



Nursing Program

<http://www.caspercollege.edu/assessment/index.html>

Instructions: To submit an assessment plan for a specified program, please respond to each of the questions below. *Use as much space as you need to describe the program assessment plan.* Once this form is completed, please email it as an attachment to kthatcher@caspercollege.edu. For guidelines and/or assistance in developing a plan for assessing student learning, please contact Kathleen Thatcher or consult resources on the Assessment website at <http://www.caspercollege.edu/assessment/index.html>.

CC MISSION:

With a mission of student success, Casper College provides educational opportunities to improve quality of life and sustainable community building and citizenship. The college is a premier public comprehensive two-year institution that provides academic transfer, vocational, continuing education and basic skills education for the citizens of Casper, Natrona County, the State of Wyoming and the World.

1. **Program: Nursing**
2. **Department: Nursing**
3. **School: Health Science**
4. **Person(s) Responsible for Developing Plan: Kelly Politte, Director**
5. **Email: kpollite@caspercollege.edu**
6. **Phone: 268-2717**
6. **Date Submitted: January 30, 2012**

1. Does this program offer distance learning ? Yes No Some courses are fully online and others are hybrid courses.

(*Note: Please complete a separate Assessment Plan form for each program.)

A. Conceptual Assessment Plan Components

Assessment enables an understanding of what students are learning as a result of the program. Assessment findings can be used for a variety of purposes including making decisions regarding curriculum and instruction as well as providing feedback to students.

1. *State the department or program mission in terms of educational purpose or goals*
 - a. The mission of the Casper College H.E. Stuckenhoff Department of Nursing is to be the hallmark of learning for nursing education promoting health in our community and professionalism in nursing through provision of the basic requirements for a practical nurse certificate or an associate degree assuring the graduate's ability to take either the National Council Licensure Examination (NCLEX-PN or NCLEX-RN) for licensure as a licensed practical or a registered nurse.
 - b. *Goals*
 - i. Goal 1: To provide an innovative and effective student learning environment.
 - ii. Goal 2: To provide enrollment to meet the changing demands of the healthcare environment.

iii. Goal 3: Support for faculty development

2. *List the student learning outcomes for the program addressed by this plan.*
 - a. Assist the client to use appropriate adaptive mechanisms to attain homeostasis in the physiological, psychological, sociocultural, developmental, and spiritual dimensions;
 - b. Integrate knowledge from the biological, physiological, and behavioral sciences to provide humanistic client care;
 - c. Use the nursing process in a structured setting to provide client care for individuals and groups across the lifespan.
 - d. Perform therapeutic nursing interventions in a safe manner;
 - e. Utilize appropriate interpersonal skills and behaviors when providing holistic care to clients;
 - f. Individualize safe comprehensive client care on a day-to-day basis for people experiencing commonly recurring health problems;
 - g. Supervise others less skilled in technical aspects of nursing.
 - h. Collaborate with other members of the interdisciplinary health care team;
 - i. Utilize interdisciplinary resources in the institution or community according to identified need(s);
 - j. Demonstrate responsibility for continued personal and professional growth and education;
 - k. Demonstrate responsibility and accountability inherent in the associate degree nurse role.
 - l. Demonstrate professionalism and nursing practice competencies based on the learning environment in the nursing program.

3. *Explain the student learning outcomes relation to the unit mission and goals (i.e. Do the student learning outcomes reflect the unit goals and objectives, further the mission, are rooted in the academic discipline, etc.?)*

4. *Describe how and by whom assessment findings will be used.*
The Department uses findings to revise the curriculum. We also use the findings to meet our accreditation standards.

B. Implementation Assessment Plan Components

It is important to create a detailed implementation plan that aligns each student learning outcome with each of the following items:

- (A) how/where program outcomes are learned,
- (B) what evidence/indicator(s) will be collected, including both direct and indirect evidence,
- (C) how the evidence/indicator(s) will be collected and by whom,
- (D) how the evidence/indicator(s) will be analyzed and by whom, and
- (E) how assessment findings will be communicated back to the academic unit's faculty and students and used to improve the program.

Please note, it is important that the implementation plan collects useful information and that the collection and analysis methods are manageable given the resources available in your academic unit.

1. *Instructions:* For each program-level outcome (not course objectives), please provide information for each category listed below. Both direct and indirect evidence/indicators should be utilized in your assessment plan. You are encouraged to utilize existing evidence/indicators when feasible to keep the process manageable. You should also collect evidence/indicators throughout the program and not just at the end.

Program Learning Outcome	A How/Where is outcome learned?	B Evidence/ Indicator(s) of Learning	C Collection method(s) for each source of evidence	D Analysis method(s) for each source of evidence	E Feedback Procedures (Faculty, staff & students)
Assist the client to use appropriate adaptive mechanisms to attain homeostasis in the physiological, psychological, sociocultural, developmental, and spiritual dimensions;	Throughout nursing program.	80%	<ul style="list-style-type: none"> • Exit Survey • 9-month Graduate Survey • 9-month Employer Survey 	I have to ask Kathleen. She works her magic and gives me numbers!	All surveys are directed at students preparing for graduation, students who graduated 9 months earlier, or their employers.
Integrate knowledge from the biological, physiological, and behavioral sciences to provide humanistic client care.	Throughout nursing program.	80%	<ul style="list-style-type: none"> • Exit Survey • 9-month Graduate Survey • 9-month Employer Survey 		All surveys are directed at students preparing for graduation, students who graduated 9 months earlier, or their employers.

Use the nursing process in a structured setting to provide client care for individuals and groups across the lifespan.	Throughout nursing program.	80%	<ul style="list-style-type: none"> • Exit Survey • 9-month Graduate Survey • 9-month Employer Survey 		All surveys are directed at students preparing for graduation, students who graduated 9 months earlier, or their employers.
Perform therapeutic nursing interventions in a safe manner.	Throughout nursing program.	80%	<ul style="list-style-type: none"> • Exit Survey • 9-month Graduate Survey • 9-month Employer Survey 		All surveys are directed at students preparing for graduation, students who graduated 9 months earlier, or their employers.
Utilize appropriate interpersonal skills and behaviors when providing holistic care to clients.	Throughout nursing program.	80%	<ul style="list-style-type: none"> • Exit Survey • 9-month Graduate Survey • 9-month Employer Survey 		All surveys are directed at students preparing for graduation, students who graduated 9 months earlier, or their employers.
Individualize safe comprehensive client care on a day-to-day basis for people experiencing commonly recurring health problems.	Throughout nursing program.	80%	<ul style="list-style-type: none"> • Exit Survey • 9-month Graduate Survey • 9-month Employer Survey 		All surveys are directed at students preparing for graduation, students who graduated 9 months earlier, or their employers.
Supervise others less skilled in technical aspects of nursing.	NRST 2635 & NRST 2645 (The second year of the program)	80%	<ul style="list-style-type: none"> • Exit Survey • 9-month Graduate Survey • 9-month Employer Survey 		All surveys are directed at students preparing for graduation, students who graduated 9 months earlier,

					or their employers.
Collaborate with other members of the interdisciplinary health care team.	Throughout nursing program.	80%	<ul style="list-style-type: none"> • Exit Survey • 9-month Graduate Survey • 9-month Employer Survey 		All surveys are directed at students preparing for graduation, students who graduated 9 months earlier, or their employers.
Utilize interdisciplinary resources in the institution or community according to identified need(s).	Throughout nursing program.	80%	<ul style="list-style-type: none"> • Exit Survey • 9-month Graduate Survey • 9-month Employer Survey 		All surveys are directed at students preparing for graduation, students who graduated 9 months earlier, or their employers.
Demonstrate responsibility for continued personal and professional growth and education.	Throughout nursing program.	80%	<ul style="list-style-type: none"> • Exit Survey • 9-month Graduate Survey • 9-month Employer Survey 		All surveys are directed at students preparing for graduation, students who graduated 9 months earlier, or their employers.
Demonstrate responsibility and accountability inherent in the associate degree nurse role.	Throughout nursing program.	80%	<ul style="list-style-type: none"> • Exit Survey • 9-month Graduate Survey • 9-month Employer Survey 		All surveys are directed at students preparing for graduation, students who graduated 9 months earlier, or their employers.
Demonstrate professionalism and nursing practice competencies based on the	Throughout nursing program.	80%	<ul style="list-style-type: none"> • Exit Survey • 9-month Graduate Survey • 9-month Employer Survey 		All surveys are directed at students preparing for graduation, students who

learning environment in the nursing program.			Survey		graduated 9 months earlier, or their employers.
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2. Describe the responsibilities, timeline, and the process for implementing this assessment plan. Our assessment plan, which we refer to as the SPEP(Systematic Program Evaluation Plan), is addressed every year. We have a monthly calendar outlining when we will address the different Criteria listed in our SPEP. We split these criteria between our departmental committees: Resource, Curriculum, & Evaluation.

C. Global Design & Use

It is critical that program assessment plans be developed and approved by all faculty in the department. In addition, *include student input and external sources* (e.g., national standards, advisory boards, employers, alumni, etc.) in the development of the assessment plan(s).

1. *Describe the process through which your academic unit created this assessment plan.*

Include:

- a. *Timeline regarding when or how often this plan will be reviewed and revised. (This could be aligned with your unit's departmental review schedule.)*
Most of our SPEP criteria are reviewed annually. Some are reviewed only every 3 years, if they are things that do not change as often. For instance we compare the College's mission with the department's mission only every three years.
- b. *How students were included in the process and/or how student input was gathered and incorporated into the assessment plan.*
We have student representatives serving on each of our departmental committees, so they have input at each review.
- c. *What external sources were consulted in the development of this assessment plan?*
We follow the criteria outlined for the National League for Nursing Accreditation Commission (NLNAC) accreditation standards. We also address the standards required by the Wyoming State Board of Nursing (WSBN).
- d. *Assessment of the manageability of the plan in relation to departmental resources and personnel.*
This process is ongoing. As a result of our accreditation, and to keep the document updated regularly, the departmental committees meet each month. This is quite time consuming.