	Direct Measure: <i>100% of NP and nurse educator students will score 'competent' or 'proficient' on the Analytic Rubric for the oral comprehensive exam. *Post-Master Certificate students are not required to do an OCE.</i>	Collection: Annually Spring Analysis: Annually Fall	In the OCE in the semester prior to graduation, comprehensive exam chairs use the Master's OCE Analytic Rubric and send ratings to the graduate nursing program coordinator who compiles results.

EOPSLO Plan			
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Method/s
EOPSLO-2 Utilize Interprofessional Collaboration to Provide Safe, Quality, Patient-Centered Care.	Indirect Measure: <i>80% of respondents will rate AACN/ Benchworks Master's Level Nursing Exit Assessment items, Masters Essentials VII: Interprofessional Collaboration for Improving Patient and Population Health (EOPSLOs 2) as 4 or better (7-point scale), * includes PMCs</i>	Collection: Annually Summer Analysis: Annually Fall	At end of program, associate dean opens exit survey for students' use, collects data, and shares with faculty.
EOPSLO-3 Explore Quality Improvement Initiatives that Affect Delivery of Advanced Nursing Practice and Health Care Services	Direct Measure : <i>100% of NP students will score 'competent' or 'proficient' on the Analytic Rubric for the oral comprehensive exam. *Post Master Certificate students are not required to do an OCE.</i>	Collection: Annually Spring & Summer Analysis: Annually Fall	In the OCE in the semester prior to graduation, comprehensive exam chairs use the Master's OCE Analytic Rubric and send ratings to the graduate nursing program coordinator who compiles results

EOPSLO Plan			
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Method/s
EOPSLO-3 Explore Quality Improvement Initiatives that Affect Delivery of Advanced Nursing Practice and Health Care Services	<i>Indirect Measure</i> 80% of respondents will rate AACN/ Benchworks Master's Level Nursing Exit Assessment items, Masters Essential III: Quality Improvement and Safety (EOPSLO 3) as 4 or better (7-point scale), * includes PMCs	Collection: Annually Summer Analysis: Annually Fall	At end of program, associate dean opens exit survey for students' use, collects data, and shares with faculty.

EOPSLO Plan			
End of Program Summative Evaluations	Expected Level of Achievement	Frequency of Assessment	Assessment Method/s
Summative Assessment of All End-of-Program EOPSLOs 1, 2, 3	Direct Measure: <i>All students will score 75% or better on standardized core content multiple-choice final exam questions.*</i>	Collection: Annually Summer Analysis: Annually Spring	Instructors in NSG 583, 622, and 683 add 40 standardized multiple-choice questions as part of a cumulative final exam in ExamSoft, collect data, and send to graduate nursing program coordinator.
Summative Assessment of All End-of-Program RSPCs (EOPSLOs 1, 2, 3)	Direct Measure: <i>All students will score 75% or better on standardized role-specific multiple-choice final exam questions.</i>	Collection Annually Summer Analysis: Annually Fall	Instructors in NSG 583, 622, 633, and 683 administer 10 written standardized question as part of a multiple-choice cumulative final exam on role-specific professional competencies using ExamSoft, collect data, and send to graduate nursing program coordinator.

EOPSLO Plan

End of Program Summative Evaluations			
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Method/s
Summative Assessment of All End-of-Program EOPSLOs 1, 2, 3	Direct Measure: <i>100% of student electing to do a thesis will score 3 or better on the Thesis Presentation Rubric (4-point scale) at the thesis defense.</i>	Collection: Annually Summer Analysis: Annually Fall	At end-of-program thesis defense, thesis committee uses rubric and send results to grad nursing program coordinator