

Master Evaluation Plan Reports

Date: 2/10/06  
Submitted by: Leona Pié

IN Standard #III Students: The teaching and learning environment is conducive to student academic achievement.  
Criterion #1: Policies concerned with educational and financial records are established and followed  
Expected Outcome: Policies for educational and financial records at Capital Community College are followed.

PROCESS				IMPLEMENTATION		
Component	Location of Documents/Information	Person Responsible	Frequency of Assessment	Assessment Method	Results of Data Collection & Analysis/ Actual Levels of Achievement	Actions for Program Development, Maintenance, Revision
Educational records	Policies of the Board of Trustees for CT Community Colleges	Director of Nursing	Every four years	Verifying location of and compliance with the policies for educational and financial records.	Policies for educational and financial records were found in the Policy Manual for the Board of Trustees for CT Community-Technical Colleges. The URL is <a href="http://www.comnet.edu/doc/BPM_COMPLETE_MASTER.pdf">http://www.comnet.edu/doc/BPM_COMPLETE_MASTER.pdf</a>	Continue to access and review every four years and note in the Master Evaluation Plan.
	Office of the Director of Nursing	Registrar			The Policy Manual for the Board of Trustees for CT Community-Technical Colleges was updated on 6/14/05.	
	College Catalog (hard copy & online)	Dean of Student Services			Policies for educational records are implemented by the Dean of Student Services. Policies for financial records are implemented by the Dean of Administration.	
Financial records	Student Handbook	Counselor			Banner is the centralized computerized system for maintaining educational and financial records for the entire CT Community-Technical College system. All students who apply to the college are given a Banner ID. The student is able to access semester schedule, grades, unofficial transcript, account balance and fee information, and financial aid history. Information for the Family Education Records and Privacy Act (FERPA), American Disabilities Act (ADA), and the Uniform Campus Crime Report is available to current and prospective students in the Student Handbook published annually in late August.	Review and revise Nursing Student Policies as needed periodically during curriculum meetings or evaluation week.
	Nursing Student Policies	Director of Finance & Administrative Services			Nursing Student Policies are distributed annually to nursing students. Nursing Student Policies were reviewed and revised during evaluation week meeting on 5/18/05.	

**Master Evaluation Plan Reports**

Date: March, 2006  
Submitted by: Maria Spammer

NLN Standard #V. Resources: Resources are sufficient to accomplish the nursing education unit purposes.  
Criterion #18: Physical facilities are appropriate to support the purposes of the nursing education unit.  
Expected Outcome: 95% of the nursing faculty will agree that the physical facilities are sufficient to support the educational outcomes of the nursing unit.

PROCESS				IMPLEMENTATION		
Component	Location of Documents/ Information	Person Responsible	Frequency of Assessment	Assessment Method	Results of Data Collection & Analysis/ Actual Levels of Achievement	Actions for Program Development, Maintenance, Revision
Physical facilities	Nursing Division Minutes Curriculum	Division Director Faculty	Biennially	Collection of data from survey given to full-time faculty (3/20/06) see attached form.	92% of the faculty agrees that the physical facilities support the purposes of the nursing unit.  8% of the faculty disagree but feel that criterion #18 will be met when the new large classroom is completed.	Continue compliance with evaluation schedule according to MEP.  Continue to pursue access to a larger lecture hall, which would better accommodate student population.

**Capital Community College  
Associate Degree Nursing Program**

**FACULTY SURVEY re: MEP CRITERION #18 PHYSICAL FACILITIES ARE APPROPRIATE TO SUPPORT THE PURPOSE OF THE NURSING UNIT.**

March, 2006

Full-Time Faculty: Please indicate if you agree or disagree with the following question.

Are the physical facilities appropriate to support the purposes of the nursing unit?

Please refer to the following operational definition when considering your response. THE

PHYSICAL FACILITIES ARE DEFINED AS CLASSROOM, LABORATORIES,

CONFERENCE ROOMS, AND OFFICE SPACE THAT SUPPORT THE PURPOSES OF

THE NURSING UNIT.

FULL-TIME FACULTY	AGREE	DISAGREE (please include comments)
J. Amfinson		
D. Bugl		
D. Bunting		
P. Duclos-Miller		
L. Cerone		
L. Kapinos		
C. Pavalock		
L. Pie		
E. Resnick		
J. Rosa		
M. Spamer		
C. Turkington		
M. Vildozola		

*(Prior to NLN 2002 Guidelines known as Criterion 18)*

CAPITAL COMMUNITY COLLEGE  
DIVISION OF NURSING  
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AREAS EVALUATED	CRITERIA TO BE EVALUATED	REPORT DUE	FACULTY RESPONSIBLE
<p><b>Standard I: Mission and Governance</b> There are clear and publicly stated mission and/or philosophy and purposes appropriate to postsecondary or higher education in nursing.</p>	<p>1. Mission and/or philosophy of the nursing education unit is congruent with that of the governing organization, or differences are justified by the nursing education unit purposes.</p> <p>2. Faculty, administrators, and students participate in governance as defined by the parent organization and nursing education unit.</p>	<p>Biennially in <b>Sept.</b> 2001 <i>done 12/01</i> 2003 <i>done 9/03</i> <b>2005</b></p>	<p>Maureen Vildozola</p>
		<p>Biennially in <b>Feb</b> 2002 <i>done 3/02</i> 2004 <i>done 3/04</i> <b>2006</b></p>	<p>Joanne Anfinson</p>
	<p>3. Nursing education unit is administered by a nurse who is academically and experientially qualified, and who has authority and responsibility for development and administration of the program.</p>	<p>Biennially in <b>October</b> 2002 <i>done 10/02</i> 2004 <i>done 10/04</i> <b>2006</b></p>	<p>Joanne Anfinson</p>
	<p>4. Policies of the nursing education unit are consistent with those of the governing organization, or differences are justified by nursing education purposes.</p>	<p>Every 4 years in <b>Jan.</b> <i>done 1/02</i> <b>2006</b></p>	<p>Patricia Duclos-Miller</p>

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Standard II: <b>Faculty</b> There are qualified and credentialed faculty, appropriate to accomplish the nursing education unit purposes and strengthen its educational effectiveness.	5. Faculty members (full and part-time) are academically and experientially qualified, and maintain expertise in their area of responsibility	Biennially in Feb. <i>done 11/01</i> <i>done 2/03</i> 2005 <i>done 4/05</i> 2007	Cathy Pavalock
	6. Number and utilization of full and part-time faculty meet the needs of the nursing education unit to fulfill its purposes.	Biennially in Feb. 2002 <i>done 3/02</i> 2004 <i>done 2/04</i> 2006	Estelle Resnick
	7. Faculty performance is periodically evaluated to assure ongoing development and competence.	Biennially in March 2001 <i>done 2/01</i> 2002 <i>done 3/02</i> 2004 <i>done 3/04</i> 2006	Lori Cerone
	8. The collective talents of the faculty reflect scholarship through teaching, application, and the integration and discovery of knowledge as defined by the institution and the nursing education unit	Every 3 years in March 2001 <i>done 2/01</i> 2004 <i>done 2/04</i> 2007	Patricia Duclos-Miller

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<p><b>Standard III: Students</b> The teaching and learning environment is conducive to student academic achievement.</p>	<p>9. Student policies of the nursing unit are congruent with those of the governing organization, publicly accessible, non-discriminatory, and consistently applied; differences are justified by the nursing education unit's purposes.</p>	<p>Biennially in <b>Sept.</b> 2001 <i>done 3/01</i> 2003 <i>done 3/03</i> 2005 <i>done 5/05</i> <b>2007</b></p>	<p>Dawn Bunting</p>
	<p>10. Students have access to support services administered by qualified individuals that include, but are not limited to: health, counseling, academic advisement, career placement, and financial aid.</p>	<p>Biennially in <b>April</b> 2001 <i>done 2/01</i> 2003 <i>done 4/03</i> 2005 <i>done 5/17/05</i> <b>2007</b></p>	<p>Linda Kapinos</p>
	<p>11. Policies concerned with educational and financial records are established and followed.</p>	<p>Every 4 years in <b>Dec</b> <i>done 12/01</i> <b>2005</b></p>	<p>Leona Pie</p>

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<p><b>Standard IV: Curriculum and Instruction</b> The curriculum is designed to accomplish its educational and related purposes.</p>	<p>12. Curriculum developed by nursing faculty flows from the nursing education unit philosophy/mission through an organizing framework into a logical progression of course outcomes and learning activities to achieve desired program objectives/outcomes.</p>	<p>Biennially in <b>Sept.</b> 2000 <i>done 4/00</i> 2002 <i>done 9/02</i> 2004 <i>done 9/04</i> <b>2006</b></p>	<p>Julia Rosa</p>
	<p>13. Program design provides opportunity for students to achieve program objectives and acquire knowledge, skills, values, and competencies necessary for nursing practice.</p>	<p>Every 3 yrs., <b>Dec.</b> 2001 <i>done 11/01</i> 2004 <i>done 12/04</i> <b>2007</b></p>	<p>Carol Turkington</p>
	<p>14. Practice learning environments are selected and monitored by faculty and provide opportunities for a variety of learning options appropriate for contemporary nursing.</p>	<p>Biennially in <b>Nov.</b> 2002 <i>done 11/02</i> 2004 <i>done 11/04</i> <b>2006</b></p>	<p>Marie Sparger</p>

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Standard V: <b>Resources</b> Resources are sufficient to accomplish the nursing education unit purposes.	15. Fiscal resources are sufficient to support the nursing education unit purposes and commensurate with the resources of the governing organization.	Biennially in Nov., 2001 <i>done</i> 11/01 2003 <i>done</i> 12/03 2004 <i>done</i> 11/04 2006	Lori Cerone
	16. Program support services are sufficient for the operation of the nursing education unit	Biennially in Sept. 2002 <i>done</i> 9/02 2004 <i>done</i> 9/04 2006	Cathy Pavalock
	17. Learning resources are comprehensive, current, developed with nursing faculty input, and accessible to faculty and students.	Biennially in Nov. 2001 <i>done</i> 11/01 2003 <i>done</i> 12/03 2004 <i>done</i> 4/04 2006	Dannie Kennedy
	18. Physical facilities are appropriate to support the purposes of the nursing education unit.	Biennially in March 2002 <i>done</i> 11/02 2004 <i>done</i> 3/04 2006	Marie Spamer



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<p>Standard VI. <b>Integrity</b> Integrity is evident in the practices and relationships of the nursing education unit</p>	<p>19. Information about the program, intended to inform the general public, prospective students, current students, employers and other interested parties, is current, accurate, clear, and consistent.</p>	<p>Biennially in <b>Sept.</b> 2001 <i>done</i> 12/01 2003 <i>done</i> 9/03 2005</p>	<p>Dannie Kennedy</p>
	<p>20. Complaints about the program are addressed and records are maintained and available for review.</p>	<p>Biennially in <b>April</b> 2002 <i>done</i> 4/02 2004 <i>done</i> 4/04 2006</p>	<p>Maureen Vildozola</p>
	<p>21. Compliance with Higher Education Reauthorization Act Title IV eligibility &amp; certification requirements is maintained.</p>	<p>Every 4 years in <b>Jan.</b> 2002 <i>done</i> 2/03 2007</p>	<p>Dae Bugl</p>

2

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<p><b>Standard VII: Educational Effectiveness</b> There is an identified plan for systematic evaluation including assessment of student academic achievement.</p>	<p>22. There is a plan for written systemic program evaluation that is used for continuous program improvement.</p>	<p>Annually in <b>April</b> 2002 <i>done</i> 5/02 2003 <i>done</i> 4/03 2004 <i>done</i> 4/04 2005 <i>done</i> 4/05 2006</p>	<p>Carol Turkington</p>
	<p>23. Student academic achievement by program type is evaluated by:</p> <p>A. Graduation rates</p>	<p><u>Annually in Oct.</u> 2003 <i>done</i> 10/03 2004 <i>done</i> 10/04 2005</p>	<p>Leona Pie'</p>
	<p>B. Performance on licensure examinations</p>	<p><u>Annually in Feb.</u> 2003 <i>done</i> 2/03 2004 <i>done</i> 4/04 2005 <i>done</i> 2/05 2006</p>	<p>Dae Bugl</p>
	<p>C. Job placement rates</p>	<p><u>Annually in Nov.</u> 2003 <i>done</i> 12/03 2004 <i>done</i> 12/04 2005</p>	<p>Estelle Resnick</p>
	<p>D. Program satisfaction</p>	<p><u>Annually in Oct.</u> 2002 <i>done</i> 2003 <i>done</i> 10/16/03 2004 <i>done</i> 10/04 2005</p>	<p>Linda Kapinos</p>