

CSU-Pueblo Department of Nursing
Systematic Program Evaluation Graduate Program 2009-2010

Standard I- Mission and Administrative Capacity: The nursing education unit's mission reflects the governing organization's core values and is congruent with its strategic goals and objectives. The governing organization and program have administrative capacity resulting in effective delivery of the nursing program and achievement of identified outcomes.

Criterion 1.1: The mission/philosophy and outcomes of the nursing education unit are congruent with those of the governing organization.

Plan				Implementation	
Component	Expected Level of Achievement (ELOA)	Assessment Time/Frequency	Assessment Methods	Results of Data	Action
Mission	Department of Nursing mission statement is 100% congruent with the mission of the university ELOA met	Annually	Associate Dean/Graduate Coordinator reviews CSU-Pueblo Catalog	Spring 2010 congruent	Continue to monitor
		Annually	Associate Dean/Graduate Coordinator reviews student and faculty handbooks	Fall 2010 congruent	Continue to monitor
		Ongoing	Website Committee reviews of website for congruence	Old conceptual framework on website Spring 2010	Revision- Website updated to include current conceptual framework Spring 2010 Continue to monitor
		Every 5 years and as needed	Associate Dean updates Table 1.1, comparison of missions in NLN self-study report CEC/Faculty Committees	Fall 2010 updated	Continue to monitor Consider QSEN competencies as an organizing framework. Spring 2011 plan to hire a consultant to help with implementation.

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Criterion 1.2: The governing organization and nursing education unit ensure representation of students, faculty, and administrators in ongoing governance activities.

Plan				Implementation														
Component	Expected Level of Achievement (ELOA)	Assessment Time/Frequency	Assessment Methods	Results/Analysis of Data		Action												
Governance	1. All nursing department committees have student representatives. ELOA #1 met	Annual Spring	Faculty recruitment & encouragement to participate	2007-2010 Graduate Student Representation on Graduate Committee: <table><tr><th>Year</th><th>#</th></tr><tr><td>2007</td><td>1</td></tr><tr><td>2008</td><td>1</td></tr><tr><td>2009</td><td>1</td></tr><tr><td>2010</td><td>1</td></tr></table>		Year	#	2007	1	2008	1	2009	1	2010	1	Efforts to improve student participation: 1. Part of the course assignments 2. Change committee meeting times. 3. Continue to seek membership opportunities and monitor student involvement. As the faculty increases, the number participating on CEEPS and CSU-P committees increases.		
	Year		#															
	2007		1															
2008	1																	
2009	1																	
2010	1																	
2. Each tenured/tenure-emphasis faculty member participates in university and CEEPS committees. ELOA #2 met	APR of faculty by Associate Dean	# of Graduate Faculty Serving: <table><tr><th>Year</th><th>CEEPS</th><th>CSU-P</th></tr><tr><td>2007</td><td>1</td><td>1</td></tr><tr><td>2008</td><td>1</td><td>2</td></tr><tr><td>2009</td><td>1</td><td>2</td></tr><tr><td>2010</td><td>1</td><td>5</td></tr></table>		Year	CEEPS	CSU-P	2007	1	1	2008	1	2	2009	1	2	2010	1	5
Year	CEEPS	CSU-P																
2007	1	1																
2008	1	2																
2009	1	2																
2010	1	5																
3. All faculty serve on at least one nursing department committee ELOA #3 met	Associate Dean updates Faculty Committee Assignment Tables 1.3, 1.4, 1.5	Since we are a state entity, the administrator is involved with various scheduled and called meetings throughout the year All full and part-time faculty serve on at least one nursing department committee (August Faculty minutes have annual committee assignment table)																

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Criterion 1.3: Communities of interest have input into program processes and decision making.

Plan				Implementation	
Component	Expected Level of Achievement (ELOA)	Assessment Time/Frequency	Assessment Methods	Results of Data	Action
Communities of Interest	1. Advisory Board meets twice each year 2. Advisory Board comments and requests are addressed as recorded in the minutes ELOA #1, #2 met	Twice each year (Spring and Fall)	Associate Dean reviews minutes and ensures that identified suggestions/requests are addressed and recorded	Fall 2008- PowerPoint presentation to review results of NLNAC visit	
				Spring 2009- Not held due to associate dean illness	
				Fall 2009- Minutes of separate graduate program advisory indicated 3 attended	Return to combined grad/undergrad advisory meetings to increase attendance
				Spring '10- Combined meeting with 20 in attendance. Graduate program reported plans in progress to submit grant with SMC for residency program	Grant was submitted but not funded Fall 2010 Other options for residency with HCP - Pueblo and University Hospital – Denver under negotiation
				Fall 2010 1. Facility employees not familiar with Nurse Educator emphasis 2. Department asked for matching funds for a Nurse Educator Student Stipends grant	1. Grad Coord/Faculty have date set for Fall 2010 to share program information with interested employees 2. SMC able to collaborate with grant and funding Spring 2011

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<p>Criterion 1.4: Partnerships exist that promote excellence in nursing education, enhance the profession, and benefit the community.</p>					
Plan				Implementation	
Component	Expected Level of Achievement (ELOA)	Assessment Time/Frequency	Assessment Methods	Results of Data	Action
Partnerships	Partnerships exist and are nurtured and expanded ELOA met	Ongoing	Associate Dean/ Graduate Coordinator evaluate outcomes and negotiate with partners and potential partners	Long standing SMC and Parkview Medical Center partnerships continue	Plan to institute one new partnership/year Custer County Medical Center partnership established 2009; two faculty share .5 FTE position Fall 2010, negotiating with HCP for Post Master Residency/Fellowship Certification Discussion with CU-Denver University Hospital re: hospitalist post-graduate clinical rotation Continue to monitor

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Criterion 1.5: The nursing education unit is administrated by a doctorally prepared nurse who has authority and responsibility over the unit and advocates for equity between the unit and other institutional units.

Plan				Implementation	
Component	Expected Level of Achievement (ELOA)	Assessment Time/Frequency	Assessment Methods	Results of Data	Action
Nursing Administrator Preparation	1. Credential review demonstrates appropriate academic and experiential preparation ELOA #1 met	Annually	Performance review Credential review by Dean of CEEPS	2007-2009 associate dean evaluations meritorious 2009 –2010 associate dean on leave due to illness; contract terminated November	Senior faculty member assumed acting associate dean role
	2. Evaluations of associate dean show meritorious performance ELOA #2 in progress	Annually	Performance review completed by CEEPS dean with faculty input	Jan-July 2010-Interim Associate Dean hired July 2010 – Interim hired as Associate Dean	APR pending Provide support, monitor and mentor

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Criterion 1.6: Nursing program coordinators and lead faculty for program emphases are academically qualified, meet national guideline criteria, and have authority and responsibility over the program/emphasis.

Plan				Implementation	
Component	Expected Level of Achievement (ELOA)	Assessment Time/Frequency	Assessment Methods	Results of Data	Action
Program Emphasis Coordinators' Credentials	Credential review of coordinators demonstrates appropriate academic and experiential preparation ELOA met	Annually	Associate Dean reviews and updates Faculty Profile	See Faculty Profile in NLNAC self-study report	Continue to monitor

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Criterion 1.7: Policies of the nursing education unit are comprehensive, provide for the welfare of faculty and staff, and are consistent with those of the governing organization; differences are justified by the goals and outcomes of the nursing education unit.

Plan				Implementation	
Component	Expected Level of Achievement (ELOA)	Assessment Time/ Frequency	Assessment Methods	Results of Data	Action
Governing Policies	Policies governing the nursing unit are the same as those for other CSU-Pueblo faculty ELOA met	Every 5 years	Associate Dean/ Curriculum and Evaluation Committee evaluate congruency and trends and, recommend changes are needed	Since 1999, the only different policy is that nursing faculty can be tenured and promoted to assistant or associate professor without having doctorate Not eligible for full professor without doctorate	Continue to monitor Explore option to have university place the appropriate statement into CSU-P Faculty Handbook

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Criterion 1.8: Records reflect that program complaints and grievances receive due process and include evidence of resolution.

Process				Implementation	
Component	Expected Level of Achievement (ELOA)	Assessment Time/Frequency	Assessment Methods	Results of Data	Action
Complaints/ Grievances	Records reflect 100% of complaints and grievances received due process and resolution ELOA met	Ongoing	Associate Dean Graduate Coordinator review files to ensure completeness Follow university due process	2007-2010 Graduate coordinator file has letter of resolution	Only one grade dispute progressed to the academic appeals board- resolved Continue to ensure prompt resolution to complaints and grievances

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Standard II-Faculty and Staff: Qualified faculty and staff provide leadership and support necessary to attain the goals and outcomes of the nursing education unit. Criterion 2.1: Faculty are academically and experientially <i>qualified</i> ; the majority hold earned doctorates. Criterion 2.2: Faculty credentials reflect appropriate advanced practice certifications and <i>expertise</i> in their area(s) of teaching.														
Plan				Implementation										
Component	Expected Level of Achievement (ELOA)	Assessment Time/Frequency	Assessment Methods	Results of Data	Action									
Faculty Qualifications/ Expertise	1. Over 50% of faculty hold earned doctorates or advanced certifications ELOA #1 not met	At time of employment When degree completed When certification awarded	Associate dean reviews transcripts & documents for verification	% of Graduate Faculty with Doctorates & Certifications: <table border="1"><tr><td></td><td>Doctorate</td><td>Certifications</td></tr><tr><td>2009</td><td>40% (2/5)</td><td>80% (4/5)</td></tr><tr><td>2010</td><td>43% (3/7)</td><td>71% (5/7)</td></tr></table> 2 graduate faculty currently enrolled in doctoral programs		Doctorate	Certifications	2009	40% (2/5)	80% (4/5)	2010	43% (3/7)	71% (5/7)	Continue to monitor In 2012, 57% of the graduate faculty will hold earned doctorates In 2013, 71% of the graduate faculty will hold earned doctorates
		Doctorate	Certifications											
	2009	40% (2/5)	80% (4/5)											
2010	43% (3/7)	71% (5/7)												
2. Over 50% of faculty are certified NPs ELOA #2 met	Annually	Associate Dean reviews and updates Faculty Profile (See Faculty Profile in NLNAC self-study report)	4 (57%) of faculty are NPs: 2 have Acute Care/Family NP 2 have Family NP 1 has NLN Educator Certification	Continue to monitor										
3. 100% of faculty have at least two years experience in teaching area ELOA #3 met			All faculty have at least two years of teaching – Currently, range is 3 years to 28 years	Hire persons with at least 9 credits of education courses or are willing to obtain										

CSU-Pueblo Department of Nursing Systematic Program Evaluation Graduate Program 2009-2010					
Standard II-Faculty and Staff: Qualified faculty and staff provide leadership and support necessary to attain the goals and outcomes of the nursing education unit. Criterion 2.3: The number and utilization of faculty (full and part-time) ensure that program outcomes are achieved.					
Plan				Implementation	
Component	Expected Level of Achievement (ELOA)	Assessment Time/Frequency	Assessment Methods	Results/Analysis of Data	Action
Number & Utilization of Faculty	There are sufficient numbers of faculty to serve students ELOA met	Each semester	Graduate coordinator reviews work-load table	2010 graduate faculty include: 4 full time 3 part-time 67 preceptors Overall faculty to student ratio- 1:7.6 Faculty to students in classroom- 1:17 Clinical preceptor to student- 1.1 Faculty acting as clinical preceptors to students- 1.1-2	Develop plan for increasing faculty as student numbers increase and DNP program is implemented Graduate coordinator /faculty will go to hospital to recruit staff into the programs January – collaborative grant with SMC will be submitted

<p align="center">CSU-Pueblo Department of Nursing Systematic Program Evaluation Graduate Program 2009-2010</p>					
<p>Standard II-Faculty and Staff: Qualified faculty and staff provide leadership and support necessary to attain the goals and outcomes of the nursing education unit.</p> <p>Criterion 2.4: Faculty (full- and part-time) <i>performance</i> reflects scholarship and evidence-based practice.</p> <p>Criterion 2.6: Systematic assessment of faculty (full and part-time) <i>performance</i> demonstrates competencies that are consistent with program goals and outcomes</p>					
Plan				Implementation	
Component	Expected Level of Achievement (ELOA)	Assessment Time/Frequency	Assessment Methods	Results/Analysis of Data	Action
Faculty Performance	80% of graduate faculty are rated meritorious on APR on scholarship and evidence-based practice ELOA met	Annually	Associate dean reviews APR	100% of full-time grad faculty rated meritorious on APR	Continue to monitor Full-time faculty requested classroom observation by graduate coordinator and/or associate dean be used to provide additional data for evaluation purposes; to begin January 2011

CSU-Pueblo Department of Nursing Systematic Program Evaluation Graduate Program 2009-2010					
Standard II-Faculty and Staff: Qualified faculty and staff provide leadership and support necessary to attain the goals and outcomes of the nursing education unit. Criterion 2.5: The number, utilization, and credentials of non-nurse faculty and staff are sufficient to achieve the program goals and outcomes. Criterion 2.7: Non-nurse faculty and staff performance is regularly reviewed in accordance with the policies of the governing organization.					
Plan				Implementation	
Component	Expected Level of Achievement (ELOA)	Assessment Time/Frequency	Assessment Methods	Results of Data	Action
Staff	1. 100% of staff qualified for their positions ELOA #1 met	Annually	Associate dean reviews qualifications	100% of staff have appropriate credentials	Continue to monitor
	2. 80% of staff are rated satisfactory on annual performance review ELOA #2 met	Annually	Associate dean surveys faculty/ students' satisfaction with staff	Faculty minutes reflect overall satisfaction with staff 100% of those reviewed were satisfactory	Utilize EBI beginning Spring 2011 to determine student/faculty satisfaction with staff

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Standard III-Students: Student policies, development, and services support the goals and outcomes of the nursing education unit

Criterion 3.1: Student policies of the nursing education unit are congruent with those of the governing organization, publicly accessible, non-discriminatory and consistently applied; differences are justified by the goals and outcomes of the nursing education unit.

Criterion 3.5: Integrity and consistency exist for all information intended to inform the public, including the program's accreditation status and NLNAC contact information.

Plan				Implementation	
Component	Expected Level of Achievement (ELOA)	Assessment Time/Frequency	Assessment Methods	Results of Data	Action
Student Policies & Accreditation	1. 100% of student policies are congruent with those of the governing organization, publicly accessible, nondiscriminatory, and consistently applied; differences are justified by the nursing unit's purposes ELOA #1 met	Annually/Ongoing	Graduate Coordinator/Faculty reviews and updates student handbook	Catalog and handbooks updated annually, uploaded to website Policies consistent between catalog and handbook. Website sometimes lags	Continue to monitor Recommended changes approved by faculty throughout the year Ad-hoc Website Committee oversees website updates, adds revised handbook as required; updating website Fall 2010
	2. All public information includes program's accreditation status and NLNAC contact information ELOA #2 met	Annually	Associate Dean/Graduate Coordinator reviews and updates catalog/website/handbooks/brochures	Catalog, handbook, website, brochures all indicate NLNAC accreditation and contact information	

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Standard III-Students: Student policies, development, and services support the goals and outcomes of the nursing education unit Criterion 3.2: Student services are commensurate with the needs of students pursuing or completing the master's program or post-master's certificates, including those receiving instruction using alternative methods of delivery.					
Plan				Implementation	
Component	Expected Level of Achievement (ELOA)	Assessment Time/Frequency	Assessment Methods	Results of Data	Action
Student Services	80% of students rate support services good to excellent ELOA met	Annually	Associate Dean Graduate Coordinator Telephone survey of graduates	Fall '09 overall program satisfaction 89%	Utilize EBI Exit Survey beginning Spring 2011 to formally determine satisfaction with services

CSU-Pueblo Department of Nursing Systematic Program Evaluation Graduate Program 2009-2010					
Standard III-Students: Student policies, development, and services support the goals and outcomes of the nursing education unit					
Criterion 3.3: Student educational and financial records are in compliance with the policies of the governing organization and state and federal guidelines.					
Criterion 3.4: Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained.					
Plan				Implementation	
Component	Expected Level of Achievement (ELOA)	Assessment Time/Frequency	Assessment Methods	Results of Data	Action
Student Educational and Financial Records	<p>1. Ninety percent of the administration, faculty and staff agree that official and unofficial records are maintained in accordance with university policy</p> <p>ELOA #1 met</p> <p>2. Compliance with Title IV is maintained</p> <p>ELOA #2 met</p>	Every 5 years and when changes in university/department systems occur	Associate Dean Graduate Coordinator Office Staff Monitor educational and financial record systems	<p>2005-2010 trend shows that university systems are in place and congruent with policies: AIS computer system facilitates consistent advising while maintaining confidentiality</p> <p>I-drive used consistently for student advising and chronological documentation</p> <p>FileBound used by Admissions for filing, but program not used by department</p> <p>2005-2010 department uses FX Scholar, AIS, and I-drive in addition to limited use of FileBound. Duplication of effort between systems is cumbersome and could be streamlined</p> <p>Tracking health records and reporting to health care facilities is also cumbersome</p> <p>Catalog, handbook and website indicate that a comprehensive student loan repayment program is in place</p> <p>Financial Aid office reports a 6.5% default rate, lower than the national average</p>	<p>Continue to monitor</p> <p>Additional record keeping systems adopted by department: Summer 2010: 1. FileBound implemented for department admission and student records</p> <p>Certified Background's Electronic Tracker System is currently being implemented for use within the department for tracking health records, CPR, background checks, etc. for students and clinical faculty</p>

CSU-Pueblo Department of Nursing Systematic Program Evaluation Graduate Program 2009-2010					
Standard III-Students: Student policies, development, and services support the goals and outcomes of the nursing education unit Criterion 3.6: Changes in policies, procedures, and program information are clearly and consistently communicated to students in a timely manner.					
Plan				Implementation4	
Component	Expected Level of Achievement (ELOA)	Assessment Time/Frequency	Assessment Methods	Results of Data	Action
Changes Communicated to Students	80% of students report that changes are communicated in a timely manner ELOA met	Ongoing Graduate Coordinator	Graduate coordinator keeps lines of communication with students open; gathers informal data about satisfaction	Informal feedback yields satisfaction with department communication	Utilize EBI Exit Survey beginning Spring 2011 to formally assess student satisfaction

CSU-Pueblo Department of Nursing Systematic Program Evaluation Graduate Program 2009-2010					
Standard III-Students: Student policies, development, and services support the goals and outcomes of the nursing education unit Criterion 3.7: Orientation to technology is provided and technology support is available to students, including those receiving instruction using alternative methods of delivery.					
Plan				Implementation ⁴	
Component	Expected Level of Achievement (ELOA)	Assessment Time/Frequency	Assessment Methods	Results of Data	Action
Technology Support	No students complaints about tech support	End of each semester	Associate reviews student course evaluations	ITS dept. available for tech support 100% of students receive orientation to classroom technology in NSG 506	Continue to monitor Technology will be addressed in EBI Exit Survey beginning Spring 2011 Continue to use ITS, You Tube Blackboard orientation and Library orientation

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Standard IV-Curriculum: The curriculum prepares students to achieve the outcomes of the nursing education unit, including safe practice in contemporary health care environments

Criterion 4.1: Program outcomes are congruent with established professional standards, curriculum guidelines, and advanced nursing practice competencies as applicable.

Criterion 4.2: The curriculum is developed by the faculty and regularly reviewed for rigor and currency.

Plan				Implementation	
Component	Expected Level of Achievement (ELOA)	Assessment Time/Frequency	Assessment Methods	Results of Data	Action
Objectives Based on Professional Standards & Guidelines/Curriculum Regularly Reviewed	100% of course syllabi contain objectives based on professional standards and are clearly articulated ELOA met	Ongoing	Graduate Coordinator/Faculty CEC Committee evaluate course syllabi University Assessment Team evaluates Systematic Program Evaluation every 5 years Graduate Committee addresses concerns and revises curriculum as needed throughout the year (See Graduate Committee Minutes); submits to CEC Associate Dean All Faculty conduct Annual Department SWOT	100% of course syllabi objectives reflect professional standards and guidelines Feedback from CSU-P Assessment Team is used to update and improve evaluation plan CEC committee minutes reflect: 1. Consider incorporating QSEN into the curriculum 2. Make comp exams more structured and rigorous Standards used for each emphasis are clearly listed in handbook, catalog and syllabi Graduate program listed as a strength Fall 2010	Continue to monitor Utilize EBI survey results beginning Spring 2011 Revision of comprehensive exams in progress Continue to monitor

<p align="center">CSU-Pueblo Department of Nursing Systematic Program Evaluation Graduate Program 2009-2010</p>					
<p>Standard IV-Curriculum: The curriculum prepares students to achieve the outcomes of the nursing education unit, including safe practice in contemporary health care environments.</p> <p>Criterion 4.3: The curriculum is designed to prepare graduates to be information literate and to practice from an evidence-based approach in their advanced practice role.</p>					
Plan				Implementation	
Component	Expected Level of Achievement (ELOA)	Assessment Time/Frequency	Assessment Methods	Results of Data	Action
Information Literacy	1. 100% of admitted students are required to take NSG 571 Healthcare Informatics and complete successfully ELOA #1 met	Each semester	Graduate Coordinator oversees NSG 571 enrollment and course grades	100% of students enrolled completed NSG 571 92.5% of students completed ; 7.5% received an incomplete	Continue to require NSG 571
Evidence-based Practice	2. 100% of students engage in evidence-based practice ELOA #2 met		Graduate committee reviews and updates syllabi as needed Evidence-based Clinical practice, site evaluations, faculty evaluation of students, student presentations/papers CEC review of syllabi/curriculum/department policies	100% of students engage in evidence-based practice Graduate faculty minutes indicate ongoing curriculum review Clinical site review every semester CEC minutes reflect syllabi/curriculum review	Continue to monitor

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Standard IV-Curriculum: The curriculum prepares students to achieve the outcomes of the nursing education unit, including safe practice in contemporary health care environments.

Criterion 4.4: The curriculum is designed so that graduates of the program are able to practice in a culturally and ethnically diverse global society.

Plan				Implementation	
Component	Expected Level of Achievement (ELOA)	Assessment Time/Frequency	Assessment Methods	Results of Data	Action
Diversity	100% of course syllabi include at least one objective on diversity ELOA met	Ongoing each semester	Graduate Coordinator/Faculty CEC Committee reviews and updates syllabi as needed spring and fall (See Graduate Committee minutes)	100% of course syllabi include an objective on diversity (See CEC minutes for exact wording for diversity objective)	Continue to monitor

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Standard IV-Curriculum: The curriculum prepares students to achieve the outcomes of the nursing education unit, including safe practice in contemporary health care environments.

Criterion 4.5: Evaluation methodologies are varied, reflect established professional and practice competencies, and measure the achievement of student learning and program outcomes.

Criterion 4.7: Program length is congruent with the attainment of outcomes.

Plan				Implementation	
Component	Expected Level of Achievement (ELOA)	Assessment Time/Frequency	Assessment Methods	Results of Data	Action
Evaluation Methodology	1. A variety of evaluation tools are used in each course ELOA #1 met	Ongoing each semester	Graduate Coordinator/Faculty CEC Committee review courses and implement best practices	A variety of evaluation methodologies are used in each course (See Standard IV of NLN report)	Continue to monitor using comparison of expected outcomes with evaluation methodologies
	2. 80% of first time test-takers pass certification exams ELOA #2 met			80% of first-time test-takers passed certification exam	Continue to monitor
Program Length	3. Length of program sufficient to attain outcomes ELOA #3 met		Graduate Coordinator/Faculty	93.8% program completion	Continue to monitor

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Criterion 4.6: The curriculum and instructional processes reflect educational theory, interdisciplinary collaboration research, research, and best practice standards while allowing for innovation, flexibility, and technological advances.

Criterion 4.8: Practice learning environments are appropriate for student learning and support the achievement of student learning outcomes; current written agreements specify expectations for all parties and ensure the protection of students.

Criterion 4.8.1: Students clinical experiences are evidence-based and reflect contemporary practice.

Plan				Implementation	
Component	Expected Level of Achievement (ELOA)	Assessment Time/Frequency	Assessment Methods	Results of Data	Action
Curriculum and Instructional Processes/Clinical Experiences	1. 80% of students rate overall clinical experiences as good to excellent ELOA #1 met	Each semester	GraduateCoordinator /Faculty review course evaluations, preceptor evals E-logs	43 clinical sites were evaluated by 7 students 36 of 43 sites (84%) were rated excellent 5 out of 43 (12%) were rated good 2 out of 43 (4%) were rated fair No site was rated poor or not recommended E-logs reflect a broad range of patient experiences related to chosen emphasis area	Continue to monitor
	2. 90% of students are rated satisfactory to above satisfactory in basic nursing and medical knowledge by their clinical preceptors ELOA #2 met		Preceptor Evaluation of students	125 preceptor evaluations of 7 students Fall 2009: 74% (92 out of 125) rated above satisfactory 23% (29 out of 125) were rated satisfactory 3% (4 out of 125) were unsatisfactory 100% of faculty agree on the appropriateness of clinical sites	
	3. 100% agreement among faculty that curriculum and instructional processes support achievement of outcomes ELOA #3 met	Annually and as needed	Graduate Coordinator/Faculty Meet bi-monthly to discuss best practices, CEC Committee/Faculty Review program for innovation, best practices, contemporary practice environments	100% of faculty agree that curriculum and instruction supports outcome achievement (See Graduate Faculty minutes)	Were allowed to continue with an improvement plan

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Standard IV-Curriculum: The curriculum prepares students to achieve the outcomes of the nursing education unit, including safe practice in contemporary health care environments.

Criterion 4.9: Post-Master's certificate programs follow national standards and guidelines and demonstrate that students have sufficient didactic and clinical experiences to meet role expectations and certification requirements.

Plan				Implementation	
Component	Expected Level of Achievement (ELOA)	Assessment Time/Frequency	Assessment Methods	Results of Data	Action
Post-Master's Certification Programs	Program follows national standards/guidelines, ELOA met	Annually	Graduate Coordinator/Faculty review NONPF, NTF criteria E-Logs	Program review indicates national guidelines/standards are used (See Graduate Faculty minutes) All syllabi reflect guidelines/standards Minimum 15 post-graduate credits and 500 clinical hours required Clinical experiences are documented with E-Logs	Continue to monitor

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Standard V-Resources: Fiscal, physical, and learning resources promote the achievement of the goals and outcomes of the nursing education unit.

Criterion 5.1: Fiscal resources are sufficient to ensure the achievement of the nursing education unit outcomes and commensurate with the resources of the governing organization.

Plan				Implementation	
Component	Expected Level of Achievement (ELOA)	Assessment Time/Frequency	Assessment Methods	Results of Data	Action
Fiscal Resources	80% of faculty agree that fiscal resources are sufficient to ensure the achievement of outcomes ELOA met	Annually - Summer Retreat	Associate Dean/ Graduate Coordinator/ Program Associate review income and expenses for previous year and plan for the next year Annual SWOT	At least 80% of faculty agree that fiscal resources sufficient due to grant monies and differential tuition \$1,222,000 grant monies received from 2008-2010 SWOT 2010 Fiscal resources not listed as strength Weaknesses: Adjunct faculty salaries not competitive; summer salaries low Opportunities: Pursue options for summer pay increase Threats: Low salaries/no raises	Associate Dean will be speaking about the program throughout the community to raise awareness about the nursing programs offered and needs of the department Ongoing search for grants Plan to incorporate fundraising as a function of the Nursing Advisory Committee Differential tuition monies will be used to increase adjunct pay beginning Spring 2011 First Annual Homecoming Open House held October, 2010 to increase awareness among alumni There is a university committee looking at summer schedule which will indirectly affect salaries

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Standard V-Resources: Fiscal, physical, and learning resources promote the achievement of the goals and outcomes of the nursing education unit.

Criterion 5.2: Physical resources (classrooms, laboratories, offices, etc.) are sufficient to ensure the achievement of the nursing education unit outcomes and meet the needs of faculty, staff, and students.

Criterion 5.3: Learning resources and technology are selected by the faculty and are comprehensive, current, and accessible to faculty and students, including those engaged in alternative methods of delivery.

Plan				Implementation	
Component	Expected Level of Achievement (ELOA)	Assessment Time/Frequency	Assessment Methods	Results of Data	Action
Physical/ Learning Resources	1. Faculty are involved in ensuring that physical/learning resources are sufficient, comprehensive and current. ELOA #1 met	Ongoing	Associate Dean/ Coordinators/ Program Associate/ Faculty oversee physical needs of department	Three classrooms with “smart” technology within the department. All faculty offices are equipped with computer, printer, telephone, and sufficient space to met with students one-on-one. One fully equipped skills practice lab is available for grad students Lab with 46 new computers.	2010 a Lab Resources committee was formed to evaluate the effectiveness and make recommendations to faculty (See to faculty minutes) \$396,000 HRSA Earmark Grant Fall 2010 used to: 1. Add skills lab 2. Renovate student lounge and existing skills lab 3. Update furnishing in multipurpose room to accommodate 30 students comfortably 4. Replace all faculty computers and provide desktop printers 5. Add simulation equipment for both graduate and undergraduate programs Ongoing search for grants to enhance current facilities
	2. Faculty select learning resources and suggest technology use. ELOA #2 met	Each semester and at end of program		Faculty select learning resources (see graduate faculty minutes)	Campaign for campus building plans to include a nursing building EBI Exit Survey beginning Spring 2011 will include physical/learning resources

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Standard VI-Outcomes: Evaluation of student learning demonstrates that graduates have achieved identified competencies consistent with the institutional mission and professional standards and that the outcomes of the nursing education unit have been achieved.
Criterion 6.1: Program assessment is ongoing and findings demonstrate the achievement of the student learning and program outcomes of the nursing education unit and NLNAC Standards.

Plan				Implementation	
Component	Expected Level of Achievement (ELOA)	Assessment Time/Frequency	Assessment Methods	Results of Data	Action
Program Assessment	Program revisions/updates will occur in a timely manner ELOA met	Monthly	SPE Calendar All graduate faculty involved	Program assessment has been occurring at each graduate faculty meeting (See Graduate Faculty minutes)	Continue program assessment Utilize EBI Spring 2011

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Standard VI-Outcomes: Evaluation of student learning demonstrates that graduates have achieved identified competencies consistent with the institutional mission and professional standards and that the outcomes of the nursing education unit have been achieved.

Criterion 6.2: Aggregated evaluation findings inform program decision-making and are used to maintain or improve student learning outcomes.

Plan				Implementation	
Component	Expected Level of Achievement (ELOA)	Assessment Time/Frequency	Assessment Methods	Results of Data	Action
Use of Evaluation Findings	Evaluation findings will inform program decision-making ELOA met	Annually	Associate Dean/Graduate Coordinator SPE Graduate/employer survey Course evals Preceptor evals Faculty evals of clinical sites E-Logs	Informal and formal evaluative findings inform decisions made about program improvement (See Graduate Faculty minutes)	Continue to monitor Utilize EBI Exit Survey Spring 2011

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Standard VI-Outcomes: Evaluation of student learning demonstrates that graduates have achieved identified competencies consistent with the institutional mission and professional standards and that the outcomes of the nursing education unit have been achieved.

Criterion 6.3: Evaluation findings are shared with communities of interest.

Plan				Implementation	
Component	Expected Level of Achievement (ELOA)	Assessment Time/Frequency	Assessment Methods	Results of Data	Action
Sharing Evaluation Findings	Nursing Advisory Committee will be updated two times per year and as needed ELOA met	Two times per year	Advisory Committee meetings- Fall and Spring every year	Advisory committee is informed at each meeting about program completion, job placements, certification exam results, curriculum changes, grants, and projects	Continue

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Standard VI-Outcomes: Evaluation of student learning demonstrates that graduates have achieved identified competencies consistent with the institutional mission and professional standards and that the outcomes of the nursing education unit have been achieved.

Criterion 6.4: The program demonstrates evidence of achievement in meeting the following **program outcomes**:

6.4.1 Licensure- Non-applicable

Plan				Implementation	
Component	Expected Level of Achievement (ELOA)	Assessment Time/Frequency	Assessment Methods	Results of Data	Action
6.4.2 Performance on Certification Exam	80% of first-time test takers will pass ELOA met	Annually	Graduate Coordinator reviews websites for results	80% passed certification exam first time (2006-2009) Graduate program outcome “provide knowledge and competence for advanced practice” met.	Continue to monitor Within the next 2 years there will be sufficient number to analyze cohorts
6.4.3 Program Completion	80% of students will graduate within 1 ½ times the program length ELOA met	Annually	Graduate Coordinator	89% (31 out of 35) completed their program in 1 ½ times the program length (2006-2010) Graduate program outcome “facilitates progression from BSN to Masters” met	Continue to monitor Revise all program outcomes for clarity, relevance, and measurability
6.4.4 Program Satisfaction	80% of graduates and employers will express satisfaction with the program ELOA met	Annually	Graduate Coordinator/ Faculty use results of grad and employer surveys to inform program changes	89% of graduates expressed satisfaction with the program (2006-2010) 91.6% of employers express satisfaction with the program Graduate program outcomes “diverse learning environment/culturally competent care” met	Continue to monitor Utilize EBI Exit Survey Spring 2011
6.4.5 Employment in Role-related Professional Practice	80% of those seeking jobs will be involved in role-related professional practice one year post-graduation ELOA met	Annually	Graduate Coordinator/ Faculty review graduate and employer surveys	93% are employed as NPs or nurse educators (2006-2010) Graduate program outcomes “excellence in practice and professional performance and integrate theory and research in education and practice 100% of psych NPs were offered jobs at their clinical placement sites Majority of acute care NPs took employment through their clinical placement site	Continue to monitor Utilize EBI Exit Survey beginning Spring 2011 to evaluate employment plans.

Student Learning Outcomes

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Student Learning Outcomes 1: Demonstrate competence and caring in advanced clinical practice to improve the quality of health care that clients receive in a variety of settings.

Student Learning Outcomes 8: Incorporate standards of advanced nursing practice including personal values, caring, integrity, research and commitment to lifelong learning to ensure quality of care for the client.

Student Learning Outcomes 3: Communicate and collaborate with health care consumers, professionals, managed-care, governments and other groups to manage care and enhance the health and wellness needs of clients.

Plan				Implementation	
Component	Expected Level of Achievement (ELOA)	Assessment Time/Frequency	Assessment Methods	Results of Data	Action
Competence and Caring	80% of students are rated as satisfactory to above satisfactory in competence and caring	End of each semester	Graduate Preceptor Evaluations	69% of students were rated as above satisfactory 30% of students were rated as satisfactory 1% of students were rated below satisfactory	Revise student learning outcomes for clarity, relevance, measurability
Communication/ Collaboration	100% of students will engage in communication and collaboration	End of each semester		78% of students were rated as above satisfactory 21% of students were rated as satisfactory 1% of students were rated below satisfactory	Ensure that evaluation tools reflect desired outcomes

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Student Learning Outcomes 2: Synthesize and analyze advanced knowledge using theory, research concepts and principles from nursing, behavioral, social, physiological and pharmacological disciplines in the area of advanced clinical practice.

Student Learning Outcomes 6: Use scientific method to assess and diagnose the complex clinical or non-clinical health care needs of clients related to their wellness, health and illness.

Student Learning Outcomes 7: Use theory and research in understanding clinical needs and in determining nursing interventions, therapeutics and clinical management options.

Plan				Implementation	
Component	Expected Level of Achievement (ELOA)	Assessment Time/Frequency	Assessment Methods	Results of Data	Action
Synthesis and Analysis of Advanced Knowledge	100% of students engage in synthesis and analysis classroom and clinical activities	Each semester	Faculty will evaluate research papers Presentations Directed research projects Theses	100% of students do engage in these activities	Revise student learning outcomes for clarity, relevance, measurability

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Student Learning Outcome 9: Evaluate and use appropriate educational technologies and resources for making clinical decisions and promoting health maintenance and disease prevention.

Student Learning Outcome 10: Incorporate teaching strategies that facilitate the learning process.

Student Learning Outcome 11: Recognize the influence of teaching/learning styles and interpersonal relationships on the learning process.

Plan				Implementation	
Component	Expected Level of Achievement (ELOA)	Assessment Time/Frequency	Assessment Methods	Results of Data	Action
Teaching/ Learning	100% of students will tailor teaching to the learning needs of their clients	Each Semester	Graduate Coordinator/Faculty review preceptor evaluation Classroom lab and clinical observations E-Log	100% of students do engage in client teaching	Revise student learning outcomes for clarity, relevance, measurability

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Student Learning Outcome 4: Integrate the roles of educator, researcher, consultant, provider, leader, and manager to advance clinical nursing practice.					
Plan				Implementation	
Component	Expected Level of Achievement (ELOA)	Assessment Time/Frequency	Assessment Methods	Results of Data	Action
Integration of Roles	100% of students integrate roles in client care and interpersonal relationships with colleagues		Graduate Coordinator/ Faculty review preceptor evaluations, written and oral comp exams, and thesis Faculty review E-Logs Faculty review activities for NSG 506 Roles, Policies and Issues	100% of students do integrate roles in clinical experiences. 100% of students passed NSG 506	Continue to monitor

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Student Learning Outcome 5: Integrate ethical and legal dimension confronting the health environment and the nursing profession.

Plan				Implementation	
Component	Expected Level of Achievement (ELOA)	Assessment Time/Frequency	Assessment Methods	Results of Data	Action
Ethical /Legal Implications	100% of students comply with ethical and legal standards in all client care	Each semester	Graduate Coordinator/ Faculty review preceptor and self evals NSG 550 Health Policy and Finance NSG 571 Health Care Informatics	100% of students do comply with ethical and legal standards 100% students passed NSG 550 and 571	Zero tolerance for breach of ethical and legal standards