

Evaluation Rubric Administrative Services

Strategic Initiative	Institutional Expectations		
	Does Not Meet	Meets	Exceeds (if applicable)
Access			
Access	The program does not describe its role in providing access to students, staff, and the community.	The program describes its role in providing access to students, staff, and the community.	N/A
Pattern of Service	The program does not describe how the pattern of service is related to the needs of students.	The program provides evidence that the pattern of service or instruction meets student needs	The program provides evidence that the pattern of service or instruction meets student needs, and has plans or activities in place to meet a broader range of needs.
Student Success			
How the program supports student learning	Program does not explain how it supports student learning	Program provides an adequate description of how it supports student learning.	N/A
Technology			
Use of Technology and Plans	The program does not address the use of technology to enhance service	The program uses technology to enhance service and has plans to expand use of technology in at least one area.	The program uses several forms of technology to enhance service or instruction and has plans to expand use of technology in more than one area.
Institutional Effectiveness			
Mission and Purpose	The program does not have a mission, or it does not clearly link with the institutional mission.	The program has a mission and it links clearly with the institutional mission.	N/A
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data show the program is productive at an acceptable level.	The data show that the program is highly productive.

Accomplishments	The program does not list accomplishments.	The program lists at least two accomplishments.	The program lists three or more accomplishments.
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	The program identifies and describes at least two major trends in the field which will affect enrollment and provides data from internal research or research from the field to support those conclusions.	The program identifies and describes three or more major trends in the field which will affect enrollment and provides data from internal research or research from the field to support those conclusions.
Weaknesses/challenges	The program does not demonstrate an understanding of its own weaknesses in light of information and data provided.	The program demonstrates an understanding of its own weaknesses given the data and information provided.	N/A
Plans	The program does not have plans in place to remedy weakness or bolster strengths, or the plans are not supported by the data and information provided.	The program has plans in place to remedy weaknesses or bolster strengths, and the plans are supported by the data and information provided.	The program has established a time-line to embark on implementation of its plans.
Partnerships			
Partnerships	The program does not list internal or external partnerships	The program provides evidence of at least one internal or external partnership	The program provides evidence of internal or external partnership in more than one area, or of several partnerships in at least one area.
Campus Climate			
Reputation, safety, aesthetic appeal	The program does not demonstrate how it has contributed to the reputation, safety, or aesthetic appeal of the college	The program provides evidence that it has contributed to the reputation, safety, or aesthetic appeal of the college	The program provides evidence that it has contributed to the reputation, safety, or aesthetic appeal of the college in at least two ways.

Name of Department: Nursing

Evaluator: Gloria Fisher (for Vice President, Instruction), Troy Sheffield, Kay Weiss

Overall Recommendation (include rationale): Continuation

The program should be commended for the achievements of its graduates and for the work being implemented to support partnerships. The program has also demonstrated strengths in the areas of technology use and plans and has many fine accomplishments. The department is advised to examine the pattern of instruction to ensure that it meets student needs. In addition, the department's plan to measure Student Learning Outcomes should be accomplished to bring the department into alignment with institutional expectations. Last, clearly articulated plans should be developed to address the program's weaknesses and barriers.

Item Scores

The department was graded by the Vice President and 1-3 committee members on each of the Program Review elements using the following scale:

D=Does Not Meet Institutional Expectations

M=Meets Institutional Expectations

E=Exceeds Institutional Expectations

Initiative	Topic	Vice President	Reader 1	Reader 2
Access	Demographics	M	M	M
	Pattern of Instruction	D	D	D
Student Success	Achievement	E	M	E
	Student Learning Outcomes	D	D	D
Technology	Use and Plans	E	E	E
Institutional Effectiveness	Mission and Purpose	M	M	M
	Productivity	M	M	M
	Relevance, Currency, Articulation	M	M	M
	Accomplishments	E	E	E
	Trends	M	M	M
	Weaknesses/challenges	M	M	M
	Plans	D	D	D

Partnerships	Internal or External Partnerships	E	E	E
Campus Climate	Reputation, safety, aesthetic appeal	M	M	M
	Diversity	D	D	D

AccessDemographics

The program indicates that though they have a lower ratio of males to females than the college averages, they encourage enrollment and the gap has narrowed from 11 to 26 percent over the last decade. There are lower ratios of African-American and Hispanic students to Caucasian and Asian students. No analysis or plans to improve are presented, though the program indicates that diversity is present and that the program is open to all who meet the pre-requisite requirements. This reader would like to see additional analysis and plans to address the needs of under-represented groups. Minimal analysis is present.

Pattern of Service

The nursing program provides a sequence of courses which can be completed in four semesters. The classes are all scheduled during the day, with some evening labs. New students are admitted in fall and spring. No alternate delivery or weekend programming is available. There is little flexibility for students to complete this program outside "traditional" hours. There is no evidence to support that student need is met with this scheduling pattern.

Student SuccessAchievement

Student retention and pass rates are significantly higher than college averages. Fill rates are strong. Additionally, pass rates on state licensure exam have averaged 86.7% which appears, to this reader, to be high. Also, of note, is that employment rates of graduates are 100% within three months of graduation. Student achievement is evidenced in the department's pass, retention and fill rates, and in licensure exam pass rates. There are no identified strategies to improve this data.

Student Learning Outcomes

The department reports that Student Learning Outcomes (SLOs) have been developed for all courses, and have plans to assess five course SLOs during the spring semester, and have plans to assess four to six additional SLOs next fall. Though no SLOs were assessed during the fall semester, per the report, it appears that the department's plans will more than "catch them up."

TechnologyUse and Plans

The department utilizes appropriate technologies for the discipline, including patient care models and simulators, in addition to multi-media instructional supplies which enhance lecture and assist students with preparation for state board exams. They have plans to continue to utilize the most current software and equipment possible and send faculty for training with the human patient simulators.

Institutional Effectiveness