Nursing

Associate in Applied Science

Program Level Assessment Plan Narrative

Mission Statement

The mission of the WVCTCS Consortium of Associate Degree Nursing Programs is to prepare students for professional nursing practice while providing a knowledge base for career mobility and further academic study. These programs are committed to providing accessible, high-quality nursing education to meet the diverse and changing health-care needs of the community and beyond.

Program Overview

The Community and Technical College System of West Virginia (WVCTCS) Consortium of Associate Degree Nursing Programs is a partnership of nursing programs at five of the West Virginia Community Colleges. Eastern West Virginia Community and Technical College, Kanawha Valley Community and Technical College, Southern West Virginia Community and Technical College, West Virginia Northern Community and Technical College, and West Virginia University at Parkersburg are schools within the Consortium. The Consortium shares a common concept based integrated curriculum culminating in an Associate of Applied Science degree in nursing; shared agreements for academic standards including admission criteria, progress and graduation standards; and shared agreements for development and implementation of student procedures and guidelines as delineated in the Student Nurse Handbook. Clinical experiences are provided in a variety of healthcare settings. Completion of the nursing courses and general education degree requirements and subsequent posting of the degree provides eligibility for students to apply for licensure as registered nurses. Licensing requirements are the exclusive responsibility of the State Boards of Nursing.

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Program Student Learning Outcomes

At the completion of the Associate Degree Nursing Program, graduates will be prepared to:

Human Flourishing

Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.

1. Collaborate with the patient or designee to plan and provide nursing care that respects the patient's individual values and needs.

Nursing Judgment

Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and that promote the health of patients within a family and community context.

2. Generate safe and effective patient centered care using the nursing process.

3. Incorporate effective communication strategies to reduce risk and injuries in the healthcare environment.

Professional Identity

Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context.

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4. Create caring relationships with patients and support systems consistent with the ANA Standards of Nursing Practice and the Code of Ethics.

5. Evaluate the utilization of healthcare system resources to efficiently and effectively manage care.

Spirit of Inquiry

Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.

6. Integrate current best practices to plan and implement safe and effective patient care.

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Assessment of Nursing Goals and Course Outcomes

Eastern WV Community and Technical College's Nursing Program Evaluation and Assessment Plan consist of formative and summative assessment processes. The Nursing program will be evaluated at the program level to ensure attainment of the State of WV Board of Examiners for Registered Professional Nurses (Board) evaluation guidelines; to ensure achievement of program level student learning outcomes; and course level assessment to monitor implementation of the program throughout the curriculum. Assessment processes at the program and course level are also embedded within the course syllabi to assure consistency in process and application.

The following assessment instruments and standards will be used to discern student academic achievement and course effectiveness in meeting program goals and course outcomes in addition to those defined in the Program Evaluation Plan.

- Completion Rate/course level: At least 80% of students enrolling in nursing courses will successfully complete the course(s). This will be determined at the end of each semester based on final grades.
- Drop Rate: The drop rate will not exceed 20%.
- Course-level effectiveness: Course outcomes for targeted nursing courses will be assessed on a cyclical basis per Program Evaluation Plan, Standard VI. Students' performance will be analyzed across sections and semesters.
- Graduation Rate: At least 80% of students enrolling in the Nursing program will successfully complete the associate degree within 3 years. This will be measured by the number of graduates from the program.
- Syllabus Analysis: Syllabus analysis will be conducted at the completion of each course to assure consistency of outcomes with Master Course Record Forms and among section of specific courses.
- Transcript Analysis: Transcript analysis will be conducted as triggered by deficiencies in course level assessment activities.
- Advisory Committee Review: Annual advisory committee review will provide qualitative evaluation of program effectiveness in meeting regional nursing needs.
- Standardized general education testing is administered to associate degree graduating students as a measure of the effectiveness of the general education core.
- Capstone assessment: NU 245 "Professional Nursing and Health Systems & Concepts" will serve as the source for capstone assessment providing an opportunity to integrate and apply program learning outcomes. At least 75% of the graduating students will score the minimum Capstone performance standard of 80%.
- Enrollment Patterns: Enrollment trends will be monitored. Shifts in target courses and number of majors will trigger detailed assessment review as defined in above items.

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- Course evaluation surveys are used as indirect assessment measures of student success and satisfaction. Survey questions provide self reports of learning acquired through course completion, understanding of intended course learning outcomes, satisfaction with instruction, and course effectiveness.

Data Collection

Multiple methods will be used to collect appropriate data to assess student learning and success. Primary data will be analyzed to determine course level effectiveness. A secondary analysis of student records will be conducted to track student success, engagement and goal attainment. Student records selected for the secondary analysis include enrollment patterns in nursing courses, course grades, drop rates, and degree, or job attainment.

Course learning outcomes will be assessed as defined in Standard VI of the Program Evaluation Plan and in accordance with course syllabi.

A secondary analysis of course evaluations will be conducted to address students' perceptions of success and satisfaction. Self-reports will provide a qualitative perspective of the students' "lived experience" in the nursing courses.

Data Analysis and Recommendations

The Nursing Program Administrator and nursing faculty will analyze assessment date collected from primary and secondary sources on an annual basis with target course assessments being conducted on cycle with course offerings. Calculations will be prepared as defined in the Program Evaluation Plan and course syllabi. Scores falling below the minimum performance standard will serve as the trigger for further evaluation or course revision depending upon the sample size, and historical patterns. Analysis may also serve as the trigger for implementation or modification of student support services.

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Program Reports

The Nursing Program Administrator will prepare an annual assessment report and recommendations in consultation with nursing faculty. These reports will be available to the Dean of Academic and Student Services, Associate Dean for Academic and Learner Support Services, Academic Program Director for General Education and Instruction, Nursing Program Advisory Committee, Assessment Committee, and the Learner Outcomes Team (LOT). Reports will address the student outcomes, methods of assessment, results of assessment activities and recommendations.

Assessment reports will be shared with nursing faulty. The faculty and the advisory committee will be convened to determine need for programmatic change or course revision.

Effectiveness of Assessment Plan

As this program grows, additional methods of assessment will be added to determine student success and effectiveness of the curriculum. Effectiveness of this assessment plan will be evaluated on a cyclical basis as defined in the Program Evaluation Plan (Appendix D). The Five Fundamental Questions for Conversations on Student Learning (HLC: Priddy and Solomon) will also serve as prompts for dialog in utilization of assessment data for improvement of student learning. As trends in student academic achievement are monitored, need for additional assessment activities or change in focus will become evident by applicability of results in curriculum revision.

The Five Fundamental Questions for Conversations on Student Learning (Priddy and Solomon)

1. How are your stated students' learning outcomes appropriate to your mission, programs, and degrees?
2. What evidence do you have that students achieve your stated learning outcomes?
3. In what ways do you analyze and use evidence of student learning?
4. How do you ensure shared responsibility for assessment of student learning?
5. How do you evaluate and improve the effectiveness of assessment of student learning efforts?

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NURSING MISSION GOALS/OBJECTIVES

The following programmatic commitments are established to fulfill the mission of the Nursing Program:

1. Provide the opportunity for continued nursing education through articulation agreements and use of technologies.

2. Acknowledging nursing experiential learning.

3. Maximize student potential by providing advisement related to services available to assist the individual in successful completion of the program (i.e., ADA, referral counselors, program orientation, developmental courses, etc.).

4. Provide accessible nursing education through grant funding, scholarships, financial aid series, and referrals.

5. Empower the student to realize their educational goal by preparing them to successfully take and pass the NCLEX-RN exam.

6. Provide licensed registered nurses with the ability to meet the demand of the college service district.

7. Prepare students to competently practice within the role of the A D N in a changing global and technological society.

8. Maximize the quality of the Nursing Program by ongoing monitoring and evaluating of program outcomes.

Nursing Philosophy

The nursing program is a member of the WVCTCS Consortium which is committed to a quality educational environment.

The educational philosophy of the WVCTCS Consortium of Associate Degree Nursing Programs incorporates the seven core values of the National League for Nursing Competencies Framework which includes caring, diversity, ethics, excellence, holism, integrity, and patient centeredness (NLN, 2010). We believe that "all nurses should display integrity, respect diversity in all forms, uphold given legal and ethical responsibilities and strive for excellence while promoting caring, holistic, patient centered care" (NLN, 2010).

The Consortium supports education as a life-long process incorporating a spirit of inquiry, supported by evidence based research. The faculty believes that students need to develop nursing judgment in their practice, develop a professional identity as a nurse, and learn to support patients and families in development of their ongoing growth as human beings. Life-long learning consists of acquiring knowledge, demonstrating proficient skills, and developing ethical attitudes and values.

Eastern WV Community and Technical College Mission Statement

Eastern provides accessible and affordable educational opportunities for academic, technical, workforce training and life-long learning for the Potomac Highlands regional community.

To achieve this mission, Eastern West Virginia Community and Technical College:

- provides programs and courses of instruction, through the associate-degree level, that encompass occupational-technical education, transfer education, general education, literacy and developmental education, and continuing education;
- implements workforce development and customized training programs that advance individual career development while meeting employers' needs for a highly skilled workforce;
- serves as a vital link between secondary education and four-year colleges and universities; provides appropriate post-secondary courses to students in partner secondary schools;
- provides innovative student support services that promote holistic development and student success;
- provides a broad range of instructional technologies, methods, materials, facilities, and instructional support services that promote learning;

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- maintains an educational environment that broadens perspectives, promotes global awareness, and leads to responsible citizenship;
- enriches local communities by making available resources in people, facilities, and programming;
- serves as a catalyst in helping to shape the direction of communities in the college's region of responsibility;
- enhances economic, cultural, and educational development through partnerships between the college and local communities; and ensures a healthy and safe environment at each of the college's instructional locations.

Vision

Eastern West Virginia Community and Technical College enriches the Potomac Highlands regional community through a range of innovative programs and services that exemplify community college values and achieve the community college mission.

Values

In its institutional attitudes, policies, practices, and activities, Eastern West Virginia Community and Technical College is committed to:

Opportunity

- Education is accessible, by geographic location or delivery through technology, and affordable to residents throughout the College's region of responsibility.
- The College maintains an open door admission policy.
- The College accepts and values all learners; we seek and welcome diverse students, and provide a nurturing environment.

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- Student support services assure opportunity through student-friendly intake and orientation activities, timely provision of financial aid, and positive interaction from initial contact with students through achievement of their goals.

Quality Teaching and Lifelong Learning

- Academic offerings meet the needs of students for learning skills, for career related education and training, and for personal growth.
- The College celebrates and promotes lifelong learning by providing learning opportunities that are relevant to all students.
- Learner-centered instruction recognizes different learning styles and is supported by use of appropriate technology.
- The results of continuous learning outcomes assessment improve instruction, focus and drive faculty development, and ensure that teaching and learning is relevant and of high quality.

Integrity

- The College is open and honest in its relations with students, employees, and its partners.
- The College confirms the community college mission as its central purpose.
- The College affirms that all employees contribute to institutional mission accomplishment, either by teaching or by supporting teaching and learning.
- The College rewards initiative, creativity, and teamwork in the positive resolution of institutional problems and advancement of a common organizational agenda.
- The College models its commitment to diversity in all areas of its institutional life: students, employees, governance, and supportive entities and relationships.
- In its operations and activities, the College demonstrates financial responsibility and accountability.

Partnerships

- The College promotes a broad sense of community that breaks down barriers and encourages collaborative attitudes and action.

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- The College collaborates and partners with public schools, other educational providers, business and industry, labor, government, and arts and cultural organizations to serve students, support economic and community development, and enhance opportunities for cultural growth.
- In its teaching and learning and its learner support activities, the College recognizes and promotes student awareness and knowledge of regional, national, and global interdependence.

Continuous Improvement

- The College continuously assesses its policies and practices and scans the external environment to ground its planning and to improve institutional efficiency and effectiveness.
- The College encourages and supports employees' efforts to improve job skills, to maintain technological currency, and to develop professionally.
- The College procures and effectively applies technology to its operations and processes.

Eastern WV Community and Technical College Philosophy

Central to Eastern's mission and vision is the College's commitment to the development of each student as a well-educated individual. Consequently, the college requires a general education core curriculum as an integral component of all degree programs. The general education curriculum is intended to provide all students, regardless of major, with knowledge and skills which serve as the foundation for lifelong learning, professional success and personal achievement. The general education program promotes the development of independent, critical and conceptual thinking skills and those skills necessary for effective communication. The general education curriculum demonstrates the College's commitment to provide appropriate and relevant education to enhance the growth and development of learners as they face the challenges of the 21st century.

Goals

Students who have completed the general education requirements of an associate degree will exhibit improved competencies in the following:

Critical Thinking Skills

Students will demonstrate their ability to think critically by observing critically, reading critically, planning, reflecting, analyzing, evaluating and synthesizing.

Oral and Written Communications

Students will demonstrate their oral and written communication skills by listening actively, speaking effectively, and writing effectively.

Mathematical Skills/Competencies

Students will demonstrate their abilities to think mathematically by applying mathematical concepts in problem-solving including estimation, computation, analysis, assimilation, application, transference and modeling strategies as needed for living in today's and tomorrow's world.

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Informational Access/Literacy Skills
Students will demonstrate their inquiry and research skills by using electronic tools and non-electronic resources to acquire, process, and manage information as well as to locate, retrieve, and evaluate information.

Scientific Inquiry and Research Skills
Students will demonstrate their scientific inquiry and research skills by using scientific methods effectively in problem solving; posing a question to be answered or make a prediction about objects or events; using multiple lines of inquiry to collect information; organizing, evaluating, analyzing, and interpreting findings.

A Cultural, Artistic, and Global Perspective
Students will demonstrate cultural, artistic and global perspectives through understanding their own culture; recognizing and valuing differences among cultural groups, artistic modes, and cultural artifacts; and understanding the role of diversity in the expanding global context.

Workforce and Citizenship Skills
Students will demonstrate workforce and citizenship skills needed for professional success through punctuality, cooperation, negotiation, self-discipline, teamwork, leadership, conflict resolution, ethics, commitment/loyalty, responsibility and accountability and by recognizing the benefits and the need for participating in lifelong learning activities and civic and community programs.

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Alignment of Institutional Mission, Nursing Program Mission and Nursing Program Goals/Objectives

Eastern's Mission	Nursing Program Mission	Nursing Program Goals/Objectives
Eastern provides accessible and affordable educational opportunities for academic, technical, workforce training and life-long learning for the Potomac Highlands regional community. To achieve this mission, Eastern West Virginia Community and Technical College: • provides programs and courses of instruction, through the associate-degree level, that encompass occupational-technical education, transfer education, general education, literacy and developmental education, and continuing education; • implements workforce development and customized training programs that advance individual career development while meeting employers' needs for a highly skilled workforce; • serves as a vital link between secondary education and four-year colleges and universities; provides appropriate post-secondary courses to students in partner secondary schools; • provides innovative student support services that promote holistic	The mission of the WVCTCS Consortium of Associate Degree Nursing Programs is to prepare students for professional nursing practice while providing a knowledge base for career mobility and further academic study. These programs are committed to providing accessible, high-quality nursing education to meet the diverse and changing health-care needs of the community and beyond.	At the completion of the Associate Degree Nursing Program, graduates will be prepared to: **Human Flourishing** Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings. 1. Collaborate with the patient or designee to plan and provide nursing care that respects the patient's individual values and needs. **Nursing Judgment** Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and that promote the health of patients within a family and community context. 2. Generate safe and effective patient centered care using the nursing process.

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development and student success; • provides a broad range of instructional technologies, methods, materials, facilities, and instructional support services that promote learning; • maintains an educational environment that broadens perspectives, promotes global awareness, and leads to responsible citizenship; • enriches local communities by making available resources in people, facilities, and programming; • serves as a catalyst in helping to shape the direction of communities in the college's region of responsibility; • enhances economic, cultural, and educational development through partnerships between the college and local communities; and • ensures a healthy and safe environment at each of the college's instructional locations.		3. Incorporate effective communication strategies to reduce risk and injuries in the healthcare environment. **Professional Identity** Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context. 4. Create caring relationships with patients and support systems consistent with the ANA Standards of Nursing Practice and the Code of Ethics. 5. Evaluate the utilization of healthcare system resources to efficiently and effectively manage care. **Spirit of Inquiry** Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients,

		families, and communities. 6. Integrate current best practices to plan and implement safe and effective patient care.
Provides program and courses of instruction through the associate degree level, that encompasses occupational-technical education, transfer education, general education, literacy and developmental education, and community education	Eastern's nursing program exists to meet the current and future health care needs of rural West Virginia. The program recognizes pervious life experiences which provide a foundation for future learning.	Provide the opportunity for continued nursing education through articulation agreements, use of technologies, and distance learning. Empower the student to realize their educational goal by preparing them to successfully take and pass the NCLEX-RN exam. Maximize the quality of the Nursing Program by ongoing monitoring and evaluating of program outcomes.
Implements workforce development and customized training programs that advance individual career development while meeting employers' needs for a highly skilled workforce Values Statement Excerpt: Quality teaching and lifelong learning: The college celebrates and promotes lifelong learning by providing learning opportunities that are relevant to all students.	Eastern's nursing program exists to meet the current and future health care needs of rural West Virginia Student potential is maximized by preparing the individual for life's work, while fostering lifelong learning	Provide licensed registered nurses with the ability to meet the demand of the college service district.
Serves as a vital link between secondary education and four-year colleges and universities; provides appropriate post-secondary courses to students in partner secondary schools	Upon approval of Eastern's nursing program by the Board, the College will begin development of 2+2 agreements with baccalaureate institutions with Board approved BSN programs.	Upon approval of Eastern's nursing program by the Board, the College will begin development of 2+2 agreements with baccalaureate institutions with Board approved BSN programs.
Provides innovative student support services that promote holistic development and student success Values Statement Excerpt: Opportunity: Education is accessible by geographic location or delivery through technology, and affordable to residents throughout the College's region of responsibility Student support services assure opportunity through	The program recognizes pervious life experiences which provide a foundation for future learning.	Maximize student potential by providing advisement related to services available to assist the individual in successful completion of the program (i.e., ADA, referral counselors, program orientation, developmental courses, etc.). Provide accessible nursing education through distance learning, grant funding, scholarships, financial aid series, and referrals.

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student-friendly intake and orientation activities, time provision of financial aid, and positive interaction from initial contact through achievement of their goals.		
Provides a broad range of instructional technologies, methods, materials, facilities, and instructional support services that promote learning	The emphasis of the nursing program is to prepare individuals for success in a changing global and technological society.	Provide the opportunity for continued nursing education through articulation agreements, use of technologies, and distance learning. Provide accessible nursing education through distance learning, grant funding, scholarships, financial aid series, and referrals. Empower the student to realize their educational goal by preparing them to successfully take and pass the NCLEX-RN exam. Maximize the quality of the Nursing Program by ongoing monitoring and evaluating of program outcomes.
Maintains an educational environment that broadens perspectives, promotes global awareness, and leads to responsible citizenship Values Statement excerpt: Opportunity: The college accepts and values all learners; we seek and welcome diverse students, and provide a nurturing environment.	The emphasis of the nursing program is to prepare individuals for success in a changing global and technological society. The program is dedicated to providing quality and accessible nursing education to diverse populations.	Prepare students to competently practice within the role of the A D N in a changing global and technological society.
Enriches local communities by making available resources in people, facilities and programming	Eastern's nursing program exists to meet the current and future health care needs of rural West Virginia	Provide licensed registered nurses with the ability to meet the demand of the college service district.
Serves as a catalyst in helping to shape the direction of communities in the College's region of responsibility	Eastern's nursing program exists to meet the current and future health care needs of rural West Virginia	
Enhances economic, cultural, and educational development through partnerships between the college and local communities; and ensures a healthy and safe environment at each of the college's instructional locations	Eastern's nursing program exists to meet the current and future health care needs of rural West Virginia	Prepare students to competently practice within the role of the A D N in a changing global and technological society.

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Program Evaluation Plan

Mission and Administrative Capacity

Standard 1: The mission of the nursing education unit reflects the governing organization's core values and is congruent with its mission/goals. The governing organization and program have administrative capacity resulting in effective delivery of the nursing program and achievement of identified program outcomes.

1.1 The mission/philosophy and program outcomes of the nursing education unit are congruent with the core values and mission/goals of the governing organization.

Component	Expected level of achievement	Frequency of Assessment	Assessment Methods	Results of Date and Analysis	Action	Comment Goal Achievement (Met or Unmet)
Congruency of Mission and Philosophy between the college and the nursing program.	Congruency	Yearly	Compare the mission statements and philosophy statements of the nursing program and the college			

1.2 The governing organization and nursing education unit ensure representation of the nurse administrator and nursing faculty in governance activities; opportunities exist for student representation in governance activities.

Component	Expected level of achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal Achievement
Board of Governors-faculty	Faculty is represented in the	annually	Faculty member is selected and			

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	Board of Governors		attends meetings.			
Board of Governors-students	Students are represented in the Board of Governors	annually	A student representative is elected or selected to attend meetings			
Student participation in the nursing program	Students will attend advisory committee meetings and nursing faculty meetings. There will be student nursing association. Students will attend at least 50% of the nursing faculty meetings.	Annually	Students are invited to advisory committee meetings. The cohort will elect the SNA officers. Students will be invited to all of the nursing faculty meetings. The representatives will report to their constituency.			
Nursing Faculty Meetings	There will be monthly meetings for the full time nursing faculty with the exception of June, July and August.	Annually	Minutes will be kept on file in the director's office.			
Faculty and Governance	All full-time faculty will serve and participate in the Nursing Curriculum Development, Advisory Committee, Department meetings and the Assessment Committee	Annually	The program director will use faculty input in curriculum changes and instructional changes. The director will review faculty assignments for the institutional committees to ensure representation.			

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1.3 Communities of interest have input into program processes and decision making.

Component	Expected level of achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal attainment
Advisory Committee meetings	Community representatives will attend advisory meetings and participate in the maintenance and ongoing development of the nursing program.	Annually	The nursing faculty will be involved in the advisory committee meetings. Advisory members, faculty and student representatives attend.			

1.4 Partnerships that exist promote excellence in nursing education, enhance their profession, and benefit the community.

Component	Expected level of achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal attainment
Partnerships	There will be Partnerships with local facilities and groups. There will be development of 2+2 articulations with other institutions so the graduates can	Annually	Monitor and keep current the contracts with clinical facilities. Pursue agreements with other colleges and universities so there will be a seamless transfer			

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	pursue a BSN.		for the nursing graduate who desires a BSN			

1.5 The nursing education unit is administered by a nurse who holds a graduate degree with a major in nursing and is master's prepared.

Component	Expected level of achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal Attainment
Preparation of the director	The director must have a MS in Nursing.	Annually	Verification of MS in Nursing at time of hire. A copy of the transcript will be kept in the Director's office.			

1.6 The Nurse administrator is experientially qualified, meets governing organization and state requirements, and is oriented and mentored to the role.

Component	Expected level of achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal Attainment
Qualification of the nursing director	The Director will be approved by the WV Board of Nursing.	Verify at time of hire.	Must have a MS in Nursing. Must have at least 5 years professional nursing experience. Must have at least two years experience in teaching nursing.			

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			Must hold a valid WV license. Must be mentored to the role.			

1.7 When present, nursing program coordinators and/or faculty who assist with program administration are academically and experientially qualified.

Component	Expected level of achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal attainment
Qualification of Nursing program coordinators and/or faculty	Nursing program coordinators and/or faculty involved in administration must have a MS in Nursing and at least 2 years of experience in teaching.	Annually	MS in Nursing 2 years of experience in teaching and 5 years of experience as a professional, registered nurse.			

1.8 The nurse administrator have authority and responsibility for the development and administration of the program and has adequate time and resources to fulfill the role responsibilities.

Component	Expected level of achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment
Administrative time	80% of time will be used for administrative	Per semester	Monitor per semester to limit teaching time to 3			

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			credit hours			
tasks. The release time will adequate and Instruction limited to 3 credit hours per semester and 6 credit hours per year.						

1.9 The nurse administrator has the authority to prepare and administer the program budget with faculty input.

Component	Expected level of achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal Attainment
Nursing Budget	The nursing director develops and administers the nursing budget.	Annually	Director will obtain lists of cost from the finance director and submit the budget to the President for approval.			

1.10 Policies of nursing faculty and staff are comprehensive, provide for the welfare of faculty and staff, and are consistent with those of the governing organization; differences are justified by the goals and outcomes of the nursing education unit.

Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal Attainment
Nursing Department Policies	The policies will be congruent with the	Every 3 years.	The program director, Academic			

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			Program Director and faculty review policies and congruency with the college policies (catalog			
governing policies. Any differences will be justified.						

1.11 Distance education, when utilized, is congruent with the mission of the governing organization and the mission/philosophy of the nursing education unit.

Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal Attainment
Distance Learning	Distance learning sites adhere to the same mission and philosophy of the nursing unit.	Annually	Match mission and philosophy of the nursing program with the satellite site.			

Faculty and Staff

Standard 2: Qualified and credentialed faculty is sufficient in number to ensure the achievement of the student learning outcomes and program outcomes. Sufficient qualified staff are available to support the nursing education unit.

2.1   Full-time faculty holds a minimum of a graduate degree with a major in nursing.

Full- and part-time faculty included those individuals teaching and/or evaluating students in classroom, clinical, or laboratory settings.

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Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal Attainment
Graduate degrees	Nursing Instructors will hold a minimum of a MS in Nursing degree. Those without a MS must be enrolled in a MS in Nursing Program within one year.	At time of hiring and annually if less than a MSN.	Obtain verification with official transcripts (keep in HR) and keep a copy of the unofficial transcript in the nursing office. Those without a MS but enrolled in a MS program will submit proof of progression on a yearly basis.			
Laboratory Personnel	The laboratory manage will have at least an AND degree.	Upon hire	Nursing program director reviews resume and recommends hire. The director reviews the job description with the laboratory manager. Office hours are posted each semester.			

2.2 Part-time faculty holds` a minimum of a baccalaureate degree with a major in nursing; a minimum of 50% of the part-time faculty also hold a graduate degree with a major in nursing.

Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal Attainment
MS degrees for part-time faculty	50% or more of the part-time faculty will hold a MS in Nursing. All part-time faculty will	At time of hiring and annually	Obtain verification with official transcripts (keep in HR) and keep a copy of the			

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have a BSN as a minimum. These faculty will be enrolled in a MS program within one year of hire			unofficial transcript in the nursing office. Those without a MS but enrolled in a MS program will submit proof of progression on a yearly basis.			

2.3   Faculty (full-and part-time) credentials meet governing organization and state requirements.

Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal Attainment
Faculty credentials	Have a MS in Nursing or enrolled in a MS program within one year of employment, must have 2 years of experience in nursing practice, have a BSN, and be licensed in WV. Per 19CSR1. The WV State Board of Nursing will approve faculty prior to hire.	Annually	Keep unofficial transcript in each instructor's file to demonstrate having a MS in Nursing or progression. Use WV Board of Nursing website to verify current license. Keep a copy of resume or curriculum vitae in file to document nursing experience.			
Faculty goals	100% of the full time faculty will develop goals	Annually	The Academic Program Director will monitor the goals that faculty develop in relationship to			

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			performance, instruction and curriculum development, professional growth, service to the college and profession and community service according to college policy.			

2.4   Preceptors, when utilized, are academically and experientially qualified, oriented, mentored, and monitored, and have clearly documented roles and responsibilities.

Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal Attainment
Preceptors	Licensed in WV Minimum of 2 years of experience in the previous 5 years. Educational preparation equal to or more than the student being precepted (AS or more). Philosophy congruent to the nursing program. 19CSR1	Prior to utilization	Verify license. Director to submit documentation to the WV Board of Nursing and obtain approval prior to utilization.			

2.5   The number of full-time faculty is sufficient to ensure that the student learning outcomes and program outcomes are achieved.

Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal Attainment
Sufficient Faculty	Student Learner Outcomes are met and the adequate number of faculty. The faculty to student ration is no more than 1:10 in the clinical setting.	Each semester and as needed	Review the student checklist to ensure they have been checked off prior to the clinical setting. Evaluate the number of students per instructor in the clinical setting and do not have more than 10 students per instructor.			

2.6   Faculty (full- and part-time) maintains expertise in their areas of responsibility, and their performance reflects scholarship and evidence-based teaching and clinical practices.

Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal Attainment
Faculty experience and expertise.	Faculty has experience in the areas in which they	Annually	The director will evaluate whether the faculty have			

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	teach.		experience in the areas of instruction			
Faculty maintaining continuing education.	Faculty keeps licensure current and complete continuing education for renewal.	Annually	The director will update the CE in the instructors' files.			
Faculty maintains clinical skills and utilize evidence based practice.	Faculty will work in their clinical areas at least 40 hours per year.	Annually	The director will verify if a faculty member works at least 40 hours per week as a RN and/or advanced practice nurse.			
Faculty utilization	Full time faculty will be limited to teaching 15 credit hours per week and 37.5 hrs per week.	Per semester	Faculty office, class and clinical hours are reviewed by the Nursing Program Director and Academic Program Director. The office hours will be posted on their office doors.			
Performance evaluations	Faculty engages in scholarship through clinical practice, conference presentations, writing, and/or continuing education.	Annually	Faculty performances are evaluated annually while in the classroom and clinical arenas. Faculty will attend nursing seminars as budget and time allows.			

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2.7 The number, utilization, and credentials of staff and non-nurse faculty within the nursing education unit are sufficient to achieve the program goals and outcomes.

Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal Attainment
Adequate number of staff.	One faculty member per 10 students.	Each semester	The director will monitor the number of students in a clinical site per faculty member			
Teaching hours.	Staff will not teach over 15 credit hours per semester.	Annually	The director will monitor the number of credit hours that a faculty member teaches.			
Credentialing of Faculty	Each faculty member has MS in Nursing or is enrolled in MS in Nursing program within 1 year of hire.	Annually and at time of hire	The director			

2.8 Faculty (full-and part-time) are oriented and mentored in their areas of responsibility.

Component	Expected Level of	Frequency of	Assessment	Results of	Action	Comment

	Achievement	Assessment	Methods	data and analysis		Goal Attainment
Faculty Orientation and Mentoring	Each faculty member will be adequately mentored.	Yearly	A mentoring plan will be submitted to the WVBON and the faculty member will be approved by the board. The director will give a copy of the Student Nursing Handbook which includes policies. The director will give each new faculty member a copy of the syllabus for the area they are teaching. These will be reviewed with the faculty member prior to the teaching experience. A faculty member will be assigned to the new faculty member. The director will be available by phone.			

2.9   Systematic assessment of faculty (full-part-time) performance demonstrates competencies that are consistent with program goals and outcomes.

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Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal Attainment
Faculty Performance	Faculty demonstrates competency and the ability to deliver the information to the students. 100% of faculty will receive a satisfactory performance evaluation.	Per semester	The director will evaluate each faculty member per semester if teaching or instructing. Department chair will evaluate the faculty member's classroom performance and goal attainment. Faculty and the program director will review evaluation s together and per policy guidelines.			
	100% of the faculty members will receive at least a 3.0 average on the student evaluation.		The IDEA will be administered each semester.			
Staff evaluation	Staff will be adequately evaluated.	Each semester	Staff is evaluated by the program director, Academic Program Director per institutional policies.			

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2.10 Faculty (full-and part-time) engages in ongoing development and receives support for instruction and distance technologies.

Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal Attainment
Faculty Development	Each faculty member will complete at least 12 hours of Continuing Education per year.	Annually	The director will review a copy of CEs and keep in their individual files.			
Secretarial support	Faculty will have secretarial support and adequate office supplies	Annually	The director will evaluate on adequacy of offices, computers, copiers and other office items.			

Students

Standard 3: Student policies and services support the achievement of the student learning outcomes and program outcomes of the nursing education unit.

3.1   Policies for nursing students are congruent with those of the governing organization, publicly assessable, non-discriminatory, and consistently applied: differences are justified by the student learning outcomes and program outcomes.

Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal Attainment
Congruency of policies	Policies for the nursing students are congruent with Eastern WV Community and Technical College (EWVCTC)	Yearly	The Nursing Student Handbook will be compared to the Student Handbook from EWVCTC. The Student Handbook will be reviewed yearly for discrimination, attendance and grading scales.			
Student policies	Student policies are available to students via Nursing Student Handbook by the first week of entry in the program. 100% of the students complete the statement of understanding after review of the handbook. Students will be notified of updates of the handbook. Policies are non-	For each cohort and as needed for updates.	Faculty distribute student handbooks to entering students during the first week of class and review, the students will sign a statement stating they understand the contents. The college catalog is online and publicly accessible. Faculty			

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	discriminatory and consistently applied and congruent with program outcomes.		review/revise student policies in the nursing student handbook. Significant changes are sent to the WV Board of Nursing. Students sign a copy of the policy change that is placed in the student file.			

3.2   Public information is accurate, clear, consistent, and accessible, including the program's accreditation status and the ACEN contact information.

Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal Attainment
Public information	The information on the website will be accurate and accessible for the public.	Yearly and as needed	The director will check the website to ensure the information is accurate concerning accreditation by the WV BON and			

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			ACEN in the catalog, student handbook, application and any other brochures or other material provided to the public.			

3.3 Changes in policies, procedures, and program information are clearly and consistently communicated to students in a timely manner.

Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal Attainment
Policy changes	Policy changes will be communicated to the students.	Annually	Evaluate the documentation to ensure that students were given the handbook. Any changes must be documented.			
Procedures	Procedure changes will be documented.	Annually	Determine is changes were made in procedures such as grievance and if documentation exists of the notification.			
Program Information	Program information is available to the students.	Annually	Evaluate the nursing application on the website for clarity. Review the			

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			information on the website and student handbook prior to print.			

3.4   Student services are commensurate with the needs of nursing students, including those receiving instruction using alternative methods of delivery.

Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal Attainment
Student services meet the needs of the students.	Within reason, students will be given support. Ensure that the general education courses are available when mandated during the nursing curriculum.	Annually	The director will monitor the progression of each student in the program and in the nursing courses.			

3.5   Student educational records are in compliance with the policies of the governing organization and state and federal guidelines.

Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal Attainment
Confidentiality of student records.	Records will be kept confidential	Annually and as needed.	Monitor the safety of student records			

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	with access being only to those involved in the student's education. Individual student records in the nursing department will be under at least three locks.		within the nursing building. Evaluate the completion of the courses each semester to ensure that each student has completed courses in each particular semester so the student can progress in the program.			
Documentation of student progression	Documentation of completion of courses will be maintained and accessible to the program director and the Academic Dean	Each semester	The program director will check Banner each semester to ensure each student made a "C" or above in each course in the program.			
Student education records	Associate Director of Admissions maintains student records according to WV Community and Technical College Council guidelines and NCA standards.	Ongoing	Associate Director of Admissions monitors and maintains student records.			

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3.6   Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained, included default rates and the results of financial or compliance audits.

3.6.1 A written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with lenders is available.

3.6.2 Students are informed of their ethical responsibilities regarding financial assistance.

3.6.3 Financial aid records are maintained in compliance with the policies of the governing organization, state, and federal guidelines.

Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal Attainment
Student loan repayment	All students will be made aware of the need to repay loans prior to signing for financial aid loans. College is in compliance with Higher Education Reauthorization ACT IV.	annually	The program director will check with the Financial Aid Director to ensure the students sign a document stating they have been informed of the guidelines of taking student loans and consequences of unpaid loans. Non-compliance is reported to the WV Board of Nursing. Financial Aid maintains a comprehensive loan repayment program that includes counseling, monitor			

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Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal Attainment
			and cooperation with lenders.			
Students responsibilities and financial aid	Students will be aware of issues such as credit hours and the need to check with financial aid prior to dropping classes.	Annually	The director of the program will discuss with the financial aid officer to ensure the state and federal guidelines are met.			
Financial Aid records	Financial Aid records are kept confidential and under federal and state guidelines.	Ongoing	The director of the program will discuss with the financial aid officer to ensure the state and federal guidelines are met.			

3.7 Records reflect that program complaints and grievances receive due process and include evidence of resolution.

Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal Attainment
Program complaints and grievances	Complaints and grievances are addressed, assessed and kept on file by the President.	Annually	The director will contact the President to determine if there have been any complaints or grievances. If so, will evaluate if the student rights have been protected.			

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3.8   Orientation to technology is provided, and technological support is available to students.

Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal Attainment
Orientation to technology	Each new student will be oriented to the computers, blackboard and on-line resources.	Annually	The director will check with the Dean of Academics to ensure and orientation course is offered to each of the students.			
IT availability	IT will be available on an as needed basis for technological support.	Annually and as needed.	Monitor availability of computers for each nursing student. Check each computer prior to each semester in the nursing lab to ensure internet access and availability of programs.			

3.9   Information related to technology requirements and policies specific to distance education are accurate, clear, consistent, and accessible.

Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal Attainment
Distance learning	Students at the distance learning sites receive the equivalent education as those	Annually	Discuss with the Dean of Academics about the SLO of the two groups.			

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| Technology | 100% of students receive orientation to computer technology and library upon entry to the program. 100% of student utilizing technology in nursing laboratories will receive orientation prior to experience. | Each cohort | Nursing Program Director includes technology and library in the orientation for students entering the program each year. Faculty will provide orientation to students utilizing technology in the nursing laboratories (IV, med admin, simulators, etc) | | | |

(Previous row continued: "on the main campus.")

Curriculum

Standard 4: The curriculum supports the achievement of the identified student learning outcomes and program outcomes of the nursing education unit consistent with safe practice in contemporary healthcare environments.

4.1 The curriculum incorporates established professional standards, guidelines, and competencies, and has clearly articulated student learning outcomes and program outcomes consistent with contemporary practice.

Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal Attainment
Curriculum and professional	The curriculum meet professional	Annually	One course per semester will be			

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standards, guidelines and competencies.	standards of the National League of Nursing (2010) which includes the seven core values which are **caring, diversity, ethics, excellence, holism, integrity, and patient-centeredness**. Integrating concepts which include **context and environment; knowledge and science; personal and professional development; quality and safety; relationship-centered care; and teamwork**. The Program Student Learning Outcomes include **Human Flourishing, Nursing Judgment, Professional Identity and Spirit of Inquiry**		evaluated to ensure the NLN standards are included in the course.			
Student learner outcomes and program outcomes	Student learner outcomes and program outcomes are consistent with	Annually	A graduate survey will be sent within 6-9 months after graduation. An			

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	the minimum standard with the WV Board of Nursing. The NCLEX pass rate will be 80% or higher. The attrition rate per cohort will be 20% or less. A graduate survey will be sent within 6-9 months after graduation. An employer survey will be sent within 6-9 months after graduation.		employer survey will be sent within 6-9 months after graduation.		
Professional standards	1000% of the faculty agrees the curriculum and clinical objective follow WV Board of Nursing professional standards. 100% of the students receive professional standards information. Selected nursing course syllabi show legislative code for nurses, scope of practice/delegation discussed.		The professional standards are given to all entering students and students sign a statement of receipt. WV Legislative code for nurses is discussed in NU 134 Introduction to Nursing Concepts and NU 244 Professional Nursing & Health Systems. Clinical objective and grading tool reflect standards of practice and the seven core values		

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Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal Attainment
			of the NLN and integrating concepts.			
Student learning outcomes	100% of the faculty agree curriculum moves from simple to complex and is guided by program objective.	Annually	Faculty review program outcomes, course mapping and SLO. One course per year will be used to compare course objective to appropriateness of learning activities.			

4.2 The student learning outcomes are used to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate student progress.

Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal Attainment
Student learning outcomes and the curriculum, instruction, learning activities and student progression.	Student learning outcomes will organize the curriculum and affect the delivery of instruction. The learning activities will be congruent with the theory. The skills check-off will reflect the SLO.	Annually	Prior to each course, the objectives will be evaluated, the faculty will discuss the ways in which the information should be delivered and at the completion of each course, an assessment will be done to compare and to evaluate if the SLO were successfully			

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			completed. The skills check off will be evaluated and modified to match the SLO. At the end of the course, these will again be evaluated. At the end of each semester, the director will review the grades of each student to ensure a "C" or above was obtained in those courses in the curriculum.			
Course Timing	Courses will be timed appropriately	Each semester	The program director and the Academic Program Director for General Education will review class schedules with appropriate department administrator to assure availability and appropriate timing of courses.			
Progression through the curriculum	General education or core courses will be available at the times they are placed in the curriculum	Each semester	The Academic Program director will ensure general education courses will be available and that each nursing student			

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			will have the opportunity to take the course by reserving a space in the course.			
Core courses in the curriculum	Instruction in the support courses meet the needs and standards of the nursing program.	Each semester	Nursing faculty collaborate with support course faculty as needed to ensure the students are receiving needed information and instruction to enhance their progression in the nursing program.			

4.3   The curriculum is developed by the faculty and regularly reviewed to ensure integrity, rigor, and currency.

Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal Attainment
Curriculum development	The faculty will have input into the development of the curriculum. The curriculum will be reviewed to ensure integrity, rigor and currency.	Annually	The syllabus for each course will be assessed prior to each course to ensure currency. The latest editions of the textbooks will be utilized and the objectives matched. An assessment test will be given at least yearly to			

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			ensure the rigor of the program is comparable to other nursing programs. The tests will be validated by two faculty members and adaptations to scores made without regards to which student is affected.			

4.4   The curriculum includes general education courses that enhance professional nursing knowledge and practice.

Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal Attainment
General education courses	The courses will enhance the education of the nursing student in preparation of entering the nursing profession and obtaining a BS in Nursing.	Annually	Each general education course will be evaluated to see if it is providing the information to enhance the learning experience of the nursing student.			

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4.5 The curriculum includes cultural, ethnic, and socially diverse concepts and may also include experiences from regional, national or global perspectives.

Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal Attainment
Diversity	Each nursing course will include issues such as culture, ethnicity and social aspects.	Annually	Evaluate each syllabus and text to ensure these issues are included in each nursing course.			

4.6 The curriculum and instructional processes reflect educational theory, interprofessional collaboration, research, and current standards of practice.

Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal Attainment
Educational theory, professional collaboration, research and current standards of practice.	The curriculum appropriately reflects the educational theory. Interprofessionalism and collaboration among health care disciplines. The need for research within the nursing profession is discussed in at least one nursing course. Current standards	Annually	The syllabi and clinical evaluation tools will be evaluated prior to each course. The SLO will be reviewed prior to each course. The courses will be evaluated for inclusion of nursing research and current standards. The latest edition of			

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	of practice as presented by the NLN will be included in each nursing course.		the chosen textbook will be utilized for each course. Each course will be evaluated for inter disciplinary collaboration.			
Text Currency	Faculty utilize the latest editions of the textbooks	Per semester	Faculty will review the texts for evidenced based teaching. The director will check with publishers to find which is the latest editions.			
Current literature	Current literature review and utilization is integrated in the curriculum.	Annually	Faculty will recommend nursing journals for the resource room. Faculty review and plan integration of current nursing research and literature in the curriculum.			

4.7   Evaluation methodologies are varied, reflect established professional and practice competencies, and ensure the achievement of the student learning outcomes.

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Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal Attainment
Methods of Evaluation	The methods used to evaluate the student learning outcomes will reflect current professional and practice competencies. Course Assessement	Annually	The written tests, presentations, skills check lists and clinical evaluation tools are evaluated each semester. A course assessment will be completed within two weeks of the completion of the course			
Passage	100% of the students will pass the theory and clinical portion prior to progressing to the next course and/or NCLEX	Each semester	The program director will monitor the grades in Banner and in the classroom. The student files will be evaluated prior to each semester to ensure each student has completed the courses with a "C" or above. The students will be notified prior to the semester to ensure appropriate documentation and registration.			

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Exam validation	Each exam will be validated.	After each exam	Two faculty members will grade the exams, compile how many students miss each question, if over 50% will compare with the text.			
Assessment tests	The class average will be over the 50th percentile.

Each student will pass the Exit HESI with an 850 or above by the third attempt. The program director may decide to allow a student to test a 4th time for extenuation circumstances. | After each assessment test | National exams will be given near the completion of (I am unsure of which courses, possibly all of them) An exit HESI will be administered prior to graduation and each student must make 850 or above. The test may be administered more than once. | | | |
| NCLEX | NCLEX –RN pass rate on first attempt will be at or above national mean. | After each class graduates. | Faculty review and trends the NCLEX-RN exam results. | | | |
| Graduate assessment. | At least 60% of the students will complete a survey. At least 60% of the employers will complete a survey about the program graduates. The score will be | 6-9 months after graduation | A graduate survey will be send The survey will include a likert scale with 1=poor, 2=fair, 3=good and 4=excellent. Various competencies will | | | |

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	"3" or above in all areas.		be measured.			

4.8 The length of time and the credit hours required for program completion are congruent with the attainment of identified student learning outcomes and program outcomes and consistent with the policies of the governing organization, state and national standards, and the best practices.

Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal Attainment
Credit Hours	The length of the program and credit hours will be sufficient to provide adequate instruction so the SLO are met. The credit hours will be congruent with the policies of EWVCTC and HLC. The clinical and laboratory hours will be over 500 hours which is the recommended time for most state boards of nursing.	Annually	The credit hours will be evaluated each semester to ensure the load is sufficient for appropriate examplars. The students will be awarded appropriate hours for the coursework. Clinical and laboratory hours will be monitored each semester to ensure the time is completed.			
Curriculum approval	Curriculum changes will be approved by the WV Board of Nursing before implementation.	As needed	Changes in the curriculum are sent to the WV Board of Nursing prior to implementation.			

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4.9 Practice learning environments support the achievement of student learning outcomes and program outcomes.

Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal Attainment
Classroom and laboratory	The laboratory and classroom will be sufficient to enhance the learning experience.	Annually	Prior to each semester, the laboratory will assessed to ensure there are adequate supplies for the upcoming semester. The resource room will be checked yearly to ensure any books over 7 years old will be marked "historical".			

4.10 Students participate in clinical experiences that are evidence-based and reflect contemporary practice and nationally established patient health and safety goals.

Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal Attainment
Clinicals	The clinical sites will be matched to the theory being provided in the classroom. The clinical sites will be accredited.	Annually	Each semester, the director will assess the clinical sites being utilized. The students will be given a survey at the end of the			

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			each semester to assess the adequacy of the clinical site. The director will use a likert scale and evaluate the results and comments.			

4.11 Written agreements for clinical practice agencies are current, specify expectations for all parties, and ensure the protection of students.

Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal Attainment
Written agreements	All written agreements are current, include expectation of all parties and protect the students.	Prior to going to each clinical site and annually.	The director will review each contract prior to using the site and annually.			
Board approval	All sites will be approved by the WVBON	Prior to going to each clinical site and annually.	The director will ensure that each site has been approved by the WVBON.			
Faculty input into clinical sites	Faculty will recommend potential clinical sites.	Annually	Faculty will chose clinical sites for each semester.			
Student evaluations	Students will complete facility	Each semester	A survey using a likert scale will			

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	evaluations at the end of each rotation. Each area will be ranked as "3" or above.		be utilized at the end of each semester. 1-poor, 2-fair, 3-good and 4-excellent. The director will compile the results. If needed, the facility will be notified of results and deficits.			
Advisory Committee	Clinical affiliates participate in advisory committee meetings. Advisory committee members provide input regarding best practices and changes in policies.	Annually	Clinical affiliates are invited to participate in the advisory meeting each year. Evidence based nursing, changes in policies/practice to promote patient safety are discussed with faculty.			

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4.12 Learning activities, instructional materials, and evaluation methods are appropriate for all delivery formats and consistent with the student learning outcomes.

Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal Attainment
Delivery formats	The delivery will be appropriate to ensure adequate completion of student learning outcomes.	Annually	A course assessment will be performed at the completion of each course. Exams will be validated. Clinical tools will be assessed before and after use. Assessment forms will be evaluated prior to each course to ensure appropriate assessment of the patient but limits busy work.			
Laboratory	The laboratory will be sufficient to provide instruction. Faculty will have input in the laboratory items. The laboratory will be available to the students when faculty is present. Hours will be	Annually	Faculty will evaluate the laboratory prior to specific instruction and yearly to ensure that students have adequate instruction prior to going to the clinical sites. The laboratory will			

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	posted on the laboratory door.		be accessible to the students during normal college hours.			

Resources

Fiscal, physical, and learning resources are sustainable and sufficient to ensure the achievement of the student learning outcomes and program outcomes of the nursing education unit.

5.1   Fiscal resources are sustainable, sufficient to ensure the achievement of the student learning outcomes and program outcomes, and commensurate with the resources of the governing organization.

Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal Attainment
Fiscal Resources	The program will be sustained financially.	Annually	The budget will be determined by the program director and approved by the President.			

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			Faculty provides input related to budget needs to the Program Director. Grant funding opportunities are explored by the Dean for Academics.			

5.2   Physical resources are sufficient to ensure the achievement of the nursing education unit outcomes, and meet the needs of the faculty, staff, and students.

Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal Attainment
Physical facility	The physical facility will have ample space for instruction.	Annually	A computer will be available for each student and there will be internet access. A copier, scanner and telephones are available for the faculty.			
Classrooms	Classrooms will accommodate the number of students in the class.

The classroom will have a podium, TV with WHS/DVD and projector. 100% of the time the faculty will have | Per semester | Each semester, the faculty will review classroom assignments for the courses. Faculty will reserve rooms for a special course event such as computer programs, workshops etc. | | | |

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Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal Attainment
	computer available for classroom presentations.		Faculty will have the opportunity to take any class lecture and post on the college website in the event of a temporary technology problem. Powerpoint will be available for staff and students.			
Audio/Visual	AV resources will exhibit current information.	Every two years.	Faculty will review A/V resources in the resource center and remove those without accurate/current information.			

5.3 Learning resources and technology are selected with faculty input and are comprehensive, current, and accessible to faculty and students.

Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal Attainment
Learning Resources	The learning resources are adequate. Faculty has input in the technology and equipment.	Annually	The full time faculty will assess the laboratory to determine items required for the upcoming semester.			
Library	Books will be current. Those 8 years old or older	Annually	The resource room will be evaluated annually. Books 8			

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	will be labeled "historical". Journal subscriptions for basic journals selected by faculty will be available on location.		yrs or older will be removed labelled "historical". Faculty will have input into journals available for the students. Students can also request interlibrary library loan from the Southern WVCTC per contractual agreement and the local library. The director will maintain a list of all texts and other resources available.			
Technology resources	100% of the students will have access to computers with internet connection on campus and in the nursing classroom/lab. IT is available on an as needed basis. Computer programs to practice for the NCLEX are available.	Ongoing	Each year, IT will evaluate whether the computers have internet access. A computer program for NCLEX preparation will be installed on each nursing student computer.			

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5.4 Fiscal, physical, technological, and learning resources are sufficient to meet the needs of the faculty and students engaged in alternative methods of delivery.

Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal Attainment
Alternative methods of delivery	If alternative methods of delivery are utilized such as distance learning, the physical environment, technological support and laboratory will be sufficient. The off- site campus will be adequately funded and faculty will be competent.	Annually	The site will be visited annually by the program to director to ensure the resources are adequate.			

Outcomes

Program evaluation demonstrates that students and graduates have achieved the student learning outcomes, program outcomes, and role-specific graduate competencies of the nursing education unit

6.1 The systemic plan for evaluation of the nursing education unit emphasizes the ongoing assessment and evaluation of each of the following:

Student learning outcomes:

Program outcomes:

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Role-specific graduate competencies; and

The ACEN Standards.

The systematic plan of evaluation contains specific, measureable expected levels of achievement; appropriate assessment methods; and a minimum of three (3) years of data for each component within the plan.

The systemic plan for evaluation of the nursing education unit emphasizes the ongoing assessment and evaluation of each of the following:

Student Learning Outcomes

Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal Attainment
Student learning outcomes	Student learning outcomes will be adequately documented.	Annually	The skills sheets will be updated after each semester. The course assessments will be completed within 2 weeks of the completion of the course. The NCLEX pass rate will be determined within 6 months of graduation of each cohort.			

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			A graduate survey will be sent to the students within six months of graduation			

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Program outcomes

Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal Attainment
Program Outcomes Completion	75% of the students in the cohort will complete the program within 3 years which is 150%.	Annually	At the end of each semester, the attrition rate will be calculated.			
Program Outcomes Attrition	The attrition rate will be less than 75% throughout the program.	Annually	For those students who fail a course, the faculty members will determine if there were any other ways of helping the student successfully			

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Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal Attainment
			pass the course. At the end of a cohort, the overall attrition rate will be assessed.			
Program Outcomes	80% of the students will pass the NCLEX on the first attempt.		The director will monitor the pass rate on NCLEX after each cohort graduates.			
Program Outcomes	75% of the graduates will be employed within 6 months of graduation.		A survey will be sent to each graduate which includes questions about employment.			

Role-specific graduate competencies

Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal Attainment
Graduate competency	The graduate will be competent in the role of a graduate nurse.	Annually	A survey including competencies will be sent to the graduates within 6 months of graduation. Once completed by the graduate, a survey will be sent to their employer which includes competencies.			

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The ACEN Standards

Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal Attainment
ACEN standards	ACEN standards are incorporated into the self- study and these include: Mission and administration, faculty and staff, students, curriculum, resources and outcomes. The systematic plan of evaluation contains specific, measureable expected levels of achievement:	Annually	The ACEN standards are matched to the self study.			

6.2   Evaluation findings are aggregated and trended by program option, location, and date of completion and are sufficient to inform program decision-making for the maintenance and improvement of the student learning outcomes and the program outcomes.

Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal Attainment
Evaluation findings	Each program results will be	Annually	Attrition rates will be trended.			

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	trended for at least three years.		NCLEX pass rates will be trended. Graduate competencies will be trended. Employment rates will be trended.			
Program Evaluation Plan	A majority of faculty agrees that program evaluation plan is comprehensive, measurable and evaluated all required components of the nursing program and student learning outcomes.	Every 5 years	A post audit review (as dictated by the college) will be performed every 5 years. Once reviewed by LOT and the Board of Governors, will be submitted to HLC. The evaluation plan will be compared to the WV Board and ACEN to ensure is comparable. Faculty will utilize a program assessment calendar to schedule evaluation of plan components. Faculty will review evaluation results of data in Faculty meetings.			

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| Communities of interest | Assessment outcomes will be shared with the Deans, Assessment Committees, Advisory Committee and the WV RN Board | Annually | The director and faculty will share NCLEX pass rates, attrition, completion rates, program satisfaction and program changes to the Deans, Assessment Committee, Advisory Committee and the WV RN Board. | | | |

6.3   Evaluation findings are shared with communities of interest.

Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal Attainment
Community interests	The information will be accurately put on EWVCTC website. The information will be available for the Advisory Committee Meetings.	Annually	The website will be evaluated annually or when there are changes in status. Advisory meeting minutes will be assessed for each meeting to ensure the proper information was provided.			

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6.4 The program demonstrated evidence of achievement in meeting the program outcomes.

Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal Attainment
Program Outcomes	The program outcome achievements are demonstrated.	Annually	Monitor the attrition rate. Monitor the NCLEX pass rate. Graduate program satisfaction. Employer program Satisfaction. Job placement rates.			
Clinical evaluation	75% of the students will receive a satisfactory clinical evaluation at the end of the course.	Per course	Faculty will evaluate students per clinicals evaluation tool/objective each clinical days with summative evaluation at the end.			
Graduates	100% of the graduates pass the theory and clinical portion of each course.	Per semester	The director will track each student to ensure each student passed all courses with a "C" or above. The Associate director of Admissions will			

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			review the official record and will certify eligibility for graduation.			
Theory	75% of students in each course will achieve a course theory grade of 80% or above. The class average on the assessment exams will be at the 50th percentile or above.	Per course	Faculty evaluate student for nursing knowledge related to competencies through exams presentations and other agreed modalities. Faculty will announce standardized assessment exams in the course syllabi. Students will pay for the exams. Faculty will average course group results and compare to the nations norms. An Exit assessment exam will be given in Nursing 245.			

6.4.1 Performance on licensure exam: The program's 3-year mean for the licensure exam pass rate will be at or above the national mean for the same 3-year period.

Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal Attainment
NCLEX pass rate	The 3 year mean pass rate will be at or above the national mean.	Annually	The pass rates for each cohort will be monitored.			

6.4.2 Program completion: Expected levels of achievement for program completion are determined by the faculty and reflect student demographics and program options.

Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of data and analysis	Action	Comment Goal Attainment
Completion rate	75% of the students will complete the program within 2 years.	Annually	The attrition/fail rate will be monitored yearly.			

6.4.3 Graduate Program Satisfaction: Qualitative and quantitative measures address graduates six to twelve months post-graduation.

Component	Expected Level of	Frequency of	Assessment	Results of data and	Action	Comment

	Achievement	Assessment	Methods	analysis		Goal Attainment
Graduate satisfaction	On a likert scale, the average will be at least "3" which is "good" on all items. 60% or more of the students will respond to the survey.	Annually	A survey will be sent to the graduates which includes questions about employment, NCLEX pass rate, plans to continue for BSN, etc. There will be an area which includes questions about Nursing process, Nursing skills, Pharmacology/Drug Administration, Accountability, Documentation of Patient Care, Patient/Health Education, Recognize the Need for Continuing Education, Leadership, Respect for self and individual uniqueness, Respect for co-workers and clients, Ability to foster growth and development of clients of various ages, Providing care to clients of various ages,			

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			Professionalism (arriving on time, respect for others and self, preparations, collaboration), Self- Assessment (limitations, opportunities for growth and learning needs), Appropriate Delegation, Communication, both verbally and non-verbally to promote positive outcomes and establishing trusting relationships, Holistic assessment and reassessment of the client and the environment, Clinical decision making skills based upon assessment, Safety of both the client and the staff, Caring Behaviors such as nurturing, protection, compassion and patient centered, Collaboration and teamwork and Managing care an efficient use of			

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			resources. Faculty will review the results and trend the results. The director will send a survey to the employers of graduates who agree to be evaluated. These results will be evaluated.			
Clinical agencies satisfaction	Clinical agencies will report satisfaction with the students.	Per semester	Faculty members will obtain verbal feedback from staff. If a complaint, the complaint is to be put in writing so the director can address it with the student and place it in the student file.			

6.4.4 Employer Program Satisfaction: Qualitative and quantitative measures address employer satisfaction with graduate preparation for entry-level positions six to twelve months post-graduation.

Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Assessment Methods	Action	Comment Goal Attainment
Employer Satisfaction	Employers will be satisfied with the graduates of the	Yearly	A survey will be sent to the employers of the graduates			

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	program. They will be ranked "3" or above on the likert scale which is "good".		within 6-9 months of graduation.		

6.4.5 Job Placement Rates: Expected levels of achievement are determined by the faculty and are addressed through quantified measures six to twelve months post-graduation.

Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Assessment Methods	Action	Comment Goal Attainment
Job Placement	80% of the graduates will be employed within 6 months of graduation. Excluded would be those graduates who do not desire employment.	Yearly	The graduate survey will include questions about employment.			