

Systematic Program Review

Name of Unit: Department of Nursing Reporting Official: Carolina G. Huerta																														
Item 1 Is your program (undergraduate, master's or doctoral program, academic support unit, service unit, center, administrative/staff department/unit) currently reviewed on a regular basis (e.g., annually, biennially, every 5 years)? Examples of systematic review include, but are not limited to: academic program review, internal audits, external accreditation, external review by a consultant, peer review, etc. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <i>If "YES", go to Item 2. If "NO", check that box and return form to OIRE.</i>																														
Item 2 Type an "X" next to the type(s) of program review that applies to your unit, the date of your last review and the date of the next expected review: <table style="width: 100%; border: none;"> <tr> <td style="width: 40%;"><input checked="" type="checkbox"/> academic program review</td> <td style="width: 15%; text-align: center;">_____ 2003 _____</td> <td style="width: 20%; text-align: center;">Date of last review</td> <td style="width: 20%; text-align: center;">_____ next review</td> <td style="width: 25%; text-align: center;">Date of</td> </tr> <tr> <td><input type="checkbox"/> internal audit</td> <td style="text-align: center;">_____ 11/02 _____</td> <td style="text-align: center;">last review</td> <td style="text-align: center;">_6/30/2012_ next review</td> <td></td> </tr> <tr> <td><input checked="" type="checkbox"/> external accrediting agency</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">last review</td> <td style="text-align: center;">_____ next review</td> <td></td> </tr> <tr> <td><input type="checkbox"/> external consultant</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><input type="checkbox"/> peer review</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">last review</td> <td style="text-align: center;">_____ next review</td> <td></td> </tr> <tr> <td><input type="checkbox"/> other: _____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">last review</td> <td style="text-align: center;">_____ next review</td> <td></td> </tr> </table>	<input checked="" type="checkbox"/> academic program review	_____ 2003 _____	Date of last review	_____ next review	Date of	<input type="checkbox"/> internal audit	_____ 11/02 _____	last review	_6/30/2012_ next review		<input checked="" type="checkbox"/> external accrediting agency	_____	last review	_____ next review		<input type="checkbox"/> external consultant					<input type="checkbox"/> peer review	_____	last review	_____ next review		<input type="checkbox"/> other: _____	_____	last review	_____ next review	
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Item 3 Describe how your unit has used/is using the findings/recommendations <u>from its last review</u> to improve the effectiveness of the unit. Include references to goals or objectives listed in recent planning documents, and examples of the use of assessment to improve your programs/services. Recommendations from the initial 1999-2000 Academic Program Review and reviewed again in 2003 have all been addressed. Examples of how some of these recommendations were addressed to implement change were included in the 2003-2004 annual assessment report. The following are some recommendations and how these were incorporated: <ol style="list-style-type: none"> 1. Publish mission statement and goals of the undergraduate and graduate programs in the Catalog. <ul style="list-style-type: none"> • BSN program mission, philosophy and objectives were published in both the Catalog and in the Student Guide. • MSN mission statement and philosophy are included in the catalog 2. Systematically evaluate the orientation process for undergraduate majors and document how the results of the evaluations are used to improve the process. <ul style="list-style-type: none"> • Formal orientation occurs every Spring when students are admitted to the program. Faculty have found these orientations to be of value and they are now a part of the admission process. 3. Systematically evaluate the advisement process for undergrads and document how the results are used to improve the process. 																														

- A more formal advisement process has been implemented. All faculty provide times that they are available for advisement. The students make appointments by calling the department. Faculty follow advisement procedures established by the coordinator.
4. Review academic preparation of all faculty to be congruent with SACS requirements.
 - As a result of the recommendation, a decision was made to only hire faculty who have a minimum of a MSN.
 5. MSN program to monitor the offerings that are not taught in several years.
 - A five year graduate program plan was developed. The PNP track did not have enough students so that classes were not offered this year.
 6. Analyze results of the student surveys of the program in terms of strengths, weaknesses, and document how these were used to improve the program.
 - The Program Development Committee evaluates results of the surveys and addressed any areas of weakness.

The Commission on Collegiate Nursing Education is the accrediting body for both nursing programs. An accreditation visit occurred in November 2001 and the programs received accreditation effective May 2002 for a period of 10 years. No recommendations were made. The programs are supposed to complete a mid-term program report addressing all of the CCNE standards. This is to be completed as of December 2006. In the process to address all 4 CCNE standards, the programs have:

- Reviewed the mission and philosophy but no major changes have been made.
- Assessed the entire undergraduate curriculum by completing a mapping process. Gaps in the mapping process of content have been addressed by Curriculum Committee and this content will be incorporated into courses. Duplication of content has been eliminated.
- The Pediatric Nurse practitioner track has been evaluated and it has been noted that there is not enough interest to offer this track at the required time identified in the program schedule. Consequently, the PNP track has been postponed until next year.