**AY 18-19**

**College of Nursing’**

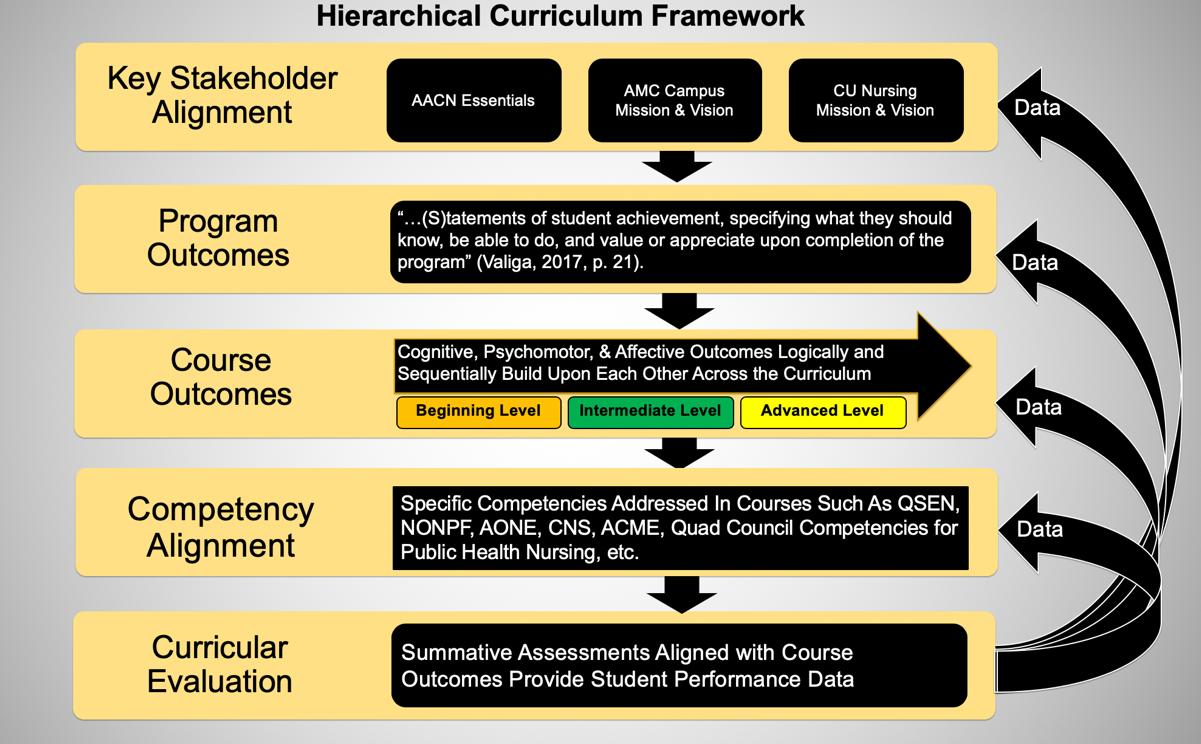
**BS Program Outcomes Assessment Report**

**History of the College of Nursing’s Baccalaureate Nursing Program**

The College of Nursing (CON) has a long, distinguished history of excellence that continues to the present day. Established in 1898, the college was originally connected with the School of Medicine and the University Hospitals on the Boulder campus. 2019 marks 120+ years of innovative CON contributions to nursing education, practice, and research. The Baccalaureate Nursing program was established in 1920, making it one of the oldest baccalaureate nursing programs west of the Mississippi River. The CON is one of 17 baccalaureate granting academic nursing institutions in Colorado and the CON undergraduate students are the only undergraduate students on the Anschutz Medical Campus.1

**College of Nursing Curricular Framework**

The College of Nursing utilizes an outcomes based, hierarchical curricular framework. This structure allows for intentional leveling and scaffolding of the student learning experience and intentional curricular design around the enduring knowledge, skills, and attitudes students obtain from each course and carry forward into future classes and their career. The framework also allows for evaluation of student learning at a variety of levels within the framework. The figure below depicts the College of Nursing’s Curricular Framework.



**College of Nursing Program Outcomes**

In the 2017– 2018 academic year (AY), College of Nursing faculty and staff completed work to revise program outcomes across all degree programs. Attention was paid to allow for one program’s outcomes to build towards the next higher degree. The table below provides all current program outcomes and graduate qualities. The yellow highlighted outcomes are the outcomes this evaluation report provides data on. The remaining program outcomes will be evaluated in 19-20 AY.

|  |  |  |  |
| --- | --- | --- | --- |
| BS Program Outcomes  *Approved 12-2017* | MS Program Outcomes  *Approved 2-2018* | DNP Program Outcomes  *Approved 2-2018* | PhD Graduate Qualities  *Approved 9-2016* |
| Display novice, professional nursing leadership qualities to promote quality and safe care. | Participate in an interdisciplinary healthcare team as a leader and an active member to promote quality and safe care at the patient, family, population, or system levels. | Lead interdisciplinary teams to improve the quality and safety of health care delivery strategies. | Demonstrates commitment to the profession through publications and conference presentations or engagement in professional organizations. |
| Engage in effective communication and collaboration in intra– and interdisciplinary teams across a variety of contexts. | Engages with fellow scientists and students in scholarly discourse. |
| Provide socially just, ethical, and inclusive care to diverse populations across the continuum of care. | Develop a professional, ethical, caring, and culturally sensitive approach when working with patients, families, populations, or systems. | Formulate scientifically based, ethical, caring, and culturally sensitive health care delivery strategies that meet current and future health care delivery system needs. | Demonstrates ethical responsibility and action as a scientist. |
| Apply principles of healthcare informatics as a meaningful user of health information systems and technology. | Integrate patient care technologies to improve patient, family, population, or system outcomes. | Integrate patient care technologies to evaluate complex health care questions in specific practice settings, populations, or systems. |  |
| Reference relevant theoretical frameworks to improve patient and population health outcomes across a range of settings. | Usetheoretical frameworks to address patient, family, population, or system needs. | Integrate theoretical frameworks to guide the development and evaluation of health care delivery strategies. | Examines multiple theories and methodologies for application to research problems. |
| Integrate evidence-based practice into patient-centered care using the nursing process across a range of settings. | Integrate evidence-based knowledge into managing the care of patients, families, populations, or systems to improve and protect health and wellness in Colorado and beyond. | Implement evidence and evaluate outcomes for the improvement of health in specific practice settings, populations, or systems throughout Colorado and beyond. | Create new knowledge through the research process. |
| Articulate how policy, advocacy, finance, and regulatory environments influence healthcare delivery. | Formulate strategies to advocate for patients, families, populations, systems, or the nursing profession in Colorado and beyond. | Act as a health care policy advocate in Colorado and beyond. | Considers research findings relevant to public health and healthcare policy. |

**College of Nursing Bachelor of Science (BS) Program**

The College of Nursing Bachelor of Science (BS) Program prepares generalists for nursing practice at the Baccalaureate level. The BS program prepares

students to be future professional nurse leaders and good stewards of the profession, expert at managing patient care in a variety of health care contexts through the advocacy of compassionate, evidence-based, relationship-centered, interprofessional team-based care that enhances and sustains health and healing. These core faculty values and student learning goals are the context in which the curricular foundations of the AACN Baccalaureate Essentials (AACN, 2008) and QSEN

competencies (2009) are realized in the BS Program.

The expected program outcomes are aligned with the CON Mission and Vision. Each course in the BS program has faculty-approved course-level outcomes that are congruent with the expected BS Program outcomes. The sequenced acquisition of these course-level outcomes leads to successful program completion and preparation for the role of a Baccalaureate-prepared nurse. 1

**BS Program Outcomes**

The yellow highlighted outcomes are the outcomes this evaluation report provides data on. The remaining program outcomes will be evaluated in 19-20 AY.

1. Display novice, professional nursing leadership qualities to promote quality and safe care.
2. Engage in effective communication and collaboration in intra– and interdisciplinary teams across a variety of contexts.
3. Provide socially just, ethical, and inclusive care to diverse populations across the continuum of care.
4. Apply principles of healthcare informatics as a meaningful user of health information systems and technology.
5. Reference relevant theoretical frameworks to improve patient and population health outcomes across a range of settings.
6. Integrate evidence-based practice into patient-centered care using the nursing process across a range of settings.
7. Articulate how policy, advocacy, finance, and regulatory environments influence healthcare delivery.

**BS Program Degree Pathways**

* Traditional
* Accelerated (UCAN)
* RN-to-BS

The BS Program in Nursing is an upper-division major designed to prepare students for entry into nursing generalist practice. Students enter the program as third-year students (i.e., juniors), having completed two years of lower-division pre-requisite course work. The program requires a total of 126 semester credit hours of which 66 come from CON courses. The traditional nursing pathway requires two years (six semesters) of course work. Some students enter the traditional pathway through the Integrated Nursing Pathway (INP) Program.

The accelerated pathway (UCAN [University of Colorado Accelerated Nursing]) is an intensive 12-month program. Accelerated students must hold a previously earned Bachelor of Science degree in a non-nursing field.

Additionally, we offer a RN-to-BS nursing degree with two tracks: a post-licensure track and a track for students dually enrolled (DE) in an Associate Degree in Nursing (ADN) program at one of three community colleges. The RN-to-BS program is delivered through a convenient online format, allowing students to “educate in place” and work in their home communities.1

**Traditional Pathway Curricular Alignment Mapping: Courses to 1 – 4 Program Outcomes**

Below are curricular alignment maps illustrating which courses, through the respective course outcomes, align with the first four BS Program Outcomes. The courses highlighted in yellow represent the courses from which student performance data was obtained.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **BS Program Outcomes** | NURS 3023 Patient-Centered Health Assessment | NURS 3140 Pathophysiology for Nurses | NURS 3880 Nursing Role and Practice | NURS 3150 Pharmacology for Nurses | NURS 3033 Foundations of Quality, Safe Nursing Practice | NURS 3667 Nursing Care of the Older Adult | NURS 3617 Medical-Surgical Nursing Practice I | NURS 4071 Interprofessional Education: Ethics, Teamwork, Quality I | NURS 3267 Health Promotion Across the Lifespan | NURS 3447 Nursing Care of Children and Families | NURS 3337 Nursing Care of Childbearing Families | NURS 3080 Nursing Research and Evidence-Based Practice | NURS 4617 Nursing Care of the Adult Patient with Complex Care Needs | NURS 4072 Interprofessional Ethics II: Ethics Teamwork, Quality | NURS 3567 Mental Health Nursing Practice Across the Life Span | NURS 4777 Community & Population Focused Nursing | NURS 4917 Immersion in Clinical Nursing |
| 1 | Display novice, professional nursing leadership qualities to promote quality and safe care. |  |  | X |  | X | X |  | X |  | X |  |  | X | X | X |  | X |
| 2 | Engage in effective communication and collaboration in intra– and interdisciplinary teams across a variety of contexts. | X | X |  |  | X |  |  | X |  | X |  | X | X | X | X | X | X |
| 3 | Provide socially just, ethical, and inclusive care to diverse populations across the continuum of care. | X |  |  |  |  | X | X | X | X | X | X |  | X | X | X | X | X |
| 4 | Apply principles of healthcare informatics as a meaningful user of health information systems and technology. | X |  |  |  |  |  | X |  |  |  |  |  | X |  |  |  | X |

**UCAN Pathway Curricular Alignment Mapping: Courses to 1 – 4 Program Outcomes**

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|  | **BS Program Outcomes** | NURS 3023 Patient-Centered Health Assessment | NURS 3033 Foundations of Quality, Safe Nursing Practice | NURS 3140 Pathophysiology for Nurses | NURS 3150 Pharmacology for Nurses | NURS 3267 Health Promotion Across the Lifespan | NURS 3617 Medical-Surgical Nursing Practice I | NURS 3667 Nursing Care of the Older Adult | NURS 3337 Nursing Care of Childbearing Families | NURS 3447 Nursing Care of Children and Families | NURS 3567 Mental Health Nursing Practice Across the Life Span | NURS 3080 Nursing Research and Evidence-Based Practice | NURS 4080 Professional Nursing: Transition into the Role | NURS 4617 Nursing Care of the Adult Patient with Complex Care Needs | NURS 4777 Community & Population Focused Nursing | NURS 4917 Immersion in Clinical Nursing |
| 1 | Display novice, professional nursing leadership qualities to promote quality and safe care. |  | X |  |  |  |  | X |  | X | X |  |  | X |  | X |
| 2 | Engage in effective communication and collaboration in intra– and interdisciplinary teams across a variety of contexts. | X | X | X |  |  |  |  |  | X | X | X | X | X | X | X |
| 3 | Provide socially just, ethical, and inclusive care to diverse populations across the continuum of care. | X |  |  |  | X | X | X | X | X | X |  |  | X | X | X |
| 4 | Apply principles of healthcare informatics as a meaningful user of health information systems and technology. | X |  |  |  |  | X |  |  |  |  |  |  | X |  | X |

**RN-to-BS Pathway Alignment Curricular Mapping: Courses to 1 – 4 Program Outcomes**

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|  | **BS Program Outcomes** | NURS 4800 Evidence-Based Nursing Practice and Research for the RN | NURS 4860 Quality, Safety and Innovative Nursing Practice – RN | NURS 4823 Transitions in Nursing Practice  -RN | NURS 4850 Introduction to Health Care Informatics – RN | NURS 4877  Population-Based Nursing – RN | NURS 4887  Nursing Leadership in Complex Organizations I | NURS 4897 Nursing Leadership in Complex Organizations II |
| 1 | Display novice, professional nursing leadership qualities to promote quality and safe care. |  | X | X |  |  |  | X |
| 2 | Engage in effective communication and collaboration in intra– and interdisciplinary teams across a variety of contexts. |  | X |  |  | X |  | X |
| 3 | Provide socially just, ethical, and inclusive care to diverse populations across the continuum of care. |  |  |  |  | X |  |  |
| 4 | Apply principles of healthcare informatics as a meaningful user of health information systems and technology. |  |  |  | X |  |  |  |

**Student Performance Data: BS Program Outcomes 1- 4**

Representative course faculty were asked to find an assignment in the course, in a designated semester, which aligned to a course outcome. This course outcome is aligned with one or more of the first four BS Program Outcomes. The grades the students received were aggregated into the student performance categories established by the college’s Undergraduate Curriculum and Evaluation Committee. The course faculty provided a description of the assignment and any additional insight into the assignment or student performance.

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| **BS Program Outcome Assessed in AY 18-19**  **1.** **Display novice, professional nursing leadership qualities to promote quality and safe care.** |

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| --- | --- | --- | --- | --- | --- | --- |
| **Course** | **Description of Student Learning Assessment (Assignment) Used for Data Collection** | | | **Student Performance Categories** | **Criteria** | **Percentages** |
| NURS 3447 Nursing Care of Children and Families | CEC/SIM sessions based on a case study each week highlighting a specific common pediatric disease or condition. Students have class prep which provides foundation knowledge on evidence-based management of the disease. These concepts are then applied to simulations which require critical thinking skills, nursing prioritization, and team communication. Students CEC/SIM experiences increased success on didactic performance (quizzes, in class discussions). | | | Exceeds Expectations | Students received a grade between 90%- 100% on the assignment. | 100% |
| Meets Expectations | Students received a grade between 74% - 89% on the assignment. | 0% |
| Below Expectations | Students received a grade below 73% on the assignment. | 0% |
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| NURS 4617 Nursing Care of the Adult Patient with Complex Care Needs | Students are required to complete a reflection paper assignment in which they describe a situation in practice and their reflections of their own personal professional values and beliefs. Students are then required to describe how this situation in combination with their professional values and beliefs will shape their future nursing practice. The reflection paper is graded using a grading rubric. Students performed well on the reflection paper assignment and were able to easily relate their professional values with that of a clinical situation. I was surprised at their level of reflection for being novice practitioners. | | | Exceeds Expectations | Students received a grade between 90%- 100% on the assignment. | 100% |
| Meets Expectations | Students received a grade between 74% - 89% on the assignment. | 0% |
| Below Expectations | Students received a grade below 73% on the assignment. | 0% |
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| NURS 4917 Immersion in Clinical Nursing | A clinical based learning experience to demonstrate a beginning grasp of the value of transformational leadership, change process, systematic inquiry, and safety and quality management from the QI processes observed in a clinical setting. While the majority of students in this rotation were in a traditional acute care setting, finding a quality indicator for this assignment was fairly easy. Those outside of the acute care setting, out-patient or ambulatory for example, had more difficulty in identifying quality indicators. | | | Exceeds Expectations | Students received a grade between 90%- 100% on the assignment. | 97% |
| Meets Expectations | Students received a grade between 74% - 89% on the assignment. | 3% |
| Below Expectations | Students received a grade below 73% on the assignment. | 0% |
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| NURS 4823 Transitions in Nursing Practice  -RN | Critical Thinking Short Paper  Students are asked to explain the characteristics of critical thinking skills and their use in making sound clinical judgments and safe decision making in reflective nursing practice. Students provided an example of a clinical scenario and apply clinical thinking and judgement in determining the best practice for quality and safe care despite common barriers seen. | | | Exceeds Expectations | Students received a grade between 90%- 100% on the assignment. | 100% |
| Meets Expectations | Students received a grade between 74% - 89% on the assignment. | 0% |
| Below Expectations | Students received a grade below 73% on the assignment. | 0% |
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| **Analysis and Interpretation** | | | | | | |
| Exceeds Expectations | | 99% | The data collected from these courses suggest that the majority of students exceeded performance expectations as related to BS Program Outcome #1. | | | |
| Meets Expectations | | 1% |
| Below Expectations | | 0% |

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| **BS Program Outcome Assessed in AY 18-19**  **2. Engage in effective communication and collaboration in intra– and interdisciplinary teams across a variety of contexts.** |

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| **Course** | **Description of Student Learning Assessment (Assignment) Used for Data Collection** | | | **Student Performance Categories** | **Criteria** | **Percentages** |
| NURS 3447 Nursing Care of Children and Families | CEC/SIM sessions based on a case study each week highlighting a specific common pediatric disease or condition. Students have class prep which provides foundation knowledge on evidence-based management of the disease. These concepts are then applied to simulations which require critical thinking skills, nursing prioritization, and team communication to improve patient outcomes.  CEC/Sim provides an opportunity for students to explore how to work together within a care team and how effective communication impacts patient outcomes. | | | Exceeds Expectations | Students received a grade between 90%- 100% on the assignment. | 100% |
| Meets Expectations | Students received a grade between 74% - 89% on the assignment. | 0% |
| Below Expectations | Students received a grade below 73% on the assignment. | 0% |
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| NURS 4617 Nursing Care of the Adult Patient with Complex Care Needs | Case study on sepsis which directs them to the sepsis guidelines (article and online resources) and interdisciplinary teamwork necessary for successful recognition of sepsis.  Clinical time and clinical evaluation tool also mention teamwork and collaboration as being a competency necessary of successful completion of the course.  Students performed very well on this assignment and enjoyed the multiple ways of learning about sepsis.  For the clinical portion, students also did well working with the team and beginning to think about delegation as they near the completion of their coursework | | | Exceeds Expectations | Students received a grade between 90%- 100% on the assignment. | 100% |
| Meets Expectations | Students received a grade between 74% - 89% on the assignment. | 0% |
| Below Expectations | Students received a grade below 73% on the assignment. | 0% |
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| NURS 4917 Immersion in Clinical Nursing | A clinical based learning experience to demonstrate a beginning grasp of the value of transformational leadership, change process, systematic inquiry, and safety and quality management from the QI processes observed in a clinical setting.  As part of the assignment, students were required to identify key stakeholders, that included multidisciplinary team members, that would be instrumental to the outcomes of the selected quality indicator. While the majority of students in this rotation were in a traditional acute care setting, finding a quality indicator for this assignment was fairly easy. Those outside of the acute care setting, out-patient or ambulatory for example, had more difficulty in identifying quality indicators. | | | Exceeds Expectations | Students received a grade between 90%- 100% on the assignment. | 97% |
| Meets Expectations | Students received a grade between 74% - 89% on the assignment. | 3% |
| Below Expectations | Students received a grade below 73% on the assignment. | 0% |
|  | | | | | | |
| NURS 4877  Population-Based Nursing – RN | Students are required to complete a Community Needs Assessment as a group. This assignment involves not only collaboration within the team but asks them to explore and identify community members (both involved in providing health care or those more engaged in community impact work that is not directly health related) and complete interviews with these individuals to help formulate a project that will improve the health and wellbeing of the community as a whole. This project is evaluated by faculty using a grading rubric.  These students are generally highly motivated to be successful in this course. This particular group was a bit less so than other offerings and it did not seem to relate to whether they were dually enrolled students or the RN-BS cohort. | | | Exceeds Expectations | Students received a grade between 90%- 100% on the assignment. | 86% |
| Meets Expectations | Students received a grade between 74% - 89% on the assignment. | 14% |
| Below Expectations | Students received a grade below 73% on the assignment. | 0% |
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| **Analysis and Interpretation** | | | | | | |
| Exceeds Expectations | | 96% | The data collected from these courses suggest that the majority of students exceeded performance expectations as related to BS Program Outcome #2. | | | |
| Meets Expectations | | 4% |
| Below Expectations | | 0% |

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| **BS Program Outcome Assessed in AY 18-19**  **3. Provide socially just, ethical, and inclusive care to diverse populations across the continuum of care.** |

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| **Course** | **Description of Student Learning Assessment (Assignment) Used for Data Collection** | | | **Student Performance Categories** | **Criteria** | **Percentages** |
| NURS 3447 Nursing Care of Children and Families | A case study focusing on several high-risk social situations including child abuse and neglect are provided during didactic lecture. Students discuss in small groups and then review together as a whole focusing on key pediatric nursing concepts such as family centered care. Student performance was evaluated by faculty during the small group discussions. However, this was an ungraded assignment and points were generalized under class participation.  Students actively engaged in the small group discussions with appropriate acknowledgment of ethical dilemmas and how personal beliefs may bias interactions or care. | | | Exceeds Expectations | Students received a grade between 90%- 100% on the assignment. | 100% |
| Meets Expectations | Students received a grade between 74% - 89% on the assignment. | 0% |
| Below Expectations | Students received a grade below 73% on the assignment. | 0% |
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| NURS 4617 Nursing Care of the Adult Patient with Complex Care Needs | The reflection paper identifies an issue in clinical practice that the students have witnessed that impacts their professional values and beliefs, and applies this growth to their future nursing practice. The paper is graded using a grading rubric.  Students are also assigned culturally diverse patients in the clinical setting and thus are able to apply concepts learned in previous coursework to the provide patient-centered care.  In addition, previous patients are invited into the classroom in order to tell the story of their care in the hospital. Students are allowed to ask questions of the former patient in order to build upon their own values and beliefs related to patient-centered care.  Faculty are impressed by the questions and comments the students ask to former patients who are invited in to tell their stories! Always so reflective and insightful! | | | Exceeds Expectations | Students received a grade between 90%- 100% on the assignment. | 100% |
| Meets Expectations | Students received a grade between 74% - 89% on the assignment. | 0% |
| Below Expectations | Students received a grade below 73% on the assignment. | 0% |
|  | | | | | | |
| NURS 4917 Immersion in Clinical Nursing | A clinical based learning experience to demonstrate a beginning grasp of the value of transformational leadership, change process, systematic inquiry, and safety and quality management from the QI processes observed in a clinical setting.  While the majority of students in this rotation were in a traditional acute care setting, finding a quality indicator for this assignment was fairly easy. Those outside of the acute care setting, out-patient or ambulatory for example, had more difficulty in identifying quality indicators. | | | Exceeds Expectations | Students received a grade between 90%- 100% on the assignment. | 97% |
| Meets Expectations | Students received a grade between 74% - 89% on the assignment. | 3% |
| Below Expectations | Students received a grade below 73% on the assignment. | 0% |
|  | | | | | | |
| NURS 4877  Population-Based Nursing – RN | Students are asked to complete 2 assignments that r/t this outcome: 1) migrant farmworker case study that asks them to explore the health care experience of an undocumented individual seeking care in our healthcare system and 2) explore a health care topic that relates to global health. These are graded using a rubric as well.  The lower grades reflect students not completing their work in a timely fashion and not a reflection of their quality of work on this assignment. | | | Exceeds Expectations | Students received a grade between 90%- 100% on the assignment. | 93% |
| Meets Expectations | Students received a grade between 74% - 89% on the assignment. | 7% |
| Below Expectations | Students received a grade below 73% on the assignment. | 0% |
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| **Outcome Analysis and Interpretation** | | | | | | |
| Exceeds Expectations | | 98%\* | The data collected from these courses suggest that the majority of students exceeded performance expectations as related to BS Program Outcome #3. | | | |
| Meets Expectations | | 3%\* |
| Below Expectations | | 0% |

*\*Note – Overall percentages for outcome do not add to 100% due to rounding.*

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| **BS Program Outcome Assessed in AY 18-19**  **4. Apply principles of healthcare informatics as a meaningful user of health information systems and technology.** |

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| **Course** | **Description of Student Learning Assessment (Assignment) Used for Data Collection** | | | **Student Performance Categories** | **Criteria** | **Percentages** |
|  | | | | | | |
| NURS 4617 Nursing Care of the Adult Patient with Complex Care Needs | In their clinical rotation, students are required to chart using EMRs. Informatics is not really stressed in this course, but students are able to see how EMRs impact their time with their patients. | | | Exceeds Expectations | Students received a grade between 90%- 100% on the assignment. | 100% |
| Meets Expectations | Students received a grade between 74% - 89% on the assignment. | 0% |
| Below Expectations | Students received a grade below 73% on the assignment. | 0% |
|  | | | | | | |
| NURS 4917 Immersion in Clinical Nursing | A clinical based learning experience to demonstrate a beginning grasp of the value of transformational leadership, change process, systematic inquiry, and safety and quality management from the QI processes observed.  As part of this assignment, students were required to obtain openly shared outcome data to make an observation of the application evidence-based practice bundles are being implemented as indicated in the literature and if this will put the unit in the position to do better, worse, or show no change in this area. While the majority of students in this rotation were in a traditional acute care setting, finding a quality indicator for this assignment was fairly easy. Those outside of the acute care setting, out-patient or ambulatory for example, had more difficulty in identifying quality indicators. | | | Exceeds Expectations | Students received a grade between 90%- 100% on the assignment. | 97% |
| Meets Expectations | Students received a grade between 74% - 89% on the assignment. | 3% |
| Below Expectations | Students received a grade below 73% on the assignment. | 0% |
|  | | | | | | |
| NURS 4850 Introduction to Health Care Informatics – RN | Paper #2- This paper will focus on what you learned over the semester. Explain how your thoughts of informatics has changed from the first week. What topic did you like best from this class and explain why. What is one tool that you learned from this class that will help you in your career as a nurse?  Students performed well and were able to articulate meaningful use of informatics and technology to the nursing practice. | | | Exceeds Expectations | Students received a grade between 90%- 100% on the assignment. | 95% |
| Meets Expectations | Students received a grade between 74% - 89% on the assignment. | 5% |
| Below Expectations | Students received a grade below 73% on the assignment. | 0% |
|  | | | | | | |
| **Outcome Analysis and Interpretation** | | | | | | |
| Exceeds Expectations | | 97% | The data collected from these courses suggest that the majority of students exceeded performance expectations as related to BS Program Outcome #4. | | | |
| Meets Expectations | | 3% |
| Below Expectations | | 0% |

**Overall Data for BS Program Outcomes 1 – 4**

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| --- | --- | --- | --- |
| 1. | Display novice, professional nursing leadership qualities to promote quality and safe care. | Exceeds Expectations | 99% |
| Meets Expectations | 1% |
| Below Expectations | 0% |
|  | | | |
| 2. | Engage in effective communication and collaboration in intra– and interdisciplinary teams across a variety of contexts. | Exceeds Expectations | 96% |
| Meets Expectations | 4% |
| Below Expectations | 0% |
|  | | | |
| 3. | Provide socially just, ethical, and inclusive care to diverse populations across the continuum of care. | Exceeds Expectations | 98%\* |
| Meets Expectations | 3%\* |
| Below Expectations | 0% |
|  | | | |
| 4. | Apply principles of healthcare informatics as a meaningful user of health information systems and technology. | Exceeds Expectations | 97% |
| Meets Expectations | 3% |
| Below Expectations | 0% |

*\*Note – Overall percentages for outcome do not add to 100% due to rounding.*

**Actions Planned in Response to the Overall Data**

The College of Nursing Undergraduate Curriculum and Evaluation Committee (UCEC) and the Assistant Dean of Undergraduate Programs will monitor this data. The remainder of the BS Program Outcomes will be assessed in AY 19-20. UCEC and the Assistant Dean of Undergraduate Programs will review BS Program Outcome data for all seven outcomes and make recommendations as needed.

Reference

1. University of Colorado College of Nursing. (2019). *Self-study report for accreditation of the Bachelor of Science, Master of Science, Doctor of Nursing Practice, and Post-Graduate Certificate programs.* Aurora, CO: Author.