



(Due: June 1, 2018)

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Please describe the 2017-2018 assessment activities and follow-up for your program below. Please complete this form for each undergraduate major, 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, save and submit it to both the Dean of your college/school and to the Assistant Provost as an email attachment before June 1, 2018. You'll also find this form on the assessment website at <https://www.csupueblo.edu/assessment-and-student-learning/resources.html>. Thank you.

I. Assessment of Student Learning Outcomes (SLOs) in this cycle. Including processes, results, and recommendations for improved student learning. Use Column H to describe improvements planned for 2018-2019 based on the assessment process.

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? (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 and how many or what proportion of students should be at that level?	F. What were the results of the assessment? Include the proportion of students meeting proficiency.	G. What were the department's conclusions about student performance?	H. What changes/improvements to the program are planned based on this assessment?
End-of-Program SLO 1 Key Element: Patient Advocacy	Collection Annually Spring & Summer Analysis: Annually Fall	Simulation on elder abuse in NSG 420L Caring for Adults II Lab followed by a self-assessment using the Simulation Formative Assessment Tool	Basic N=52, Accelerated N=24	Indirect Measure: 90% of students will rate themselves 'satisfactory' on the simulation self-	2016-2017 Basic N=52, 95% rated themselves as satisfactory. ----- Accelerated N=24, 94% rated themselves as	Basic benchmark met. ----- Accelerated benchmark met.	Maintain.

		which is rated as satisfactory or unsatisfactory. Simulation coordinator collects data and sends to undergraduate nursing program coordinator.		assessment 'Demonstrate s client advocacy through professional and family caring.'	satisfactory		
End-of-Program SLO 1 Key Element: Patient Advocacy	Collection Annually Spring & Summer Analysis: Annually Fall	Kaplan Management of Patient Care Exam- In NSG 451, instructor collects data and sends to the undergraduate nursing program coordinator.	Basic N=54, Accelerated N=26	Direct Measure: 80% 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.	Basic N=54 Average score on all three questions 95%; National norm 93% ----- Accelerated N=26 Average score on all three questions Average score 96%, National norm 93 %	Basic benchmark met. ----- Accelerated benchmark met.	Maintain.
End-of-Program SLO 1 Key Element: Patient Advocacy	Collection Annually Summer Analysis: Annually Fall	Associate Dean collects EBI Exit Survey results and reviews with faculty.	Basic N= 17	Indirect Measure: 80% of students will rate EBI Exit Survey Question on patient advocacy 4 or better (on a 7-point scale).	2016-2017 Basic N= 17 100% rated 4 or better	Benchmark met.	Maintain/Revise: Third time to use this question. Faculty decided to use the Essentials of Baccalaureate Education for Professional Nursing, Essential VIII instead of individual questions since the EBI questions sometimes change from year to year.

End-of-Program SLO 1 Key Element: Patient Advocacy	Collection Annually Summer Analysis: Annually Fall	Examination- In NSG 420, instructor collects scores on the test question and sends to undergraduate nursing program coordinator.	Basic N=53, Accelerated N=29	Direct Measure: 80% of students will answer 1 test questions on patient advocacy correctly.	2016-2017 Basic N=53, 98% answered 1 question correctly ----- Accelerated N=29, 100% answered all 3 questions correctly.	Basic Benchmark met ----- Accelerated Benchmark met.	Revised: From follow up discussion in the spring faculty decided to increase to 3 questions as a new measure.
End-of-Program SLO 1 Key Element: Patient Advocacy	Collection Annually Spring and Summer Analysis: Annually Fall	Casey-Fink Readiness for Practice Survey- In NSG 451, instructor collects survey results and sends to undergraduate nursing program coordinator.	Basic N=49, Accelerated N=23	Indirect Measure: Students will have a mean score of 2.0 (on a 4-point scale) on the Casey-Fink Readiness for Practice Survey question 'I feel comfortable caring for a dying patient'. (Patient Advocacy)	2016-2017 Basic N=49, Mean 3.07 ----- Accelerated N=23, Mean 2.90	Basic benchmark met.: a 0.16% improvement from 2015-2016. ----- Accelerated benchmark met.	Maintain/Development: Continue this survey to identify gaps. Faculty discussed ways to increase student comfort in caring for the dying. Sim coordinator will develop a sim that allows students to practice patient advocacy for a dying patient.
End-of-Program SLO 2 Key Element: Collaboration/ Safe, Quality Patient Care	Collection Annually Spring & Summer Analysis: Annually Fall	Clinical Performance Evaluation Tool- In NSG 452L, clinical faculty will collect data and send to the clinical liaison who will analyze	Basic N=49, Accelerated N=24	Indirect Measures: 90% of students will receive satisfactory rating on the Clinical Performance	2016-2017 Basic N=49, 99% received satisfactory ratings. ----- Accelerated N=24, 100% received	Basic benchmark met. ----- Accelerated benchmark met.	Maintain.

		data at the end of spring and summer semesters and send to undergraduate nursing program coordinator.		Evaluation Tool sections 'exhibits teamwork and collaboration', 'understands and applies quality improvement s methods' and 'promotes safety'.	satisfactory ratings.		
Linked to NSG 312 Course Objective End of Program SLO 2 Key Element: Collaboration/ Safe, Quality Patient Care (Formative)	Collection Annually Fall & Spring Analysis: Annually Fall	Examination- In NSG 312, instructor will collect scores on the 3 test questions and send to undergraduate nursing program coordinator.	Basic N=23, Accelerated N=27	Direct Measure: 80% of students will answer 3 test questions on patient safety/quality care correctly. Course objective: Discuss the nursing knowledge and practice standards that apply to the art and science of nursing utilizing the concepts of evidenced based practices.	2016-2017 Basic N=23 Average=95% Q1=100% Q2=86% Q3=100% ----- Accelerated N=27, Average=89% Q1=100% Q2=85% Q3=91%	Basic benchmark met. ----- Accelerated benchmark met.	Maintain.

<p>Linked to NSG 311 Course Objective End of Program SLO 2 Key Element: Collaboration/ Safe, Quality</p>	<p>Collection Annually Spring Analysis: Annually Fall</p>	<p>Case Study- In NSG 311, instructor collects scores and sends to undergraduate nursing program coordinator.</p>	<p>11 RN-BSN students.</p>	<p>RN-BSN Direct Measure: 80% of students will score 3 or better on a case study on the nurse's role in quality, safety and patient advocacy. Course objective: Appraise principles of safety and quality improvement to monitor the outcomes of care processes for patients and families across the lifespan.</p>	<p>2016-2017 97% of RN-BSN students scored 3 or better.</p>	<p>Benchmark met.</p>	<p>Maintain.</p>
<p>End-of-Program SLO 2 Key Element: Collaboration/ Safe, Quality Patient Care</p>	<p>Collection Annually Spring & Summer Analysis: Annually Fall</p>	<p>Kaplan Diagnostic Exam- In NSG 452, instructor collects the scores and sends to undergraduate nursing program coordinator.</p>	<p>No Data</p>	<p>Direct Measure: 80% of students will answer the question on the Kaplan Diagnostic Exam related to 'caring for a patient with a chest tube'</p>	<p>2016-2017 No Data</p>	<p>No Data</p>	<p>Kaplan dropped chest tube questions. Revise: Faculty added new direct measure-80% of students will answer the question on the NSG 420 exam related to 'caring for a patient with a chest tube' correctly.</p>

				correctly.			
End-of-Program SLO 2 Key Element: Collaboration/ Safe, Quality Patient Care	Collection Annually Summer Analysis: Annually Fall	EBI Exit Survey- Associate Dean collects survey results and reviews with faculty.	Basic N=17	Indirect Measure: 80% of students will rate EBI Exit Survey item on 'work with inter-professional teams' as 4 or better (7 point scale) (collaboration).	2016-2017 Basic N=17, 100% Mean 5.82	Benchmark met.	Revise. Third time to use this question. Faculty decided to use the Essentials of Baccalaureate Education for Professional Nursing, Essential VI instead of individual questions since the EBI questions sometimes change from year to year.
End-of-Program SLO 2 Key Element: Collaboration/ Safe, Quality Patient Care	Collection Annually Spring & Summer Analysis: Annually Fall	Casey-Fink Readiness for Practice Survey- In NSG 451, instructor collects survey results and sends to undergraduate nursing program coordinator.	Basic N= 49, Accelerated N=23	Indirect Measures: 75% of students will report 'I feel comfortable caring for chest tubes' on the Casey-Fink Readiness for Practice Survey. (safe, quality patient care)	2016-2017 Basic N= 49, 70% were comfortable. ----- Accelerated N=23, 70% were comfortable.	Basic benchmark not met, however a 40% improvement from 2015-2016 Faculty noted improvement in the basic students. ----- Accelerated benchmark not met. Rating down 7% from 2015-2016.	Maintain: Faculty decided to continue sim that allows students to practice this skill. Continue chest tube station in NSG 420L nursing skills lab and simulation on chest tube care and will re-evaluate in one year.
Linked to NSG 351 Course Objective #3 SLO 3 Key Element: Best Current Evidence	Collection Annually Spring Analysis: Annually Fall	Examination- NSG 351 instructor collects data from 5 test questions and send results to undergraduate coordinator.	Basic N=54, Accelerated N=20	New Measure based on faculty decision of 2015-2016 to add 2 more test questions (5 application	2016-2017 Revised Measure Basic N=54, 94% answered 5 test questions correctly. -----	Basic benchmark met. ----- Accelerated benchmark met.	Maintain. First time to use this measure. Continue to use.

				<p>questions). Direct Measure: 80% of students will correctly answer 5 application test questions on the PICOT process. Course objective #3: Evaluate current research, information, and technology to communicate , manage knowledge, prevent error, and support decision-making.</p>	<p>Accelerated N=20, 95% answered 5 test questions correctly.</p>		
<p>Linked to NSG 351 Course Objective #2 SLO 3 Key Element: Best Current Evidence</p>	<p>Collection Annually Spring Analysis: Annually Fall</p>	<p>Poster-NSG 351 instructor collects data and send to undergraduate nursing program coordinator.</p>	<p>Basic N=54, Accelerated N=20</p>	<p>Direct Measure: 80% of students will score 84% or better on a PICOT poster at the university research symposium.</p>	<p>2016-2017 Basic N=54, 100% scored 84% or better. ----- Accelerated N=20, 100% scored 84% or better.</p>	<p>Basic benchmark met. ----- Accelerated benchmark met.</p>	<p>Maintain.</p>

				Course objective #2: Demonstrate nursing judgment / critical appraisal of best current evidence to ensure optimal outcomes for patients and families across the lifespan.			
End-of-Program SLO 3 Key Element: Best Current Evidence	Collection Annually Spring & Summer Analysis: Annually Fall	Kaplan Diagnostic Exam- In NSG 452, instructor collects data and sends to undergraduate nursing program coordinator.	Basic N=52, Accelerated N=26	Direct measure: 80% of students will answer the question on the Kaplan Diagnostic Exam related to 'making nursing judgements related to medication administration' correctly.	2016-2017 Basic N= 34, 38% Accelerated N=33, 30%	Benchmark not met for both groups for 2 years running. Exam revealed a continuing weakness in 'making nursing judgements related to medication administration' in spite of NCLEX 10,000 questions related to nursing judgment in med administration; including med administration in every simulation; including case studies and simulated med administration in NSG 308 class.	Revise/Development: Faculty decided to provide a simulation on nursing judgment in med administration; adding this simulation in NSG 232L and increasing the amount of med administration practice time throughout the curriculum.

<p>End-of-Program SLO 3 Key Element: Best Current Evidence</p>	<p>Collection Annually Spring & Summer</p> <p>Analysis: Annually Fall</p>	<p>Casey-Fink Readiness for Practice Survey- In NS 451, instructor collects data and sends to undergraduate nursing program coordinator.</p>	<p>Basic N=26, Accelerated N=23</p>	<p>Indirect Measure: 90% of students will report medication administration as a top skill they are comfortable performing on the Casey –Fink Readiness for Practice Survey.</p>	<p>2016-2017 Basic N=26, 90% ----- Accelerated N=23, 96%</p>	<p>Basic benchmark met. ----- Accelerated benchmark met.</p>	<p>Maintain.</p>
<p>End-of-Program SLO 3 Key Element: Best Current Evidence</p>	<p>Collection Annually Summer</p> <p>Analysis: Annually Fall</p>	<p>EBI Exit Survey- Associate dean collects results and review with faculty.</p>	<p>Basic N=17</p>	<p>Indirect Measure: 80% of students will rate EBI Exit Survey item on the ‘use of best current evidence’ as 4 or better.</p>	<p>2016-2017 Basic N=17; 94% rated 4 or better.</p>	<p>Benchmark met.</p>	<p>Revise. Third time to use this question. Faculty decided to use the Essentials of Baccalaureate Education for Professional Nursing, Essential III instead of individual questions since the EBI questions sometimes change from year to year.</p>
<p>End of Program SLO 4 Key Element: Professionalism/ Leadership</p>	<p>Collection Annually Spring & Summer</p> <p>Analysis: Annually Fall</p>	<p>Agency RN Evaluation-In NSG 452L, clinical faculty collect evaluation data and send to clinical liaison for analysis, then sends to undergraduate nursing program coordinator.</p>	<p>Basic N=49, Accelerated N=24</p>	<p>Indirect Measure: 80% of students will be rated as 3 or better on the <i>Agency RN Evaluation of 452L Student Nurse Form</i> items addressing professionalism and</p>	<p>2016-2017 Professionalism: Basic N=49, 100% ----- Accelerated N=24, 99.9% rated as 3 or better. ***** Leadership: Basic N=49, 100%</p>	<p>Basic benchmark met. ----- Accelerated benchmark met.</p>	<p>Maintain.</p>

				leadership.	----- Accelerated N=24, 99.9% rated as 3 or better.		
End of Program SLO 4 Key Element: Professionalism/ Leadership	Collection Annually Spring & Summer Analysis: Annually Fall	EBI Exit Survey- Associate dean collects results and reviews with faculty.	Basic N=17	Indirect Measure: 80% of students will rate EBI Exit Survey item on 'delegating nursing care while retaining accountability ' as 4 or better.	2016-2017 Basic N=17, 100% rated 6.53	Benchmark met.	Revise. Third time to use this question. Faculty decided to use the Essentials of Baccalaureate Education for Professional Nursing, Essential IX instead of individual questions since the EBI questions sometimes change from year to year.
End of Program SLO 4 Key Element: Professionalism/ Leadership	Collection Annually Spring & Summer Analysis: Annually Fall	Examination-In NSG 451, instructor collects data and sends to undergraduate nursing program coordinator.	Basic N=53, Accelerated N=27, RN-BSN N=8	New Measure based on faculty decision from 2015-2016 to increase test questions to 3. Direct Measure: 80% of students will answer 3 test questions on professionalis m/leadership correctly.	2016-2017 Basic N=53, 98% ----- Accelerated N=27, 100% ----- RN-BSN N=8, 100%	Benchmark met for all 3 groups	Maintain.
End of Program SLO 4 Key Element: Professionalism/ Leadership	Collection Annually Spring & Summer	Kaplan Diagnostic Exam- In NSG 452, instructor	Basic N=52, Accelerated N=26	Direct Measure: In NSG 452, 80% of students	2016-2017 Basic N=52, 90% -----	Basic benchmark met. ----- Accelerated	Faculty discussed methods to increase basic score. Sim coordinator will develop a sim that includes prioritization.

Leadership	Analysis: Annually Fall	collects data and sends to undergraduate nursing program coordinator.		will answer 3 questions on the Kaplan Diagnostic Exam related to 'setting priorities' correctly.	Accelerated N=26, 81%	benchmark met.	
End of Program SLO 4 Key Element: Professionalism/ Leadership	Collection Annually Spring & Summer Analysis: Annually Fall	Casey-Fink Readiness for Practice Survey- In NSG 451, instructor collects data and sends to undergraduate nursing program coordinator.	Basic N=49, Accelerated N=23	Indirect Measure: Students will have a mean score of 3.0 (on a 4-point scale) on the Casey-Fink Readiness for Practice Survey 'I feel comfortable communicating with a provider' (professionalism/ Leadership).	2016-2017 Basic N=49, Mean 2.40 ----- Accelerated N=23, Mean 2.70	Benchmark not met and Basic decreased by 0.32 and accelerated increased by 0.34 Both classes need more experience to increase comfort level.	ISBARR presentation and practice will be added to NSG 232L and 452L and continued in med-surgical clinical and simulation.
Summative Assessment of All End-of-Program SLOs Using NCSBN Performance Report	Collection Annually Spring Analysis: Annually Fall	Associate dean receives NCSBN program reports for basic and accelerated graduates from the previous year and reviews with faculty.	Basic N=49, Accelerated N=23	Direct Measure: Graduates' NCLEX Test Plan Performance from the NCSBN Program Report will be at or above the "Passing Performance"	See Table Under Comments	Basic benchmark met. ----- Accelerated benchmark met.	Continue to monitor.

Program Outcome: NCLEX-RN Pass Rate	Collection Annually Spring Analysis: Annually Fall	Associate dean receives program pass rates and reviews with faculty. Basic program completion May of each year and Accelerated August of each year	Basic N=56, Accelerated N= 18	Direct Measure: 80% of graduates will pass the national licensure exam the first time.	Pass rates were not separated by program option as per ACEN standard. Associate dean contacted board of nursing to get separate results for basic and accelerated graduates. Results are now reported by program option as of 2016. 2017 National- 90.35% Total Program Aggregated N=74, 94.60% Results by Program Option: Basic N=56, 92.88% ----- Accelerated N= 18, 100%	Basic benchmark met. ----- Accelerated benchmark met.	Maintain.
Program Outcome:	Collection Annually	Basic 2014 Cohort	Undergraduate nursing	New Measure based on	Basic 2012 Cohort	Basic benchmark met.	Monitor.

Program Completion	Summer, Fall, and Spring Analysis: Annually Spring	N=52, Accelerated 2015 Cohort N=31 RN-BSN 2017 Graduates, N=13, 100%	program coordinator tracks program completion. Shares results with associate dean and faculty. Data grouped by entering cohort year.	2015-2016 faculty decision to change completion rate to 70%. 70% of graduates will complete the program within 1 ½ times (8 semesters for Basic and 6 semesters for Accelerated) the length of the program.	N=59, 85% Accelerated 2015 Cohort N=31, 87% RN-BSN 2017 Graduates, N=13, 100%	----- Accelerated benchmark met. ----- RN-BSN benchmark met.	
Program Outcome: Graduate Satisfaction	Collection Annually Summer Analysis: Annually Fall	Basic N=17	Associate dean sends out survey link to graduates; reviews results with faculty.	80% of graduates will express program satisfaction with a rating of 4 or better (& point scale) on the EBI Exit Survey 'Overall Program Effectiveness'	Basic N=17, 100% rated 'Overall Program Effectiveness' 6.28	Rating an improvement of 1.41 from 2015-2016 rating of 4.87. Improvement may be due to two new faculty hires; full-time faculty teaching clinical courses; a new sim coordinator position and new sim technician.	Maintain.
Program Outcome: Graduate Satisfaction	Collection Annually Spring Analysis: Annually Fall	2017 92% of graduates (N=12)	Undergraduate nursing program coordinator initiates Graduation Satisfaction/Jo	80% of graduates will express program satisfaction on a SON survey with a	2017 92% of graduates (N=12) expressed satisfaction from 2016	Benchmark met. Response rate increased after 2 electronic requests and follow-up phone calls. But, faculty	On 9/13/17 faculty discussed deleting SON satisfaction survey and on 12/6/17 decided to use EBI Exit Survey only to assess graduate satisfaction.

			b Placement Survey at 6 months to 1 year and reviews results with associate dean and faculty.	rating of 4 or better (7point scale).	graduating cohorts.	called personally call graduates fall semester to increase response rate.	
Job Placement	Collection Annually March Analysis: Annually Fall	N=36	Associate dean initiates Graduation Satisfaction/Job Placement Survey at 1 year and review results with faculty.	80% of graduates will be employed in role-related professional practice within 6 months to one year.	2016 Total Program Aggregated Results after two electronic attempts and phone calls: N=36, 97% employed.	Benchmark met. Same as plan for 6.3 because job placement information included on 1-year post-graduate survey. Response rate increased after phone calls.	Maintain. Continue to use email, Google Docs and phone calls.

Comments on part I:

Table from Summative Assessment of All End-of-Program SLOs Using NCSBN Performance Report

2016-2017

New Measure

Date	Client Needs	CSU-P	Passing Perform
4/16-3/17	Management of Care	54%	49%
Basic	Safety & infection Control	61%	49%
	Health Promo/Maintenance	55%	50%
	Psychosocial Integrity	61%	50%
	Basic Care/Comfort	61%	49%
	Pharm/Parental Therapies	63%	49%

	Reduction of Risk Potential	58%	49%
	Physiological Adaptation	55%	49%

Date	Client Needs	CSU-P	Passing Perform
4/16-3/17	Management of Care	66%	49%
Accelerated	Safety and Infection Control	66%	49%
	Health Promo/Maintenance	65%	50%
	Psychosocial Integrity	65%	50%
	Basic Care/Comfort	68%	49%
	Pharm/Parenteral Therapies	69%	49%
	Reduction of Risk Potential	69%	49%
	Physiological Adaptation	71%	49%

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the 2017-2018 cycle. These are those 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 to generate the data which informed the change? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment?	D. How were the recommendations for change acted upon?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
SLO-1 Indirect Measures: 75% of students	Collection: Annually Spring & Summer Analysis: Annually Fall	Summer 2016: Simulation coordinator developed a sim that allowed students to practice patient advocacy.	Simulation was added for patient advocacy.	Basic benchmark met.: a 0.16% improvement from 2015-2016. ----- Accelerated benchmark met.

<p>will report 'I feel comfortable caring for chest tubes' on the Casey-Fink Readiness for Practice Survey. (safe, quality patient care)</p> <p>2016-2017 Basic N=49, Mean 3.07 ----- Accelerated N=23, Mean 2.90</p>				<p>Maintain/Development: Continue this survey to identify gaps. Faculty discussed ways to increase student comfort in caring for the dying. Sim coordinator will develop a sim that allows students to practice patient advocacy for a dying patient.</p>
<p>SLO-2 Direct Measure: 80% of students will answer 3 test questions on patient safety/quality care correctly. Course objective: Discuss the nursing knowledge and practice standards that apply to the art and science of nursing utilizing the concepts of evidenced based practices. 2016-2017 Basic N=23 Average=95% Q1=100% Q2=86%</p>	<p>Collection: Annually Fall & Spring</p> <p>Analysis: Annually Fall</p>	<p>To address the low scores, the instructor added videos on patient safety; increased class discussion on safety; stressed case studies emphasizing patient safety.</p>	<p>Instructor added videos and content.</p>	<p>Basic benchmark met. ----- Accelerated benchmark met. Continue to monitor</p>

<p>Q3=100%</p> <p>-----</p> <p>Accelerated N=27, Average=89%</p> <p>Q1=100%</p> <p>Q2=85%</p> <p>Q3=91%</p>				
<p>SLO-2 Indirect Measures: 75% of students will report 'I feel comfortable caring for chest tubes' on the Casey-Fink Readiness for Practice Survey. (safe, quality patient care) 2016-2017 Basic N= 49, 70% were comfortable. ----- Accelerated N=23, 70% were comfortable</p>	<p>Collection: Annually Spring & Summer</p> <p>Analysis: Annually Fall</p>	<p>Summer 2016: Simulation coordinator developed sims that allowed students to practice this skill.</p> <p>2017: Continue chest tube station in NSG 420 lab, emphasize lecture content on chest tube care in NSG 420 and continue to include a chest tube experience in sim lab.</p>	<p>Simulation implemented.</p>	<p>Basic benchmark not met, however a 40% improvement from 2015-2016 Faculty noted improvement in the basic students. ----- Accelerated benchmark not met. Rating down 7% from 2015-2016.</p> <p>Maintain: Faculty decided to continue sim that allows students to practice this skill. Continue chest tube station in NSG 420L nursing skills lab and simulation on chest tube care and will re-evaluate in one year</p>
<p>SLO-3 Direct measure: 80% of students will answer the question on the Kaplan Diagnostic Exam related to 'making nursing judgements related to medication administration' correctly.</p>	<p>Collection: Annually Spring & Summer</p> <p>Analysis: Annually Fall</p>	<p>Revise/Development: Faculty decided to provide a simulation on nursing judgment in med administration; adding this simulation in NSG 232L and increasing the amount of med administration practice time throughout the curriculum.</p>	<p>Simulation implemented</p>	<p>Benchmark not met for both groups for 2 years running. Exam revealed a continuing weakness in 'making nursing judgements related to medication administration' in spite of NCLEX 10,000 questions related to nursing judgment in med administration; including med administration in every simulation; including case studies and simulated med administration in NSG 308 class.</p> <p>Revise/Development: Faculty decided to provide a simulation on nursing judgment in med administration; adding this simulation in NSG 232L</p>

2016-2017 Basic N= 34, 38% Accelerated N=33, 30%				and increasing the amount of med administration practice time throughout the curriculum.

Comments on part II:

Casey-Fink Readiness for Practice Survey

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Please fill in the blank or circle the response that represents your individual profile.

1. Age: _____ years

2. Gender:

a. Female

b. Male

3. Ethnicity:

a. Caucasian (white)

b. Black

c. Hispanic

d. Asian

e. Native American

f. Other

g. I do not wish to include this information

4. Other non-nursing degree (if applicable): _____

5. What previous health care work experience have you had:

a. Nursing assistant

b. Medical assistant

- c. Volunteer
- d. Unit secretary
- e. EMT
- f. EMT - Paramedic
- g. Student Externship
- h. Nurse Intern or Advanced Care Partner
- i. Other: (please specify) _____

6. Currently employed:

- a. Yes
- b. No

7. If yes (question #6), are you employed in a healthcare related position:

- a. Yes
- b. No

8. Average # hours worked/week while enrolled in BSN program: # _____ Hours

9. Please share the major reasons why you chose nursing as a career.

10. Current GPA _____

11. Type of BSN program enrolled:

- a. Traditional
- b. Accelerated
- c. Worksite
- d. CHOICE
- e. Other: _____

12. Are you enrolled in an employer supported scholarship program?

- a. Yes
- b. No

13. School of Nursing attended

- a. CU
- b. REGIS
- c. UNC
- d. Other

14. Month/year started in BSN program: _____

15. Clinical Area of Senior Practicum experience:

- a. Adult M/S
- b. Adult ICU
- c. Oncology/BMT
- d. OB (L&D, POST PARTUM)

- e. Pediatric M/S
- f. Pediatric ICU
- g. NICU
- h. Mental Health
- i. Ambulatory Care Setting
- j. Rehabilitation
- k. Emergency Department
- l. OR/Perioperative Setting
- m. Other: _____

16. Was your clinical practicum experience at your current place of employment?

- a. Yes
- b. No

17. What setting was your clinical practicum experience located:

- a. Urban setting
- b. Rural setting

18. How many clinical hours were you required to complete during your senior practicum?

_____ Hours

19. How many hours did you spend with your unit charge nurse?

_____ Hours

20. How many primary preceptors did you have during your senior practicum experience?

_____ Preceptors

21. Were you required to review NCLEX-RN questions during your senior practicum course?

a. Yes

b. No

22. If yes (question 21) how many questions/week did you review? # _____ Questions

23. What did YOU do to prepare for your senior practicum experience: (may select more than one answer)

a. Practiced skills in learning lab

b. Participated in simulation assignment

c. Developed a care plan

d. Brought medication reference or PDA to clinical

e. Set daily goals with preceptor

f. Met with preceptor prior to start of clinical experience

g. Oriented to facility/tour unit

h. Discussed personal learning needs with clinical faculty

i. Did nothing to prepare

j. Other: _____

List three skills/procedures you are most uncomfortable performing independently at this time?

Select from list below.

- 1.
- 2.
- 3.
4. _____ I am independent in all skills listed below

List of skills

Assessment skills

Bladder catheter insertion/irrigation

Blood draw/venipuncture

Blood glucose monitoring device

Central line care (dressing change, blood draws, discontinuing)

Charting/documentation

Chest tube care

EKG/Telemetry monitoring and interpretation

Giving verbal report

Intravenous (IV) medication administration

Intravenous (IV) starts

IV pumps/PCA pump operation

Medication administration

NG tube/Dobhoff care

Pulse oximetry

Responding to an emergency/CODE/changing patient condition

Trach care/suctioning

Wound care/dressing change/wound vac

Other _____

Please answer each of the following questions by placing a mark inside the box/circle:

What is your current level of confidence in managing a patient care assignment on an adult Medical/Surgical unit:

NOT CONFIDENT VERY CONFIDENT

1 2 3 4 5

Caring for 2 patients

Caring for 3 patients

Caring for 4 patients

STRONGLY

DISAGREE DISAGREE AGREE

STRONGLY

AGREE

1. I feel confident communicating with physicians.

2. I am comfortable communicating with patients from diverse

populations.

☐ ☐ ☐ ☐

3. I am comfortable delegating tasks to the nursing assistant. ☐ ☐ ☐ ☐

4. I have difficulty documenting care in the electronic medical record.

☐ ☐ ☐ ☐

5. I have difficulty prioritizing patient care needs. ☐ ☐ ☐ ☐

6. My clinical instructor provided feedback about my readiness to assume an RN role.

☐ ☐ ☐ ☐

7. I am confident in my ability to problem solve. ☐ ☐ ☐ ☐

8. I feel overwhelmed by ethical issues in my patient care responsibilities.

☐ ☐ ☐ ☐

9. I have difficulty recognizing a significant change in my patient's condition.

☐ ☐ ☐ ☐

10. I have had opportunities to practice skills and procedures more than once.

☐ ☐ ☐ ☐

11. I am comfortable asking for help. ☐ ☐ ☐ ☐

12. I use current evidence to make clinical decisions. ☐ ☐ ☐ ☐

13. I am comfortable communicating and coordinating care
with interdisciplinary team members.

☐ ☐ ☐ ☐

14. Simulations have helped me feel prepared for clinical practice. ☐ ☐ ☐ ☐

15. Writing reflective journals/logs provided insights into my own
clinical decision-making skills.

☐ ☐ ☐ ☐

16. I feel comfortable knowing what to do for a dying patient. ☐ ☐ ☐ ☐

17. I am comfortable taking action to solve problems. ☐ ☐ ☐ ☐

18. I feel confident identifying actual or potential safety risks to
my patients.

☐ ☐ ☐ ☐

19. I am satisfied with choosing nursing as a career. ☐ ☐ ☐ ☐

20. I feel ready for the professional nursing role. ☐ ☐ ☐ ☐

What could be done to help you feel more prepared to enter the nursing profession?

Spring 2017 ACEN Data- PICO Questions

Basic Students N=54

Accelerated Students N=20

		Percentage Correct	
		Basic	Accelerated
Question #1	In the PICO question, “Does developing a designated fast track for emergency department patients result in less wait time, more adequate staff patterns, and increased patient satisfaction”, which of the following represents the population?	94%	100%
Question #2	To develop a clinical question when reviewing the effectiveness of nursing interventions, the nurse will use which format?	100%	100%
Question #3	In the PICO question, “Does developing a designated fast track for emergency department patients result in less wait time, more adequate staff patterns, and increased patient satisfaction”, which of the following is the intervention?	96%	95%
Question #4	A nurse studies the effects of teaching the MyPlate.gov materials to preschoolers by providing this education to preschoolers in a single day care center and then following their BMI scores over a 5-year period and comparing their scores to those of children from another day care center. In this study, which element is represented by the O in the PICOT acronym?	94%	100%
Question #5	Which of the following is a PICOT question for an experimental study?	83%	80%
Average		93%	95%

**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**