



Adams State University's core purpose is to educate, serve and inspire our diverse populations in the pursuit of their lifelong dreams. The ASU nursing program further expands on this to prepare individuals for successful integration into the profession of nursing with a focus on professional nursing standard, patient safety, cultural diversity, community service and rural healthcare. Nurses are the most trusted profession and are currently facing a shortage especially in rural areas. This is due to many factors, but the main issue is people that do not understand the unique opportunities rural communities offer. ASU nursing strives to educate students who live within our community as well as those from more urban areas to understand the needs of a rural community and how they can impact healthcare. We strive to create "homegrown" nurses that will stay and practice within this community.

Criteria #1: Impact and overall essentiality of the program; connection to mission/ vision/ ASU2020

Brief document from each department articulating how each program in the department addresses, or aligns with, each goal in ASU2020.

Goal 1: Academic Excellence Adams State University will provide challenging and responsive curricula that educate, serve, and inspire our diverse populations.

- Initiated end of semester proficiency testing to ensure students are tracking their progress throughout the program to demonstrate readiness for licensure exam.
- Admission rubric with a holistic approach to selecting candidates for the program instead of only GPA based.
- Admission rubric which gives additional weight to students from the San Luis Valley.
- Readmission criteria to ensure student readiness to return to the nursing program
- Diverse mix of students on average 43% non-White, 57% white. With 16% male and 84% female.
- Culture diversity to include customs and beliefs incorporated into every core course.
- Increased academic integrity to ensure highly qualified candidates to sit for the licensure exam.
- Large focus on the surrounding community health needs within the curriculum to enhance students understanding of this community and prepare them to successfully care for patients upon graduating.

- Curriculum is data driven so there is continuous assessment of changes and implementation of processes to enhance outcomes.
- Students must carry knowledge from one course to the next so the curriculum is continuous and each course builds on the next.
- Faculty all come from different Nursing backgrounds/fields as well and have a diverse experiences that they share with the students while teaching.
- Students go out in the community to varying different clinical locations allowing them to see the diverse needs of the San Luis Valley and outside of the Valley for comparison.

Goal 2: Student Success Adams State University will address diverse student needs by offering varied learning opportunities and support services for all students to achieve educational, personal, and career successes

- Mentor program from the time a student is admitted into the nursing program they are paired with a mentor from a higher cohort.
- Several one on one study sessions with students and professors.
- Additional group study sessions outside of class time at least 3 per semester.
- Nursing department purchases the Kaplan exams for students which give students access to additional NCLEX-style questions @4000 additional questions. This also gives them additional study resources for classes and test analysis with remediation.
- Kaplan resources can also be utilized to change the word format on the Kaplan exams to improve understanding for the ESL students.
- Flipped classroom with multiple formats for information delivery which include lecture, group work, hands-on skills.
- Through the teaching of our students and sending those out in the community to different settings students get a better understanding of what kind of nurse they want to be.
- Students are placed in a wide variety of clinical facilities for their Internship placements the last semester of the senior year. These internships serve as a way to build references and secure potential job placement upon graduation.
- The final 5 weeks of school for the seniors is an intense study/testing session that sets them up for NCLEX success
- Online tutoring opportunities through Net Tutor which puts students in touch with live nurses online
- ASU writing studio and the Grizzly Testing and Learning Center.

Goal 3: Personal and Professional Development Adams State University will provide educational and professional development opportunities for faculty and staff.

- Each year a team is sent to the International Nursing Association for Clinical Simulation and Learning conference to become more knowledgeable in simulation techniques.

- New faculty members are sent to Nursing Bootcamp for nursing educators when available and utilize Test Item writing workshops and NCLEX study resources for student success.
- All faculty have a subscription to Nurse Tim which is a website that allows access to various synchronous and Asynchronous online webinars. Each faculty member is required to complete 2 webinars per semester.
- Faculty are offered course time release when able to pursue additional graduate degrees or certifications.
- Encouraged to engage in research opportunities by the director
- Opportunities to team teach to learn different teaching styles, critique and grow as an educator

Goal 4: Access & Affordability Adams State University will develop innovative pricing and aid strategies that will maximize opportunities for our diverse and historically underserved students for all levels and delivery models.

- We find additional resources for students to help offset the costs of clinical placements. This can include reduced cost for hotels, placing them in clinical sites that do not charge a fee and give them resources to different funding options through the local Area Health Education Centers (AHEC).
- Currently working toward application for a grant to partner with Valley Wide clinics to increase the students' exposure to community primary care facilities. This will allow a greater focus for our students to understand the current opioid crisis as well as the specific healthcare concerns that have transpired from the legalization of marijuana. This grant would give a financial stipend to students that stay and work within primary care clinics upon graduation.
- We offer up to 40% of our clinical hours within the simulation environment to help decrease students travel to clinical sites as well as to create specific scenarios that the students may not have exposure to at the local rural facilities.
- Colorado Workforce will assist students with uniforms and NCLEX testing fees.
- Package deals on nursing supplies.
- Reusing lab supplies to cut down lab costs

Goal 5: Community Relations Adams State University will collaborate with the community to provide culturally responsive and sustainable development opportunities that mutually benefit the campus and the San Luis Valley community

- Work with multiple public schools through simulation and workshops.
- Align our clinicals to place students into public schools systems when needed the most by school nurses.
- All students complete a service learning project by the time they graduate. This project must be something concrete and long lasting that the community, facility or organization

can continue to use. An example was the revision of the emergency protocols for the Rio Grande Public Health nurses. A new manual was created and the public health nurses participated in a simulation to allow them to apply the new criteria.

- Partner with local BOCES to collect and distribute winter coats and toiletries to the local children that are homeless or in need.
- Partnered with Alamosa High school to create a “texting and driving” simulation scenario given to students the week of prom.
- Partnered with Sierra Grande public schools to teach first aid.
- Bridge RN to BSN program to offer an online format for local ADN nurses to get their Bachelor’s degree.
- Use high school and college theater student or other student volunteers within the simulation lab to help fulfill community service hours required for high school graduation.
- Rural health and service learning clinicals develop projects to serve the community (diabetic teaching, drug education and prevention classes, anti-tobacco campaigns, etc.)

Narrative discussing components or items associated with a program that are essential to Adams State but are not found within ASU2020

- We have a state of the art simulation lab where we do 36% of all clinical hours.
- We organize various blood drives on campus.
- We run a haunted house each year to provide safe and low cost entertainment on Halloween.

Criteria #2 Quality of the program outcomes:

- Results of annual assessment reports:

Academic Year	AY 12-13	AY 13-14	AY 14-15	AY 15-16	AY 16-17
Total Score (0-2)	Excellent	Excellent	0.98	1.91	1.74
1.Information/Evidence/Data Gathered to Inform Department of Student Learning	E	E	1	1.857	1.571
2. Planned Actions Based on Discoveries About Students and Their Learning	E	A	1.33	2	1.857
3. Departmental Discussion of Information – Faculty Involvement	E	E	0.67	2	1.714
3. Departmental Discussion of Information – Quality of Discussions	E	E	0.67	1.857	1.857
4. Support/resources	E	E	1.17	1.857	1.714

Each year programs complete an annual assessment to evaluate the program's effectiveness in meeting the goals of the student learning outcomes. Scores are based on a 0-2 Likert scale with 0 being needs improvement and 2 being excellent. The assessment format changed in AY 14-15 to reflect a numeric analysis. The Nursing department had a significant improvement in overall program assessment after the changes implemented in AY 16/17. We continue to use feedback from this assessment report to continually improve the program as well as the assessment of the outcomes of the program.

• Scores of graduates on national assessments:

Graduating Year	2012	2013	2014	2015	2016	2017
All time pass	16/17 =94%	15/20 =75%	16/16 =100%	17/19=89%	25/30 =83%	23/25 = 92%
Total Students						112/127 = 88%

The National Council Licensure Exam (NCLEX) is the exam all nursing students take upon graduating to become a licensed RN. In the state of Colorado nurse candidates are only allowed to attempt the NCLEX 3 times. The NCLEX is necessary to become a licensed RN in any state. It is a nationwide exam and our students test in the states that they will practice in. Significant changes to the program were made in AY 16/17 and in 1 year we have seen an increase in pass rates. This is anticipated to continue to increase with the goal of 100% pass rates for each cohort.

A Survey was sent out in September 2017 to 91 graduates (Alumni May 2014-2017) with 47 responders (52% response rate). The following are results from that survey.

• Jobs secured by graduates

- Employment status: 89.4% reported they are employed as RNs.
- Employment time: 95.1% reported securing employment within 6 months of graduating. With 80.5% employed within the first three months.

This information indicates that students are able to secure gainful employment within the field of nursing before their student loans come due.

• Admission and admission rates to graduate or professional schools

- Prepared for graduate school: 73.2% felt prepared.
- Enrolled in graduate school: 7.1% yes with 52.4% considering it.

This data is suggestive that while a majority of the graduates are prepared to go to graduate school many do not enroll within the first 3 years after graduating. The nursing profession graduate studies generally require 5 years of clinical experience prior to being admitted into a graduate program.

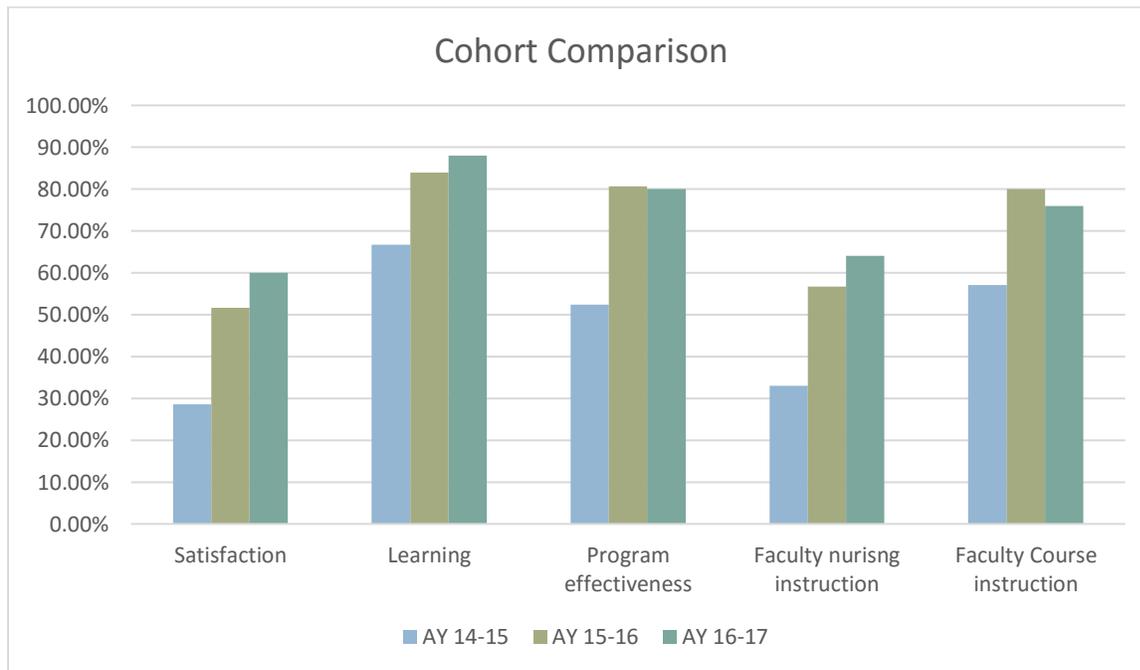
- Brief write-in summary of discussion & evidence pertaining to this criterion, but not captured by the above measures.

The Adams State University Nursing Program uses AACN Benchworks Exit survey and Alumni survey to further evaluate program effectiveness. The focus of these surveys is to evaluate student achievement of program learning outcomes, student /graduate/alumni satisfaction, student satisfaction with curriculum, preparation for NCLEX, preparation to enter practice as a nurse generalist and preparation for graduate school. A separate ASU Employer Survey was also sent out to assess employer satisfaction with ASU graduates. Table IV-E.1 detail the program outcomes measures that were analyzed.

Table IV-E.1 Other Program Outcomes

Outcomes	Expected	Actual
Student Overall Satisfaction	AACN Benchworks Exit Survey (>75% satisfaction rating)	AY 16-17 = 60% AY 15-16 = 52% AY 14-15 = 28.6%
Student Overall Learning	AACN Benchworks Exit Survey (>75% satisfaction rating)	AY 16-17 = 88% AY 15-16 = 83.9% AY 14-15 = 66.7%
Overall Program Effectiveness	AACN Benchworks Exit Survey (>75% satisfaction rating)	AY 16-17 = 80% AY 15-16 = 80.7% AY 14-15 = 52.4%
Adequate preparation to practice as a nurse generalist	AACN Benchworks Exit Survey Institution specific question #1 (>75% satisfaction rating)	AY 16-17 = 95.5% AY 15-16 = 54.8% AY 14-15 = 57.2%
Satisfaction with coordination of clinical placements.	AACN Benchworks Exit Survey Institution specific question #3 (>75% satisfaction rating)	AY 16-17 = 81% AY 15-16 = 41.96% AY 14-15 = 57.1%
Satisfaction with simulation experiences increasing skill and/or confidence in delivering patient care	AACN Benchworks Exit Survey Institution specific question #4 (>75% satisfaction rating)	AY 16-17 = 100% AY 15-16 = 99.9% AY 14-15 = 52.3%
Adequate preparation for NCLEX-RN	AACN Benchworks Exit Survey Institution specific question #7 (>90% satisfaction rating)	AY 16-17 = 100%

Outcomes	Expected	Actual
Employer satisfaction with level of student/graduate preparation	ASU Student Employer Survey (>85% satisfaction)	62.5% satisfied 37.5% very satisfied
Student Overall Satisfaction	AACN Benchworks Nursing Alumni Assessment (>75% satisfaction rating)	88.1%
Overall Evaluation - Regarding your experience at the nursing school, to what degree: Would you recommend the nursing school to a close friend?	AACN Benchworks Nursing Alumni Assessment (>75% satisfaction rating)	91.1%
Student Overall Satisfaction with preparation to take NCLEX	AACN Benchworks Nursing Alumni Assessment (>75% satisfaction rating)	66.6 %
Student Overall Satisfaction with preparation for graduate school.	AACN Benchworks Nursing Alumni Assessment (>75% satisfaction rating)	73.2 %



When comparing the changes between the three cohorts the satisfaction rating has significantly increased over the past couple of years. This is due to changes made to the program beginning in the Fall of 2016. The program underwent an administration change and a new action plan was adopted. This action plan has created increased integrity of the curriculum and consistency in which the program operates. ASU Nursing will continue to follow the new action plan with yearly assessments to ensure the program continues to move in the right direction. All remaining

outcomes measured within the AACN Benchworks survey have shown significant positive changes over the past three years.

An ASU Employer Satisfaction Survey was created to assess the employer’s satisfaction with ASU graduates.

- Only 9 students responded with employer information.
- Of those, 8 employers responded to the survey.
- This benchmark was set at 85% and 100% of the respondents were satisfied with the ASU graduates that were hired.

This survey is being revised to offer more detail and a communication system is being set up to help keep track of students after graduation to be able to track employment and gain a larger number of employers to send the survey.

The cohort for the academic year 16-17 was the first cohort that graduated under the new changes and action plan initiated in Fall 2016. ASU Nursing anticipates that this trend will continue and the plan is to initiate another alumni survey in 2020.

Chart IV-E-4

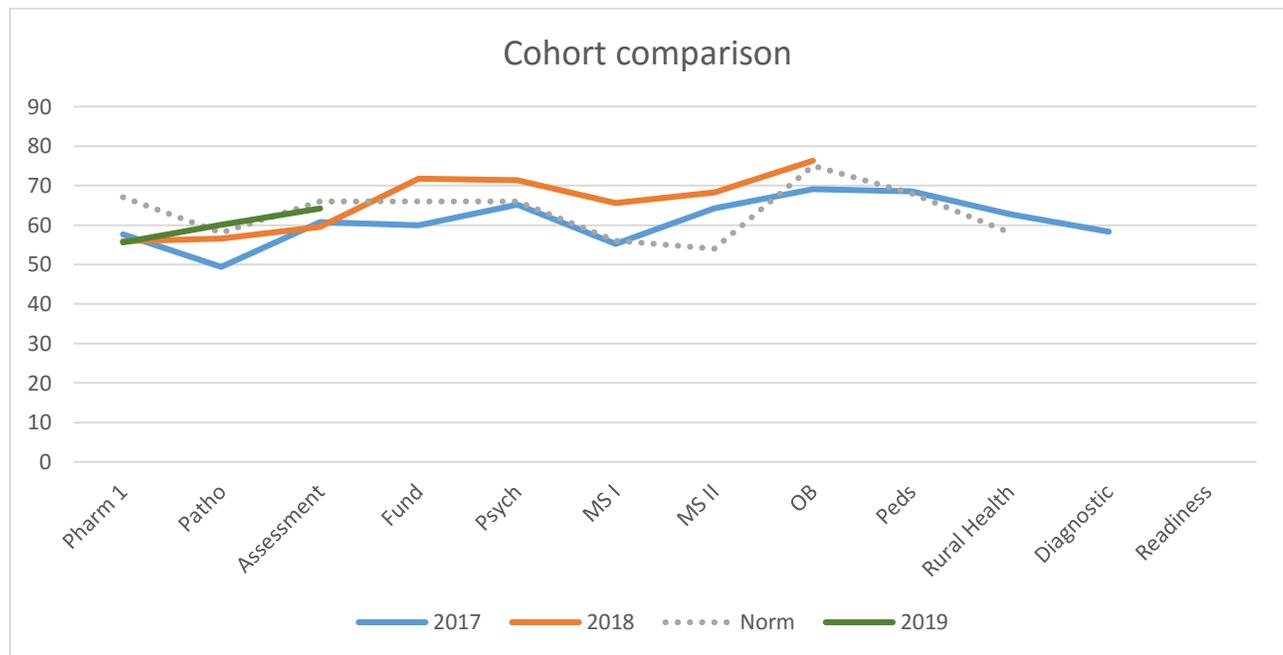


Chart IV-E.4 shows a comparison of three cohorts’ performance on Kaplan exams given with each core course. The comparison reveals that the 2018 and 2019 cohorts are both scoring higher than the 2017 cohort did on the same exams at that time in their education. Both the 2018 and 2019 cohorts are trending above the national average scores for those exams as well.

Kaplan exams are given at the end of each semester. The Kaplan exams are a nationally recognized, normed, standardized exam that assess student learning of key nursing concepts and indicates student preparation for the National Licensure examination (NCLEX). With the changes implemented in the AY 16/17 cohort 6 scored above the benchmark and went on to have a 92% overall NCLEX pass rate. This trend indicates the changes implemented in the AY 16/17 were positive and are making an impact on student learning outcomes.

Criteria #3 Demand for the program

Internal demand: Induced Course Load Matrix – multiple slices.

Not Applicable

Nursing courses are only taken by students enrolled in the nursing program.

- Employment opportunities: national and state statistics
 - National: job opportunities for registered nurses are expected to be excellent because of employment growth and the need to replace workers who retire over the coming decade. Generally, registered nurses with a Bachelor of Science degree in nursing (BSN) will have better job prospects than those without one.
 - Employment is projected to increase 16% from 2014 to 2024. In 2014 the demand for nurses was 2,751,000 it is projected that the demand will increase to 3,190,300 by 2024. Projected annual job openings 108,840 nationally.
 - State: Colorado employment was 44,840 in 2014 it is projected to be 59,660 in 2024. With projected annual job openings 2,350.

National	Employment		Percent Change	Projected Annual Job Openings*
	2014	2024		
United States	2,751,000	3,190,300	16%	108,840

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

State	Employment		Percent Change	Projected Annual Job Openings*
	2014	2024		
Colorado	44,840	59,660	+33%	2,350

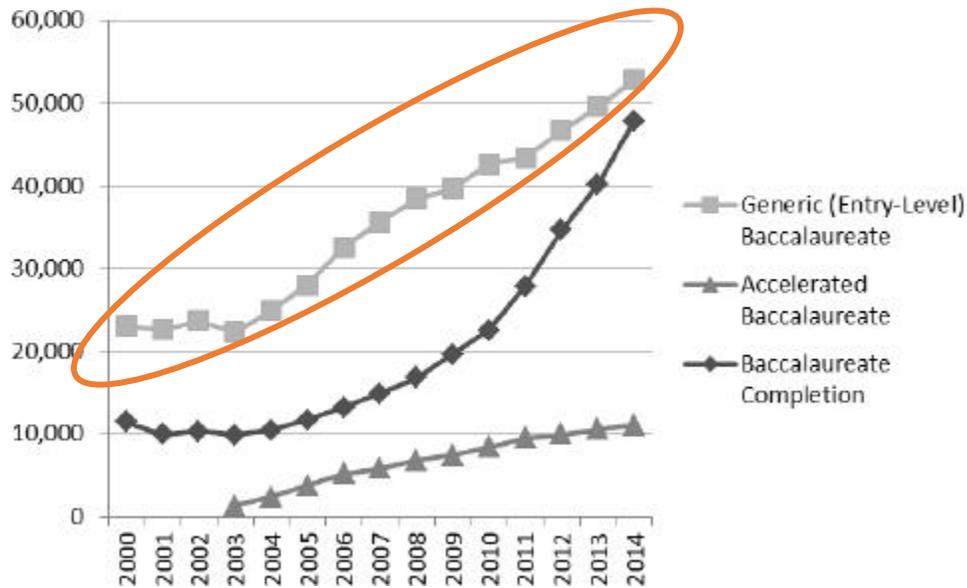
SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

It is anticipated that the nursing deficit will continue to grow over the next several years. The legislative initiative for 80% of the nursing workforce to be Bachelor's (BSN) prepared by 2020 is also creating more job openings. The push to have all nurses be BSN prepared to be able to work as an RN is high. This coupled with the projected nursing shortage increases the demand for BSN nursing programs.

- 10-year trend of graduates (3-year rolling averages)

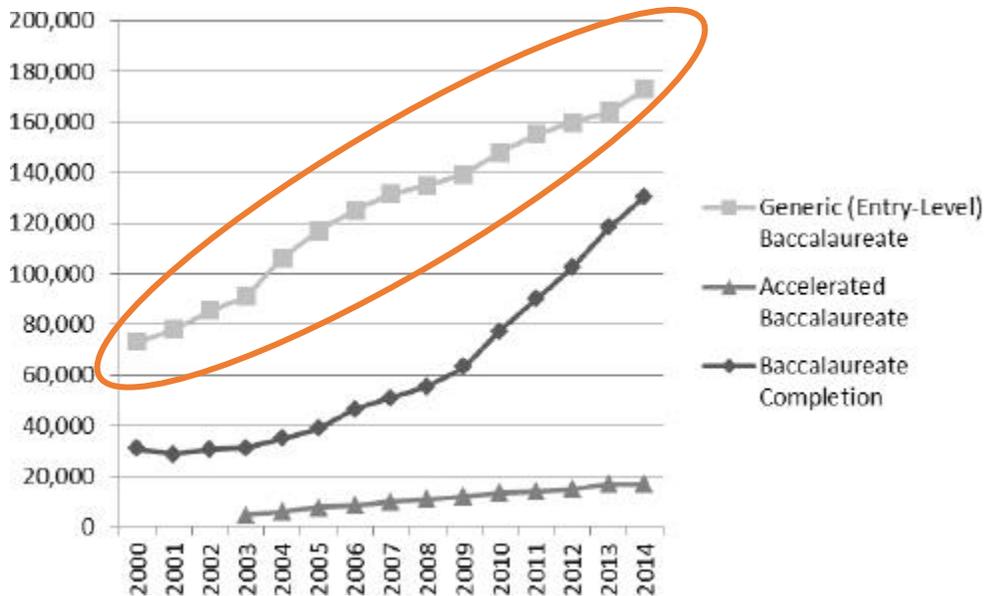
Cohort	Cohort 1 2012 Graduates	Cohort 2 2013 Graduates	Cohort 3 2014 Graduates	Cohort 4 2015 Graduates	Cohort 5 2016 Graduates	Cohort 6 2017 Graduates
Started Program	22	26	22	26	33	33
Graduated	17	20	16	20	30	25
Total % Graduated	77%	77%	73 %	77%	91%	76%
						128/162 = 79% Graduation rate

- National, state, and local enrollment trends



<https://www.ncbi.nlm.nih.gov>

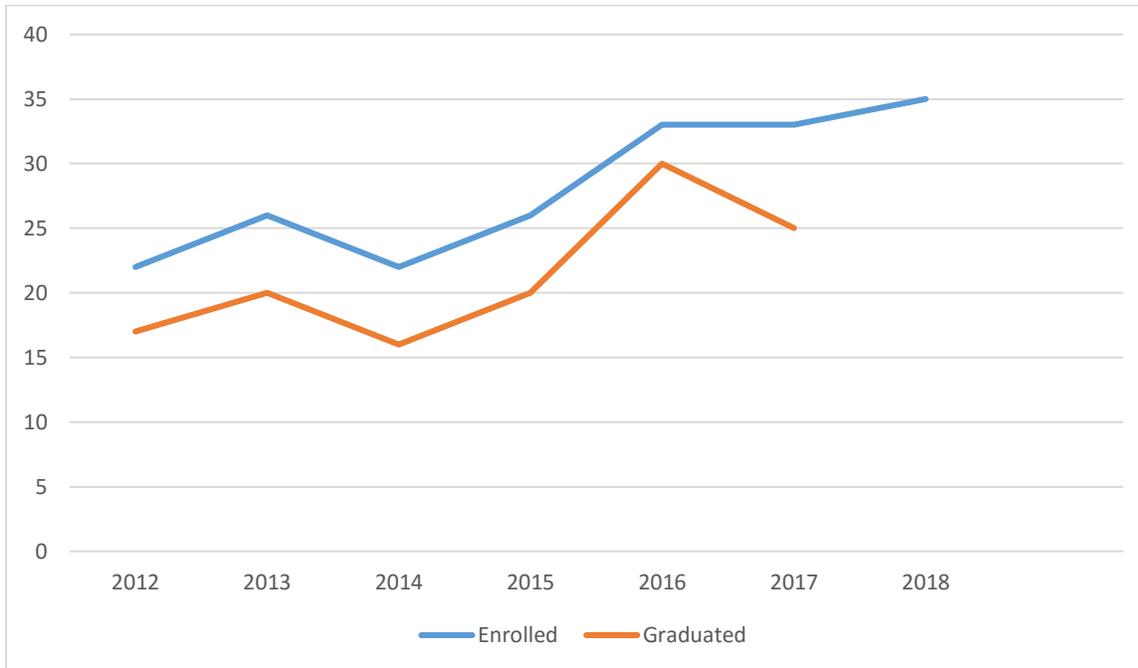
Graduates of baccalaureate nursing programs 2000-2014. As enrollment trends are projected to increase the rate/number of graduates from BSN nursing programs is also projected to increase. The national initiative to have 80% of the nursing workforce be BSN prepared by 2020 is one main driving force. The long term plan is to have the BSN degree be the entry level for the nursing profession.



<https://www.ncbi.nlm.nih.gov>

Enrollment in baccalaureate nursing programs 2000-2014. Enrollment in Baccalaureate nursing programs is projected to continue to increase as the demand for more BSN prepared RNs is projected to increase 16% over the next several years.

ASU Enrollment and Graduation Trends



ASU Enrollment data follow the trends for State and National nursing schools. ASU nursing anticipates these trends to continue. The Nursing program currently has a max of 36 students allowed to be admitted each year into the nursing program. The number of students admitted is determined through the application process and student scores on admission rubrics. Only the most highly qualified applicants are being chosen to allow the program to bring up the overall NCLEX pass rate percentages. With the significant lack of nurses on a local, state and national level this program is vital to this community and the opportunities for growth is tremendous.

ASU graduation saw a dip in the upward trend in the AY 16/17. This was due to changes in the curriculum to increase and improve the overall integrity of the program. The goal is to ensure that those who graduate are academically prepared to be successful on the NCLEX and become competent nurses. The changes in the curriculum throughout the program will ensure that students are being prepared throughout the program and allow interventions to happen earlier to provide resources to increase student success.

- Brief write-in summary of discussion & evidence pertaining to this criterion, but not captured by the above measures.

Nursing is the 4th highest declared major on the ASU campus. In 2014 there were 212 declared nursing majors. In 2015 there were 211 and in 2016 there were 174. As we continue to grow we anticipate these numbers to further increase.

Criteria #4 Size, scope and productivity of the program

Degrees awarded – 5 years of data

- o Number of degrees
- o Degrees per full-time faculty member

Includes Traditional and RN to BSN

Academic Year	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
Degrees Awarded	23	19	24	30	28
#Full time faculty	3	3	4	4	3
Degree/ faculty	$23/3 = 7.7$	$19/3 = 6.3$	$24/4 = 6$	$24/4 = 6$	$28/3 = 9.3$

- Student credit hours (SCH) – 5 years of data
 - o Total SCH generated by program
 - o SCH generated by program per full-time faculty member

Academic Year	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
SCH Nursing	1625	1585	2070	2527	2101
SCH/Faculty	$1625/3 = 541.7$	$1585/3 = 528.3$	$2070/4 = 517.4$	$2526/4 = 631.7$	$2101/3 = 700.3$

- Service to campus
 - o Fraction of tenured & tenure-track faculty engaged in campus-wide committee assignments (standing committees, search committees outside the department, appointments to task forces or working groups, etc.)
 - o Fraction of tenured & tenure-track faculty engaged in campus-wide committee leadership (chairs)

Academic Year	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
Tenure/Tenure track faculty with Committee Assignments	3/4	3/4	3/4	3/4	1/3
Tenure/Tenure track faculty with Committee Leadership	2/4	1/4	1/4	1/4	0/3

- Currently we have 3 tenure track faculty members (P5 (applied for tenure), P3, P2) The various committees that are represented:
 - Faculty senate,
 - Academic council,
 - Student Learning Assessment Committee (SLAC),
 - HPAC,
 - new faculty orientation panel

The lack of tenured faculty in the department over the past couple of years has significantly limited the ability to chair committees on campus. The department has a young faculty and as they continue toward tenure they will become more involved in campus wide committees.

- Service to community & community engagement
 - Some of our faculty work 1 day per week at the local hospital to keep their skills intact.
 - Participation in SOAR symposium to speak about the effects on legalization of marijuana on the local public school children.
 - Participation on the nursing advisory board with TSJC
 - Participation in CHAMPS screening in local public schools
 - Vision and hearing screening
 - Nutritional cooking classes
 - Coat/essential supplies donation drives

Criteria #5 Cost & Benefit of the program

Salaries and program delivery costs (including administrative costs and specialized course support costs) o Overall cost:

\$688,430 (nursing)

\$86,145 (labs)

\$774, 575 annual cost

	Nursing Program	Nursing Lab
Administrative Compensation	\$48,000	\$41,462
Faculty Compensation	\$316,226	-----
Adjunct compensation	\$68,500	-----
Faculty/Administrative benefits	\$162,397	\$12,493
Support staff compensation	\$41,628	-----
Support staff benefits	\$9,179	-----
Operating Expenses	\$42,500	\$32,190
Reserve	-----	\$20,000
Total	\$688,430	\$106,145
Combined Total Budget		\$794,575

The total combined budget for the Nursing program and the simulation lab is \$794, 575. However, the reserve in the simulation lab is money that is set aside from the allotted budget to be carried over to allow for the \$20,000 warranty for the manikins every 3 years to be paid. This is not included in the overall budget thus decreasing it to \$774,575.

There are only three tenure-track faculty within the nursing department. Two new visiting faculty members were hired in the AY 17/18.

The program continues to need a large number of adjunct clinical faculty to accommodate the 750 required clinical hours for each student.

- o Cost per full-time faculty member

$\$774,575/5 \text{ faculty} = \$154,915$ (Based off of AY 17/18 numbers)

- o Cost per graduate (while this is important, it is not the primary metric)

$\$774,575/25 \text{ graduates} = \$30,983$ (Based on 3 year graduation average: $25+30+20 = 75/3 = 25$ average graduates)

- o Cost per SCH

	AY 12/13	AY 13/14	AY 14/15	AY 15/16	AY 16/17
SCH	1625	1585	2070	2527	2101
Cost(\$774,575)/SCH	\$476.66	\$488.69	\$374.19	\$306.52	\$368.67

Nursing programs are generally more expensive to run than other programs due to the nature of the requirements, but have such a high demand that the potential for growth is tremendous.

- Revenue generated by the program (e.g. grants, ticket sales, donations, etc. – but not tuition & fees)
 - RN to BSN Caring for Colorado Grant
 - Proposed HRSA Grant
 - Haunted House tickets

- Formal and documented recruiting efforts by program personnel
 - Host multiple public school tours.
 - Guest speak at multiple high schools throughout the valley. Work with High school counselors in the Valley and several New Mexico high schools to ensure students are on the right track.
 - Discover days
 - Career fairs

- Evidence of recruiting success (students matriculating)
 - Several high school students that have been a part of the fairs and the tours are currently enrolled in pre nursing courses.
 - Several high school volunteers come to the simulation lab.
 - Although overall numbers of admissions at ASU are trending down the percentage of students with nursing as a declared major remains consistent at an average of 6.7% of total enrollment.

Brief write-in summary of discussion & evidence pertaining to this criterion, but not captured by the above measures.

Nursing programs are high cost programs which is consistent throughout the state. There is a need for highly qualified nursing faculty which is a challenge across the state. Finding innovative methods to bring in more faculty at a decreased cost through partnerships with the local hospital and clinics may help offset some of the expenses.

Criteria #6 Faculty and program strengths and accomplishments

Faculty credentials, skills, flexibility, breadth/depth, etc.

o Faculty academic and/or professional credentials beyond the minimum required by HLC.

Academic Year	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
Doctoral Prepared Nursing Faculty	2/4 = 50%	1/4 = 25%	1/4 = 25%	1/4 = 25%	1/3 = 33%

The Terminal degree for nursing education is the Masters of Science in Nursing Degree (MSN). We currently have 1 Doctoral prepared Faculty member. A second faculty member will have her Doctor of Nursing Practice (DNP) degree completed May 2018.

- Quality of the curriculum

- Variety of nursing backgrounds to create a diverse set of knowledge for our students including case management, geriatric, nursing administration and leadership, infection prevention/control, quality and safety, rural public health, school nursing, pediatrics.

- o Degree of alignment to recommendations of national organizations

- The curriculum follows the outline for the American Association of Colleges of Nursing (AACN) laid out in the AACN BSN Essentials and includes all of the criteria.

- o Accredited by external organization

- ASU has a full 10 year accreditation through Commission on Collegiate Nursing Education (CCNE). Next review date June, 2026.
- Approved by the Colorado State Board of Nursing (CSBON)

- Quality of physical, online, or other resources (equipment, software, facilities, etc.) required to deliver the program

- State of the art simulation lab in which 36% of all clinical hours are completed.
- Separate skills lab
- Remodeled classrooms.
- All nursing courses are run through blackboard. This allows consistency from course to course and the students are able to see their grades immediately and follow their own progress. It also allows better communication with students and instructors.
- Online courses for RN to BSN program are all written and loaded into Blackboard with the same format to help students navigate the courses and promote consistency between courses.

Criteria #7 Future potential of the program

Brief document from department presenting any specific proposals for program reconfiguration that includes associated costs, projections, evaluation metrics, etc. Possible items to consider (this list is not comprehensive)

- Opportunities to reconfigure or strengthen the program to the benefit of the university

- Master's Program. The lack of masters prepared nurses nationwide is increasing, but there is a significant lack of nurse faculty. The San Luis Valley has very few Masters prepared nurses working here. There are several nurse practitioners, but many do not stay in the Valley long term. ASU nursing needs to expand beyond the traditional BSN program and create and offer a Masters of Nursing program with a leadership in

healthcare track as well as a nursing education track. This will both increase the number of masters prepared nurses in the Valley and increase the pool of qualified nursing faculty applicants to ensure that the Traditional BSN program can also grow, as lack of qualified faculty is a large hurdle.

- Potential for Allied health relationships to bridge between facilities. This could include certification courses and other continuing education credits.
 - Find courses that could be expanded and offered between different disciplines on campus.
 - Use the simulation lab as a way to bring in other disciplines on campus to create interdisciplinary experiences.
- Potential for program growth/adaptation with trends in the discipline, student needs, national trends, etc.
 - Tremendous ability for growth. The shift from an Acute care focus to community based focus is paramount in nursing education. The traditional curriculum focused on acute care or hospital based care, but healthcare trends are moving from acute care into community and primary care focus. Our community sites offer a tremendous amount of opportunities for students to engage in rural community care and primary care. This is an advantage that many urban schools do not have. We are already ahead of many nursing schools in our curriculum offering a larger balance between acute care and rural/community, primary care. ASU nursing is a part of a proposal for a grant through Valley Wide Health systems to increase student exposure to rural/community and primary care. We will be a collaborator and make changes to our curriculum in both didactic and clinical courses over the next 4 years to increase student exposure to primary care. The goal is to create a curriculum map for nursing schools to adopt nationwide.
 - Potential for development of appropriate online presence.
 - Currently Online RN to BSN program
 - Plan for creation of Online MSN program.
 - Traditional BSN program needs to remain face to face for nursing courses.
 - Potential for growth of interdisciplinary programs
 - Physical therapy
 - Respiratory therapy
 - Health care administration
 - Partnership with local hospitals and clinics to offer continuing credit hours or skills proficiency simulations.
 - Counselor education with some cross training in school nursing
 - Opportunities for collaboration or partnerships with other institutions
 - HRSA grant to partner with Valley Wide Health Systems
 - Create more streamlined partnership with the local junior college

- Partner with local hospital to help them get their staff compliant with the BSN 80 by 2020 initiative through our RN to BSN program
- Revise the RN to BSN program to meet the specific needs of the local nurses to improve success.
- Create CNA certification program to be offered to local high school students and pre-nursing students.
- Expand internship placements to include out of state placements.
- Working with local hospital to help offset costs for clinical instructors and streamline nursing students into practice at the facility upon graduation
- Expand the use of the simulation lab to create the Adams State University Simulation Center. This can be used as a revenue generating center to offer simulation training to local health care professionals to meet proficiency skills of their employers.