

The MS- Nurse Educator assessment plan follows:

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

Plan Developed By: Graduate Nursing Faculty (Nurse Educator Emphasis) 6/18/12

Mission of Department and How It Relates to the University:

The MS program is consistent with the university's mission "to offer selected master's degrees and some doctoral level degrees 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."

The mission of the Department of Nursing (DON) is "to prepare graduates for professional positions as safe, competent and caring nurses to meet the health care needs of diverse populations."

The MS program is congruent with the mission of the university and college since it meets the need for professional nurse educators who teach diverse populations while being committed to excellence.

Master of Science Program Outcomes:

1. Graduate performance on certification examinations will be 80% or higher
2. Program completion rate for at least 80% of the students will be within 1 ½ times the program length
3. Eighty (80) percent of graduates and employers will express satisfaction with the program
4. Eighty (80) percent of those seeking jobs will be involved in role-related professional practice one year post-graduation

Master of Science Student Learning Outcomes:

At the completion of this program, graduates will be able to:

- Implement evidenced-based teaching techniques and scholarly inquiry in educational settings with diverse learners
- Participate in curriculum design and evaluation of outcomes
- Participate in interdisciplinary efforts to address educational needs in local, regional, state, national and international forums

- Assume a leadership role in shaping and implementing change

Outcomes are attained via direct student teaching in the classroom, clinical and nursing skills/simulation labs. Participation in faculty and curriculum committee meetings and engaging in departmental activities serves to round out the student teaching experience.

Measures of Students' Level of Performance:

The direct measurement of student learning for the master's program is a thesis, which represents a summative evaluative method. Theses follow long-established criteria and consist of five chapters: Introduction, Review of Literature, Methods, Results, Conclusions and Recommendations, plus an abstract. The thesis will be bound per university requirements.

Indirect measurements of student learning are conducted through the use of Educational Benchmarking, Inc. (EBI). The American Association of Colleges of Nursing (AACN), in partnership with EBI, offers a nursing education assessment that measures the effectiveness of nursing programs from the student's perspective. This assessment also identifies areas of program strength and areas for improvement.

Curriculum:

See attached curriculum map for the nurse educator emphasis area.

Nurse Educator Curriculum Map						
	Courses	Evidence-based teaching/Scholarly Inquiry	Curriculum Design/Evaluation	Inter-disciplinary collaboration	Leadership role / Change agent	Level of Expertise (Adapted Benner) & Teaching/Learning Strategies
Year 1 1 st semester	506 Roles, Ethics & Issues	AB/ CS, PA, EV			AB/PA/DS	Advanced Beginner (AB) = Perform, guide Competent (C) = Aware of cong-term, goals and analytical thinking Proficient (P) = Recognize, plan Teaching/Learning Strategies: D= Demonstration Sim= Simulation DS= Discussion EX= Exam CS= Case Study PR= Presentation PA= Paper J= Journal EV= Eval forms P= Portfolio AS= Assignments TPR= Teaching Practicum TP= Thesis Proposal T= Thesis
	508 Adv Practice Theory	AB/PR, PA	AB/PR, PA			
	551 Health Promotion	AB/CS, PA PR	AB/CS, PA, PR			
	562 Advanced Assessment	AB/ CS, Sim, D, EX				
	562 L Advanced Assessment	AB/ Sim, D				
2 nd semester	561 Adv Pharmacology	AB/ EX, CS, DS				
	712 EBP & Research	C/PA	AB/PA			
	571 Informatics	C/ PA, PR, CS, DS	C, PA, PR, CS, DS	AB/ PA, PR, CS, DS	AB/ PA, PR, CS, DS	
3 rd semester	552 Adv Pathophysiology	AB/ EX, CS, DS				
Year 2 1 st semester	575 Curriculum Development	C/DS, CS, PA, PR	C/PA, PR, DS	C/DS/PA/PR	C/DS/PA/PR	
	576 Instructional Strategies	C/PA, PR, D, DS	C/D, DS, PA, PR,	C/D, CS, PA	C/DS, D	
	577 Assessment and Evaluation	C/PA, PR, DS	C/DS, PA, PR, CS	C/DS, PA, PR	C/DS, PA, PR	
	583 Nurse Educator Seminar	P/DS, Sim, PA, PR, D, AS	P/DS, PA, PR, D, AS	P/DS, PA, PR, D, AS	P/DS, PA, PR, D, AS	
	583L Nurse Educator Practicum	P/TPR, J	P/TPR, J	P/TPR, J	P/TPR, J	
	593 Thesis Seminar	C/TP	C/TP	C/TP	C/TP	
3 rd semester	599 Thesis Research	P/T	P/T	P/T	P/T	

Assessment Methods:

The following chart lists assessment methods used to measure each student learning outcome, timeline, student group measured and expected level of achievement.

Assessment measures/methods are the percentage of students who successfully defend their thesis and ratings on the EBI Exit Survey.

Colorado State University – Pueblo MS Nursing (Nurse Educator) Program Assessment Methods

Student Learning Outcomes (SLO)	Timeline	Methods	Student Group	Expected Level of Achievement
1. Implement evidenced-based teaching techniques and scholarly inquiry in educational settings with diverse learners	Last semester course NSG 599	NSG 599- EBI Exit Survey	All	90% rate overall program effectiveness at 4.75 or better
		Thesis Defense	All	100% percent will successfully defend thesis
2. Participate in curriculum design and evaluation of outcomes	Last semester course NSG 599	NSG 599- EBI Exit Survey	All	90% rate overall program effectiveness at 4.75 or better
		Thesis Defense	All	100% will successfully defend thesis
3. Participate in interdisciplinary efforts to address educational needs in local, regional, state, national and international forums	Last semester course NSG 599	NSG 599- EBI Exit Survey;	All	90% rate overall program effectiveness at 4.75 or better
		Thesis Defense	All	100% will successfully defend thesis
4. Assume a leadership role in shaping and implementing change	Last semester course NSG 599	NSG 599- EBI Exit Survey	All	90% rate overall program effectiveness at 4.75 or better
		Thesis Defense	All	100% will successfully defend thesis

Students will participate in the ongoing assessment process through an initial student orientation session in which the assessment plan will be discussed with them. Then at each semester's advising session, the faculty advisor will inform the students about their progress toward the learning outcomes.

Assessment Results:

At an annual faculty retreat, faculty will review successful thesis defenses and EBI surveys, draw conclusions from the data analysis and make needed program changes/improvements as required. Results of the data analysis will be disseminated to students, program advisory board and appropriate administrators.

Continuous Processes:

The program assessment plan will be reviewed, evaluated and updated annually at the faculty retreat held each fall semester.

The associate dean and the curriculum and evaluation committee of the department of nursing is responsible for supporting the ongoing program improvement process and for ensuring that the results from each year provide the springboard for the following year's action plans.