

ELLEN FINLEY EARHART NURSING PROGRAM ASSESSMENT PLAN
College of Liberal Arts and Sciences
Park University

Introduction

The assessment for the Nursing Program at Park University is based on the University's mission and vision statements, the College of Liberal Arts and Sciences' mission statement, and the Nursing Program's mission and vision statements. The Nursing Program is committed to the ongoing assessment and enhancement of its curriculum to promote student learning. Guidelines, rules, and regulations from the Missouri State Board of Nursing (MSBN) and the National League for Nursing Accrediting Commission (NLNAC) are also used in the assessment of the Nursing Program.

The Nursing Program assessment plan is a subset of the NLNAC guidelines. The NLNAC guidelines are composed of 23 criteria categories, by which the Nursing Program is evaluated and is called a systematic evaluation plan. The Nursing Program Assessment Plan links to the NLNAC criterion.

Mission and Vision Statements

The mission of Park University, an entrepreneurial institution of learning, is to provide access to academic excellence which will prepare learners to think critically, communicate effectively, and engage in lifelong learning while serving a global community.

Park University will be a renowned international leader in providing innovative educational opportunities for learners within the global society.

The College of Liberal Arts and Sciences Mission Statement identifies that the college will prepare graduates who are articulate, literate, reflective, lifelong learners, and active global citizens.

The mission of the Park University Nursing Program is to provide program participants with the opportunity to study nursing in an academically sound program using innovative educational strategies which will prepare them to think critically and to communicate effectively in helping meet the health care needs of society.

The vision of the Park University Nursing Program is to be nationally recognized for its academic excellence and sound curriculum design within which qualified students can pursue their professional goals.

Goals and Program Outcomes

The goal of the Ellen Finley Earhart Nursing Program at Park University is to prepare graduates who, building on their practical nursing knowledge, perform at Registered Nurse (RN) entry level competence in a variety of health care settings.

To meet the program goal the following program outcomes or competencies will be assessed:

Program Outcomes:

1. Retention Rate will remain at 90% or above for each class admitted
2. 80% of students are at passing or near passing on the comprehensive Predictor Standardized testing to demonstrate achievement of student competencies
3. 85% of the graduates will pass the NCLEX on the first attempt
4. 90% of the graduates will be satisfied or very satisfied with all areas of the program as seen on the Graduate Assessment Report.

Student Competencies:

Upon completion of the Nursing Program students will be able to:

1. Safely implement the nursing process as a provider of care, manager of care, and member of a profession.
2. Integrate cultural awareness into nursing practice
3. Relate Legal and ethical principals in actual and simulated clinical situations.
4. Formulate a plan for life long learning, professional development and service to the global community
5. Communicate effectively in written, verbal and visual applications

The nursing program faculty members believe the students enter the Nursing Program as adult learners using a knowledge base gained in their practical nursing educational and clinical settings. Additionally, students bring experiences from their personal lives and nursing practice. As the students progress through the program they advance from novice students to becoming confident proficient students intrinsically motivated and accountable for their own life-long learning in both theory and clinical settings, and in personal environments. The Nurse Educator's role is to guide, direct, and evaluate learning; facilitate role transition; foster independent thinking; and model as a life-long learner and member of the nursing profession.

The Nursing Program faculty members believe nursing education prepares the students to advance from the practical nursing level to the ability to function at the competent beginner level with the abilities to meet the program outcomes. Faculty members maintain ownership and responsibility of the student and program assessment process.

Organizing Framework

The faculty of the Ellen Finley Earhart Nursing Program uses the principles of constructionist theory and Patricia Benner's Novice to Expert Model as a foundation for the theoretical framework for the nursing curriculum. The model supports the student as they build upon the knowledge acquired through previous experiences and to gain and

apply new knowledge at each level of advancement. At each level, specific threads of emphasis are addressed. The curricular threads include

1. Safe implementation of the nursing process
2. Integration of cultural awareness into theory and practice
3. Integration legal and ethical principles into theory and practice
4. Communication
5. Professional development as a life-long learner
6. Service to a global community
7. Application of teaching and learning principles

The Nursing Program allows the student entering as a novice and practical nurse to advance to the level of the competent beginner RN.

The curriculum design facilitates the upward educational mobility of Licensed Practical Nurses. The A.D.N. curriculum at Park University is considered the Level II course work. The completed practical nurse curriculum from the vocational school is considered Level I.

The curriculum map follows.

Level I	NS 120 Anatomy & Physiology for Nurses	4
	BI 122 Human Nutrition	3
	PS 121 Human Growth & Development	3
	NU 101 Fundamentals of Nursing	3
	NU 110 Maternal / Child Nursing	3
	NU 140 Medical / Surgical Nursing	3
Total		19
Level II		
Aug	NU 200 Nursing Transitions	3
Fall	NU 210 Adult Health Nursing I	3
	NU 220 Adult Health Nursing II	3
	NU 235 Clinical Adult Health Nursing	3
	NU 238 Nursing Health Assessment (Fall 1)	3
	NU 255 Mental Health Nursing (Fall 2)	3
	EN 105 First Year Writing Seminar I	3
	CS 140 Introduction to Computers	3
Spring	NU 240 Maternal / Child Nursing	3
	NU 265 Clinical Nursing Practice Applications	4
	NU 275 Issues and Management in Nursing	3
	BI 223 Microbiology	4
	EN 106 First Year Writing Seminar II	3
May	PS 101 Introduction to Psychology	3
	Or SO 101 Introduction to Sociology	
Total		44
	Total Program Hours	63

Assessment Tools

To meet the evaluation of the 23 criterion identified by the NLNAC, the Nursing Program is required to design and implement a systematic evaluation plan. The evaluation plan addresses the LNLAC criterion. The Park University Nursing Program Assessment is a subset of the systematic evaluation plan addressing the Program Goals and Student Competencies.

Tools used for the Nursing Program Assessment Plan include

1. Standardized RN Comprehensive Predictor examination. This standardized examination assesses the student learning based on the entire program content. The Comprehensive Predictor provides data about the readiness of the student and the class aggregate for success on the NCLEX-RN. Indicators for successful completion of the NCLEX-RN estimated by the standardized examination provider. Assessment criterion includes the following operational definitions.
 - a. Exceeds Expectations: 74.7% - 86.7% equating to 95%-99% probability of passing the NCLEX-RN
 - b. Meets Expectations: 68.7%-74% equating to 85%-94% probability of passing the NCLEX-RN
 - c. Does Not Meet Expectations: Less than 68.7% equating to less than 85% probability of passing the NCLEX-RN
2. NCLEX-RN licensure examination results for first time test takers. The examination takes place after graduation and is reported as an annual pass rate.
3. Graduate Assessment Survey. The Graduate Assessment Survey provides data collected from the student population and employers six months after graduation about the transition from the student to the RN role. The survey also asks about overall program effectiveness and professional preparation of the student for the RN role. The Graduate Assessment Survey is sent to all students who graduate from the program the January following graduation. Surveys are sent to employers after obtaining student permission.
4. Other assessment tools used in assessing curricular and program effectiveness.
 - a. Program Grading Scale
 - A = 92 - 100%
 - B = 84 - 91%
 - C = 75 - 83%
 - D = 66 - 74%
 - F = 0 - 65%
 - b. Clinical course evaluations. These evaluations include faculty and clinical setting summative feedback from students.
 - c. Course examinations
 - d. Core Assessments for each course
 - e. Individual course assignments

The following tables provide the assessment plan based on the NLNAC criterion. Each of the criterion definitions and assessment processes are described within each criterion.

Fall Semester Evaluation Plan: Program and Faculty Process NLNAC Criterion

Criterion	Criterion Description	Level of Achievement / Measurement	Tools	Frequency	Evaluation Month
3	Nursing education unit is administered by a nurse who is academically and experientially qualified, and who has authority and responsibility for development and administration of the program	The academic and experiential qualifications of the Director of the Nursing Program will be in 100% compliance with Missouri State Board of Nursing and NLNAC standards	Program files	Annually	Sept. – Dec during performance evaluations
5	Faculty members (full-time and adjuncts) are academically and experientially qualified, and maintain expertise in their areas of responsibility	100% of the faculty are academically and professionally qualified to teach in an ADN program based on Missouri State Board of Nursing criterion.	Program files	Annually	Sept. – Dec during performance evaluations
6	Number and utilization of full and part time faculty meet the needs of the nursing education unit to fulfill its purposes	8-10 students per clinical faculty member; no more than 40 students per section of theory classes	Program files	Each semester	October for spring and April for fall
7	Faculty performance is periodically evaluated to assure ongoing development and competence	100% of faculty members will participate in the performance review process	Program files	Annually	Sept. – Dec during performance evaluations
8	The collective talents of the faculty reflect scholarship through teaching, application, and the integration and discovery of knowledge as defined by the institution and within the nursing education unit.	100% of faculty participate in scholarly activity as defined by the institution and nursing education unit	Program files	Annually	Sept. – Dec during performance evaluations
15	Fiscal resources are sufficient to support the nursing education unit purposes and commensurate with the resources of the governing organization	100% congruence	Budget	Annually	November
16	Program support services are sufficient for the operations of the nursing education unit.	The Nursing Program has the sole support of a qualified Administrative Assistant All faculty have access to computers and email	Program files	Annually	August
18	Physical facilities are appropriate to support the purposes of the nursing education unit.	100% congruency of the faculty	Survey of unit	Annually	October
19	Information about the program, intended to inform the general public, prospective students, current	100% congruency of all published information regarding the program will be current,	Program brochure,	Annually	November

students, employers, and other interested parties, is current, accurate, clear and consistent.	accurate, clear and consistent	web page, mailings		
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Spring Semester Evaluation Plan: Program and Faculty Process NLNAC Criterion

Criterion	Criterion Description	Level of Achievement / Measurement	Tools	Frequency	Evaluation Month
1	The mission and /or philosophy of the nursing education unit is congruent with that of the governing organization, or differences are justified by the nursing education purposes.	100% congruency of nursing unit's mission with College of Liberal Arts and Sciences mission and Park University mission.	Catalog, webpage	Every 3 years (08, 11)	February
2	Faculty, administrator, and students participate in governance as defined by the parent organization and nursing education unit	100% of full time faculty have a role in a committee of the parent organization 100% of full-time faculty will have input into the governance of the nursing education unit 75% of students will have an opportunity to have input into the governance of the nursing education unit	Program files, meeting minutes	Annually	February
4	Policies of the nursing education unit are consistent with those of the governing organization or differences are justified by nursing education purposes	75% of policies of the nursing education unit are congruent with the policies of the governing organization, differences are justified by nursing education purposes.	Policy and Procedure manual	Annually	April
9	Student policies of the nursing education unit are congruent with those of the governing organization, publicly accessible, non-discriminatory, and consistently applied; differences are justified by the nursing education unit purposes	100% of the policies for nursing students are published, accessible and non-discriminatory; differences from Park University policies are justified by the purposes of the nursing program	Student handbook	Annually	March
10	Students have access to support services administered by qualified individuals that include, but are not limited to : health, counseling, academic advisement, career placement, and financial aid	100% of students have access to support services		Annually	April
11	Policies concerned with educational and financial records are established and followed	100% congruence in following established policies regarding student records		Annually	April
21	Compliance with Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained	100% congruence with Title IV processes		Annually	May

Fall Semester Evaluation Plan: Curriculum Process NLNAC Criterion

Criterion	Criterion Description	Level of Achievement / Measurement	Tools	Frequency	Evaluation Month
17	Learning resources are comprehensive, current, developed with nursing faculty input, and accessible to faculty and students.	100% faculty agree learning resources are comprehensive.	Student survey	Annually	October
22	There is a written plan for systematic program evaluation that is used for continuous program improvement	100% congruence		Annually	September

Spring Semester Evaluation Plan: Program and Faculty Process NLNAC Criterion

Criterion	Criterion Description	Level of Achievement / Measurement	Tools	Frequency	Evaluation Month
12	Curriculum designed by nursing unit flows from the nursing education unit philosophy / mission through an organizing framework into a logical progression of course outcomes and learning activities to achieve desired program objectives / outcomes	100% congruence		Every 3 years (08, 11)	February
13	Program design provides opportunity for students to achieve program objectives and acquire knowledge, skills, value, and competencies necessary for nursing practice	90% Retention rate for each class admitted. 85% pass rate for NCLEX-RN first time takers 80% of the students will be passing percentile on RN Comprehensive Predictor Standardized Examinations. 90% of the Alumni Surveys will reflect satisfaction with the program		Every 3 years (08-11) Annually for University Program Assessment	March June
14	Practice learning environments are selected and monitored by faculty and provide opportunities for a variety of leaning options appropriate for contemporary nursing	Contracts are maintained on 100% of the agencies where students do hands on clinical practice. The curriculum includes a variety of practice settings which meet the student learning needs		Annually	April
20	Complaints about the program are addressed and records are maintained and available for review.	100% of formal written complaints are addressed and records are maintained.		As Needed	
23	Student academic achievement by program type is evaluated by: graduation rates, licensure/certification pass rates, and program satisfaction	85% pass rate for NCLEX-RN first time takers 80% of the students will be passing percentile on RN Comprehensive Predictor Standardized Examinations.		Annually Annually for University Program Assessment	June

		90% of the Alumni Surveys will reflect satisfaction with the program			
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University Level Program Assessment Plan

Criterion	Measurement Tools	Link to NLNAC Criterion	Frequency	Evaluation Month
Program Assessments				
Retention Rate will remain at 90% or above for each class admitted	Class data reports		Annually	April
80% of students are at passing or near passing on the comprehensive Predictor Standardizing testing to demonstrate achievement of student competencies	Comprehensive Predictor exam aggregate class report	Links to NLNAC Criterion 13, 22 and 23	Annually	April
85% of the graduates will pass the NCLEX on the first attempt	MSBN and KSBN reports	Links to NLNAC Criterion 13, 22 and 23	Annually	January
90% of the graduates will be satisfied or very satisfied with all areas of the program as seen on the Graduate Assessment Report	Graduate Assessment Report 1. Alumni data 2. Employer data	Links to NLNAC Criterion 13, 22 and 23	Annually	January

Student Competencies				
Safely implement the nursing process as a provider of care, manager of care, and member of a profession.	NU 265 Core Assessment Data Comprehensive Predictor exam Graduate Assessment Report 1. Alumni data 2. Employer data	Links to NLNAC Criterion 12, 13, 14, 22, 23	Annually	At the end of each course
Integrate cultural awareness into nursing practice	Comprehensive Predictor exam Graduate Assessment Report 1. Alumni data 2. Employer data	Links to NLNAC Criterion 12, 13, 22, 23	Annually	At the end of each course
Relate legal and ethical principals in actual and simulated clinical situations.	NU 265 Core Assessment Data	Links to NLNAC Criterion 12, 13, 14, 22, 23	Annually	At the end of each course
Formulate a plan for life long learning, professional development and service to the global community	NU 265 Portfolio project	Links to NLNAC Criterion 12, 13, 22, 23	Annually	At the end of each course
Communicate effectively in written, verbal and visual applications	NU 240 and NU 275 Core Assessment Data	Links to NLNAC Criterion 12, 13, 14, 22, 23	Annually	At the end of each course
Course Outcomes				
NU 200 Nursing Transitions (1) Discuss principles of communication, teaching/learning, biochemistry, health promotion,	Core Assessment Data	Links to NLNAC Criterion 12, 13, 14, 22, 23	Annually	

<p>and nursing management of disease process states to the course content areas</p> <p>(2) Describe the role of the nurse as the provider of care, manager of care, and member of a profession with an emphasis on evidence based practice.</p> <p>(3) Discuss personal beliefs about legal and ethical issues that may arise in the provision of care in culturally diverse population</p> <p>(4) Practice Mathematical processes to calculate medication dosages required for safe medication administrations</p>	<p>Standardized Pharmacology Examination</p>			
<p>NU 210 Adult Health Nursing I</p> <p>(1) Explore the role of the Registered Nurse related to application of communication principals, teaching/learning health promotion, and nursing management of disease process states as it affects the course content areas.</p> <p>(2) Apply principles of biochemistry to selected disease process states.</p> <p>(3) Explain nursing processes associate with selected disease process.</p> <p>4) Examine the application of ethical and professional nursing practice standards to culturally diverse populations.</p> <p>(5) Calculate medication dosages</p>	<p>Core Assessment Data NU210- Visual & Written Project Nutrition in Culture</p> <p>Standardized Medical Surgical Examination</p>	<p>Links to NLNAC Criterion 12, 13, 22, 23</p>	<p>Annually</p>	
<p>NU 220 Adult Health Nursing II</p> <p>(1) Explore the role of the Registered Nurse related</p>	<p>Core Assessment Data:</p>	<p>Links to NLNAC Criterion 12, 13, 22, 23</p>	<p>Annually</p>	

<p>to application of communication principals, teaching/learning health promotion, and nursing management of disease process states as it affects the course content areas.</p> <p>(2) Apply principles of biochemistry to selected disease process states.</p> <p>(3) Explain nursing processes associate with selected disease process.</p> <p>4) Examine the application of ethical and professional nursing practice standards to culturally diverse populations.</p> <p>(5) Calculate medication dosages</p>	<p>NU220 – Health Promotion Project</p> <p>Standardized Medical Surgical Examination</p>			
<p>NU 235 Adult Health Clinical Nursing</p> <p>(1) Practice the nursing process in selected actual and simulated clinical applications in the provision of safe patient care in a culturally diverse adult population.</p> <p>(2) Evaluate the affect of pharmacologic agents and dosage calculations as they relate to patient care processes.</p> <p>(3) Evaluate the clinical outcomes of patient care for one to three patients in adult health acute and community care settings.</p> <p>(5) Practice the role of the nurse as provider of car and member of a profession.</p> <p>(6) Collaborate with peer, faculty, and members of the interdisciplinary team in the provision of client care in the adult population.</p> <p>(7) Explore legal and ethical concern in the clinical applications.</p>	<p>Core Assessment Data</p> <p>Weekly Patient Care</p> <p>Standardized Examination:</p> <ol style="list-style-type: none"> 1. Critical Thinking 2. RN Fundamentals 	<p>Links to NLNAC Criterion 12, 13, 14, 22, 23</p>	<p>Annually</p>	

(8) Analyze professional performance through self evaluation processes				
<p>NU 238 Nursing Health Assessment</p> <p>1) Demonstrate a health assessment including nursing history.</p> <p>(2) Apply health assessment principles in the assessment of adult individuals.</p> <p>(3) Apply principles of communication, teaching/learning, biochemistry, health promotion.</p> <p>(4) Assess the role of the nurse as the provider of care as it relates to holistic nursing assessment.</p> <p>(5) Demonstrate beginning competence in the completion of a health assessment</p> <p>(6) Design a nursing plan of care based on actual health assessment findings</p>	<p>Core Assessment Data</p> <p>Video Assessment</p>	<p>Links to NLNAC Criterion 12, 13, 14, 22, 23</p>	<p>Annually</p>	
<p>NU 240 Maternal Child Nursing</p> <p>(1) Demonstrate principles of communication, teaching/ learning, biochemistry, health promotion, and nursing management of disease process states through visual and written applications.</p> <p>(2) Compare and contrast selected disease and health promotion processes between the pediatric and adult populations and the pregnant woman.</p> <p>(3) Evaluate the role of the nurse in the care of families, women, and children.</p> <p>(4) Compare and contrast legal and ethical issues that may arise in the provision of care in culturally diverse populations related to families, women, and children.</p> <p>(5) Analyze the variance of drug calculations as they</p>	<p>Core Assessment</p> <p>Health promotion project: paper, visual display, and group processes</p> <p>Standardized maternal newborn and pediatrics examinations</p>	<p>Links to NLNAC Criterion 12, 13, 22, 23</p>	<p>Annually</p>	

relate to pediatric and maternal newborn populations.				
<p>NU 255 Mental Health Nursing</p> <p>(1) Define principles of communication, teaching/learning, health promotion, and nursing management of mental health related populations.</p> <p>(2) Apply principles of biochemistry to selected mental health disease processes.</p> <p>(3) Evaluate the role of the nurse as the provider of care and member of a profession with an emphasis on evidence based practice.</p> <p>(4) Explore legal and ethical issues in mental health in the provision of care in culturally diverse populations.</p> <p>(5) Explain the application of nursing process as it relates to mental health disease processes and population needs.</p> <p>(6) Examine the cultural implications associated with mental health and the management of mental health care issues across the lifespan.</p> <p>(7) Analyze the variance of drug calculations as they relate to the mental health client.</p>	<p>Standardized Nursing Mental Health Exam</p> <p>Core Assessment: Annotated Bibliography</p>	<p>Links to NLNAC Criterion 12, 13, 22, 23</p>		
<p>NU 265 Clinical Nursing Practice Applications</p> <p>(1) Implement the nursing process in the provision of safe patient care in culturally diverse populations.</p> <p>(2) Analyze the affect of pharmacologic agents and dosage calculations as they relate to patient care processes.</p>	<p>Core Assessment data Clinical Patient Care – Adult, Maternal/Newborn</p>	<p>Links to NLNAC Criterion 12, 13, 22, 23</p>	<p>Annually</p>	

<p>(3) Analyze the clinical outcomes of patient care for teams and communities of patients in adult health acute and community care settings.</p> <p>(4) Analyze the principals of communication, teaching/learning, biochemistry, growth and development, health promotion and nursing management of disease process states in a variety of clinical settings</p> <p>(5) Demonstrate the role of the nurse as provider of care, manager of care, and member of a profession.</p> <p>(6) Demonstrate professional nursing management skills through collaboration with peers, faculty, and member of the interdisciplinary team in the provision of client care.</p> <p>(7) Apply legal and ethical professional standards in clinical care of patients and communities.</p> <p>(8) Analyze professional performance as it relates to life-long learning plans</p>	<p>Standardized Examinations</p> <ol style="list-style-type: none"> 1. RN comprehensive predictor 2. Community Health 			
<p>NU 275 Issues and Management in Nursing</p> <p>(1) Incorporates the principles of communication, teaching/learning, healthcare systems and nursing management of patient care as it relates to nursing leadership.</p> <p>(2) Compare and contrast health care systems and leadership styles.</p> <p>(3) Distinguishes the role of the nurse in health care systems related to patient advocacy and resource management.</p> <p>(4) Interprets nursing standards in relation to legal and ethical issues that may arise in the provision of</p>	<p>Core Assessment Data</p> <p>Continuous Quality Improvement Assignment</p> <p>Standardized Leadership Nursing Exam</p>	<p>Links to NLNAC Criterion 12, 13, 22, 23</p>	<p>Annually</p>	

care in culturally diverse populations and health care systems. (5) Evaluate the role of the nurse as the provider of care, manager of care, and member of a profession.				
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