COLLEGE/UNIT MISSION STATEMENT

The College of Nursing is a consortium program with Bowling Green State University. Both colleges’ mission statement and vision are congruent with the respective parent institution; The University of Toledo and Bowling Green State University (see Appendix I). The mission, philosophy, and expected student outcomes, defined as program objectives for the CON, are congruent with current trends in nursing education, and are reflective of changing trends in health care delivery systems.

OVERALL COLLEGE/UNIT ASSESSMENT STRUCTURE

The current organizational structure was approved in June, 2010 and operationalized August 1, 2010 (see Appendix II). Administrative personnel include the Dean; Associate Dean of Academic Affairs; Assistant Dean of Student Affairs; Health Promotion, Outcomes, Systems, and Policy Department Chair and Program Director of the Doctorate of Nursing Practice (DNP) programs; Population and Community Care Department Chair and Program Director of the Masters of the Science of Nursing (MSN); Acute and Chronic Care Department Chair and Program Director of the Baccalaureate of the Science of Nursing (BSN); Director, Interprofessional Simulation and Learning Resource Center (LRC), Director, Continuing Nursing Education; and Associate Dean of Nursing Research and Evaluation. This structure allows for collaboration between and among the administrative leadership, departments and its faculty and staff.

The College of Nursing awards several degrees and certificates (see Appendix III). The BSN programs include the entry-level BSN and RN-BSN programs. The MSN degree granting programs include the Family Nurse Practitioner (FNP); Pediatric Nurse Practitioner (PNP); Nurse Educator (NE); BSN to Clinical Nurse Leader; and Graduate-Entry Clinical Nurse Leader (CNL) programs. The MSN Graduate Certificate Programs include; Family Nurse Practitioner (FNP-C); Pediatric Nurse Practitioner (PNP-C); and Nursing Education Certificate programs.

Teaching-learning practices and environments (e.g. classroom, clinical, laboratory, simulation, and distance-education) support achievement of expected individual student outcomes identified in course and program objectives. All assessment activities are embedded in each degree granting program and are regularly performed in conjunction with the Department of Research and Evaluation; the Program Assessment Committee (PAC); administrative leadership, and faculty.

The College of Nursing PAC is a standing committee composed of administrators, faculty, and students. The five members elected by the Faculty Assembly include a BSN Faculty and Graduate Faculty representative; the Chair of the Student Admission, Progression & Retention Committee (SARP); and the Chair of the Curriculum Committee. The eight Ex-Officio (voting) by virtue of administrative position and/or appointment include the Associate Dean of Academic Affairs; Assistant Dean of Student Services; DNP Program Director; MSN Program Director; BSN Program Director; Director, ISCS/LRC; the Department of Research and Evaluation; and the CON Liaison to the
University Assessment Committee (UAC). Student membership includes annual representation from the DNP, MSN, and BSN programs respectively.

The CON By-laws define the purpose of the PAC is to 1) provide leadership in the review, evaluation and continuous improvement of the College of Nursing’s assessment plan; 2) communicate assessment and evaluation findings to administrative team and faculty. The function and role of the PAC is to a) define assessment parameters for all programs; b) synthesize program assessment data and make recommendations for continued program improvement; and c) assure timely action to recommendations by responsible parties.

**ASSUMPTIONS UPON WHICH PLAN IS BASED**

The program assessment plan is based on the assumption that the College of Nursing is responsible to its students and the community of interest for the development of highly educated nursing graduates from each of its programs. The College of Nursing programs are externally reviewed by the following bodies: The Ohio Board of Nursing (OBN) and The Commission on Collegiate Nursing Education (CCNE). Baccalaureate program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008). All master’s degree programs incorporate *The Essentials of Master’s Education in Nursing* (AACN, 2011) and, when appropriate, the *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2012). Graduate-entry program curricula incorporate the *Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) and appropriate graduate program standards and guidelines. All DNP programs incorporate *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006) and the *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2012).

The mission, goals, and expected program outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. The administration, faculty, and students of the programs are involved in the governance and in the ongoing efforts to improve or enhance program quality.

**METHODOLOGY FOR UNDERGRADUATE & GRADUATE LEVEL ASSESSMENT**

Curricular objectives (e.g. individual course student learning outcomes or competencies as identified by the program) provide clear statements of expected learning that relate to student outcomes. Expected outcomes relate to the roles for which students are being prepared. Teaching-learning practices and environments (e.g. classroom, clinical, laboratory, simulation, distance education) support achievement of expected individual student outcomes identified in course objectives.

Explanation on Data Collected for Undergraduate and Graduate Programs

- Course exam, paper, and project grades;
- The NCLEX™ (National Council Licensure Exam) pass rate for RN licensure for BSN and CNL;
- ATI™ (Assessment Technology Incorporated) course competency assessments and exam passage rate given prior to graduation for BSN and CNL;
- Senior Exit Survey assesses student’s evaluation of achievement of each objective and provides qualitative feedback on program experiences;
- Clinical Faculty and/or Preceptor Evaluation of Student are given at midterm and at the end of each the semester for courses with a clinical component and are based on achievement of course objectives;
- Alumni surveys are sent out one year post graduation to first year graduates;
- Degree completion rates;
- Employer surveys are sent out once a year to survey the community of interest
concerning their level of satisfaction with our graduates;
- Passing rate on national certification exams, Masters students,
- Capstone Experience (field experience, a thesis, or a comprehensive exam) for MSN students;
- Clinical observation reports MSN students and;
- Electronic clinical tracking systems using Typhon™ for MSN students.

To prepare students for a practice profession, each track in each degree program and post-graduate APRN certificate program affords students the opportunity to develop professional competencies in practice settings aligned to the educational preparation. Clinical practice experiences are provided for students in all programs, including those with distance education offerings. Clinical practice experiences involve activities that are designed to ensure students are competent to enter nursing practice at the level indicated by the degree/certificate program. The design, implementation, and evaluation of clinical practice experiences are aligned to student and program outcomes.

Evaluation of student performance is consistent with expected student outcomes. Grading criteria are clearly defined for each course, communicated to students, and applied consistently. Processes exist by which the evaluation of individual student performance is communicated to students. In instances where preceptors facilitate students’ clinical learning experiences, faculty may seek input from preceptors regarding student performance, but ultimately faculty is responsible for evaluation of individual student outcomes. The requirement for evaluation of student clinical performance by qualified faculty applies to all students in all nursing programs. Faculty evaluation of student clinical performance is accomplished through direct observation and written evaluation. If a student’s course or clinical achievement is unsatisfactory or falls below the minimum standard for an achievement, the faculty of record writes a referral to the SARP (Student Admission, Retention & Progression) Committee.

Individual program outcomes are defined by each program and incorporate expected levels of achievement. Program outcomes are appropriate and relevant to the degree and certificate programs offered and include (but are not limited to) student learning outcomes; student and alumni achievement; and student, alumni, and employer satisfaction data. Analysis of the program outcome data demonstrates that, in the aggregate, the program is achieving the established individual program outcomes.

Each program has the responsibility to review relevant program data and compare results to achievement of student learning outcomes and program objectives. Annually, and as needed, Program Director’s will write a report identifying the program’s strengths, weaknesses, and areas needing improvement and then reports the data to administration, committees, and faculty.

**FEEDBACK LOOP**

Each academic Program Director/Department Chair within the College of Nursing is responsible for their own assessment review plan based on the outcome results. The data gathered is described in each program’s assessment plan. Figure 4 graphically describes the feedback loop deployed at the CON *(see Appendix IV)*.

**DISTRIBUTION OF ASSESSMENT FINDINGS**

The program assessment information is reviewed at Department meetings and CON Faculty Assembly meetings. Students that are members of the PAC disseminate the information to students and student organizations as appropriate. In addition, feedback is delivered to the CON Advisory group and the CON website to our community of interest including local and regional nursing organizations.
SYNTHESIS OF DEPARTMENT/PROGRAM PLANS

Each Program Director provides input and summarized data for the CON and UAC Annual Reports. The assessment review includes findings identifying strengths, weaknesses, and deficiencies. The College of Nursing UAC Liaison, PAC Chair, and the Associate Dean for Academic Affairs summarize the programs' report into one plan that is disseminated as explained in the Distribution of Findings section. Based on each program report, an overall assessment review of the CON is summarized and report findings to the University Assessment Committee, the CON Administration Leadership, and faculty.

ACTION PLAN

The development of formal a CON Action Plan for improvement is yet to be fully realized. The assessment plan in general follows the established guidelines as evident in this document. The College of Nursing UAC Liaison, PAC Chair, and the Associate Dean for Academic Affairs are responsible for the annual summarization and final report from the CON to administration and the University Assessment Program. The CON follows the deadlines that the University Assessment Committee establishes.

Created 10/2009
Reviewed 6/2011
Revised 1/2012
Revised 2/2014
## Appendix I. Congruence of Mission and Vision Statements by University and College

<table>
<thead>
<tr>
<th>Mission Statement</th>
<th>Vision Statement</th>
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<tbody>
<tr>
<td><strong>UT</strong></td>
<td>The mission of The University of Toledo (UT) is to improve the human condition; to advance knowledge through excellence in learning, discovery and engagement; and to serve as a diverse, student-centered public metropolitan research university.</td>
</tr>
<tr>
<td>UT is a transformative force for the world. As such, UT will become a thriving student-centered, community-engaged, comprehensive research university known for its strong liberal arts core and multiple nationally ranked professional colleges, and distinguished by exceptional strength in science and technology.</td>
<td></td>
</tr>
<tr>
<td><strong>BGSU</strong></td>
<td>The mission of the Bowling Green State University (BGSU) is to aspire to be the premier Learning Community in Ohio.</td>
</tr>
<tr>
<td>BGSU strives for an interdependent system of teaching, learning, scholarship and service that creates an academic environment grounded in discovery and guided by rational discourse and civility.</td>
<td></td>
</tr>
<tr>
<td><strong>BGSU/CHHS</strong></td>
<td>The mission of the College of Health and Human Services (CHHS) is to contribute to the improvement of the spectrum of health and human services in Northwest Ohio, the state of Ohio and the nation through instructional programming, research and community service.</td>
</tr>
<tr>
<td>The CHHS is devoted exclusively to academic programs in health and human services and each program is accredited by its respective specialty.</td>
<td></td>
</tr>
<tr>
<td><strong>UT/CON</strong></td>
<td>The mission of the College of Nursing (CON) at UT is to improve human health and quality of life; to discover, disseminate and apply nursing knowledge; and to engage and serve a diverse learner population as part of a large public research university.</td>
</tr>
<tr>
<td>The CON will be the college of choice for nursing education that embodies excellence in the application of the art and science of nursing to clinical reasoning and judgment, distinguished by scholarly inquiry with an emphasis on clinical outcomes and translational research within the global healthcare community.</td>
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### Appendix III. Degrees and Programs Summary

<table>
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<tr>
<th>Degree</th>
<th>Program</th>
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<tr>
<td>Doctor of Nursing Practice (DNP)</td>
<td>Post-master’s degree approved by Ohio Board of Regents (OBOR) December 2007; admitted first cohort of students in January 2008. The DNP is a collaborative on-line distance learning program with Wright State University (WSU) College of Nursing and Health, Dayton, OH.</td>
</tr>
<tr>
<td>Masters of Science Degree in Nursing (MSN)</td>
<td>Master’s Degree in Nursing was established in 1980 with the Psychiatric Mental Health and Adult Health CNS majors offering two functional tracks: education and administration. The first nurse practitioner (NP) major was the Family Nurse Practitioner (FNP), which admitted students in 1994. Currently, the CON offers the following advanced practice majors: Family Nurse Practitioner (FNP), Pediatric Nurse Practitioner (PNP), and Nurse Educator (NE). The Clinical Nurse Leader degree (MSN), a pre-licensure nursing program for persons with baccalaureate or higher degrees in fields other than nursing admitted its first class in 2003. It is a two year, full time program of study.</td>
</tr>
<tr>
<td>Graduate Certificate Programs in Nursing</td>
<td>The CON offers graduate certificate programs in the following areas: FNP, PNP, and NE.</td>
</tr>
<tr>
<td>Bachelors of Science Degree in Nursing (BSN)</td>
<td>In 1971, the BSN program, then part of Medical College of Ohio entered into a consortium with Bowling Green State University (25 miles south of Toledo), and in 1974 with UT. The Ohio Board of Nursing (OBN) granted full approval of the program in 1974. BSN students complete pre-nursing courses at the respective university during the first two academic years and, after a competitive admissions process, complete the last two academic years in the nursing major, taught by faculty on the HSC. Students receive the BSN from the home university. The RN-to-BSN program was offered in outreach locations in Huron, OH (1981), Lima, OH (1994) and Archbold, OH (1995). In 2002 the RN-BSN program converted to an online distance-learning format and onsite outreach classes were discontinued at that time.</td>
</tr>
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</table>
Appendix IV. CON Program Assessment Feedback Loop

**CON Program Directors**
Collects and Assesses Data related to individual programs
(Continuous)

**University Assessment Committee (UAC)**
Report due to UAC concerning program assessment activities
(Annual)

**Department of Research & Evaluation**
Distributes Surveys, Collects, & Analyses Data for Review by Dept Chairs, Program Directors, & PAC
(Every Semester)

**PAC**
Program Assessment Plans are sent from Directors & Research & Evaluation to PAC for review and oversight
(Semester & Continuous)

**Faculty ➔ PAC**
Program Assessment Plans and findings are reviewed at Department Meeting/Faculty Assembly
PAC synthesizes recommendations & sends feedback to Directors & Faculty
(Continuous)

**Community of Interest**
Summary feedback delivered to:
CON Cabinet
Nursing Organizations
CON Website
CON Advisory Group
(As needed & Annual)

**Associate Dean of Academic Affairs**
Department student outcome data is shared every semester and as needed
Program Assessment Liaison Report sent to Dean & UT Assessment Committee
(Annual)

**Students**
Program Directors and student members of PAC disseminate information to SNA
(Semester & Continuous)

**Faculty ➔ PAC**
Program Assessment Plans and findings are reviewed at Department Meeting/Faculty Assembly
PAC synthesizes recommendations & sends feedback to Directors & Faculty
(Continuous)