

Program/Date	Program Action Plan Nursing 2017			TWO YEAR PLAN 2017	FIVE YEAR PLAN 2022
REVIEW RECOMMENDATIONS	PROGRAM CITATION AND RATIONALE	RESPONSIBLE PARTIES	RESOURCE IMPLICATIONS	DELIVERABLE	DELIVERABLE
<b>PROGRAM PURPOSE AND UNIVERSITY GOALS</b>					
1. Demonstrate that the curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that are congruent with the program's mission and goals, and with the relevant professional standards and guidelines for the preparation of nursing professionals.	(CCNE Key Element III-A) The concern of the team was in identifying the AACN Baccalaureate Essentials (2008) and QSEN competencies in the expected learning outcomes and mission and goals of the roles for which we are preparing graduates	Nursing Program Faculty	Faculty Retreat conducted December -16, 2014 at Chair's home with no resources allocated to deal with the Key Element IIIA.	Special Report/CIRP to CCNE May 27, 2016 documenting revision of Mission, Goals and Professional Standards using Baccalaureate Essentials & QSEN Competencies in student learning outcomes developed December 16, 2014	Continue to monitor AACN Baccalaureate Essentials (2008) QSEN competencies for changes and incorporate changes as necessary.
<b>ACHIEVING EDUCATIONAL OUTCOMES/ASSESSMENT</b>					
2. Demonstrate that curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate). Baccalaureate program curriculum incorporates the <i>Essentials of Baccalaureate Education for Professional Nursing Practice</i> (AACN, 2008).	(CCNE Key Element IIIB) While the Neuman System Model was visible in the curriculum the Baccalaureate Essentials were not as clearly evident in program learning outcomes and faculty were unable to articulate how the Baccalaureate Essentials integrated into the curriculum.	Nursing Program curriculum committee and faculty	Complementary Consultant from ATI conducted faculty retreat May 18, 2015. ATI CMAP program to track program learning outcomes was completed for all courses during the summer at a cost of faculty time \$2,020. Revision of all courses to curriculum committee completed during the summer. Cost was included in program chair salary for summer work	CMAP@ comprehensive program mapping. Completed Summer 2015. Twenty six revised curriculum proposals to the curriculum committee September 15, 2015 which reflect Baccalaureate Essentials. Courses were implemented Fall 16. Retreat December 18 to improve technical teaching options. Substantive change report to CCNE June 2016 which reflect curriculum changes.	Continue to update CMAP tool as course revisions are completed . Monitor changes in AACN Baccalaureate Essentials and QSEN competencies and other professional documents for curriculum implications.

**DEVELOPING RESOURCES TO ENSURE SUSTAINABILITY**

<p>No Recommendations in this area although recommendation have implications for funding of program evaluation and data management.</p>	<p>Implication from other recommendations includes assuring a dedicated amount of time for systematic program evaluation, This can be accomplished through faculty release time or a hiring faculty in a program evaluation position.</p>	<p>Development of a job description for a program evaluation specialist position.</p>	<p>Half time position to monitor total program evaluation plan and report to faculty on accreditation data monitor changes in accreditation standards and complete annual reports to accreditation agency. Attends all faculty, curriculum and student affairs meetings. A salary of approximately \$45,000</p>	<p>Position not in place due to funding implications. Chair continues to monitor program evaluation plan and data management.</p>	<p>Continue to look for funds for a program evaluation specialist position. Monitor effectiveness of data collection and systematic program evaluation plan.</p>
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**CREATING A LEARNING CENTERED ORGANIZATION/STRUCTURE**

<p>3. Demonstrate a systematic process is used to determine program effectiveness.</p>	<p>(CCNE Key Element IV –A) Concern over the use of the Malcolm Baldrige program evaluation plan did include expected outcomes but did not provide for analysis of outcomes or recommendation for an action plan ,</p>	<p>Nursing Program Faculty as lead by Faculty Chair</p>	<p>Complementary Consultant from ATI conducted faculty retreat May 18, 2015. CCNE Systematic Program Outcomes Evaluation Template used. Cost of the Completion of Program plan was included in program chair salary.</p>	<p>CCNE Total Program Evaluation Plan e completed by the chair in Fall 15 and Spring 2016 Total Program Evaluation Plan developed to track standard level of achievement, frequency of methods, assessment, evaluation and follow up required.</p>	<p>Continue to use data according to the systematic program evaluation plan to make decisions for program actions. Monitor for changes in elements.</p>
<p>4. Demonstrate that program outcomes demonstrate program effectiveness</p>	<p>(CCNE Key Element IV-E) Concern over lack of data from local employers on graduation employment. Concern that outcomes of ATI comprehensive predictor in relations to outcomes of the program are not used to evaluate level of program</p>	<p>Nursing Program Faculty as lead by Faculty chair</p>	<p>Data collection using Sky FACTOR AACN Undergraduate Nursing Education Exit Assessment at a yearly cost of \$2,420. Student Course Evaluations Development of a survey to gather New graduate</p>	<p>CCNE Total Program Evaluation Plan to include benchmarking of Sky Factor AACN Undergraduate Exit Survey Employers Survey Program Assessment Plan Program Annual Reports Nursing Program Faculty, Curriculum and Student Affairs</p>	<p>Continue to use data according to the systematic program evaluation plan to make decisions for program actions. Monitor for changes in elements as</p>

<p>5. Demonstrate that faculty outcomes, individually and in the aggregate, demonstrate program effectiveness Specifically, the program must demonstrate that actual faculty outcomes are presented in the aggregate for the faculty as a group</p>	<p>achievement.</p> <p>(CCNE Key Element IV-F) Concern over the documentation of faculty, professional development, scholarship and productivity of faculty. Concern over the documentation of scholarly work as provided by CSU Faculty Accomplishments brochure. There was also concern over documentation of tenure track faculty meeting the standards of their PDP.</p>	<p>Nursing Program Chair evaluate Aggregate data reviewing: Nursing PPS Faculty CV Faculty Certification Faculty Clinical practice, scholarship, and service to the community. CEU's Peer evaluations</p>	<p>employment data. Develop of a new Program Assessment Plan Inclusion of Program Annual Report Distribution of information at Faculty meetings.</p> <p>Time for program Chair to collect and aggregate data</p>	<p>Minutes Make plans to address program satisfaction in the areas of facilities/administration and quality of nursing education..</p> <p>Program evaluation data to include PPS and data on Scholarship Certification, CEU Peer evaluation</p>	<p>established</p> <p>Continue to use data according to the systematic program evaluation plan to make decisions for program actions. Monitor for changes in elements as established</p>
<p>6. Demonstrate that data analysis is used to foster ongoing program improvement.</p>	<p>(CCNE Key Element IV-H) Concern over program collecting and documenting how actual program learning outcomes are compared to expected outcomes in making program</p>	<p>Nursing Program Faculty as lead by Program Evaluation Specialist.</p>	<p>Designation of Program Evaluation specialist not completed at this time need to budget in program evaluation specialist.</p>	<p>Use of total evaluation plan data to foster program improvement. Data collection and decisions</p>	<p>Continue to use data according to the systematic program evaluation plan to make decisions for program actions. Monitor for changes in elements as</p>

decisions.

established

The Program Action Plan is an agreement among appropriate AVPAA and Program to implement recommendations that emerged during the program review process. These recommendations were derived from the program's self-study, the external review, administrator input, and the Continuous Improvement review. Through the Program Action Plan, the goal is to integrate program review results into Academic Affairs planning and budgeting. To the extent that resources and changes in program and division strategic priorities permit, the Action Plan identifies two-year and five-year targets for implementation of recommendations.