

**APPENDIX A:
TRINITY (WASHINGTON) UNIVERSITY MISSION**

Statement of Mission - Trinity (Washington) University

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. 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.

Adopted May, 2000

APPENDIX B: TRINITY NURSING PROGRAM

MISSION

The mission of nursing at Trinity (Washington) 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. The foundation of the liberal arts curriculum with emphasis on the knowledge, skills, values, meaning, and experience (KSVME) provides the opportunity to achieve the larger purposes of learning in the human search for meaning and fulfillment through life long learning. The mission allows the integration of liberal and nursing education to achieve the KSVME for professional nursing practice. As a result of Trinity's value-centered education, students will be better prepared to address diversity, cultural, and globalization of tomorrow's health care systems.

GOALS

The goals of the Trinity Nursing Program as identified by program faculty are as follows:

1. Implement an educational program which meets the mission of Trinity 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 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.

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TRINITY NURSING PROGRAM**

TERMINAL OBJECTIVES

Upon completion of the baccalaureate nursing program, the graduate will be able to:

1. Recognize the educational, spiritual, and professional dimensions of health care of individuals, families, groups, and communities,
2. Uphold values of altruism, autonomy, human dignity, integrity, and social justice in personal and professional settings,
3. Practice effectively as a provider, designer, manager, and coordinator of nursing care,
4. Fulfill the role of member of the nursing profession,
5. Be academically prepared for and alert to the advantages of pursuing graduate education, and
6. Be committed to continuing education and life-long learning.

EXPECTED OUTCOMES

The following expected outcomes, in the form of aggregate data, will be used to assess achievement of goals and terminal objectives:

1. Critical thinking
2. Evidence-based practice
3. Leadership
4. Global health knowledge
5. Graduation rate
6. Job placement rate
7. Graduate study

APPENDIX B: TRINITY NURSING PROGRAM

STATEMENT OF PHILOSOPHY

The philosophy of the Trinity Nursing Program is in concurrence with the mission and philosophy of Trinity, and is committed to prepare students across the lifespan for the intellectual, ethical and spiritual dimensions of contemporary work, civic, and family life with an increasing focus on the global society. The educational experience at Trinity University, as well as the nursing program, is grounded in a strong foundation in the liberal arts, which emphasizes knowledge, skills, values, meanings, and experience (KSVME) as the foundation for a global education in preparation for professional practice. The philosophy of the nursing program reflects a global world view with the role of the nurse evolving to meet the health and wellness needs of an evolving society through an increased use of science and technology.

The faculty of the nursing program believe nursing to be an art and a science which has a distinctive phenomena 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. Nurses work with individual clients, families, and communities for health promotion, illness prevention, and health restoration so they may attain their optimum level of wellness; addressing health disparities of vulnerable populations is an essential element of these processes. Nurses practice their art in a variety of clinical, home-based, community, and global settings.

The philosophy of the nursing program is centered on the unique worth of the individual and community population and values social and cultural diversity. As members of a profession, nurses have an ethical and legal responsibility for the welfare and well being of others, and for the principles of self-determination, integrity, and social justice.

The Trinity Nursing Program is committed to excellence in education, scholarship, and practice. The Nursing Program supports the standards of a competent professional practice for its graduates, emphasizing the need for the commitment to life-long learning.

APPENDIX B: TRINITY NURSING PROGRAM

CONCEPTUAL FRAMEWORK

The conceptual framework for the Trinity Nursing Program is grounded in a model of professional genesis. The process of becoming a nursing professional begins when the student enters the program of study, and brings with him/her a unique composite of knowledge, skills, values, meanings, and life experiences (KSVME). The student becomes immersed in the nursing curriculum, as well as the core curriculum of the university, providing an effective base of knowledge, attitudes, cognitive, and technical skills. The base of KSVME continues to expand and upon completion of the baccalaureate curriculum the student is prepared to assume the role and responsibilities of a novice professional nurse.

Nursing knowledge, nursing values, nursing skills, nursing meanings, and nursing experiences (KSVME) are the concepts which form the foundation of the nursing curriculum.

- **K:** Nursing knowledge is the “cumulative, organized, and dynamic body of scientific and phenomenological information used to help identify, relate, understand, explain, influence and control nursing phenomena.” (Webber, 2002, pp. 17-20)
- **S:** Skills are the “deliberate acts or activities in the cognitive and psychomotor domain that operationalize nursing knowledge, skills, values, meanings, and experiences.” The nurse selects and performs the appropriate skills for the clients in his/her care.
- **V:** Values are the “enduring beliefs, attributes, and ideals that establish moral boundaries” Values develop over time and are reflected in the personal life and choices of the individual.
- **M:** Meanings “define the context, purpose, and intent of language....”

APPENDIX B: TRINITY NURSING PROGRAM

- **E:** Experience is “the unique and active process of defining, refining, and changing KSVME used in clinical reasoning as a result of actively engaging in nursing situations over time.”

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 which extends and matures as the student slowly assumes the role of patient advocate, coordinator, designer and manager of care for the client. The scope of nursing practice includes working with individual clients, families, and communities. The nurse designs, implements, and continually evaluates an appropriately comprehensive plan of care of the client which arises from the composite of KSVME of all coursework in the curriculum.

The conceptual framework of the nursing program reflects a global world view with the role of the nurse evolving to meet the health and wellness needs of an emerging and universal society. The values of altruism, autonomy, human dignity, integrity, and social justice are key elements of the practice of professional nursing and are fostered in an environment that encourages personal and professional development. Throughout the program there is mutual simultaneous 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.

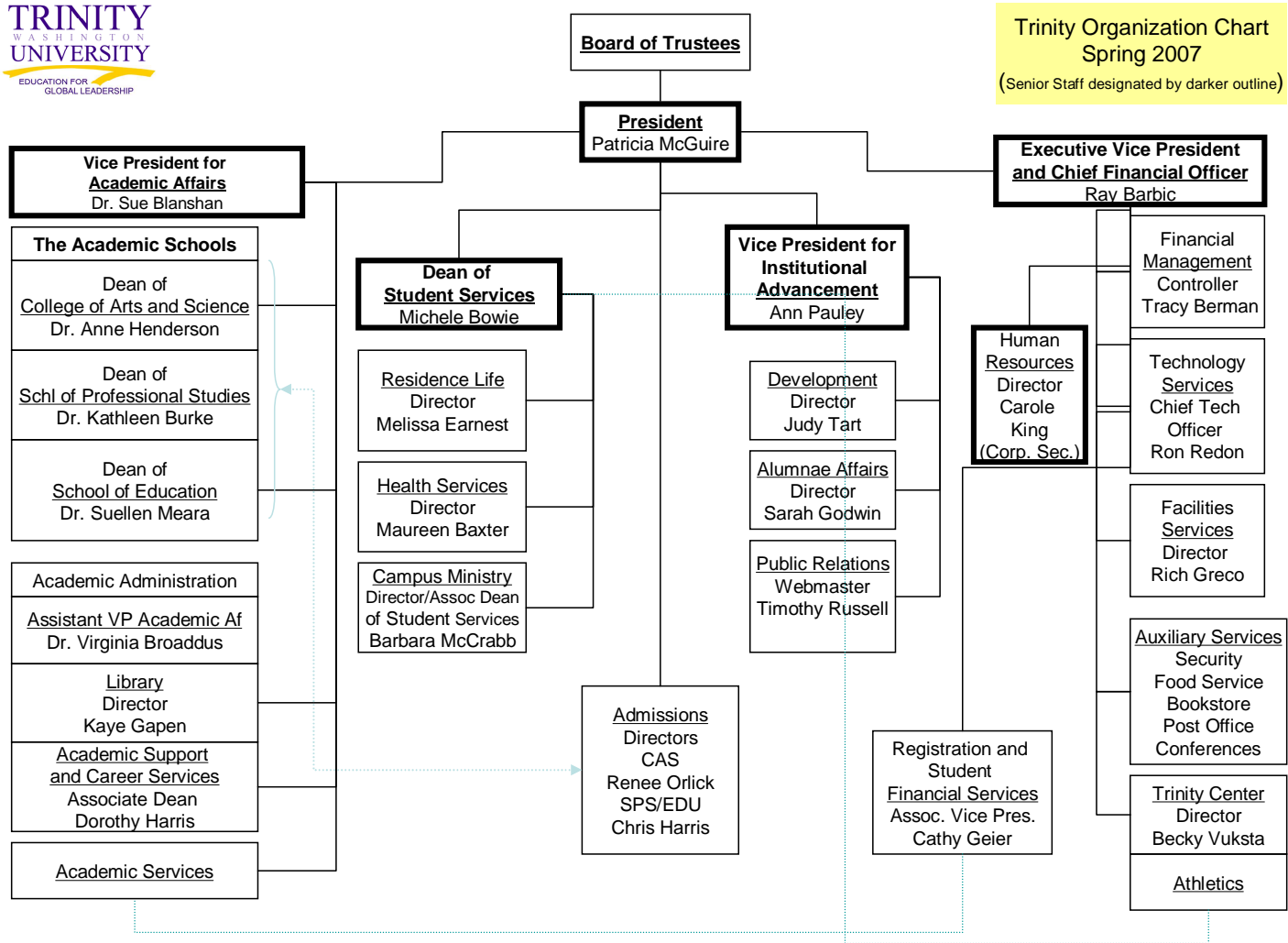
Webber, P. B. (2002). A curriculum framework for nursing. *Journal of Nursing Education, 41*, 15-24.

APPENDIX C: ORGANIZATIONAL CHARTS

Trinity Organization and Executive Management

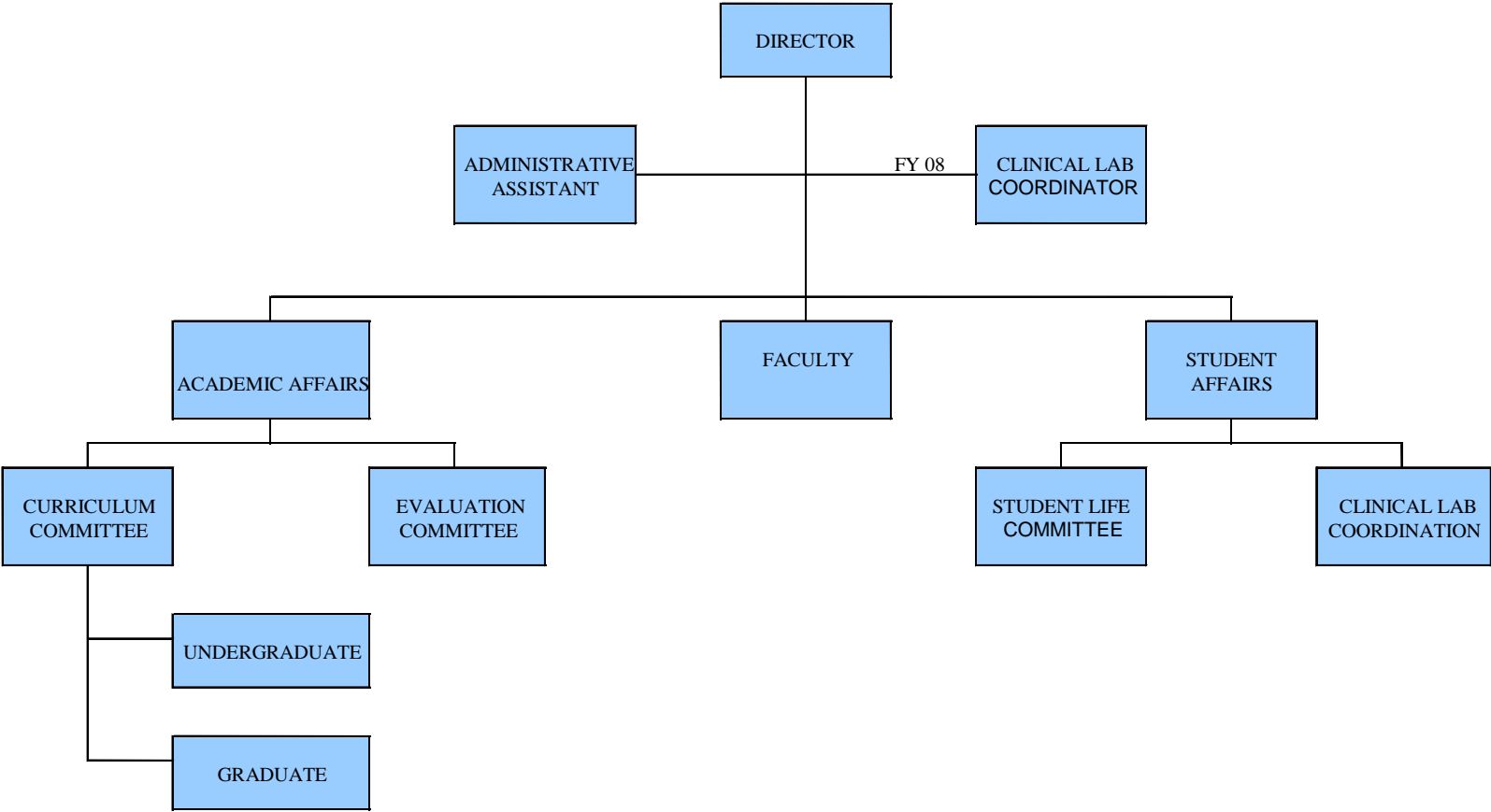


Trinity Organization Chart
Spring 2007
(Senior Staff designated by darker outline)



**APPENDIX C:
ORGANIZATIONAL CHARTS**

Trinity Nursing Program



March 5, 2007

APPENDIX D: FACULTY PROFILES

<u>Name</u>	<u>License</u>	<u>Degrees</u>	<u>Educational/Experience in teaching, curriculum development and administration</u>	<u>Current Knowledge of Nursing Practice</u>
<p>Sharon K. Mailey, PhD, RN Director and Professor</p> <p><u>Courses Teaching 2006-2007</u></p> <p>NURS 390 Boomers and Beyond</p> <p>NURS 410 Leadership and Management of Health Care</p> <p>NURS 310 Comprehensive Assessment Lab</p>	<p>DC License: RN62330 Exp. 6/30/08</p> <p>VA License: Multi-State Privilege: 0001127838</p> <p>FL License: ARNP121924 2</p>	<p>Baccalaureate: Bachelor of Science in Nursing (BSN), Berea College, Berea, KY</p> <p>Masters: Masters of Science (MS), The University of North Carolina (UNC)at Chapel Hill, School of Public Health, Nursing</p> <p>Doctorate: Doctor of Philosophy (PhD), UNC at Chapel Hill, School of Education, Curriculum and Instruction, 1993</p>	<ul style="list-style-type: none"> ▪ PhD from UNC, School of Education, Curriculum and Instruction. ▪ Helen Fuld Fellow in the AACN Academic Leadership Program ▪ 2003-present, Commission on Collegiate Nursing Education (CCNE) Accreditation ▪ Evaluator, Baccalaureate and higher Degree Programs ▪ 2006-Present, Director (Founding) and Professor, Trinity University ▪ 2002-2006, Associate Director for Academics, Professor, Shenandoah University ▪ 1998-2002 – Associate Professor, Marymount University ▪ 1994-1998 Assistant Professor, Georgetown University ▪ Brig General, USAF (ret) 	<ul style="list-style-type: none"> ▪ 2001- present: Appraiser for the Magnet Recognition Program, American Nurses Credentialing Center (ANCC) ▪ 2006 – SREB conference ▪ 2006 – AASCIN conference and member of research committee ▪ 2006 – AACN conference

APPENDIX D: FACULTY PROFILES

Name	License	Degrees	Educational/Experience in teaching, curriculum development and administration	Current Knowledge of Nursing Practice
<p>Rosemarie Berman, Ph.D., R.N. Assistant Professor</p> <p><u>Courses Teaching 2006-2007</u></p> <p>NURS 300 RN Transition</p> <p>NURS 330 Theory/Research in Nursing</p>	<p>D.C. License: RN1004844 Exp. 6/30/2008</p>	<p>Baccalaureate: Adelphi University (BSN), 1972</p> <p>Masters: New York University (MSN), 1975</p> <p>Doctorate: New York University (PhD- Nursing), 1975</p>	<ul style="list-style-type: none"> ▪ 2006 – Present Trinity University ▪ 2001 – 2006 Catholic University ▪ 1999 – 2001 University of Maryland, Baltimore ▪ 1997 – 1998 Howard Community College ▪ 1991 – 1997 Holy Cross Hospital 	<ul style="list-style-type: none"> ▪ April 2006: NSNA Convention ▪ March 31, 2006: AWHONN Virginia Section Conference, 7.2 contact hours ▪ November 29, 2005: WHC Grand Rounds, 1 contact hour ▪ November 5, 2005: CNMC Conference, 1.8 contact hours ▪ April 4, 2005: CUA Conference, 6 contact hours ▪ December 11-13, 2005: AACN Conference, 12 contact hours

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Name	License	Degrees	Educational/Experience in teaching, curriculum development and administration	Current Knowledge of Nursing Practice
<p>Harriet A. Fields, Ed.D., R.N. Assistant Professor</p> <p><u>Courses Teaching</u> <u>2006-2007</u></p> <p>NURS 320 Policy and Politics in Nursing and Health Care</p> <p>NURS 400 Experiential Learning Portfolio</p>	<p>D.C. License: RN 965464</p>	<p>Baccalaureate: B.S., Nursing, Mount St. Mary’s College, Los Angeles, CA</p> <p>Master’s: M.Ed., Public Health Nursing Education, Teachers College, Columbia University, NY</p> <p>Doctorate: Ed.D., Community Health Education, Professional Nursing Education and Practice, Columbia University, 1981</p>	<ul style="list-style-type: none"> ▪ 2006-Present: Faculty, Trinity (Washington) University ▪ 1975-1981: One of three founding faculty of a baccalaureate program in nursing, College of Mount St. Vincent, Bronx, NY ▪ 1981-1983: Coordinator, Master’s and Doctoral Program in Gerontological Nursing and Long Term Care, University of California, San Francisco ▪ 2006, Spring/Summer Semesters: Adjunct Clinical Faculty, Catholic University of America, School of Nursing ▪ 2005: Guest Lecturer, Catholic University, School of Nursing ▪ 2004: Guest Lecturer, Georgetown University Center for Bioethics 	<ul style="list-style-type: none"> ▪ 1985-2005: Consultant, Long Term Care and Nursing Home Reform – Federal, Regional, State, and Local levels ▪ 2001-2004: R.N. member, District of Columbia Board of Nursing ▪ 1998-2004: Commissioner, American Nurses Credentialing Center (ANCC) Magnet Recognition Program for Excellence in Nursing Services ▪ 1997-2004: Board of Directors, Board of Managers, Professional Services Committee, The Washington Home and Community Hospices ▪ 1995-1997: Federal Court Monitor, D.C. Village Nursing Home case.

APPENDIX D: FACULTY PROFILES

Name	License	Degrees	Educational/Experience in teaching, curriculum development and administration	Current Knowledge of Nursing Practice
<p>Melanie Prince, MSN, R.N., CCMA, CNA (Adjunct) (Major, USAF)</p> <p><u>Courses Teaching 2006-2007</u></p> <p>NURS 310 Comprehensive Assessment with Lab</p>	<p>D.C. License: RN1010293</p> <p>LA License: RN063269</p> <p>MD License: Compact State R151437</p>	<p>Baccalaureate: BSN, University of Southwestern Louisiana, 1989</p> <p>Master's: MSN, University of Arizona, 1997</p>	<ul style="list-style-type: none"> ▪ Military Educator in Clinical and Administrative nursing practice ▪ Creator and developer of Web-based adult learning curriculum ▪ Faculty/Staff instructor for Primary Care and Outpatient Population Health ▪ Seminar and Workshop Instructor for Medical Management Courses. ▪ President and nine-year member of the Case Management Society of America National Capital Area ▪ Served as an Expert Panel member for the ANCC case management certification exam ▪ Principal leader in the National Case Management Leadership Coalition representing the United States Military ▪ An Active Duty Officer in the United States Air Force, Melanie serves as a Senior Nurse Executive and Commander for Primary Care Services to over 40,000 military members and their families ▪ Brings essential knowledge, skills, and experiences in health assessments of pediatric and adult populations, nursing care coordination of specialized populations such as battle injuries, trauma, physical and mental disabilities, and population health management ▪ 15-year clinical skills trainer and educator to countless military physicians, nurses, and medical technicians ▪ Civilian and military experience in serving underserved populations, of which communication and motivation are strong qualities employed to foster critical thinking and the desire for professional growth in the nursing profession 	<ul style="list-style-type: none"> ▪ Certified: Case Manager; Case Management Administration; Nursing Administration and Certified Professional in Managed Care ▪ Knowledge skills, and abilities in: Inpatient clinical nursing; Outpatient nursing; Nursing administration; Home Health; Community-based Nursing; Population Health; Case Management; Utilization Management; and Disease Management

APPENDIX E: SYSTEMATIC EVALUATION PLAN

STANDARD I: Program Quality: Mission and Governance

Key Element	Program Component	Category/ Variable	Methods	Responsible Individual/ Committee	Scheduled Review	Outcome/ Evidence
I-A	Mission Congruent with parent institution	Mission, Goals & Expected Outcomes	Faculty Review and discussion	Faculty and Curriculum Committee	Annually	Accept or revise. Actions reflected in minutes Curriculum Committee. Published in <i>Trinity Faculty Handbook</i> and <i>Student Guidelines</i> .
I-B	Consistent with professional nursing standards and guidelines for the preparation of nursing professionals.	Consistent with the AACN Baccalaureate Essentials, ANA Scope and Standards for Practice and the DCBON.	Reviewed, revised as needed to be consistent with the AACN Essentials, ANA Scope and Standards for Practice and the DCBON.	Faculty & Curriculum Committee Student Affairs Committee-	Annually Annually	Revisions brought to curriculum and faculty meeting for action/minutes reflect action taken Review brought to faculty meeting for action/Minutes reflect action taken; published in <i>Student Guidelines</i> .
I-C	Mission, goals, and expected outcomes reviewed periodically to reflect needs and expectations of the community of interest.	Expected outcomes	Faculty review and discussion with Advisory Board, clinical agencies, and students.	Faculty & Curriculum Committee	Advisory Board biannually meetings. Annually in May at faculty meeting.	Accept or revise. Actions reflected in minutes.
I-D	Roles of faculty students in governance defined and enable participation	Faculty, student, administration participation in governance	Recruitment of students for committee membership. Functional organization chart.	Director and committee chairs.	End of each semester	Faculty representation on university, school, and program committees. Student representation on all program committees.

APPENDIX E: SYSTEMATIC EVALUATION PLAN

Key Element	Program Component	Category/ Variable	Methods	Responsible Individual/ Committee	Scheduled Review	Outcome/ Evidence
			Faculty committee review of SPS and <i>Program Handbook</i> and <i>Guidelines</i>			Revise membership. Changes in committee structure and memberships reflected in minutes of committee.
I-E	Documents* and publications are accurate. * Web sites, catalogs, handbooks, guidelines, brochures, pamphlets.	Congruence of documents	Director review.	Committee chairs, Director	At least annually at May or as brought forward	Update/revise documents as needed. Program documents are internally consistent
I-F	Congruence of policies of University and the Program; policies fair, equitable, and published.	Policies relative to student recruitment, admission, and retention	University/CAP and SPS/CAP review with faculty input.	Director, Dean, & VPAA	Annual	Update/revise documents as needed.

APPENDIX E: SYSTEMATIC EVALUATION PLAN

Key Element	Program Component	Category/ Variable	Methods	Responsible Individual/ Committee	Scheduled Review	Outcome/ Evidence
		Advisement, Career Placement, Referral to Financial Aid, ADA, Academic Support Center; Counseling Services; Writing Center; etc.	BSN Program Exit Interview			need has been addressed.
		Library Resources (Access, currency and comprehensiveness)	Review and discussion of adequacies of resources in RN to BSN Program Exit Interview	Library Director and Faculty Liaison to Library	Annually in May	Report any inadequacies of holdings. Minutes reflect recommendations.
		Software and hardware (access, availability and comprehensiveness)	Faculty, in conjunction with library liaison review holdings in their area of expertise for access, currency and comprehensiveness	Each faculty member	As needed and annually	Review for additions or deletions. Deficiencies in holdings are requested for purchase.
			Technology Support - Annual Survey - Review of appropriate technology resource	IT Director	Annually	Faculty and students report satisfaction and deficiencies to IT. Inadequacies and recommendations reported to Director. Software recommended for purchase by faculty to Director.

APPENDIX E: SYSTEMATIC EVALUATION PLAN

Key Element	Program Component	Category/ Variable	Methods	Responsible Individual/ Committee	Scheduled Review	Outcome/ Evidence
II-D	Qualifications of Chief Nurse Administrator	Qualifications adhere to University and Program requirements Evaluation of Director by staff and faculty Evaluation of Director by Dean	Curriculum Vitae Written evaluation using approved form Written evaluation using approved form	University President upon recommendation of Vice President for Academic Affairs Faculty Dean	Initial Annually Annually	Letter of appointment from President Date aggregated and sent to Dean. Dean reviews data and submits a written evaluation and meets with Director to discuss performance.
II-E	Faculty qualifications Faculty numbers	Qualifications adhere to program and Trinity requirements -Full time - Part time -Adjunct Number of PT and FT faculty are appropriate to goals of unit	Curriculum Vitae Course workload requirements and summaries	Director and Search Committee. Director, Dean, VPAA	Annually Each Semester	Number of faculty appointments. Personnel files on all faculty. Director and course faculty review PT faculty loads/revise as needed. Workload summaries for each semester on file.

APPENDIX E: SYSTEMATIC EVALUATION PLAN

Key Element	Program Component	Category/ Variable	Methods	Responsible Individual/ Committee	Scheduled Review	Outcome/ Evidence
II-F	Faculty roles in teaching, scholarship, service, and practice congruency	Evaluation of Performance and meeting mission , goals and expected outcomes	Self-evaluation of teaching, scholarship, service	Individual Faculty	Annually (May)	Self-assessment of strengths and weaknesses. Annual self-evaluation shows personal plan for professional development.
	Faculty roles in teaching, scholarship, service, and practice congruency		Student evaluation of teaching	Director and Faculty	Each semester	Faculty review of student evaluations of teaching /Summary of all faculty evaluations on file in Director’s office.
			Peer evaluation of teaching	Faculty	Annually (April)	Peer evaluation form used in annual performance evaluation.
	Annual evaluation of teaching, scholarship, service		Director	Annually (May)	Director and faculty meet to discuss. Plan for teaching, professional development reviewed. Annual self-evaluation and Directors evaluation on file in personnel record.	
	Recognition of teaching application, integration and knowledge	Internal recognition	Director and Faculty	Each semester	Recognition integrated into CV web pages, university publications. Samples available for review in Director’s office.	
		External recognition Publication Appointment/election	Recognizing agency	Annually		

APPENDIX E: SYSTEMATIC EVALUATION PLAN

STANDARD III: Program Quality: Curriculum and Teaching-Learning Practices

Key Element	Program Component	Category/ Variable	Methods	Responsible Individual/ Committee	Scheduled Review	Outcome/ Evidence
III-A	Curriculum is derived from the mission, philosophy and objectives of the organization	Organization of curriculum	Curriculum committee Periodic Review Exit interviews	Reviewed by Faculty Curriculum Committee Student Affairs Committee	Annually in May On-going as needed End of each semester	Reviewed by total faculty/actions in minutes of curriculum meetings. Curriculum committee minutes reflect recommendations. Curriculum committee recommendations and action taken in minutes.
III-B	Curriculum is developed, implemented, and revised to reflect professional nursing standards and guidelines and congruent with program	AACN Essentials; ANA Scope and Standards for Practice; and DCBON Guidelines	Course Content Maps; Course Syllabus; Competency achievement through ATI testing.	Director, Curriculum Committee, University Curriculum annual evaluation through UCAP.	On-going and annually; CCNE accreditation	University curriculum approval for program; achieving CCNE accreditation.
III-C	Curriculum builds on arts, sciences and humanities	Curriculum quality	Curriculum Committee	Curriculum Committee and Director	On-going and Annually in May; Cycle of course reviews Annual discussion in May	Recommendation to faculty/actions in minutes.
III-D	Curriculum and teaching-learning evaluated regular	Curriculum quality and learning	University NSSE data, ATI data, Exit Interviews, end of course reports, student evaluations.	Course faculty , Director	End of semester End of program	60 th percentile on ATI; NSSE data for student satisfaction and learning perception.

APPENDIX E: SYSTEMATIC EVALUATION PLAN

Key Element	Program Component	Category/ Variable	Methods	Responsible Individual/ Committee	Scheduled Review	Outcome/ Evidence
			Student Achievement of Course Objective	Course Faculty	At the end of each semester	Data presented at faculty meetings /action taken reflected in minutes.
			End of Program Evaluation by Students	Director curriculum committees	Last semester of program	
			Student Achievement on ATI Tests	Director curriculum committees	At the end of each semester	
	Systematic Program Evaluation	Evaluation and outcomes assessment	Faculty review/discuss systematic program evaluation	Director Curriculum committee	On-going and monthly faculty meetings	Faculty decide to make changes - reflected in Comprehensive Evaluation Plan.

APPENDIX E: SYSTEMATIC EVALUATION PLAN

Key Element	Program Component	Category/ Variable	Methods	Responsible Individual/ Committee	Scheduled Review	Outcome/ Evidence
III-E	Practice learning environments foster behavior consistent with professional nursing standards	Assessment of adequacy	Clinical preceptor/agency evaluation by students	Course Coordinator (implements) Evaluation by Curriculum Committee	Each semester	Committees make recommendation for action based on data at May faculty meeting.
	Practice learning environments foster behavior consistent with professional nursing standards	Agreements/ contracts	Clinical preceptor/agency evaluation by faculty End of Program evaluation by students (selected items related to clinical agency resources) Review	Curriculum Committee Faculty Director Administrative Assistant	Each semester Prior to graduation Annually or as needed	Report at December and May faculty meetings; actions taken reflected in changes in agency contracts or courses. Minutes reflect other actions. Report to Director; recommendations for change and action taken reflected in minutes. Renewal, renegotiation initiation, or retirement/contracts and agreements on file.
III-F	Curriculum and teaching-learning practices consider the needs and expectations of the community of interest	Community of Interest expectations	Advisory Committee meetings Clinical Agency evaluations of student progress	Director Course faculty initiates Committee Aggregates	Meetings at least two times a year	Minutes of meeting reflect suggestions for changes; Director reports back to faculty and SPS.

APPENDIX E: SYSTEMATIC EVALUATION PLAN

STANDARD IV: Program Effectiveness: Student Performance and Faculty

Key Element	Program Component	Category/ Variable	Methods	Responsible Individual/ Committee	Scheduled Review	Outcome/ Evidence
IV-A	Student performance is evaluated by faculty	Fulfillment of Graduation Requirements	Graduation Audit (Undergraduate)	Faculty Advisor	Semester prior to anticipated graduation (official). Academic advising every semester gives ongoing audit	Verification of completion of requirements or notification of need to take additional course work/copy in student file.
	Student performance is evaluated by faculty	Acquisition of knowledge, skills values, meanings, and experience (KSVME) needed for employment in the field	Job placement rate;	Faculty Committee	Annually	Reported in May faculty meeting/actions in minutes.
			Employer satisfaction survey; alumni satisfaction survey;	Faculty Committee	Annually	Reported in May faculty meeting/actions in minutes.
	Grading Policies are defined and consistent	Grading policies-undergraduate	Exit interviews of graduates	Just prior to graduation	Curriculum Committee faculty member and external faculty within university	Reported to faculty /actions in minutes of December and May meetings.
Faculty review and discuss; course syllabus; university handbook			Curriculum and Student Affairs Committees	Annually	Committees recommend changes as needed, present to faculty for consideration /minutes reflect action taken.	
IV-B	Information about student, alumni and employer satisfaction and demonstrated achievements of graduates provide	Program Satisfaction	Baccalaureate Alumnae Survey	Curriculum Committee	One year and three years post graduation	Shared with faculty and used for program changes/Actions taken reflected in minutes of May meeting.
		Graduation Rates	Graduate Alumnae Survey	Alumnae Office	One year and three years post graduation	

APPENDIX E: SYSTEMATIC EVALUATION PLAN

Key Element	Program Component	Category/ Variable	Methods	Responsible Individual/ Committee	Scheduled Review	Outcome/ Evidence
	evidence of program effectiveness	Clinical agencies	Clinical Agency Evaluations of Program	Curriculum Committees	Annually	Shared with faculty and used for program changes/ Actions taken reflected in minutes of May meeting.
IV-B	Graduates	Employment	Employer Survey Graduate Survey	Curriculum Committees	One year and three years post graduation	Used by Curriculum Committee to make course or program recommendations to faculty/actions taken in minutes of May meeting.
	Graduates	Critical Thinking	ATI Course Evaluations	Curriculum Committee	Upon admission and completion of program	Shared with faculty and used for program changes/actions taken reflected in minutes of end of semester.
		Communication	Course Evaluations Student Portfolio ATI	Curriculum Committee	Each semester	Shared with faculty and used for program changes.
		Therapeutic Nursing Interventions	Course Evaluations Student Portfolio ATI	Curriculum Committee	Each semester	Shared with faculty and used for program changes.
	Student Performance	Rates/Patterns of Employment	Baccalaureate / Graduate Alumnae Survey	Director and faculty	One year and three years post graduation	Shared with faculty and used for program changes/ Action taken reflected in minutes - September
IV-C	Program improvement based on outcome data analysis	Expected Outcomes	Identified quantifiable measures for each outcome ; competencies measured;	Director, Curriculum committee, and UCAP.	Semester and Annually	Annual submission of evaluation to the UCAP and CCNE

APPENDIX E: SYSTEMATIC EVALUATION PLAN

Key Element	Program Component	Category/ Variable	Methods	Responsible Individual/ Committee	Scheduled Review	Outcome/ Evidence
IV-D	Faculty accomplishments demonstrate program effectiveness	Faculty accomplishments	Review of faculty self-evaluations, list of accomplishments as provided by faculty Faculty portfolio	Director and Dean Faculty	At least annually; as accomplishments occur	Listed on individual faculty portfolios
IV-E	Student complaints	Process for students to voice complaints is in place; Student policies are publicly accessible and fair	Review of university student handbook, consultation with Director	Student is responsible to read policies in university handbooks; Faculty advisors and Director available to assist students as needed.	Review of process and polices as needed	Congruent with university polices; analyses of aggregate data reported during faculty meeting and plan for program improvement reflected in minutes.

**APPENDIX F:
CONGRUENCE OF BACCALAUREATE TERMINAL OBJECTIVES AND PROFESSIONAL STANDARDS
TO THE PROGRAM'S MISSION AND GOALS**

Program Mission	Program Goals	Terminal Objectives	Professional Standard
“...value-centered education..”	Implement an educational program which meets the mission of Trinity University and the health care needs of an evolving society.	Uphold values of altruism, autonomy, human dignity, integrity, and social justice.	Professional Values: Altruism Autonomy Integrity Social Justice (<i>Essentials</i>)
“...emphasis on knowledge, skills, values, meaning, and experiences....”	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.	Practice effectively as a provider, designer, manager, and coordinator of nursing care.	Core Knowledge: Health Promotion Risk Reduction, & Disease Prevention Illness & Disease Management Information & Health Care Technologies Core Competencies: Critical Thinking Communication Assessment Technical Skills Provider, designer, manager, and coordinator of care (ANA and <i>Essentials</i>)
“...human search for meaning and fulfillment through life-long learning.”	Provide an environment that fosters independent learning, critical thinking, and the desire for personal and professional growth.	Be academically prepared for and alert to the advantages of pursuing graduate education, and be committed to continuing education and life-long learning.	Role Development Member of Profession (<i>Essentials</i>)
“...address diversity, cultural, and globalization of tomorrow’s health care systems.”	Provide access to multi-level, flexible entry nursing education tracks for diverse populations.	Uphold values of altruism, autonomy, human dignity, integrity, and social justice	Professional Values: Altruism Autonomy Integrity Social Justice (<i>Essentials</i>)
“...prepares students...for the intellectual, ethical, and spiritual dimensions of contemporary work...”	Provide the theoretical and clinical foundations for serving underserved vulnerable populations.	Recognize the educational, spiritual, and professional dimensions of health care of individuals, families, groups, and communities.	Core Knowledge: Human Diversity Global Health Care Health Care Systems & Policy (ANA)

**APPENDIX G:
CONGRUENCE OF BSN PROGRAM OUTCOMES
WITH STUDENT LEARNING OBJECTIVES AND RELATED EXPERIENCES**

Program Outcome	Course Example	Student Learning Objective	Related Experience
Critical Thinking	NURS 300: RN Transition – (ACT)	Compare and contrast critical thinking, the nursing process, and clinical reasoning within the context of professional nursing practice.	<i>Critical Thinking Entrance Test</i> Assessment Technologies Institute (ATI) Course discussion Critical Thinking Case Study.
	NURS 310: Health Assessment	Integration of clinical judgment in physical exam.	Skills lab physical assessment.
	NURS 320 Policy & Politics in Nursing	Understand the legal and regulatory processes on nursing practice and health care delivery.	Self-assessments.
	NURS 490: Capstone Synthesis (KSVME) of Professional and Health Care Issues.	Interprets research-based knowledge on a select clinical practice issue.	<i>Critical Thinking Exit Test</i> (ATI) Presentation on analysis of clinical practice issue.
Leadership	NURS 300: RN Transition – (ACT)	Describe the shared governance council model and professional accountabilities within the model.	<i>Nurse Manager Orientation</i> (CD-ROM with Case Studies)
	NURS 320: Policy & Politics in Nursing	Understand the legal and regulatory processes on nursing practice and health care delivery.	Students met with Lois Capps, Chair of the Congressional Caucus and health policy staff on Capitol Hill. Attended the DC Coalition for Long Term Care monthly meetings.
	NURS 410: Leadership and Management of Health Care	Demonstrate the ability to integrate knowledge of leadership and management concepts as important functions of professional nursing practice while demonstrating accountability for one’s own practice.	Opportunity to “shadow a senior leader for a day” and analysis leadership style, describe their use of management concepts, and identification of a situation and the evaluation of how the student would have managed the situation.
	NURS 430: Emergency Preparedness and Disaster Management	Develop leadership capacity for all phases of a disaster, from planning and preparing a disaster plan, to responding to the disaster and its aftermath.	Evaluation of a disaster plan. Table top exercise.

**APPENDIX G:
CONGRUENCE OF BSN PROGRAM OUTCOMES
WITH STUDENT LEARNING OBJECTIVES AND RELATED EXPERIENCES**

Program Outcome	Course Example	Student Learning Objective	Related Experience
Evidence-Based Practice	NURS 300: RN Transition – (ACT)	Determine the value of evidence-based practice for the profession and for patient outcomes.	Evidence-based practice paper on clinical issue.
	NURS 320: Policy & Politics in Nursing	Examine nurse practice acts and determine the legal differences and responsibilities of ARNP, RN, LPN, & CNAS.	Discussion.
	NURS 330: Theory/Research in Nursing	Critique basic nursing, health, and interdisciplinary theory and research for application to nursing practice.	Research critique Additional paper (to be developed).
	NURS 490: Capstone Synthesis (KSVME) of Professional and Health Care Issues.	Interprets research-based knowledge on a select clinical practice issue.	Presentation on analysis of clinical practice issue.
Global Health Knowledge	NURS 300: RN Transition – (ACT)	Analyze selected health care issues from the social and economic perspectives and the impact on your professional practice.	Student presentations on <i>Healthy People 2010</i> health indicators.
	NURS 320: Policy & Politics in Nursing	Identify the economic, legal, and political factors that influence health care delivery.	Guest Speaker Vernice Ferguson RN, M.A., FAAN discussed health care issues and delivery methods in African countries.
	NURS 420: Community and Public Health	Interpret basic epidemiological, demographic, and statistical measures of community health.	Community assessment.

APPENDIX H: RN TO BSN CURRICULUM PLAN

Pre-requisites:

Course	Credit
Anatomy & Physiology I	(4)
Anatomy & Physiology II	(4)
Microbiology	(4)
Public Speaking (SLW)*	(3)
General Psychology	(3)
General Chemistry I	(4)
Ethics (EMR)*	(3)
Genetics	(3)
Statistics (SLW)*	(3)
Sociology (PCG)*	(3)
Nursing Transfer Credits	(32)
PRE-REQUISITES – TOTAL	66

General Education:

Writing (SLW)*	(3)
Writing (SLW)*	(3)
Speaking (SLW)*	(3)
Information & Computer Literacy (SLW)*	(3)
Religious Studies and Ethics (EMR)*	(3)
Appreciation of Arts & Humanities (AAH)*	(3)
Appreciation of Arts & Humanities (AAH)*	(3)
Personal, Civic & Global Awareness (PCG)*	(3)
Personal, Civic & Global Awareness (PCG)*	(3)
Understanding the Scientific Method (USM)*	(3)
GEN ED – TOTAL	30

RN - BSN Course Requirements:

NURS 300 RN Transition	(3)
NURS 310 Health Assessment	(3)
NURS 320 Policy & Politics in Nursing	(3)
NURS 330 Theory/Research	(3)
NURS 400 Experiential Learning Portfolio	
Or NURS 401	(3)
NURS 401 Clinical Preceptorship	
or NURS 400	(3)
NURS 410 Leadership & Management	(3)
NURS 420 Community Health Nursing	(5)
NURS 430 Emergency Preparedness &	
Disaster Management	(3)
NURS 490 Capstone- Synthesis	(3)
NURS 3XX Nursing Elective – Directed	(3)
BSN CREDITS - TOTAL	32

TOTAL CREDITS 128

*Fulfills the 42 credits required for General Education.

- AAH = Appreciation of Arts and Humanities - 6 credits
- PCG = Personal, Civic & Global Awareness – 9 credits
- SLW = Skills for Life and Work – 6 credits writing †; 6 credits speaking ‡; 3 credits numeracy; and 3 credits information and computer literacy †
- EMR = Ethics and Moral Reasoning – 6 credits (religion & ethics)
- USM = Understanding of Scientific Method – 3 credits

**APPENDIX H:
RN TO BSN CURRICULUM PLAN**

**TRINITY (WASHINGTON) UNIVERSITY
TRINITY NURSING PROGRAM**

RN – BSN PROGRAM CURRICULUM PLAN

Course Number and Title	Credits
NURS 300 RN Transition – ACT	3
NURS 310 Health Assessment	3
NURS 320 Politics & Policy in Nursing	3
NURS 330 Theory/Research	3
NURS 400 Experiential Learning Portfolio or NURS 401	3
NURS 401 Clinical Preceptorship or NURS 400	3
NURS 410 Leadership & Management	3
NURS 420 PNP:Community & Public Health /clinical	5
NURS 430 Emergency Preparedness & Disaster Management	3
NURS 490 Capstone – Synthesis	3
NURS 3XX Nursing Elective – Directed	3
	TOTAL 32

The curriculum plan for the RN to BSN program incorporates the District of Columbia RN to BSN Articulation Model guidelines: students may be awarded up to 32 college credits for nursing; the transfer course numbers are: NURS 299 Associate Degree Nursing and NURS 298 Diploma Nursing; students must take at least 32 additional upper division nursing credits in residence at Trinity and have a minimum of 128 semester credit hours accrued in order to graduate with a Trinity Bachelor of Science in Nursing (BSN) degree. Associate Degree and Diploma students must have graduated from an NLN accredited nursing program. Students transferring international credits must have a course by course transcript evaluation by World Education Services (WES).