

Colorado State University – Pueblo Academic Program Assessment Report for AY 2014-2015 Due: June 1, 2016

Program: Department of Nursing – MS **Date:** June 1, 2016

Completed by: Joe Franta

Assessment contributors (other faculty involved in this program's assessment): Susan Belpert, Carla Howard, Claudia Imes, Dorothy DeNiro

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, 2016. You'll also find the form at the assessment website at <http://www.csupueblo.edu/Assessment/ResultsAndReports/Pages/default.aspx>.

Please describe the 2015-2016 assessment activities for the program in Part I. Use Column H to describe improvements planned for 2016-2017 based on the assessment process. In Part II, please describe activities engaged in during 2015-2016 designed to close-the-loop (improve the program) based on assessment activities and the information gathered in 2014-2015. Thank you.

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

A. Program Student Learning Outcomes (SLOs) Assessed in this Cycle, Processes, Results, and Recommendations									
A. Which of the program SLOs were assessed during this cycle? 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 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?		
1. Integrate evidence-based practice, ethical decision making and technology into advanced nursing practice	Summer/Fall 2015 (New SLO fall 2013)	Final comprehensive oral exam	MS Total: 24 Nurse Practitioner: 2 (AGACNP) 15 (Dual: AGACNP and FNP) 6 (PMHNP)	100% of students will score 4 or better on evidence-based (EBP) practice section of rubric (attached).	92% of students scored greater than 4 or better	2015: Two students scored below a 4 but above 3.5 (passing) so evaluated how to strengthen use of EBP application. Grading Rubric will need altered to improve identification inter-rater reliability and measuring SLO's.	EBP was reviewed and assignments were adjusted for individual evaluation in NSG 570. Continuing to refine rubric so that it captures performance accurately. Also, working on faculty interrater reliability. Will review 3 years of data in fall 2017.		
	Spring 2016 (New SLO fall 2013)	Focused Physical Exam	33 students enrolled in NSG 562L Advance Assessment Lab Spring 2015	After two attempts, 100% of students will pass focused exams on three separate	SLO not met		Allowing two attempts resulted in 100% of students satisfactorily	Continue with the same process and reevaluate in fall 2017.	
					Year	1 st time			2 nd time
					2014	89%			100%
2015	65%	100%							

				complaints (cough, chest pain, and abdominal pain:	2016 Cough Chest Pain Abd Pain	91% (3) 100% 94% (2) 97% (1)	97% (1) n/a 100% 97% (1)	demonstrating major safety components of patient physical exam. Faculty like the competency-based aspect of this process.	
	Fall 2015	Ethical dilemma case study online discussion	37 students enrolled in NSG 506 Roles, Ethics, and Issues fall 2015	100% of students will score 84% or better on case study rubric (attached).	SLO met: 100% of students scored 90% or better on case study.			Students consistently demonstrating expected level of expertise for an advance beginner (2013, 2014 & 2015).	Continue to monitor for consistency Fall 2016 and reevaluate. If SLO continues to be met in NSG 506 specific collection methods/ elements to be evaluated in comprehensive exam.
					Year	2013	2014	2015	
					N	30	29	37	
					Min Value	60	90	90	
					Max Value	70	100	100	
					Range	10	10	10	
					Ave	68.23	96.93	97.84	
					Median	69.50	98	100	
					SD	2.33	2.41	4.12	
					Variance	5.45	5.79	16.95	
2. Utilize interprofessional collaboration to provide safe, quality, patient-centered care	Summer 2015 (SLO new fall 2013)	Group paper that develops a treatment plan for the case presented	NSG 633L Family Practicum III (15 students) & NSG 683L Psych/Mental Health Practicum III (6 students)	100% of groups will score 84% or better on paper rubric (attached).	Year	2014	2015	Students consistently demonstrating expected level of expertise during final semester for SLO #2.	Important to note: Students are passing comprehensive oral exam which incorporates all SLOs (2015 Comp Rubric and 2016 Revision attached). Since all courses are taught once/year, it is important to have 2-3 years of data before making significant changes in the program.
					633L Percent of Students scoring \geq 84%	M=93.3% SD=10 Range= 20 ELOA not met	M= 100% SD=0 Range= 0 ELOA met		
					683L Percent of Students scoring \geq 84%	M=90% SD=0 Range=10 ELOA met	M=87.4% SD= 2.4 Range=12 ELOA met		
		Simulation Survey	17 students enrolled in NSG 622L Summer 2015	100% of nurse practitioner students will score \geq 4 on simulation survey.	Year	2014	2015	Simulation survey will be conducted July 2016 with a larger cohort and this data will be reported in 2017.	
					N622 Percent of Students scoring \geq 84%	No data collected/ sim lab under construction	N=17 Score 1 & 2= (1) 6% 3= (2) 12% 4 & 5= (14) 82% ELOA not met		

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. Integrate evidence-based practice, ethical decision making and technology into advanced nursing practice	Summer 2014 Fall 2014 Spring 2015	Continuing to refine rubric so that it captures performance accurately. Also, working on faculty interrater reliability. Will review 3 years of data in fall 2016. Continue with the same process and reevaluate in 2016. Continue to monitor for consistency Fall 2015 and reevaluate collection methods/ elements to be evaluated.	Graduate faculty refined scoring system on rubric to reflect grading scale for nursing program	After summer 2015 the faculty reviewed the rubric and recommended to review spring of 2016 meetings
2. Utilize interprofessional collaboration to provide safe, quality, patient-centered care	Spring 2014	Students are passing comprehensive oral exam which incorporates all SLOs (Comp Rubric attached). Since all courses are taught once/year, it is important to have 2-3 years of data before making significant changes in the program.		
Graduate Faculty recommended changes to SLO's (data collection) to be based on Comprehensive Exams in 2015 and 2016 to identify areas of improvement needed within MS program (all emphasis areas). Recommendations will be made fall 2016 and addressed in 2017 report.				

I:Nursing/grad/assessment/2014-2015/NSG MS Assessment Report 2015-2016

Colorado State University-Pueblo

Department of Nursing

Masters Comprehensive Oral Examination Evaluation Rubric

The comprehensive oral examination provides an opportunity for the student to demonstrate synthesis of the knowledge and skills required of an advanced practice nurse. The examination is based on the following questions:

1. What significant problem would you identify in your area of practice and how would you use evidence-based practice, ethical decision making, technology, and patient centered care to address the problem as an advanced practice nurse?
2. What theoretical framework have you found to be most useful in your practice? Describe this framework and how it guides you in practice.

Scoring Procedure:

Each faculty will record points received in the Final Score Calculation table and totals points received.

Final Score Calculation Table		
	Possible Points	Points Received
Quality of Presentation	10	
Practice Problem	20	
Evidence-Based Practice	20	
Ethical Decision-Making	20	
Technology	10	
Patient-Centered Care	20	
Total	100	

Each presenter will be graded by at least 3 faculty. Faculty scores will be compiled. A compiled final score of 84 or higher out of a possible 100 points is required to pass the exam.

Presenter: _____ Faculty: _____	
Quality of Presentation Possible points = 10 Points received: _____	
Criteria	Comments
Grammar and Spelling Use of Multimedia Organization of Presentation Presentation Skills APA Format/ References	

Practice Problem Possible points = 20 Points received: _____	
Criteria	Comments
Identification of Practice Problem Identification of Population Affected Significance of Problem Clarity of Roles and Intra-Professional and Inter-professional Relationships	

Evidenced-Based Practice Possible points = 20 Points received: _____	
Criteria	Comments

<p>Interpretation and Use of Research and/or Guidelines</p> <p>Hierarchy of Evidence and/or Guidelines to Identified Practice Problem</p> <p>Identification of Gaps in Research and/or Guidelines</p> <p>Implications of Research and/or Guidelines for Advanced Practice Nursing</p> <p>Identification of Legislative, Regulatory (scope) or Standards of Practice that Guide Advanced Practice Nursing and Affect the Identified Practice Problem</p> <p>Description of Chosen Theory or Theoretical Framework and How It Guides Practice</p> <p>Application of a Theory or Theoretical Framework to the Identified Practice Problem and the Advanced Practice Role</p>	
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Ethical Decision Making Possible points = 20 Points received: _____	
Criteria	Comments
Identification of Ethical Dilemmas and/or Potential Consequences in the Identified Practice Problem Implications of Ethical Dilemmas for Advanced Practice Nursing Identification of Quality Improvement for Patient Safety	

Technology Possible points = 10 Points received: _____	
Criteria	Comments
Identification of Current Technology for Communication and Resources When Dealing with the Identified Practice Problem Application of Identified Current Technology Identification of Gaps in Technology	

Patient Centered Care Possible points = 20 Points received: _____	
Criteria	Comments

Management Strategies for Patient and Family Treatment Strategies Application of Cultural Considerations Care Plan and Implications for Advanced Practice Nursing Identification of Health Resource Utilization and Consultation	
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I:Graduate: Graduate Comps: Rubric Oral Comp 2015-DW

(SLO #1) Ethical Decision Making NSG 506)

Discussion questions:

Please review the 20 minute slideshow and lecture on Racial Health Disparities and read the two articles posted for this week. Consider the following as you discuss those materials:

Online/Class Participation

Name: Date:

Online/Class Participation: This grade will be determined by equal components from your self evaluation and my evaluation of your interactions in class. Professional evidence based discussion are the basis for the grade. You will be required to submit your assignment by midnight after the face to face class is completed (See Rubric below and form on Black Board)

CATEGORY	20 Excellent	18-19 Well Done	17-18 Basic Expectation	<17 Unsatisfactory
Contributions <hr/> Points	-Always provides useful ideas when participating in the group or classroom discussion. -A definite leader who contributes a high quality effort. - Contributes thorough critique of appropriate outside sources - Responds accurately and respectfully to other's input documenting sources with critique -Goes beyond required readings and provides APA citation of outside sources	-Usually provides useful ideas when participating in the group or classroom discussion. -A strong group member who contributes well. - Uses minimal substantive information and documentation -Responds to others' input utilizing documented sources with minimal critique of the sources	-Sometimes provides useful ideas when participating in the group or classroom discussion. -A satisfactory group member who does what is required. -Contributes primarily personal opinion or personal observation -Primarily poses questions to other group members	-Rarely provides useful ideas when participating in the group or classroom discussion. -Reluctant or refuses to participate. -No contribution by due date -Disrespectful contribution
Quality of Work <hr/> Points	Consistently Contributes and Provides work of the excellent / Superior quality.	Provides high quality work.	Provides work that occasionally needs to be checked/redone by other group members to ensure quality.	Provides work that usually needs to be checked/redone by others to ensure quality.
Focus on the task <hr/> Points	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
Preparedness <hr/> Points	Brings needed materials into discussion or class and is always ready to interact / contribute to learning activities.	Often brings needed materials to class and is ready to contribute to learning activities.	Almost always brings needed materials but sometimes is off task or lacks contribution to learning activities.	Often forgets needed materials or is rarely ready to contribute to learning activities.
Monitors Group Effectiveness <hr/> Points	Routinely monitors the effectiveness of the group, and makes suggestions to make it more effective.	Routinely monitors the effectiveness of the group and works to make the group more effective.	Occasionally monitors the effectiveness of the group and works to make the group more effective.	Rarely monitors the effectiveness of the group and does not work to make it more effective.
1. Overview of your Class Participation, give the evidence: 2. Overview of your Online Participation, give the evidence:				
Total out of 100/_____				

1. Link to ANA Code of Ethics with Interpretive Statements.
<http://nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics.pdf>
2. What role does choice, availability and ethical judgment play in defining and addressing health disparities?
3. Consider various definitions of disparity found on pp. 430-431 of the Carter-Pokras and Baquet (2002) article -- do definitions impact upon the issue and its solutions? Do they capture issues presented by Kara James in her lecture?

(SLO #1) 562 Instructions and Grading Rubric
Focused Exams (Shadow Health)

Instructions:

Each student will complete three Focused Exams that will be assigned on March 31, 2016. All three focused exams must be passed within three attempts and due dates are posted in Blackboard.

Focused Exams:

1. Cough
2. Chest Pain
3. Abdominal Pain

Minimum Pass Requirements

First Attempt (200 points)

Second Attempt (180 points)

Third Attempt (170 points)

1. Subjective Information
2. Objective Information

(SLO #2) N683L Evaluation Rubric

CATEGORY	Excellent (4 points)	Well Done (3 points)	Good Job (2 points)	Unsatisfactory (1 points)
Contributions <hr/> Points-30%	-Always provides useful ideas when participating in the group or classroom discussion. -A definite leader who contributes a high quality effort. - Contributes thorough critique of appropriate outside sources - Responds accurately and respectfully to other's input documenting sources with critique -Goes beyond required readings and provides APA citation of outside sources	-Usually provides useful ideas when participating in the group or classroom discussion. -A strong group member who contributes well. - Uses minimal substantive information and documentation -Responds to others' input utilizing documented sources with minimal critique of the sources	-Sometimes provides useful ideas when participating in the group or classroom discussion. -A satisfactory group member who does what is required. -Contributes primarily personal opinion or personal observation -Primarily poses questions to other group members	-Rarely provides useful ideas when participating in the group or classroom discussion. -Reluctant or refuses to participate. -No contribution by due date -Disrespectful contribution
Quality of Work <hr/> 30%	Consistently Contributes and Provides work of the excellent / Superior quality.	Provides high quality work.	Provides work that occasionally needs to be checked/redone by other group members to ensure quality.	Provides work that usually needs to be checked/redone by others to ensure quality.
Focus on the task <hr/> 15%	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
Preparedness <hr/> 15%	Brings needed materials into discussion or class and is always ready to interact / contribute to learning activities.	Often brings needed materials to class and is ready to contribute to learning activities.	Almost always brings needed materials but sometimes is off task or lacks contribution to learning activities.	Often forgets needed materials or is rarely ready to contribute to learning activities.
Monitors Group Effectiveness <hr/> 10%	Routinely monitors the effectiveness of the group, and makes suggestions to make it more effective.	Routinely monitors the effectiveness of the group and works to make the group more effective.	Occasionally monitors the effectiveness of the group and works to make the group more effective.	Rarely monitors the effectiveness of the group and does not work to make it more effective.
Total Points:				

Grand Round Case Study Online Assignments Instructions and Grading Rubric (35 points each)

Online Week: In Blackboard your group will be given a brief synopsis to guide your case study for the focused topics during the online week for your group Grand Round Case Study. You will use a Wiki tool to develop your group case study. Everyone in the group will use the Wiki page I create for you. Do not create another Wiki page. Use the Wiki page to develop your case study. Discuss, ask questions and make decisions by making comments below the Wiki, not in the Wiki page. If you put your name in the Wiki page make sure to erase it for the final product. This is a group grade and I can see who did what (added, deleted, altered or changed) content in the Wiki and in what chronological order during the online week. This assignment will require you to access and contribute to the grand round case study at least 4 different days during the 8 days of the assignment period. You can divide up sections 2-5 but make sure all sections flow with content and accuracy with the synopsis I give you and the case study your group creates. The group needs to complete the case study before completing the other requirements. You will be in the same group for the first two and the last two case studies this semester. Each student needs to complete a different section for each case study. For example: Molly completes Differential Diagnoses or the majority of this section for case study number one. In case study number two she completes the APN Role section and case study number three she completes the most likely diagnosis and treatment plan section. In all three Molly made corrections, additions and asked questions and make other comments below the Wiki page to contribute to the overall Grand Round assignment at least four different days out of the eight days of the assignment and approves the final document in a comment below the wiki page.

1.(3 points) Case Study: Create a clear clinical picture for your audience related to and specific to the topic listed on your Wiki page.

2.(5 Points) Etiology/Epidemiology/Pathophysiology/Cultural/Spiritual/Health Disparities/Family Theory/Associated Family History-Genetics/Genomics: Concise and only significant content related to Case Study. (Note list theorist, concepts and how the defined concepts for the theory apply to the patient in the case study)

3.(7 points) Differential diagnoses: List top 5 differential diagnoses and associated distinguishing history, physical exam, diagnostic testing or other diagnostic information that assists the NP to accurately differentiate the diagnoses from one another. Use a table with headings to quickly differentiate between differentials.

4.(7 points) Most Likely Diagnosis, Diagnostic testing results for the patient in the case study and an evidence-based patient centered treatment plan: List the most likely diagnosis specific to the patient in your case study. Create a **report** (labs, radiology reports, etc.) for each diagnostic test with actual values (normal and abnormal) that supports your most likely diagnosis. Use bullet points for your evidence-based treatment plan (reference current Practice Guidelines and at least two additional peer reviewed journal articles related to treatment plan) using the associated NP competencies must be clear in presentation.

5.(10 points) **APN Role:** Discuss any local, state or national rules, regulations, health-care policy or other facilitators and/or barriers to providing quality and safe patient care as an NP for the patient in your case study.

6.(3 points) List all references APA format at the end of the Wiki page.