



**RN-BSN Completion Program**  
**Self-Study**



*Submitted to*  
**Commission on Collegiate Nursing Education**  
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## Standard I

### Program Quality: Mission and Governance

The mission, goals, and expected program outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program's mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.

#### I-A. The mission, goals, and expected program outcomes are:

- congruent with those of the parent institution; and
- consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.

*Elaboration: The program's mission statement, goals, and expected program outcomes are written and accessible to current and prospective students, faculty, and other constituents. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. A mission statement may relate to all nursing programs offered by the nursing unit or specific programs may have separate mission statements. Program goals are clearly differentiated by level when multiple degree/certificate programs exist. Student outcomes may be expressed as competencies, objectives, benchmarks, or other terminology congruent with institutional and program norms.*

*The program identifies the professional nursing standards and guidelines it uses. CCNE requires, as appropriate, the following professional nursing standards and guidelines:*

- *The Essentials of Baccalaureate Education for Professional Nursing Practice [American Association of Colleges of Nursing (AACN), 2008];*
- *The Essentials of Master's Education in Nursing (AACN, 2011);*
- *The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006); and*
- *Criteria for Evaluation of Nurse Practitioner Programs [National Task Force on Quality Nurse Practitioner Education (NTF), 2012].*

*A program may select additional standards and guidelines.*

*A program preparing students for certification incorporates professional standards and guidelines appropriate to the role/area of education.*

*An APRN education program (degree or certificate) prepares students for one of the four APRN roles and in at least one population focus, in accordance with the Consensus Model for APRN Regulation: Licensure, Accreditation, Certification and Education (July 2008).*

#### Program Response:

The mission, goals, and expected program outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the

needs and expectations of the community of interest. The mission of Goodwin College is to educate a culturally diverse student population in an environment that builds bridges between education, commerce, and community. Our degree and certificate programs prepare students for professional careers while encouraging lifelong learning and promoting civic responsibility. As a nurturing college community, we challenge students, administration, faculty and staff to realize their academic, professional, and personal potential. The College's mission statement is prominently displayed in the main lobby, Boardroom on the 6th floor, and in the faculty/staff lounge on the 2nd floor as a reminder for faculty, staff, students, and visitors. It is also posted on the College website, in the college catalog, and the RN-BSN Student Handbook.

The Department of Nursing's mission statement is derived from the mission of Goodwin College. The mission has as its focus the educational preparation of students to become nurses who are life-long learners. The Department provides an atmosphere whereby its diverse student population can grow intellectually by promoting critical thinking skills, personal development, and community involvement. The RN-BSN curriculum builds upon a technical foundation provided in the student's pre-licensure program and provides a theoretical basis for each student to continue to build their professional nursing career by integrating theory and research into professional nursing practice. Additionally, the RN-BSN Program provides the knowledge base from which a student may pursue a graduate degree.

Table I.A.1 demonstrates the congruence between the Goodwin College mission statement with the RN-BSN program mission statement.

**Table I.A.1 The Congruence of Goodwin College's Mission Statement with the RN-BSN Program's Mission Statement**

<b>Excerpts - Goodwin College Mission Statement</b>	<b>Excerpts - RN-BSN Mission Statement</b>
To educate a culturally diverse student population in an environment that builds bridges between education, commerce and community.	Provides an atmosphere whereby its diverse student population can grow intellectually by promoting critical thinking skills, personal development and community involvement.
Prepare students for professional careers while encouraging lifelong learning and promoting civic responsibility.	It focuses on the educational preparation of students to become nurses who are lifelong learners.
We challenge students, administration, faculty and staff to realize their academic, professional, and personal potential.	Each student of nursing may continue to build their professional nursing career by integrating theory and research into professional nursing practice.

In addition to congruence between Goodwin College's mission statement, there is also agreement between the Goodwin College Purposes and Goals, and the expected learning outcomes of the nursing program. Table I.A.2 demonstrates agreement between the Goodwin College Purposes and Goals and those of the RN-BSN program.

**Table I.A.2 The Agreement between Goodwin College's Purposes and Goals and the RN-BSN Program Goals**

<b>Goodwin College's Purposes</b>	<b>RN-BSN Program Goals</b>
Create an educational environment that blends professional preparation with the development of critical thinking skills and an appreciation of the humanities, arts and sciences;	Integrate nursing theory, practice and research with a liberal education to prepare the Registered Nurse to assume a professional nursing position in the health care system;
Educate students in an environment that celebrates diverse cultures, ages, experiences and opinions;	Provide the Registered Nurse a learning environment that fosters and encourages dialogue and professional growth within the context of diverse cultures, beliefs, experiences throughout the life span;
Develop and refine methods to recruit and retain students who have the potential for success in both selective and open enrollment academic programs;	Develop the Registered Nurse with the skills as a life-long learner and a contributing member of the nursing profession, the community and society;
Adapt our programs to the changing needs of our student body, the market place and society;	Develop the Registered Nurse as a designer, manager and coordinator of care who uses critical, creative thinking skills and ethical decision making to maximize the wellness of patients, families and communities;
Enrich our local and global communities by forming collaborative relationships that create educational, economic and cultural beliefs; and	Develop the Registered Nurse as a provider of direct and indirect care to individuals, groups, communities and populations so the nurse will be prepared to contribute to an increasingly complex diverse community, society and world;
Assist our graduates with identifying and securing career growth opportunities.	Develop the Registered Nurse with the skills as a life-long learner and a contributing member of the nursing profession, the community and society to care for the changing health care needs of our population.

Table I.A.3 demonstrates the relationship between the Learning Outcomes of Goodwin College and the Learning Outcomes of the RN-BSN Program.

**Table I.A.3 The Relationship between the Learning Outcomes of Goodwin College and the Learning Outcomes of the RN-BSN Program**

<b>Learning Outcomes of Goodwin College</b>	<b>Learning Outcomes of RN-BSN</b>
Students will demonstrate proficiency in their chosen field of study.	Practice professional nursing from a holistic, visionary, culturally competent, fiscally responsible base, as they design, manage, and coordinate care for individuals, families, groups, communities and populations;
Students will possess effective communication and analytical skills.	Synthesize and apply knowledge from nursing theory, practice, research and the liberal arts and sciences to professional nursing practice;  Integrate and demonstrate beginning leadership and management skills utilizing critical and creative thinking, ethical decision making and evidence-based practice;
Students will demonstrate civic responsibility.	Design, manage and coordinate care to patients, families, groups and communities utilizing communication skills honed by self-awareness and self-evaluation;  Advocate for patients, families, groups and communities based on a respect for cultural diversity and an understanding of the impact of political and regulatory process in health care;
Students will acquire the desire and skills necessary to engage in lifelong learning.	Collaborate and communicate, using a variety of modalities, with patients, families, interdisciplinary team members to maximize patient's level of wellness; and  Make a commitment to life-long learning by assuming responsibility for professional career development, advanced education and active membership in the profession.



The RN-BSN faculty developed the mission, goals, objectives and expected aggregate outcomes to reflect the unique strengths and resources of the Nursing Department and more specifically the RN-BSN program with the college and in keeping with the needs of our communities of interest. The following documents serve as the basis for the curriculum: *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 1998; 2008); *The Baccalaureate Standards of the National League for Nursing Accrediting Commission* (2013) (now known as the Accreditation Commission for Education in Nursing [ACEN]); *The American Nurses Association Scope and Standards of Practice*; and the competencies defined by *Quality and Safety Education for Nurses* (QSEN) (Cronenwett, et.al, 2007).

**I-B. The mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, to reflect:**

- professional nursing standards and guidelines; and
- the needs and expectations of the community of interest.

*Elaboration: There is a defined process for periodic review and revision of program mission, goals, and expected student outcomes. The review process has been implemented and resultant action reflects professional nursing standards and guidelines. The community of interest is defined by the nursing unit. The needs and expectations of the community of interest are reflected in the mission, goals, and expected student outcomes. Input from the community of interest is used to foster program improvement.*

**Program Response:**

The mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate.

The program maintains an evaluation plan to ensure compliance with all relevant national standards including CCNE. Input from communities of interest is essential to the quality improvement of the program. Feedback is received from internal and external communities of interest at regular intervals.

Students, an internal community of interest, are invited to all monthly faculty meetings. Additionally, the Program Director solicits feedback at specified times during the semester either in person for hybrid classes or via online postings. Students complete end of semester evaluations.

Our advisory board convenes twice per year at which time feedback is solicited. Electronic communication is utilized as needed between scheduled meetings.

Faculty meeting minutes are posted on the RN-BSN website to facilitate the students' abilities to participate in program governance and assure their needs are being met. Advisory board members receive summaries of faculty meeting activities through their attendance at advisory board meetings or via the minutes of these encounters.

During professional development week, held three times per year at the start of every semester, an all-day RN-BSN retreat is held. Attending this meeting are all full-time faculty, the Program Director and the Department Chair. Adjuncts if being utilized in a given semester are also invited. Although data is reviewed at the monthly faculty meetings, aggregate data is analyzed at least once during the year at one of these three retreats.

Functioning as a committee of the whole, the RN-BSN faculty determined the Program Mission, Goals, and Student Outcomes would be reviewed in relationship to the College Mission, Goals, Student Outcomes, Strategic Plan 2016 and *The Essentials of Baccalaureate Education for Professional Nursing Practice* (2008) on a yearly basis at the first fall faculty meeting. The recent review occurred at the first faculty meeting of the 2013-2014 academic year, September 2013 and will be available in the document room.

## **Communities of Interest**

### **Internal Communities**

Faculty are cognizant of the expectations and needs of our communities of interest and strive to meet them. Our internal communities of interest include students, faculty, staff, college administrators and the College Board of Trustees. Many of these individuals are represented on the College Leadership Council (CLC) that meets three times per year. A representative of the Board of Trustees is an ex-officio member of the Academic Affairs Committee that oversees all academic issues. Their access to the meeting minutes facilitates the College Board's awareness of all academic issues.

The College embraces a shared governance structure to promote participation of the internal communities of interest. This model includes Tier I and Tier II committees, which address specific components of the academic and college environment. As issues are identified at the Tier II level, which includes all full-time faculty and staff representation, they are forwarded to the attention of the appropriate Tier I Committee, which includes administrative representation. Additionally, all Tier II Committees report a summary of their activities at one of the three College Leadership Council (CLC) meetings. Please refer to Appendix I.B.1 for a diagram that depicts the details of this shared governance structure. As a result of this structure, the voice of faculty and staff is presented to the administration for consideration and action as appropriate and timely.

Input from these groups is achieved through a variety of formal and informal mechanisms such as: college course evaluations, meetings with student groups on a formal and informal basis, advising meetings with students and faculty, exit surveys with graduating students, and inclusion of students on shared governance committees along with all full-time faculty and staff in the Goodwin College Shared Governance Structure. The following link leads you to the Shared Governance site [www.goodwin.edu/About/shared\\_Governance.asp](http://www.goodwin.edu/About/shared_Governance.asp).

The Provost assigns 100% of full-time faculty and full-time staff to a Tier II Committee for a two year term. At the end of the two years, faculty and staff submit three preferences for future committee membership. Faculty and staff are then reassigned by the Provost to a new committee based on the employee's choice and the needed representation from all departments on each committee for as equitable distribution as possible. If a faculty vacancy on any committee occurs, the Provost will consult with the President of Faculty Senate for a replacement. As student representation is also critically important, the Provost appoints students to the following committees: Academic Success, Community Engagement, Facilitates and Technology, Intercultural Inclusivity, Library Advocacy and Student Experience. Shared Governance is one means to assist the RN-BSN faculty in meeting the needs of the Internal Communities of Interest. The RN-BSN faculty are members of multiple Tier 1 and Tier II committees. Table I.B.2 presents the RN-BSN faculty's committee responsibility on Shared Governance Committees.

**Table I.B.1 RN-BSN Faculty Participation in Shared Governance**

<b>Faculty</b>	<b>Committee</b>
Buonocore, Anne Marie	Tier II Intercultural Inclusivity Committee, Faculty Senate
Harris, Leslie	Tier II Library Advocacy, Faculty Senate
Hathaway, Rosemary - Program Director	Tier I College Committee on Assessment, Tier I Academic Affairs Co-Chair, Tier II Academic Success, College Leadership Council, Faculty Senate member and Vice President 2011-2013
Morey, Barbara	Tier I Campus Safety Subcommittee, Tier II Employee Health and Wellness, Faculty Senate, Professional Development Committee for Community Day

**External Communities**

The external community of interest includes a diverse population from the broader geographic community. It includes our graduates, their employers, healthcare organizations, preceptors, prospective students, consumers of healthcare, community leaders, and the members of our advisory board.

The RN-BSN advisory board meets twice a year, spring and fall. This board serves to assist the program director with evaluation of outcome data as well as to provide direction for continued program quality improvement in these times of ever changing healthcare. It is comprised of chief nursing officers from health care organizations, insurance representatives and public-community health organizations, faculty from Quinnipiac University, and Goodwin College faculty from both nursing and management and leadership, clinicians from local community agencies, and alumni. (See Appendix I.B.2. for a listing of advisory board members, their resumes will be available in the document room.) In Standard III, specific examples of advisory board feedback will be presented.

Graduate and employer surveys are conducted to determine the specific needs and interests of our external communities of interest. This data is used to guide us in curriculum revisions. Preceptors in clinical settings also provide written feedback regarding our students' performance. Qualitative data regarding curriculum and student performance is gathered from our advisory board during our twice a year meetings. Examples of survey materials may be found in the document room.

**I-C. Expected faculty outcomes are clearly identified by the nursing unit, are written and communicated to the faculty, and are congruent with institutional expectations.**

*Elaboration: The nursing unit identifies expectations for faculty, whether in teaching, scholarship, service, practice, or other areas. Expected faculty outcomes are congruent with those of the parent institution.*

**Program Response:**

Expected faculty outcomes are clearly identified by the nursing unit, are written and communicated to the faculty, and are congruent with institutional expectations. The expected nursing faculty outcomes are the same as other faculty of Goodwin College. They are outlined in the Faculty Handbook for full-time Faculty of Goodwin College, 2014

([http://www.goodwin.edu/pdfs/HR/faculty\\_handbook/](http://www.goodwin.edu/pdfs/HR/faculty_handbook/) and available in the document room). Additional information is found in the faculty job description, on the faculty evaluation form and in *The Guidelines for Full-time Faculty Promotion in Rank*. These forms will be available in the document room. All full-time faculty receive a personal copy of the handbook upon employment.

As nursing faculty are hired, they receive a specific orientation to their role within the department. This orientation includes specific information regarding teaching expectations, as well as an introduction to the annual evaluation tool. A checklist regarding the information covered is included in their personnel file. Additionally, all new faculty attend a college-wide orientation.

Faculty receive a letter of appointment for the academic year(s). If the faculty member has been at Goodwin College less than 5 years, they receive a yearly appointment letter. If the faculty member has been at the college 5 or more years and is at the associate professor or higher rank, with department chair approval, they receive a 3 year letter of appointment. Examples of these letters are in the document room.

The following positions are in place for full-time ranked faculty: Instructor, Assistant Professor, Associate Professor, and Professor. Goodwin College does not have a tenure system. The College's focus is on Teaching (90%), Service (5%) and Scholarship (5%). Teaching excellence requires that faculty use models and practices that achieve optimal student learning. This also requires a commitment to learning and practice using effective teaching pedagogy. Scholarship is both the discovery of new knowledge through innovation and research, and the application of that knowledge across disciplines. Scholarship involves a commitment to learning and developing expertise in one's career field. Service includes all activities that aid the community and professions in addressing societal problems with the college, local, national and international communities. A more detailed discussion of the domains of teaching service and scholarship will be presented in Standard II.

#### **I-D. Faculty and students participate in program governance.**

*Elaboration: Roles of the faculty and students in the governance of the program, including those involved in distance education, are clearly defined and promote participation. Nursing faculty are involved in the development, review, and revision of academic program policies.*

##### **Program Response:**

Faculty and students participate in program governance. Goodwin College is a collegial institution where students, faculty, and administrators work cooperatively to accomplish the mission, goals and outcomes of the program. The College utilizes a Shared Governance model of leadership, as described in Table I.B.1 (pg. 7 of this document) in order to facilitate College operations.

The governance structure of the RN-BSN program is to meet as a committee-of-the-whole. Each faculty member has one vote. The program director is responsible for the preparation of the agenda with input from the faculty.

Meetings are staffed by the administrative assistant assigned to the program. She or he assumes the responsibility of taking minutes, recording department business discussed at the meeting, and distributing minutes of the meeting. The agenda includes but is not limited to:

discussion of student success throughout the curriculum, identification of trends and issues over time, curriculum review and revisions, new initiatives, academic policy discussion, and planning for growth of the program.

Initially, students actively participated at our faculty meetings. Their input was invaluable and many programmatic decisions were made because of them. Examples will be presented later in the self-study. Our students work full-time and with their own commitments, have very little time to attend meetings. They do participate in other governance activities. As an example, one of our students represented the program at the Annual Board of Trustees retreat and five students were able to meet with the recent New England Association of Schools and Colleges (NEASC) accreditation team. Faculty believe that the program requires student participation on a regular basis and continues to encourage their presence.

When students are accepted into the program, their acceptance letter indicates that they are invited to attend faculty meetings. Details about meeting times are posted electronically. To facilitate student participation in addition to faculty meetings, the Director of the Program attends a minimum of one class per semester in each course to seek their input. The Director presents their comments at the next faculty meeting where possible responses are discussed and implemented. Students receive an e-mail from the director stating the follow-up to any issues they have brought forward. For example, input from students during Dr. Hathaway's fall class visits indicated a need for students to know when classes were meeting on campus prior to the start of the semester. Dr. Hathaway brought this to the next faculty meeting. Faculty identified specific weeks during the semester for both 7.5 and 15 week courses during which on site classes would be held. With the exception of NUR 361-Public and Community Health Nursing, all 15 week courses would meet week 1, 5, 10, and 15. NUR 361 would meet week 14. The 7.5 week courses would meet week 1 and 6. The students can now schedule their work commitments for the semester prior to the first day of class and expressed appreciation for this intervention.

In a second example, students expressed frustration with the two courses being offered in the 7.5 week format (NUR 300-Foundations of Professional Nursing and NUR 460-Seminar in Professional Nursing Leadership). They found the coursework to be too rigorous to be accomplished in 7.5 weeks. Faculty discussed this at length and voted to bring those courses back to 15 week status. In order for 7.5 week courses to work effectively in the nursing program, all courses would need to be 7.5 weeks in duration. As a result, we will revert to all RN-BSN nursing courses being offered on a 15 week schedule as of January 2015. Feedback will be solicited from students in their final course who have experienced both 7.5 and 15 week nursing courses to evaluate the efficacy of this decision.

**I-E. Documents and publications are accurate. A process is used to notify constituents about changes in documents and publications.**

*Elaboration: References to the program's offerings, outcomes, accreditation/approval status, academic calendar, recruitment and admission policies, grading policies, degree/certificate completion requirements, tuition, and fees are accurate. Information regarding licensure and/or certification examinations for which graduates will be eligible is accurate. For APRN*

*education programs, transcripts or other official documentation specify the APRN role and population focus of the graduate.<sup>1, 2</sup>*

*If a program chooses to publicly disclose its CCNE accreditation status, the program uses either of the following statements:*

*“The (baccalaureate degree in nursing/master's degree in nursing/Doctor of Nursing Practice and/or post-graduate APRN certificate) at (institution) is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791.”*

*“The (baccalaureate degree in nursing/master's degree in nursing/Doctor of Nursing Practice and/or post-graduate APRN certificate) at (institution) is accredited by the Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/ccne-accreditation>).”*

### **Program Response:**

Documents and publications are accurate. A process is used to notify constituents about changes in documents and publications. This is the initial accreditation visit for the RN-BSN program at Goodwin College. Once accreditation is achieved, Goodwin College will post the CCNE accreditation according to one of the above statements on our website. Communities of interest will be informed through direct emails and the information will be posted on our website.

References to the program's offerings, outcomes, academic calendar, recruitment and admission policies, grading policies, tuition, and fees have been reviewed and found to be accurate. The primary source for information regarding the college and the RN-BSN program is the college web site: <http://www.goodwin.edu> and the college catalog available at: [www.goodwin.edu/2014\\_2015\\_catalog/index.htm](http://www.goodwin.edu/2014_2015_catalog/index.htm) and the RN-BSN Handbook available at: <http://www.goodwin.edu/pdfs/nursing/RNtoBSNhandbook2014.pdf>. Marketing materials for the program are under the purview of the Vice President for Enrollment. Materials are reviewed by the Communications Department with the Director of the RN-BSN Program and the Department Chair.

All publications are reviewed at least annually or as new marketing materials are created. Examples of marketing materials will be available for review in the document room.

**I-F. Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected student outcomes. These policies are:**

- fair and equitable;
- published and accessible; and
- reviewed and revised as necessary to foster program improvement.

<sup>1</sup> *Consensus Model for APRN Regulation: Licensure, Accreditation, Certification and Education (July 2008).*

<sup>2</sup> *Criteria for Evaluation of Nurse Practitioner Programs (National Task Force on Quality Nurse Practitioner Education, 2012).*

*Elaboration: Academic policies include, but are not limited to, those related to student recruitment, admission, retention, and progression. Policies are written and communicated to relevant constituencies. Policies are implemented consistently. Differences between the nursing program policies and those of the parent institution are identified and support achievement of the program's mission, goals, and expected student outcomes. A defined process exists by which policies are regularly reviewed. Policy review occurs and revisions are made as needed.*

### **Program Response:**

The RN-BSN program adheres to the Academic Policies of Goodwin College. All academic policies are reviewed on a regular basis. Changes in the academic policies are brought to the Academic Affairs Committee whose members represent faculty, program chairs and administration. Academic policies related to students such as admission, progression, program of studies, transfer credit and degree requirements are published in the Goodwin College Catalog which is available online [www.goodwin.edu/2014\\_2015\\_catalog/](http://www.goodwin.edu/2014_2015_catalog/).

The RN-BSN Program adheres to two distinct policies from which there is no deviation. Students may not repeat a nursing course for a third time if they have attempted and failed the course twice. They must achieve a C+ or greater in all nursing courses.

Upon admission to the college, students are advised regarding how to access the Goodwin College Catalog, Goodwin College Student Handbook, and the RN-BSN Student Handbook. The Goodwin College Student Handbook, ([www.goodwin.edu/student\\_handbook/](http://www.goodwin.edu/student_handbook/)) the RN-BSN Student Handbook ([www.goodwin.edu/pdfs/nursing/RNtoBSNhandbook2014.pdf](http://www.goodwin.edu/pdfs/nursing/RNtoBSNhandbook2014.pdf)) and the Goodwin College catalog ([www.goodwin.edu/2014\\_2015\\_catalog/](http://www.goodwin.edu/2014_2015_catalog/)) provide specific information about student services, student organizations, Goodwin College policies, Grievance policy, Academic Standards, Code of Conduct, and Substance Abuse to name a few.

A current Registered Nursing license is required for entrance into and maintained throughout the RN-BSN Program. Additional documents are required for clinical placements as stated in the clinical affiliation agreements. More detailed information can be found in the RN-BSN Student Handbook. Policies and required documents ensure that students meet the health requirements stipulated by the College and our clinical affiliation agreements. The policies are reviewed by the RN-BSN faculty annually or as needed.

Specific course requirements are distributed as part of the course syllabi. All syllabi are reviewed and revised as necessary prior to the start of each semester. Consistent implementation of policies across courses is the responsibility of the faculty and nursing administration. All syllabi for the RN-BSN program are available in the document room.

Changes in policy are communicated to students by a variety of means through announcements, email, postings on Blackboard, and/or the RN-BSN website. Changes in policy which are advantageous to currently enrolled students are put into place as soon as possible. Policies which might adversely affect student's progression are deferred to a future semester as determined by nursing administration. Major curriculum changes are communicated directly to each student.

## **Standard I**

### **Program Quality: Mission and Governance**

**Strengths**

1. Strong congruence between the mission and goals of the college and the RN-BSN program.
2. All faculty serve on a Tier II Committee of the Shared Governance Model and two serve on a Tier I Committee as well.
3. There are explicit documents detailing expectations for faculty outcomes in teaching, scholarship, and service for example the faculty job description, performance criteria for promotion to a higher level, i.e. assistant professor to associate professor.
4. The RN-BSN program faculty function as a committee-of-the-whole for all programmatic committee work, i.e. curriculum, assessment, policy review, budget review, etc.
5. Active and engaged BSN Advisory board with committed stakeholders.

**Weaknesses**

1. Lack of student participation in program governance.
2. Poor response to surveys by employers limits data collection.
3. Limited number of student responses to requests for program evaluations.
4. Lack of aggregate data from student evaluations hinders efforts to guide program changes.



## Standard II

### Program Quality: Institutional Commitment and Resources

The parent institution demonstrates ongoing commitment to and support for the nursing program. The institution makes resources available to enable the program to achieve its mission, goals, and expected outcomes. The faculty, as a resource of the program, enables the achievement of the mission, goals, and expected program outcomes.

#### **II-A. Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of resources is reviewed periodically and resources are modified as needed.**

*Elaboration: The budget enables achievement of the program's mission, goals, and expected outcomes. The budget also supports the development, implementation, and evaluation of the program. Compensation of nursing unit personnel supports recruitment and retention of qualified faculty and staff. Physical space is sufficient and configured in ways that enable the program to achieve its mission, goals, and expected outcomes. Equipment and supplies (e.g., computing, laboratory, and teaching-learning) are sufficient to achieve the program's mission, goals, and expected outcomes.*

*A defined process is used for regular review of the adequacy of the program's fiscal and physical resources. Review of fiscal and physical resources occurs and improvements are made as appropriate.*

#### **Program Response:**

Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of resources is reviewed periodically and resources are modified as needed. Goodwin College is a private, not for profit institution built on remediated Brownfields that has been cited as the standard for smart growth and has won both design and environmental awards. The mission of Goodwin College encompasses teaching, community service and commerce. The sources of funding for the college are: tuition, state appropriations, private grants from foundations and businesses, gifts, and other initiatives, such as the Brownfield grants for environmental cleanup of properties in East Hartford.

As enrollment in the RN-BSN Program has increased, approval was received to increase the numbers of full-time faculty and staff as needed to meet the needs of the program.

#### **Fiscal Resources**

The College's fiscal year is July 1<sup>st</sup> to June 30<sup>th</sup>. In the spring of the budget cycle, each department is required to submit an operating and a capital budget proposal. Additionally, each program develops program specific goals relating to the strategic plan of the college. The RN-BSN program has a specific program budget (see Appendix II.A.1 for the last three years of the RN-BSN budget). The RN-BSN Program Director reviews the previous year's expenditures to aid in the development of the operating budget for the upcoming year considering any unanticipated financial needs. Prior to submission of the proposed budget, the Program Director reviews this budget with the Department Chair.

The RN-BSN faculty actively participate in the budget process. The Program Director

shares budget needs with the faculty via email for their input to improve the educational experience for students. The direct operation and capital needs are discussed at a faculty meeting in coordination with the budget request process. The director discusses the operating and capital budget with the Nursing faculty for their recommendations in order to meet student outcomes. Final drafts are submitted to the Assistant Vice President of Finance, who then conducts meetings with the Program Director, Provost, and Academic Vice President. The budget is returned to the Program Director with comments and necessary revisions. The proper adjustments are made as needed for the next round of approval.

Capital budget requests are associated with the needs of the program in relation to the program goals and strategic plan of the College. All requests must be justified in terms of the program's strategic plan. Copies of the strategic plan and the current budget will be available in the document room.

Department Chairs/Program Directors receive monthly reports that reflect the financial performance of their programs. If after the budget is approved an unexpected expenditure is necessary, the request may be submitted to the Assistant Vice President of Finance as an interim budget request.

During the course of the academic year, purchases are made based on a Purchase Order (P.O.) system. Once a P.O. is created, it is then approved by the Program Director. Once approval from Program Director/Chair the request is sent to the Accounting Department where the Assistant Vice President of Finance approves the request as appropriate. A copy of the Purchase Order Form is kept on file by the Program Director as a systematic process of tracking these expenditures.

The projected annual program operating budget from July 2014–June 2015 can be found in Appendix II.A.1 – RN-BSN Budget.

### Faculty Salary Resources

The RN-BSN Program is comprised of a director, one administrative assistant and three full-time faculty members. These numbers for staff and faculty are sufficient to meet the needs of the RN-BSN Program. Goodwin College faculty have 12 month or 36 month contractual appointments depending on length of service with the college. Faculty contracts further state all full-time faculty work 35 hours per week. **Refer to Faculty Handbook for description of contractual agreements.** Factors affecting faculty salaries are longevity, merit and promotions in rank. Table II.A.2 compares the mean nursing faculty salary at Goodwin College to the mean current market salaries for nursing faculty in the North Atlantic Region.

**Table II.A.1 Comparison of Nursing Faculty Salaries for a Calendar Year**

	<b>Current Market Salaries for Nursing Faculty*</b>	<b>Current Salaries of Nursing Faculty at Goodwin College</b>
	North Atlantic Region/Secular	
Associate Professor	\$88,462 - \$111,928	\$78,000 - \$98,000
Assistant Professor	\$64,782 - \$97,102	\$72,000 - \$78,000

\*Fang, D., Li, Y., Bednash, G. D. (2014) p. 34. *2013-2014 Salaries of Instructional and Administrative Nursing Faculty in Baccalaureate and Graduate Program in Nursing*. Washington, DC: American Association of Colleges of Nursing.

Full-time faculty are evaluated annually in August. Recommendation for a salary increase is made by the Program Director and reviewed with the Department Chair. Increases are determined based on performance and the faculty's ability to meet their determined professional development goals. Annual salary increases are effective in September of the respective year.

All full-time faculty are allotted \$1,000 for use in educational seminars which include travel and other revenue expenses needed for attendance. The Program Director is given the authority to manage the budget including hiring faculty based on the need of the program.

Faculty may apply for promotion to any of the ranked faculty positions. The faculty member must meet college expectations associated with specific academic rank and follow the application process. This procedure may be found in document room.

### **Physical Resources**

Goodwin College is situated on a 29-acre main campus located on the banks of the Connecticut River at One Riverside Drive in East Hartford, Connecticut. The campus includes an additional 630 acres of land adjacent to the south side of the campus. The current academic building, completed in December 2008, provides the physical and technological resources necessary to meet the needs of the RN-BSN Program offered in an online and hybrid format. The nursing offices are located on the 5<sup>th</sup> floor of this building. The campus is easily accessible from several major highways, including I-91, I-84, and CT Route 2. Goodwin College is handicap accessible and located on a bus line.

### **The Main Academic Building – One Riverside Drive**

All core student services are located in the 110,000 square-foot academic center. At this location there are a total of 35 technologically advanced classrooms consisting of 23 lecture classrooms, five state-of-the-art science laboratories, three computer laboratories, and one each of a nursing, respiratory, and math laboratory. This building features an Academic Success Center that supports the peer tutoring program, and assistance in writing and computer management. On the third floor students, faculty and staff can enjoy an outdoor rooftop patio to socialize while enjoying the views of the river. An 880-seat auditorium with special lighting features, as well as one community room are available to support both college and community events.

Many of the student support offices are conveniently located on the first floor. This includes the Vice President for Academic Affairs's Office, Registrar's Office and Student Services. The Accounting and Financial Aid Departments are also located on this floor. The Admissions suite holds 16 offices to service the needs of our students. The Information Technology Department is located adjacent to computer-training labs and offers an IT help desk and technical equipment for faculty and student use.

The second floor houses many of the classrooms and laboratories along with a faculty and staff lounge that contains ample work space and private lockers utilized by adjunct faculty. Four computer stations connected to a copier are available for faculty use within the faculty lounge. The classrooms are spacious and bright, providing an atmosphere that is conducive to learning. All science laboratories are adequately equipped to support the needs of the science courses and meet all required state and federally mandated safety requirements. Computer laboratories are available for student use and are equipped with the hardware and software needed to enhance student learning. A 2,000 square-foot lounge which includes comfortable seating, study tables, hot and cold vending services, microwaves, and an ATM is available for

students. A cantina that serves hot and cold foods at posted times is available to students, faculty and staff. Also located on the second floor are: The Career Services Office to provide student assistance with job skills, the Math Lab, and Academic Success Center. Floor plans of the each floor within the main building may be found in the document room.

Goodwin College owns additional buildings on Riverside Drive, and for example, 403 Main Street and Two King Court, which are utilized for various offices and classrooms. A free shuttle provided by the college runs at regular intervals between the main campus and the buildings on Main Street and King Court. On rare occasions, the RN-BSN Program may utilize one of the classrooms at 403 Main Street.

At the One Riverside Drive campus, there are three large classrooms available for class sizes ranging from 30-50 students. All other classrooms hold up to 30 students. The facilities meet the needs of all students both in the hybrid and online courses. The nursing skills laboratory is located on the fifth floor of the main campus and is easily accessible to students and faculty. The skills laboratory is equipped with a variety of items that facilitate faculty's and students' abilities to meet the learning needs of the RN-BSN program. Examples include three adult as well as a child and infant Vital Sim mannequins loaded with Laerdal simulation scenarios, a variety of direct care and assessment equipment as well as audio visual equipment for taping and recording scenarios and viewing educational materials.

All classrooms are well lit, ventilated and appropriately climate-controlled. In all areas used by students and faculty there is ample access to electrical sources. The classrooms have access to a computer and LCD to facilitate PowerPoint presentations. In many of the classrooms a Smart Board enables projection of PowerPoint presentations and allows access to the Internet. Classrooms without a Smart Board utilize a white board and have Internet accessibility with computer access.

### **Faculty Space**

All faculty and staff are provided work space which includes desktop computers, and a variety of software packages that support their productivity. Desktop computers are replaced on a rotational schedule as needed to maintain high efficiency. The desk space measures 5ft X 2ft and the dividers between some work areas facilitate a private work environment. All faculty members are provided desks with locked drawers, enabling them to secure important class material as well as personal possessions. We acknowledge that a more ideal setting would be for all full-time faculty to have private offices but the current design of the space does not allow for that configuration. All faculty have a private telephone line where messages may be left. Faculty have access to appropriate office technology (e.g. copier, color printer, fax machine, etc.).

An Administrative Assistant is positioned at the entrance of the office and is accessible to students and others who enter the department. From this vantage point s/he is available to greet and direct students to the appropriate faculty member.

There is ample classroom space available for faculty and student meetings. In addition, the spacious library has areas which may be reserved. The Board Room, auditorium and community room are also available for the nursing department. If a specific room set-up is required, the Facilities Management staff provides that service. If space is needed for private meetings with individual students or student groups, the faculty member will arrange for an appropriately sized and equipped room or office space.

**II-B. Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.**

*Elaboration: Academic support services (e.g., library, technology, distance education support, research support, admission, and advising services) are adequate for students and faculty to meet program requirements and to achieve the mission, goals, and expected program outcomes. There is a defined process for regular review of the adequacy of the program's academic support services. Review of academic support services occurs and improvements are made as appropriate.*

**Program Response:**

Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs. Goodwin College is committed to providing academic support services that are integral to facilitate student success in all programs. Our shared governance process, as presented in Standard I, provides the structure to review these services to assure that they are adequate and meet the needs of our students. The specific committees which are integral to student success are featured in Table II.B.1 below.

**Table II.B.1 Tier II Committees Supporting Student Success**

Academic Success	The mission of the Academic Success Committee is to create and maintain an optimal educational environment that assists and encourages each student to achieve his or her educational potential and embrace lifelong learning.
Enrollment and Registration	The mission of the Enrollment and Registration Committee is to assess, refine, and when necessary, modify current Enrollment & Registration procedures. Such an effort will improve the overall experience on behalf of students, staff, and faculty. The committee has a responsibility to increase communication practices, college wide, with regards to Enrollment and Registration procedures.
Library Advocacy	The mission of the Library Advocacy Committee is: Encourage the most effective use of the library resources. Foster the improvement of existing library services and initiate new services. Collaborate within and beyond the Goodwin community.
Student Experience	The mission of the Student Experience Committee is to create a nurturing campus climate where similarities and differences are respected and supported by ensuring the active participation of the entire campus community.

Each specific area of academic support will be discussed individually. The areas addressed include: the Library, specific technology platforms utilized, distance education supports, research supports, admissions and advising processes and tutoring services.

## Library

The Hoffman Family Library at Goodwin College is dedicated to excellence in service to the students and faculty. The library is open seven days per week for a total of 91 hours with both day and evening hours. During final exam week the library is open additional hours. All students are required to take a non-credit library introduction course, ASD 110. This course provides students with information about Goodwin's library as well as direction of how to access resources within the library. This library collection provides students with a broad selection of print and electronic resources. The library's home page entitled "Our Library Without Walls," includes access to and information about using all of the library collections. Additionally this home page features reference services and news of interest to the Goodwin community on the library's blog, developed by the Librarian (access the blog at following website: <http://hoffmanfamilylibrary.wordpress.com/>). Students and staff may access the library's e-books and research databases remotely by entering a user name and password. They are able to access the catalogs and databases with abstracts and full text sources from magazines, journals, and newspapers. Other resources on the homepage include course-related Web sites, faculty services, information literacy tutorials and reference links. The library staff provides the following services: reference, interlibrary loan, and circulation and reserves. Access to a copier is available for a nominal fee. All students/faculty are encouraged to contact the librarians for any assistance, as staff are available during operating hours. The services and holdings of the library are sufficient to meet the needs of the RN-BSN Program. A list of holdings will be available in the document room.

Assistance from library staff is available in person during operating hours and via online 24 hours a day. Real time reference assistance is available using the "Ask a Librarian" page that includes: in person, by phone, email, instant messages through Meebo, and the Text-a-Librarian platform. Faculty are encouraged to request additional resources that may benefit the students at any time. Faculty members are consulted regarding any new acquisitions as well as prior to the removal of any nursing materials which may be outdated. Nursing materials are reviewed yearly by faculty members from the RN-BSN program. Other resources on the library page include course-related websites, faculty services, information literacy tutorials, reference links, and an electronic library of over 47,000 books. The Goodwin Community may borrow additional resources from more than 300 libraries through participation in the ICONN Interlibrary Loan Service. It can take up to two weeks for a request to be filled. Laptops are available for loan to students to use only in the library. The library staff is available for assistance with literature reviews.

The Tier II Library Advocacy Committee meets on a regular basis to oversee changes to the library and establishment of any new resource(s), which might benefit students and/or faculty. Dr. Leslie Harris serves on this committee.

## Technology

The College uses Blackboard 9.1 as its Learning Management System (LMS). Access to the Blackboard online software is provided to students and faculty by the College. To date, this platform has met the needs of the RN-BSN Program.

Goodwin College established a contract with the Connecticut Distance Learning Consortium (CTDLC) in 2007 to host and maintain the technological aspects of Blackboard and all the data. In addition, the CTDLC provides Blackboard maintenance, security and backup. Key members of the Online Studies team and the system administrator at the CTDLC hold

weekly meetings to discuss items and other functions to keep the data secure and system operating correctly.

The Student Information System (SIS) that Goodwin College uses is SonisWeb. There is a SonisWeb consultant available on campus to troubleshoot issues, provide assistance, and ensure that the system is operating correctly. Students are issued an ID and password and can access this system at <https://www.goodwinsonisweb.com/studsect.cfm> from any location. Students use SonisWeb to register for classes, view grades, and receive financial information.

Online students are offered two separate help desks. For Blackboard related issues, the CTDLC provides an extensive technological support structure that enables students to receive multi-modal support via online chat, e-mail, phone, or a self-service website at [esupport.ctdlc.org](http://esupport.ctdlc.org). This is offered seven days a week. If the CTDLC cannot correct an issue, they contact Goodwin's Department of Online Studies to work directly with the faculty member or student. Students are provided with this information through the online training handbook.

For issues regarding email or SonisWeb, students contact the college help desk that resides within the Information Technology Department.

### **Online Studies Supports**

The Department of Online Studies provides a variety of services to enhance and support all matters tied to distance education. These services support both faculty and students. The goal of the Department of Online Studies is to ensure that students are successful in learning in this medium and faculty have the skills to provide a solid student experience that promotes excellence in online education.

The department is led by Dr. Mark Fazioli, Director of Online Studies, [mfazioli@goodwin.edu](mailto:mfazioli@goodwin.edu). He has fifteen years of experience in instructional design for online learning, as well as ten years of actual teaching online. Both of these areas of expertise have led to the development and growth of numerous online programs. Working closely with college faculty, Dr. Fazioli has assisted with the adaptation and development of all courses currently offered online. He oversees the training of all faculty in effective teaching strategies and best practices of Instructional Design for course development for online learning. Faculty evaluations completed by students address the ability of the faculty to use these techniques. The Online Studies Department consists of an Instructional Multimedia Producer, Instructional Technology Support Developer, as well as a part-time Instructional Coach. These positions allow us to provide online students with the best engaging courses to foster a high level of transfer of knowledge from classroom to career.

Goodwin College uses a proactive, collaborative approach to design and development of online courses. Each faculty that develops an online course must complete a certification course. This course, consisting of five units, covers curriculum mapping from outcomes to authentic assessments to ensure that courses are fully aligned. This process also teaches the faculty best practices with instructional design, visual literacy, media selection and content implementation within the Goodwin College online template. This process ensures our online courses meet all standards for best practices for online learning. Each faculty member works collaboratively with an instructional designer, media developer and a Blackboard expert. There is a course development manual that outlines the development process and assists faculty to meet Goodwin's standards of excellence for online learning. This instructional model and process were presented at the Sloan Consortium Conference in Orlando, Florida, in 2013 and received positive feedback from faculty and administrators of other institutions of higher education. All

courses and curriculum reside and are managed by the faculty and their respective academic departments.

All online courses use a common template to provide students with easy access to content, materials and other items found in the courses. A two click rule has been implemented so students can find their materials quickly and consistently across all courses. This eliminates students' confusion and frustration since all content and materials are located in the same place within the Goodwin online template. This allows students to spend more time learning versus looking for materials. The RN-BSN Program is the only program of study offered completely online at this time.

Students are able to access their online courses through Blackboard at [bb.goodwin.edu](http://bb.goodwin.edu). If students are unsure of the direct URL, they can easily navigate to Blackboard either through the Goodwin College website or through the Goodwin College student webpage. Faculty members are also able to use the link, or they can navigate to Blackboard via the Goodwin College faculty and staff webpage.

To provide support, there is an interactive electronic help and training system available to all distance education faculty. This system has interactive tutorial videos on Blackboard tools, manuals, and resources and is available 24 hours a day to provide support when needed. There are a variety of webinars and training sessions offered online for faculty to remain current with new instructional strategies and technologies. Faculty can access this resource center by clicking on the faculty support tab in Blackboard.

### **Research and Grant Writing Supports**

The college has an active grant writing department of skilled grant writers to assist with the acquisition of funds to support faculty research efforts. Dr. Hathaway serves as liaison to the grant department, which has resulted in multiple grants awarded such as *Integrating Cultural Outlooks in Nursing*. With this grant, full-time faculty began the journey to cultural competence through self-reflection and professional development lead by the nationally known consultant, Rumay Alexander, Ed.D., RN. Project outcomes included measures of changed faculty perspectives, curricular maps to inform scheduled course revisions, partner participation, and a new Goodwin College diversity committee that has evolved to be the shared governance Tier II Intercultural Inclusion Committee. Faculty member Dr. Anne Marie Buonocore serves on this committee.

### **Admission and Advising/Counseling Student Services**

Students entering the RN-BSN program first meet with an admission counselor who conducts an admissions interview and placement evaluation. At completion of the interview and evaluation the students then meet with the designated nursing academic advisor for the RN-BSN program. The academic advisor will prepare a plan of study for the student that allows them to visually see what courses are needed for completion of the program, and attainment of the degree. Students are encouraged to contact the advisor each semester to review their plan of study and to ensure they are meeting requirements for graduation.

The majority of student support services are provided through electronic access to Sonis Web. A variety of student information including accessing grades and the ability to register for a course is available. Providing flexibility for students to manage their education is exactly what the typical online student is looking for, and with SonisWeb, students can access their information online 24 hours a day, seven days per week.



After a student registers for a distance education course, they are provided with resources to foster their success in this format of study. An online manual is available to them which clearly addresses their questions regarding how to access courses as well as successful strategies to participate in the online format.

Additionally, the student enrolled in online studies is able to access the electronic version of the College's Student Handbook at ([http://www.goodwin.edu/student\\_handbook/](http://www.goodwin.edu/student_handbook/)) and the program's Student Handbook. This facilitates their ability to be aware of both college wide and program specific operational policies.

All nursing faculty and nursing students have access to a counselor, Dr. Joan Lester, Psy.D., RN for emotional and psychological support in all matters that may affect their academic performance. The counselor is available by appointment and meets with the individual in a private room. The content of those sessions is held in confidence unless the student chooses to have the information shared with faculty or the program director.

Faculty and students also have access to the College's Social Worker, Giovanna Cammuso, MSW, LCSW for individual counseling regarding personal and academic challenges. Counseling services are free, confidential and available to all currently enrolled students.

### **Tutoring Services**

The College recognizes that students may need assistance or tutoring in an academic subject at some point during their career at Goodwin. The college currently provides eTutoring services through the CTDLC where students receive online assistance with writing, math, accounting, biology, chemistry, anatomy and physiology, information literacy, and research methods.

On campus, The Academic Success Center is available and is supported by paid tutors available to all students within the college and for those taking courses. The Center is open Monday – Saturday 8:30 am to 8:30 pm. Tutoring is available by appointment or on a walk-in basis. Students may also submit papers to the center for tutors' feedback on grammar, sentence structure, and APA format. Distance education students are able to send papers to the center and expect that they will be returned with feedback within a week or sooner of paper submission. All students seeking tutoring services are able to access TutorTrac ([tutortrac.goodwin.edu](http://tutortrac.goodwin.edu)). This is a web application that provides students a convenient way to book and cancel appointments; search tutor availability by specific course, time or date; and review past and upcoming appointments.

All nursing faculty have posted six (6) office hours per week where students may arrange by appointments or drop in for academic counseling or tutoring. Faculty are also available to students by appointment outside of their regular office hours if necessary. Online students are able to post questions and concerns 24 hours per day and 7 days per week with an expectation of a response within 24-48 hours.

### **II-C. The chief nurse administrator:**

- is a registered nurse (RN);
- holds a graduate degree in nursing;
- holds a doctoral degree if the nursing unit offers a graduate program in nursing;
- is academically and experientially qualified to accomplish the mission, goals, and expected program outcomes;

- is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; and
- provides effective leadership to the nursing unit in achieving its mission, goals, and expected program outcomes.

*Elaboration: The administrative authority of the chief nurse administrator is comparable to that of chief administrators of similar units in the institution. He or she consults, as appropriate, with faculty and other communities of interest to make decisions to accomplish the mission, goals, and expected program outcomes. The chief nurse administrator is perceived by the communities of interest to be an effective leader of the nursing unit. The program provides a rationale and a plan to come into compliance if the chief nurse administrator does not hold a graduate degree in nursing and a doctoral degree (if applicable).*

*Elaboration: The administrative authority of the chief nurse administrator is comparable to that of chief administrators of similar units in the institution. He or she consults, as appropriate, with faculty and other communities of interest to make decisions to accomplish the mission, goals, and expected program outcomes. The chief nurse administrator is perceived by the communities of interest to be an effective leader of the nursing unit. The program provides a rationale and a plan to come into compliance if the chief nurse administrator does not hold a graduate degree in nursing and a doctoral degree (if applicable).*

### **Program Response:**

The chief nurse administrator meets all of the criteria as listed in Standard II-C. The Nursing Department has a unique structure. The Chair of the Department is Janice Costello MSN, RN. Ms. Costello was in this role for several years prior to the implementation of the RN-BSN program. Given her history with the college, the Administration of the college chose to have her continue in this role despite the fact that she is not prepared at the doctoral level. Her relationship with the RN-BSN program is one of support. She serves as a resource broker in terms of assisting to attain the needed resources for the program.

Rosemary Hathaway Ph.D., RN is the Nurse Administrator for the RN-BSN program. Her curriculum vitae is available for review in the document room. She determines the faculty teaching loads as well as all curricular content. She establishes the RN-BSN budget and manages the resources.

Dr. Hathaway has been with Goodwin College since 2007. She has in excess of twenty years of experience in major leadership roles in various acute care settings. Her work history supports the value she brings to the department in terms of teaching and leadership skills and experience.

The faculty, staff and administration of Goodwin College hold Dr. Hathaway in the highest esteem. Her commitment to the mission, goals and expected outcomes for the college and the program are evident in the way she conducts herself in the workplace. She consistently utilizes the mission and visions of the college and the program to guide her in her decision making. She is able to envision how the program fits into the greater whole of the college.

Dr. Hathaway has been the only Director for this program and is predominantly responsible for providing the leadership for the faculty as they developed a highly successful and

competitive RN-BSN program. Dr. Hathaway has led the team in the development of a highly successful program. The communities of interest, both internal and external, perceive her to be an effective leader of the RN-BSN Program.

#### **II-D. Faculty are:**

- **sufficient in number to accomplish the mission, goals, and expected program outcomes;**
- **academically prepared for the areas in which they teach; and**
- **experientially prepared for the areas in which they teach.**

*Elaboration: The full-time equivalency (FTE) of faculty involved in each program is clearly delineated, and the program provides to CCNE its formula for calculating FTEs. The overall faculty (whether full-time or part-time) is sufficient in number and qualifications to achieve the mission, goals, and expected program outcomes. Faculty-to-student ratios ensure adequate supervision and evaluation and meet or exceed the requirements of regulatory agencies and professional nursing standards and guidelines.*

*Faculty are academically prepared for the areas in which they teach. Academic preparation of faculty includes degree specialization, specialty coursework, or other preparation sufficient to address the major concepts included in courses they teach. Faculty teaching in the nursing program have a graduate degree. The program provides a rationale for the use of any faculty who do not have a graduate degree.*

*Faculty who are nurses hold current RN licensure. Faculty teaching in clinical/practicum courses are experienced in the clinical area of the course and maintain clinical expertise. Clinical expertise may be maintained through clinical practice or other avenues. Faculty teaching in advanced practice clinical courses meet certification and practice requirements as specified by the relevant regulatory and specialty bodies. Advanced practice nursing tracks are directly overseen by faculty who are nationally certified in that same population-focused area of practice in roles for which national certification is available.*

#### **Program Response:**

Faculty are sufficient in numbers and academically and experientially prepared in the areas they teach in order to accomplish the mission, goals, and expected outcomes. All nursing faculty in the RN-BSN program are doctorate prepared or in candidacy status for their Ph.D. Faculty provides leadership and support necessary to attain goals and outcomes of the nursing program.

Faculty has been added as justified by the need. Presently, there are four full-time equivalent (FTE) faculty, including the Program Director that have teaching responsibilities.

All full-time nursing faculty members are expected to teach twelve (12) to fifteen (15) credit/contact hours per semester: however faculty may be granted a reduction in load at the discretion of the Program Director for scholarly activity or service to the College. This faculty load is consistent with other faculty of the College. All faculty are informed of their assignments prior to the commencement of each semester. The Program Director may alter such assignments due to student registration and the needs of the College.

The Summer 2014 teaching load is depicted in Table II.D.1.

**Table II.D.1 Summer 2014 Course Distribution\***

Course	Section	Instructor
NUR 300	O1	Harris, Leslie
NUR 300	O2	Harris, Leslie
NUR 310	H1	Morey, Barbara
NUR 310	O1	Morey, Barbara
NUR 350	O1	Buonocore, Anne Marie
NUR 361	H1	Morey, Barbara
NUR 363	H1	Hathaway, Rosemary
NUR 363	O1	Buonocore, Anne Marie
NUR 460	O1	Harris, Leslie
NUR 468	O1	Buonocore, Anne Marie

\*O = Online; H = Hybrid

### Academic and Experiential Qualifications of Faculty

Academic and experiential qualifications of faculty are diverse and appropriate to meet program outcomes. Nursing faculty qualifications, including credentials, education, and teaching assignments are listed below in Table II.D.2. A summary of biographical information for each full-time faculty is available on the college's website under faculty profile, which provides a summary of the faculty member's qualifications and scholarship. Faculty Curriculum Vitae may be found in the document room.

**Table II.D.2 Faculty Profile**

FACULTY PROFILE					
Name	Position	Degrees	Specialties	Classes Taught	Program Contributions
Rosemary Hathaway	Program Director	PhD, RN	Administration, Leadership, Nursing Education	Study Abroad, Career Advancement, Leadership	Nursing Education, Leadership
Anne Marie Buonocore	Assistant Professor	PhD, RN, CNE	Leadership, Maternal/Child. Professionalism	Leadership, Contemporary Issues	Nursing Education, Professional Role, Leadership
Leslie Harris	Assistant Professor	EdD, RN	Nursing Education, Psychology, Leadership	Nursing Role, Policy	Nursing Education, Leadership, Professional Role
Barbara Morey	Associate Professor	PhDc, APRN,	Nursing Education,	Health Assessment,	Nursing Education,

<b>FACULTY PROFILE</b>					
		NCSN	Family Health, Public and Community Health	Public and Community Health	Public and Community Health, Advanced Practice

As indicated in the Standard I, full-time faculty at Goodwin College are expected to focus on three specific aspects of performance: teaching, service, and scholarship. Each of these areas will be discussed in detail.

### **Teaching**

The College clearly outlines the teaching roles and responsibilities of faculty members. Faculty evaluations completed by the Program Director as well as students focus on faculty's ability to organize material and present it in an articulate fashion and utilize effective pedagogies to foster student participation. Annual faculty evaluations demonstrate excellence in teaching. See Appendix II.D.1 for an example of the tools utilized to evaluate faculty. Faculty professional qualifications, commitment and dedication to the role are evidenced by their advanced education, commitment, community leadership, and participation in professional organizations.

### **Service**

The College requires that all faculty provide service internally through committee memberships and participation in a variety of college activities.

Faculty serve as consultants, volunteers and leaders in both professional and community organizations. These varied experiences in the external community facilitate their ability to bring current practices into the classroom. This fosters the student's ability to transfer learning into their current practice. They serve on multiple committees in the Goodwin College Community. Faculty service keeps faculty informed of the changes in the professional and community environment. Some examples of faculty service are reflected in Table II.D.3.

**Table II.D.3 Examples of Faculty Service**

<b>NAME</b>	<b>ORGANIZATION</b>	<b>ELECTED SEAT</b>
Janice Costello	Connecticut League for Nursing	President
Rosemary Hathaway	Hospital for Special Care	Board Member
Anne Marie Buonocore	Sigma Theta Tau	Past President
Leslie Harris	Connecticut Nurse's Association	Vice-President
Barbara Morey	Connecticut League for Nursing	Secretary

## Scholarship

Faculty are actively involved in scholarship activities, including active enrollment in doctoral programs or contributing to the greater body of knowledge through presentations and publications. Examples include: Ms. Morey, Ph.D.(c) is completing her Ph.D. at Nova Southeastern University and in addition to finishing her doctorate, has two articles in review; Dr. Buonocore has multiple examples of completed research and poster presentations; Dr. Harris has recently completed her Ed.D. and presented a poster titled: Case Study: Gerontological Content Inclusion in Associate Degree Nursing Programs. Dr. Hathaway works collaboratively with the grant department and has experience managing three grants for the Nursing Department totaling in excess of \$160,000.00. She is a HRSA grant reviewer and is published. Barbara Morey has co-authored two articles; *The Effect of Personal Relevance on Inpatient Falls for the Journal of Nursing Administration*. This article was presented at the Annual Saint Francis Hospital and Medical Center Nursing Research Day, October 2013. The second co-authored article is *Hispanic Inpatient Pain Intensity*, which has been accepted for publication with The Western Journal of Nursing Research. The *Hispanic Inpatient Pain Intensity* paper was presented at the Annual Eastern Nursing Research Society Conference on April 10, 2014 in Philadelphia, Pennsylvania and a poster presentation of it was done at the Annual Scientific Meeting of the American Pain Society on May 2, 2014 in Tampa, Florida.

As these are just examples of faculty Teaching, Service and Scholarship, please refer to individual curriculum vitae in the document room.

To ensure clear expectations for faculty in each of the three areas, Teaching, Service and Scholarship, each faculty member develops professional objectives each year as part of the annual review process. Each faculty meets with the Program Director to review their annual evaluation and determine credit work load. Although all full-time faculty is expected to teach 15 credits and Program Directors up to and including 9 credits per semester, faculty workloads maybe negotiated with the Program Director.

## **II-E. Preceptors, when used by the program as an extension of faculty, are academically and experientially qualified for their role in assisting in the achievement of the mission, goals, and expected student outcomes.**

*Elaboration: The roles of preceptors with respect to teaching, supervision, and student evaluation are:*

- *clearly defined;*
- *congruent with the mission, goals, and expected student outcomes; and*
- *congruent with relevant professional nursing standards and guidelines.*

*Preceptors have the expertise to support student achievement of expected outcomes.*

*Preceptor performance expectations are clearly communicated to preceptors and are reviewed periodically. The program ensures preceptor performance meets expectations.*

## **Program Response:**

Preceptors, when used by the program as an extension of faculty, are academically and experientially qualified for their role in assisting in the achievement of the mission, goals, and expected student outcomes. There are two courses within the RN-BSN program that require

preceptors. These courses are NUR 361-Public and Community Health Nursing requiring a forty-five (45) hour clinical experience and the elective course NUR 441-Career Exploration in Nursing requiring a ninety (90) hour clinical experience. Contracts with agencies are established prior to any student starting their clinical experience. Agencies and contracts are displayed in the document room. Prior to contracts being established with the agency, objectives of the course are given to the agency and the nursing director of the agency will assign nurses to students. Preceptors must be prepared at the BSN level at a minimum. The nurse preceptors understand the learning objectives for the assigned student and agree that they will be responsible to provide the student with the experiences necessary to meet the objectives. When possible, preceptors are chosen by faculty. As an example, the preceptor for the Connecticut Department of Public Health experience was recruited by Goodwin faculty. Curriculum vitae of preceptors are found in the document room.

Sites for NUR 361-Public and Community Health Nursing are selected by the course instructor. Agencies chosen are those involved with populations within the community or public health care system who meet the student learning needs and outcomes for the course. Table II.E.1 and II.E.2 portray examples of student placements with preceptors.

**Table II.E.1 Student Placements for NUR 361-Public and Community Health Nursing**

<b>Agency</b>	<b>Preceptor</b>	<b>Town</b>
Connecticut Department of Public Health	Barbara Dingfelder, BSN, MPH, RN, PHCNS-BC, CHES	Hartford
St. Francis Hospital and Medical Center - Out-Patient Clinic	Cathy Keating, MSN, RN	Hartford
Visiting Nurse Association of the Lower Valley	Susan Maxwell, MSN, RN	Centerbrook
Hartford Public School System	Deborah Chameidesm, MSN, RN	Hartford
Hospital of Central Connecticut Joslin Center	Karen McAvoy, MSN, RN, CDE	New Britain
VNA Health Care	Debra Psanis, MSN, RN, CWCN	Hartford

Preceptors in Nursing 441-Career Exploration in Nursing are chosen by the instructor of the course. Copies of preceptor curriculum vitae can be found in the document room.

**Table II.E.2 Student Placement for Nursing 441-Career Exploration in Nursing**

<b>Agency</b>	<b>Preceptor</b>	<b>Town</b>
Saint Francis Hospital and Medical Center	D. Longobucco, MS, APRN and A. Nagy, BSN, RN	Hartford
Institute of Living	Ellen W. Blair, MSN, APRN	Hartford

Faculty members selecting preceptors and clinical sites have been instrumental in development of the course and are aware of the specific professional nursing standards and guidelines within these areas of nursing practice. As faculty do not always select the specific preceptor within an agency, they work closely with the agency liaison responsible for making that selection. This individual is well informed of the expectations of the course and the preceptor. This person provides the orientation to the preceptor role to his or her staff. To date, we have had only positive experiences with our preceptors.

Students in both courses complete preceptor and clinical site evaluations at the end of each semester. Decisions about retaining preceptors and clinical sites for future semesters are based on this student feedback.

Copies of the course learning outcomes and evaluations of preceptors and agencies for these two courses may be found in the document room.

**II-F. The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes.**

*Elaboration: Institutional support is available to promote faculty outcomes congruent with defined expectations of the faculty role and in support of the mission, goals, and expected faculty outcomes. For example:*

- *Faculty have opportunities for ongoing development in the scholarship of teaching.*
- *If scholarship is an expected faculty outcome, the institution provides resources to support faculty scholarship.*
- *If practice is an expected faculty outcome, opportunities are provided for faculty to maintain practice competence, and institutional support ensures that currency in clinical practice is maintained for faculty in roles that require it.*
- *If service is an expected faculty outcome, expected service is clearly defined and supported.*

**Program Response:**

The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes. The college values faculty development and provides a number of resources to facilitate development in teaching excellence. The college recently approved a new position, Dean of Faculty. This position provides support to faculty for academic development and provides recognition of faculty who have achieved accomplishments outside of their academic role. These areas include community service, research and practice. An example of faculty recognition is noted on the Faculty Achievement Wall on the second floor, where pictures and short bios of faculty exemplars are noted. Posters of scholarly work by students and/or faculty are displayed on the second floor. Faculty are encouraged to present at conferences, publish and participate in assessment activities.

**Faculty Development and Support**

Excellence in teaching is an expectation of faculty and the college provides numerous opportunities and activities to meet this expectation. All faculty teaching hybrid or online



courses are required to complete the online Blackboard Training and Certification. All faculty are provided with The Online Course Development Manual.

Full-time College faculty members are encouraged to attend professional development opportunities of their choosing. All full-time faculty members are allowed up to a maximum of \$1,000 annually to attend professional development programs.

Full-time faculty are also granted up to \$1,000 per year by the College for enrollment in higher-education degree programs, appropriate to the employee's academic discipline, at an accredited institution. The College matches annual tuition costs for full-time faculty members pursuing a Doctoral degree up to \$5,000 per year. Spouses and dependent children of all full-time faculty receive 100% tuition reimbursement to attend classes at Goodwin College. Part-time faculty receives 50% tuition reduction for themselves, immediate family members and dependent children.

Full-time staff and faculty are also eligible for tuition remission when enrolled in undergraduate or graduate level courses at Goodwin College, Hartford Seminary, Rensselaer at Hartford, University of St. Joseph, Trinity College, University of Hartford, Charter Oak State College and the University of Connecticut. The employee may register for one course per semester (fall, spring) and one course during Summer term. With the exception of the registration and certain laboratory or education fees, there is generally no charge for these courses; the one exception being Charter Oak College where the student pays 50% of tuition and fees.

Ongoing faculty development and scholarship is provided throughout the school year. Scholarship includes participation of all full-time faculty on Community days (which are held three times a year prior to the start of the new semester), when afternoon sessions are provided for faculty in areas of academia such as: cultural diversity and new technology.

Throughout the year, the Dean of Faculty provides numerous educational programs informing faculty of current changes to academic initiatives and or new technology available to the college.

## **Service**

Service to the college is an expectation of faculty. All faculty are assigned to Tier II committees, which are duly noted in their evaluations with many faculty also serving on Tier I committees. Faculty members in the nursing program engage in service to the profession. Janice Costello MSN, RN has the distinction of being President of the Connecticut League for Nursing; Dr. Rosemary Hathaway serves as Board Member to the Hospital for Special Care, Board Member on the Connecticut Community College Nursing Program Advisory Board, member of the Three Rivers Community College Advisory Board, and HRSA Grant Reviewer; Barbara Morey, Ph.D.(c), APRN serves on the Board for the Connecticut League for Nursing in the capacity of secretary. Dr. Anne Marie Buonocore serves on the legislative committee for Connecticut Nurses Association, is an elective member of the Zoning Committee for Harwinton, Connecticut; Dr. Leslie Harris serves as Vice-President of Connecticut Nurses Association and is a member of the Program Committee for the Connecticut League for Nursing. All faculty work on professional committees and are actively involved in other professional nursing activities both on campus and off.

Faculty are also involved in community outreach projects. For example, both Janice Costello and Barbara Morey have been involved with the Adult Continuing Education (ACE) program providing health topics of interest to this population. Faculty are also involved with

college community activities such as Relay for Life, Health Fairs, and annual clothing and food drives.

## **Standard II**

### **Program Quality: Institutional Commitment and Resources**

#### **Strengths**

- Goodwin College provides support and resources for faculty to be successful in the program, both hybrid and online formats.
- Faculty are well prepared in the areas they are teaching.
- Program review is ongoing throughout the academic year with improvements implemented as needed.
- Faculty scholarship and services are supported by the institution.

#### **Weaknesses**

- Personal faculty office space is limited.
- Informal evaluation process of student services within the RN-BSN program.

### Standard III

#### Program Quality: Curriculum and Teaching-learning Practices

The curriculum is developed in accordance with the program's mission, goals, and expected student outcomes. The curriculum reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected student outcomes. The environment for teaching-learning fosters achievement of expected student outcomes.

#### **III-A. The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that are congruent with the program's mission and goals, and with the roles for which the program is preparing its graduates.**

*Elaboration: Curricular objectives (e.g., course, unit, and/or level objectives or competencies as identified by the program) provide clear statements of expected learning that relate to student outcomes. Expected outcomes relate to the roles for which students are being prepared.*

#### **Program Response:**

The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that are congruent with the program's mission and goals, and with the roles for which the program is preparing its graduates. The curriculum for this program was developed, revised and continues to evolve in accordance with the Goodwin College and RN-BSN mission and goals, *The Essentials of Baccalaureate Education for Professional Nursing Practice* (2008) and the Wellness Model as the basis of the Curriculum Framework. The Wellness model was developed and introduced by the Director of the pre-licensure program in 2003. The premise of this model is that the nurse's focus is on the client's holistic health, viewed as a point on a continuum of wellness from a low level wellness (or total disruption of wellbeing) to a high level of wellness (or total integration of physical, psychosocial and spiritual wellbeing). The curriculum emphasizes that the client's status is dynamic and constantly changing.

Graduates of the RN-BSN program at Goodwin College are prepared to practice professional nursing as a generalist with skills applicable across all health care settings. They are able to practice nursing from a broad base of scientific and general knowledge. The RN-BSN Program curriculum prepares them to enter graduate school. Utilizing critical thinking skills, they apply the tenets of Quality and Safety Education for Nurses (QSEN) that include quality improvement, safety, patient centered care, teamwork and collaboration, evidence based practice, and informatics in multidisciplinary-multicultural environments.

Upon completion of the RN-BSN program the graduate is expected to:

1. Practice professional nursing from a holistic, visionary, culturally competent, fiscally responsible base, as they design, manage, and coordinate care for individuals, families, groups, communities and populations;
2. Synthesize and apply knowledge from nursing theory, practice, research and the liberal arts and sciences to professional nursing practice;
3. Integrate and demonstrate beginning leadership and management skills using critical and creative thinking, ethical decision making, and evidence-based practice;
4. Design, manage and coordinate care to patients, families, groups, communities using

- communication skills honed by self-awareness and self-evaluation;
5. Advocate for patients, families, groups and communities based on a respect for cultural diversity and an understanding of the impact of political and regulatory process on health care;
  6. Collaborate and communicate, using a variety of modalities , with patients, families and interdisciplinary team members to maximize patient's levels of wellness; and
  7. Make a commitment to life-long learning by assuming responsibility for professional career planning, advanced education and active membership in the profession.

The outcomes of the RN-BSN at Goodwin College relate to the roles, for which the nurse is being prepared. The relationship between the RN-BSN program's expected learning outcomes and select courses and unit objectives are shown in Table III.A.1.

**Table III.A.1 Relationship between the RN-BSN Program Expected Learning Outcomes, Sample Course Objectives and Sample Unit Objectives**

<b>RN-BSN Program Expected Learning Outcomes</b>	<b>Sample Course Objective/ Course Number</b>	<b>Sample Unit Objective</b>
1. Practice professional nursing from a holistic, visionary, culturally competent, fiscally responsible base, as they design, manage, and coordinate care for individuals, families , groups, communities and populations.	Differentiate between clinical opinion and various levels of EBP, research and scientific evidence. (NUR 300)  Complete a comprehensive health history with consideration of the client's development and cultural origin. (NUR 310)	1. Summarize the movement towards evidence-based practice in nursing  2. Document an appropriate health history that is pertinent to the client's development and culture.
2. Synthesize and apply knowledge from nursing theory, practice, research and the liberal arts and sciences to professional nursing practice.	Identify and comprehend the research process, the role the nurse has in research, and the importance of integrating evidence based research into practice. (NUR 350)	1. Critique a qualitative and quantitative article  2. Comparison Paper.  3. Evidence based practice project
3. Integrate and demonstrate beginning leadership and management skills using critical and creative thinking, ethical decision making, and evidenced-based practice.	Synthesize, apply and evaluate principles of management and leadership as they apply to the evidence-based change project. (NUR 363)	1. Examine the roles and responsibilities in managing, delegating and leading in the nursing profession.  2. Identify benefits of understanding, participating, promoting, and implementing research into evidenced based practice.

<b>RN-BSN Program Expected Learning Outcomes</b>	<b>Sample Course Objective/ Course Number</b>	<b>Sample Unit Objective</b>
		3. Assess the impact of current trends, nursing roles and principles of management and leadership that influence the health care delivery system.
<p>4. Design, manage and coordinate care to patients, families, groups, communities using communication skills honed by self-awareness and self-evaluation.</p> <p>5. Advocate for patients, families, groups and communities based on a respect for cultural diversity and an understanding of the impact of political and regulatory process on health care.</p>	Using the appropriate teaching and learning principles, design, and customize a community specific health promotion project. (NUR 361)	<p>1. Utilize the nursing process, therapeutic interventions, critical thinking and professional communications to provide caring services to clients in the community.</p> <p>2. Accesses multiple community health status indicators from public and private information databases.</p>
6. Collaborate and communicate, using a variety of modalities , with patients, families and interdisciplinary team members to maximize patient's levels of wellness.	Recognize the many dimensions of the nursing profession, leadership and apply the concepts to your nursing practice and professional development. (NUR 460)	<p>1. Recognize the significance of social historical events on the evolution and progression of nursing as a profession.</p> <p>2. Examine the roles and responsibilities in managing, delegating and leading in nursing profession.</p> <p>3. Identify benefits of understanding, participating, promoting, and implementing research into evidenced based practice.</p> <p>4. Recognize the professional nurse accountability to meet the societal needs and changes to promote wellness and health promotion.</p>
7. Make a commitment to life-long learning by assuming	Demonstrate behaviors that indicate growth in the skills of	1. Completion of Healthy People 2020 as a Nurse of the

<b>RN-BSN Program Expected Learning Outcomes</b>	<b>Sample Course Objective/ Course Number</b>	<b>Sample Unit Objective</b>
responsibility for professional career planning, advanced education and active membership in the profession.	a life-long learner and a contributing member of the nursing profession, the community and society. (NUR 460)	Future final paper.

**III-B. Curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).**

- Baccalaureate program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008).
- Master's program curricula incorporate professional standards and guidelines as appropriate.
  - a. All master's degree programs incorporate *The Essentials of Master's Education in Nursing* (AACN, 2011) and additional relevant professional standards and guidelines as identified by the program.
  - b. All master's degree programs that prepare nurse practitioners incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2012).
- Graduate-entry program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) and appropriate graduate program standards and guidelines.
- DNP program curricula incorporate professional standards and guidelines as appropriate.
  - a. All DNP programs incorporate *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006) and additional relevant professional standards and guidelines if identified by the program.
  - b. All DNP programs that prepare nurse practitioners incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2012).
- Post-graduate APRN certificate programs that prepare nurse practitioners incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2012).

*Elaboration: Each degree/certificate program incorporates professional nursing standards and guidelines relevant to that program, area, role, population focus, or specialty. The program clearly demonstrates where and how content, knowledge, and skills required by identified sets of standards are incorporated into the curriculum.*

*APRN education programs (degree and certificate) (i.e., Clinical Nurse Specialist, Nurse Anesthesia, Nurse Midwife, and Nurse Practitioner) incorporate separate comprehensive graduate level courses to address the APRN core, defined as follows:*

- *Advanced physiology/pathophysiology, including general principles that apply across the lifespan;*
- *Advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts and approaches; and*

- *Advanced pharmacology, which includes pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of all broad categories of agents.*

*Additional APRN core content specific to the role and population is integrated throughout the other role and population-focused didactic and clinical courses.*

*Separate courses in advanced physiology/pathophysiology, advanced health assessment, and advanced pharmacology are not required for students enrolled in post-master's DNP programs who hold current national certification as advanced practice nurses, unless the program has deemed this necessary.*

*Master's programs that have a direct care focus but are not APRN education programs (e.g., nursing education and Clinical Nurse Leader), incorporate graduate level content addressing the APRN core. They are not required to offer this content as three separate courses.*

### **Program Response:**

The RN-BSN curriculum was developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate). The curriculum and expected individual student and aggregate student outcomes of the RN-BSN program are developed, implemented, and revised to reflect and be consistent with *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008). The intent of this section is to demonstrate the purposeful congruence of curricular objectives, the *CCNE Essentials* (AACN, 2008) and the expected individual and aggregate student learning outcomes.

The RN-BSN curriculum was designed to build upon the education and experience of RNs who received the diploma or associate degree in nursing. The RN-BSN students at Goodwin College are mature, the average age being 35 whereas the average of the student at Goodwin College is 30. Many of these nursing students have RN and life experiences across the life span and in a variety of settings. In contrast, we are also seeing students coming directly from their associate degree/diploma program with a first-time issued RN license and no RN work experience. Collaboration with colleagues at the national CCNE accreditation workshop affirmed the program's belief that we serve two distinct populations of students. Recognizing this, the faculty is sensitive to the needs of both categories of students. The curriculum of the program utilizes pedagogies that are relevant to all learners.

Individual Student Learning Outcomes and Expected Aggregate Student Learning Outcomes are demonstrated in Table III.B.1 below.

**Table III.B.1 *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008), Expected Individual Student Learning Outcomes and Expected Aggregate Student Learning Outcomes**

<i>Essentials</i> (AACN, 2008)	<b>Expected Individual Student Learning Outcome(s) The Graduate Will:</b>	<b>Expected Aggregate Student Learning Outcome(s) The Graduate Will:</b>
1. Liberal Education for	Utilize the foundation of	Synthesize and apply

<b><i>Essentials</i> (AACN, 2008)</b>	<b>Expected Individual Student Learning Outcome(s) The Graduate Will:</b>	<b>Expected Aggregate Student Learning Outcome(s) The Graduate Will:</b>
Baccalaureate Generalist Nursing Practice	liberal arts and sciences in nursing practice and education.	knowledge from nursing theory, practice, research and the liberal arts and sciences to professional nursing practice.
2. Basic Organizational and Systems Leadership for Quality Care and Patient Safety.	Demonstrate basic leadership and organizational skills.	Integrate and demonstrate beginning leadership and management skills using critical and creative thinking, ethical decision making, and evidence-based practice.
3. Scholarship for Evidence-Based Practice	Critically examine and apply current evidence to professional nursing practice.	Synthesize and apply knowledge from nursing theory, practice, research and the liberal arts and sciences to professional nursing practice.
4. Information Management and Application of Patient Care Technology	Use appropriate and timely information management and patient care technology.	Design, manage and coordinate care to patients, families, groups and communities using communication skills honed by self-awareness and self-evaluation.
5. Healthcare Policy, Finance, and Regulatory Environments	Apply knowledge of healthcare policy, finance and the regulatory environments.	Advocate for patients, families, groups and communities based in a respect for cultural diversity and an understanding of the impact of political and regulatory process on health care.
6. Interprofessional Communication and Collaboration for Improving Patient Health Outcomes	Implement principles of role, communication and collaboration to produce positive professional relationships and quality care.	Collaborate and communicate, using a variety of modalities with patients, families and interdisciplinary team members to maximize patient's level of wellness
7. Clinical Prevention and Population Health	Engage in safe nursing practices that support quality clinical prevention and population health activities.	Practice professional nursing from a holistic, visionary, culturally competent, fiscally responsible base, as they design manage and coordinate care for individuals, families, groups, communities and



<i>Essentials</i> (AACN, 2008)	Expected Individual Student Learning Outcome(s) The Graduate Will:	Expected Aggregate Student Learning Outcome(s) The Graduate Will:
		populations
8. Professionalism and Professional Values	Practice from a foundation of professional values that demonstrate moral, ethical and legal values.	Make a commitment to life-long learning by assuming responsibility for professional career planning, advanced education and active membership in the profession
9. Baccalaureate Generalist Nursing Practice		Practice professional nursing as outlined in Essentials I-VIII

In addition to the *Essentials* document, faculty also used Quality and Safety Education for Nurses (QSEN) and The American Nurses Association Scope and Standards of Practice as a guide to curricular development. The standards of CCNE serve as a guiding force in curriculum development.

Nursing courses are sequenced as follows: NUR 300 Foundations of Professional Nursing is the required pre-requisite to all nursing 300-400 level courses; NUR 310 Health Assessment; NUR 350 Seminar in Nursing Research has statistics as an additional pre-or co-requisite; NUR 361-Public and Community Health Nursing; NUR 363-Clinical Nursing Leadership; NUR 460-Seminar in Professional Nursing Leadership; HSC 305-Ethical and Legal Issues in Healthcare; NUR 441(e)-Career Exploration in Nursing; NUR 468(e)-Contemporary Topics in Nursing; NUR 470(e)-Study Abroad; NUR 3XX(e); NUR 3XX(e). The following two courses may be substituted for a NUR 3XX(e): HSC 310-US Health Care Delivery Systems and HSC 350-Continuous Quality Improvement in Health Care. With the exception of statistics (STAT 167), general education courses maybe taken in any order. Statistics has a pre-requisite requirement, MATH 125. Students must take the course or they may do a Credit by Exam (CBE). To be successful, the student must achieve a “C” or better on the CBE.

### **III-C. The curriculum is logically structured to achieve expected student outcomes.**

- **Baccalaureate curricula build upon a foundation of the arts, sciences, and humanities.**
- **Master’s curricula build on a foundation comparable to baccalaureate level nursing knowledge.**
- **DNP curricula build on a baccalaureate and/or master’s foundation, depending on the level of entry of the student.**
- **Post-graduate APRN certificate programs build on graduate level nursing competencies and knowledge base.**

*Elaboration: Baccalaureate program faculty and students articulate how knowledge from courses in the arts, sciences, and humanities is incorporated into nursing practice. Post-baccalaureate entry programs in nursing incorporate the generalist knowledge common to baccalaureate nursing education as delineated in The Essentials of Baccalaureate*

*Education for Professional Nursing Practice (AACN, 2008) as well as advanced course work.*

*Graduate curricula are clearly based on a foundation comparable to a baccalaureate degree in nursing. Graduate programs delineate how students who do not have a baccalaureate degree in nursing acquire the knowledge and competencies comparable to baccalaureate education in nursing as a foundation for advanced nursing education. Accelerated programs that move students from basic nursing preparation (e.g., associate degree or diploma education) to a graduate degree demonstrate how these students acquire baccalaureate level knowledge and competencies delineated in The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008), even if they do not award a baccalaureate degree in nursing in addition to the graduate degree.*

*DNP programs, whether post-baccalaureate or post-master's, demonstrate how students acquire doctoral-level competencies delineated in The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006). The program provides a rationale for the sequence of the curriculum for each program.*

### **Program Response:**

The curriculum is logically structured to achieve expected student outcomes building upon a foundation of arts, sciences, and humanities. The RN-BSN curriculum at Goodwin College is designed to prepare a generalist nurse and builds on the pre-licensure education of the RN. The curriculum is structured to transform the nursing practice of the associate degree (AD) or diploma prepared registered nurse to a higher level of professional practice at the baccalaureate level. This transformation is accomplished with courses designed to incorporate a higher level of understanding of the arts, sciences, humanities and upper level nursing courses. This knowledge is transferred into the Goodwin College BSN graduate's practice. A minimum of 120 credits is required to complete the BSN degree. Acceptance into this open admission program requires a current registered nurse license in the state where they practice. Students may transfer in up to 35 nursing credits and up to 55 general education credits to their transcript. A total of 30 credits must be earned at Goodwin College with at least 15 credits being earned just prior to graduation.

Goodwin College's RN-BSN curriculum is flexible in responding to students who enter with different skill levels and a variety of learning styles. As a curriculum content framework, the Nursing department utilizes its own Wellness Model and the competencies outlined in Quality and Safety Education for Nurses (QSEN). The education process is designed to focus the learners' ability to articulate in the written and spoken word and to apply clinical reasoning in the role of the professional nurse caring for individuals, groups, communities and populations.

An individualized plan for coursework is developed for each RN-BSN student with a dedicated academic advisor from the nursing department prior to the student's first semester in the program. The students previous transcripts are examined, credits are transferred in and a plan of study that works best for the student is developed. The RN-BSN curriculum requires a minimum of 18 upper level nursing credits, a 3 credit ethics and legal issues course- HSC305 and 6 nursing elective credits that support the student's professional transformation.

Coursework is designed so that it builds on previous courses in the arts, science and humanities that will support upper level nursing courses. Statistics for example is a prerequisite /

co-requisite for NUR 350, Seminar in Nursing Research. Both Goodwin College requirements and Nursing Department requirements provide for the students growth in a logical sequence designed to broaden the student's worldview. The RN-BSN Program may be completed following a full-time or part time plan of study.

The BSN curriculum design is based on the belief that the upper level general education courses support and enhance students overall knowledge base, critical thinking ability, communication skills, diversity and role preparation as a generalist. A minimum of 30 credits at the 300 and 400 course level support knowledge gleaned in the upper level nursing courses. Advanced Writing, Statistics, and Introduction to Library Research support and prepare the RN-BSN student for the upper level nursing courses. In addition, all Goodwin College baccalaureate candidates become well rounded in their education through the "Learning Perspectives" categories of courses such as Communication Systems Perspectives (15 credits), Analytical Perspective (7 credits), Social Science perspective (6 credits), cultural perspective (6 credits) and competencies in multiculturalism, advanced writing, ethic/philosophy and research.

Students who complete the specific prerequisite courses and fulfill the categories of Health Science courses are both well rounded in their education and prepared for the upper level nursing courses.

Students admitted into the RN-BSN program have a variety of levels of educational backgrounds and professional experience. The curriculum is structured so that all students begin with NUR 300-Foundations of Professional Nursing that introduces and builds on the previous skills and general knowledge of leadership, ethics, written communication, and the expanded role of the generalist professional nurse. This course equalizes the students as they share their various background and experience in the classroom environment while co-participating in the transition to professionalization. The nursing courses that follow this course logically sequence to include NUR 310-Health Assessment; NUR 350-Seminar in Nursing Research; NUR 361-Public and Community Health Nursing; NUR 363-Clinical Nursing Leadership; two (2) nursing electives at the 300 or higher level and completion of the program with NUR 460-Seminar in Professional Nursing just prior to graduation.

The logical sequence of the required foundational courses support and enhance the upper level nursing courses leading to the BSN. The RN-BSN curriculum mapping matrix demonstrates the logical sequence of required foundational courses to support and enhance the upper level nursing courses leading to the BSN. The BSN education is further broadened with a general education of the student's community while developing a professional connection and commitment to serve said community. Twenty (20) hours of volunteer community service are a baccalaureate college wide requirement and are planned by the RN-BSN student to be incorporated into the learning process. The twenty (20) hours of service learning is non-graded and is designed to challenge learners to explore new ideas and to consider new beliefs and behavior in a democratic milieu. Overall, the adult learner's goals, strengths, prior experiences, skills, assets and potential are acknowledged and supported in a mutual and reciprocal process of teaching and learning. Faculty background in nursing and the social sciences provides the conceptual knowledge to develop curriculum where students are asked to challenge themselves to address complex health and social issues. Faculty believe that learning is a complex activity that results in behavioral change through the acquisition and assimilation of knowledge, the development of skills, and the clarification and formation of values and attitudes. It is the role of the faculty to expose students to new concepts and facilitate their ability to incorporate these new philosophies into their nursing practice.

The curriculum is organized to move the students in increments toward a place of self-efficacy where they are able to 1) share a further appreciation of the humanities, arts and sciences 2) celebrate diverse cultures, ages, experiences and opinions 3) embrace advances in technology, and 4) form collaborative intra and inter professional relationships that create further educational, economic and cultural benefits. These goals promote the learner's self-efficacy and professional education in the context of preparation for contributing to the community and society and a lifelong commitment to learning.

In keeping with this mission and philosophy, clinical experiences are designed for students to further explore communities and populations. Public and Community Health clinical experiences strengthen the learner's transformation of ideas and possibilities for population health. Students may elect to further explore world health from a nursing perspective to travel abroad in an elective course - NUR470. Examples of travel from students who have elected to take NUR 470 are Mexico, Ecuador, Honduras, Haiti, and one student recently spent 18 days in Myanmar.

### **III-D. Teaching-learning practices and environments support the achievement of expected student outcomes.**

*Elaboration: Teaching-learning practices and environments (classroom, clinical, laboratory, simulation, distance education) support achievement of expected individual student outcomes identified in course, unit, and/or level objectives.*

#### **Program Response:**

Teaching-learning practices and environments support the achievement of expected student outcomes. Faculty are continuously using current trends in nursing education to facilitate students' abilities to achieve their learning outcomes and course objectives. Instructors foster innovative teaching learning pedagogies both in the hybrid classroom and online that promote enthusiasm for learning by the student.

All courses are delivered either through a hybrid or totally online method. Both delivery methods are supported through the Blackboard learning management system and Goodwin's Online Studies department. Once the designated course is developed by the faculty they are placed into the Blackboard platform. Several weeks prior to the start of each semester, these course shells are forwarded to faculty. This process facilitates the ability of the faculty to make revisions, assuring students receive current information that is relevant to nursing practice. Students have access to the most current materials in order to achieve course and program objectives.

Students enrolled in hybrid courses are scheduled to attend onsite classes on specific weeks of the semester, whether enrolled in seven and one half (7 ½) week or fifteen (15) week courses. All dates of the land classes are provided to students prior to the start of the semester. Students may also access this information on the course syllabus. This facilitates the students' ability to plan their professional and personal responsibilities around schedule class session on campus. Students enrolled in online courses are also given the dates of the land classes and are invited to attend if they wish.

Delivery of hybrid and online classes include weekly announcements by the instructor, lectures online via voice over power points lectures along with use of online media;

discussion/reflection boards and weekly assignments. Some individual courses may use designated interactive material from publishers and online. All written exams are taken online and students are able to access their grades immediately through Blackboard. Grades are posted in the grade book feature of Blackboard allowing the faculty and individual student to view their individual score in a secure manner. Material for hybrid and online courses are identical per course preventing any advantage or disadvantage to students taking these courses in either format. Students in the hybrid Health Assessment course are able to access the nursing laboratory during land classes for simulation scenarios and hands on skills under the observation of the faculty instructor for the course. Students in both formats may also schedule individual meetings with the faculty member of this course to practice skills designated within this course. Students in the online course may Skype with the instructor to solicit feedback on assessment techniques utilized in scenarios.

If students have questions or concerns regarding their courses they are able to contact the faculty by direct e-mail through Blackboard or through the faculty's Goodwin College e-mail. Faculty are able to e-mail students in a group or individually via the e-mail tab in Blackboard with any additional information.

The hybrid and online formats meet the RN-BSN students' needs by allowing them to choose which format meets their learning style, and life situation.

Clinical environments support student active learning by enabling them hands on learning experiences that support course objectives and outcomes of the designated courses. Please see Section III-E for further explanation.

### **III-E. The curriculum includes planned clinical practice experiences that:**

- **enable students to integrate new knowledge and demonstrate attainment of program outcomes; and**
- **are evaluated by faculty.**

*Elaboration: To prepare students for a practice profession, each track in each degree program and post-graduate APRN certificate program affords students the opportunity to develop professional competencies in practice settings aligned to the educational preparation. Clinical practice experiences are provided for students in all programs, including those with distance education offerings. Clinical practice experiences involve activities that are designed to ensure students are competent to enter nursing practice at the level indicated by the degree/certificate program. The design, implementation, and evaluation of clinical practice experiences are aligned to student and program outcomes.*

### **Program Response:**

The curriculum includes planned clinical practice experiences that enable students to integrate new knowledge and demonstrate attainment of program outcomes. These clinical environments are evaluated by faculty for appropriateness. The RN-BSN program has two individual courses requiring clinical practice experiences, Public and Community Health Nursing (NUR 361) and Career Explorations in Nursing (NUR 441). All clinical sites are selected by faculty to provide appropriate environments and learning experiences that support course objectives and student learning outcomes. These experiences allow the student to actively practice newly acquired knowledge and skills to be able to practice nursing in the designated

area. Clinical sites also allow the student to assess and analyze healthcare delivery in areas unfamiliar to them.

Public and Community Health Nursing (NUR 361), which is required, includes forty-five (45) clinical hours. Clinical sites are selected by the faculty instructor to provide appropriate community or public health environments. Examples include outpatient clinics in hospitals, homecare experience with Visiting Nursing Agencies (VNAs), school based clinics, and the Connecticut Department of Public Health.

Students assigned to VNAs may work with multiple preceptors in order to maximize their experience in these settings. Experiences may include observations with a wound or hospice nurse, participating in blood pressure screening clinics, or observing a new admission to or discharge from the agency.

Clinical contracts are executed between the agency/facility and college prior to any student beginning their clinical experience. Once contracts are signed, students in both the hybrid and online course take part in the clinical experience and are assigned to their respective agency/facility by the instructor. Contracts are reviewed annually and if needed revised. This method will be followed up to an including the Summer '14 semester. In the Fall of 2014, this course will have been revised to be delivered in a completely online format. Therefore, clinical experience will be done for the hybrid and online format through specific assignment based projects.

At the conclusion of the semester, students are required to write a paper reflecting on their experience, noting a topic of interest requiring nursing intervention. Additionally, a presentation is made in class that includes an overview of their clinical experience. Students utilize a PowerPoint presentation that includes a windshield assessment of the community in which they worked. Students also share the need in the community that they identified requiring nursing intervention. The project is specific to the population they served and sustainable within the agency.

The elective course, Career Exploration in Nursing (NUR 441) requires ninety (90) clinical hours. Students who choose to enroll in this course must meet with the course faculty to identify their area of interest. This meeting must transpire in the semester preceding the experience. The instructor will facilitate the appropriate clinical placement following departmental policy.

At the conclusion of this experience, students are required to complete a variety of written assignments including a presentation to meet course objectives.

Preceptors utilized for each of these courses are provided with a syllabus of the course noting course learning objectives and outcomes. The preceptor provides the student with experiences to meet these objectives and outcomes. The faculty instructor oversees these preceptors throughout the experience through regularly scheduled site visits at least once a semester. Student evaluations of these experiences and clinical sites are completed at the conclusion of the semester. Copies of student evaluations, preceptor evaluations and evaluations of clinical sites may be found in the document room.

### **III-F. The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest.**

*Elaboration: The curriculum and teaching-learning practices (e.g., use of distance technology, didactic activities, and simulation) are appropriate to the student population (e.g., adult learners, second language students, students in a post-graduate APRN certificate program) and consider the needs of the program-identified community of interest.*

#### **Program Response:**

The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest. The curriculum and teaching and learning practices are appropriate for an RN-BSN education program whose students are generally full-time employed registered nurses. Due to the students' busy lifestyle, students find the hybrid courses that meet 2-4 times per semester or complete online classes practical. Both the hybrid and complete online classes use asynchronous learning that provides the flexibility needed by the students. The latest edition of Blackboard is used and an orientation to Blackboard is available along with support from the Online Studies Department if needed. BSN faculty are well versed in the use of Blackboard and are required to take a Blackboard teaching certification course prior to their first class using Blackboard. The faculty utilizes current online teaching texts based on adult learning principles to revise and further develop the online courses. The BSN faculty evaluates learning outcomes and student satisfaction with the hybrid and online courses at the end of each semester through a variety of student evaluations. The faculty also meets regularly with the Online Studies Department for their suggestions and input for courses.

The department of nursing regularly assesses the needs and perspective interests of the variety of internal and external constituencies regarding its program and services. With the current complement of faculty in place the department has been able to advance avenues of communication and information between the department and its internal and external communities of interest. Three examples of communities of interest include the RN-BSN Advisory Board, students, and alumni. The following are examples of the various group interests from which needs are considered and addressed.

The communities of interest, both internal and external, were discussed in Standard I.B starting on page 5. Additional detail regarding the impact of their feedback follows.

#### **Advisory Board**

The advisory board provides information and feedback from the external community of interest. The advisory board meets twice a year specifically to discuss what is being observed in both the education and practice arenas. Members of the advisory board are selected from the internal and external communities of interest to represent a broad spectrum of students, college representatives, and community work environments. Several members are well-respected nursing leaders in the local and state arenas who bring the knowledge and expertise needed to continually improve the RN-BSN's department's curriculum (available in the document room). As a developing nursing program, the advisory board held its first meeting on November 12, 2013 with 14 members in attendance including four-program faculty and one alumnus. (Refer to Appendix I.B.2) Prior to this newly developed Advisory Board for the RN-BSN program in 2013, the program shared the College's AD advisory board. This self-study was shared with the

advisory board at its June meeting. Advisory board members provided valuable comments for this document.

### Students

The students, as adult learners represent both internal and external stakeholders. Most adult students, with few exceptions, are working while attending school. They bring a wealth of information about current workplace environments and add years of clinical experience to the classroom. Students are enlisted as partners in the discovery of education and lifelong learning. Discussion with current students is obtained in an ongoing manner solicited by faculty. In an online and hybrid format, face-to-face meetings with students are limited. At the end of each semester, faculty and course evaluations are requested from each student via Blackboard. The evaluations consist of an IOTA Solutions assessment and include the opportunity for open-ended comments. Students are invited regularly to attend monthly faculty meetings. On some occasions students have attended faculty meetings but overall attendance has been a challenge due to the nature of the students' schedules. As a result, the Program Director posts direct communication on Blackboard to keep students informed regarding the program as well as to solicit their feedback. Additional communication occurs through the email system.

The faculty has been able to implement course changes course revision based on feedback. Students felt comfortable approaching faculty with concerns. The number of clinical hours for NUR361 was changed from 90 to 45 clinical hours. Students and faculty felt that this was sufficient to meet their learning needs and achieve course goals. The hybrid courses also trialed a schedule of specific weeks for in-class meetings during the 15-week semester. Using the same process of discussion and consideration, faculty and students agreed that meeting in class four times per semester with 11 weeks of Blackboard discussion works well to achieve learning outcomes. For 7 ½ week semesters' students and faculty decided to meet twice during the 7 and 1/2-week semester.

The faculty revised and implemented the current curriculum for implementation in May 2012. Current clinical hours are sufficient to meet the learning needs of the students. Table III.F.1 depicts the effected courses pre and post curriculum revision.

The first class completed in December of 2011 and graduated in June 2012. The first program evaluation was developed and mailed to students' residences in June of 2013. Of the 11 graduate alumni surveys mailed only two responses were completed and returned. Program feedback was positive. With the low return rate additional and new methods of student surveys are being implemented. Students and alumni agree that the hybrid method of course delivery with 4 in class meetings per semester, and 3 semesters per year meets their learning needs.

**Table III.F.1. Effected Courses Pre and Post Curriculum Revision**

Original Curriculum	Credits	New Curriculum	Credits	Credit Change
NUR 360-Public and Community Health Nursing (90 clinical hours)	4	NUR 361 Public and Community Health Nursing (45 clinical hours)	3	-1
NUR 362-Clinical Nursing Leadership (90 hours)	4	NUR 363- Clinical Nursing Leadership (0 clinical hours)	3	-1
NUR 440-Independent Study in	3	NUR 441 - Career	3	0



Original Curriculum	Credits	New Curriculum	Credits	Credit Change
Nursing (90 hours)		Exploration in Nursing Elective status (90 hours)		
NUR 3XX Nursing Elective	3	NUR 3XX Nursing Elective	3	0
		NUR 3XX Elective	3	+3
1XX Open Elective	3	1XX Open Elective*	3	0
3XX Open Elective	3	1XX Open Elective	3	0
		1XX Open Elective	3	+3
Credits before change	20	Credits after change	21	
Minimum Total Credits for the BSN	121	Minimum Total Credits for the BSN	120	

\*A minimum of 7 open elective credits must be completed in the new curriculum.

### Alumni

Alumni surveys are an additional source of feedback about the relevance of the department's curricula to the real world of nursing practice. These are a few examples of how the department of nursing has improved and expanded its ability to respond to internal and external communities of interest yielding several demonstrable outcomes related to the program and goals. Table III.F.2 provides these and other examples of specific outcomes related to curriculum and teaching-learning practices that were acted upon in response to our internal and external communities of interest.

**Table III.F.2 Program Response to Identified Concerns from Communities of Interest**

Community of Interests	Identified Concern	Program Response
Faculty and student	Students' concern that 7 required discussion postings in Blackboard format excessive per week.	August 2012 revision in Blackboard Online Teaching Manual policy "required postings is 3 posts per week from students."
Faculty	Faculty identified need for inclusion of QSEN competencies into curriculum after faculty development to ensure consistent focus of knowledge, skills and attitudes.	QSEN competencies continue to be interwoven into courses using Goodwin College Department of Nursing Curriculum Framework.
Student	Request to have set dates for hybrid class meeting and advance notification due to scheduling.	Admissions counselors, academic advisor and faculty advise students prior to course start of dates and noted in course syllabi.  7.5 week courses meets week 1 and 6 15 week courses meet week 1, 5, 10, and 14/15.

Community of Interests	Identified Concern	Program Response
Faculty and student	Transition of NUR 300 and NUR 460 from 15 week to 7.5 weeks began a pilot in January 2013 to remain competitive with other RN-BSN programs.  Too rigorous for 7.5 weeks, as the program is not modeled to be delivered in 7.5 weeks.	At its June 2014 meeting, Academic Affairs supported these courses reverting to 15 weeks.
Administration and Faculty	Comparison between online with hybrid format for NUR 300 and NUR 310.	NUR 300 and NUR 310 continue to be offered in the hybrid and online format based on comparative data.
Department of Online Studies, Faculty, and Administration	Faculty meet with instructional coach during the semester and as needed during courses.	Master template for online courses in Blackboard for consistent course presentation.

**III-G. Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.**

*Elaboration: Evaluation of student performance is consistent with expected student outcomes. Grading criteria are clearly defined for each course, communicated to students, and applied consistently. Processes exist by which the evaluation of individual student performance is communicated to students. In instances where preceptors facilitate students' clinical learning experiences, faculty may seek input from preceptors regarding student performance, but ultimately faculty are responsible for evaluation of individual student outcomes. The requirement for evaluation of student clinical performance by qualified faculty applies to all students in all programs. Faculty evaluation of student clinical performance may be accomplished through a variety of mechanisms.*

**Program Response:**

Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied. The evaluations of students' performance by faculty are consistent with Goodwin College's outcomes, policies, and procedures for satisfactory academic progression towards graduation. The policies and procedures for evaluating students are published in the Goodwin College Catalog (available online [http://www.goodwin.edu/2014\\_2015\\_Catalog/](http://www.goodwin.edu/2014_2015_Catalog/)) and are described in the Goodwin College Student Handbook, and the RN-BSN Handbook.

The BSN faculty regularly reviews program expectations such as the current AACN BSN program standards and current best education practices for all courses on an ongoing basis through the self-evaluation plan. Actual student performance data is discussed at monthly staff meetings and reviewed again in the aggregate at each semester's retreat. Students are provided

with a course syllabus at the beginning of each course in Blackboard with pertinent school and course specific information.

Grading criteria are clearly communicated upon enrollment to the program and in each course. The Academic Grading System shows the assignment of grades for student's academic progress. See Table III.G.1 for the Goodwin College academic grading system. Students are advised that a grade of "C +" (77-79) is required in each nursing course for progression in the RN-BSN program.

**Table III.G.1 Goodwin College Academic Grading System.**

<b>Grade</b>	<b>Quality Points</b>	<b>Grade</b>	<b>Quality Points</b>
A (93-100)	4.0	C (73-76)	2.0
A- (90-92)	3.7	C- (70-72)	1.7
B+ (87-89)	3.3	D+ (67-69)	1.3
B (83-86)	3.0	D (63-66)	1.0
B- (80-82)	2.7	D- (60-62)	0.7
C+ (77-79)	2.3	F (below 60)	0.0

Clear guidelines regarding grading practices in the program are found in the Goodwin College Catalog, RN-BSN Student Handbook, and on course syllabus. This information clearly explains grading practices including how rubrics are utilized as well as how specific aspects of the course are weighted.

Detailed rubrics for grading discussions, reflections, assignments, and presentations are provided with the course syllabus. Faculty may provide individualized written feedback for discussions, assignments, reflections and testing methods to compliment the numeric grades. The announcement page in Blackboard is another area to remind and advise students of important program and course information, assignment and requirement changes. The final course grades are entered in the student data base (SonisWeb) by the faculty as required by the College.

Faculty use a wide range of tools and methods for assessing the student's educational experience. The Blackboard system enables timely communication and feedback between the faculty and students. The Blackboard discussion forum serves as a primary method for interacting and evaluating student's engagement in RN-BSN courses. Other techniques include reflective journaling, written assignments, quizzes, and exams. Faculty may also assign projects, presentations, or activities to engage and evaluate student progress. Technological resources for student evaluation include student's video-taping presentations and other evaluation techniques such as "capstone" projects, and focus groups.

Students are encouraged to collaborate with faculty via Blackboard, e-mail, telephone, and in-person. Students are contacted by faculty via phone and email with concerns about their progress and if they are at risk of not meeting course or program outcomes.

Student's progress during NUR 361-Public and Community Health Nursing and NUR 441-Career Exploration in Nursing clinical experiences are evaluated by faculty and the agency's on-site clinical preceptors. The preceptors evaluate the student's experiences based on the course syllabus, the rubric for clinical experiences, and nursing standards appropriate to the clinical setting. Clinical sites are selected after an initial faculty visit with follow-up visits as needed to ensure the site continues to be appropriate for the student's clinical experiences. The preceptors complete and provide a written assessment to the faculty for each student. Informal discussions

between preceptor, student, and faculty are methods to assess and compliment the evaluation of the clinical experiences. Feedback is regularly solicited from the students about their educational experiences in meeting the course outcomes, the RN-BSN program and school's outcomes. Examples of clinical evaluations are available in the document room.

### **III-H. Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.**

*Elaboration: Faculty use data from faculty and student evaluation of teaching-learning practices to inform decisions that facilitate the achievement of student outcomes. Such evaluation activities may be formal or informal, formative or summative. Curriculum is regularly evaluated by faculty and other communities of interest as appropriate. Data from the evaluation of curriculum and teaching-learning practices are used to foster program improvement.*

#### **Program Response:**

Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement. The evaluation process begins with setting clear outcomes, gathering data, faculty and student evaluations, as well as grades. Ultimately, the process concludes with making changes to improve the ability of students to meet program outcomes. Evaluation data are reviewed during monthly RN-BSN meetings with an aggregate review at end of semester RN-BSN faculty retreats. Collaboratively, faculty work to identify trends and identify possible interventions.

As the curriculum is developed, it is evaluated for relevancy to nursing practice and consistency with the *Essentials of Baccalaureate Education for Professional Nursing Practice*. The evaluation of curriculum and teaching-learning practices are used to foster program improvements that meet the needs to our communities of interest as noted in the examples in Table III.F.2. Faculty remain active in obtaining data to set clear and shared goals for teaching to support the student's learning. This is an ongoing process of collaboration, strategizing and assessing outcomes to support the achievement of the students, RN-BSN program and Goodwin College.

The self-evaluation plan serves as the template to guide curricular assessment. This document will be reviewed in its entirety annually; however, as changes occur they will be added to this document and reviewed with faculty during the faculty retreats.

### **Standard III**

#### **Program Quality: Curriculum and Teaching – Learning Practices**

##### **Strengths**

- The Curriculum is developed implemented and revised to reflect clear statements of expected student outcomes that are congruent with the program's mission and goals.
- The curriculum is logically constructed and includes planned clinical experiences that builds upon the clinical experience of the students' pre-licensure programs.

- Our Communities of Interest, both Internal and External are active participants in the curriculum.
- The current curriculum serves as the foundation for graduate studies promoting life-long learning.

**Weakness**

- Decrease response rate to graduate surveys resulting in inadequate assessment data.
- Poor response rate from students on faculty evaluation forms.
- Limited analysis of current data.

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## Standard IV

### Program Effectiveness: Assessment and Achievement of Program Outcomes

The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement.

#### IV-A. A systematic process is used to determine program effectiveness.

*Elaboration: The program uses a systematic process to obtain relevant data to determine program effectiveness. The process:*

- *is written, ongoing, and exists to determine achievement of program outcomes;*
- *is comprehensive (i.e., includes completion, licensure, certification, and employment rates, as required by the U.S. Department of Education; and other program outcomes);*
- *identifies which quantitative and/or qualitative data are collected to assess achievement of the program outcomes;*
- *includes timelines for collection, review of expected and actual outcomes, and analysis; and*
- *is periodically reviewed and revised as appropriate.*

#### Program Response:

The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement.

A systematic process is used to determine program effectiveness. The RN-BSN program has a formal evaluation plan which is reviewed annually and revised as needed. The program systematically and continuously collects data throughout the year in order to identify strategies to improve programmatic outcomes. Data is also collected to measure compliance with the requirements of the US Department of Education in the areas of: completion, employment and other program outcomes. As this is an RN-BSN program, licensure is a requirement for admission into the program and students are required to have a current license on file at all times in the nursing office. To be in compliance with the U.S. Department of Education the following are collected:

1. Graduation Rates: Graduation rates are computed by identifying the number of students who enter the program in September, January or May of the academic year and graduate within 9 semesters or three academic years from the start of the first semester they attended. In SonisWeb or through the Institutional Effectiveness Department, the RN-BSN Program has the ability to track all students.
2. Employment rates are computed by the student self-reporting their employment status at completion of the program and dividing the numbers who are employed by the total number of students in the graduating class. Graduates are asked to remain in contact with the Program Director to keep the school informed of employment, awards, other accomplishments such as promotions, graduate school, etc.

Many graduates of the program have notified us they have been promoted as a result of having completed the RN-BSN program. As 98% of our graduates are employed, they have completed the degree to: keep their present position, advance within their present work place or to attain a position in a different organization. Examples of promotions include acceptance of management and teaching positions. We are aware of eight (8) of our students that have moved onto graduate programs of study. The Director will write a letter of introduction to potential employers of recent AD or diploma graduates confirming the student's intent to pursue the baccalaureate nursing degree at Goodwin. The letter includes the anticipated graduation date. Students have been successful securing positions based on this letter.

The data regarding students who have withdrawn from the program demonstrates that they do so related to excessive family commitments, financial barriers, re-location, or a desire to attend a different school.

To date, four individuals who began the program in the first or second class have come back to complete their degree. Two of them will be graduating during the spring/summer of 2014. The remaining two students will graduate within the nine semesters of their new start date.

The graduation rates and employment rates are presented in Table IV.A.1.

## QUANTITATIVE DATA

**Table IV.A.1 Program Completion and Employment Rates**

<b>Year</b>	<b># Students Accepted into the class</b>	<b># Students Who Completed within 9 Semesters (Expressed as a %)</b>	<b># Students In Process</b>	<b>Employment Rate</b>
2010-2011	22	73% (16)	0	100%
2011-2012	30	77% (25)	4 (IP)	100%
2012-2013	53	89% (47)	20 (IP)	100%

Qualitative data gathered is more varied and includes: Feedback from the internal communities of interest, students, faculty and administrators and the external communities of interest, alumni, preceptors and Advisory Board members.

The discussions with advisory board members, written feedback from students' course evaluations at the conclusion of each semester, semester meetings with the Program Director to determine student needs, program strengths and weaknesses, and graduate surveys completed at the conclusion of the program and employer surveys completed every other year on the even year.

Additionally, the program maintains a Self-Evaluation Tool which evaluates the program's compliance with the CCNE standard. This document is reviewed annually and changes are made on an ongoing basis. This document will be available for review in the document room.

In the following tables qualitative and quantitative data have been summarized.



## QUALITATIVE DATA

**Table IV.A.2 Qualitative Feedback**

Semester	Community of Interest	Identified Concern
Summer 2011	Students	Required clinical hours and program cost were not in line with other RN-BSN programs.
Spring 2013	Students	Requested NUR 300 and NUR 460 be 7.5 week courses.
Fall 2013	Advisory Board	The need for students in the RN-BSN program to have experience with global nursing, health care systems and the Affordable Care Act.
Spring 2014	Students & Faculty	To make NUR 300 and 460 15 week courses.

In the fall of 2011, the Program Director learned from students that there was concern regarding the cost of tuition and the amount of required clinical hours. A discussion with administration ensued, which resulted in a change in the tuition structure. Nursing faculty evaluated the clinical requirements and determined that a reduction would not negatively impact the rigor of the program and would meet learning outcomes. The changes were implemented during the summer semester of 2012.

As students requested during the spring semester of 2013, NUR 300 and NUR 460 were offered as 7.5 week “pilot” courses. In the semesters that followed, students consistently provided feedback suggesting that these courses be offered as 15 week courses. A faculty discussion followed and the decision was made to return to the 15 week format in order to meet the learning needs of our students in a more efficient manner.

This has also been a transition year for the program, more specifically NUR 361-Public and Community Health Nursing as we transition the course to an online format. Guided by one of our External Communities of Interest, the Advisory Board members at the November, 2013 meeting, stressed the need for students to have more experience with populations, healthcare systems and the Affordable Care Act. In the spirit of meeting learning outcomes for both hybrid and online students, faculty will be creative in developing assignments that will mirror the experience for both online and hybrid students.

The RN-BSN program has monthly faculty meetings where the data collected is reviewed and analyzed. Collaboratively, faculty strategizes to formulate plans of action to address concerns identified. Although immediate changes are not always possible, the faculty thoughtfully prepare a plan of action that will positively impact program outcomes based on trended data.

### **IV-B. Program completion rates demonstrate program effectiveness.**

*Elaboration: The program demonstrates achievement of required program outcomes regarding completion. For each degree program (baccalaureate, master’s, and DNP) and post-graduate APRN certificate program:*

- *The completion rate for each of the three most recent calendar years is provided.*
- *The program specifies the entry point and defines the time period to completion.*
- *The program describes the formula it uses to calculate the completion rate.*
- *The completion rate for the most recent calendar year is 70% or higher. However, if the completion rate for the most recent calendar year is less than 70%, (1) the completion rate is 70% or higher when the annual completion rates for the three most recent calendar years are averaged or (2) the completion rate is 70% or higher when excluding students who have identified factors such as family obligations, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education.*

*A program with a completion rate less than 70% for the most recent calendar year provides a written explanation/analysis with documentation for the variance.*

*This key element is not applicable to a new degree or certificate program that does not yet have individuals who have completed the program.*

#### **Program Response:**

Program completion rates demonstrate program effectiveness. The program demonstrates achievement of the required program outcomes regarding completion. The completion rate is calculated using option (2) the completion rate is 70% or higher when excluding students who have identified factors such as family obligations, relocation, financial barriers and decisions to change major or to transfer to another institution of higher education.

Program effectiveness is assessed through a variety of data, including student evaluations of the program aggregated course and faculty evaluations, graduates perception of their ability to meet program outcomes, employer evaluations of our graduates, as well as satisfactory progress through the program. The ability of students to successfully complete the program equates to program effectiveness. Please refer to Table IV.A.1, which clearly displays the completion rate data for the past three years.

The RN-BSN program has four (4) students who began the program in the first or second class and left for personal/family reasons. They have returned to the program and two of the four will graduate in 2014. We also have eight (8) graduates who are in or will be starting graduate school in the fall.

As stated above, the ability of students to successfully complete the program equates to program effectiveness. A 2014 graduate of the RN-BSN program is the Goodwin College valedictorian.

#### **IV-C. Licensure and certification pass rates demonstrate program effectiveness.**

*Elaboration: The pre-licensure program demonstrates achievement of required program outcomes regarding licensure.*

- *The NCLEX-RN<sup>®</sup> pass rate for each campus/site and track is provided for each of the three most recent calendar years.*

- *The NCLEX-RN® pass rate for each campus/site and track is 80% or higher for first-time takers for the most recent calendar year. However, if the NCLEX-RN® pass rate for any campus/site and track is less than 80% for first-time takers for the most recent calendar year, (1) the pass rate for that campus/site or track is 80% or higher for all takers (first-time and repeat) for the most recent calendar year, (2) the pass rate for that campus/site or track is 80% or higher for first-time takers when the annual pass rates for the three most recent calendar years are averaged, or (3) the pass rate for that campus/site or track is 80% or higher for all takers (first-time and repeat) when the annual pass rates for the three most recent calendar years are averaged.*

*A campus/site or track with an NCLEX-RN® pass rate of less than 80% for first-time takers for the most recent calendar year provides a written explanation/analysis with documentation for the variance and a plan to meet the 80% NCLEX-RN® pass rate for first-time takers. The explanation may include trend data, information about numbers of test takers, data relative to specific campuses/sites or tracks, and data on repeat takers.*

*The graduate program demonstrates achievement of required program outcomes regarding certification. Certification results are obtained and reported in the aggregate for those graduates taking each examination, even when national certification is not required to practice in a particular state.*

- *Data are provided regarding the number of graduates and the number of graduates taking each certification examination.*
- *The certification pass rate for each examination for which the program prepares graduates is provided for each of the three most recent calendar years.*
- *The certification pass rate for each examination is 80% or higher for first-time takers for the most recent calendar year. However, if the pass rate for any certification examination is less than 80% for first-time takers for the most recent calendar year, (1) the pass rate for that certification examination is 80% or higher for all takers (first-time and repeat) for the most recent calendar year, (2) the pass rate for that certification examination is 80% or higher for first-time takers when the annual pass rates for the three most recent calendar years are averaged, or (3) the pass rate for that certification examination is 80% or higher for all takers (first-time and repeat) when the annual pass rates for the three most recent calendar years are averaged.*

*A program with a pass rate of less than 80% for any certification examination for the most recent calendar year provides a written explanation/analysis for the variance and a plan to meet the 80% certification pass rate for first-time takers. The explanation may include trend data, information about numbers of test takers, and data on repeat takers.*

*This key element is not applicable to a new degree or certificate program that does not yet have individuals who have taken licensure or certification examinations.*

#### **Program Response:**

As this is a RN completion program, licensure as a RN is a pre-requisite for admission into the RN-BSN Program at Goodwin College therefore Standard IV-C is not applicable.

#### **IV-D. Employment rates demonstrate program effectiveness.**

*Elaboration: The program demonstrates achievement of required outcomes regarding employment rates.*

- *The employment rate is collected separately for each degree program (baccalaureate, master's, and DNP) and post-graduate APRN certificate program.*
- *Data are collected within 12 months of program completion. For example, employment data may be collected at the time of program completion or at any time within 12 months of program completion.*
- *The employment rate is 70% or higher. However, if the employment rate is less than 70%, the employment rate is 70% or higher when excluding graduates who have elected not to be employed.*

*Any program with an employment rate less than 70% provides a written explanation/analysis with documentation for the variance.*

*This key element is not applicable to a new degree or certificate program that does not yet have individuals who have completed the program.*

#### **Program Response:**

Employment rates demonstrate program effectiveness. In a generic BSN program, attainment of employment is a critical outcome to measure program effectiveness. In a completion program where all students are already licensed upon entering the program, usually they are already employed and seeking the degree to maintain or advance their employment. An analysis of our data reflects that since 2011 through April 2014 52 out of 53 of our students are employed for an employment rate of 98%. In Table IV.B.1 in section IV-B, this data is presented.

We are aware of graduates in our program who although employed, have been able to advance in their career related to the fact that they had attained their BSN. Additionally, ADN graduates applying to the program often secure a plan of study from the Program Director in order to gain employment related to the fact that they have a projected date of graduation from a RN-BSN program.

#### **IV-E. Program outcomes demonstrate program effectiveness.**

*Elaboration: The program demonstrates achievement of outcomes other than those related to completion rates (Key Element IV-B), licensure and certification pass rates (Key Element IV-C), and employment rates (Key Element IV-D); and those related to faculty (Key Element IV-F).*

*Program outcomes are defined by the program and incorporate expected levels of achievement. Program outcomes are appropriate and relevant to the degree and certificate programs offered and may include (but are not limited to) student learning outcomes; student and alumni achievement; and student, alumni, and employer satisfaction data.*

*Analysis of the data demonstrates that, in the aggregate, the program is achieving its outcomes. Any program with outcomes lower than expected provides a written explanation/analysis for the variance.*

### **Program Response:**

Program outcomes demonstrate program effectiveness. Various objective data as previously noted in Key Element IV-B, contributes to evaluating program effectiveness. The specific program objectives evolved with a focus on the goal of preparing our graduates to practice as a generalist within the nursing profession. The curriculum development as presented in Standard III clearly articulates how program outcomes and curriculum were created. The program outcomes are:

1. Practice professional nursing from a holistic, visionary, culturally competent, fiscally responsible base as they design, manage, and coordinate care for individuals, families, groups, communities and populations;
2. Synthesize and apply knowledge from nursing theory, practice, research, and the liberal arts and sciences to professional nursing practice;
3. Integrate and demonstrate beginning leadership and management skills utilizing critical and creative thinking, ethical decision making, and evidenced-based practice;
4. Design, manage and coordinate care to patients, families, groups and communities utilizing communication skills honed by self-awareness and self-evaluation;
5. Advocate for patients, families, groups and communities based on a respect for cultural diversity and an understanding of the impact of political and regulatory process on health care;
6. Collaborate and communicate, using a variety of modalities, with patients, families, and interdisciplinary team members to maximize patient's level of wellness; and
7. Make a commitment to lifelong learning by assuming responsibility for professional career planning, advanced education, and active membership in the professions.

These program outcomes serve as the basis from which graduates and employers evaluate the program. Please see examples of specific evaluation tools in the document room. We believe that using our outcomes as the focus for evaluation purposes correlates well with determining program effectiveness.

End of semester evaluations as discussed in Standard III, are also used to evaluate the effectiveness of coursework as it applies to contributing to the achievement of overall program outcomes.

Additional student satisfaction data validates the program outcomes. Information is obtained during student/faculty interactions, with end-of-course, and post-program surveys. This data includes: students securing membership and participation in professional nursing organizations, their reports of being able to, apply program concepts to practice, ongoing professional development, and furthering their education. Following completion of the program, graduates are proud to refer the program to their peers. This is always the true measure of program satisfaction.

Additional information which validates the attainment of the program objectives is evident in other data gathered about the program. The data that is of particular interest to faculty is: 1) that

students believe that they can apply what they learn to their practice, 2) that they become more involved in professional activities and 3) that they elect to continue their education and pursue a graduate degree.

We are able to report that at least five of our current students have been accepted to graduate programs at universities including: The University of Hartford, The University of St. Josephs, Western Governors' University, Simmons College, and Kaplan University. Additionally graduates have reported that they have joined the Connecticut and the American Nurses' Association based on how they came to value their role in political activities from their RN-BSN faculty. Graduates and active students consistently report back to faculty that they are able to apply the classroom concepts of professionalism and their responsibility to make sound clinical decisions to their diverse work settings. All of this "soft data" reflects the program's ability to meet the stated program outcomes.

#### **IV-F. Faculty outcomes, individually and in the aggregate, demonstrate program effectiveness.**

*Elaboration: The program demonstrates achievement of expected faculty outcomes.*

*Expected faculty outcomes:*

- *are identified for the faculty as a group;*
- *incorporate expected levels of achievement;*
- *reflect expectations of faculty in their roles and evaluation of faculty performance;*
- *are consistent with and contribute to achievement of the program's mission and goals;*  
*and*
- *are congruent with institution and program expectations.*

*Actual faculty outcomes are presented in the aggregate for the faculty as a group, analyzed, and compared to expected outcomes.*

#### **Program Response:**

Faculty outcomes, individually and in the aggregate, demonstrate program effectiveness. Faculty outcomes are congruent with the College's and Nursing Department's mission, purpose and expected student outcomes. Once faculty are employed, job descriptions are provided that establish the role of the nursing faculty within the program. The faculty job description may be found in Appendix IV.F.1. The Nursing Program promotes conscious, deliberate faculty development effort to achieve professional advancement, scholarship, service and lifelong learning.

The RN-BSN Nursing Department has a new faculty orientation checklist that the Program Director meets and goes over with each new faculty to discuss the program, expectations, and support services. The Program Director mentors new faculty to their role within the department and will assign more senior faculty to serve in a mentorship capacity as well. A sample offer letter and orientation checklist may be found in the document room.

During monthly faculty meetings all courses are discussed. Should concerns arise within a course or the program, input by faculty is expected and solutions are discussed using best practices.

In determining outcomes are achieved, evaluations of individual faculty performance are completed electronically by students at the conclusion of each course through IOTA software.

Each faculty receives a compiled score. These evaluation reflect the evaluation of faculty teaching methods, faculty timely return of test, papers and projects graded and overall knowledge of course content. These scores are collected and reviewed by the Program Director and reflected in the faculty member's annual evaluation. Faculty are also expected to complete a self-evaluation annually. Scores on student evaluations below 3 (based on a rating score of 1-4) are a cause of concern for the Program Director. The Program Director meets with faculty to discuss student evaluations and identify potential changes in teaching pedagogies to address any concerns. Faculty are counseled that consistent average rating of less than 3 for three consecutive semesters may jeopardize continued employment. Examples of Student Evaluations and Annual Faculty Evaluations are found in the document room.

All faculty evaluations are completed by the Program Director and reviewed by the Department Chair and Dean of Faculty.

#### **IV-G. The program defines and reviews formal complaints according to established policies.**

*Elaboration: The program defines what constitutes a formal complaint and maintains a record of formal complaints received. The program's definition of formal complaints includes, at a minimum, student complaints. The program's definition of formal complaints and the procedures for filing a complaint are communicated to relevant constituencies.*

##### **Program Response:**

The program defines and reviews formal complaints according to established policies. If a complaint is in regards to a grade received, the student follows the Appeal of Grade policy found on page 30 of the Goodwin College Catalog. In the nursing department, a formal complaint is defined as any issue that cannot be successfully resolved by the program director to the satisfaction of faculty and student(s) involved. Such an issue would be referred to the Academic Review Committee (ARC) by the student for review. The specific process may be found on page 33 of the Goodwin College Catalog under Suggestions and Grievances.

The program director tracks the general details of each formal complaint and maintains a log. However, to date there have been no formal complaints lodged within the RN-BSN Program.

#### **IV-H. Data analysis is used to foster ongoing program improvement.**

*Elaboration: The program uses outcome data for improvement. Data regarding completion, licensure, certification, and employment rates; other program outcomes; and formal complaints are used as indicated to foster program improvement.*

- *Data regarding actual outcomes are compared to expected outcomes.*
- *Discrepancies between actual and expected outcomes inform areas for improvement.*
- *Changes to the program to foster improvement and achievement of program outcomes are deliberate, ongoing, and analyzed for effectiveness.*
- *Faculty are engaged in the program improvement process.*

**Program Response:**

Data analysis is used to foster ongoing program improvement. The faculty in the RN-BSN Program utilize a variety of qualitative and quantitative data to identify the need for program improvement. Data sources may include: anecdotal reports from students or other communities of interest, student graduate and employer evaluation surveys, formal complaints, as well as student performance within the program. Analysis of this data allows faculty to identify trends as well as possible solutions to identified issues.

The self-evaluation plan based on the CCNE accreditation standards serves as the foundation for determining the need for program improvements. In each standard of that plan, a target threshold or level of accomplishment has been determined. This serves as a guide to demonstrate to faculty when and if program changes are warranted. A copy of the evaluation plan will be available for review in the document room.

As discussed in Standard IV-A, program completion and employment rates are also used to identify opportunities for improvement in the program. If thresholds in these areas are not met, actions are taken to gather additional data that may have contributed to the outcome. Applying the nursing process, new targets are set with correlating interventions. Evaluation of the impact of those interventions is continuously evaluated.

**Standard IV****Program Effectiveness: Assessment and Achievement of Program Outcomes****Strengths:**

- The RN-BSN program has a 98% employment rate.
- Program completion rate has consistently improved since the 2010-2011 year.
- There have been no formal complaints lodged within the RN-BSN program.

**Weakness:**

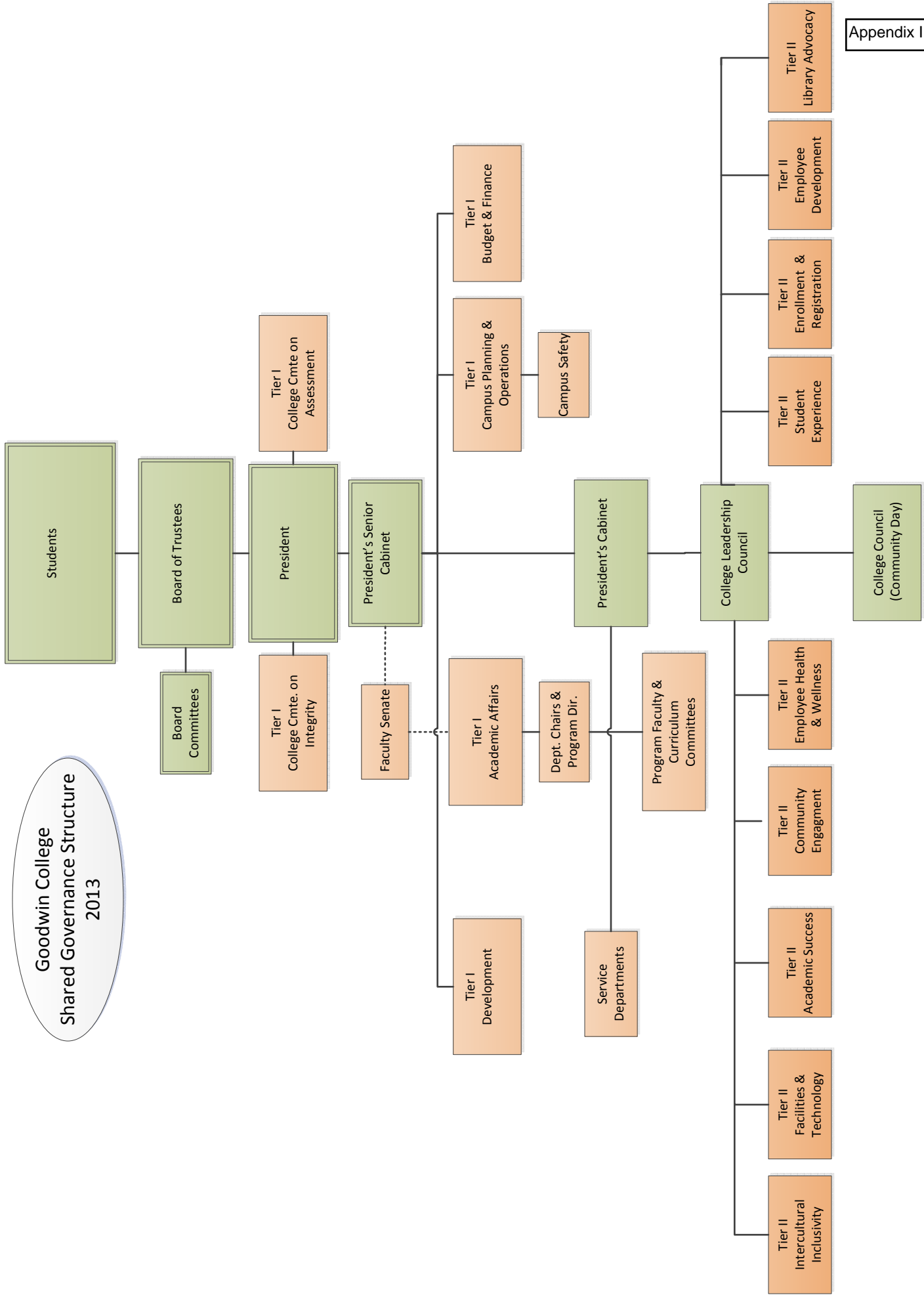
- The program needs to improve its systems of program effectiveness; obtaining graduate surveys and employer surveys.



# APPENDICES



Goodwin College  
Shared Governance Structure  
2013





**Baccalaureate and Higher Degree in Nursing Advisory Board**  
**2013-2014**

<b>Name</b>	<b>Title</b>	<b>Organization</b>	<b>Address</b>	<b>Email Address</b>
Anne Marie Buonocore	RN-BSN Faculty	Goodwin College	Faculty	abuonocore@goodwin.edu
Jan Costello	Nursing Department Chair	Goodwin College	Faculty	jcostello@goodwin.edu
Barbara Dingfelder	Nurse Consultant	State of CT Dept. of Public Health	410 Capitol Ave. PO Box 340308 Hartford, CT 06134	barbara.dingfelder@po.state.ct.us
Kristen Fries	Alumna	Goodwin College	70 Hunter Rd. Tolland, CT 06084	k.fries714@yahoo.com
Leslie Harris	RN-BSN Faculty	Goodwin College	Faculty	lharris@goodwin.edu
Rosemary Hathaway	RN-BSN Program Director	Goodwin College	Faculty	rhathaway@goodwin.edu
Susan Kosman	Chief Nursing Officer	Aetna	151 Farmington Ave. Hartford, CT	kosmans@aetna.com
Michele McKelvey	Faculty	Westfield State University	577 Western Ave. Westfield, MA 01085	mmckelvey@westfield.ma.edu
Mag Morelli	President	Leading Age CT	1340 Worthington Ridge, Berlin, CT 06037	mmorelli@leadingagect.org
Barbara Morey	RN-BSN Faculty	Goodwin College	Faculty	bmorey@goodwin.edu
Ann Navage	Wound Healing Clinical Manager	St. Francis Hospital	114 Woodland St. Hartford, CT 06105	anavage@stfranciscare.org
Lisa O'Connor	Chair, Undergraduate Nursing Programs	Quinnipiac University	275 Mt Carmel Ave, Hamden, CT 06518	lisa.o'connor@quinnipiac.edu
Kathleen Peirce	Vice President of Patient Care Services/ Chief Nursing Officer	VNA of Care New England	51 Health Lane Warwick, RI 02886	kpeirce@VNACareNewEngland.org
Rose Stamilio	Director, Patient-Centered Medical Home Implementation	St. Francis Hospital	114 Woodland St. Hartford, CT 06105	rstamili@stfranciscare.org
Rebecca Whiting	Alumna	Goodwin College	960 Poquonock Ave. Windsor, CT 06095	rgreen12rn@gmail.com
Michael Wolter	Management and Leadership Program Director	Goodwin College	Faculty	mwolter@goodwin.edu



## Appendix II.A.1

Goodwin College, Inc.																
BSN																
Operating Budget																
Fiscal Year Ending June 30, 2015																
Nearest \$																
Account Description	1st			2nd			3rd			4th			Full Year Budget			
	Sept	Aug	July	1st Qtr.	2nd Qtr.	3rd Qtr.	4th Qtr.									
Accreditation	3,000			3,000	-	-	-	-	-	-	-	-	3,000			
Advertising				-	-	-	-	-	-	-	-	-	-			
Board Retreat				-	-	-	-	-	-	-	-	-	-			
Bad Debt Expense				-	-	-	-	-	-	-	-	-	-			
Bank Charges				-	-	-	-	-	-	-	-	-	-			
Books and Program Supplies				-	-	-	-	-	-	-	-	-	-			
Professional Fees-Computer services				-	3,000	-	-	-	-	-	-	-	3,000			
Contributions				-	-	-	-	-	-	-	-	-	-			
Depreciation Expense				-	-	-	-	-	-	-	-	-	-			
Dues and Fees			4,563	4,563	-	-	-	-	-	-	-	-	4,563			
Entertainment Expense				250	250	250	250						1,000			
Equipment Rental				-	-	-	-	-	-	-	-	-	-			
Holiday Expense				-	-	-	-	-	-	-	-	-	-			
Insurance-Property				-	-	-	-	-	-	-	-	-	-			
Interest expense				-	-	-	-	-	-	-	-	-	-			
Lease expense				-	-	-	-	-	-	-	-	-	-			
Library				-	-	-	-	-	-	-	-	-	-			
License and permits				-	-	-	-	-	-	-	-	-	-			
Medical				-	-	-	-	-	-	-	-	-	-			
Office Expense				-	-	-	-	-	-	-	-	-	-			
Officer Life Insurance				-	-	-	-	-	-	-	-	-	-			
Payroll Salaries & Wages	34,987	34,987	34,987	104,961	122,454	34,987	34,987	34,987	34,987	52,480	34,987	34,987	34,987	454,830		
Payroll taxes	2,677	2,677	2,677	8,031	9,369	2,677	2,677	2,677	2,677	4,015	2,677	2,677	2,677	34,800		
Pension				-	-	-	-	-	-	-	-	-	-	-		
Postage				-	-	-	-	-	-	-	-	-	-	-		
Printing				-	-	-	-	-	-	-	-	-	-	-		
Staff Professional Development	1,000			1,000	1,000		1,000	1,000			1,000			4,000		
Professional fees-Accounting				-	-	-	-	-	-	-	-	-	-	-		
Professional fees-Consulting	1,000			1,000	-	-	-	-	-	-	-	-	-	1,000		
Professional fees-Legal				-	-	-	-	-	-	-	-	-	-	-		
Promotional				-	-	-	-	-	-	-	-	-	-	-		
Property Taxes				-	-	-	-	-	-	-	-	-	-	-		
Remediation Expense				-	-	-	-	-	-	-	-	-	-	-		
Rent Expense				-	-	-	-	-	-	-	-	-	-	-		
Repairs and Maintenance				-	-	-	-	-	-	-	-	-	-	-		
Security Expense				-	-	-	-	-	-	-	-	-	-	-		
Seminars & Workshops				-	-	-	-	-	-	-	-	-	-	-		
Snow & Refuse				-	-	-	-	-	-	-	-	-	-	-		
Student Expense				-	-	-	-	-	-	-	-	-	-	-		
Subscriptions				-	-	-	-	-	-	-	-	-	-	-		
Telephone				-	-	-	-	-	-	-	-	-	-	-		
Trade Fees				-	-	-	-	-	-	-	-	-	-	-		
Travel	500			500	500		500	500			500			2,000		
Utilities				-	-	-	-	-	-	-	-	-	-	-		
Total operating expense	42,227	37,664	43,414	123,305	136,573	56,495	37,664	37,664	39,414	114,742	37,664	56,495	39,414	508,193		
														508,193	Proof	

Goodwin College, Inc  
BSN-Hathaway  
Operating Budget  
Fiscal Year Ending June 30, 2014  
Nearest \$

Account Description	July	Aug	Sept	1st Qtr.	Oct	Nov	Dec	2nd Qtr.	Jan	Feb	Mar	3rd Qtr.	Apr	May	June	4th Qtr.	Full Year Budget	Prior Year Budget
Accounting and legal				-													-	-
Accreditation		2,500		2,500													2,500	2,500
Advertising				-													-	-
Annual Board Retreat				-													-	-
Bank fees				-													-	-
Books and Program supplies	1,458			1,458													1,458	-
Computer services				-													-	-
Professional fees-Consulting	1,500			1,500	1,500			1,500	1,500			1,500			1,500		6,000	2,000
Contributions				-													-	-
Dues and Fees				-													-	-
Entertainment				-													-	-
Equipment Rental				-													-	-
Holiday				-													-	-
Insurance-Property				-													-	-
Interest expense				-													-	-
Key Man Life Insurance				-													-	-
Lease expense				-													-	-
Library				-													-	-
License and permits				-													-	-
Medical				-													-	-
Office				-													-	-
Officer Life Insurance				-													-	-
Payroll taxes	1,680	1,680	1,680	5,041	1,680	2,521	1,680	5,882	1,680	1,680	1,680	5,041	1,680	2,521	1,680	5,882	21,846	14,275
Penalties				-													-	-
Postage				-													-	-
Printing	950			950													950	750
Professional development				-													-	-
Professional fees				-	1,000			1,000		1,000		1,000					2,000	2,000
Promotional				-													-	-
Property Taxes				-													-	-
Rent				-													-	-
Repairs and Maintenance				-													-	-
Security				-													-	-
Snow rubbish removal				-													-	-
Student expense				-													-	-
Subscriptions				-													-	-
Telephone				-													-	-
Trade Fees				-													-	-
Trans equipment				-													-	-
Travel				-	600			600		600		600					1,200	-
Utilities				-													-	-
Wages	21,966	21,966	21,966	65,899	21,966	32,950	21,966	76,882	21,966	21,966	21,966	65,899	21,966	32,950	21,966	76,882	285,563	186,604
<b>Total operating expense</b>	<b>27,555</b>	<b>26,147</b>	<b>23,647</b>	<b>77,348</b>	<b>26,747</b>	<b>35,470</b>	<b>23,647</b>	<b>85,864</b>	<b>25,147</b>	<b>25,247</b>	<b>23,647</b>	<b>74,040</b>	<b>23,647</b>	<b>35,470</b>	<b>25,147</b>	<b>84,284</b>	<b>321,517</b>	<b>209,130</b>

Proof

Notes:



[illegible]

209,130





Rating	Value
1	Requires additional training/coaching
2	Meets the standard
3	Exceeds the standard

*Note: Please justify all #1 and #2 ratings in the comments section.*

## Classroom Teaching Observation

Faculty Member Name and Title:

Class Observed:

Date:

Classroom Performance Standards				
The Instructor	Score			Comments
	1	2	3	
1. <b>Use of Class Time</b> Arrives punctually and makes good use of class time. Does not dismiss class early.				
2. <b>Goals and Objectives</b> Class activities relate to the syllabus and are relevant to program goals.				
3. <b>Subject Matter Expertise</b> Material presented reflects current knowledge of the field.				
4. <b>Preparation and Organization</b> Lesson is well-planned; there is an organized progression from one activity to the next.				
5. <b>Student Engagement</b> Stimulates interest in the class as evidenced by the students' active participation in the class.				
6. Instructor validates understanding through questions and or other techniques.				
7. Answers students' questions appropriately to facilitate learning or directs the students to sources of additional assistance.				
8. <b>Teaching Methodologies</b> Demonstrates mastery of teaching skills and strategies.				
9. <b>Technology</b> Uses technology appropriate to the course (e.g., blackboard, smart board, etc.)				
10. <b>Classroom Management</b> Maintains control of the classroom and addresses disruptions appropriately.				
11. <b>Rapport</b> There was evidence of mutual respect and professionalism				
12. <b>Overall Classroom Observation Rating</b>				
<b>OVERALL RATING</b>				

(Optional)

Specific Department Performance Standards	1	2	3	
1.				

2.				

**Most Recent Semester Student Evaluations in IOTA (1-2 classes)**

Overall rating out of 4.0

Number of students rating

Course name/number

**Other factors to consider for overall performance (e.g., examples of continuing education, involvement in college activities, etc.):**

**Strengths and suggestions:**

\_\_\_\_\_  
**Observer/Evaluator/Title**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Instructor's Signature**

\_\_\_\_\_  
**Date**

Note: Observations for adjunct faculty who taught during the prior year (September 2013 to July 2014) are due no later than July 30, 2014.



## Full-Time Faculty Evaluation

Rating	Value
1	Requires additional training/coaching
2	Meets the standard
3	Exceeds the standard
<i>Note: Please justify all #1 and #2 ratings in the comments section.</i>	

Date: \_\_\_\_\_  
 Faculty Name: \_\_\_\_\_ Faculty Title: \_\_\_\_\_  
 Department: \_\_\_\_\_ Program: \_\_\_\_\_  
 Manager Name: \_\_\_\_\_

Faculty members are evaluated on their teaching, service and scholarly activity. The faculty member and manager complete a separate copy of this form and discuss them as part of the yearly performance meeting.

Standards	Area to Develop (1)	Meets Standard (2)	Exceeds Standard (3)	Comments (Justify 1 and 3 ratings with highlight of strengths and areas for development)
<b>Teaching Excellence</b> requires that faculty use models and practices that achieve optimal student learning. The achievement of teaching excellence also requires a commitment to learning and practice using effective teaching pedagogy.				
<b>1. Instruction</b> Teaches courses in which activities and assignment are aligned with learning outcomes.				
<b>2. Assessment</b> Observed assessment activity appears appropriate for the learning goal.				
<b>3. Interaction with Students</b> Keeps regular office hours, interacts with students in a friendly, courteous, approachable and respectful manner; portrays a positive attitude to students about learning and the college.				
<b>4. Responsiveness to Students</b> Based on feedback from the members of the class, it seems that the instruction evaluates student work promptly; listens to students' concerns and responds to requests; resolves issues promptly and effectively.				
<b>5. Curricula Development and Improvement</b> Based on student, peer and other assessment information, offers suggestions for improving curricula and/or designing new courses. Contributes to curriculum development as appropriate in the department.				
<b>6. Student Evaluations (Manager)</b> IOATA data indicates overall instructor teaching ratings as good (ratings between 3.6 and 4.0).				

Standards	Area to Develop (1)	Meets Standard (2)	Exceeds Standard (3)	Comments (Justify 1 and 3 ratings with highlight of strengths and areas for development)
Overall student rating				
<b>7. Peer Evaluation (Manager)</b> Summary of key points from classroom observation.  Overall peer rating				
<b>Scholarly Activity</b> is both the discovery of new knowledge through innovation and research, and the application of that knowledge across disciplines. Scholarship involves a commitment to learning and developing expertise in one's career field. <i>(Target: Evidence of one item every academic year.)</i>				
<b>1. Collegiality and Professionalism</b> Establishes and maintains positive working relationships with colleagues; responds appropriately to constructive criticism as evidenced by changes in behavior; works ethically and collegially with others to accomplish goals; maintains open and timely communications with managers regarding student issues or concerns; maintains confidentiality of student issues and shares only with appropriate persons.				
<b>2. Professional Development</b> Demonstrates mastery of subject matter, continually updates knowledge and skills (e.g., participates/attends conference and workshops in respective disciplines; develops related teaching and professional skills, attends technology training) <i>(Target: Attendance at community day and two other activities each academic year.)</i>				
<b>3. Scholarship</b> Seeks grant, proposal, special projects or other opportunities (e.g., engages in professional or scholarly writing, workshop or poster presentations, conducts research or makes other scholarly contributions to the field). <i>(Target: Evidence of one item every two academic years).</i>				
<b>4. Professional Activities</b> Belongs to a professional association related to their field, participates in local, regional or national organizations; receives awards or honors, engages in consulting projects.				

Standards	Area to Develop (1)	Meets Standard (2)	Exceeds Standard (3)	Comments (Justify 1 and 3 ratings with highlight of strengths and areas for development)
Notes:				
<b>Service</b> includes all activities that aid the community and professions in addressing societal problems within the college, local, national and international communities. <i>(Target: Evidence of one item every academic year.)</i>				
<b>1. Mission / Vision Alignment</b> Sets goals in accordance with the college, department and program mission and vision; exemplifies the college's values, communicates goals and objectives to others with connection to the College philosophy and culture.				
<b>2. Faculty Mentoring</b> <i>(Program Directors, Curriculum Directors, Course Coordinators)</i> Focuses and guides adjuncts to ensure quality of curricula. Reviews evaluations and discusses issues with adjuncts as they arise. Provides feedback to adjuncts about curricula and instruction; keeps administration informed of developments with adjuncts, contributes to individual and team performance through the use of constructive feedback, advice, direction, shares education and training resources.				
<b>3. Advising (only if applicable)</b> Advises students effectively; works effectively with college personnel to guide student achievement; maintains appropriate advising records.				
<b>4. Administrative Leadership</b> Complies with department procedures, effectively completes assigned tasks (e.g., submits syllabi, census, grades and other data accurately and on time); participates in department and college governance committees as well as faculty senate and programmatic advisory board; contributes to the overall development of the program, department and college; demonstrates personal accountability for actions and outcomes				
<b>5. Service to the Larger Community</b> Participates in professionally/field-related				

Standards	Area to Develop (1)	Meets Standard (2)	Exceeds Standard (3)	Comments (Justify 1 and 3 ratings with highlight of strengths and areas for development)
community activities; represents the college positively.				
<b>6. Service to the College Community</b> Participates in college activities, involves oneself in the college community beyond activities that are part of one's job description.				
Notes:				

### College Governance

Describe your role/contributions to Faculty Senate, assigned governance committees, other committees or college activities.

### Performance Objectives for the Year

Indicate specific performance objectives for the next year related to teaching, service and scholarship.

### Additional Reviewer Comments

Highlight faculty strengths and significant contributions.

### Faculty Member Comments (optional)

*The reviewer and faculty member must sign both copies. Each party is entitled to a copy. The faculty signature does not necessarily mean that you are in agreement with the evaluation. Your signature only indicates that you have the opportunity to review the evaluation and that you have discussed the content with your supervisor.*

\_\_\_\_\_  
Faculty Member

\_\_\_\_\_  
Date

\_\_\_\_\_  
Manager/Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator

\_\_\_\_\_  
Date





## Faculty Scholarly Activity Update and Professional Development Plan

**Name:**

**Title:**

**Date:**

The following information is requested to ensure the ongoing accuracy of our records and to provide the College's with the data necessary to design professional development offerings and support to best suit our faculty's interests. If you need more rows for any section, select the 'Tab' button on your keyboard when you reach the last cell in the table.

### Scholarship Update

This past year (9/2013 to 8/2014), I completed coursework toward the following certification or degree:

Certificate or Degree Pursued	Field	Granting Institution	Did you complete the certification or degree?

This past year (9/2013 to 8/2014), I attended the following workshops or conferences:

Month / Year	Title of Event	Organizing Institution	State	Attendee or Presenter (A / P)	If Presenter, Title of Presentation, Discussion, etc.

This past year (9/2013 to 8/2014), I have been a member of the following professional organizations:

Name of Organization	Organization Abbreviation

This past year (9/2013 to 8/2014), I published the following works:

Date of Review or Publication	Title of Work	Publisher

This past year (9/2013 to 8/2014), I participated in the following service projects or activities at Goodwin College:

Month / Year	Activity	Role

This past year (9/2013 to 8/2014), I participated in the following community service activities:

Month / Year	Activity	Role

This past year (9/2013 to 8/2014), I have received the following awards:

Month / Year	Award	Awarding Organization

**Professional Development Plan for the Next 12 Months:**

By the end of the summer semester, each faculty member will, in collaboration with his or her manager, submit a Professional Development Plan. This plan identifies proposed activities, strategies, seminars, and/or conferences that will be explored in maintaining currency in the credentialed field and in teaching and learning methodology and pedagogy. The responsibilities and objectives in the PDP will reflect the faculty member's professional goals and objectives as well as the needs of the College and Department.

**Professional activities that have been scheduled for the next 12 months include the following:**


**Additional Comments:**

\_\_\_\_\_  
Faculty Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Department Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator

\_\_\_\_\_  
Date

Rating	Value
1	Area to Develop
2	Meets Expectation
3	Exceeds Expectation

*Note: Please justify all #1 and #3 ratings in the comments section.*

## Online Instructor Course Observation

Faculty Member Name and Title:

Class Observed:

Date:

Instructor Expectations	Score			Comments
	1	2	3	
1. <b>Two-Click Rule</b> All core content exists in the weekly folder and two clicks from the course homepage.				
2. <b>Changing Course Template</b> No extra buttons, links to the main navigation bar, or additional folders have been added to the course.				
3. <b>Date Restrictions Must be Set for Weekly Materials</b> All content for a week will be contained in a weekly unit folder; each week's content will be available by 6:00 am Monday morning and remain open until the end of the course.				
4. <b>Blackboard Communications</b> All subject/content driven interactive communications will be done using Bb tools, such as announcements, discussion boards and content items. Student content questions will be answered in class discussion board postings from the faculty. At least two announcements should be posted per week. Communication is the way to keep students engaged in the course and not drift. Social presence and writing using conversational tone has been found to increase learning and retention.				
5. <b>Course Syllabus</b> The course syllabus includes the instructor's name, phone number, and email address, which must be on the top. All grading percentages, weekly outline of topics and work with due dates are present on the syllabus. The syllabus is in a pdf format for easy printing.				
6. <b>Directive and Clear Instructions</b> All weekly units are briefly introduced, tasks and assignments with due dates are clear, objectives of the unit are explicit, and all linked content are contained in a lecture narrative or briefly explained. All content, activities, and assessments are mapped according to the content mapping principles of the Online Studies Department.				

Instructor Expectations	Score			Comments
	1	2	3	
<b>7. Graded Assignments/Grade Center Weighted Grades</b> Assignments, assessments and other work that is graded including weekly discussion board questions are graded with feedback no later than seven days after it has been submitted or the week has ended. All graded material are set to 100 points. Rubrics should be used for graded materials. All courses have the grade center organized by week and have the weighted column set-up so students always know what their weighted grade is at all times.				
<b>8. Discussion Board</b> Each forum should be graded with a point ratio of 100. Each week the instructor grades the forum and provides feedback.				
<b>9. Visibility/Presence in Course</b> The instructor is present five out of seven days each calendar week. The instructor may choose which two days he or she does not log in, but the days should not be consecutive. One of the days should be on the weekend.				

\_\_\_\_\_  
Observer/Evaluator/Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
Instructor's Signature

\_\_\_\_\_  
Date

Note: Observations for adjunct faculty who taught during the prior year (September 2013 to July 2014) are due no later than July 30, 2014.



## Full-Time Faculty: RN to BSN Program

Full-time faculty members at Goodwin College are responsible for maintaining the highest academic standards in their particular disciplines. They teach 15 credits hours per semester; serve on college committees; develop and maintain curriculum; stay current in their disciplines; stay current with pedagogy and teaching methodology; participate in on and off-campus staff development activities; and participate in college and community service.

\*This Faculty position will require assisting with the development and implementation of a MSN program\*

### ESSENTIAL JOB FUNCTIONS

At a minimum, the essential functions of the instructor are to:

- Coordinate, plan, organize, and instruct courses in the day, evening, or on weekends as assigned
- Ensure that each course contains essential curricular components, has appropriate content and pedagogy, and maintains currency
- Post and maintain a minimum of 6 office hours/week on campus for student consultations. Submit office hours to the department chair at the beginning of each semester and post hours on the syllabus.
- Keep students informed and updated concerning course content, class requirements, and evaluation procedures
- Convey college-related information to students in a timely manner as requested by college officials
- Maintain accurate and complete scholastic records, including attendance records for the first two weeks of each semester
- Conduct class evaluations and complete other college evaluations in accordance with college policy
- Submit grades, incompletes, one to one documentation, and change of grade forms to the Registrar's Office when appropriate
- Recommend textbooks and other instructional materials including classroom and laboratory equipment to Program Directors or Department Chairs
- Attend departmental meetings and participate in the development, implementation, and evaluation of program goals and curriculum review based on student learning outcomes
- Assess student academic achievement and demonstrate modification of teaching techniques in accordance with assessment feedback
- Initiate discussions and make recommendations to the Program Director/Department Chair concerning the improvement of teaching, curriculum, and processes related to improving student outcomes
- Make use of available college online resources (Blackboard, website, office hour posting, syllabi posting, grade book, Instructional Policy Manual, etc.)
- Incorporate instructional technologies in instructional delivery
- Study and utilize students' learning styles in each class in order to facilitate the best teaching and learning situations
- Attend professional development activities to remain informed of current trends and new approaches to instruction
- Attend and participate in all Community Day events at the college
- Submit required reports to the appropriate college personnel
- Attend all faculty meetings, college assemblies, professional development, orientation, graduation, alumni activities, admission events and other meetings as called by an administrator of the college
- Serve on and provide information to college committees as needed and requested
- Become thoroughly familiar with all college policies and procedures and comply with all college policies and procedures

- Support a multicultural environment and embrace the College's rich diversity
- Become actively involved in the co-curricular activities of the college
- Maintain a professional appearance at all times
- Demonstrate professional attitude, philosophy, compassion, and commitment that promotes student growth and learning
- Promote and maintain a healthy and safe educational and work environment, free from harassment and discrimination
- Perform all other duties as assigned by the Program Director/Department Chair

### EDUCATION, SKILLS AND EXPERIENCE REQUIREMENTS

- Terminal degree required (DNP; DNS; Ph.D; Ed.D;). If the terminal degree is not in Nursing, candidate must have a Master's Degree in Nursing
- RN License required
- Prior teaching experience at the college level required
- Program/Curriculum development experience required
- Online teaching experience required
- Knowledge of current trends and practices in specific field of study
- Strong planning and organizational skills
- Dedication to excellence in teaching and committed to high academic and professional standards
- Effective communication skills with a wide range of stakeholders
- Ability to work collegially in a team environment
- Ability to exercise individual initiative, independent action, and sound judgment

*Interested candidates should send a letter of interest stating qualifications, a Curriculum Vita, and a statement of teaching philosophy to:*  
[jobs@goodwin.edu](mailto:jobs@goodwin.edu)