



PROGRAM REVIEW REPORT

**Florida Gulf Coast University
School of Nursing**

BSN and MSN Programs

January 26, 2005

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Introduction

Florida Gulf Coast University (FGCU) School of Nursing presents this Program Review Report of its Baccalaureate of Science in Nursing (BSN) and Master of Science in Nursing (MSN) Programs to the Florida Department of Education Division of Colleges and Universities. Program evaluation in the School of Nursing are a dynamic, ongoing assessment process for all program components. A *Continuous Improvement Plan (CIP)* (see *School of Nursing Self-Study Report – Appendix D*) was instituted with admission of the first class in 1997, and has been reviewed and updated yearly. The CIP provides a framework for determining program effectiveness in fulfilling mission, philosophy, and goals/objectives, and to generate outcome data used to guide decisions for programmatic change.

The School of Nursing offers an upper division program leading to a Bachelor of Science in Nursing (BSN) degree for “First Time In Nursing” (FTIN) students and an Accelerated RN to BSN Program for qualified registered nurse students. Total program length is 124 semester hours with 64 upper division credit hours. Additionally, a Master of Science in Nursing Program (MSN), with concentrations in Primary Health Care (PHC) and Nurse Anesthesia (NA), is offered. The PHC concentration consists of 12 credit hours of nursing core courses and 28 credit hours of specialty courses. The NA concentration is a 65 credit hour, 28 month, full-time program offered through an affiliation agreement between FGCU School of Nursing and the Norman R. Wolford School of Nurse Anesthesia. Nurse Anesthesia students complete 12 credit hours of nursing core courses and 42 credit hours of specialty courses.

Currently in the School of Nursing, there are 16 full-time and one part-time academically qualified faculty including the Director and Associate Director. Secretarial support for the School includes an Office Manager and two secretaries. Forty-seven percent of faculty hold doctorates, and three faculty are enrolled in nursing doctoral programs. Student enrollment includes 169 FTIN BSN students, 24 RN to BSN students, 21 PHC students, and 68 NA students. Approximately, 285 freshman and sophomores are listed as pre-nursing majors.

At the present time, both the BSN and MSN Programs are accredited by the Commission on Collegiate Nursing Education (CCNE), and the MSN concentration in Nurse Anesthesia is also accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA). Initially the School of Nursing received a five-year initial accreditation (1999-2004) from the National League for Nursing Accrediting Commission (NLNAC). However, School of Nursing Faculty decided that when it was time for renewal of accreditation, application would be made to CCNE, which is the nationally recognized accrediting agency devoted exclusively to review of baccalaureate and graduate degree programs in nursing. During Fall Semester 2003 a comprehensive *School of Nursing Self-Study Report* was prepared, and a CCNE accreditation visit occurred April 19-21, 2004.

The organizing framework for this report follows the 12 Components of the Program Review and Continuous Improvement Process of the Florida Department of Education. For each component, appropriate pages in the *School of Nursing Self-Study Report* are referenced. The *School of Nursing Self-Study Report and Appendices* are provided with the Program Review Report.

Components of the Program Review

- 1. Articulate the mission(s) and purpose(s) of the program(s) within the context of the institutional mission and the State Board of Education's and Florida Board of Governors' strategic plans.**

The mission, philosophy, and goals/objectives are consistent with those of Florida Gulf Coast University (FGCU). *School of Nursing Self Study Report*, pages 3 and 4 provides a description of the congruence of mission, vision, and goals between FGCU, College of Health Professions (CHP), and School of Nursing (SON). The full text of the School of Nursing Vision, Mission, Philosophy and Conceptual Framework are provided in the *School of Nursing Self-Study Report Appendix A*. *School of Nursing Self-Study Report* Appendices B and C includes FGCU Vision, Mission, Governance and Guiding Principles, and College of Health Professions Mission, Philosophy and Goals.

- 2. Identify program goals/objectives, including expected outputs and outcomes. Specifically, identify and publicize expected student learning outcomes.**

Programs goals for both the BSN and MSN Programs are explained and examined from the context of congruence between School of Nursing Mission and Philosophy, and nationally accepted professional standards. *School of Nursing Self Study Report*, pages 6, 7, 8, and 9 provides a review of student learning outcomes and respective national standards for BSN and MSN students.

Additionally, *School of Nursing Self-Study Report Appendices* include tables reflecting Congruence of BSN Course and Clinical Practice Objectives with Conceptual Framework and Philosophy (Appendix J), Relationship of Essentials of Baccalaureate Education Core Competencies, Core Knowledge, and Role Development and the School of Nursing BSN Program Objectives (Appendix O) and Relationship Among MSN Program Outcomes and MSN Courses for PHC and NA Concentrations (Appendix P).

Student outcomes are publicized in all student-oriented materials: University Catalog (<http://fgcu.edu/catalog/>), BSN and MSN Student Handbooks, Program Fact Sheets, and SON website (<http://www.fgcu.edu/chp/nursing>).

- 3. Develop assessment systems to determine how well students are achieving those learning outcomes.**

School of Nursing faculty support the belief that a high level of student performance in nursing courses is essential for the achievement of student outcomes and for preparation of beginning and advanced practitioners in the

profession of nursing. Central ideas from the School philosophy and curricular framework (critical thinking, communication, and therapeutic nursing interventions) are threaded throughout the Continuous Improvement Plan (CIP) for measuring student achievement of learning outcomes. *School of Nursing Self-Study Report*, pages 53-59 includes a description of assessment systems and data for measuring student achievement.

4. Implement and/or modify the program(s) to achieve the articulated goals/objectives.

Upon assessing program effectiveness, faculty identified that the NCLEX-RN pass rate for baccalaureate graduates had dropped below the outcome measurement standard and actively developed multiple strategies to promote student success including, the adoption of the ERI Total Testing Program. Additionally, a complete program review is presently being conducted for the BSN program.

A major goal for the School has been the development of a rigorous and complete evaluation plan for the MSN Program. This has now been accomplished and integrated into the Continuous Improvement Plan. The following documents, approved in Spring 2004, measure educational effectiveness for the MSN Program: *Graduate Exit Interview*, *Graduate End-of-Program Evaluation*, *Alumni Survey* and *Employer Survey*. These assessments will be distributed to students and alumni at time-specified intervals. *School of Nursing Self-Study Report*, pages 71-72 describes the strengths of the methodologies and Plans for Improvement for assessing program effectiveness.

5. Collect data and information on actual outputs and outcomes.

The School of Nursing uses a variety of data sources to gather information on program quality and success of the graduates. These include student, alumni and employer satisfaction surveys. *School of Nursing Self-Study Report*, pages 59-65 presents a detailed description of the surveys and other data sources that are used to collect information about students, alumni, employer satisfaction and demonstrated achievements of SON graduates that provide evidence of program effectiveness.

6. Analyze – and have external expert(s) in the discipline analyze – the data and information to determine how well articulated goals/objectives have been accomplished within the context of the mission.

The *School of Nursing Self-Study Report* was submitted to the Commission on Collegiate Nursing Education (CCNE) in preparation for an on-site accreditation visit. Four external reviewers, selected by CCNE and experts in their respective disciplines visited FGCU School of Nursing April 19-21, 2004. During the four-

day visit, the external experts reviewed and validated all program documents, and interviewed University officials, faculty, students, and community partners. Additionally, they visited clinical facilities and spoke with employers of School of Nursing graduates.

On November 4, 2004, the School of Nursing received notification granting full accreditation of the baccalaureate and master's degree programs for a term of five years (see Appendix A: CCNE official notification letter of accreditation). As required by all CCNE accredited nursing programs, a continuous improvement progress report is due at mid-point of the accreditation period. The Commission has additionally requested the School of Nursing address the following concerns for the MSN program:

- a. Demonstrate that the roles of faculty and students in the nurse anesthesia programs are clearly defined and enable meaningful participation.
- b. Demonstrate that faculty in the nurse anesthesia track are qualified and sufficient in number to support this program.
- c. Demonstrate that records of nurse anesthesia student satisfaction are reviewed as part of the process on ongoing improvement.

7. Specifically, analyze – and have external expert(s) in the discipline analyze – how well students are meeting expected learning outcomes, both as articulated by program personnel and as deemed appropriate in the discipline within the context of the individual institution's mission.

Four external CCNE site visitors considered experts in the nursing discipline and representing both baccalaureate and master's nursing education visited FGCU School of Nursing April 19-21, 2004. During the four-day visit, the site visitors reviewed and validated all program documents and student outcomes for congruency with the missions of the University and College of Health Professions, and interviewed University officials, faculty, students, and community partners. Data analysis reveals graduates of both programs are employed in their respective fields, and *Employer Surveys* show satisfaction with the graduates. *School of Nursing Self-Study Report*, pages 54-65 provides a description of the assessment systems and data gathered for measuring student achievement, job placement, and employer satisfaction.

8. Assess – and have external expert(s) in the discipline assess – the sufficiency of resources and support services to achieve the goals/objectives.

The four CCNE accreditation site visitors reviewed and validated the adequacy of all student services and library holding in support of the School of Nursing Programs. *School of Nursing Self-Study Report*, pages 17-22 validates that resources are sufficient to enable the School to fulfill its mission, philosophy, and goals/objectives. In addition, the external experts validated that resources are reviewed, revised, and improved as needed. Reviewers also met with key academic support services personnel to validate adequacy and availability of resources to all students.

9. Identify – and have external expert(s) in the discipline identify – strengths, opportunities, and barriers that support or impede achievement of goals.

For each Standard in the *School of Nursing Self-Study Report*, there is a narrative discussion of the Strengths and Plans for Improvement that have been identified as supporting or impeding achievement of program goals (see *School of Nursing Self-Study Report*, pages 12, 27-28, 52, and 71-72). Additionally, the CCNE expert reviewers summarized the strengths/opportunities and barriers in relation to the School's programs in the *Evaluation Team Report on the Accreditation Review of the Baccalaureate and Master's Degree Programs in Nursing at Florida Gulf Coast University* (see Appendix B).

10. Review – and have external expert(s) in the discipline review – responses to recommendations from previous reviews.

At its meeting on February 16, 2000, the National League for Nursing Accrediting Commission (NLNAC) approved the FGCU Department of Nursing baccalaureate program in nursing for initial accreditation (see Appendix C: NLNAC letter granting accreditation). The Commission requested an interim report addressing one area – (1) Systematic Plan for Program Evaluation and Assessment of Outcomes. As requested by the NLNAC, the School of Nursing submitted a 49-page report in November 2001. The interim report presented a clear, concise description and documentation of all program evaluation activities completed since the Fall 1999 NLNAC site visit. As a result of this report, the Commission affirmed that the next accreditation visit would be scheduled for Fall 2004. Please refer to discussion in Introduction to this report for explanation of School of Nursing faculty decision to obtain accreditation status from the Commission on Collegiate Education (CCNE) during Fall 2004.

11. Generate – and have external expert(s) in the discipline generate – recommendations based on review findings.

In Fall 2004, the School of Nursing received notification granting full accreditation of the baccalaureate and master's degree programs for a term of five years (see Appendix A: CCNE official notification letter of accreditation). The Commission, based on the expert external review, recommended the following concerns be addressed at the midpoint of the five-year accreditation. This midpoint report will be submitted to the CCNE in Fall of 2007.

- a. Demonstrate that the roles of faculty and students in the nurse anesthesia programs are clearly defined and enable meaningful participation.
- b. Demonstrate that faculty in the nurse anesthesia track are qualified and sufficient in number to support this program.
- c. Demonstrate that records of nurse anesthesia student satisfaction are reviewed as part of the process on ongoing improvement.

12. Plan for continuous program improvement based on the results of the review.

School of Nursing faculty concur with the compliance concerns identified by the CCNE Commission as described in number 11 above. However, since the accreditation visit, a substantive change has occurred in the Florida Gulf Coast University/Norman R. Wolford School of Nurse Anesthesia (FGCU/NRWSNA) MSN Program. By mutual agreement, the FGCU/NRWSNA will voluntarily close upon graduation of the Class of 2006. This action is a result of directional changes within each of the individual organizations in relation to advanced education in nurse anesthesia.

Florida Gulf Coast University School of Nursing is in the process of developing a university-based program in order to continue providing a MSN degree in nurse anesthesia that will attract highly qualified applicants, provide a quality educational experience in nurse anesthesia and address the concerns of the CCNE Commission.