

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

**Plan Developed By:** Dr. S. Belpert, C. Howard, C. Imes, L. Murtagh, Dr. P. Rooney for 2016

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**Mission of School 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 graduate nursing program and student outcomes are congruent with the American Association of Colleges of Nursing's (AACN) *Essentials of Master's Education for Advanced Practice Nursing* (2011). In addition, specific educational emphasis outcomes, goals, and course objectives were developed based on:

- *National League for Nursing Core Competencies of Nurse Educators with Task Statements* (2005)
- *National Organization of Nurse Practitioner Faculties (NONPF) Nurse Practitioner Core Competencies* (2014/2017), *Population-focused Nurse Practitioner Competencies: Family/Across the Lifespan and Psychiatric-Mental Health* (2013), and *Adult/Gerontology Acute Care Nurse Practitioner Competencies* (2016).

## **Graduate Student Learning Outcomes**

The curriculum of the CSU–Pueblo Master of Science (MS) with a major in Nursing emphasis in nurse practitioner programs are designed to prepare a graduate who will:

1. Integrate evidence-based practice, ethical decision making and technology into advanced nursing practice.
2. Utilize interprofessional collaboration to provide safe, quality patient-centered care.
3. Lead quality improvement initiatives that affect delivery of advanced nursing practice and health care services.

The curriculum of the CSU–Pueblo Master of Science (MS) with a major in nursing emphasis in nurse educator is designed to prepare a graduate who will:

1. Implement evidence-based teaching techniques and scholarly inquiry in educational settings with diverse learners.
2. Participate in curriculum design and evaluation of outcomes.
3. Participate in interdisciplinary efforts to address educational needs in local, regional, state, national and international forums.
4. Assume a leadership role in shaping and implementing change.

The nurse educator program is currently in hiatus and a revised curriculum will be started in the spring of 2018.

The MS major in nursing is congruent with the mission of the university and college since it meets the need for a career-oriented profession that serves the health care needs of diverse populations while being committed to excellence. Student Learning Outcomes (SLOs) relate to the mission and flow through the organizing framework and are based on the national competencies for advanced nursing practice. Through a consultant-led process, seven components of SLOs were identified. Then elements of the component were selected. Through a prioritization process five elements were selected for evaluation in 2013-2014 and are highlighted in the table. In 2016, the summative analysis SLO components were evaluated using the oral comprehensive exam analytic rubric developed by the graduate faculty in spring and implemented with end of program final oral exams. The formative analysis areas are highlighted in the elements column. These elements will be evaluated within specific course assignments.

<b>Prioritization of MS SLOs</b>		
<b>Nurse Practitioners</b>		
<b>SLOs</b>	<b>Component to be Evaluated</b>	<b>Elements of the Components</b>
1. Integrate evidence-based practice, ethical decision making and technology into advanced nursing practice	1A Best Current Evidence	i. Best current practice and ways of knowing, based on rationale for practice
		ii. Standards and guidelines
		iii. Communications
		iv. Patient wishes/cultural sensitivity
		v. Research and use evidence to drive daily practice
		vi. Advocacy
		vii. Resources at point of care
	1B. ANA Code of Ethics Technologies	i. Ethical decision-making (dilemmas)
		ii. ANA Code of Ethics
		iii. IRB/Informed Consent
		iv. Ethical principles evident in delivery of patient care
	1C. Technologies	i. HIT in evidence-based care
		ii. Current technology to communicate and deliver care
		iii. Up-to-date resources and documentation
		iv. HIPAA
v. Equipment and information systems		
2. Utilize interprofessional collaboration to provide safe, quality, patient-centered care	2A. Interprofessional Collaboration	i. Health care system and teams
		ii. Inter- and intra-professional communications
		iii. Interdisciplinary team work (committees)
		iv. Multiple resources and referrals
		v. Stakeholders roles
	2B. Safety and Quality Patient-centered Care	i. Do no harm
		ii. Standards and guidelines
		iii. Competencies
		iv. Patient outcomes
		v. QSEN
	2C. Patient-centered care	i. Advocacy
		ii. Vulnerable populations
		iii. Respect for patient preferences, values, and needs
		iv. Cultural Sensitivity
		Holism

3. Lead quality improvement initiatives that affect delivery of advanced nursing practice and health care services	3A. Leadership	i. Change agent
		ii. Role in policy change
		iii. Professional integrity
		iv. Transformational leadership style
		v. QI
		vi. Communication
<b>Nurse Educators</b>		
<b>SLO</b>	<b>Components to be Evaluated</b>	
NE1. Implement evidence-based teaching techniques and scholarly inquiry in educational settings with diverse learners.	1A. Educational Theory in Practice	i. Best current practice and ways of knowing, based on rationale for practice
		ii. Standards and guidelines for scholarly inquiry and best teaching practices
		iii. Communications
	1B. Utilize Best Current Evidence	i. Research and use evidence to drive daily
		ii. Standards and guidelines
		iii. Competencies
		iv. IRB/Informed Consent
		v. Up-to-date resources and documentation
		vi. Equipment and information systems
1C. Ethics	i. ANA Code of Ethics	
NE2. Participate in curriculum design and evaluation of outcomes.	2A. Curriculum Design/Outcomes	ii. Current technology in the classroom/lab/clinical/FERPA iv. Ethical principles in teaching/learning
NE3. Participate in interdisciplinary efforts to address educational needs in local, regional, state, national and international forums.	3A. Interprofessional Collaboration	i. Health care system and teams
		ii. Inter- and intra-professional communications
		iii. Interdisciplinary team work (committees)
		iv. Multiple resources and referrals
		v. Stakeholders roles
NE4. Assume a leadership role in shaping and implementing change.	4A. Leadership	i. Change agent
		ii. Role in policy change
		iii. Professional integrity
		iv. Transformational leadership style
		v. QI
		vi. Communication

## **Curriculum:**

See attached curriculum maps for Adult/Gerontology Acute Care Nurse Practitioner, Adult/Gerontology Acute Care/Family Nurse Practitioner, Psychiatric-Mental Health Nurse Practitioner and Nurse Educator emphasis areas within the MS degree.

## **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 the Accreditation Commission for Education in Nursing (ACEN).

Attached are the Systematic Program Evaluation (SPE) templates for the SLO's.

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

## **Program Outcomes**

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

## **Assessment Results:**

Graduate faculty will analyze and interpret data at the first spring faculty meeting. Results/recommendations will be reported to the nursing department at the first spring general faculty meeting. Students have opportunity to participate in the various committees/meetings. Results are used to help the SON 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-certification exams, and clinical evaluations.

## Continuous Processes:

Data will be collected on the priority components for at least 3 years from summer 2016. Faculty will determine new priority components to be assessed based on the data trends and issues/concerns occurring at that time.

The associate dean, the graduate faculty and the curriculum and evaluation committee of the school of nursing 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 Master Evaluation Calendar which indicates when data will be collected, reviewed and reported. The evaluation plan for the master's program student learning outcomes indicates the collection methods to be used.

## 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>

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Leininger, M. (1988). Leininger's theory of nursing: Cultural care diversity and universality.

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*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)

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Scotto, C.J. (2003). A new view of caring. *Journal of Nursing Education*, 42, 289-291.

<b>Adult/Gerontology Acute Care Nurse Practitioner Curriculum Map</b>					
	Courses	Integrate evidence-based practice, ethical decision making and technology into advanced nursing practice	Utilize interprofessional collaboration to provide safe, quality, patient-centered care	Lead quality improvement initiatives that affect delivery of advanced nursing practice and health care services	Level of Expertise (Adapted Benner) & Teaching/Learning Strategies
<b>Year 1</b> 1 <sup>st</sup> semester	506 Roles, Ethics & Issues	AB/ PR, PA, J, EV		AB/PA/DS	<b>Advanced Beginner (AB)</b> = Perform with guidance <b>Competent (C)</b> = Aware of long-term goals and analytical thinking <b>Proficient (P)</b> = Recognize, plan <b>Teaching/Learning Strategies:</b> D= Demonstration Sim= Simulation DS= Discussion EX= Exam CS= Case Study PR= Presentation PA= Paper J= Journal EV= Eval forms P= Portfolio
	508 Adv Practice Theory	AB/PR, PA	AB/PR, PA		
	551 Health Promotion	AB/CS, PA PR	AB/CS, PA, PR		
<b>2<sup>nd</sup> semester</b>	552 Adv Pathophysiology	AB/ EX, CS, DS			
	562 Advanced Assessment	AB/ CS, Sim, D, EX			
	562 L Advanced Assessment	AB/ Sim, D			
	571 Informatics	C/ PA, PR, CS, DS	C, PA, PR, CS, DS	AB/ PA, PR, CS, DS	
	592 Research	AB/PR/J/DS		AB/PR/D	
<b>3<sup>rd</sup> semester</b>	550 Health Policy & Finance	AB/P/DS	AB/DS	AB/PR/DS	
	561 Adv Pharmacology	AB/ EX, CS, DS			
	610 Diagnostic Reasoning	C/ CS, DS	C/ CS, DS		
<b>Year 2</b> 1 <sup>st</sup> semester	612L	AB/DS/D	AB/S/D		
	620 ACNP I	AB/E, CS, Sim, DS, PR, PA	AB/PA, DS	AB/CS, PR, DS	
	620L ACNP Practicum I	AB/J, EV, P	AB/CS, J, P	AB/J, CS	
<b>2<sup>nd</sup> semester</b>	621 ACNP II	C/E, CS, Sim, DS, PR, PA	AB/PA, DS	AB/CS, PR, DS	
	621 ACNP Practicum II	C/J, EV, P	AB/CS, J, P	AB/J, CS	
<b>3<sup>rd</sup> semester</b>	622 ACNP III	P/E, CS, Sim, DS, PR, PA	C/PA, DS	C/CS, PR, DS	
	622 ACNP Practicum III	P/J, EV, P	C/CS, J, P	C/J, CS	

## Adult/Gerontology Acute Care/Family Nurse Practitioner Curriculum Map

	Courses	Integrate evidence-based practice, ethical decision making and technology into advanced nursing practice	Utilize interprofessional collaboration to provide safe, quality, patient-centered care	Lead quality improvement initiatives that affect delivery of advanced nursing practice and health care services	Level of Expertise (Adapted Benner) & Teaching/Learning Strategies
<b>Year 1</b> 1 <sup>st</sup> semester	506 Roles, Ethics & Issues	AB/ PR, PA, J, EV		AB/PA/DS	<b>Advanced Beginner (AB)</b> = Perform with guidance <b>Competent (C)</b> = Aware of long-term goals and analytical thinking <b>Proficient (P)</b> = Recognize, plan <b>Teaching/Learning Strategies:</b> D=Demonstration Sim= Simulation DS= Discussion EX= Exam CS= Case Study PR=Presentation PA= Paper J= Journal EV= Eval forms P=Portfolio
	508 Adv Practice Theory	AB/PR, PA	AB/PR, PA		
	551 Health Promotion	AB/CS, PA PR	AB/CS, PA, PR		
2 <sup>nd</sup> semester	552 Adv Pathophysiology	AB/ EX, CS, DS			
	562 Advanced Assessment	AB/ CS, Sim, D, EX			
	562 L Advanced Assessment	AB/ Sim, D			
	571 Informatics	C/ PA, PR, CS, DS	C, PA, PR, CS, DS	AB/ PA, PR, CS, DS	
	592 Research	AB/PR/J/DS		AB/PR/D	
3 <sup>rd</sup> semester	550 Health Policy & Finance	AB/P/DS	AB/DS	AB/PR/DS	
	561 Adv Pharmacology	AB/ EX, CS, DS			
	610 Diagnostic Reasoning	C/ CS, DS	C/ CS, DS		
<b>Year 2</b> 1 <sup>st</sup> semester	612L Acute Care Skills	AB/DS/D	AB/S/D		
	620 ACNP I	AB/E, CS, Sim, DS, PR, PA	AB/PA, DS	AB/CS, PR, DS	
	620L ACNP Practicum I	AB/J, EV, P	AB/CS, J, P	AB/J, CS	
	631 Family I	C/PA, PR, Sim, EX	AB/PA, DS	AB/CS, PR, DS	
	631L Family Practicum I	AB/ J, EV, P	AB/CS, J, P	AB/J, CS	
2 <sup>nd</sup> semester	621 ACNP II	C/E, CS, Sim, DS, PR, PA	AB/PA, DS	AB/CS, PR, DS	
	621 ACNP Practicum II	C/J, EV, P	AB/CS, J, P	AB/J, CS	
	632 Family II	C/PA, PR, Sim, EX	AB/PA, DS	AB/CS, PR, DS	
	632L Family Practicum II	C/ J, EV, P	AB/CS, J, P	AB/J, CS	
3 <sup>rd</sup> semester	622 ACNP III	P/E, CS, Sim, DS, PR, PA	C/PA, DS	C/CS, PR, DS	
	622 ACNP Practicum III	P/J, EV, P	C/CS, J, P	C/J, CS	
	633 Family III	P/PA, PR, Sim, EX	C/PA, DS	C/CS, PR, DS	
	633L Family Practicum III	P/ J, EV, P	C/CS, J, P	C/J, CS	



## Psychiatric–Mental Health Nurse Practitioner Curriculum Map

	Courses	Integrate evidence-based practice, ethical decision making and technology into advanced nursing practice	Utilize interprofessional collaboration to provide safe, quality, patient-centered care	Lead quality improvement initiatives that affect delivery of advanced nursing practice and health care services	Level of Expertise (Adapted Benner) & Teaching/Learning Strategies
<b>Year 1</b> 1 <sup>st</sup> semester	506 Roles, Ethics & Issues	AB/ PR, PA, J, EV		AB/PA/DS	<b>Advanced Beginner (AB)</b> = Perform with guidance  <b>Competent (C)</b> = Aware of long-term goals and analytical thinking  <b>Proficient (P)</b> = Recognize, plan  <b>Teaching/Learning Strategies:</b> D= Demonstration Sim= Simulation DS= Discussion EX= Exam CS= Case Study PR= Presentation PA= Paper J= Journal EV= Eval forms P= Portfolio
	508 Adv Practice Theory	AB/PR, PA	AB/PR, PA		
	551 Health Promotion	AB/CS, PA PR	AB/CS, PA, PR		
	676 Theoretical Mental Health Models	AB/PR, PA	AB/PR, PA		
2 <sup>nd</sup> semester	552 Adv Pathophysiology	AB/ EX, CS, DS			
	562 Advanced Assessment	AB/ CS, Sim, D, EX			
	562 L Advanced Assessment	AB/ Sim, D			
	571 Informatics	C/ PA, PR, CS, DS	C, PA, PR, CS, DS	AB/ PA, PR, CS, DS	
	592 Research	AB/PR/J/DS		AB/PR/D	
3 <sup>rd</sup> semester	550 Health Policy & Finance	AB/P/DS	AB/DS	AB/PR/DS	
	561 Adv Pharmacology	AB/ EX, CS, DS			
	678 Psychiatric Assessment & Evaluation	AB/ CS, PA		AB/CS, PA	
	679 Psychiatric Differential Diagnosis	C/ CS, DS, Sim	AB/ CS, DS		
<b>Year 2</b> 1 <sup>st</sup> semester	677 Psychopharmacology	C/EX, CS, EX			
	681 Psych Mental Health I	AB/EX, CS, Sim, DS, PR, PA	AB/PA, DS	AB/CS, PR, DS	
	681L PMH Practicum I	AB/J, EV, P	AB/CS, J, P	AB/J, CS	
2 <sup>nd</sup> semester	682 Psych Mental Health II	C/EX, CS, Sim, DS, PR, PA	AB/PA, DS	AB/CS, PR, DS	
	682 L PMH Practicum II	C/J, EV, P	AB/CS, J, P	AB/J, CS	
3 <sup>rd</sup> semester	683 Psych Mental Health III	P/EX, CS, Sim, DS, PR, PA	C/PA, DS	C/CS, PR, DS	
	683L PMH Practicum III	P/J, EV, P	C/CS, J, P	C/J, CS	

<b>Nurse Educator Curriculum Map</b>						
	Courses	Implement evidence-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	Level of Expertise (Adapted Benner) & Teaching/Learning Strategies
<b>Year 1</b> 1 <sup>st</sup> semester	506 Roles, Ethics & Issues	AB/ PR, PA, J, EV		AB/PA/DS		<b>Advanced Beginner (AB)</b> = Perform with guidance <b>Competent (C)</b> = Aware of long-term goals and analytical thinking <b>Proficient (P)</b> = Recognize, plan  <b>Teaching/Learning Strategies:</b> D= Demonstration Sim= Simulation DS= Discussion EX= Exam CS= Case Study PR= Presentation PA= Paper J= Journal EV= Eval forms P= Portfolio
	508 Adv Practice Theory	AB/PR, PA	AB/PR, PA			
	551 Health Promotion	AB/CS, PA PR	AB/CS, PA, PR			
2 <sup>nd</sup> semester	552 Adv Pathophysiology	AB/ EX, CS, DS				
	562 Advanced Assessment	AB/ CS, Sim, D, EX				
	562 L Advanced Assessment	AB/ Sim, D				
	571 Informatics	C/ PA, PR, CS, DS	C, PA, PR, CS, DS	AB/ PA, PR, CS, DS		
	592 Research	AB/PR/J/DS		AB/PR/D		
3 <sup>rd</sup> semester	561 Advanced Pharmacology	AB/ EX, CS, DS				
<b>Year 2</b> 1 <sup>st</sup> 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 & Evaluation	C/PA, PR, DS	C/DS, PA, PR, CS	C/DS, PA, PR	C/DS, PA, PR	
2 <sup>nd</sup> semester	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 <sup>rd</sup> semester	599 Thesis Research	P/T	P/T	P/T	P/T	

Plan			
Component & Key Element(s)	Expected Level of Achievement	Frequency of Assessment	Assessment Method/s
SLO 1A Key Elements i. & iv.	<b>Direct Measure:</b> All students will score 100% with 2 maximum attempts on three different focused exams.	<b>Collection:</b> Annually Spring <b>Analysis:</b> Annually Fall	In NSG 562L instructor will collect data every spring from focused exams (cough, chest pain, and abdominal pain) and submit to graduate nursing program coordinator.
SLO 1A Key Element ii	<b>Direct Measure</b> 80% of students will score 84% or better on a health promotion presentation using “Healthy People” guidelines.	<b>Collection:</b> Annually Fall <b>Analysis:</b> Annually Spring	In NSG 551, instructor will collect grade data from presentation using “Healthy People 2020” guidelines and submit to graduate nursing program coordinator.

Plan			
Component & Key Element(s)	Expected Level of Achievement	Frequency of Assessment	Assessment Method/s
SLO 1B Key Element: ii	<b>Direct Measure:</b> 100% students will score 84% or better on an ethical decision-making assignment on key elements of the ANA Code of Ethics.	<b>Collection:</b> Annually Fall <b>Analysis:</b> Annually Spring	In NSG 506 instructor will collect data every fall from assignment and submit to graduate nursing program coordinator.

Plan			
Component & Key Element(s)	Expected Level of Achievement	Frequency of Assessment	Assessment Method/s
SLO 2B Key Elements i-v.	<b>Direct Measure:</b> 100% of NP students will score 8 (on an 8-point scale) on the preceptor evaluation	<b>Collection:</b> Annually Summer <b>Analysis:</b> Annually Fall	NSG 622L, NSG 638L and NSG 683L instructors will collect preceptor evaluation sections regarding pharmacological decision-making at the end of each course and submit to graduate nursing program coordinator.

Plan			
Component & Key Element(s)	Expected Level of Achievement	Frequency of Assessment	Assessment Method/s
SLO 2C Key Elements ii. & iii.	<b>Direct Measure:</b> 100% of nurse practitioner students will score 84% or better on a group case study/paper.	<b>Collection:</b> Annually Summer <b>Analysis:</b> Annually Fall	In NSG 633 and NSG 683 instructors will collect data from case study involving vulnerable populations and submit grades to graduate nursing program coordinator.
SLO 2C Key Elements ii. & iii.	<b>Direct Measure:</b> 80% of nurse practitioner students will answer 3 designated questions correctly regarding LGBTQ health.	<b>Collection:</b> Annually Spring & Summer <b>Analysis:</b> Annually Fall	In NSG 621 and NSG 682 instructors will collect scores on three designated final exam questions related to LGBTQ health issues and disparities and submit to graduate nursing program coordinator. (see attached questions).

Plan			
Component & Key Element(s)	Expected Level of Achievement	Frequency of Assessment	Assessment Method/s
SLO 2A Key Elements ii. iii. & iv. SLO 2C Key Elements ii. & iii.	<b>Indirect Measure:</b> 100% of NP students will score 4 (slightly agree) or 5 (agree) on a post simulation survey.	<b>Collection:</b> Annually Summer <b>Analysis:</b> Annually Fall	During NSG 622 neuro-trauma interprofessional education simulation, a post survey data will be collected by the instructor and submitted to graduate nursing program coordinator.

Plan			
End of Program Summative Evaluations	Expected Level of Achievement	Frequency of Assessment	Assessment Method/s
SLO 1A Key Element: i. ii. iv. & v.	<b>Direct Measure:</b> 100% of NP students will score 84% or better on the evidence-based practice section of the oral comp exam	<b>Collection:</b> Annually Summer <b>Analysis:</b> Annually Spring	Evidenced-based section of the student oral comprehensive exam will be scored and reviewed for all students. Data will be collected by the graduate nursing coordinator.
SLOs 1,2,3	<b>Direct Measure of All End-of-Program SLOs:</b> 100% of students will score Competent or Proficient on the Oral Comprehensive Examination.	<b>Collection:</b> Annually Summer <b>Analysis:</b> Annually Spring	At end of program, graduate faculty will utilize an analytic rubric to score end-of-program student learning outcomes and submit data to the graduate nursing program coordinator.

Plan			
End of Program Summative Evaluations	Expected Level of Achievement	Frequency of Assessment	Assessment Method/s
<b>Component</b>	<b>Expected Level of Achievement</b>	<b>Frequency of Assessment</b>	<b>Assessment Method/s</b>
SLO 1,2,3	Indirect Measure: 80% of students will rate EBI Exit Survey items, 'resolve practice problems using research' (SLO1), 'consulting with other professionals' (SLO2), 'apply performance measures to quality improvement' (SLO 3) as $\geq 4$ on a 7-point scale.	<b>Collection:</b> Annually Summer <b>Analysis:</b> Annually Spring	Associate dean collects EBI Exit Survey results to review with faculty.

**CSU-Pueblo Department of Nursing  
Systematic Program Evaluation Graduate Program 2016-2017**

**Criterion 6.2: The program demonstrates evidence of graduates' achievement on the certification examination. For EACH certification exam, the annual pass rate for ALL first-time test takers will be at or above the national mean for the same three year period. In the absence of a national mean, the pass rate for each certification exam will be at least 80% for ALL first-time test takers during the same twelve month period. There is ongoing assessment of the extent to which graduates succeed on the certification exams. 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' success on the certification examinations. There is a minimum of the three (3) most recent years of available certification exam pass rate data, and data are aggregated for the nursing program as a whole, as well as, disaggregated by program option/certification exam location, and date of program completion.**

**Plan**

<b>Program Outcome</b>	<b>Expected Level of Achievement</b>	<b>Frequency of Assessment</b>	<b>Assessment Method/s</b>
<b>Certification Exams</b>	80% of graduates will pass the national certification exam the first time.	<b>Collection:</b> Annually Spring <b>Analysis:</b> Annually Fall	The associate dean/graduate nursing program coordinator will receive the results and share with the faculty at the fall faculty retreat.

**CSU-Pueblo Department of Nursing  
Systematic Program Evaluation Graduate Program 2015-2018**

**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>Completion</b>	80% of graduates will complete the program within 1 ½ times the length of the program.	<b>Collection:</b> Annually Summer <b>Analysis:</b> Annually Fall	The graduate program coordinator tracks program completion.
<b>Satisfaction</b>	80% of graduates will express satisfaction with the program.	<b>Collection:</b> Annually Summer <b>Analysis:</b> Annually Spring	The associate dean/graduate nursing program coordinator will look at EBI Exit Survey results and share with the faculty at the first spring graduate faculty meeting.

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**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. 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>Program Outcome</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 one year.	<b>Collection:</b> Annually Spring <b>Analysis:</b> Annually Fall	The graduate nursing program coordinator will send out a survey at 9-12 months after students graduate. Graduate Satisfaction/Job Placement Survey