

Program Evaluation Report

**Prepared by
Florida Gulf Coast University
College of Health Professions
Department of Nursing**

**For the
Board of Regents Office of
Academic and Student Affairs**

May 15, 2000

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Introduction

Florida Gulf Coast University (FGCU) Department of Nursing (DON) presents this Program Evaluation Report to the Board of Regents Office of Academic and Student Affairs. The Report organizes evaluative information and data for (1) Elements of Program Review as specified by the Board of Regents and (2) performance measures and standards established by SB 2502 Section 54.

The DON offers an upper division program leading to a Bachelor of Science in Nursing degree for qualified registered nurse (RN) and First Time in Nursing (FTIN) students. RN and FTIN students are mainstreamed together in one program of study. Total program length is 124 semester hours with 64 upper division credit hours, which can be completed in two years of full-time study. Currently, there are ten full-time academically and experientially qualified faculty including Department Chair. Seventy percent of faculty hold doctorates and one faculty is finalizing the dissertation. Total student enrollment is 117 students and CIP outcome indicators focus on assessing student policies, satisfaction with support services, retention, student records, and attention to student satisfaction with the program.

A Guiding Principle of FGCU holds that “assessment of all functions is necessary for improvement and continual renewal” (FGCU Catalog 1998-1999, p. 5). Program evaluation in the DON is a dynamic, ongoing assessment of all components of the program. A Continuous Improvement Plan (CIP) was instituted with admission of the first nursing class in 1997 to assure congruence between Department and University goals and outcomes and to generate outcome data for guiding decisions for program enhancement. The CIP Committee, a standing committee of the DON, in coordination with DON faculty, students, and staff, community partners, and University Office of Planning and Evaluation, is responsible for facilitating, monitoring, and implementing the CIP to assure excellence in all program components. Committee members, faculty, and other constituents review assessment data to develop recommendations for revisions, corrections, and/or changes.

As a dynamic assessment, CIP has undergone several iterations since its inception. In preparation for the Fall 1999 National League for Nursing Accrediting Commission (NLNAC) accreditation site visit, the DON undertook a comprehensive self study of all components of the program. As a result of the NLNAC self-study, faculty expanded and revised the CIP to clearly address Mission and Governance, Educational Effectiveness, and Integrity as essential program components.

The revised CIP (DON Self-Study Report for Initial Accreditation, 1999 August, pp. 127-133) includes a systematic, comprehensive, and continuous approach for assessing all program components, including outcome indicators, data collection, data synthesis and development of recommendations, decision making, implementation, and possible actions. The CIP outlines (a) each Program Component and Related Outcome Indicators and (b) a timeline for data collection, data synthesis, decision making, implementation, and possible actions.

The DON is one of two University programs being reviewed in the initial pilot for implementing bill measures for State University System (SUS) program evaluation. Toward meeting legislative, BOR, and University evaluation goals, the DON has developed and submitted to the BOR a University Evaluation Plan for Nursing: Goals/Objectives and Data Collection (Rev 04-15-00) which incorporates (1) DON CIP and (2) instruction outcome measures and instruction output measures specified in SB 2502 Section 54 (See Appendix A).

Preparation of this Program Evaluation Report was facilitated by several related contextual events: Writing a comprehensive programmatic self-study and hosting the NLNAC accreditation visit on 5-7 OCT 1999. In their exit report, the evaluators stated, "It is truly a delight to be able to share so many patterns of strength with this program . . . you have a lot to be proud of." The evaluators identified eight patterns of strength of the program:

- Having Dr. I. Mauksch, FAAN, as a Professorial Scholar and Chair of the Community Advisory Board
- Composition of the Community Advisory Board, representing multiple community constituents
- Funding for the Southwest Florida Endowed Chair of Nursing
- 70% full time faculty in nursing doctorally prepared
- Innovative, dynamic, and relevant curriculum which prepares graduates as caring scholar clinicians
- Able to recruit outstanding faculty in non-tenure, multi-year contract environment
- Highly qualified Department Chair who is viewed as driving force behind this innovative program
- Variety of clinical learning opportunities in rural and urban settings allows full implementation of community based curriculum

Only two patterns of concern were identified:

- To fully implement the systematic evaluation plan
- To evaluate the allocation of academic support resources in light of unit productivity

For a new out-of-the box upper division nursing program implemented in a brand new University to receive commendation in eight areas while garnering only two recommendations is a significant accomplishment. Much is owed to the dedication, hard work, attention to detail, and expertise of faculty, staff, University, and community partners and the ability of students to excel in an environment fraught with ambiguity. As a result, the Commission approved the nursing program for the maximum five year initial accreditation (1999-2004) (See Appendix B for NLNAC Letter of Approval). This accomplishment meant that all nursing graduates, beginning with the first class, have graduated from an accredited nursing program.

The four major elements in the Program Review, Mission and Purpose, Data Collection, Opportunities and Barriers, and Continuous Improvement, form the organizing framework for the report. For each of the elements, appropriate pages in the DON Self-

Study Report for Initial Accreditation are referenced. The Self-Study Report is provided with the Program Review. Additionally, outcomes for the Instruction Outcome Measures and Instruction Output Measures specified in Senate Bill 2502 Section 54 are presented in Appendix C.

Elements of the Program Review

I. Mission and Program Description

The mission, philosophy, goals, and objectives of the nursing program are consistent with those of the University. Developing a new program in a new university inspired founding faculty to imbed the nursing program within all aspects of the University. To achieve this aim, founding faculty developed matrices to affirm congruence of mission, philosophy, goals, and objectives between the Department, the College, and the University (See Table 1.1 DON Self-Study Report, 1999, p. 13). Table 1 below delineates pages in the DON Self-Study which speak to elements of the Mission and Program Description: Mission and Purpose, Goals and Outcomes, and Program Components, Courses, and Requirements. The full text of the Program Philosophy and Conceptual Framework are provided in the Self-Study, pp. 160-181.

The DON goals and objectives are not only consistent with University mission and philosophy but also are congruent with professional nursing standards and guidelines (See Table 1.2 DON Self-Study Report, 1999, p. 17).

As depicted in Table 4.1 (DON Self-Study Report, 1999, p. 70), all nursing courses reflect DON Philosophy and Conceptual Framework and course objectives direct learning activities and experiences. The DON offers an upper division curriculum leading to a Bachelor of Science in Nursing (BSN) degree. Total program length is 124 semester hours and the upper division nursing program, comprising 64 hours, can be completed in two years. The courses are represented a sample program of study for first time in nursing students is shown in Figure 7 in the Self-Study, p. 79. A full description of the courses is found in pages 81-85 in the Self-Study.

**Table 1 Elements of Program Review: Mission and Program Description:
Page References in DON Self-Study Report**

Element of Program Review	Page Reference in DON Self-Study
<i>Mission and Program Description:</i>	
▪ Mission and Purpose	12-15, 160-181
▪ Goals and Outcomes	
□ Expected Outputs and Outcomes	16-17, 127-133, 134-135
□ Resources and Support Services	127, 130, 103-107
▪ Program Components/Courses/Requirements	70-77, 79-80, 81-85, 92-102

II. Data Collection

The central aim of the DON Self-Study Report is to concisely present, following extensive assessment of the program, a descriptive and evaluative report of all program components: Mission and Governance, Faculty, Students, Curriculum and Instruction, Resources, Educational Effectiveness, and Integrity. The pages in the Self-Study which describe and provide evaluative data related to outcomes, research and scholarship, and resources/support services are listed in Table 2 below.

**Table 2 Elements of Program Review: Data Collection:
Page References in DON Self-Study Report**

Element of Program Review	Page Reference in DON Self-Study
<i>Data Collection:</i>	
▪ Actual Outputs/Outcomes	
□ Instruction (Educational Outcomes and Instructional Efficiency)	86-88, 114-115, 136-143, 146, 147
□ Research/Creativity/Scholarly Activity	10, 38, 114
□ Public Service	39, 41-43, 144-145
▪ Resources and Support Services	31-37, 38, 52-55, 56-64, 111, 113-114, 140

III. Opportunities and Barriers

Opportunities

The following Opportunities enable the Program to achieve and excel in meeting its Goals, Objectives, and Expected Outcomes:

Environmental Conditions:

- RN-BSN articulation agreements forged with three community college ADN programs, with one implemented entirely asynchronously
- Proposal for MSN degrees in Primary Health Care Nurse Practitioner and Nurse Anesthesia submitted for BOR approval 1 APR 2000
- Unique Educational Partnership between public and private sector with Norman R. Wolford School of Nurse Anesthesia
- Approval for designation as School of Nursing granted effective 1 JUL 2000
- All graduates who successfully completed the NCLEX-RN examination and sought employment have been employed as RNs
- At least seven graduates have been accepted into graduate nursing programs; one graduate is attending law school out-of-state
- Nursing faculty collegially developed and teach in College core courses; one nursing faculty has taught the University Colloquium since its inception
- One nursing faculty presents and consults nationally on implementing distance education in nursing
- One nursing faculty serves as NLNAC program evaluator
- Community constituents representing nursing education (ECC) and service serve on DON Curriculum Committee
- University values of diversity, distributive learning, egalitarianism, environmental preservation, and community partnerships embodied in the curriculum
- Nursing students represent all five counties of FGCU service region

Resources:

- 70% full time faculty are doctorally prepared including two who hold advanced practice licenses
- Department Advisory Board represents multiple community constituents: rural and urban clinical agencies, community leaders, physicians, community service organizations, business, and the media
- Appointment of Drs. I. Mauksch, FAAN and M. Stiles, FAAN as DON Professorial Scholars
- Fully funded Southwest Florida Endowed Chair for Nursing
- Upper division innovative, dynamic, relevant baccalaureate curriculum prepares caring scholar clinicians for practice in diverse settings, leadership in improving health care, and success in graduate school
- Highly qualified Department Chair viewed by constituents as driving force behind Program

- Availability, strength, and variety of practice sites and clinical learning opportunities in rural and urban settings allow full implementation of community based curriculum
- Outstanding faculty recruited in a nontenured, multi-year contract environment at a new and previously non-accredited institution
- One faculty named Professor of the Year 1998-1999
- \$36,000 raised by the community for a dedicated nursing scholarship
- 0.5 FTE jointly shared position with Department of Interdisciplinary Studies funded through Enhancement Funds
- Use of registered nurses with recognized expertise as Practice Partners, who share in guiding students in specified, prescribed nursing practice experiences
- Two nursing students have won Student of the Year award 1997-1998 and 1999-2000
- Classrooms with electronic teaching podiums
- Extensive FGCU library print, audiovisual, and electronic holdings support student and faculty scholarship

Support Services:

- DON recent designation as FSNB-approved provider of continuing education programs
- Each faculty member responsible for academic advisement of 14-18 nursing students
- Two faculty serve as advisors to the Nursing Student Association
- Nursing student served as past President of Florida NSA and another as District Representative
- Department of Nursing offered nine continuing education workshops 1997-1999 for faculty, students, and community
- One nursing faculty refined the Student Portfolio Guidelines and developed a web site for students and advisors to access information about developing the Portfolio: <http://ruby.fgcu.edu/courses/anolan/portfolios/profportfolio.html>
- FGCU Honor Society of Nursing launched with induction of faculty, student, and community members and scholarly meetings held in anticipation of application for Sigma Theta Tau chapter in 2001

Barriers

The following Barriers impede the Program to achieve and excel in meeting its Goals, Objectives, and Expected Outcomes:

In light of unit productivity, allocation of additional academic support resources in the following areas is a critical factor:

- **One additional staff:** Essential need identified by both Florida State Board of Nursing site visitor and NLNAC evaluation team
- Faculty
- Support for faculty Practice Plan
- Support for grant writing and research
- University testing and measurement service

IV. Continuous Improvement

Program evaluation is an ongoing process in the DON. Given that the program has been in existence only three years, program evaluation activities are being phased in. For example, the first survey of graduates one year after graduation has recently been mailed and a questionnaire sent to their employers. As noted, the only recommendation for Program improvement stated in the National League for Nursing Accrediting Commission final report, following the 5-7 OCT 1999 Program Evaluation Team appraisal, was for the Department of Nursing to fully implement its Continuous Improvement Program Evaluation Plan using aggregate outcome data for development, maintenance, and revision of the Program. An interim report will be submitted in 2001.

The NLNAC recommendation regarding systematic evaluation is being dealt with as part the Department initiated ongoing and systematic program assessment measures with the implementation of the curriculum in Fall 1997. Data are being collated and added to the database.

The NCLEX-RN pass rate for the first graduating class (approximately 70%) has not met Department expectations. An NCLEX-RN Task Force, comprised of faculty and graduates, studied low pass rate data and made recommendations to the faculty. To attain 100% NCLEX-RN pass rate, nursing faculty have instituted the following steps toward effecting improved outcomes:

- Mentoring: Nursing faculty serve as mentors to guide students to systematically prepare for boards.
- Diagnostic exam: A pre-NCLEX exam was given as a diagnostic to pinpoint those areas where graduates need to study in more depth; mentoring will facilitate this process.
- Follow-up exam: Another version of the pre-NCLEX exam will be given prior to graduation.
- Targeting performance levels: Students must reach a target score for clearance to take RN licensing exam.

Summary

The DON has presented to the Board of Regents a Program Evaluation Report in which evaluative data are presented in aggregate and process form for the following elements of program review:

- **Mission and Program Description**
 - ❖ Mission and Purpose
 - ❖ Goals and Outcomes
 - ❖ Program Components, Courses, and Requirements

- **Data Collection**
 - ❖ Actual Outputs and Outcomes
 - ❖ Resources and Support Services
- **Opportunities and Barriers**
- **Continuous Improvement**
- **Additional Goals Pertaining to Senate Bill 2502 Section 54**

The Continuous Improvement Plan (CIP) Committee is charged with assuring excellence for all aspects of the nursing program. A comprehensive Continuous Evaluation Plan (CIP) has been formulated and implemented with initial process outcome data used for development, maintenance, and revision of the program. Collection of aggregate data has begun. The evaluation plan and existing process data as presented in the DON Self-Study provide a sound foundation for aggregate data analysis.

As shown, environmental conditions; material, facility, personnel, and student resources; and support services are numerous and significant for assuring a quality program. Barriers are identified in the areas of direct support for faculty teaching, practice, and research endeavors and services for testing and measurement, which would augment teaching and research. Additional staff is a critical barrier. Enhancing opportunities and removing barriers are essential in expanding the program in directions congruent with reaching and exceeding BOR goals, University objectives as designated in the strategic plan, and Department strategic goals and objectives.

Appendices

Appendix A

University Evaluation Plan for Nursing: 11
Goals/Objectives and Data Collection
(Rev 04-15-00)

Appendix A:
University Evaluation Plan for Nursing: Goals/Objectives and Data Collection (Rev 04-15-00) is attached as a separate Excel table.

Appendix B

National League for Nursing Accreditation	21
Commission Initial Program Approval	

NLNAC

National League for Nursing Accrediting Commission

NLNAC COMMISSIONERS NURSING EDUCATION

REPRESENTATIVES

Barbara L. Lust, PhD, RN
Associate Dean for Students
The University of Texas Health Science Center
San Antonio, Texas

Lucille Davis, PhD, RN, FAAN
Director of Office Nursing Research/Professor
Southern University
Baton Rouge, Louisiana

Judith S. Turner, MSN, RN
Chairperson, Health Science Division
Casper College
Casper, Wyoming

Marie B. McCarthy, MS, RN
Vice President for Education
Lawrence Memorial Hospital School of Nursing
Medford, Massachusetts

Kathleen A. Powers, EdD, RN
Dean of the School of Adult and
Graduate Education and Associate Provost
St. John Fisher College
Rochester, New York

Shannon E. Perry, PhD, RN, FAAN
Director, School of Nursing
San Francisco State University
San Francisco, California

Phyllis N. Horns, DSN, RN
Dean/Professor, School of Nursing
East Carolina University
Greenville, North Carolina

Mary Lou K. McHugh, EdD, RN
Associate Dean for Academic Program
MCP Hahnemann University
Philadelphia, Pennsylvania

NURSE EXECUTIVE REPRESENTATIVES
Mary E. Mancini, MSN, RN, CNA, FAAN
Senior Vice President, Nursing Administration
Parkland Health & Hospital System
Dallas, Texas

Pamela K. Triolo, PhD, RN, FAAN
Senior Vice President/Chief Nursing Officer
The Methodist Hospital
Houston, Texas

Margaret L. McClure, EdD, RN, FAAN
Senior Vice President, Nursing Program
Mount Sinai NYU Health
New York, New York

PUBLIC REPRESENTATIVES

Albert Lynd, PHD
Edmond, Oklahoma

William E. Moore, PhD
Professor of Chemistry
Southern University
Baton Rouge, Louisiana

John A. Cromer, PhD
Provost, Health Education Center
St Petersburg Junior College
St. Petersburg, Florida

March 1, 2000

William C. Merwin, PhD
President
Florida Gulf Coast University
19501 Treeline Avenue South
Fort Meyers, FL 33965

President Merwin:

This letter is formal notification of the action taken by the National League for Nursing Accrediting Commission at its meeting on February 16, 2000. The Commission approved the baccalaureate program in nursing for initial accreditation. The next visit is scheduled for Fall 2004.

Deliberations centered on the *Self Study Report, the School Catalog, the Program Evaluator Report*, and the recommendation for accreditation proposed by the program evaluators and the evaluation review panel.

The Commission requests an interim report addressing 1 area - (1) Systematic Plan for Program Evaluation and Assessment of Outcomes. The interim report is to be submitted to NLNAC by November 2001. At the time of its review, the Commission may affirm the time of the next evaluation visit, reschedule the accreditation visit for an earlier or later date, or request a focused visit.

Requests for interim reports signal situations in which the goal is for the Commission to receive specific and important information about the program. These include being able to monitor how the program is progressing in coping with certain changes; address concerns or conditions that have significant effect on the program; provide on-going attention to certain situations, or give evidence that program plans have reached fruition as expected by the program and by NLNAC.

The interim report is to present a clear, concise explanation which addresses the patterns of difficulties underlying the concerns. The report is to be developed in two sections: a) Introduction-a brief description of the program and demographic data; and b) Program Actions-a discussion and documentation on the areas requested to be addressed and the progress made in remedying the concerns.

The patterns of strengths and concerns, and the advice offered by the peer reviewers are to be used by the program in nursing for continuing improvement. The Evaluation Review Panel Summary Report is attached.

On behalf of the Commission, we thank you and your associates for your cooperation. If you have questions about this action or about Commission policies and procedures, please write or call the Executive Director or a member of the NLNAC Staff.


Geraldene Felton, EdD, RN, FAAN
Executive Director

cc: Carol Davis, PhD, RN Chairperson
S. Kaye Thornhill, PhD, RN Program Evaluator
Linda Samson, PhD, RNC, CNA Program Evaluator

NATIONAL LEAGUE FOR NURSING ACCREDITING COMMISSION
61 Broadway - 334 Floor, New York, New York 10006

FLORIDA GULF COAST UNIVERSITY
FORT MEYERS, FLORIDA

EVALUATION REVIEW PANEL SUMMARY
FALL 1999 ACCREDITATION CYCLE
Baccalaureate Program in Nursing

ACCREDITATION HISTORY

Baccalaureate Program: Initial Accreditation
Established 1997

OVERVIEW OF NURSING PROGRAM

Length of program: 124 semester hrs
Number of students currently enrolled: 117
Number of faculty: 12 Full-time

ACCREDITATION RECOMMENDATION

Baccalaureate. Initial accreditation for 5 years. Next scheduled visit - Fall 2004.
Interim Report in 2 years (Fall 2001): Systematic Plan for Program Evaluation and Assessment of Outcomes.

PATTERNS OF CONCERN

1. Systematic planning for program evaluation and assessment of outcomes is incomplete.

ADVICE

- I. Planning for systematic program evaluation and assessment of outcomes requires: definitions; timelines; appropriate methods and tools; levels of achievement for decision rules; collection and analysis of trended aggregate data; and verification that the findings are used for development, maintenance, and revision of the program.

Reviewer analysis is based on the Self Study Report, School Catalog, and Program Evaluator Report. The Self Study Report was developed based on *Accreditation Manual, 1999 and Interpretative Guidelines for Standards and Criteria. 1997 Revised. Baccalaureate and Higher Degree*

REPRESENTING ACCREDITATION STATUS TO THE PUBLIC

Accurately presenting the program's accreditation status to the public requires use of the statement:

Accredited by the National League for Nursing Accrediting Commission

If a program releases incorrect information regarding its accreditation status, the contents of a site visit report or accreditation actions with regard to the program, the institution must make a public disclosure of correction.

Appendix C

Additional Goals in Teaching/ Learning 24
Pertaining to State Bill 2504 Section 54

Additional Goals in Teaching/Student Learning Pertaining to SB 2502.54

In response to Legislative and Board of Regents initiatives to obtain consistent system-wide program evaluation data and reports, the following additional Goals in Teaching and Student Learning are presented in Table 1 below.

Additional Department of Nursing Teaching/ Student Learning Goals Pertaining to SB 2502.54

Goal	Target or Criterion Level	Outcome
Meet or exceed University goals with regard to graduates with less than or equal to 115% of credit hours (SUS Instruction Outcome Measure 1.e)	Legislature: 61% DON: 66%	Goal Exceeded: 29/31 (98%) of nursing students who graduated 1998-1999 AY had less than or equal to 115% credit hours for the degree requirements (Data from SUS FETPIP 2/24/00)
Meet or exceed University graduation rate for AA transfers (SUS Instruction Outcome Measure 1.c)	Legislature: 69% DON: 75%	Goal Exceeded: 14/14 (100%) AA transfers who graduated 1998-1999 AY graduated in 3 years or less (Data from SUS FETPIP 2/24/00)
Meet or exceed University retention rate for AA transfers (SUS Instruction Outcome Measure 1.d)	Legislature: 80% DON: 75%	FGCU was not in operation during SUS FETPIP data collection period.
Meet or exceed University goals for percentage of graduates enrolling in graduate or professional school (SUS Instruction Outcome Measure 1.j)	Legislature: 16% DON: 10%	FGCU did not graduate nursing students during the 1997-1998 AY
Meet or exceed SUS percentages of graduates who remain in Florida and who earn at least \$25,000 after one year (SUS Instruction Outcome Measure 1.h)	Legislature: 45% DON: 65%	FGCU did not graduate nursing students during the 1997-1998 AY
Meet or exceed SUS percentages of graduates who remain in Florida and who earn at least \$25,000 after five years (SUS Instruction Outcome Measure 1.i)	Legislature: 76% DON: 60%	FGCU did not graduate nursing students during the 1997-1998 AY
Maintain a highly qualified committed faculty (SUS Instruction Outcome Measure 2.b)	100% nursing classes taught by state-funded ranked faculty members	Goal Met: 100% of DON courses taught by state funded and ranked faculty who meet or exceed FSBN and NLNAC criteria for faculty
Maintain planned level of bachelor's degree production (SUS Instruction Outcome Measure 2.b)	DON: 55 graduates annually	Goal Exceeded: 35 students awarded BSN degree 1998-1999 AY (Data from SUS FETPIP 2/24/00); 22 students awarded BSN degree Aug 1998-Dec 1999