

Standard I: Culture of Excellence – Program Outcomes

The nursing program engages in ongoing and systematic assessment and evaluation based on data collection processes relative to expected institutional and program outcomes. These data collection processes are used to inform data-based program decisions regarding program integrity and educational achievements. The decisions made by the program demonstrate a commitment to continuous quality improvement in achieving program outcomes. The program’s commitment to continuous quality improvement is evident through the achievement of the following associated quality indicators.

Quality Indicators	Interpretive Guidelines	Supporting Evidence Exemplars
<p>I-A. Faculty and staff assess and evaluate achievement of identified program outcomes by engaging in an on-going, systematic, evidence based process.</p>	<ul style="list-style-type: none"> ➤ Faculty and staff have implemented an ongoing systematic, evidence-based process designed to demonstrate program effectiveness in achieving program outcomes with a commitment to continuous quality improvement. ➤ The evidence-based process minimally consists of elements related to identified program outcomes; internal benchmarks; multiple strategies for data collection; established timelines; person(s) responsible for recording and analyzing data; plan for dissemination of findings; and analysis of the effectiveness of the actions taken. ➤ Program outcomes include, but are not limited to program completion rates, licensure and certification pass rates, and employment rates of graduates. ➤ The systematic process used to gather and analyze data is reviewed at regular intervals for continued relevance and revised as needed. Actions implemented in response to feedback received from the process are documented, along with the outcomes achieved by the actions taken. 	<ul style="list-style-type: none"> ➤ Examples of faculty and staff engaging in regularly scheduled review of identified program outcomes with documentation of review outcomes and resulting decisions ➤ Examples of data-driven decisions based on the review analysis of achievement of identified program outcomes
<p>I-B. Faculty and staff decisions regarding program effectiveness and continuous quality</p>	<ul style="list-style-type: none"> ➤ There is documented evidence of decision-making regarding program effectiveness and continuous quality improvement efforts based upon data analysis 	<ul style="list-style-type: none"> ➤ Evidence of communities of interest providing input into program planning and decision-

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<p>improvement efforts are informed through multiple means of collecting and analyzing data and are inclusive of input from communities of interest.</p>	<p>and feedback.</p> <ul style="list-style-type: none"> ➤ Communities of interest are provided opportunities to provide input into the program planning and decision-making processes. ➤ A record of efforts related to continuous quality improvement documents faculty and staff responses to data analysis, affirms the achievement of the set benchmarks, and identifies areas needing improvement, and the deletion and/or development of new benchmark indicators. 	<p>making about the quality of the program, with documented examples (i.e., meeting minutes, program reports, etc.)</p> <ul style="list-style-type: none"> ➤ Examples of faculty and staff actions based upon data-analysis and resulting outcomes of those actions ➤ Examples of attainment of set benchmarks and areas identified for improvement.
<p>I-C. The program achieves expected program outcomes related to program completion rates.</p>	<ul style="list-style-type: none"> ➤ The program sets benchmarks and monitors data regarding program completion rates for each individual program in the nursing unit. ➤ Faculty set the benchmark for the program completion rate based on consideration of student demographics, providing rationale for their identified program completion rate benchmark. ➤ New programs that have not yet produced graduates have set a benchmark for expected program completion rates and faculty have developed and implemented a plan to ensure successful attainment of the identified outcome. ➤ For existing programs, three academic years of <i>averaged</i> program completion rate data demonstrate achievement of the program's targeted benchmark. ➤ Programs <i>not</i> meeting their established benchmark, have completed an analysis of contributing factors, developed a plan to address identified factors impacting program completion rates that includes timelines for achieving the expected program completion rate. 	<ul style="list-style-type: none"> ➤ Three academic years of trended data on program completion rates ➤ Documentation of implementation and evaluation plans to achieve set benchmarks about program completion rates, and a plan for intervention if needed.

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<p>I-D. The program achieves expected program outcomes related to graduates performance on licensure and certification examinations.</p>	<ul style="list-style-type: none"> ▶ The program achieves a minimum graduate licensure pass rate of 80 percent among first-time takers, <i>averaged</i> over the most recent three-year calendar time period, for each pre-licensure program (practical/vocational, diploma, associate, and bachelor’s) producing graduates eligible to seek licensure. Pre-licensure programs must also be in compliance with their state regulatory agencies in regard to minimum licensure pass rates. ▶ Graduates writing certification examinations achieve a minimum certification pass rate of 80 percent, first-time takers <i>averaged</i> over the most recent three-year calendar time period for each program (master’s, post-master’s, clinical doctorate) producing graduates eligible to seek certification. ▶ Programs <i>not</i> meeting the established benchmark for licensure and certification pass rates have completed an analysis of the situation, developed a plan to address identified factors impacting licensure and certification pass rates, and included actions and timelines for achieving the expected program pass rates. ▶ New programs that have not yet produced graduates have set a benchmark for expected program licensure and certification pass rates and faculty have developed and implemented a plan to ensure successful attainment of the identified outcomes. 	<ul style="list-style-type: none"> ▶ Three calendar years of trended data on licensure and certification pass rates. ▶ Documentation of implementation and evaluation plans to achieve set benchmarks related to licensure and certification examinations and a plan for intervention if needed.
<p>I-E. The program achieves expected program outcomes related to graduate employment rates in the area of nursing program preparation.</p>	<ul style="list-style-type: none"> ▶ The program achieves expected program outcomes related to graduate employment rates in the area of nursing program preparation for each program offered in the nursing unit (practical/vocational, diploma, associate, bachelor’s, master’s, post-master’s, or clinical doctorate). Internal benchmarks are set based upon workforce data analysis and data 	<ul style="list-style-type: none"> ▶ Three academic years of trended data of employment rates ▶ Documentation of implementation and evaluation plans to achieve set benchmarks about employment rates and plans for intervention if needed

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	<p>monitored regarding graduate employment rates within the first 6 to 12 months of graduation.</p> <ul style="list-style-type: none"> ➤ Programs <i>not</i> meeting established benchmarks for graduate employment rates in nursing complete an analysis of contributing factors (including regional workforce analysis with input from the community of interest), develop and implement a plan to address identified factors impacting graduate employment rates, and set a timeline for achieving the expected graduate employment rates. ➤ New programs that have not yet produced graduates establish a benchmark for expected graduate employment rates (including regional workforce analysis) with input from the communities of interest, and faculty design and implement a plan to ensure successful attainment of the set goal. 	
<p>I-F. Faculty, students, alumni and employers express satisfaction with program effectiveness.</p>	<ul style="list-style-type: none"> ➤ Quantitative and qualitative data-gathering processes are in place to gather faculty, student, alumni, and employer satisfaction data on program effectiveness on an on-going and regular schedule. ➤ Data analysis demonstrates overall program effectiveness in achieving expected outcomes. ➤ A record of continuous quality improvement efforts documents faculty responses to data analysis and areas indicating a need for improvement, as appropriate, in response to communities of interest feedback. 	<ul style="list-style-type: none"> ➤ Documentation of faculty, student, alumni, and employer satisfaction with program effectiveness and resulting program actions related to continuous quality improvement