CSU PUEBLO

2022 Academic Program Assessment Report
Nursing BSN

Program current assessment plan here: https://www.csupueblo.edu/assessment-and-student-learning/_doc/2020/assessment-plans/nursing-bsn-assessment-plan-2020.pdf

Program prior assessment report here: https://www.csupueblo.edu/assessment-and-student-learning/_doc/2021/2021-assessment-reports/nursing-bsn-2021-assessment-re

Report Completed By:	Lisa Persons, DNP, RN and Ruth Depalma, PhD, RN
Date Report Completed:	8/14/2023 for the 2022 report
Faculty members involved in this Assessment:	L. Murtaugh, J. Heintzelman, K. Edwards, L. Persons, S.Nichols, A. Bajah-Onyejekwe, G. Bayes, J. Martinez

Please describe this year's assessment activities and follow-up for your program below. (Separate sheet for each undergraduate major, stand-alone minor, certificate, and graduate program in your department.) Please also submit any addenda such as rubrics which are not available in your assessment plan. The reports will be available to the Dean of your college/school and to the Executive Director for Assessment as well as faculty peer reviewers.

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.

I. Assessment of Student Learning Outcomes (SLOs) in this cycle. Including

A. Your program SLOs are pasted here verbatim from your assessment plan. Please enter info in columns B-H only for those assessed during this annual cycle.	B. When was this SLO last reported on prior to this cycle? (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 (N).	E. What is the expected proficiency level and how many or what proportion of students should be at that level?	F. What were the results of the assessment? (Include the proportion of students meeting proficiency.)	G. What were the department's conclusions about student performance?	H. What changes/improvements to the program are planned based on this assessment?
End-of-Program SLO 1 Key Element: **Patient Advocacy** Demonstrate caring through advocacy for patients by providing compassionate care based on respect for patients' preferences, values, needs	Collection Annually Springl & Summer Analysis: Annually Fall	Casey-Fink Readiness for Practice Survey- In NSG 451, instructor collects survey results and sends to undergraduate nursing program coordinator	2020-2021 Spring 2021 Basic N=40 Mean 2.7 Summer 2021 Accel N=29 Mean 2.9	Students will have a mean score of 2.0 (on a 4-point scale) on the Casey-Fink Readiness for Practice Survey question 'I feel comfortable caring for a dying patient'. (Patient Advocacy)	2020-2021 Basic N=40 Mean 2.7 Accel N=29 Mean 2.9 Benchmark met for both cohorts	Benchmark was met for both cohorts by a significant margin	Fall 2021 Maintain continue to evaluate affect of COVID 19 on confort level with caring for dying patients.
End-of-Program SLO 2 Key Element: **Collaboration/Safe, Quality Patient Care** Collaborate effectively with the health care team to achieve safe, quality patient care.	Collection Annually Fall & Spring Analysis: Annually Fall	In NSG 420, instructor collects the scores through ExamSoft and sends to undergraduate nursing program coordinator.	Fall Basic cohort n=77 Spring Accelerated cohort - n=45	80% of students will answer questions on the NSG 420 ExamSoft exam related to 'caring for a patient with a chest tube' correctly.	2020-2021 1770 Basic 82.6% AC 86.03% 1774 Basic 84% AC 98% 7360 Basic 91% AC 88	Benchmark was met for both cohorts	This is first year baseline data, will maintain and continue to monitor.

SLO	Collection/Analysis	Measurement Method	Cohort	Benchmark	Results	Analysis	Recommendations
End-of-Program SLO 3 Key Element: **Best Current Evidence** Use nursing judgment based on best current evidence to insure optimal outcomes for patients and families.	Collection Annually Fall & Spring Analysis: Annually Fall	Examination- NSG 351 instructor collects data from 5 test questions and send results to undergraduate coordinator.	Spring Basic cohort Accelerated cohort - n =69	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.	2020-2021 N=69 3275 – 94% 3313 – 83% 3320 – 100% 4024 – 93% 4031 – 94%	Continue to meet benchmark with revised teaching and test modality.	Change measurement testing. Start collecting in Fall 2022 with curricular course sequence change.
End of Program SLO 4 Key Element: **Professionalism/Leadership** Demonstrate professional identity, integrity and leadership as the coordinator of patient care.	Collection Annually Spring & Summer Analysis: Annually Fall	Examination-In NSG 451, instructor collects data and sends to undergraduate nursing program coordinator.	Spring Basic cohort- n=83	80% of students will answer 3 test questions on professionalism/leadership correctly.	2020-2021 Basic N=83 3034-100%; 3033-99%; 3032-97%	Benchmark met for 5 years	Change to new measurement. Collect data starting Fall 2022.
Summative Assessment of All End-of-Program SLOs Using NCSBN Performance Report	Collection Annually	Data comes from the NCSBN annual report, which the department pays for to see comparison or the program to national standards	All 2022 graduates who took the NCLEX board exam in Colorado	80% of graduates will pass the national licensure exam the first time	Spring 2022 (2021 data) Total Program Aggregated N=116 80.6% Results by Program Option: Basic N=82 78.05% Accelerated N=34 85.29%	Pass rate decreased. Aggregate benchmark met. Basic below benchmark	Monitor Discussion of factors-this cohort in COVID-Majority of classes on-line, utilization of virtual simulation for clinical, no proctoring of exams. Implementation of increased Passpoint and Kaplan resources. Increase level of expectation for Passpoint. Classes are face to face and exams proctored.

Comments on part I:	

II. Closing the Loop. Describe at least one data-informed change to your

A. What SLO(s) or other issues did you address in this cycle? Please include SLOs verbatim from the assessment plan, as above.	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?
End of Program SLO 4 Key Element: Professionalism/Leadership Demonstrate professional identity, integrity and leadership as the coordinator of patient care.	2019-2020 Spring 2020 Basic N=45 Mean 2.8 ---------------- Summer 2020 Accel N=33 Mean 2.9	Indirect Measure: Students will have a mean score of 3.0 (on a4-point scale) on the Casey-Fink Readiness for Practice Survey 'I feel comfortable communicating with a provider' (professionalism/Leader	Additional content and practice in simulation at all levels was added, but scores remained below the benchmark.	Fall 2021 Add more experience specific to effective provider communication in NSG 420 simulation. Explore utilization of graduate students as provider in simulation. Continue to evaluate this measure

Comments on part II:	