

### **What is the relationship between program evaluation and a quality curriculum?**

The relationship between program evaluation and curriculum quality is that evaluation data is used to promote continuous quality improvement. “A culture of continuous quality improvement is important to the effectiveness and success of the program and school” (Billings & Halstead, 2023, p. 590). “Program outcome data are used, as appropriate, to foster ongoing program improvement” (Commission on collegiate nursing education, 2018, p. 22).

### **What models of evaluation are useful for nursing education and would be consistent with the philosophical base of the curriculum?**

The philosophical basis of the nursing curriculum should be reflected in the mission and goals of the nursing program. “The philosophy should define the concepts of person, health, nursing, and education. Those definitions provide some guidance for what should be in the curriculum and how it should be organized” (Billings & Halstead, 2023, p. 597). The model the most consistent with evaluating a program that is dedicated to persons, health, nursing and education is the one dedicated to continuous quality improvement. Deming’s Continuous Quality Improvement (CQI) Model introduced the four phases of CQI as plan, do, study, act (PDSA). “This evaluation model is seen as a continuous process that is embedded in the culture of the school and its day-to-day work. It should be seen as a natural part of everyday routine” (Billings & Halstead, 2023, p. 590).

### **What aspects of the overall program should be evaluated and why?**

The Commission on Collegiate Nursing Education (CCNE) is an accrediting agency for nursing program and has four standards, each with key elements, that “serve as the basis for evaluating the quality of the educational program offered and to hold the nursing program(s)

accountable to the educational community, the nursing profession, and the public” (Commission on collegiate nursing education, 2018, p. 5). The four standards comprise the aspects of the program evaluation. The standards are the mission and governance of the program, the institutional commitment and resources available to run the program, the curriculum and teaching-learning practices, and the assessment and achievement of program outcomes. “Evaluation includes explicit monitoring processes and protocols to assess if educational objectives have been achieved, incorporating trainee and faculty assessment, program and organizational evaluation, and timely constructive feedback. Establishing evaluation components for measuring program outcomes is recognized as a critical success factor” (Hillman et al., 2024, p. 438).

### **What kinds of data should be evaluated, and how do you interpret that data?**

Data about the program from a variety of sources should be evaluated to determine if the desired program outcomes have been met. This includes data from faculty and student surveys, faculty and student council meeting minutes, course evaluations from faculty, students and materials review, teaching by both peer review and students, student learning, admission, progression and graduation policies and procedures, faculty development, structure and governance, fiscal resources, and student support services, and outcomes. The data is interpreted by comparison with previous evaluations to determine progress in the case of an existing nursing program. “The key elements are designed to enable a broad interpretation of each standard in order to support institutional autonomy and encourage innovation while maintaining the quality of nursing programs and the integrity of the accreditation process” (Commission on collegiate nursing education, 2018, p. 5).

### **Who should be involved in the evaluation process and why?**

The process involves the dean of the nursing school, the faculty and staff of the nursing school, the student advisory council, program directors and administrators from the parent institution, and members of the community of interest. The community of interest is defined as follows:

The community of interest comprises the stakeholders of the programs and may include both internal (e.g., current students, institutional administration) and external constituencies (e.g., prospective students, regulatory bodies, practicing nurses, clients, employers, and the community/public, etc.). The community of interest might also encompass individuals and groups of diverse backgrounds, races, ethnicities, genders, values, and perspectives who are served and affected by the program. (CCNE, 2009, p. 44).

All the stakeholders should be involved in the evaluation, as each of the parties listed above has a different perspective and motivation for the program to succeed. The participation of every stakeholder ensures that the program evaluation is comprehensive.

### **How can a systematic program evaluation be used in new program development?**

“Program evaluation may be developmental, designed to provide direction for the development and implementation of a program” (Billings & Halstead, 2023, p. 587). Because an evaluation plan is based on all the standards and key elements a nursing program requires for accreditation, it can be used as a blueprint for assuring that a new program has all the necessary structural components.

### **What is the process for developing and implementing a comprehensive evaluation plan, and**

## **what should be included in an evaluation plan?**

The nursing administration and faculty are ultimately responsible for developing and implementing the evaluation plan. “The process for development and implementation may vary across nursing schools, depending on such factors as the number of faculty in the nursing school and the institutional resources available to support the evaluation” (Billings & Halstead, 2023, p. 631). In some larger schools of nursing there is a faculty member with the job of program evaluation coordinator; in some schools a faculty committee oversees the evaluation plan. Each of the accreditation standards and their associated key elements must be included in the evaluation plan. Due to accreditation bodies specific concern with program outcome assessments, it is necessary for nursing schools to include systematic approaches in their program evaluation plan that will provide evidence of meeting their goals (Al-Alawi & Alexander, 2019).

### **References**

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