

TEXAS BOARD OF NURSING
3.11.1.a. EDUCATION GUIDELINE
Total Program Evaluation

Revised: 01/02/2013

Rule 214.13 sets forth the requirements for the total program evaluation plan for vocational nursing education programs. Rule 215.13 sets forth the requirements for the total program evaluation plan for professional nursing education programs (diploma, associate degree, baccalaureate degree, or entry-level master's degree).

<p>Rule 214.13(a) related to <u>Total Program Evaluation</u> requires that "There shall be a written plan for the systematic evaluation of the total program. The plan shall include evaluative criteria, methodology, frequency of evaluation, assignment of responsibility, and indicators (benchmarks) of program and instructional effectiveness."</p>	<p>Rule 215.13(a) related to <u>Total Program Evaluation</u> requires that "There shall be a written plan for the systematic evaluation of the total program. The plan shall include evaluative criteria, methodology, frequency of evaluation, assignment of responsibility, and indicators (benchmarks) of program and instructional effectiveness."</p>
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The total program evaluation should be an ongoing process which provides continual feedback for program review and revision. Through the evaluation process, questions will be answered such as: Are we achieving our goals? Is there a more effective way to achieve our goals? Data should be collected on a regular basis, analyzed as aggregate data, and used in the decision making process. Record keeping and documentation of decisions based on findings are essential components of the total program evaluation process.

Specific areas to be included in the total program evaluation plan are:

- evaluative criteria** - **which** components will be evaluated
- methodology* - **how** the data will be collected
- frequency of evaluation* - **when** the data will be collected
- assignment of responsibility* - **who** will be responsible for data collection
- indicators of program and instructional effectiveness* - **benchmarks** to be achieved

*Note: *Evaluative criteria* are those criteria which are measurable. Vague, nonspecific terms should be avoided. Example: *values* and *ethical understanding* are not easily measured. Quantitative (numerical) data lends itself more easily to analysis than does qualitative data.

<p>Rule 214.13(a) related to <u>Total Program Evaluation</u> requires that "The following broad areas shall be periodically evaluated: (1) organization and administration of the program; (2) philosophy/mission and objectives/outcomes; (3) program of study, curriculum, and instructional techniques, including online components of the vocational nursing education program, if applicable; (4) educational facilities, resources, and services; (5) affiliate agencies and clinical learning activities; (6) students' achievement; (7) graduates' performance on the licensing examination; (8) graduates' nursing competence; (9) faculty members' performance; and (10) extension sites/campuses."</p>	<p>Rule 215.13(a) related to <u>Total Program Evaluation</u> requires that "The following broad areas shall be periodically evaluated: (1) organization and administration of the program; (2) philosophy/mission and objectives/outcomes; (3) program of study, curriculum, and instructional techniques, including online components of the professional nursing education program, if applicable; (4) educational facilities, resources, and services; (5) affiliating agencies and clinical learning activities; (6) students' achievement; (7) graduates' performance on the licensing examination; (8) graduates' nursing competence; (9) faculty members' performance; and (10) extension programs."</p>
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Examples of items which may be evaluated under the broad areas include:

- (1) *organization and administration of the program*: program director, organizational structure
- (2) *philosophy/mission and objectives/outcomes*: mission or philosophy, program purpose or goals, conceptual framework as appropriate, standards
- (3) *program of study, curriculum, and instructional techniques*: curriculum plan, support courses, nursing courses
- (4) *educational facilities, resources, and services*: classrooms, offices, conference rooms, laboratories, library and learning resources, computers and audiovisual equipment, support staff, student services, financial support

- (5) *affiliating agencies and clinical learning activities*: clinical facilities, preceptors as appropriate, clinical laboratories
- (6) *students' achievement*: graduation and attrition rates, program completion times
- (7) *graduate outcomes*: graduate performance on licensing or certification examination
- (8) *graduates' nursing competence*: graduate and employer surveys as appropriate
- (9) *faculty performance*: faculty evaluations, faculty professional development; faculty practice as appropriate
- (10) *extension programs*: compare the effectiveness of the program at each extension site (NCLEX PN/RN-pass rates, faculty retention, student attrition, etc.), with the main campus.

<p>Rule 214.13(b)& (c) related to <u>Total Program Evaluation</u> requires that</p> <p>“(b) All evaluation methods and instruments shall be periodically reviewed for appropriateness.</p> <p>(c) Implementation of the plan for total program evaluation shall be documented in the minutes.”</p>	<p>Rule 215.13(b) & (c) related to <u>Total Program Evaluation</u> requires that</p> <p>“(b) All evaluation methods and instruments shall be periodically reviewed for appropriateness.</p> <p>(c) Implementation of the plan for total program evaluation shall be documented in the minutes.”</p>
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The Total Program Evaluation Plan should also include the evaluation of methods and instruments used in the plan for the appropriateness and effectiveness of such methods and tools [Rule 214.13(b-c) and Rule 215.13(b-c)]. Programs have flexibility to design the evaluation plan in any format they wish with any headings they desire, but, at minimum, the broad areas required by the rule must be included (see Sample Total Program Evaluation Plan on Page 4). Total Program Evaluation Plans prepared for other accrediting entities are acceptable as long as they contain the broad areas required by the rule. It is expected that the Total Program Evaluation Plan will consider criteria and outcomes for all aspects of *each* program, including *each* extension nursing educational program.

The steps in the evaluation process:

1. Determine what will be evaluated. Criteria must be measurable and include benchmarks or indicators of success/effectiveness.
2. Decide when it will be evaluated: each semester? each year? every three years?
3. Appoint someone to be responsible for the evaluation: a faculty member, the director, a committee, etc.
4. Decide how the evaluation will occur: evaluation form, questionnaire, group decision, grades, etc.
5. Set benchmarks or indicators of success/effectiveness: a percentage of achievement or agreement.
6. Collect the data, collate and analyze it - This is the “news” - What will you do with the “news”? Make revisions, changes or continue with current plan. Document decisions made based on evaluation results in the appropriate committee minutes.
7. Start back at Step #1.

Important: Please be aware that references to Rule 214 and Rule 215 are not all inclusive.

SAMPLE TOTAL PROGRAM EVALUATION PLAN

This only represents a skeletal outline of a total program evaluation plan *for a professional nursing education program* which indicates the required broad areas in the rule. This is not the only format that can be used and does not include all criteria or components which are usually evaluated, nor does it include benchmarks. One example is provided under *Graduate Outcomes*. The broad areas under criteria/components to be evaluated could be broken down into subsets for more specific evaluation.

Criteria/ Component to be Evaluated	Data Collection Method/Tools	Individual or Group Responsible	Frequency of Data Collection	Indicators of Achievement	Findings (Aggregate Data)	Outcome (Changes made as result of data)
Organization/ Administration of Program						
Philosophy and Outcomes						
Program of Study, Curriculum, Instructional Techniques						
Educational Facilities, Resources, and Services						
Affiliating Agencies and Clinical Learning Activities						
Student Achievement						
Graduate Outcomes 1. NCLEX-RN® performance	NCLEX-RN® annual results	Program Director	Annually	80% pass rate	2002 = 92% pass rate	Review areas of weakness in ATI results
2. Employer Survey	Employer Survey Tool	Evaluation Committee	Annually	80% of returns respond that graduates are satisfactory in all practice areas	95% of returns indicate graduates are satisfactory in performance. Lowest % in delegation.	Increase content in Leadership Course on delegation.
Faculty Performance						
Extension Programs						
Total Evaluation Plan, Methods, Instruments						