

## MANE Curriculum Evaluation Plan

CCNE Standard	ACEN Standard	NLN draft	ELA/Goals	Responsible Party	Frequency of assessment	Assessment Method (instruments and tools for data collection)	Evidence (trended and aggregated)	Met or Unmet/ Action
<p>I-A. The mission, goals, and expected program outcomes are:</p> <ul style="list-style-type: none"> <li>• congruent with those of the parent institution; and</li> <li>• consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.</li> </ul> <p>I-B. The mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, to reflect:</p> <ul style="list-style-type: none"> <li>• professional nursing standards and guidelines; and</li> <li>• the needs and expectations of the community of interest.</li> </ul>	1.1 The mission/philosophy and program outcomes of the nursing education unit are congruent with the core values and mission/goals of the governing organization.	I-A	The MANE Mission and Philosophy statements align with each MANE college mission/goals.	MANE Curriculum Committee reviews mission and philosophy statement. Alignment is site specific.	MANE CC review annually in June. MANE programs align with their college mission/goals per program SPE schedule	Comparison table demonstrates congruency between MANE college/university mission, core values, goals, and the MANE mission, philosophy and program outcomes.		
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).	4.1 The curriculum incorporates established professional standards, guidelines, and competencies, and has clearly articulated student learning outcomes and program	IV-A IV-B	The semester 8 PSLOs and competencies are aligned to professional standards. The semester 5 benchmark PSLOs and competencies are aligned to professional standards.	MANE Curriculum Committee	Annually in June	<p>Review table with crosswalk and update as relevant: <i>Student Learning Outcomes and Professional Standards and Guidelines (revised March 2014)</i></p> <p>Refer to Program Evaluation Core Elements for ELAs/Goals related to program</p>		

	outcomes consistent with contemporary practice.		The program has defined program performance outcomes with established levels of achievement (ELA)/Goal)			completion, NCLEX-RN pass rates, employment rates and employer and graduate program satisfaction.		
<p>III-C. The curriculum is logically structured to achieve expected student outcomes.</p> <ul style="list-style-type: none"> <li>• Baccalaureate curricula build upon a foundation of the arts, sciences, and humanities.</li> </ul> <p>III-D. Teaching-learning practices and environments support the achievement of expected student outcomes.</p>	4.2 The student learning outcomes are used to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate student progress.	IV-C	<p>Student learning outcomes are leveled at the end of semester 5 and semester 8. Competencies are leveled at end of each semester, beginning with semester 3 through semester 8.</p> <p>The clinical evaluation tool incorporates the leveled competencies beginning with semester 3 through semester 8. Each SLO is spiraled through each nursing course and has learning activities and measurement rubrics to evaluate student progress.</p>	MANE Curriculum Committee	Annually in June	<p>Review and update as evidence is collected:</p> <p><i>Semester 3, 4, 5, 6, 7, 8 clinical evaluation tools</i></p> <p><i>Eight Semester Leveled Competencies</i> (Excel document 09/2/2014)</p> <p><i>Eighth Semester Leveled Competencies</i> (Approved July 22, 2014)</p> <p><i>MANE Fifth Semester Leveled Competencies</i> (Final 2/24/2014)</p> <p>MANE Nursing Course outlines</p> <p>Course alignment templates</p>		
III-B. Curricula are developed, implemented, and revised to reflect relevant	4.3 The curriculum is developed by the faculty and	IV-J	A minimum of two representative faculty from each MANE program	MANE Curriculum Committee	Annually in June	<p>Agency agreement-review charter language</p> <p>Attendance at MANE</p>		

<p>professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).</p> <p>III-H. Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.</p>	<p>regularly reviewed to ensure integrity, rigor, and currency.</p>		<p>serve on the MANE Curriculum Committee that develops the core elements of the curriculum (refer to <i>MANE Core and Non-Core Curricular Components</i> Final 9/12/14) Agency agreement/Charter Language: <i>MANE Curriculum Committee shall comprise two representatives from the nursing faculty of each MANE Schools. The Curriculum Committee shall be responsible for making recommendations for the Curriculum</i></p> <p>Curriculum rigor is evaluated annually in light of the results on national standardized tests, predictor exam for NCLEX readiness</p>			<p>Curriculum Committee via meeting minutes</p> <p>Review Membership list of MANE Curriculum Committee to assure representation of a minimum of 2 faculty from each MANE college.</p> <p>Trend and analyze aggregate performance data on ATI predictor exam, critical thinking exam and CMEs</p>		
<p>III-C. The curriculum is logically structured to achieve expected student outcomes.</p> <ul style="list-style-type: none"> <li>• Baccalaureate curricula</li> </ul>	<p>4.4 The curriculum includes general education courses that enhance professional</p>		<p>The baccalaureate curriculum has 55 general education credits through semester 8 which support the</p>	MANE Curriculum Committee	Annually in June	<p>Table of correlation of general education content in courses to support nursing PSLOs and 5<sup>th</sup> and 8<sup>th</sup> semester benchmarks</p>		

build upon a foundation of the arts, sciences, and humanities.	nursing knowledge and practice.		nursing curriculum and achievement of PSLOs/5 <sup>th</sup> semester and 8 <sup>th</sup> semester.					
III-C. The curriculum is logically structured to achieve expected student outcomes. • Baccalaureate curricula build upon a foundation of the arts, sciences, and humanities.	4.5 The curriculum includes cultural, ethnic, and socially diverse concepts and may also include experiences from regional, national, or global perspectives.	IV-F IV-D	100% of the nursing courses support cultural, ethnic, and socially diverse concepts.	MANE Curriculum Committee	Annually in June	Course alignment templates  <i>MANE concept table comparison</i> (updated November 2013)		
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).  III-D. Teaching-learning practices and environments support the achievement of expected student outcomes.	4.6 The curriculum and instructional processes reflect educational theory, interprofessional collaboration, research, and current standards of practice.	IV-E IV-H IV-D	Educational theory is evident each semester throughout the curriculum and instructional processes: Spiraling, concept based teaching and learning, evidenced based practice	MANE Curriculum Committee	Annually in June	<i>MANE concept table comparison</i> (updated November 2013) <i>MANE Conceptual Tree Model</i> (March 2014) <i>MANE Glossary of Terms</i> (June 2014) <i>MANE Curriculum Design Summary</i> (March 2014) Course Topical outlines Course Grade sheets Clinical Education Model per course with clinical component Crosswalk of educational theories and exemplars of integration		
III-G. Individual student performance is evaluated by the faculty and reflects achievement of expected	4.7 Evaluation methodologies are varied, reflect established	IV-H	100% of courses reflect practice competencies and measure achievement of	MANE Curriculum Committee	Annually in June	Course alignment templates Course grade sheets Clinical evaluation tools Clinical Education Model		

student outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.	professional and practice competencies, and measure the achievement of the student learning outcomes.		SLOs			per course with clinical Grading Rubrics Graded assignments component		
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.	4.8 The length of time and the credit hours required for program completion are congruent with the attainment of identified student learning outcomes and program outcomes and consistent with the policies of the governing organization, state and national standards, and best practices.		Program length is congruent with: A. MnSCU standards (MnSCU approved waiver for 75 credit AS) (BSN is 120 credits) B. Consistent with state legislation C. CCNE and ACEN national statistics (p19 of ACEN 2013 annual report) D. General Education aligns with degree definition for AS and BSN	MANE Curriculum Committee	Annually in June	Comparison with: MnSCU approval for 75 credit AS State legislation CCNE and ACEN annual reports MnSCU AD and BSN degree definitions		
III-D. Teaching-learning practices and environments support the achievement of expected student outcomes.	4.9 Practice learning environments support the achievement of student learning outcomes and program outcomes.		100% of the clinical site(s) are appropriate for learning and achievement of, course SLOs, PSLOs and PO's.		Annually in June	Trend and analyze input from stakeholders including students: Course evaluations MANE advisory committee of clinical partners MANE Clinical communication tool Clinical satisfaction survey		

<p>III-E. The curriculum includes planned clinical practice experiences that:</p> <ul style="list-style-type: none"> <li>• enable students to integrate new knowledge and demonstrate attainment of program outcomes; and</li> <li>• are evaluated by faculty.</li> </ul>	<p>4.10 Students participate in clinical experiences that are evidence-based and reflect contemporary practice and nationally established patient health and safety goals.</p>	IV-E	<p>100% of clinical experiences will reflect attainment of PSLO's.</p>	MANE Campus Site specific	Program evaluation plan schedule	Clinical evaluation tool Alignment template		
<p>III-D. Teaching-learning practices and environments support the achievement of expected student outcomes.</p> <p>III-F. The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest.</p>	<p>4.12 Learning activities, instructional materials, and evaluation methods are appropriate for all delivery formats and consistent with the student learning outcomes.</p>	IV-I	<p>Teaching-learning practices and delivery formats will enhance student ability to achieve PSLO's.</p> <p>Teaching-learning practices and delivery formats will reflect expectations of the communities of interest.</p>	MANE Campus Site specific	Program evaluation plan calendar	<p>Course Alignment Templates MANE Grading Sheet Rubrics Test blueprints Test analysis Clinical evaluation tool</p>		