Benefits of the Total Program Evaluation Plan:
(Rules 214.13 and 215.13):
The purpose of the Total Program Evaluation (TPE) Plan is to provide an effective method to measure all aspects of the nursing education program and to direct quality improvement activities before the program experiences negative outcomes. When the TPE is used regularly, it provides continual feedback for program review and revision. Data should be collected on a regular basis, analyzed as aggregate data, and used in the decision-making process.

A written TPE is required for nursing education programs by Board of Nursing rules and by nursing accreditation organizations for accredited programs. Board rules list the following specific areas to be included in the TPE:

- **evaluative criteria** - what 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 that are measurable. Vague, nonspecific terms should be avoided, such as values and ethical understanding are not easily measured. Quantitative (numerical) data lends more easily to analysis than qualitative data.

Board rules also list broad areas to be periodically evaluated:

<table>
<thead>
<tr>
<th>Areas for Evaluation</th>
<th>Examples of Criteria for Evaluation (not all-inclusive)</th>
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</thead>
</table>
| Organization and Administration of the Program | program director  
 organizational structure  
 nursing program committees  
 policies |
| Philosophy/Mission and Objectives/Outcomes | consistency among documents  
 effectiveness of:  
 program purposes and goals  
 conceptual framework  
 standards |
| Program of Study, Curriculum, and Instructional Techniques | curriculum plan  
 support courses  
 nursing courses  
 course evaluations |
| Educational Facilities, Resources, and Services | classrooms  
|                                              | offices  
|                                              | conference rooms  
|                                              | laboratories  
|                                              | library and learning resources  
|                                              | computers and audiovisual equipment  
|                                              | support staff  
|                                              | student services  
|                                              | financial support  
| Affiliating Agencies and Clinical Learning Activities including Simulation Activities | clinical facilities  
|                                              | preceptors  
|                                              | skills labs  
|                                              | simulation labs  
| Students’ Achievement                         | graduation and attrition rates  
|                                              | program completion times  
|                                              | influences on student withdrawals, failures  
| Graduate Performance on the Licensing Exam    | NCLEX pass rates  
| Graduates’ Nursing Competence                 | graduate and employer surveys  
| Faculty Members’ Performance                  | faculty evaluations  
|                                              | faculty professional development  
|                                              | faculty maintaining practice skills  
| Extension Sites/Campuses                      | measures of effectiveness at extension sites  

Faculty should also regularly evaluate the tools used in evaluation of the aspects of the program. Implementation of the TPE and decisions made based on evaluation data should be documented in the faculty meeting minutes. Board rules are not prescriptive about the format for the TPE. One template is presented below. If the program is accredited by a national nursing accreditation organization, the TPE designed to meet accreditation standards is acceptable to Board Staff.
<table>
<thead>
<tr>
<th>Components of evaluation</th>
<th>Methodology</th>
<th>Frequency of evaluation</th>
<th>Assignment of responsibility</th>
<th>Indicators (benchmarks) of effectiveness</th>
<th>Instructional effectiveness (outcomes)</th>
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<tbody>
<tr>
<td>Evaluation Criteria</td>
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<td>Organization &amp; Administration</td>
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<td>Philosophy &amp; Objectives</td>
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<td>Curriculum</td>
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<td>Facilities, resources, services</td>
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<td>Clinical Learning Activities</td>
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<td>Student achievements</td>
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<td>NCLEX results</td>
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<td>Graduates’ competence</td>
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<td>Faculty performance</td>
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<td>Extension sites</td>
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<td>Evaluation tools</td>
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Important: Please be aware that references to Rule 214 and 215 are not all-inclusive.