

Colorado State University-Pueblo Graduate Program Assessment Report for AY 2012-2013																							
Program: Department of Nursing (MS)				Date: October 2013																			
Completed by: Donna Wofford																							
A. Which of the program SLOs were assessed during this cycle?	B. When was this SLO last assessed?	C. What method was used for assessing the SLO?	D. Who was assessed?	E. What is the expected achievement level and how many students should be at it?	F. What were the results of the assessment?	G. What were the department's conclusions about student performance?	H. What changes/improvements are planned based on this assessment?																
SLO 1, 6, 8 Follow Standards and Guidelines in Providing Safe, Patient-centered Care	Annually spring semester during NSG 585	Faculty used a rubric to evaluate the use of standards and guidelines and provision of safe, patient-centered care in 'implications for APN' section of the written paper	5 randomly selected NSG 585 students by cohort	Mean of 3.00 or better on Likert-type scale on the 'implications for advanced practice nursing' section of the written paper	<div>Means (on a 5-point scale) for: a.) Describes the relevance of the APN role b.) Incorporates reflective practice c.) Incorporates diagnosis and treatment as an APN</div> <table><tr><td></td><td>a</td><td>b</td><td>c</td></tr><tr><td>2010</td><td>4.00</td><td>3.40</td><td>3.80</td></tr><tr><td>2011</td><td>3.60</td><td>3.20</td><td>3.40</td></tr><tr><td>2012</td><td>4.00</td><td>2.80</td><td>4.00</td></tr></table> <div>2012: Same cohort that scored 2.80 passed comprehensive exam demonstrating synthesis of theory, research and practice at a 4.20 level.</div>		a	b	c	2010	4.00	3.40	3.80	2011	3.60	3.20	3.40	2012	4.00	2.80	4.00	ELOA met with mean of 3.00 or better on all but one item in 2012.	Spring 2010-2011: Graduate faculty discussed results and determined no revisions necessary based on this data. Continue monitoring b. If mean <3.00 faculty will attempt to identify the problem/s and possible solutions. However, faculty decided to change the assessment method. Assessment of this component will occur spring (starting 2014) in NSG 562L Advanced Assessment Lab and use a focused physical exam using a check list instead of a written paper.
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SLO # 2, 5, 6 & 9 Component: Utilize Best Current Evidence	Annually during last semester of program	Faculty used a rubric (Appendix F, page 93) to evaluate written comprehensive exam (‘implications for APN’ section) for use of best current evidence	Five randomly selected students taking the written comp exam by cohort	Mean of 3.00 or better on Likert-type scores for on implications for advanced nursing practice section of the written comprehensive exam	Means (on a 5-point scale) for: a.) Interprets theoretical nursing model b.) Appraises research literature c.) Explains advanced nursing practice <table><tr><td></td><td>a</td><td>b</td><td>c</td></tr><tr><td>2010</td><td>4.60</td><td>4.60</td><td>4.20</td></tr><tr><td>2011</td><td>4.20</td><td>3.80</td><td>4.00</td></tr><tr><td>2012</td><td>3.00</td><td>3.60</td><td>4.20</td></tr></table>		a	b	c	2010	4.60	4.60	4.20	2011	4.20	3.80	4.00	2012	3.00	3.60	4.20	ELOA met with mean of 3.00 or better on all questions	Spring 2011-2012: Graduate faculty discussed results and decided no action necessary based on this data. Summer 2013: Piloted use of rubric that measures use of EBP during comprehensive oral exam. Assessment of this component will occur in the last semester during the comprehensive oral exam using the same rubric used summer 2013 to measure use of evidence-based practice.
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SLO #3 Communicate/ Collaborate	At the end of the final practicum in each NP emphasis area	GNPC/ graduate program associate generate report from Preceptor Evaluations	Graduate Students	80% of students rated 'satisfactory' or 'above satisfactory' on the component of the Evaluation of Nurse Practitioner Students by Preceptor: 'dependability, motivation, responsibility initiative'	Percent of students rated satisfactory or above satisfactory on 'dependability, motivation, responsibility initiative': <table><tr><td></td><td>2010 N=16</td><td>2011 N=11</td><td>2012 N=28</td></tr><tr><td>Above</td><td>69%</td><td>91</td><td>83</td></tr><tr><td>Satisfactory</td><td>30</td><td>9</td><td>17</td></tr><tr><td>Below</td><td>1</td><td>0</td><td>0</td></tr></table>		2010 N=16	2011 N=11	2012 N=28	Above	69%	91	83	Satisfactory	30	9	17	Below	1	0	0	ELOA met	2011: Faculty concerned that scores not discriminating. Also concerned about lack of clarity, relevance and measurability of the evaluation tool. 2012: Faculty noted scores more discriminating, however still concerned about tool. Spring & summer. 2013 Nurse Educator students reviewed tool and made recommendations for revising. Faculty exploring use of eLog evaluation tool as recommended by the students. Spring 2014: Tool piloted and training for preceptor use will begin
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SLO # 4 Component: Integrate Role	End of final semester	Associate dean launches EBI Exit Survey. Percent of students rating Questions #046 & #047 ≥4 indicates level of achievement.	Graduating students at the end of their final semester	80% of students rated 'understanding and articulating role' ≥4 on a 7-point scale	EBI* Exit Survey indicates mean of ≥ 4 on Question 046 & 047: <table><tr><td></td><td>2010-11</td><td>2011-12</td><td>2012-13</td></tr><tr><td>046</td><td>100% M=6.12 (N=8)</td><td>100% 6.22 (N=9)</td><td>EBI has excluded this question</td></tr><tr><td>047</td><td>100% 5.86 (N=7)</td><td>100% 6.22 (N=9)</td><td>EBI has excluded this question</td></tr></table> *Educational Benchmarking Inc (EBI) provides rigorous, research-based, national benchmarking assessments for accreditation and continuous improvement (DON instituted use in 2011)		2010-11	2011-12	2012-13	046	100% M=6.12 (N=8)	100% 6.22 (N=9)	EBI has excluded this question	047	100% 5.86 (N=7)	100% 6.22 (N=9)	EBI has excluded this question	ELOA met	No action necessary. In the future, a question on graduate role integration will be added to the 5-Minute Employer Survey Associate dean will negotiate with EBI to reinstate this item in the survey.
	2010-11	2011-12	2012-13																
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SLO 10 & 11 Component: Utilize Best Current Evidence	Last semester of program	Thesis defense	Nurse educator students	90% of successfully complete thesis defense	100% of students enrolled in NSG 599 Thesis Research successfully completed the thesis defense. Number of Theses Defended <table><tr><td>2010</td><td>2011</td><td>2012</td><td>2013</td></tr><tr><td>N=3</td><td>N=3</td><td>N=3</td><td>N=1 (2 pending)</td></tr></table>	2010	2011	2012	2013	N=3	N=3	N=3	N=1 (2 pending)	ELOA met	Continue to monitor, no action needed. However, as a result of faculty discussion, we will increase efforts to recruit students into the nurse educator emphasis using financial incentives, e.g. Lewallen Grant (private) and HRSA Nurse Educator Grant (federal).
2010	2011	2012	2013												
N=3	N=3	N=3	N=1 (2 pending)												

Student Learning Outcomes for Nurse Practitioner
1. Demonstrate competence and caring in advanced clinical practice to improve the quality of health care that clients receive in a variety of settings
2. Synthesize and analyze advanced knowledge using theories, research, concepts, and principles from nursing, behavioral, social, physiological, and pharmacological disciplines in the area of advanced clinical practice.
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.
4. Integrate the roles of educator, researcher, consultant, provider, leader, and manager into advanced clinical nursing practice.
5. Integrate ethical and legal dimensions confronting the health care environment and the nursing profession.
6. Use scientific methods to assess, analyze, and diagnose the complex clinical or non-clinical health care needs of clients, related to their wellness, health and illness.
7. Use theory and research in understanding clinical needs and in determining nursing interventions, therapeutics, and clinical management options.
8. Incorporate standards of advanced nursing practice, including personal values, caring integrity, research, and commitment to life-long learning to ensure quality of care for the client.
9. Evaluate and use appropriate educational technologies and resources for making clinical decisions and promoting health maintenance and disease prevention
Student Learning Outcomes for Nurse Educator
10. Incorporate teaching strategies that facilitate the learning process.
11. Recognize the influence of teaching/learning styles and interpersonal relationships on the learning process.

Graduate Rubric for NSG 508, 585, and Written COMP Exam SLOs.

Please rate the following from 5 to 1.

5 – Thorough

4 - Somewhat Thorough

3 – Acceptable

2 – Minimally Acceptable

1 - Not at all

508 – Examines the theoretical basis that guides advanced nursing practice.

a.	Defines theoretical concepts	5	4	3	2	1
b.	Discusses nursing theorist	5	4	3	2	1
c.	Incorporates theory into ANP role	5	4	3	2	1

585 - Analyzes EBP and the role of the APN in safe, patient-centered care.

a.	Describes the relevance of the APN role	5	4	3	2	1
b.	Incorporates reflective practice	5	4	3	2	1
c.	Incorporates diagnosis and treatment as an APN	5	4	3	2	1

Written Comprehensive Exam – Synthesizes Evidence-based practice: theory, research, and practice.

The following elements are discussed related to the student's emphasis on a specific practice problem:

a.	Interprets Theoretical nursing model	5	4	3	2	1
b.	Appraises Research literature	5	4	3	2	1
c.	Explains advanced nursing practice	5	4	3	2	1