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OVERVIEW:
TRINITY 2007: SUSTAINING TRADITION, EMBRACING TRANSFORMATION

Trinity in Washington is one of the more remarkable institutional stories in higher education today. Founded in 1897 by the Sisters of Notre Dame de Namur as one of the first Catholic women's colleges in the nation, Trinity in 2007 is a comprehensive university serving a broadly diverse student population with a rich mix of undergraduate and graduate programs, both single-gender and coeducational, and extending many services to the larger D.C. and Washington regional community.

Fidelity to tradition while embracing transformation in its student body and programs has been Trinity's ongoing challenge and great strength. The new Nursing Program arises within this context of commitment to the tradition of academic excellence while embracing the imperative of change to serve new educational needs, particularly the workforce development needs of the Washington region. In 2007, even as Trinity sustains its mission commitment to women in the single-gender College of Arts and Sciences (CAS), Trinity also welcomes professional men and women into the School of Professional Studies (SPS) and School of Education (EDU). The Nursing Program is currently located within the School of Professional Studies, but over the next several years, as the program grows and Trinity develops additional programs in the Health Professions, Trinity anticipates the evolution of a separate academic unit for Nursing and Health Professions Programs. Securing CCNE accreditation for the first programmatic elements will ensure Trinity's long-term ability to meet these goals.

In all three schools, in all programs, Trinity prepares students at the undergraduate and graduate levels for lives of service to their communities, workplaces, and the larger society. Trinity's graduates enter a broad range of professions, with some of the largest concentrations in teaching, public service with the federal and local governments, law and advocacy in public interest organizations, medicine, and various social service positions. Over the years, some Trinity graduates also have gone on to pursue nursing careers, and they are particularly pleased that Trinity is now adding Nursing to the formal curriculum. Trinity's commitment to educating citizens who exert public leadership through service to the community is a reflection of the religious heritage and mission of the University, particularly in the value of social justice.

Trinity today educates a student body that is nearly 90% Black, Hispanic, Asian, and international, reflecting the population of the District of Columbia and many communities in the

Washington region. About 75% of Trinity's students are over the age of 25. 10% are male, a number that will increase as Trinity reaches out to more male professional students. 95% of full-time undergraduates receive financial aid from Trinity, and virtually all students receive some form of federal and local financial aid.

Nearly 50% of Trinity's students are residents of the District of Columbia; in fact, Trinity educates more D.C. residents than any other private university in the nation. A report released by the D.C. State Education Office in November 2006 ("Doubling the Numbers") praised Trinity for graduating significantly more D.C. students than any other area university; since 2001, 65% of the D.C. students at Trinity in the Tuition Assistance Grant Program have remained enrolled or have graduated, a retention/completion percentage far greater than other institutions serving large numbers of D.C. residents.

In 2006, Trinity's Middle States Accreditation Visiting Team made these observations about Trinity in the team report:

"The team has experienced in Trinity, at every turn, a mission-driven institution.... The team recognizes the impressive congruence of Trinity University in 2006 with the original vision of Trinity's founders in 1897. The team admires and commends the University's rejection of the notion that paradigm shift means abandonment of historic mission. Rather, we discover in the work and vitality of Trinity of 2006, a most obvious continuity with Trinity's 110 year old mission expressed with a renewed relevance and vigor. (p. 5) ... Trinity ...has emerged as an increasingly recognized and appreciated resource for the District and the Washington regional community." (p. 30)

This increased recognition of Trinity as a vital educational resource for the District and Washington region created the platform for Trinity's decision to create the Nursing Program. Through the work of President Patricia McGuire on the Greater Washington Board of Trade's Health Care Task Force (which she co-chaired in 2005-2006) and on the board of the Washington Hospital Center, Trinity gained significant insight into the critical regional need to develop the nursing workforce.

Because of Trinity's strong local reputation for the successful education of citizens from D.C. and the surrounding region, both traditional-aged students and mid-career professionals, the Washington Hospital Center and other local health care providers indicated eagerness to assist

Trinity in creating a Nursing Program that would have a particular emphasis on creating a pipeline of local talent to meet local healthcare needs.

As a result of President McGuire's community relationships, Kaiser Permanente provided a small seed grant to support the initial planning work, conducted by Dr. Betty Johnson. Encouraged by Dr. Johnson's consulting report, and supported with a second Kaiser Permanente grant to develop the program, Trinity was fortunate to recruit Dr. Sharon Mailey as the founding Director of the Trinity Nursing Program. In a relatively short period of time, Dr. Mailey and her colleagues have planned and launched the RN-to-BSN program, planned the prelicensure program and secured D.C. Board of Nursing approval, developed the labs and facilities necessary to support the initial phases of the Nursing Program, created the Nursing Advisory Council with many local health care providers along with community members, developed clinical affiliation agreements, and completed this Self-Study for CCNE. The energy and enthusiasm of the Trinity community and area partners for this program will ensure even more success in the future as Trinity secures CCNE accreditation and expands the program phases to new markets.

In future years, Trinity will develop the program to include Master's Degree options and additional specialty areas. Trinity looks forward to working with CCNE to ensure a full-fledged Nursing Program that meets all standards with a clear emphasis on quality and excellence.

STANDARD I. PROGRAM QUALITY:
MISSION AND GOVERNANCE

The mission, goals, and expected outcomes of the program 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 – all in the pursuit of the continuing advancement and improvement of the program. Policies of the parent institution and nursing program clearly support the program’s mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.

Key Elements:

<p>I-A. The mission, goals, and expected outcomes of the program are written, congruent with those of the parent institution, and consistent with professional nursing standards and guidelines for the preparation of nursing professionals.</p>
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The mission, goals, and expected outcomes of the Trinity Nursing Program (Appendix B) are in accord with the stated purpose of Trinity (Washington) University (Appendix A). The mission has evolved from the belief in nursing as an art and a science that has a distinctive phenomenon known as nursing practice. As an academic discipline and practice profession, nursing is an essential part of health care. The many dynamic and dramatic changes in the American society and the environment as well as globalization will have significant and extensive impacts on baccalaureate nursing education, and preparation for present and future nursing practice must address these influences. The faculty accepts the responsibility to enhance learning to meet these global and societal needs. In order to become Trinity graduates, learners must be involved in intellectual processes and critical thinking that transform knowledge, skills, values, meanings, and experiences (KSVME) into the professional role of nursing.

Demonstration of consistencies between the University, the Trinity Nursing Program, and professional nursing standards is shown in Table I.A.1. Using key phrases from the complete documents, the table was created to demonstrate congruency across mission, philosophy, goals/objectives, and expected outcomes.

Table I.A.1 Congruence of Mission, Philosophy, Goals/Objectives, and Expected Outcomes with the University and Professional Nursing Standards

	Trinity University	Trinity Nursing Program	Professional Nursing Standards
Mission	Trinity is a comprehensive institution offering a broad range of educational programs that prepare students across the lifespan for the intellectual, ethical, and spiritual dimensions of contemporary work, civic, and family life.	The mission of nursing at Trinity University is to provide a program of liberal and nursing education that prepares students across the lifespan for the intellectual, ethical, and spiritual dimensions of contemporary work, civic, and family life.	BSN nurses are providers of direct and indirect care; designers, managers, and coordinators of care; and members of a profession (AACN <i>Essentials of Baccalaureate Education</i> , 1998, p. 6). <i>American Nurses Association Nursing Standards</i> describe competent behavior in the professional role (ANA, 2004, p. 4).
Philosophy	Trinity's core mission values and characteristics emphasize: Commitment to the Education of Women in a particular way through the design and pedagogy of the historic undergraduate women's college, and by advancing principles of equity, justice, and honor in the education of women and men in all other programs; Foundation for Learning in the Liberal Arts through the curriculum design in all undergraduate degree programs and through emphasis on the knowledge, skills and values of liberal learning in all graduate and professional programs; Integration of Liberal Learning with Professional Preparation through applied and experiential learning opportunities in all programs; Grounding in the mission of the Sisters of Notre Dame de Namur and the Catholic tradition, welcoming persons of all faiths, in order to achieve the larger purposes of learning in the human search for meaning and fulfillment.	The philosophy of the program is in concurrence with the stated purpose of Trinity, and has evolved from the belief that nursing is an art and a science which has a distinctive phenomenon known as nursing practice. Nursing is a profession that has its underpinnings in the physical and social sciences and involves the unique use of KSVME in the practice realm.	Components are liberal education, professional values, core competencies, core knowledge, and role development (AACN <i>Essentials of Baccalaureate Education</i> , 1998, p. 6)
Goals/Objectives/Expected Outcomes	Trinity expects its students to develop into transformative leaders and engaged citizens equipped with the intellectual perspective and ecumenical knowledge of liberal learning. Hallmarks of a Trinity education are a graduate's ability to think critically, to write and speak clearly, to make ethical judgments, to know the context of history and literature, and to understand the fundamental economic and political forces affecting the psychology of whole peoples.	<ol style="list-style-type: none"> 1. Implement an educational program that meets the mission of Trinity University and the health care needs of an evolving society. 2. Prepare graduates with essential knowledge, skills, values, meanings, and experiences necessary for the provision, management, and coordination of nursing care for individuals, families, groups, communities, and specialized populations. 3. Provide an environment that fosters independent learning, critical thinking, and the desire for personal and professional continued growth. 4. Provide access to multi-level, flexible-entry nursing education tracks for diverse populations. 5. Provide the theoretical and clinical foundations for serving underserved vulnerable populations. 	Supported by ANA <i>Nursing: Scope and Standards of Practice</i> (2004) and the AACN <i>Essentials of Baccalaureate Education</i> .

The baccalaureate curriculum for the program has been conceptualized to achieve the standards of the District of Columbia Board of Nursing (DCBON), *The Essentials of Baccalaureate Education for Professional Nursing Practice* (American Association of Colleges of Nursing, 1998), and the American Nurses Association (ANA) *Standards of Clinical Nursing Practice, 2004*. The Trinity Nursing Program Proposal was approved by the Board of Trustees of Trinity (Washington) University and became a program option in the School of Professional Studies (SPS). While the RN to BSN does not fall within the jurisdiction of the DCBON, the program adheres to their guidelines because this curriculum is a subset of the proposal for the pre-licensure BSN program to begin after the Board approval; the conceptual framework is a requirement for the DCBON. Faculty in the SPS and the College of Arts and Sciences (CAS) were consulted for the selection and development of required ancillary non-nursing courses.

Two courses, one in policy and politics in nursing and health care and a second in leadership and management in health care, prepare students as members of a profession to understand the fundamental economic and political forces through the identification of health disparities and the underlying socio-cultural dynamics. These courses provide the student with a foundation to articulate an advocacy point of view to policy makers, key stakeholders, professional organizations, and the public. In keeping with Trinity's mission of education for global leadership, student experiential portfolios expand on previous and present work. An example of these experiences is the health team work in Rwanda, Project C.U.R.E.: Project C.U.R.E. is the registered trademark of the Benevolent Healthcare Foundation, a non-profit, humanitarian relief organization that collects medical supplies and equipment and donates it to developing countries. Another student portfolio reflects the expansion of work in the Emergency Department (ED) in affiliation with the District of Columbia Primary Care Association to manage and redirect clients back into available community resources rather than using the ED as a primary care site.

Social justice as an underpinning of the University's mission and philosophy is reflected in the program's courses and experiences. The University's goal is for students to identify and interpret philosophical and religious traditions and to understand the components of ethical reasoning as they search for social justice. All nursing students take a course in ethics and in

religion as part of the general education requirement, and these concepts are threaded throughout the nursing curriculum. An example is the ethical issues paper.

Courses incorporate strategies for developing leaders by exposing students to nursing leaders at all levels. Students fulfill the University and program missions through transformation leadership opportunities to shadow a community senior nursing leader for a day.

The conceptual framework, philosophy, and mission of the program incorporate the core general education requirements of the University and reflect the mission and philosophy of the University. Trinity's core mission values and characteristics emphasize a foundation for learning in the liberal arts and accentuate the knowledge, skills, and values of liberal learning. The key concepts of the nursing curriculum KSVME naturally flow from and extend the educational philosophy and mission of the university community.

Graduates are prepared to advance their educational foundations in becoming professional nurses who function successfully in a variety of acute care and community health settings. The curriculum embodies the program's philosophy that promotes critical thinking, evidence-based practice, leadership, and global health knowledge and encourages personal and professional development through lifelong learning.

<p>I-B. The mission, goals, and expected outcomes of the program are reviewed periodically and revised, as appropriate, to reflect professional standards and guidelines.</p>
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The program is in its inaugural year of deployment of the RN to BSN. The philosophy and expected outcomes of the program reflect current trends in nursing education, professional nursing practice, and trends in health care delivery. Nursing faculty have reviewed the mission, goals, and expected outcomes to ensure consistency with professional standards and guidelines. The comprehensive evaluation plan (Exhibit I.B.1, Resource Room) allows for the annual review of these documents (Table I.B.1). Changes were made most recently in December 2006 to reflect clarification of goals, terminal objectives, and expected outcomes. These documents have been essential during the interview process to communicate to prospective faculty the essence of this new program and the vision for the next phase.

Table I.B.1 Review and revision plan for program component

COMPONENT	ASSESSMENT	RESPONSIBILITY	TIME FRAME
Mission and Goals (M&G)	-Congruent with parent M&G -Consistent with Professional standards and guidelines (PS&G) -Consistent with community of interest (COI) needs	Director of Program and Faculty	Annually reviewed. Revised every 5 years or as needed: 2006, 2011, 2016
Faculty role in governance	Meaningful participation	Faculty	Biennially in odd-numbered years - 2007
Student role in governance	Meaningful participation	Faculty	Biennially in odd-numbered years - 2007
Documents and publications	Accuracy	Director of Program and Faculty	Annually or as documents are published
Policies	-Congruent with parent policies -Support M&G -Fair and equitable -Evaluated	Faculty	Annually or as curriculum is revised

M&G – Mission and Goals
 PS&G – Professional Standards and Guidelines
 COI – Community of Interest

In Fall 2006, faculty recruited a student representative for the Curriculum Committee and had students review the *Student Guidelines Manual* for clarity. Each semester a different student is requested to participate on this committee and represent his or her colleagues. The course schedule was changed from daytime offerings to evening classes in Fall 2006 based upon student input. Also, changes were made in Spring 2007 based upon student recommendations to teach the health assessment lecture one evening and the lab on another evening to decrease long evening hours.

I-C. The mission, goals, and expected outcomes of the program are reviewed periodically and revised, as appropriate, to reflect the needs and expectations of the community of interest.

Trinity has a long history of responding to the needs of the metropolitan Washington, DC and surrounding areas. Due to this responsiveness, Trinity initiated the development of the

program with the first phase being the RN to BSN track. The nursing faculty embraces the goal of “enabling the community of interest to participate in significant ways in the review, formulation, and validation of accreditation standards and policies and in determining the reliability of the conduct of the accreditation process” (CCNE, 2003, p. 4). The program defines its community of interest to include the “groups and individuals who have an interest in the mission, goals, and expected outcomes of the nursing unit and its effectiveness in achieving them” (CCNE, 2003, p. 14). These groups and individuals include recipients of care, providers of care, students, representatives of the alumnae (in particular, alumnae who have obtained an additional degree in nursing), faculty, administrators, District of Columbia Board of Nursing, professional nursing organizations, and legislators.

The program’s Advisory Council is an external community of interest that meets twice a year. Their input is sought for integration into the mission, goals, and expected outcomes of the program (Table I.B.1). Interaction among the agency administrators, Trinity alumnae, and community representatives provides a formal opportunity to exchange updates and information from both education and service/practice arenas and the community. Issues addressed during the first meeting are reflected in the minutes (Exhibit I.C.1, Resource Room). The Nursing Advisory Council members receive copies of the program’s mission, philosophy, goals and objectives. As a community of interest, they have the opportunity to respond to the contributions these statements make to the current dynamic health care environment as seen in the Washington, DC area, nationally, and globally.

The Kaiser Permanente grants are examples of external community of interest support of the program, the health assessment lab, and resources to build out the sciences. The National Institutes of Health (NIH) distribution site has donated medical equipment in the form of exam tables, stretchers, chairs, wheelchairs, a manikin, and pediatric scales to supply the health assessment lab; they continue to be a major source for additional supplies as the program develops a fundamentals skills lab for the planned pre-licensure program. Washington Hospital Center (WHC) has been a generous donor of hospital beds for the skills lab. In addition to equipment, WHC has been creative in the development of a partnership to support their employees with tuition reimbursement and a planned on-site offering of the program (Exhibit I.C.2, Resource Room).

Internal communities of interest include students, faculty, and the University at large. Students provide end of course evaluations and feedback on how the program can better serve them. Faculty seek to be responsive to ways in which students best learn and to refer them to resources within the University that would help build their academic success (Exhibit I.C.3, Resource Room).

Additional internal sources of the community of interest are institution-based individuals and groups such as University administrators and faculty who provide core courses. Faculty have been eager to provide pre-requisite courses for the RN to BSN, i.e., public speaking and Spanish in the workplace. Nursing specifically works with administrators and other faculty to ensure adequate offerings are available to students, as this impacts expected outcomes; examples of these are genetics, ethics, and statistics.

In keeping with the University's and the program's mission to address inner city health disparities and needs and to educate inner city students to help meet them, program faculty participate in Career Fairs. For example, the District of Columbia Office for Career and Technology Education sponsored a College and Career Expo for approximately 1,800 junior and senior high school students, at which program faculty participated and shared information about the program and the nursing profession. This opportunity was recommended by a Trinity Nursing Advisory Council member from the District of Columbia Primary Care Association and Area Health Education Center (AHEC).

The University maintains clinical affiliation agreements with institutions and practice sites to facilitate the fulfillment of the curriculum and mission (Exhibit I.C. 4, Resource Room). The AHEC affiliation is an aid in establishing community clinical sites in underserved areas of the District.

<p>I-D. Roles of the faculty and students in the governance of the program are clearly defined and enable meaningful participation.</p>
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The governance structures of the University, School of Professional Studies, and the Trinity Nursing Program are shown in Appendix C. The program is a direct report to the Dean of the School of Professional Studies, who reports to the Vice President for Academic Affairs, who reports directly to the President.

Academic governance at Trinity takes place within the *Framework for Academic Governance* adopted in 2004. The Board of Trustees and President provide overall policy guidance and pay close attention to strategic planning and resource development. The President has authority and responsibility to ensure that the directions of the Board of Trustees are carried out. The Board oversees academic affairs through its Committee on Academic Affairs. The School of Professional Studies has an elected faculty representative on the Committee on Academic Affairs, and currently that person is the Director of the Nursing Program. The Vice President for Academic Affairs has direct authority to supervise the academic programs and personnel, and she works closely with the deans responsible for each academic unit. The Director of the program supervises the personnel and manages the budget.

All faculty attend Academic Assembly meetings and the School of Professional Studies (SPS) Committee on Curriculum and Academic Policy (CAP). This year, the Director of the program is the SPS elected representative on the University Curriculum and Academic Policy (UCAP) Committee.

The SPS is inclusive of all faculty and represents a distributive model of shared governance where decision making is vested at the school level versus at the university assembly level. Faculty serve on committees and taskforces. In addition, faculty chair committees as needed, i.e., search committee for an administrative assistant for the program.

Currently, the program has a functional organizational chart as the program is being built. There are two committees within the program's functional organizational chart: Curriculum and Student Affairs. Policy making is primarily accomplished through these standing committees. Students are represented on both committees as voting members. Students have provided invaluable input (Exhibit I.D.1, Resource Room) in the formation of the Student Guidelines and curriculum implementation. Due to the size of the program and faculty, committee decisions are brought to the Director for final approval.

Student representation in the program's committee meetings is ongoing and continually solicited. The program's curriculum committee has an RN student member who is a very active participant. Committee representation helps faculty receive feedback and provides opportunity for student input, which helps the program evolve, and as it is continually evaluated, the best program possible is developed. Committee representation also demonstrates faculty commitment to student development and respect for student opinions and ideas, as well as an

understanding that students learn in collaborative environments. Student participation, feedback and input in program committees further illustrates the ingrained value faculty have of openness to the ongoing assessment, evaluation, re-vision, and development of the most appropriate program possible to meet Trinity's mission and the Nursing Program's goals.

Students have a voice within the University through the Student Government Association. Students are exploring the formation of a Nursing Student Association for RNs through their involvement on the Student Affairs Committee.

I-E. Documents and publications are accurate. Any references in promotional materials to the program's offerings, outcomes, accreditation/approval status, academic calendar, admission policies, grading policies, degree completion requirements, tuition, and fees are accurate.

Trinity endeavors to portray a consistent message in all written materials. The *Trinity University Catalog*, *Trinity University Student Handbook*, *Trinity University Faculty Handbook*, *Trinity Nursing Program Student Guidelines*, recruitment brochures, and website reflect the mission, goals, and expected outcomes of the program and are reviewed and revised annually or as needed. The program endeavors to update materials to keep pace with ongoing revisions. Changes made during the academic year are routed through the Dean of the School of Professional Studies, Office of Admissions, Office of the Registrar, Vice President for Academic Affairs, and Webmaster and copied to the President. Students hear about changes through emails, web postings, advisors, bulletin boards, fliers, and faculty.

Establishing a new program within the University requires touching every system and subsystem as well as maintaining vigilant awareness. The Director meets with the Registrar and Admissions staff regularly to verify, amplify, and clarify processes and documentation to assure accuracy and consistency across systems. The Nursing Program brings a new language of terms and conditions that require integration, for instance, transcript evaluation as well as becoming familiar with a new set of pre- and co-requisites. Meetings with the Webmaster to verify updates, with the Publications Director to clarify the market image of the new program, and with the Financial Aid Director to validate that requirements are within federal guidelines are

examples of the frequent coordination needed to integrate the new program into the University's systems.

The primary source for recruitment is the promotional material used by the University's Admissions staff. The University website, www.trinitydc.edu, is also used to inform the public about the University, and visitors may read about current and past events on campus. A source of major interest to these populations is the weekly "President's Blog" (www.trinitydc.edu/about/president/blog/) that highlighted the inauguration of the nursing program. Prospective students may learn about the program through the web, apply online, and ask questions of Admissions staff and read about financial aid availability. Returning students may register for classes online.

I-F. Policies of the parent institution and the nursing program are congruent with and support the mission, goals, and expected outcomes of the program; these policies are fair, equitable, published, and are reviewed and revised as necessary to reflect ongoing improvement. These policies include, but are not limited to, those relative to student recruitment, admission, and retention.

The policies and documents of the University and the program are reviewed (Table I.B.1) annually for congruency and to establish that they are fair, equitable, and reflect ongoing improvement. These policies and documents are revised as needed. Brochures, handbooks, and the catalog are reviewed annually. All publications are accessible through hard or web-based electronic copies. Policies are published in a variety of documents including the University *Catalog*, University *Student Handbook*, website and the *Nursing Student Guidelines* (Exhibit I.F.1, Resource Room). Faculty have access to the University policies and procedures through the *Faculty Handbook*, 1998 with updates (Exhibit I.F.2, Resource Room), email correspondence, and the shared nursing "O" drive (a network folder shared by nursing faculty and staff).

Admission criteria for the program are consistent with the School of Professional Studies and the University's philosophy and outcomes. The program maintains a specific admission policy for RN to BSN majors. The program's admission requirements differ from those of the School of Professional Studies in requiring a minimum cumulative GPA of 2.5 for transfer.

Accommodations can be made for students who have less than a 2.5 GPA. All University students, including nursing students, must maintain a cumulative GPA of 2.0 to remain in good standing; all nursing courses and pre-requisites must have grades of “C” or better in order for a student to continue in the program and be considered for graduation. Students may repeat two nursing courses during their academic career; a third failure in a nursing course transfers them to another major if they choose to stay at the University.

STANDARD I SUMMARY

Strengths

- Philosophy and goals of the program are congruent with the University’s mission and they are consistent with professional nursing standards and guidelines for the preparation of nursing professionals. The program’s attention to vulnerable populations is right on target to serve the University and community needs.
- Provides an opportunity to further education; reinvigorate knowledge, skills, meaning, values and experiences (KSVME); and expand the students’ career possibilities.
- Leveraging their power of experience, courses provide the student with a foundation to articulate an advocacy point of view to policy makers, key stakeholders, professional organizations, and the public.
- The external community of interest has requested the establishment of this program and partnered to provide the educational experience for their nursing staffs. The community needs assessment performed by the University gave overwhelming support to establish the program.
- Active participation of faculty on University committees and student participation on program committees during the developmental years of the program.
- Participatory governance structure
- Curriculum development is guided by professional standards and the needs and expectations of the program’s respective communities of interest
- Faculty is knowledgeable and connected to the community.

Areas for Improvement

- Increase student enrollment.
- Increase affiliation agreements.

Action Plan

- Continue to refine admissions strategies and collaboration.
- Nursing faculty and the Director will continue to serve on University-wide committees and attend extracurricular activities to integrate and take on the “essence” of the Trinity community.
- Encourage international exchange of faculty and students.

STANDARD II. PROGRAM QUALITY:
INSTITUTIONAL COMMITMENT AND RESOURCES

The parent institution demonstrates ongoing commitment and support. The institution makes available resources to enable the program to achieve its mission, goals, and expected outcomes. The faculty, as a resource of the program, enables the achievement of the mission, goals, and expected outcomes of the program.

Key Elements:

<p>II-A. The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected outcomes of the program.</p>
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Faculty teaching, scholarship, service and practice within the program are encouraged and supported by Trinity. The *Faculty Handbook* requires full-time faculty to teach three courses per semester. Additionally, faculty have obligations in advising, which is considered to be part of teaching, research and professional development, and service to Trinity. In general, faculty are supported by the University as evidenced in the *Faculty Handbook* by the funding of travel and by providing one day a week for scholarship, service, and practice activities.

Nursing faculty members who wish to pursue professional development and scholarship individually may apply to the Director and Dean for financial support for travel, conferences, and related professional development. Supported requests are then forwarded to the Vice President for Academic Affairs for final approval to attend nursing or education conferences and workshops. In addition, Trinity also sponsors professional development opportunities for groups of faculty through the monthly “Faculty Salon” and professional development workshops for the entire faculty through Academic Assemblies. Topics in the full faculty sessions have included programs in technology training, assessment, teaching in diverse classrooms, service learning, intelligence studies, and other topics of interest to the faculty. Professional/scholarly travel may be funded through University funds. For example, the University funded a faculty member to attend a local Disaster Management continuing education three day conference to provide current academic planning for an undergraduate nursing course, Disaster Management and Emergency

Preparedness. Since nursing is a new program, faculty are in the process of evaluating their continuing education needs in order to incorporate their funding requests into the budget. While faculty have the option, there are no faculty currently involved in individual practice.

The Office of Human Resources provides regularly scheduled classes for faculty and staff for various levels of computer skills, including PowerPoint® presentation development, Excel® and Access® spreadsheet preparation, and HIPPA training. The Library Coordinator for Applied Technology provides Online Learning tutorials and assistance with Blackboard® course development and the development of digital teaching and learning objects for Blackboard® and IQ Web®.

The faculty has access to Institutional Advancement and Development that provides assistance with grant writing and fund raising; strategic goals are being formulated. The Admissions Office is an essential collaborative partner to recruit students into the program.

In Fall 2006, the University established the Center for Teaching and Learning Excellence to focus on the development of pedagogy and curricula that result in student success. The Center assists faculty in the acquisition of teaching tools to meet the academic needs of students who manifest academic risk factors that may have resulted from inadequate prior preparation in urban public schools. A recent presentation on “Critical Literacy and Today’s College Students: Defining the Task Ahead” was very relevant to the program’s adult learners and helping the faculty to understand the challenges involved for learners striving to read critically. Critical thinking is an expected outcome for the program, and this presentation was informative for curricular and pedagogical reform. The Center provided a workshop on the first-generation urban learner (target population for Trinity) featuring Dr. Alma Clayton-Pedersen, AAC&U; this workshop assisted the faculty in addressing the challenges encountered in their work with underserved students.

The Trinity faculty average student load is currently modest (approximately 50 students per semester), and class sizes are small (15 to 20). These loads and class sizes are reflective of Trinity’s focus on student success. Trinity has a long-stated value in high quality, personal academic attention to each student. Faculty spend considerable amounts of time with students outside of their actual classroom contact hours: advising, tutoring, providing extra help on coursework, writing references, arranging clinical experiences, overseeing independent studies, working with student organizations, mentoring, and generally supporting majors and students in

many ways. The commitment of Trinity faculty to the success of Trinity students is one of the great hallmarks of the institution.

This academic year, all nursing courses are offered during the week in the evening. This schedule was adopted to address the workforce needs of the population that Trinity serves. Faculty have regularly scheduled office hours to accommodate student advising and committee work; additionally, students have access to faculty through email and Blackboard® discussions.

Faculty members are encouraged to participate in professional and community service activities. For example, the University has covered the cost for the Director to attend the semi-annual meetings of American Association of Colleges of Nursing (AACN). One faculty person is a member of the Health Care Transition team for the new Mayor of the District of Columbia and is a member of the DC Primary Care Association that coordinates the Area Health Education Center (AHEC), responsible for establishing community clinical placement for the nursing students. Another faculty member participated on DC School Health Round table discussions regarding the framework for a school/community health program. All faculty are involved in community activities and professional development through their practice associations.

There is a formal orientation program for faculty. Each new nursing faculty is assigned a mentor from within the University who has specific tasks identified to ensure that the new member fully comprehends and participates in the community to the best of their ability. In addition, adjunct faculty have a formal orientation program. Because the program is in the inaugural year, this mentoring has been especially helpful for the faculty to learn about Trinity. Because of the newness of the program, the small number of faculty, and the close proximity of offices, informal meetings take place daily.

II-B. Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. These resources are reviewed, revised, and improved as needed.

Resources for the program are adequate to enable faculty to meet program and University goals. Resources include financial, academic support, library, facilities, nursing health assessment laboratory, and faculty. The program resources are reviewed annually. Academic

support services are improved and upgraded regularly. For example, all program faculty received new office furniture and computers.

Fiscal Resources

The program has sufficient financial resources to meet program goals and outcomes. The Director, with input from the faculty, develops the program strategic plan that includes goals and outcomes, plan of action, and resources needed. The budget includes resources for salaries, materials and equipment, faculty, and curricular development and facilities. The University budget includes resources for general support and recruitment.

The Executive Vice President/Chief Financial Officer (CFO) is responsible for all daily operations and for budget oversight and management. On an annual basis, the deans, directors, and department heads have an opportunity to make budget recommendations for the following fiscal year, and the CFO uses their input to create the budget, which is approved each May by the Board of Trustees. The Director of the Program has direct access to the CFO and the President as may be necessary to address budget and personnel issues.

The Director has control over the budget, with the exception of salaries. Input from the Director is considered in setting faculty salaries. The program is given specific amounts for each line item and the Director, with input from faculty, determines how it should be distributed. Funds for capital equipment, equipment repair, and office furniture, i.e., capital expenditures, are budgeted and funded through the annual budget planning and approval process of the University.

The budget process at Trinity is initiated with a request to departments, programs, and schools to identify needs in faculty positions, support funds, and capital equipment. Directors submit budget requests to deans and then to the Vice President for Academic Affairs (VPAA). Each of the deans has an opportunity to justify budgetary needs in the respective schools. Budget requests are discussed at all levels and presented to the President and CFO by the VPAA. The President determines the final budget and submits the allocation for academic programs to the Board of Trustees for final approval.

Significant grants from Kaiser Permanente have been obtained for the start up and development of the program. Additional considerable contributions of equipment and supplies have been received from the National Institutes of Health (NIH) distribution center and Washington Hospital Center.

The Director of the program, collaborating with the Dean of the School of Professional Studies, has overall responsibility for the preparation and administration of the program's budget. The Director seeks input from the nursing faculty. Trinity is a tuition dependent school. The University budget is therefore significantly dependent upon projected enrollment. For Academic Year 06-07, tuition fees have been set at \$585 per credit hour to support the cost of managing the program. Tuition rates are approved by the Board and are subject to change on an annual basis. Additional funds are being actively sought through contributions and grants.

The President and the Vice President for Academic Affairs, in consultation with the CFO, determine faculty salaries upon appointment with input from the Dean and Director after deliberation on the faculty member's academic credentials, work history, and experience as well as consideration of market factors. Yearly salary increases and promotional increases are consistent for faculty throughout the University.

As a general principle, Trinity hires new faculty members at the assistant professor level, and Trinity makes salary offers according to the experience and credentials of the new faculty. Salary compensation is tracked against the AAUP and AACN salary analysis for the area. The current faculty salaries are competitive for the area. The adjunct compensation is \$2400 for a three credit course, i.e., \$800 per credit.

Facilities

The program has offices and space for faculty and staff and access to laboratory and classrooms of sufficient quality to carry out program goals. The program is housed in a newly renovated section of the Main Building on campus. This building dates to the founding of the University and holds historic designation. The space has newly installed climate controlled ventilation. All full-time faculty have private offices with private phone lines, computers, email accounts, and Internet access. The administrative assistant has designated office space where student files are stored. The adjunct faculty have Internet access and email accounts. Classroom space at the University is shared and room assignments are made through the Registrar's office. The University has 17 SMART® technology rooms to assist faculty and students to enhance the delivery of the curriculum.

One classroom is designated for exclusive use of nursing students as a health assessment laboratory. Significant grants received from Kaiser Permanente and donations from the NIH distribution center have allowed the development of exam cubicles with tables, scopes, and

quality equipment for student practice. Simulation models are available for heart, lungs, and male and female exams, and full body assessment. The room has state of art technology access with Internet access, video viewing, and wireless connection for students.

Students have access to wireless Internet and computer labs. Two computer classrooms are on campus with twenty computers each, as well as SMART Board® technology.

A variety of ancillary services are provided to the campus. These include a shuttle bus services between the campus and the Brookland Metro Station. Adequate parking is provided for faculty, staff, and students on campus. Food service is provided daily in the cafeteria, and additional fast food is available in the “Tiger Deli” located in the Main building. There are post office services, a wellness center, and a chapel available. All of these resources are instrumental in meeting the objectives of the program and nurturing an environment for learning and student growth.

II-C. Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.

Academic Support Services

Academic support services are improved and upgraded on a regular basis to meet program and student needs. For example, a nursing faculty member meets monthly (and additionally as needed) with the Director of the Library to make recommendations to the University library, and the collection is supplemented regularly based on availability of resources. Technology Services works closely with the program in providing software upgrades and troubleshooting computer issues to meet program and student needs. The Library Coordinator for Applied Technology provides faculty with Blackboard® training and course supports. IQWeb® provides an immediate connection for the students to course registration, academic advising, and posting of course grades. PowerCAMPUS® gives the faculty the ability to review transfer credits and transcript updates.

The program employs a full time administrative assistant. The budget also allows for work-study students to be employed as necessary although this has not been needed at this point.

A variety of resources is available to assist students in the successful pursuit of their academic goals at Trinity:

- **Academic Advising:** Academic advising is an important part of the overall educational process. All students are assigned an advisor at the time of admission. First semester students must meet personally with their advisor to develop a plan that will lead to graduation. In subsequent semesters, students may register online and receive an electronic communication regarding courses selected. Students are encouraged to establish personal contacts with their advisors each semester to assist them in college and career decisions; the advisor acts as a mentor, too.
- **Computer Access:** The campus has wireless areas for commuter students to have ready access. Commuter students can access online resources and the Internet from home. All students have email accounts.
- **Academic Support and Career Services.** The Office of Academic Support offers free tutoring, study skills assistance, and assessment testing to all students enrolled at Trinity. At the Office of Academic Support, it is understood that people learn in different ways and at different speeds. One-to-one instruction is offered at the Office of Academic Support. In this way, the tutor can respond to a student's individual learning needs quickly and flexibly.
 - **International Student Services:** OISS, the Trinity Office of International Student Services, is open to all Trinity students who may need assistance with admissions, visa procedures, US immigration policies, and the many challenges that living and studying in a different country may present.
 - **Disability Support Services:** Trinity complies with the requirements of federal laws regarding nondiscrimination of individuals with disabilities. ASCS is the office designated for verifying disabilities, evaluating documentation, and recommending accommodations to professors if necessary.
 - **Career Services:** A variety of resources is offered for students to enhance their career and professional potential. Resources range from resume writing seminars to online guides on topics such as requesting a letter of recommendation, cover letters, résumés, professional dress, interview tips, etc. Students may also make an individual appointment to meet with a Career Counselor. Career resources are located online at <http://www.trinitydc.edu/current/career/>.

- **Counseling Services:** There are professional personal counseling services and programs offered at Trinity University. These services are confidential and can aid students in personal growth and development.
- **Writing Center:** The Writing Center offers writing support to all Trinity students, ranging from one-to-one conferences, discussion of specific assignments, assistance with developing drafts, composition, grammar and punctuation, writing workshops, assistance with class presentations and events and more. The Writing Center provides assistance to all students in the discipline of committing thoughts to coherent patterns onto the page. The program faculty continually encourage students to avail themselves of this resource. Students can bring their writing samples along with faculty input and the assignment criteria to the Writing Center. The Director and peer consultants provide guidance and input that helps to discipline a student's thoughts, enhance critical thinking, and facilitate clarity of expression through writing. Students can make appointments during the day, in the evening, and on Saturdays.
- **Trinity Center:** The Trinity Center is a new state-of-the-art recreational and educational complex that is home to Trinity's NCAA Division III Athletic programs. The Trinity Center offers fitness programs, individual and family memberships, and facility rentals for organized sports and special events.
- **Wellness and Health Center:** The Wellness and Health Center is staffed by a Family Nurse Practitioner and offers medical and counseling services and manages a low-cost student health insurance plan. The staff in this office is responsible for gathering and maintaining required health and immunization records for all Trinity students and provides a variety of health education and wellness programs throughout the academic year. An annual Health and Wellness Fair is conducted for the students, faculty, and community in collaboration with local health agencies.
- **Campus Ministries and Missions:** Campus Ministry serves the mission of Trinity by building community, nurturing faith through praise and worship, and actively seeking justice. At Campus Ministry, the mission of education with justice is rooted in friendship across racial, ethnic, economic and religious lines.

University Library

An essential component of the program is the Sister Helen Sheehan Library, which houses approximately 250,000 volumes and offers an online public catalog and access to the World Wide Web. The Library is affiliated with the Washington Research Library Consortium (WRLC), providing access to the libraries of American University, Catholic University of America, Gallaudet University, George Mason University, George Washington University, Georgetown University, Marymount University, and the University of the District of Columbia. Library services include lending and borrowing materials, general online databases with full-text resources for magazine and journal articles, discipline-focused ProQuest databases including Nursing and Allied Health, individual research assistance, general research workshops, video viewing, and taping rooms and study spaces for individuals and study groups. Library staff members also develop and deliver sophisticated research and information literacy classes in line with the University commitment to integrating information literacy with critical thinking across the curriculum. A nursing collection is being developed and assessed based upon *Doody's Core Titles* and the essential purchase of relevant monographs and online journals and databases. The Nursing collection is cataloged with Library of Congress call numbers and subjects.

In addition to providing individual assistance, the library offers research skills workshops in using its databases and in searching the World Wide Web. Two librarians provide support for learning needs of faculty and students. Faculty, staff, and students can access the library resources and databases from their homes using user name and password. Easily 100% of the nursing students use the library.

II-D. The chief nurse administrator is academically and experientially qualified and is vested with the authority required to accomplish the mission, goals, and expected outcomes. The chief nurse administrator provides effective leadership to the nursing unit in achieving its mission, goals, and expected outcomes.

Sharon K. Mailey, PhD, RN is the Director of the Trinity Nursing Program. Her academic credentials include a Doctor of Philosophy from the University of North Carolina at Chapel Hill, School of Education, with a major in Curriculum and Instruction. Dr. Mailey's credentials include a Master of Science from the University of North Carolina at Chapel Hill,

School of Public Health with a clinical focus in public health nursing and teacher preparation; a Bachelor of Science in Nursing degree from Berea College, Berea, KY; and a Primary Care Nurse Practitioner Certificate from the University of Rochester, Rochester, NY.

Dr. Mailey was appointed as founding Director of the program on January 9, 2006. She came to the University having had experience as an Associate Director for Academic Affairs and having led initiatives to successfully expand a bachelor, masters, nurse practitioner, and second degree program. She has over thirty years of clinical and administrative experience with the military, having retired as a Brigadier General, Air Force. In addition, she was a Helene Fuld Fellow with AACN's Leadership for Academic Nursing Program. Dr. Mailey was a member of the task force creating the *Baccalaureate Essentials* document that is currently being used for curriculum design and a framework for the CCNE accreditation process.

Dr. Mailey holds membership in a number of professional organizations and has served in both elected and appointed positions on committees/task forces within these organizations. She serves as a site visitor for accreditation activities for the Commission on Collegiate Nursing Education (CCNE). She was selected to serve as an appraiser for the Magnet Recognition Program (ANCC) and consulted on the establishment of the criteria and standards for the Magnet Long Term Care Facilities.

Dr. Mailey was successful in obtaining grant funding while at her former university. For example, she was the principle investigator (PI) for a \$410,000 HRSA Bioterrorism Curriculum Grant that integrated Nursing, Pharmacy, and Physician Assistant students in the two year grant cycle. All students were introduced to the technology of PDAs in their clinical experiences. Dr. Mailey made an international presentation in Scotland at the World Association of Disaster and Emergency Medicine (WADEM) on the subject. In addition, she represented her former university on the task force to establish International Nursing Competencies for Registered Nurses Responding to Mass Casualties Incidents.

Dr. Mailey's administrative duties include membership on the School of Professional Studies Curriculum and Academic Policy Committee, University Curriculum and Academic Policy Committee, budget development, curriculum management, and faculty and staff management. She provides leadership for the program through faculty development, consultation, and membership on University committees. Dr. Mailey attended and participated in AACN and Southern Regional Education Board (SREB) annual conferences. She is a member

of Sigma Theta Tau. Dr. Mailey was honored by her former university with an outstanding teaching award for the integration of technology and was submitted to compete for recognition at the state level.

II-E. Faculty members are academically and experientially qualified and sufficient in number to accomplish the mission, goals, and expected outcomes of the program.

In addition to the Director, the program employs two full-time faculty. One adjunct faculty (applying for doctoral studies) is employed to teach the health assessment course and lab. All full-time faculty and the Director are doctorally prepared. All faculty have a master’s degree in nursing (Appendix D). The Director and all faculty hold twelve month appointments. All faculty are prepared experientially and academically for the areas in which they are teaching (Faculty Vitae, Exhibit II.E.1, Resource Room).

The primary areas of clinical specialization represented by faculty expertise are community health, gerontology, maternal child health, and case management. One member of the faculty has had extensive work with policy and politics both nationally and within the District of Columbia government including serving as the Federal Court Monitor in the well-publicized DC Village Nursing Home Case, and as a member of the DC Board of Nursing, and is currently a member of the new Mayor’s Health Transition Team. Her expertise in these areas provides unique opportunities to meet nursing policy makers such as Nancy Pelosi (Speaker of the U.S. House of Representatives and Trinity class of ‘62) and Rep. Lois Capps, chair of the Congressional Nursing Caucus.

Nursing faculty workloads are consistent with the workloads of other Trinity faculty in the School of Professional Studies. In general, faculty members are expected to teach three courses per semester or nine credit hours. Based on a typical teaching assignment of nine credits per semester, teaching loads are calculated as follows:

Table 2.E.1 Guidelines for Calculation of Teaching Load for the Nursing Program

1 lecture credit	1 hour teaching credit	1 contact hour/week
1 clinical credit	1 hour teaching credit	3 contact hours/week
1 laboratory credit	1 hour teaching credit	3 contact hours/week

Upon enrollment in the program, a student is assigned a nursing faculty advisor and will remain with that assigned advisor throughout his or her academic experience at Trinity. Faculty are available for student advisement at least eight hours per week, with open office hours, as well as hours by appointment. Faculty information and office hours are noted on the syllabi for all nursing courses.

Nine students were accepted into the inaugural RN to BSN class in August 2006. Nineteen students were admitted into the second cohort in January 2007. The total enrollment is 24 students carrying a range of three to twelve credits.

Faculty are expected to devote a substantial amount of workload time to courses and class preparation, evaluation of student performance, committee assignments, research, community service, the maintenance of professional expertise, innovations in teaching/learning, and other activities. The faculty/student ratio is to be 1:10 or better in clinical courses and in most laboratory experiences. This ratio will provide the supervision needed for safe practice and satisfactory achievement of course goals and is within the 1:10 District of Columbia Board of Nursing (DCBON) rules.

II-F. The faculty roles in teaching, scholarship, service, and practice are identified clearly and are congruent with the mission, goals, and expected outcomes of the program.

Faculty roles are clearly depicted in the *Faculty Handbook* (, *Faculty Handbook*, Exhibit I. F.1, Resource Room) with teaching being the central tenet. Nursing faculty are classified as Category B: Non-Tenure Track Teaching Faculty. Roles and expectations are defined according to rank level. In addition, full-time and adjunct faculty have job descriptions, and the Director introduces the faculty to these responsibilities.

While teaching is the main tenet, scholarship is an expectation of professional development for all faculty. The nursing faculty agree with AACN that “scholarship in nursing can be defined as those activities that systematically advance teaching, research, and practice of nursing through rigorous inquiry that 1) is significant to the profession, 2) is creative, 3) can be documented, 4) can be replicated or elaborated, and 5) can be peer-reviewed through various methods” (AACN Position Statement, March 1999). While the program is in its inaugural year,

evaluation criteria are being developed to incorporate teaching, scholarship, and service. The faculty vitae demonstrate the commitment to this effect. Faculty members are involved in the following activities:

- Development of innovative teaching strategies
- Service on community and professional boards/committees
- Presentations at national and regional levels
- Consultation in nursing service administration
- Appraiser for Magnet Hospital Recognition
- Evaluator for CCNE accreditation
- Pursuing a terminal degree

Nursing faculty roles in teaching, scholarship, service, and practice as identified in the *Trinity Faculty Handbook* are in accordance with the mission, goals, and expected outcomes of the program. Faculty are afforded one day a week for advancement in any of these four areas; while practice activities are encouraged, faculty may choose to use time advancing another area. Faculty stay abreast of current issues and practice trends through active clinical engagement in the Magnet hospital appraisal process and by serving as political appointees on local health policy boards.

STANDARD II SUMMARY

Strengths

- Commitment of Trinity faculty to the success of Trinity students is one of the great hallmarks of the institution.
- Small liberal arts university with a focus on individual student development
- Small class sizes and modest student/faculty workloads
- Leading edge classroom technology and a new well-equipped health assessment laboratory

Areas for Improvement

- Additional and more technologically advanced learning laboratory resources
- Office space for additional faculty and work room area
- Simulation for the evaluation of critical thinking skills

- Student access to/ownership of laptops and PDAs
- Increase library holdings for full text online nursing research journals

Action Plan

- Seek funding through grants sources.
- Collaborate with community of interest to partner with simulation resources.

STANDARD III: PROGRAM QUALITY;
CURRICULUM AND TEACHING-LEARNING PRACTICES

The curriculum is developed in accordance with the mission, goals, and expected outcomes of the program and reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. There is congruence between teaching-learning experiences and expected outcomes. The environment for teaching, learning and evaluation of student performance fosters achievement of expected outcomes.

Key Elements:

<p>III-A. The curriculum is developed, implemented, and revised to reflect clear statements of expected student learning outcomes that are consistent with the professional nursing standards and guidelines and congruent with the program's mission, goals, and expected outcomes.</p>

The curriculum is guided by the expected outcomes derived from the program's mission and philosophy. The expected outcomes for the program were developed in accordance with the standards and guidelines for professional nursing practice as identified in the *Baccalaureate Essentials* (1998), ANA's *Clinical Practice Standards* (2004), and the DCBON. The mission, philosophy, and goals of the program are reflected in the program objectives, which include preparing graduates to assume the role of the baccalaureate prepared nurse; uphold the values of altruism, autonomy, human dignity, integrity, and social justice; and maintain a commitment to life-long learning. Appendix F illustrates the congruence of baccalaureate terminal objectives and professional standards to the program's mission and goals. The University and the program are committed to achieving high standards of excellence through small classes, encouraging close interactions between faculty and students, and fostering an environment for intellectual curiosity and excitement.

NURS 300: RN Transition – Achieving Career Transition (ACT) is the initial course for the RN to BSN student and provides an overview of the professional values, core competencies, core knowledge, and role expectations for the baccalaureate prepared nurse. The teaching approach for developing competencies such as critical thinking and communication in this and

other 300 level courses are active participatory, so as to engage and motivate the student. During the class discussions on communication, collaboration and management, students analyze current work-related scenarios with fellow students, suggesting a course of action for the nurse manager who is currently enrolled in the program. Core knowledge in the areas of health promotion and risk reduction is incorporated in student presentations related to *Healthy People 2010* and provides the student with the opportunity to enhance skills in critical thinking, as well as communication. Appendix G provides further examples of the congruence of program outcomes to student learning objectives with related experiences.

III-B The curriculum is developed, implemented, and revised to reflect professional nursing standards and guidelines. The standards and guidelines are clearly evident within the curriculum structure and expected learning outcomes. Course/unit/level outcomes are consistent with the roles for which the program is preparing its graduates. The baccalaureate curriculum incorporates knowledge and skills identified in *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 1998).

The program incorporates *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 1998), DCBON, and *ANA Standards of Care* (2004). These professional nursing standards directed the creation of the program's description of nursing roles such as educator, provider of direct care, advocate, counselor, researcher, and leader. Course content is focused on a genesis model of professional role development beginning in NURS 300: Achieving Career Transition and culminating in NURS 490: Capstone and Synthesis; vulnerable population based care in NURS 430: Emergency Preparedness and Disaster Management and NURS 420: Community Health; and leadership in NURS 410: Leadership and Management and NURS 320: Policy and Politics. The RN to BSN curriculum is designed to build upon a liberal education and expand upon the student's previous knowledge and experiences, and students reflect upon their life experiences while developing a portfolio for NURS 400: Experiential Learning. The KSVME threads are interwoven with the components of the nursing process and courses in the social and physical sciences. The resulting network evolves into the foundation of professional practice that extends and matures as the student embraces the role of the baccalaureate prepared nurse.

Nursing practice sites span the continuum of health and illness and provide students the opportunity to work with individual clients, families, and communities. The mission of the University and program is focused on service to the inner city; urban vulnerable populations and clinical affiliation agreements have been obtained to connect the student to the mission (i.e., Armed Forces Retirement Home, Children's National Medical Center, Family Health & Birth Center, IONA Senior Services, Home Health Agencies, Public Charter School, Veteran's Hospital, and Washington Hospital Center).

While working with these populations, students serve in the role of patient advocate, coordinator, designer, and manager of care.

The KSVME content for each course reflects a global world view, with a focus on meeting the health and wellness needs of underserved and vulnerable populations. Health statistics from District of Columbia, including *Healthy People 2010* data sets, are incorporated and utilized in both NURS 300: RN Transition and NURS 320: Policy and Politics. Physical and health assessment content and skills (NURS 310: Health Assessment) emphasize ethnically diverse population groups. Clinical partnerships have been developed with community agencies serving urban underserved populations for the students' Community Health clinical experiences (NURS 420). Faculty emphasize participatory learning with active learning strategies and utilize the urban area as an extensive clinical laboratory. Faculty and students participate in citywide community forums dealing with health issues, such as geriatrics and school health. Students are given the opportunity to meet with community leaders and legislators (NURS 420: Policy and Politics) to discuss and lobby for current legislative issues.

Intentional exposure to the "Essentials" recommendations for liberal education, professional values, core competencies, core knowledge, and role development within the curriculum is identified in Table 3.1.

evidence-based practices. Critical thinking exercises are integrated into all courses, and students engage in self-reflection and collegial dialogue. The Assessment Technologies Institute (ATI) series of examinations includes entrance and exit critical thinking exams and will provide the program with data to determine curricular change.

Ethics, human diversity, global health care, and health care systems and policy are introduced in the first nursing course and integrated through the curriculum and reinforced in NURS 320: Policy and Politics, NURS 410: Leadership and Management, and NURS 420: Community Health Nursing.

Role development is integrated through the curriculum with a focus on leadership. The “14 Forces of Magnetism” of the American Nurses Credentialing Center Magnet Recognition Program for Excellence in Nursing Service are woven through many courses, for example, NURS 320: Policy and Politics in Nursing and Health Care, NURS 400: Experiential Learning and Portfolio, and NURS 410: Leadership and Management of Health Care.

III-C. The curriculum is logically structured to meet expected program outcomes. The baccalaureate curriculum builds upon a foundation of the arts, sciences, and humanities.

The Trinity Nursing Program is a professional program with a liberal arts foundation. All Trinity graduates complete at least 128 semester credit hours. The University requires students to complete 42 credits of general education which are the underpinnings for the discipline of nursing. The RN to BSN may be awarded up to 32 credits (lower division credits) for previous nursing courses and transfer all general education and pre-requisites. The student must complete in residence the 32 credits of upper division nursing courses in order to be awarded a Trinity BSN degree.

The curriculum is logically structured to meet expected program outcomes. The curricular focus moves from the individual, to families and communities, to a global health perspective. Course content proceeds from the direction of wellness and health promotion strategies to illness and restorative care. All courses required in the nursing curriculum are leveled and sequenced in such a manner to facilitate student learning and the attainment of the KSVME. NURS 330: Nursing Research builds upon the quantitative analysis and reasoning pre-

requisite requirement of statistics; the foundational pre-requisite blocks for NURS 420: Community Health Nursing are sociology and psychology to help the student to understand and apply the method of scientific inquiry to the societal forces that have shaped – and continue to shape – our world; and the goals of speaking effectively and confidently are reflected through the pre-requisite general education requirements of public speaking and language development.

All Trinity students are required to complete the General Education Core (42 credits), which includes courses in the arts and humanities; personal, civic, and global awareness; skills for life & work; ethics and moral reasoning; and understanding the scientific method. Students in the program meet a number of the core requirements with classes that are relevant for the health professions. For example, the genetics course work meets the university requirement for courses in understanding the scientific method, and courses in sociology and psychology meet the core requirements in personal, civic, and global awareness. KSVME from these and other courses in the arts and humanities are utilized and expanded within the framework of the nursing curriculum. Courses in religion and ethics assist in developing the spiritual aspects of nursing practice. Oral and written communication skills from writing and public speaking courses are employed and further developed in oral presentation and written assignments in all courses in the RN to BSN curriculum. Mathematical concepts from a required statistics course are pre-requisite for NURS 330: Theory/Research in Nursing, and models from introductory sociology course are discussed and utilized in NURS 420: Community Health. Courses in religious studies and ethics as well as the arts and humanities provide students with the background to explore aspects of spirituality and the arts within nursing practice. Appendix H contains the program of study for the RN to BSN program and identifies the liberal arts core with additional classes that all RN to BSN students must complete prior to graduation from the program.

<p>III-D. Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.</p>

The faculty has adopted a policy of evaluation and review for all courses in the curriculum, as well as the curriculum as a whole. The program follows the established policy of the University for curriculum and program review. Students complete course evaluations at the end of every semester. The student course evaluation requests information regarding a student's

ability to meet course objectives, availability of the faculty, and the effectiveness or value of teaching-learning strategies used for the class. These data collected from the course evaluation are used during a course review meeting within the program at the end of the semester, when faculty meet to discuss strengths and weaknesses of each course and possible revisions in courses for the next time the course may be offered. The faculty evaluates the program annually at the end of the academic year, with a review of all courses in the program. Data associated with identified expected outcomes are reviewed. Every three years the program will undergo the University's program assessment process, which consists of the following three-year cycle: Year One: evaluation and review of meeting program outcomes, with recommendations for program modifications; Year Two: implementation of suggested changes; Year Three: continuation of implementation of changes from the previous year.

In addition, as part of the faculty and institutional review, curriculum review will include aggregate data collected on the expected outcomes of critical thinking, leadership, global health knowledge, and evidence-based practice, as measured by student and alumni surveys. Survey comments and data will be included as part of the program annual review at the end of the academic year by the nursing faculty, as well as part of the University program review process, and appropriate action will be taken as necessary to foster ongoing improvement.

Mechanisms that ensure regular review of curriculum and teaching-learning practices with the program include student evaluation of courses and instructors each semester using standardized tools. These data are returned to the faculty through the Director and are considered in course improvement. The faculty or students may bring items to the curriculum committee meeting; minutes will be available during the site visit.

An example of faculty modifying teaching-learning practices based on feedback is a change of textbook in NURS 300 due to student input regarding the level of the content and the text's approach to learning.

III-E. The didactic and clinical teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.

Course content, teaching strategies, and assignments are developed and selected to support achievement of student learning objectives. Course materials and assignments are

designed to afford students the opportunity to learn content and meet course objectives utilizing a variety of teaching/learning strategies. Class attendance is required, and students are advised to complete related readings prior to class and participate in class activities and discussions. All nursing courses are web-enhanced using Blackboard technology, so students may access class lecture presentations, related readings, assignments, and relevant websites via one Internet portal. Many of the required textbooks include a student website which provides up-to-date expanded content, allowing the student to further explore a topic area of interest. Students are encouraged to use the textbook website, which often includes a glossary, and additional activities to facilitate content mastery. The use of multiple teaching/learning strategies, such as lecture, discussion, class exercises, multi-media, online exercise, field trips, guest speakers, and student presentations, allows for meeting the needs of students with different learning styles. Students are evaluated on successful meeting of course objectives through the use of written examinations and assignments, oral presentations, and course participation.

Course evaluation includes information on relevance of course content to meeting the course objectives. Faculty and students evaluate didactic and clinical teaching-learning practices at the end of every semester. Clinical experiences will be evaluated with separate clinical evaluation tools for each of the following aspects of the clinical course: clinical experiences; clinical agency and suitability to meet course objectives; clinical faculty; and preceptor (when relevant). Clinical evaluation tools will be available in the Resource Room for the visiting CCNE Accreditation Team.

Faculty will use class achievement on standardized tests as one indicator of didactic and clinical teaching effectiveness. Individual and class achievement is assessed by select tests developed by Assessment Technologies Institute (ATI). These online assessment tests measure the student's comprehension and evaluate his or her knowledge in relation to the nursing process, critical thinking, therapeutic intervention, communication, and competency skills. In the RN to BSN program, content mastery is required in the areas of community health (NURS 420: Community Health Nursing) and nursing leadership (NURS 410: Leadership & Management.). Student comments and review of student performance in those content areas may be used to revise KSVME in those two courses.

The Critical Thinking Entrance and Exit exams are to be used to assess change in the components of critical thinking – interpretation, analysis, inferences, explanation, evaluation,

and self-regulation. Data collected for the class entering in the Fall 2006 indicate lower scores in the areas of inference and interpretation. Faculty use this information to incorporate strategies such as case studies to further develop those particular areas. Data will continue to be collected and analyzed on student achievement in those areas and will be utilized for course evaluation and possible revision.

All nursing didactic courses are capped at 30 students, and all clinical and laboratory sections are capped at 10 students or less. Faculty have modified their teaching strategies and shaped the curriculum around available resources, their individual faculty expertise, and student abilities. Faculty have an open door policy for their offices. Often faculty conduct optional study sessions for groups of students and also meet one-on-one with students. Copies of course syllabi and student work are available in the Resource Room as evidence to student achievement and success in the program.

Nursing Practice Sites

Trinity currently maintains active contracts with agencies in the metropolitan Washington, D.C. area (Exhibit I.F.3, Resource Room). Trinity is located in the hub of the medical community and is surrounded by five medical centers including Children's National Medical Center, National Rehabilitation Hospital, and Washington Hospital Trauma center. The program is seeking contracts with the major private and for profit medical centers as well as the VA Medical Center. Students will have the opportunity to participate in acute, long term, home health, mental health, and public health programs throughout the Greater Washington, D.C. area. These contracts are in anticipation of the District of Columbia's granting approval for the establishment of a pre-licensure program beginning Fall 2007. Contracts are being developed with community health sites in anticipation of clinical practice for the clinical course in the RN to BSN program, Community Health Nursing. Preliminary availability of clinical sites for the program has been validated with the DCBON Clinical facility verification form; agencies have attested to being able to accommodate Trinity students' clinical learning experiences (Exhibit I.F.4, Resource Room).

III-F The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest.

The program was developed and implemented in response to the need for a baccalaureate nursing program as identified by the internal and external communities of interest. A needs assessment study was done by the University, and the evidence supported the establishment of the program.

The internal communities of interest are the students, faculty, and administration of Trinity. The University's School of Professional Studies sought to expand the curricular programs to meet the professional and educational needs of current and prospective students. The program is the first baccalaureate level program in the health professions for the University.

The external communities of interest are the regional health care facilities, the DC Board of Nursing, and the residents of the Washington metropolitan area. The external community of Washington, DC has repeatedly expressed the need for an expanding and culturally diverse nursing workforce to service the population of the Washington, DC metropolitan area. The curriculum of the program was designed to address the primary, secondary, and tertiary health care needs of the diverse, underserved, and urban population in the surrounding areas. The majority of Trinity graduates remain in the Washington, DC metropolitan area to work, and the program allows for exposure to a variety of community, acute, and chronic care facilities.

Health care agencies, especially those seeking Magnet status, articulated the need for an RN to BSN program offering multi-level, flexible entry nursing education tracks to meet the educational needs of their nursing staff. Recruitment events at local hospitals have resulted in a large number of program inquiries from nursing staff who are interested in advancing their nursing education. Student admissions more than tripled from nine students in Fall 2006 to 28 students for the Spring 2007 semester with a current enrollment of 24.

The Trinity Nursing Program Advisory Council includes local leaders in health care, business, the arts, and the surrounding community. The Advisory Council meets twice a year to discuss current issues and trends in health care for the Washington, DC area and the role of the program in meeting the health care needs of the community of interest. The initial meeting for the Advisory Council was held on January 24, 2007. A summary of the meeting may be found in Exhibit III.F.1, Resource Room.

Frequent interactions between the University and the hospital communities have resulted in a partnership between Trinity and Washington Hospital Center. Washington Hospital Center has donated six hospital beds for the Skills Laboratory that will open for the Fall 2007 semester. There are future plans to offer RN to BSN classes on the hospital campus as enrollment of nursing staff increases.

The RN to BSN program was designed for the adult learner who may be working in the clinical area on a part-time to full-time basis. Through the Academic Support Services, the University Writing Center, tutoring and other resources, the University provides academic support services for the student who may be returning to the educational setting after a number of years. Nursing courses are enhanced by the use of Blackboard® and SMART® classroom technologies. The University provides 24/7 technical support for students via phone or the Internet. Students have access to library resources online as well as onsite. Faculty members utilize a variety of teaching methodologies such as required readings; lecture; discussion; case studies; group projects; written assignments; student presentations; computer-assisted programs; and various forms of testing. Students are encouraged to form study groups and take a proactive approach to learning. They are encouraged to meet with faculty if they have difficulty learning course material. Students with documented learning disabilities may request assistance from Student Support Services.

A variety of teaching/learning strategies is used to engage the student in the educational process. Faculty incorporate multiple teaching strategies to accommodate the learning styles of the culturally diverse population that Trinity serves. The RN to BSN student is encouraged to individualize course objectives and assignments by relating them to their area of clinical interest. Student input is solicited at the end of the course with formal course evaluations.

The following table illustrates the use of different teaching methodologies for mastery of course content and meeting course objectives. The teaching strategy used is individually selected for content. For example, topics in communication and leadership styles were taught using a CD-ROM program with case studies, and examples of leadership styles were used and discussed.

Table 3.F.1 Teaching methodologies for mastery of course content and objectives

Course	Methodologies
NURS 300: RN Transition	Lecture/Discussion Case Studies Student Presentations Student Papers Online exercises Written tests
NURS 310: Health Assessment (including Lab)	Lecture/Discussion Case Studies Lab Practicum
NURS 320: Policy & Politics in Nursing	Lecture/Discussion Debates Guest Lecturers Field Experiences Self-assessments
NURS 330: Theory & Research in Nursing	Lecture/Discussion Study guide activities Online literature search Research critiques
NURS 390: Boomers & Beyond	Discussion board Online activities

Standard III Summary

Strengths

- Courses and experiences enhance abilities to become a more effective and productive leader.
- Ready access and flexibility of evening class schedules are hallmarks for the program.
- Program is highly relevant to current issues in health care and includes a course on emergency preparedness and disaster management.
- Program incorporates and supports the care of underserved and vulnerable populations.
- Partnerships have been established with health care facilities to provide educational experiences for their employees.
- The District of Columbia provides excellent opportunities for students to meet with nursing leaders and legislators who are responsible for developing health care policy.

- The University provides extensive resources for students and includes a variety of teaching/learning methodologies to accommodate the adult learner.

Areas for Improvement

- Student and faculty clinical evaluation tools need to be developed for future courses
- Continue to develop partnerships with local health care agencies for easier access to university programs.
- Continue to gather student and program data on outcomes.

Action Plan

- Develop clinical evaluation tools appropriate for course, clinical site, and preceptor evaluation.
- Meet with administrators of local health care agencies to explore feasibility of offering courses.
- Develop a data base identifying correlates for student success, retention, and graduation.
- Collect exit information from graduating class related to program satisfaction, challenges, and suggestions for improvement.
- Conduct careful periodic curriculum review.
- Develop Trinity's affiliation agreements.

STANDARD IV. PROGRAM EFFECTIVENESS:
STUDENT PERFORMANCE AND FACULTY ACCOMPLISHMENTS

IV-A. Student performance is evaluated by the faculty and reflects achievement of expected outcomes. Evaluation policies and procedures are defined and consistently applied.

Student performance is evaluated using a variety of direct and indirect measures at the course and program levels, and these measures are designed to assess how effectively course and program goals and objectives are met. At the course level, these goals and objectives are articulated in the syllabus. Written assignments, presentations, participation in class, exams, attendance, portfolios, and library Internet use are examples of direct measures that provide indices of student success in achieving stated goals and objectives. Indirect measures include assessment of participation in local and national policy meetings and forums such as those sponsored by the District of Columbia Coalition for Long Term Care, at which students offer presentations and provide input. The Resource Room contains examples of papers, documents, portfolios, syllabi and assignment sheets that illustrate applied teaching, learning, and assessment strategies.

Students are also evaluated by their own self-assessments of growth in meeting course objectives and growth in professional behaviors. They reflect critically through learning journals and portfolios. They present to their classmates and faculty written and oral assessments of their growth into the role of the professional nurse. Literature supports these approaches as profound vehicles through which to encourage, nurture, and evaluate students' professional growth. For example, NURS 400: Experiential Learning Portfolio affords students time to reflect on professional knowledge, attitude, and skills and to exemplify professional standards of self-evaluation and lifelong learning.

Outside the traditional classroom, students utilize the case study method in visits to meet with key lawmakers and staff involved in health care and nursing policy and legislation. Students are evaluated on their preparation, analysis, and presentation of case histories on the vital health care issues of our day. Legislators and legislative staff have consistently indicated that they need this type of input from RN to BSN students who are practicing on the front lines

of health care delivery. These visits are invigorating for students and help to develop their analytic, writing, and presentation skills as well as to enhance leadership development.

A sizable number of students require additional academic support in areas such as writing and critical thinking. Although RN to BSN students may have completed some of the traditional general education requirements in these areas, faculty continually evaluate skills in writing and critical thinking through the assessment of frequent small writing assignments. Some students are also referred to the University Writing Center for additional evaluation and support.

Student performance at the course level is evaluated by faculty using the standard four-point grading scale. This scale and other evaluation policies and practices are identified in syllabi, in the *Student Handbook*, in the *Nursing Student Guidelines* (available in the Resource Room), in the *Catalog*, and on the website. The grading policy is applied consistently by faculty and is compatible with grading policies of the University and School of Professional Studies. In the Nursing major, only grades of “C” or higher are considered satisfactory for major and pre-requisite courses. Faculty maintain ongoing communication with students regarding their progress in Nursing courses. This communication may be verbal or written. Students are officially notified of their course grades by the Registrar’s office at midterm and at the end of each semester, and student grades are accessible online through the University’s software system IQWeb®. In addition, for some courses, students can check their progress on Blackboard® the online learning system utilized by the University for “blended” courses.

In addition to assessment at the course level, student progress toward degree is assessed each semester through a review of cumulative grade point averages. Those undergraduate students not making adequate progress toward their degree may be placed on academic watch, warning, or probation. The program adheres to academic policies pertaining to these categories for delineating academic standing, as described in the *Student Handbook* and the *Academic Catalog*.

Student performance at the program level is tracked over time, as mandated through the University’s program review process administered by the Office of the Vice President for Academic Affairs. A requirement for program review is the collection of data about student performance that can be used to inform curricular development. The program has defined some data types that will be used in this process, including grade distribution data, course evaluation

data, ATI Test data, and the results of a faculty-designed program exit interview. These and other data sources and collection instruments are described in Section IV- B, below.

IV-B. Surveys and other data sources are used to collect information about student, alumni, and employer satisfaction and demonstrated achievements of graduates. Student outcome data include, but are not limited to, graduation rates, NCLEX-RN certification examination pass rates, and job placement rates, as appropriate.

Various methods and tools are used throughout the program to provide evidence of program effectiveness and to collect information about student satisfaction. The University subscribes to the National Survey of Student Engagement (NSSE), and nursing students will be added to the database beginning in Fall 2007. The student engagement data focuses on student behavior and effective educational practice and will provide the program the opportunity to benchmark against 609 colleges and universities: a sample survey is located in the Resource Room.

At the completion of the program, all students respond to a faculty-designed exit interview. The interview addresses overall satisfaction with the program as well as specific items related to what students have learned that they did not know when they entered the program and what helped or hindered their learning. The interview questions measure self-assessed competencies in meeting terminal objectives and assessment of teaching-learning methods and learning resources used in the program, as well as overall satisfaction.

Assessment Technologies Institute (ATI) testing is one method of measurement that the faculty have selected to determine course effectiveness. These online assessment tests measure the student's comprehension and evaluate his or her knowledge in relation to the nursing process, critical thinking, therapeutic intervention, communication, and competency skills. A composite score of 60% will be considered a "pass" for each of the content assessment areas. Students will need to retest in any content area where they do not receive a "pass." Renewed focus, additional preparation and retesting, therefore, function as remediation until students receive a passing score. Content mastery is required in the areas of Community Health and Nursing Leadership. Student comments and review of student performance in those content areas may be used to revise KSVME in those two courses.

Nursing alumnae will also be surveyed regarding job status as well as satisfaction with the program. For example, data regarding the impact of a student's education on his or her workforce issues will be evaluated, as will salary increases, improved work hours, increased autonomy, increased responsibility, affiliation with a Magnet facility, achievements, and changes in position descriptions. The Nursing program faculty will collaborate with the Alumnae Relations Office to maximize the response rates to these surveys.

Employer satisfaction surveys will also be sent out at the end of the first and third years following graduation, again, in collaboration with the Alumnae Relations Office. Of the 24 students currently enrolled, all are actively employed, and over three fourths are receiving tuition assistance from their employer. As area hospitals begin to seek Magnet recognition, they are encouraging and supporting their employees to obtain their baccalaureate degrees.

The Nursing Curriculum Committee assessed the Fall 2006 semester course offerings and determined that the first course, NURS 300: RN Transition: Achieving Career Transition, needed revision to meet the adult learning needs and preparation level of the entering students. The textbook and the sequencing of course materials were changed in order to maximize the development of technology skills early in the program. An awareness of students' concept acquisition also led the faculty to require a skills workbook for the subsequent research course.

<p>IV-C. Program outcome data are analyzed to provide evidence of program effectiveness and are used to foster ongoing program improvement.</p>
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All academic programs at Trinity adhere to a program review process administered by the Office of the Vice President for Academic Affairs and overseen by the University Curriculum and Academic Affairs Committee (UCAP). This process requires all programs to undergo a systematic evaluation (Appendix E) of student learning outcomes and program effectiveness on a regularly scheduled basis. The program will participate in this review process and is scheduled to report in Spring 2008. The review process requires definition and collection of program outcome data in advance. Some data types and collection instruments are described in section IV-B above. Others will be identified as the Nursing program progresses in the process.

In conjunction with this process, the faculty collect and analyze student learning outcomes and other forms of data to identify program strengths and weaknesses. Various

methods and instruments are used: for example, end of course and end of program exit interviews, student course evaluations, grade distribution analyses, focus groups data, and data collected from extramural review. Many of these methods and instruments are already in use within the program, and their results are being analyzed. For example, the program currently has collected student course evaluations and grade distribution data for one semester, Fall 2006.

Student course evaluation data is derived from the standard University course evaluation form administered to classes at the end of each semester. The evaluation for didactic courses consists of Lickert scale items and has a separate page allowing for student comments. Already, end of course evaluations have proven beneficial for revising course content and pedagogy to better meet the needs of the adult learner. The textbook change for NURS 300 and redesigned writing assignments were a result of input derived from student evaluations and outcomes assessment. The integration of nursing leader icons in NURS 320: Policy and Politics was a direct result of students requesting to meet “successful nurses” of diverse backgrounds, a request made through student course evaluations.

Data is also being collected from expert, outside sources. The Chief Nursing Officers (CNO) of the area’s five major hospitals are members of the Nursing program’s Advisory Council and are viewed as stakeholders for employer satisfaction with the program. At the Advisory Council’s inaugural meeting, the CNOs verbalized overwhelming support of the program and viewed the program as a contributor to their retention efforts and long-term influence on patient outcomes. A partnership has been established with the largest employer, Washington Hospital Center, for tuition reduction and employer payment of tuition and fees, so that Washington Hospital Center Nursing students have no upfront costs.

As a precursor to data collection, the program defined the expected outcomes for the graduates of the RN to BSN program, and these are indicated in the following table. Graduates of the program will be surveyed at graduation and at one and three years post-completion as a method of evaluating expected outcomes and assessing program effectiveness.

Table IV.C.1 Expected Outcomes at graduation and one and three year intervals

Student satisfaction	Exit interview: 80% will express satisfaction with program
Alumni satisfaction	One year survey: 80% will express satisfaction with program
Employer satisfaction	One year survey: 80% will express satisfaction with program
Critical thinking	One year survey: Graduates will rank critical thinking skills as at least 3 on a 5 point scale
Evidence-based practice	One year survey: Graduates will rank evidence-based practice skills as at least 3 on a 5 point scale
Leadership	One year survey: Graduates will rank leadership skills as at least 3 on a 5 point scale
Global knowledge of health issues	One year survey: Graduate will rank global health knowledge as at least 3 on a 5 point scale
Global Knowledge of health issues	Three year survey: Graduates will rank global health knowledge as at least 3 on a 5 point scale
Graduation rate	Within five years of entering the first nursing course, 80% of the RN to BSN students will graduate
Employment	Within six months after commencement, 90% of graduates will be employed
Promotion	Within one year of graduation, 60 % of graduates will be promoted to a new position
Graduate study	Within three years of graduation, 20% will be enrolled in graduate study or have completed a graduate degree

Recommendations from the annual student and faculty evaluation of courses and the program will be placed on the agenda of the Nursing curriculum committee for action. Any recommendations for substantive changes in the program will be addressed through proposals to the School of Professional Studies Curriculum and Policy Committee (SPS/CAP). An action/implementation plan will be developed for any of the expected outcomes that were not met in the previous year.

Of the 24 students currently enrolled in the program, over half have verbalized interest in going to graduate school. The two foci of expressed interest are education and administration. Faculty encourage student progression, and the curriculum provides a solid foundation for the transition into graduate study by emphasizing and developing knowledge and skills in nursing research, statistics, community health, and health assessment.

IV-D. Faculty outcomes demonstrate achievement of the program’s mission, goals, and expected outcomes and enhance program quality and effectiveness.

One hundred percent of the full time faculty are doctorally prepared and have a wealth of clinical, administrative, teaching, and research experiences, all of which provide an enriching academic and work environment. (See Appendix D for faculty profiles.)

Faculty are able to draw upon their body of professional experience for descriptive examples in the classroom and for role model professional development. They help students apply professional knowledge, attitude, and skills concepts to nursing in any setting. On end of course evaluations, the students consistently rate faculty at “4 or higher” on a 5 point Lickert scale for quality of instruction, indicating that the instructor “challenged them intellectually.”

Nursing faculty accomplishments are assessed on an ongoing basis and evaluated annually through several methods that are consistent with the University and program’s mission and goals and consistent with University and School practices. The faculty review process is comprehensive and includes self-assessment, peer observation and review of teaching, analysis of student course evaluation data, collection and analysis of course syllabi, review of models of pedagogical innovation, review of contributions to curriculum and program development, recognition of professional presentations and publications, and fulfillment of activities described in the professional development plan (*Faculty Handbook*, pp. 46-49).

University and Nursing faculty are well prepared to execute the University mission of “education for global leadership.” This mission is evidenced in the curricula for the Nursing program as well as the School of Professional Studies general education curricula. Because they are exposed to University as well as Nursing faculty, Nursing students gain expertise in international affairs and have role models of leadership and community involvement. Trinity faculty are often recognized for their unique curricular expertise on local and international issues, as well as for civic engagement. This was the case recently when a University faculty member was cited in the *Washington Post* for mentoring and teaching excellence in the community. The students’ exposure to such accomplished faculty enables the University’s overall goal of educational excellence and teaching effectiveness which is congruent with the Nursing program’s goals.

Nursing faculty draw on their rich and varied expertise, experiences and knowledge base, scholarly work, presentations, and publications to enhance student learning and achievement of the program's expected outcomes. Faculty draw on community involvement, scholarly activities, and community service to make the link between theory and practice. For example, in NURS 320: Policy and Politics in Nursing and Health Care, one learning strategy is for students to write a letter to the editor. To facilitate, the faculty member is able to share her recent, successful editorial publications as an example. In NURS 330: Nursing Research, the faculty member integrates her refereed research on perceived learning needs of minority expectant women and barriers to prenatal education. Similarly, in NURS 400: Experiential Learning, the faculty member's research on professional behaviors for professional nursing is incorporated into the experience of portfolio development. Likewise, in NURS 410: Leadership and Management, and in NURS 430: Emergency Preparedness and Disaster Management, the faculty member's extensive national and international experiences prove unique and provide effective background to the learning experience.

Community service is another important aspect of Trinity's mission, and faculty are encouraged to integrate community learning in their classes and activities so that students develop habits of civic engagement. The Nursing program has a goal to establish a Sigma Theta Tau chapter on campus. To help expose students to projects of Sigma Theta Tau and in keeping with the University's and the program's mission, a Nursing faculty member coordinated a Community Service Project, in conjunction with the Kappa Chapter of Catholic University, to collect toiletries for the Open Door Shelter, a local homeless women's shelter in the District of Columbia.

Examples of teaching effectiveness and best practices in establishing academic quality are shared formally at faculty meetings and informally during luncheon sessions and impromptu discussions. Full-time faculty mentor adjunct faculty with encouragement to pursue doctoral work, evaluation of syllabi, assistance in interpreting student evaluations, and help in "learning the ropes" of academic life. Faculty teaching effectiveness and academic program quality are also seen in Nursing students' performance on standardized national ATI exams and in successful course outcomes.

Trinity encourages faculty development through a variety of means, including a new faculty mentoring program and use of resources provided by the Center for Teaching and

Learning Excellence. Some faculty also continue to grow academically and professionally by independent study while others sustain their effectiveness through active membership and participation in activities of professional and learned societies such as the Sigma Theta Tau, the American Nurses Association, the American Education and Research Association, the American Geriatric Society, and the Association of Women’s Health, Obstetric and Neonatal Nurses.

In accordance with the mission of the University and the goals and expected outcomes of the Nursing program, the following are expected faculty outcomes.

Table IV.D.1 Expected Faculty Outcomes

COMPONENT	EXPECTED OUTCOME	TIME FRAME	TOOL
TEACHING	Students will rank faculty as good or excellent at 3.0 or above on a 5-point scale	Annually	University or Program designed end-of course student evaluation
EDUCATION	75% of full time faculty will hold doctorates	Annually	Annual Report Director, Dean, and VPAA
PRESENTATIONS	At least 25% of faculty will be invited to present at a national or regional meeting annually	Annually	Annual Report
PUBLICATIONS	At least 20% of faculty will have one peer-reviewed publication, book chapter, or book annually	Annually	Annual Report

These expected outcomes for faculty are congruent with the University’s mission of teaching, scholarship, and service, and consistent with expectations for faculty as outlined in the *Trinity Faculty Handbook*, which is available in the Resource Room.

IV-E. The program has established policies and procedures by which it defines and reviews formal complaints; analyses of aggregate data regarding formal complaints are used to foster ongoing program improvement.

The University has well-defined and articulated policies and procedures for grievances and review of formal complaints. These are clearly defined in the Trinity University Academic *Catalog* as well as the *Student Handbook*, and they are available to faculty and students online.

The Nursing program follows the School of Professional Studies General Policy for Academic Appeals, which is contained in the *Catalog*. These references are available in the Resource Room. The Academic Appeals Policy covers the following areas:

- General Policy for Appeals
- Appealing a Final Grade of “F” in a Course
- Appealing a Final Grade of “F” in a Senior Assessment
- All Other Appeals
- Procedural Rules for Dispute Hearings Before the School of Professional Studies Curriculum and Academic Policy (SPS-CAP) Committee

In most instances, appeals follow the route of:

- Student to Instructor
- Instructor to Director
- Director to the Dean of the School Professional Studies.

If a hearing is required, it is adjudicated by the School of Professional Studies Curriculum and Academic Policy committee (SPS CAP). Decisions are communicated in writing by the Dean of SPS-CAP to the Director, faculty member, and student.

To date there have been no formal complaints from the RN to BSN students or faculty.

STANDARD IV SUMMARY

Strengths

- New program with opportunities to be creative and innovative to meet health care needs and professional nursing workforce demands of the individual, family, and community – locally, nationally, and internationally.
- Opportunity to build on the mission of Trinity for education for global leadership and develop professionals with critical thinking, leadership, and evidenced-based practice skills that are engrained in the knowledge, attitude, and skills of professional behavior.
- The Nursing Program benefits from the entire University environment and resources to enhance students’ performance and growth and faculty development.
- In keeping with Trinity’s unique focus on urban learning and civic mindedness, Trinity’s Nursing Program has the opportunity to focus on and establish clinical learning sites for vulnerable populations in the District of Columbia, which includes some wards with the

worst health indices in the country. (See “District of Columbia Vital Statistics,” available in the Resource Room.)

- Located in Washington, DC within three mile of the Nation’s Capitol and with faculty expertise in health policy and politics, Trinity’s Nursing Program affords learning experiences of rare and valuable quality with key legislators and staff. Therefore, Nursing baccalaureate students and graduates are exposed to curricula and performance behaviors in order to that develop unique kinds of Nursing leadership with the potential for national impact.
- Just as Trinity’s location in Washington, DC affords nursing students unique opportunities, it also provides faculty with ready access to the national headquarters of most major professional nursing and health care organizations and thus possibilities for continued and enhanced professional achievement.

Areas for Improvement

- With the University Admissions staff, better define recruitment methods and strategies to creatively recruit qualified RN to BSN students in the District of Columbia and surrounding areas.
- Ensure that continuous academic support and resources from within the University are available to students and faculty.
- Further develop and refine a systematic evaluation plan to measure program effectiveness, student performance, and faculty accomplishments.

Action Plan

- Further develop and refine a Nursing recruitment plan with the Admissions staff.
- Place on the agenda for Curriculum meetings, Student Affairs Committee meetings, Nursing Advisory Council meetings, and other meetings the following topics: development of additional evaluation methods and tools; review of assessment data currently collected, including data from students, alumni, and employers, and faculty; proposed program revisions derived from data analysis.
- As the program grows, continue to recruit qualified nursing faculty whose skills and experience complement those of existing faculty.
- Continue to develop, evaluate, and refine data tools to respond to the gathering of evidence of program effectiveness.

CONCLUSION

With critical nursing shortages in the Washington region and around the nation, Trinity is called to bring its longstanding commitments to educational excellence and public service to bear on the challenge of developing a high quality nursing workforce. In particular, given Trinity's strength in educating residents of the District of Columbia and surrounding counties for professional positions in local settings, Trinity seeks to develop nursing programs that will create stronger educational pipelines for local residents to enter, work successfully and advance into management positions in the nursing workforce. The RN-to-BSN program is the first strategic step in Trinity's longer-range plan to develop a full slate of nursing degrees and credentials.

The self-study process inherently invites reflective deliberation about a program's strengths and its areas for improvement, resulting in action plans that build on the former and address the latter. Trinity's self study for the CCNE is no exception. The RN-to-BSN program provides credentialed nurses with the advanced baccalaureate platform in the liberal arts and nursing education that will enable these professionals to be of even greater service to area health care providers and the large community of patients they serve. Trinity's mission prepares students across the lifespan for the intellectual, ethical and spiritual dimensions of contemporary work, civic and family life, and the Trinity Nursing Program embraces these same goals. In implementing an educational program that meets both the University's mission and the health care needs of an evolving society, Trinity will provide access to nursing education for a diverse population to serve underserved vulnerable populations, particularly those residents of the Washington region who suffer the long-term health effects of poverty and violence, illiteracy and poor health care.

As Trinity's Nursing Program moves forward, it will draw on external and internal communities of interest to continue outreach to potential students and development of facilities onsite. Ongoing assessment will occur and will include not only a global review of the program and its mission, goals, and objectives but review of faculty as well as student progress. As the program grows, strategic plans will necessarily evolve to include lessons learned from assessment as well as input from the communities of interest.

Ultimately, the program is designed to reflect a global world view with the role of the nurse evolving to meet society's health and wellness needs, with a particular emphasis on the

health care needs of the District of Columbia and Washington region. The values of altruism, autonomy, human dignity, integrity, and social justice are key elements of the practice of professional nursing and will be fostered at Trinity, where personal and professional development are encouraged. The program will provide mutual interaction among fellow students, faculty, individual clients, and surrounding communities for a continuous evolution of the student's professional identity with a commitment for life-long learning and excellence in education, scholarship, and practice.