1. COLLEGE/UNIT MISSION STATEMENT

College of Nursing 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.

<table>
<thead>
<tr>
<th>Mission Statement</th>
<th>Vision Statement</th>
</tr>
</thead>
<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><strong>Vision Statement</strong></td>
<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>
</tr>
</tbody>
</table>

| **BGSU** | The mission of the Bowling Green State University (BGSU) is to aspire to be the premier Learning Community in Ohio. |
| **Vision Statement** | 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. |

| **BGSU/HSHS** | 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. |
| **Vision Statement** | The CHHS is devoted exclusively to academic programs in health and human services and each program is accredited by its respective specialty. |

| **CON** | 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. |
| **Vision Statement** | 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. |

2. OVERALL COLLEGE/UNIT ASSESSMENT STRUCTURE

The Organizational structure of the College of Nursing is diagrammed in Exhibit 1. The current organizational structure was approved in June and operationalized August 1st 2010. Administratively, the college is divided into 3 departments, each with a department chair: Acute and Chronic Care; Population and Community Care; Health Promotion, Outcomes, Systems, and Policy. Besides the 3 departments, each chair has responsibility for programs...
(BSN, MSN, and DNP programs). The BSN programs include the BSN and RN-BSN program. The MSN programs include the Nurse practitioner programs (PNP, FNP, ANP). The Nurse educator programs (certificate NE and MSN Nurse Educator) and the CNS programs (psych mental health CNS, Certificate psych mental health, and the joint ANP/CNS). Administration for the College of Nursing is the Dean, an associate dean for academic affairs, an associate dean for research and evaluation, and an assistant dean of student affairs. This structure allows for collaboration between and among the departments and student affairs. The College of Nursing awards several degrees and certificates. See Table 1 for degrees granted and history of development.

### Table 1 Degrees and Programs

<table>
<thead>
<tr>
<th>Degree</th>
<th>Program</th>
</tr>
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<tbody>
<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 program with Wright State University (WSU) College of Nursing and Health, Dayton, OH. This program is an on-line program.</td>
</tr>
<tr>
<td>Master’s 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: Adult NP/CNS, Family Nurse Practitioner (FNP), Pediatric Nurse Practitioner (PNP), Psychiatric-Mental Health CNS (PMH CNS), 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, ANP, PNP, PMH CNS, and NE. The College also offers a Nurse Educator certificate for non-master’s prepared students.</td>
</tr>
<tr>
<td>Bachelor’s Degree in Nursing (BSN)</td>
<td>BSN and RN-to-BSN. Beginning in 1971, the CON entered into an undergraduate 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>
</tbody>
</table>
The college faculty contributes and teaches in each of these programs. All assessment activities are performed within each program and in conjunction with the Program Assessment committee and the various committees that relate to each program (admissions, retention, promotion, student grievance, curriculum etc.) The assessment initiatives are embedded in each degree granting program.

The College of Nursing Program Assessment Committee is a standing committee composed of administrators, faculty, and students. The 10 members of the committee are the following: Associate Dean for Research and Evaluation, the Associate Dean for Academic Affairs, the chairs of the following committees: curriculum, graduate admissions, retention and promotion, baccalaureate admission, retention and promotion, an undergraduate faculty representative, a graduate faculty representative, an undergraduate student representative, and a graduate student representative. This committee has responsibility for gathering, summarizing, reviewing and reporting assessment activity in the college. There is one personnel support assigned to the committee for preparation of minutes and reports, and data collection and entry. The administrative responsibility for the overall program assessment lies in the office of the Associate Dean for Academic Affairs. The program assessment committee has responsibility for the assurance of continuity and consistency of assessment functions in a timely manner.

3. 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 and The Commission on Collegiate Nursing Education. The College of Nursing uses the following professional association standards and guidelines in its assessment process as set forth in the following: Criteria for Evaluation of Nurse Practitioner Programs NTF (2008), the Essentials of Master’s Education for Advanced Practice Nursing AACN (2011), the Essentials of Baccalaureate Education for Professional Nursing Education AACN (2008), the Essentials of Doctorate Education for Nursing Practice (2006). The assumption underlying assessment of all College of Nursing programs is that all programs are responsible for the following:

- Defining student learning objectives
- Assessment data is tied to the student learning objectives
- A variety of methods is used to assess student learning objectives (internal, external, direct, and indirect)
- The program assessment committee is responsible for the review of assessment data every year
- Students and faculty alike are involved in the program assessment, review of findings and feedback, and change process
- Feedback will be provided to the level of involvement needed for change (i.e. course, program, community of interest)

The community of interest is informed of program assessment findings and changes. The community of interest involves the students, faculty, administrators, community stakeholders, and advisory board.

4. METHODOLOGY FOR UNDERGRADUATE AND GRADUATE LEVEL ASSESSMENT

a. Student Learning Outcomes are based on the following information from internal and external assessments.

For the undergraduate programs the following data collection instruments may be used:

- Faculty Teaching Effectiveness, Student Clinical/Course evaluations, NCLEX test results, ATI Comprehensive Predictor for NCLEX passage exam, Student Senior Exit Survey, and Employer Survey, Course Exams, degree completion/ graduation rates, Clinical observation.

Explanation on data collection for undergraduate programs:
The NCLEX (National Council Licensing Exam) pass rate for RN licensure
ATI exam passage rate given prior to graduation. Senior exit survey assesses student’s evaluation of achievement of each objective and provides qualitative feedback on program experiences.
Student clinical evaluations are given at midterm and final during the semester and are based on achievement of course objectives.
Employer surveys are sent out every fall to 1st year graduates
For the graduate programs the following data collection instruments may be used: Passing rate on national certification exams, Capstone experience, employer survey, Course examinations, Clinical observation reports, student exit survey, degree completion

Explanation on data collection for graduate programs:
The national certification exams are given to certify (if passed) a graduate for an advanced practice nursing license in the state of Ohio that provides the nurse with an increased level of patient responsibility (i.e. can bill for services, can prescribe medication, can diagnose and treat nursing/medical problems)
Employer surveys are sent out every fall to year one and three after graduation
Capstone experiences are one of the following: a field experience, a thesis, or a comprehensive exam.
Student clinical evaluations are given during the semester by the student’s preceptor and turned into the course coordinator. They are based on achievement of student learning objectives. A referral is provided to the SARP (Student admission, retention, progression) committee if the student’s course achievement to date is unsatisfactory.

Each program and committee (if applicable) will have the responsibility to review data collection items and compare results to the student learning objectives. The program will write an assessment report that will be sent to the College of Nursing program assessment committee for review and critique. Strengths, weaknesses, and deficiencies from the committee review will be reported back to the programs and other administrative personnel and sent to the University Assessment committee.

FEEDBACK LOOP
Each academic program in the College of Nursing will be responsible for their own assessment review plan based on the Assessment of Student Learning form (See appendix). Each program can decide/design assessment data to be gathered. The data gathered as well as the responsible person for data gathering will be described in each program’s assessment plan. The program will then write a final program report of their assessment of the data that addresses the outcome (findings) of their review including strengths, weaknesses, and deficiencies. The program report must define changes that are made or are in the process of being made in any aspect of the program. The report will then be sent to the CON Program Assessment Committee (PAC) for review and oversight. It will be reviewed by this committee for accordance with student learning objectives and the overall university requirements for program assessment. The CON PAC will compile the various program assessment reports into a yearly report that will be sent to the dean and shared at the administrative level. The yearly CON program assessment written report will be sent to the University Assessment Committee.

DISTRIBUTION OF ASSESSMENT FINDINGS:
The findings of each program assessment information will be reviewed at Department meetings and CON Faculty Assembly. Students that are members of the program assessment committee will disseminate the information to students and student organizations as appropriate. Feedback will be delivered via 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 will send a report of the assessment review with findings including strengths, weaknesses, and deficiencies to the CON program assessment committee (PAC). The PAC will then summarize the programs’ report into one plan that will be disseminated as explained in the findings section. Based on each program report, the PAC will assess the overall assessment review of the CON and summarize and report findings to the University Assessment committee and administration.
ACTION PLAN:
The development of the CON assessment plans for each CON program is in process. The assessment plan in general will follow the established guidelines as evident in this document; however, there may be slight variations as each program reviews their data and review process. The responsible persons for each program assessment review are the department chairs for the respective programs: Dr. Kelly Phillips, all Master’s programs, Dr. Diane Salvador, all Baccalaureate Programs, and Dr. Dianne Smolen, Doctor of Nursing Practice Program. The program Assessment committee (PAC) and the Associate Dean for Academic Affairs are responsible for the overall summarization and final report from the CON to administration and the University Assessment Program. The timeline will follow the University Assessment Committee deadlines established by that committee.

Reviewed 6/2011
Revised 1/2012
The University of Toledo
College of Nursing
College Organizational Structure

Timothy M. Gaspar, PhD, RN
Dean

Faculty Assembly
Cindy Kwapisz, BA
Administrative Assistant to Dean
CON Support Staff
CON Advisory Board
Cabinet
Kwabena Kankam, MSA, CPA
Sr. Business Manager
Institutional Advancement
Amanda Schwartz
Alumni Affiliate

Donna Agnew, PhD, RN
Associate Dean
Research & Evaluation

Kay Grothus, PhD, RN
Associate Dean
Academic Affairs

Practice & Clinical Scholarship Director

Ben Stobbe, RN, MBA
Interprofessional Immersive Simulation Center Administrative Director/Business Mgr*

Deborah Mattin, PhD(c), RN
CHE Director

Martha Sexton, PhD(c), RN
Interprofessional Simulation & LHC Director

Diane Smolen, PhD, RN
Health Promotion, Outcomes, Systems, Policy
Dept. Chair & DNP Program Director

Diane Salvador, PhD, RN
Acute & Chronic Care
Dept. Chair & Baccalaureate Program Director

Kelly Phillips, PhD, RN
Population & Community Care
Dept. Chair & Master’s Program Director

*50% College of Nursing & 50% College of Medicine Appointment

August 1, 2010 – First Approved
October 4, 2018 – Modified