

**Name of Academic Program-** School of Nursing Bachelor of Science (BSN), College of Engineering, Education and Professional Studies (CEEPS)

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**Mission of Department and How It Relates to the University:**

The department mission is consistent with the university and CEEPS. The university mission is to “offer . . . a limited number of graduate programs 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.”

**Mission/Philosophy Statement**

The mission of the School of Nursing (SON) is: *to prepare graduates for professional positions as safe, competent and caring nurses to meet the healthcare needs of diverse populations.* SON faculty developed the mission, philosophy, organizing framework and expected student learning outcomes March 18, 2011 and revised them on February 26, 2014.

The Colorado State University-Pueblo School of Nursing shares the mission and philosophy of the University, which focuses on education, scholarly activity and service. The school’s philosophy is dedicated to the pursuit of higher learning grounded in the arts, sciences and humanities.

Caring is considered the central concept of the nursing curriculum. The nursing faculty of CSU-Pueblo is committed to modeling caring behavior to students on the belief that when students experience caring, they learn to care for others. Caring has been defined as the “essence of nursing” (Leininger, 1988), a process, and a behavior that can be taught and learned. Caring requires the “offering of self” (Scotto, 2003); intellectually, physically, psychologically and spiritually.

Nursing is the synthesis of science and art, which addresses health promotion and maintenance across the lifespan and fosters the development of the nurse’s professional identity, integrity, and leadership. The practice of patient-centered care includes respect for individual dignity and consideration of cultural and ethical beliefs and values. The nurse advocates for patients and families in ways that promote mutual respect and self-management. Nursing care is provided in collaboration with the patient, the family and members of the health care team. The nurse displays a spirit of inquiry by examining evidence to improve quality of care, promote safety

and improve patient outcomes. Nursing judgment is integral to making competent decisions related to the provision of safe and effective nursing care. Effective communication skills using both technological and human means is essential to nursing care.

Education is an interactive experiential process that occurs between teacher, learner and the environment with an emphasis on student centered learning. A variety of educational experiences is essential and allows the learner to integrate knowledge, skills and attitudes. The faculty is responsible for facilitating, maintaining and evaluating the learning process. Learners are expected to be self-directed, active inquirers, responsible for their own learning and evaluation of educational experiences. Learners move from relative dependence to greater independence in preparation for assuming the professional role and promoting growth as a life-long learner.

### Organizing Framework

The faculty ascribes to the core competencies for nursing and nursing education identified by the Institute of Medicine (IOM) and the Quality and Safety Education for Nurses (QSEN) project. QSEN competencies provide the organizing framework for the expected student outcomes and the curriculum. The undergraduate nursing program and student outcomes are congruent with the American Association of Colleges of Nursing’s (AACN) *Essentials of Baccalaureate Education for Professional Nursing Practice* (2008).

### Undergraduate Student Learning Outcomes (SLOs)

SLOs relate to the mission and flow through the organizing framework. They are based on the national competencies for professional nursing practice. After the accreditation report received in the spring of 2017 requiring a written follow-up report in two years, the faculty met in the fall of 2017 and revised the measurement for the four SLOs (listed in the following table). Program outcomes were also changed due to recommendations from the Accreditation Commission for Education in Nursing (ACEN).

SLOs and Key Elements to be Assessed	
SLOs	Key Outcome Elements
1. Demonstrate caring through <i>advocacy for patients</i> by providing compassionate care based on respect for patient’s preferences, values and needs	Patient Advocacy
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> .	Collaboration
	Safety and Quality Patient Care
3. Use nursing judgment based on <i>best current evidence</i> to ensure optimal outcomes for patients and families	Best Current Evidence
4. Demonstrate <i>professional</i> identity, integrity and <i>leadership</i> as the coordinator of patient care	Professionalism
	Leadership

### Program Outcomes

1. 70% will complete the program within one and one half times the length of the program.
2. 80% of students will express satisfaction with the program.
3. 80% will pass national licensure exam the first time.
4. 80% will be employed in role related professional practice within six months to one year.

**Curriculum:**

See BS in Nursing Curriculum Map (attached)

**Assessment Methods**

Faculty utilize direct and indirect measures of student learning to assess the selected elements. These methods are used for the ongoing systematic program evaluation required by Accreditation Commission for Education in Nursing (ACEN). Assessment methods are outlined in the attached Systematic Program Evaluation (SPE) tables.

Students are provided with opportunities to be involved in the assessment process through participation in course evaluations, Curriculum and Evaluation Committee, undergraduate and general faculty meeting and informal sharing of ideas.

**Assessment Results:**

Undergraduate faculty will analyze and interpret data at the first fall undergraduate faculty meeting. Results/recommendations will be reported to the nursing department at the first spring general faculty meeting or sooner if needed. Students have opportunity to participate in the various committees/meetings. Results are used to help the school to achieve program outcomes related to passing certification exams and employability. Faculty meet every other week to discuss best practice and reevaluate assessment methods. As needs are identified, action is taken to implement with best practice based on national competencies. Results are disseminated to the advisory board twice each year, annual university assessment report, students through written notification of policy changes via handbook, blackboard posting and/or emails.

Students are informed about their progress toward SLOs via course grades, pre-licensing exams, and clinical evaluations.

**Continuous Processes:**

Data will be collected on all SLOs each year and included in the assessment report. The associate dean, the undergraduate faculty and the SON curriculum and evaluation committee are responsible for monitoring the ongoing systematic program evaluation and improvement process and for ensuring that the results from each year provide the springboard for the following year's action plans. In order to ensure ongoing assessment process, the associate dean maintains a Systematic Evaluation Plan Master Calendar which indicates when and how data will be collected, reviewed and reported.

## References

- American Association of Colleges of Nursing's (AACN) *Essentials of Master's Education for Advanced Practice Nursing* (2013). Retrieved from <http://www.aacn.nche.edu/education-resources/MastersEssentials11.pdf>
- Institute of Medicine (2003). *Health professions education: A bridge to quality*. Washington, DC: The National Academies Press.
- Leininger, M. (1988). Leininger's theory of nursing: Cultural care diversity and universality. *Nursing Science Quarterly*, 1(4), 152-160. doi: 10.1177/089431848800100408
- National League for Nursing Core Competencies of Nurse Educators with Task Statements* (2005). Retrieved from [www.nln.org/profdev/corecompetencies.pdf](http://www.nln.org/profdev/corecompetencies.pdf)
- National Organization of Nurse Practitioner Faculty Competencies retrieved from <http://www.nonpf.org/general/custom.asp?page=14>
- Quality and Safety Education for Nurses (2010). *QSEN competencies definitions*. Retrieved from <http://www.qsen.org/>
- Scotto, C.J. (2003). A new view of caring. *Journal of Nursing Education*, 42, 289-291.

BSN Curriculum Map										
	Courses	Student Learning Outcomes								Level of Expertise (Adapted Benner) & Teaching/Learning Strategies
		Demonstrate caring through advocacy for patients by providing compassionate care based on respect for patients' preferences, values, needs		Collaborate effectively with the health care team to achieve safe, quality patient care.		Use nursing judgment based on best current evidence to insure optimal outcomes for patients and families		Demonstrate professional identity, integrity and leadership as the coordinator of patient care.		
		Progress	Strategies	Progress	Strategies	Progress	Strategies	Progress	Strategies	
<b>Year 1- Spring only</b> Sophomore	NSG231 Professional Nursing/Intro	N	DS, EX, CS, PA, J			N	DS	N	DS, CS, PA, J	<b>Level of Expertise (Progress)</b> Novice (N) = Beginner Advanced Beginner (AB) = Perform with guidance Competent (C) = Aware of long-term goals and analytical thinking Proficient (P) = Recognize, plan  <b>Teaching/Learning Strategies:</b> D= Demonstration Sim= Simulation DS= Discussion EX= Exam CS= Case Study PR= Presentation PA= Paper J= Journal PJ = Project EV= Eval forms
	NSG 232/L Fundamentals	N	D, Sim, CS, DS, J, EV	N	D, DS, J, EV, EX	N	D, Sim	N	D, DS, EV, EX, J,	
<b>Year 2 Fall/Spring</b> Junior	NSG302/L Health Promotion/Assessment	N	D, DS, EX, EV							
	NSG 308 Pharmacology	N	DS, EX, PR, CS	N	D, DS, EX, CS, PR	N	DS, PR	N	DS, CS	
	NSG 331 Health Aging	AB	DS, EX, CS	N	DS, EX, PR, CS	N	DS, EX, PR, CS	N	DS, EX, PR, CS	
	NSG 371 Informatics	N	EX, CS, PR, PA	C	DS, PA, EX, PJ	C	DS, PA, EX, PJ	AB	DS, PJ, PA	
	NSG 351 Evidence Based Practice	N	DS, EX, CS, PR, PA	AB	DS, EX, PJ	C	DS, EX, PJ	AB	DS, PJ	
	NSG 312/L Childbearing	AB	DS, EX, CS, PA, EV, PR	AB	EX, DS, CS, EV	AB	D, DS, CS, EV	AB	D, DS, CS, EV, J	
	NSG 322/L Adult I	AB	D, Sim, DS, EX, CS, PA, J, EV	AB	DS, EV, EX, J, Sim	AB	DS, EV, EX, J, Sim	AB	DS, EV, EX, J, Sim	
	NSG332/L Children/Family	AB	D, Sim, DS, EX, CS, J, EV							
NSG382/L Behavioral Health	AB	D, DS, EX, CS, PR, PA, J, EV	AB	CS, DM, DS, PA, PR, Sim	C	CS, D, DM, DS, EX, PA, PR, Sim	AB	D, DS, PA, PR, Sim		
<b>Year 3 Fall/Spring</b> Senior	NSG 420/L Adult II	C	D, Sim, DS, EX, CS, J, EV	AB/C	D, DS, CS, Sim,	AB/C	CS, D, DS, Sim	AB/C	CS, D, DS, Sim	
	NSG442/L Public Health	C	DS, EX, PR, PA, PJ, EV	C	DS, EX, PR, PJ, EV	C	DS, EX, PJ	C	DS, PJ	
	NSG 451 Leadership/Issues	C	DS, EX, PR	C	DS, EX, PR	C	DS, EX, PR	C	DS, EX, PR	
	NSG 452/L Comprehensive	P	Sim, DS, EX, CS, J, EV	C/P	DS, EX, J, PA, PR, Sim	C/P	DS, EX, J, PA, PR, Sim	C/P	DS, EX, J, PA, PR, Sim	

<b>Plan</b>			
<b>SLO &amp; Elements</b>	<b>Expected Level of Achievement</b>	<b>Frequency of Assessment</b>	<b>Assessment Methods</b>
<b>SLO 1</b> <b>Key Element:</b> <b>Patient Advocacy</b>	<b>Indirect Measures:</b> 90% of students will respond 'extremely so' or 'definitely' on 'patient advocacy is a significant role of the nurse'.	<b>Collection:</b> Annually Fall & Spring <b>Analysis:</b> Annually Fall	Simulation on elder abuse in NSG 420L Caring for Adults II Lab followed by online self- assessment survey. Simulation coordinator collects data and sends to undergraduate nursing program coordinator.
	<b>Direct Measure:</b> 80% of students will correctly answer test questions on patient advocacy correctly.	<b>Collection:</b> Annually Fall & Spring <b>Analysis:</b> Annually Fall	In NSG 420 instructor collects data from 3 designated test questions on an exam and sends to undergraduate nursing program coordinator.
	<b>Direct Measure:</b> 80% in each cohort of basic and accelerated students will score at or above the Kaplan national average for test questions: Informed consent; Patient Bill of Rights; Right to refuse treatment.	<b>Collection:</b> Annually Spring & Summer <b>Analysis:</b> Annually Fall	In NSG 451, Kaplan Management of Patient Care Examination scores will be collected by the instructor and sent to the undergraduate nursing program coordinator.
	<b>Indirect Measure:</b> 80% of students will rate EBI Exit Survey question on patient advocacy (at $\geq 4$ point scale).	<b>Collection:</b> Annually Summer <b>Analysis:</b> Annually Fall	Associate dean collects EBI Exit Survey results to review with faculty.
	<b>Indirect Measure:</b> Students will have a mean score of 2.4 (on a 4-point scale) on the survey question 'I feel comfortable caring for a dying patient (patient advocacy) on the Casey-Fink Readiness for Practice Survey.	<b>Collection:</b> Annually Spring & Summer <b>Analysis:</b> Annually Fall	In NSG 451, instructor administers, collects data and sends to the undergraduate nursing program coordinator.

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<b>SLO 2</b> <b>Key Element:</b> <b>Collaboration/ Safe, Quality Patient Care</b>	<b>Indirect Measures:</b> 90% of students will receive satisfactory rating on the Clinical Performance Evaluation Tool sections ‘exhibits teamwork and collaboration’, ‘understands and applies quality improvement methods’ and ‘promotes safety’.	<b>Collection:</b> Annually Spring & Summer <b>Analysis:</b> Annually Fall	In NSG 452L clinical faculty will collect data and send to the clinical liaison who will analyze data at the end of spring and summer semesters and send to undergraduate nursing program coordinator.
	<b>Direct Measure:</b> 80% of students will answer 3 test questions on patient safety/quality care correctly.	<b>Collection:</b> Annually Fall & Spring <b>Analysis:</b> Annually Fall	In NSG 312, Instructor will collect scores on the 3 test questions and send to undergraduate nursing program coordinator.
	<b>RN-BSN Direct Measure:</b> 80% of students will score $\geq 3$ on a case study on the nurse’s role in quality, safety and patient advocacy.	<b>Collection:</b> Annually Spring <b>Analysis:</b> Annually Fall	In NSG 311, scores from a case study will be collected by the instructor and given to the undergraduate nursing program coordinator.
	<b>Direct Measure:</b> 80% percent of students will answer the question on the Kaplan Diagnostic Exam related to ‘caring for a patient with a chest tube’ correctly.	<b>Collection:</b> Annually Spring & Summer <b>Analysis:</b> Annually Fall	In NSG 452 instructor collects the scores on the question and sends to undergraduate nursing program coordinator.
	<b>Indirect Measure:</b> 75 % students will have a mean score of 3.0 (on a 4-point scale) on the survey question ‘I feel comfortable caring for chest tubes’ (safe, quality patient care) on the Casey-Fink Readiness for Practice Survey	<b>Collection:</b> Annually Spring & Summer <b>Analysis:</b> Annually Fall	In NSG 451, instructor administers survey of readiness, survey and sends data to the undergraduate nursing program coordinator.
	<b>Indirect Measure:</b> 80% of students will rate EBI Exit Survey item as $\geq 4$ on ‘work with inter-professional teams’ (collaboration).	<b>Collection:</b> Annually Summer <b>Analysis:</b> Annually Fall	Associate dean collects EBI Exit Survey results to review with faculty.

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<b>SLO &amp; Elements</b>	<b>Expected Level of Achievement</b>	<b>Frequency of Assessment</b>	<b>Assessment Methods</b>
<b>SLO 3</b> <b>Key Element:</b> <b>Best Current Evidence</b>	<b>Direct Measure:</b> 80% of students will correctly answer 5 application test questions on the PICOT process.	<b>Collection:</b> Annually Spring <b>Analysis:</b> Annually Fall	NSG 351 instructor collects data from 5 test questions and sends results to undergraduate coordinator.
	<b>Direct Measure:</b> 80% percent of students will answer the question on the Kaplan Diagnostic Exam related to 'making nursing judgments related to medication administration' correctly.	<b>Collection:</b> Annually Spring & Summer <b>Analysis:</b> Annually Fall	NSG 452 instructor collects data from the designated Kaplan question and sends to undergraduate nursing program coordinator.
	<b>Indirect Measure:</b> 90 % students will report 'I feel prepared to administer medications' (best current evidence) on the Casey-Fink Readiness for Practice Survey.	<b>Collection:</b> Annually Spring & Summer <b>Analysis:</b> Annually Fall	In NSG 451, instructor administers survey, collects data and sends to undergraduate coordinator.
	<b>Indirect Measure:</b> 80% of students will rate EBI Exit Survey item on the 'use of best current evidence' as 4 or better.	<b>Collection:</b> Annually Summer <b>Analysis:</b> Annually Fall	Associate dean collects EBI Exit Survey results to review with faculty.



<b>Plan</b>			
<b>SLO &amp; Elements</b>	<b>Expected Level of Achievement</b>	<b>Frequency of Assessment</b>	<b>Assessment Method/s</b>
<b>SLO 4</b> <b>Key Element:</b> <b>Professionalism/Leadership</b>	<b>Indirect Measure:</b> 80% of students will be scored $\geq 3$ on the <i>Agency RN Evaluation of 452L Student Nurse Form</i> items addressing professionalism and leadership	<b>Collection:</b> Annually Spring & Summer <b>Analysis:</b> Annually Fall	In NSG 452L, clinical faculty collect evaluation data and send to clinical liaison for analysis then sends to undergraduate nursing program coordinator.
	<b>Direct Measure:</b> In NSG 451, 80% of students will answer 3 test questions on professionalism/leadership correctly.	<b>Collection:</b> Annually Spring & Summer <b>Analysis:</b> Annually Fall	NSG 451 instructor collects test question scores and sends to undergraduate nursing program coordinator.
	<b>Indirect Measure:</b> Students will have a mean score of 2.4 (on a 4-point scale) on the survey question 'I feel comfortable communicating with a provider' (professionalism/leadership) on the Casey-Fink Readiness for Practice Survey	<b>Collection:</b> Annually Spring & Summer <b>Analysis:</b> Annually Fall	In NSG 451, instructor administers readiness survey, collects data and sends to undergraduate nursing program coordinator.
	<b>Indirect Measure:</b> 80% of student will rate EBI Exit Survey item on 'delegating nursing care while retaining accountability' as $\geq 4$ .	<b>Collection:</b> Annually Summer <b>Analysis:</b> Annually Fall	Associate dean collects EBI Exit Survey results to review with faculty.

**Standard 6: Outcomes:** Program evaluation demonstrates that students have achieved each end-of-program student learning outcome and each program outcome. There is a current SPE.

**Criterion 6.1 SLOs 1-4** The program demonstrates evidence of students' achievement of each end-of-program student learning outcome (SLO). There is ongoing assessment of the extent to which students attain each end-of-program SLO. There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students' attainment of each end-of-program SLO.

<b>Plan</b>			
<b>SLO</b>	<b>Expected Level of Achievement</b>	<b>Frequency of Assessment</b>	<b>Assessment Method/s</b>
<b>End-of-Program Assessment of All SLOs 1-4</b>	<b>Direct Measure:</b> Graduates' NCLEX Test Plan Performance from the NCSBN Program Report will be at or above the "Passing Performance".	<b>Collection:</b> Annually Spring <b>Analysis:</b> Annually Fall	Associate dean receives program report and review with faculty.

**Criterion 6.3: The program demonstrates evidence of students' achievement in completing the nursing program. The expected level of achievement for program completion is determined by the faculty and reflects student demographics. There is ongoing assessment of the extent to which students complete the nursing program. There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students' completion of the nursing program. There is a minimum of the three most recent years of annual program completion data and data are aggregated for the program as a whole, as well as, disaggregated by program option, location and date of completion or entering cohort.**

**Plan**

<b>Program Outcome</b>	<b>Expected Level of Achievement</b>	<b>Frequency of Assessment</b>	<b>Assessment Method/s</b>
<b>Program Completion</b>	70% of graduates will complete the program within 1 ½ times (8 semesters) the length of the program.	<b>Collection:</b> Annually Summer & Fall <b>Analysis:</b> Annually Fall	Undergraduate Nursing Program Coordinator tracks program completion. Gives report to associate dean.
<b>Satisfaction</b>	80% of graduates will express satisfaction with the program.	<b>Collection:</b> Annually Summer <b>Analysis:</b> Annually Fall	The associate dean/undergraduate nursing program coordinator share results of the EBI Exit Survey with the faculty Graduation Satisfaction/Job Placement Survey

**Criterion 6.4: The program demonstrates evidence of graduates' achievement in job placement. The expected level of achievement for job placement is determined by the faculty and reflects program demographics. There is ongoing assessment of the extent to which graduates are employed. For students who do not hold a license as an RN upon admission to the program, there is ongoing assessment of the extent to which graduates are employed. For students who hold a license as an RN upon admission to the program, there is ongoing assessment of the extent to which graduates are employed. There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates being employed. There is a minimum of the three most recent years of available job placement data, and data are aggregated for the nursing program as a whole.**

**Plan**

<b>Component</b>	<b>Expected Level of Achievement</b>	<b>Frequency of Assessment</b>	<b>Assessment Method/s</b>
<b>Job Placement</b>	80% of graduates will be employed in role-related professional practice within 9 months.	<b>Collection:</b> Annually March <b>Analysis:</b> Annually Fall	Graduate Satisfaction/Job Placement Survey collected by undergraduate nursing program coordinator.