

Nursing Program Survey Data 2012

Curriculum design accomplishes educational purpose of student achievement of program outcomes				
Indicator	Benchmark		Status	Source
	Yellow	Green		
Program Outcomes				
1. Do program outcomes reflect the mission and vision of the college?	Partially Met	Fully Met		-Program Outcome Guides (POGs) -College Mission
2. Do program outcomes reflect the purpose, vision and philosophy of the nursing program?	Partially Met	Fully Met		-POGs -Student Handbook
3. Do the program outcomes focus on learner performance versus the instructor's expectations, instructional strategies or learning activities?	Partially Met	Fully Met		-POGs
4. Do the program outcomes describe the major performance (themes, concepts, issues and process skills) that learners will be able to demonstrate upon completion of the Program?	Partially Met	Fully Met		-POGs
5. Are the program outcomes measurable?	Partially Met	Fully Met		-POGs
Course Outcomes				
1. Are the course outcomes reflective of the course description and program outcomes?	Partially Met	Fully Met		-POGs -Course Descriptions
2. Are the course outcomes reflective of the curriculum plan?	Partially Met	Fully Met		-Course Descriptions -Curriculum Plan
3. Do the course outcomes focus on learner performance versus the instructor's expectations, instructional strategies or learning activities?	Partially Met	Fully Met		-Course Outcome Guides (COGs)
4. Do the course outcomes describe the major performance (knowledge, skills, abilities) that learners will be able to demonstrate upon completion of each course?	Partially Met	Fully Met		-COGs
5. Are the course outcomes measurable?	Partially Met	Fully Met		-COGs
Course Description				
1. Is the description brief, clear and simple? Would it be understandable to a student?	Partially Met	Fully Met		-College Catalog -Nursing Syllabi
2. Are the key components of the curriculum references in the description? Does the description adequately cover the core content rather than "how" it will be learned/learning process?	Partially Met	Fully Met		-College Catalog

Indicator	Benchmark		Status	Source
Curriculum Plan				
1. Do the curriculum plan contact hours match the course credits? (Theory, LRC, Clinical hours)	Partially Met	Fully Met		-Curriculum Plans
2. Is the curriculum plan sufficiently detailed to guide students and faculty?	Partially Met	Fully Met		-Curriculum Plans
3. Does the scope of the curriculum reflect the level of the course?	Partially Met	Fully Met		-LRC Core Skills -Clinical Assessment Tools -HESI PN and RN exams
4. Does the curriculum build on previous learning/courses?	Partially Met	Fully Met		-Prerequisite and Support Courses -NUR course sequence
5. Is there duplication of curriculum content between terms, separate from intentional spiral learning?	Partially Met	Fully Met		-Curriculum Plans
Unit Outcomes and Learning Objectives				
Do unit level outcomes and learning objectives align with program and course outcomes?	Partially Met	Fully Met		-Course Syllabi -POGs -COGs
Does the title of the unit match the curriculum plan and calendar?	Partially Met	Fully Met		-Course Syllabi -Curriculum Plan -Course Calendar
Do learning objectives address our philosophies of holism and lifespan?	Partially Met	Fully Met		-Course Syllabi
Do learning objectives address nursing process and critical thinking?	Partially Met	Fully Met		-Course Syllabi
Are learning objectives limited to 4 -10?	Partially Met	Fully Met		-Course Syllabi
Do learning objectives assist students with constructing knowledge?	Partially Met	Fully Met		-Course Syllabi -Exam Results -HESI Results
Do learning objectives align with testing measures?	Partially Met	Fully Met	In Process	-Exam Blueprints