

**NURSE EDUCATION DEPARTMENT**

**A.D.N. AND PNP SYSTEMATIC PLAN FOR PROGRAM EVALUATION AND ASSESSMENT OF OUTCOMES**

<p><b>STANDARD I: MISSION AND GOVERNANCE</b>  <b>There are clear and publicly stated mission and/or philosophy and purposes appropriate to postsecondary or higher education in nursing.</b></p> <p><b>Criterion # 1:</b> Mission and /or philosophy of the nursing education unit is congruent with that of the governing organization, or differences are justified by the nursing education unit purposes.</p>	<p><b>Operational Definition:</b> <i>Philosophy</i> is defined as a statement, which reflects the Nurse Education faculty's current beliefs about nursing education, nursing practice and the effects the recent changes in healthcare have had on the role of the Practical and Registered Nurse. The program philosophy provides the foundation for the development of the program curriculum.  Program objectives/competencies</p> <p><b>Expected level of achievement (ELA):</b></p> <ol style="list-style-type: none"> <li>The purpose and philosophy of the Nurse Education Department is 100% congruent with the college's mission/philosophy.</li> <li>The Nursing Unit purpose and philosophy are clearly stated and published 100% of the time.</li> </ol>
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<b>PROCESS</b>					<b>IMPLEMENTATION</b>																					
Component	Where is Documentation Found	Person Responsible	Time/ Frequency of Assessment	Assessment Method	Results of Data & Analysis <i>(Including ELA)</i>			Actions <i>For program Development, Maintenance or Revision</i>																		
College Mission	QCC Catalogue  Nurse Education Department <i>(Defined as Associate Degree in Nursing and the Practical Nursing Program)</i> Student Handbook's  Nurse Education Department Faculty Handbook's	Nurse Education Department Faculty	Every 5 years  <b>Due:</b> December, 2003	<p><b>Method:</b> The Nurse Education Department Faculty performs a comparative analysis, using a table, of the College Mission with the Department Purpose and Philosophy.</p> <p><b>Rationale:</b> The comparative analysis is performed to ensure the philosophy of the Nurse Education Department is congruent with the mission and purposes of the College and differences are justified.</p>	<p>The table below was handed out on 12/2/03 to A.D.N. faculty for review. Accepted by Nurse Education Faculty on 12/18/03</p> <p align="center"><b>COMPARATIVE TABLE FOR MISSION</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">COLLEGE MISSION</th> <th style="text-align: center;">NURSING PURPOSE</th> <th style="text-align: center;">NURSING PHILOSOPHY</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Diverse educational needs</td> <td style="text-align: center;">Diverse student population</td> <td style="text-align: center;">Cultural diversity within the classroom is valued and promotes appreciation and respect for differences within the college and beyond</td> </tr> <tr> <td style="text-align: center;">Affordable</td> <td style="text-align: center;">Affordable</td> <td style="text-align: center;">Same as above</td> </tr> <tr> <td style="text-align: center;">Accessible</td> <td style="text-align: center;">Accessible</td> <td style="text-align: center;">Same as above</td> </tr> <tr> <td style="text-align: center;">High quality programming</td> <td style="text-align: center;">High quality education</td> <td style="text-align: center;">Nursing education/scholarship occurs within a system of higher education and is a planned approach to the acquisition of knowledge</td> </tr> <tr> <td style="text-align: center;">Transfer</td> <td style="text-align: center;">Serves the learner</td> <td style="text-align: center;">Teaching/Learning is an active, dynamic, continuous process of attaining and sharing</td> </tr> </tbody> </table>			COLLEGE MISSION	NURSING PURPOSE	NURSING PHILOSOPHY	Diverse educational needs	Diverse student population	Cultural diversity within the classroom is valued and promotes appreciation and respect for differences within the college and beyond	Affordable	Affordable	Same as above	Accessible	Accessible	Same as above	High quality programming	High quality education	Nursing education/scholarship occurs within a system of higher education and is a planned approach to the acquisition of knowledge	Transfer	Serves the learner	Teaching/Learning is an active, dynamic, continuous process of attaining and sharing	Noted
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Nurse Education Department Philosophy	Nurse Education Department ( <i>Defined as Associate Degree in Nursing and the Practical Nursing Program</i> ) Student Handbooks	Nurse Education Department Faculty and Advisory Committee	Every 3 years  <b>Due:</b> October, 2003	<p><b>Method:</b> The Nurse Education Department Faculty and the Nursing Unit Advisory Board perform a the review of the Nurse Education Department Philosophy.</p> <p><b>Rationale:</b> Review ensures the philosophy is clearly stated, reflects the contemporary beliefs and values of the</p>	<p>At the October 2, 2003 Faculty Meeting the faculty reviewed the Nurse Education Department Philosophy. Listed below is a table that the faculty voted on each individual category. At the 11/6/03 Advisory Board meeting the Department Philosophy was reviewed</p>	Noted									

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**Criterion # 1 continued**

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Nurse Education Department Philosophy continued	Nurse Education Department Faculty Handbooks			<p><b>Rationale continued:</b> nursing faculty related to people, diversity in culture, race and ethnicity, caring, nursing education, nursing practice, appropriate scope of practice and is consistent with the current trends in health care and health care delivery.</p>	<table border="1"> <tr> <td>P</td> <td>I</td> <td>R &amp; E</td> <td>C</td> <td>N E</td> <td>N P</td> <td>S C</td> <td>C T</td> </tr> <tr> <td>Y</td> <td>Y</td> <td>Y</td> <td>Y</td> <td>Y</td> <td>Y</td> <td>Y</td> <td>Y</td> </tr> <tr> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>%</td> <td>%</td> <td>%</td> <td>%</td> <td>%</td> <td>%</td> <td>%</td> <td>%</td> </tr> </table>	P	I	R & E	C	N E	N P	S C	C T	Y	Y	Y	Y	Y	Y	Y	Y	1	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	%	%	%	%	%	%	%	%
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A.D.N. and PNP Program Objectives/Competencies	A.D.N. and PNP Student Handbooks and Course Syllabi	A.D.N. Curriculum Committee  PNFO	Every 3 years  <b>Due:</b> October, 2003	<p><b>Method:</b> The A.D.N. and PNP Faculty performs a review of their program objectives and competencies with the college mission and department philosophy.</p> <p><b>Rationale:</b> The review ensures the program objectives and/or competencies are appropriate to scope of practice and are consistent with the expectations for entry level nursing practitioners based on Local and National Standards.</p>	<p>At the 11/6/03 faculty meeting (not discussed at the October meeting-oversight) the table below was accepted</p> <table border="1"> <thead> <tr> <th><u>Core Competencies</u></th> <th><u>College Mission</u></th> <th><u>Department Philosophy</u></th> </tr> </thead> <tbody> <tr> <td>Professional behaviors</td> <td>Providing high quality programming</td> <td>The outcome of nursing education, at all levels, is to prepare a graduate who accepts responsibility for the health care of the community.</td> </tr> <tr> <td>Communication</td> <td>?Vision To mold a technologically literate, yet humane, citizenry, able to thrive, not just survive, in the world</td> <td>Nurses utilize the nursing process, therapeutic communication</td> </tr> <tr> <td>Assessment</td> <td></td> <td>Same as above</td> </tr> <tr> <td>Clinical decision making</td> <td>Vision To mold a technologically literate, yet humane, citizenry, able to thrive, not just survive, in the world</td> <td>Critical thinking, evidence-based information while working collaboratively with n</td> </tr> <tr> <td>Caring Intervention</td> <td>High quality Programming</td> <td>Plan of care is flexible, client centered</td> </tr> <tr> <td>Teaching and learning</td> <td>Leading to transfer, career and lifelong learning</td> <td>Teaching and learning is an active, dynamic, continuous process of attaining and sh</td> </tr> <tr> <td>Collaboration</td> <td>Serves the diverse educational needs of Central Massachusetts</td> <td>While working collaboratively with members of the health-care team</td> </tr> <tr> <td>Managing care</td> <td>Providing affordable, accessible, and high quality programming</td> <td>Plan of care is flexible, client centered, cost effective</td> </tr> </tbody> </table>	<u>Core Competencies</u>	<u>College Mission</u>	<u>Department Philosophy</u>	Professional behaviors	Providing high quality programming	The outcome of nursing education, at all levels, is to prepare a graduate who accepts responsibility for the health care of the community.	Communication	?Vision To mold a technologically literate, yet humane, citizenry, able to thrive, not just survive, in the world	Nurses utilize the nursing process, therapeutic communication	Assessment		Same as above	Clinical decision making	Vision To mold a technologically literate, yet humane, citizenry, able to thrive, not just survive, in the world	Critical thinking, evidence-based information while working collaboratively with n	Caring Intervention	High quality Programming	Plan of care is flexible, client centered	Teaching and learning	Leading to transfer, career and lifelong learning	Teaching and learning is an active, dynamic, continuous process of attaining and sh	Collaboration	Serves the diverse educational needs of Central Massachusetts	While working collaboratively with members of the health-care team	Managing care	Providing affordable, accessible, and high quality programming	Plan of care is flexible, client centered, cost effective																					
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