

Program: Department of Nursing – BSDate: June 2, 2014Completed by: Donna WoffordAssessment contributors (other faculty involved in this program's assessment): Joe Franta, Susan Williams, Peg Rooney, Kaleen Cullen

Please complete this form for each undergraduate, minor, certificate, and graduate program (e.g., B.A., B.S., M.S.) in your department. Please copy any addenda (e.g., rubrics) and paste them in this document, and submit it to the dean of your college/school as per the deadline established. The dean will forward it to me as an email attachment before June 2, 2014. You'll also find the form at the assessment website at <http://www.colostate-pueblo.edu/Assessment/ResultsAndReports/Pages/default.aspx>.

Please describe the 2013-2014 assessment activities for the program in Part I. Use Column H to describe improvements planned for 2014-2015 based on the assessment process. In Part II, please describe activities engaged in during 2013-2014 designed to close-the-loop (improve the program) based on assessment activities and the information gathered in 2012-2013. Thank you.

I. Program student learning outcomes (SLOs) assessed in this cycle, processes, results, and recommendations.

A. Which of the program SLOs were assessed during this cycle?	B. When was this SLO last assessed? <i>Please indicate the semester and year.</i>	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.	E. What is the expected achievement level (EAL) and how many or what proportion of 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 to the program are planned based on this assessment?
3. Use nursing judgment based on <i>best current evidence</i> to ensure optimal outcomes for patients and families	May 2014	Specified Exam Question Responses	79 students enrolled in <i>NSG 351 Evidence-Based Nursing Practice</i> who took the exam Spring semester	80% of students will correctly respond to exam questions about PICOT process	EAL not met:	Student responses to 2 out of 5 exam questions did not meet expected level of achievement. (Data attached). Exam questions may not be the best way to evaluate use of best current evidence. In addition to the exam questions, students demonstrated application of best current evidence through group poster presentations, which will be the method used for assessing this SLO in the future (instead of exam)	Continue poster presentations at the annual university-wide Research Day (begun Spring 2014. This event was sponsored by Sigma Theta Tau-Iota Pi Chapter, RAGE, and DON
					Ques.	% correct	
					1-Exam1	76	
					2/3-Exam4	80/97	
					4/5-Final	75/100	
					100% of students scored 100 on Group Clinical Question (PICOT) Poster Presentation		

A. Which of the program SLOs were assessed during this cycle?	B. When was this SLO last assessed? <i>Please indicate the semester and year.</i>	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.	E. What is the expected achievement level (EAL) and how many or what proportion of 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 to the <u>program</u> are planned based on this assessment?
4. Demonstrate <i>professional identity, integrity and leadership</i> as the coordinator of patient care	May 2014 (August 2014 pending)	<i>Primary Nurse Evaluation of Student Tool</i> (5-point Likert-type scale) (attached)	46 basic and enrolled in <i>NSG 452L Comprehensive Nursing Practice Lab</i> spring (BSN). Each student had 11 evaluations	80% of student evaluations will be scored 3 or better on question about professionalism	EAL met: 88% of student evaluations were scored 3 or better on question about professionalism	46 basic students are demonstrating professionalism based on clinical performance with Results for 36 accelerated students are pending for summer 2014	During adjunct clinical faculty orientation, continue to stress importance of role-modeling professionalism during clinical. Critical behavior criteria for use during simulation includes professionalism.
		Question OQ7 on Educational Benchmarking, Inc (EBI) Graduate Exit Survey (7-point Likert-type scale)	39 of the 85 graduates responded to the EBI survey 46% response rate)	80% of student respondents score EBI Question OQ7 as 4 or better	EAL met: 97% of student respondents scored 'how prepared do you feel to demonstrate professionalism in the care of patients' as 4 or better with a mean of 6.34.	Graduates are prepared to demonstrate professionalism.	
			46 basic and enrolled in <i>NSG 452L Comprehensive Nursing Practice Lab</i> spring (BSN). Each student had 11 evaluations	80% of students will score 3 or better on questions about leadership	EAL met: 89% of student evaluations were scored 3 or better on questions about leadership	Students are demonstrating leadership however, faculty will consider ways to enhance opportunities to demonstrate leadership. Results for 36 accelerated students are pending for summer 2014	

II. Follow-up (closing the loop) on results and activities from previous assessment cycles. In this section, please describe actions taken during this cycle that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) did you address? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment?	D. Were the recommendations for change acted upon? If not, why?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?																					
1. Demonstrate caring through advocacy for patients by recognizing the patient or designee as the source of control and as full partner in providing compassionate care based on respect for patients preferences, values and needs	May 2013	Continued monitoring revealed EBI Exit exam scores for 2013 & 2014 remain above EAL of 85% and do not indicate any significant variations: <table><tr><th colspan="3">Percentage of students scoring item 4-7 (7=maximum possible score)</th></tr><tr><th>Questions</th><th>2012-13</th><th>2013-2014</th></tr><tr><td>69</td><td>95.8</td><td>91.9</td></tr><tr><td>71/80</td><td>89.4</td><td>94.6</td></tr><tr><td>74/82</td><td>95.8</td><td>89.2</td></tr><tr><td>83</td><td>89.2</td><td>91.9</td></tr><tr><td>86</td><td>87.9</td><td>87.3</td></tr></table>	Percentage of students scoring item 4-7 (7=maximum possible score)			Questions	2012-13	2013-2014	69	95.8	91.9	71/80	89.4	94.6	74/82	95.8	89.2	83	89.2	91.9	86	87.9	87.3	After consultant-led workshops, faculty revised SLOs and assessment plan. No longer using the EBI Exit Survey to measure this item. Self-assessment after homeless diabetic patient simulation will replace EBI.	Direct and indirect measures suggest that EAL is met. Continue monitoring and exploring best practices for teaching these concepts. We are exploring how to increase amount and rigor of simulation throughout the program. A consultant will be conducting a 1-day workshop on clinical reasoning fall 2014.
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2. <i>Collaborate</i> effectively within the health care team fostering open communication, mutual respect and share decision-making to achieve <i>safe, quality patient care</i> .	May 2013	Mountain Measure (analysis of program NCLEX-RN results) will be reviewed for these concepts by Departmental Curriculum Committee Fall 2013 and report recommendations to faculty in January 2014. NCLEX-RN passrate 87% for 2013-2014. This is about an 8% decrease from 2012-2013 passrate of 94.7%. This decrease was expected since the NCLEX-RN test plan changed resulting in decreased rates across the nation by an average of 10%.	Mountain Measure results indicate graduates are performing equal to or better than peers across the state and nation The decrease in NCLEX-RN passrates is not alarming and was expected. However, as always, the scores will be monitored and action will be taken if scores decrease further in 2015.	Incorporate the clinical reasoning strategies throughout the program to assist faculty to better prepare students for nursing practice and passing NCLEX-RN.																					

I:Nursing/undergrad/assessment/2013-2014/BSN Assessment Report 2013-2014

SLO #3 NSG 351 Sections 1 (Accelerated) and 2 (Basic)

Format	Question	Accelerated	Traditional	Total
Exam 2 (multiple choice) <i>Comprehension</i>	1. The PICOTS format is most useful for focusing what kind of clinical question for an EBP project?	23/29 (79%)	37/50 (74%)	60/79 (76%)
Exam 4 Essay questions based on a student-described clinical scenario. <i>Application/Analysis</i>	2. What is your PICOT 3. What is your clinical question?	22/29 (76%) 28/29 (97%)	41/50 (82%) 49/50 (98%)	63/79 (80%) 57/79 (75%)
Final Exam (multiple choice) <i>Comprehension</i> <i>Knowledge</i>	4. The PICOTS format is most useful for focusing what kind of clinical question for an EBP project? 5. A PICOT is:	22/29 (76%) 29/29 (100%)	37/50 (74%) 50/50 (100%)	59/79 (75%) 79/79 (100%)
Poster Presentation All students met cull criteria for PICOT <i>Application/Synthesis/Evaluation</i>	See Poster Presentation rubric below.	29/29 (100%)	50/50 (100%)	79/79 (100%)

Poster Presentation Rubric

Select a topic and create a professional research poster that presents a clinical question (using PICOT format). Investigate the topic (Literature Review), and present your conclusion. Your idea will be about a clinical topic aimed at improving one of the following: Public Health, Safety, Advancement of Nursing, Ethics, or Nursing education (QSEN-Based)

Element	Points
Clinical /PICOT Question	15
Background & significance to Care	20
Literature Review	20
Discussion (Strengths/Limitations/Level of Evidence of Lit Review)	15
Conclusion	15
Professional Appearance Correct size Professional Look References (APA) Poster Authors Names	15
Total	100

**COLORADO STATE UNIVERSITY-PUEBLO
DEPARTMENT OF NURSING**

**Collaboration with Primary RN Form
Agency RN Evaluation of 452L Student Nurse
NSG 452L: Comprehensive Nursing Practice Lab**

DATE _____

Student Name _____ RN Initials _____

Please complete the following form. Place in a sealed envelope and give directly to/ or send with the student to give to the clinical instructor or.

Please use the following Likert-type scale to rate student performance:

5=Excellent 4=Above Average 3=Average 2=Below Average 1=Needs Improvement

- | | | | | | |
|---|---|---|---|---|---|
| 1. Student manages time appropriately. | 1 | 2 | 3 | 4 | 5 |
| 2. Student prioritizes care appropriately. | 1 | 2 | 3 | 4 | 5 |
| 3. Student demonstrates leadership qualities. | 1 | 2 | 3 | 4 | 5 |
| 4. Student demonstrates critical thinking in patient care. | 1 | 2 | 3 | 4 | 5 |
| 5. Student demonstrates safe knowledge of meds. | 1 | 2 | 3 | 4 | 5 |
| 6. Student demonstrates high level of commitment. | 1 | 2 | 3 | 4 | 5 |
| 7. Students' behavior demonstrates compassion. | 1 | 2 | 3 | 4 | 5 |
| 8. Student demonstrates a professional attitude. | 1 | 2 | 3 | 4 | 5 |
| 9. Student demonstrates a growing level of competence. | 1 | 2 | 3 | 4 | 5 |
| 10. Students' behaviors instill a high level of confidence. | 1 | 2 | 3 | 4 | 5 |

OTHER COMMENTS:

***This form will be utilized by the RN working with student in all agencies and areas**