

The University of Texas Health Science Center San Antonio
 School of Nursing
Total Program Systematic Evaluation Plan (TPSEP)
 2016-2017

Evaluation Component	Expected Outcome	Evaluation Data Sources	Group/Individual Responsible for Collection & Analysis	Frequency of Data Collection	Findings (Aggregate Data)	Indicators of Achievement	Outcome (Changes Made as Result of Data Analysis)	Location of Documents
STANDARD I - PROGRAM QUALITY: MISSION AND GOVERNANCE								
1.1 Mission, goals and expected program outcomes are congruent with professional nursing standards and guidelines for the preparation of nursing professionals. IA	Goal: Identify a statement that SON mission, goals and expected program outcomes are consistent with professional nursing standards based on: AACN Essential Series: BS (2008) MS (2011) DNP/PhD *(2006) [*PhD with GSBS] 2010 Differentiated Entry Competencies for Nursing Practice in Texas (BSN) 2014 QSEN Competencies 2007 TIGER Competencies 2014 Core Competencies for Public Health Professionals 2011 Quad Council Competencies for Public Health Nurses 2013 CCNE and 2016 NTF Criteria for Evaluation of NP Programs Crosswalk 2013 Population Focused Nurse Practitioner Competencies 2015 AONE Nurse Executive Competencies 2013 CNL Competencies 2016 AGAC and Primary Care NP Competencies 2012 NONPF Competencies 2010 THECB 18 Characteristics of Doctoral Programs	SON Website Catalog Undergraduate Student Handbook Graduate Student Handbook	Committee on Undergraduate Studies Committee on Graduate Studies Faculty Council Faculty Assembly Office for Academic Affairs	Early Fall: Review SON mission, goals and expected program outcomes for alignment with nursing standards.	Mission and goals are congruent with professional nursing standards and guidelines for the preparation of nursing professionals. Evidence found here: Pg 14 of Undergrad and Pg 21 of Grad Handbooks state: “(The mission, vision and goals) are consistent with relevant professional standards and nursing guidelines to prepare students for beginning and advanced nursing practice.” Evidence that program outcomes are consistent with professional nursing standards found on page 24 of Graduate Student Handbook , but not in Undergraduate Student Handbook.	Graduate Student handbook updated to reflect 2016 NTF Criteria for Evaluation of NP Programs.	Add to website, recruitment materials, handbook, and/or catalog language that states BSN program outcomes are based on professional nursing standards: The mission, vision and goals are each congruent with those of the UT Health San Antonio. They are consistent with relevant professional standards and nursing guidelines to prepare students for beginning and advanced nursing practice.	Office for Academic Affairs SON website

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STANDARD I - PROGRAM QUALITY: MISSION AND GOVERNANCE								
1.2 Mission, goals, and expected program outcomes of SON are congruent with HSC. IA	Goal: Identify a statement or acknowledgement of congruence between HSC and SON missions, goals and expected outcomes.	SON Website Catalog Undergraduate Student Handbook Graduate Student Handbook	Faculty Council Faculty Assembly Office for Academic Affairs	Early Fall: Review SON mission, goals and expected program outcomes for alignment with UT Health.	Congruence stated in Undergraduate Student Handbook on pg 14 and Graduate Student Handbook on pg 21 : “The mission, vision and goals are each congruent with those of the UT Health San Antonio.”	SON Mission Statement Revised to be congruent with Revised HSC Mission and Vision and updated in the Student Handbooks. Previous: “We engage with our diverse students and communities to produce the future nursing leaders who will lead the transformation of health care to make lives better through education, research, and practice and community engagement” Revised: “We develop diverse nurse leaders to improve health and health care, through education, research, practice and community engagement”	Add statement to website: The mission, vision and goals are each congruent with those of the UT Health San Antonio. They are consistent with relevant professional standards and nursing guidelines to prepare students for beginning and advanced nursing practice.	Office for Academic Affairs SON website
1.3 Mission, goals and expected student outcomes are reviewed periodically and revised as appropriate to reflect professional nursing standards and guidelines. IB	Goal: Identify descriptions of a periodic defined process for review and revision of the Mission, Goals and Student Outcomes to reflect professional nursing standards and guidelines.	Faculty Assembly Bylaws COUS Bylaws COGS Bylaws	Faculty Assembly Faculty Council COUS/COGS Office for Academic Affairs	Annually or as needed	Description of a periodic defined process for review and revision of Mission, Goals and Student Outcomes to reflect professional nursing standards and guidelines found in faculty council (pg 5) , COUS (pg 8) and COGS bylaws .			Office for Academic Affairs SON website

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STANDARD I - PROGRAM QUALITY: MISSION AND GOVERNANCE								
1.4 Mission, goals, and expected student outcomes are reviewed periodically and revised as appropriate to reflect needs and expectations of community of interest. IB	Goal: Identify descriptions or evidence of the mission, goals and expected student outcomes being reviewed periodically and revised to reflect needs and expectations of community of interest.	Faculty Assembly Bylaws	Faculty Assembly Faculty Council COUS/COGS SON Alumni Office Office for Academic Affairs	Annually or as needed.	COI defined on SON website. Faculty Assembly's responsibilities include "evaluate and make recommendations regarding the relationship of the SON and its communities of interest" (p. 1).	Nursing Advisory Council serves as bridge between SON and community. Committee on Faculty and Student Matters provides leadership in the development of a community of learners among faculty and students.		Office for Academic Affairs SON website
1.5 Expected faculty outcomes are clearly identified by the nursing unit, are written and communicated to the faculty, and are congruent with institutional expectations. IC	Goal: Provide evidence that SON expected faculty outcomes in teaching, scholarship, service and practice are stated as guidelines for faculty appointment, in faculty handbooks, contracts, and other documents.	SON Faculty/Staff Handbook	Office of Faculty Affairs and Diversity	Annually or as needed.	Faculty role responsibilities defined in chapter 2 of SON faculty handbook. Faculty promotion and tenure guidelines available in chapter 3 of SON faculty handbook. Compensation plan described in chapter 4 of SON faculty handbook. Expected faculty outcomes are communicated during annual orientations and evaluations of faculty.	Office of Faculty Affairs and Diversity began distribution of weekly e-newsletters with announcements, updates as communication tool to faculty community.		Office of Faculty Affairs and Diversity SON Faculty/Staff Handbook posted on SON Website

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STANDARD I - PROGRAM QUALITY: MISSION AND GOVERNANCE								
1.6 Faculty and students participate in program governance. ID	Goal: Identify descriptions of student and /or faculty roles in program governance in bylaws, handbooks or other documents.	Faculty Assembly Bylaws	Chairs of Faculty Committees Office for Academic Affairs	Annually	Article VIII of Faculty Assembly Bylaws (d) states: Nursing students shall have representation on the Committee on Undergraduate Studies (COUS), Committee on Graduate Studies (COGS), the Committee on Scholarship, the Committee on Faculty and Student Matters (COFSM), and by special invitation to standing committees. Students may not serve as chairs of committees.	Policy changes made to student appointment process.		SON website Official minutes posted on Dean's SharePoint
1.7 Documents and publications are accurate. A process is used to notify constituents about changes in documents and publications. IE	Goal (a): Ensure CCNE accreditation status is disclosed on all publications. Goal (b): Identify descriptions of how programmatic information is communicated.	SON Web Site University Catalog BSN Handbook Graduate Handbook Acceptance Materials	Associate Dean for Admissions and Student Services Associate Dean for Academic Affairs COUS, COGS	Annually or as needed.	(a)SACSCOC and CCNE accreditation status are noted in Undergraduate (pg 13) and Graduate (pg 20) Student Handbooks (a)Accreditation status is posted in Catalog and Nursing Website (b)Pg 2 of Undergrad and Grad handbooks state: "Policy revisions made after August 2016 will be disseminated via LiveMail" and "Students are accountable to policies herein and revisions that have been sent by LiveMail" (b) Livemail declared as official mode of communication: Undergraduate (pg 26) and Graduate (pg 58) and within admission acceptance materials.	Students and faculty notified of change in academic policy via email on 12/5/2016-- requirement that additional graded assignments are included in final course grade only if weighted exam average of all exams is 75% or higher was removed.	(a) Updates made to SON website to add detailed accreditation dates.	SON Website HSC website Office for Academic Affairs

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STANDARD I - PROGRAM QUALITY: MISSION AND GOVERNANCE								
1.8 Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected student outcomes. IF	Goal: Identify descriptions of academic policies that are congruent with mission, goals and program outcomes.	Student Handbooks SON website UT Health Website Catalog	Associate Dean for Admissions and Student Services Associate Deans for Undergraduate and Graduate Studies COUS, COGS	Annually- September	The Office of the Registrar is working with all schools to reconcile policy differences.			SON Website UT Health website
1.9 Differences in policies are identified and support achievement of SON mission, goals and expected outcomes. IF	Goal: Identify academic policies that are different than those of UT Health for realignment to support mission, goals and outcomes (admissions or progression criteria)	Student Handbooks SON website UT Health Website Catalog	Associate Dean for Admissions and Student Services Associate Deans for Undergraduate and Graduate Studies COUS, COGS	Annually-September	Undergraduate and Graduate Student Handbooks (pg 2) state the handbooks are “intended to elaborate on the UT Health San Antonio Course Catalog which is the primary source for institutional and academic policies and procedures.”	Latin Honors Policy revisions presented to COUS (originally identified 2015-2016).		SON Website HSC website
1.10 Academic policies are fair and equitable and implemented consistently. IF	Goal: Identify statements from students that academic policies are fair and/or equitable.	SON Complaints Log Exit Survey Results HSC Student Satisfaction Survey Results	Dean Associate Dean for Admissions & Student Services Associate Deans for Undergraduate and Graduate Studies COUS, COGS	Annually-September	SON 2016-2017 Complaints Log revealed 5/9 complaints filed by students concerned testing or grading scale policies and the perceived fairness at the undergraduate level. All complaints were handled and resolved.	Complaints processes located in following areas: Catalog, Student Handbooks, and SON Website HSC has the following offices to ensure compliance with regard to complaints: UT Health Office of Regulatory Affairs & Compliance and Academic, faculty and student ombudsperson & ADA compliance office		SON Website HSC website

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STANDARD I - PROGRAM QUALITY: MISSION AND GOVERNANCE								
1.11 Academic policies are published and accessible. IF	Goal: Identify examples of where academic policies are published (catalogs, websites, student handbooks).	SON Faculty/Staff Handbook SON Student Handbooks HSC Catalog SON Course Syllabi SON Course Packets	Office for Academic Affairs	Annually-September	Policies found published below: SON Faculty/Staff Handbook: https://nursing.uthscsa.edu/about/administration/faculty_handbook.aspx SON Faculty Bylaws: https://nursing.uthscsa.edu/about/administration/FA%20Bylaws.doc SON Student Handbooks: https://nursing.uthscsa.edu/students/resources.asp HSC Catalog (2015-17): http://catalog.uthscsa.edu/ SON Course Schedules and Syllabi: https://nursing.uthscsa.edu/programs/sch_syll.aspx HSC Handbook of Operating Procedures: http://uthscsa.edu/hop2000/	Students are notified of policy changes via livemail. 100% of students sign acknowledgement at orientation indicating their understanding of policies covered in student handbooks.		SON Faculty/Staff Handbook: https://nursing.uthscsa.edu/about/administration/faculty_handbook.aspx SON Faculty Bylaws: https://nursing.uthscsa.edu/about/administration/FA%20Bylaws.doc SON Student Handbooks: https://nursing.uthscsa.edu/students/resources.asp HSC Catalog (2015-17): http://catalog.uthscsa.edu/ SON Course Schedules and Syllabi: https://nursing.uthscsa.edu/programs/sch_syll.aspx HSC Handbook of Operating Procedures: http://uthscsa.edu/hop2000/

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STANDARD I - PROGRAM QUALITY: MISSION AND GOVERNANCE								
<p>1.12 Academic policies are reviewed and revised as necessary to foster program improvement.</p> <p style="text-align: center;">IF</p>	<p>Goal: Provide evidence of description/statement of how and when policies are reviewed.</p>	<p>SON Faculty Assembly Bylaws</p>	<p>Dean</p> <p>Associate Dean for Admissions & Student Services</p> <p>Associate Deans for Undergraduate and Graduate Studies</p> <p>Office for Academic Affairs</p>	<p>Annually-September and as needed</p>	<p>COUS bylaws (pg 8) states: Evaluate admission, progression and undergraduate policies and procedures at regularly scheduled intervals that align with publication of the University of Texas Health Science Center at San Antonio Catalog</p> <p>COGS bylaws (pg 10): Evaluate admission, progression, and graduation policies and procedures at regularly scheduled intervals that align with publication of UTHSCSA catalog</p> <p>COUS Subcommittees (Curriculum subcommittee, simulation advisory subcommittee, assessment and evaluation advisory subcommittee, admissions, progression and graduation subcommittee) on pg 9 of Bylaws</p> <p>COGS Subcommittees (MSN, DNP, PhD subcommittees) on pg 10 of Bylaws</p>	<p>Faculty Bylaws revised to reflect new standing committee on Simulation and Innovation</p>		<p>SON Faculty Bylaws: (http://nursing.uthscsa.edu/about/administration/FacultyassemblyBylaw.pdf)</p>

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STANDARD II - PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES								
2.1 Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. IIA	Goal (a): Provide examples showing the budget supports mission, goals and outcomes and development, implementation, and evaluation of the program. Goal (b): Provide information that reflects the program is able to recruit and retain qualified faculty and staff.	Budget prepared by Associate Dean for Finance	Office for Academic Affairs	Annually-October	(a) Example of revision of SON budget during the three years in which changes to mission and strategic plans were made, available here . (b) Summer 2017 hiring of 9 new faculty members			SON Business Office
2.2 Adequacy of resources* is reviewed and resources are modified as needed. *physical and fiscal resources IIA	Goal: Provide a description of a defined process for regular reviews of the program's fiscal and physical resources.	Budget prepared by Associate Dean for Finance	Dean Associate Deans for Undergraduate and Graduate Studies	Review March-May and as need arises	Timeline of budget review describes process for SON.			SON Business Office
2.3 Academic support services are sufficient to ensure quality. IIB	Goal (a): Provide descriptions of library services, orientations, advising/learning services, writing centers, information technology support and services for students and faculty. Goal (b): Provide descriptions of learning management systems.	UT Health Website SON Website Handbook of Operating Procedures Undergraduate and graduate handbooks	Office for Academic Affairs	Annually or more frequently as needed	(a) All services in the HOP other services include: <ul style="list-style-type: none"> • UT Library Services • Student success center for Advising/Learning, writing services • IMS support services and VITAL • Counseling Center • HEB Clinical Skills Center (b)Link for description of the CANVAS Learning Management System is imbedded.	(a)Addition of new support staff: SON Library Liaison and Education Development Specialist. (b)Faculty are incorporating new technology using the Body Vis in the ALTC Anatomy Lab.		UT Health Website SON Website Handbook of Operating Procedures Office for Academic Affairs

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STANDARD II - PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES								
2.4 Academic support services are evaluated on a regular basis to meet program and student needs. IIB	Goal: Provide examples of a defined process for regular review of the academic support services.	Handbooks Catalog	Office for Academic Affairs	Annually	Graduate Handbook has section on Exit and Alumni Surveys (pg 66) but no specific reference to academic support services Administration and support services are included in Exit Survey. Student Success Center evaluates services annually for grant reporting.	The HSC campus-wide student satisfaction survey was administered Fall 2016. Results are pending from Office of Institutional Research.	Added more specific academic support services to current Exit Survey for collection starting Spring 2017.	Office for Academic Affairs
2.5 The chief nurse administrator is a registered nurse, holds a graduate degree, and is academically and experientially qualified to accomplish the mission, goals and expected program outcomes. IIC	Goal: Dean's CV is current with summaries of education and expertise	Board of Nursing license Official transcripts Dean's CV	Deans Office	Annually	Dean has PhD in Nursing and Current licensure status until 10/31/2018 (verified by TBON)			HSC President's Office
2.6 The chief nurse administrator is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes. IIC	Goal: Provide evidence the Dean's position is comparable to other School Deans	UT Health Leadership Organizational Chart	HSC President	Annually	UT Health Organizational Chart depicts SON Dean at same level as other schools' Deans			UT Health Website

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STANDARD II - PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES								
<p>2.7 The chief nurse administrator provides effective leadership to the nursing unit in achieving its mission, goals and expected program outcomes.</p> <p style="text-align: center;">IIC</p>	<p>Goal (a): Provide statements/evidence from faculty, students, or others regarding the Dean's effectiveness and collaboration with COI.</p> <p>Goal (b): Provide examples of meeting minutes confirming the Dean consults with faculty and others in the COI when appropriate.</p>	<p>Annual evaluation by HSC President</p> <p>Nursing Advisory Council Meeting minutes</p>	<p>HSC President</p>	<p>Annually</p>	<p>(a) State of the School address demonstrates Dean's effectiveness</p> <p>(b) Nursing Advisory Council works as an advocate for SON (Faculty Handbook 4.8).</p> <p>(b) Center Advisory Council is made of academic and community partners (pg 54 of BSN handbook).</p>			<p>Dean's Suite</p>
<p>2.8 There is sufficient faculty to accomplish the mission, goals and expected program outcomes.</p> <p style="text-align: center;">IID</p>	<p>Goal (a): Provide descriptions for calculating FTE.</p> <p>Goal (b): Provide the faculty workload formulas.</p> <p>Goal (c): Provide the faculty-to-student ratios.</p> <p>Goal (d): Provide statements from the Dean, faculty and or students concerning sufficiency of faculty.</p>	<p>Course evaluation results</p>	<p>Office for Faculty Affairs and Diversity</p> <p>Associate Deans for Undergraduate and Graduate Studies</p>	<p>Annually due in September</p>	<p>(a) FT workload expectation is 40 hours per week of service during the months assigned in their contract. Texas Board of Regents requires minimum 18 teaching workload credits to Full Time Equivalent faculty.</p> <p>(b) Faculty workload formula in Faculty Handbook 2.7 pg 4.</p> <p>(c) DNP student to faculty ratio: 6.95 to 1.</p> <p>(d) Course evaluation results showing satisfaction with availability of faculty.</p>	<p>(b) Compliant with SACS Criteria for faculty workload. Compliant with NP standards for faculty workload. All courses are adequately covered by faculty.</p>		

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STANDARD II - PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES								
2.9 Faculty members are academically and experientially qualified for their teaching responsibilities. IID	Goal: Provide evidence that faculty credentials and/or experience are appropriate for the areas in which they teach.	Current CV TX Board of Nursing (TBON) Report	Office for Faculty Affairs and Diversity Associate Deans for Undergraduate and Graduate Studies Office for Academic Affairs	Annually due in September	All faculty have the necessary educational degree requirements to teach in assigned lecture courses. Faculty teaching in clinical areas who lack the terminal degree, have necessary licensure/certification for the area to teach.	Compliant with SACS standards for faculty qualifications to teach.		Office for Academic Affairs
2.10 Preceptors when used by the program as an extension of the faculty are academically and experientially qualified for their role in assisting in the achievement of the SON's mission, goals and expected student outcomes. IIE	Goal (a): Provide documents verifying preceptor qualifications. Goal (b): Provide documentation of criteria for preceptor selection and review. Goal (c): Provide examples of preceptor orientation. Goal (d): Provide examples of documentation of preceptor role, performance expectations. Goal (e): Provide examples of completed preceptor evaluations.	Preceptor CVs Preceptor Handbook Clinical Evaluations	Associate Deans for Undergraduate and Graduate Studies Clinical Liaisons	Annually as needed.	(a)Typhon database maintains graduate program preceptor qualifications. Undergraduate program preceptor qualifications maintained in files with clinical liaison. (b)Criteria for preceptor selection (pg 4 of Undergraduate Preceptor Handbook) (b) Faculty Handbook section 4.14 describes characteristics of expected graduate clinical preceptor (c)Preceptor Orientation addressed in Preceptor Undergraduate Handbook and Graduate Handbook (d)Preceptor role and performance expectations in preceptor handbooks (Undergrad Preceptor Handbook pg 9; Grad Preceptor Handbook pg 23, 25)			SON Website Office for Academic Affairs

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STANDARD II - PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES								
<p>2.11 HSC and SON provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes.</p> <p>IIF</p>	<p>Goal (a): Provide documentation of professional development opportunities, enrichment exercises, and funding for educational pursuits of faculty.</p> <p>Goal (b): Provide descriptions of faculty support services.</p>	<p>SON Faculty Handbook</p> <p>Budget prepared by Associate Dean for Finance</p> <p>Archives of faculty development opportunities</p>	<p>Associate Dean for Research</p> <p>Office of Faculty Affairs and Diversity</p>	<p>Annual (September)</p>	<p>(a) OFAD has maintained a record of faculty development opportunities offered by SON and HSC</p> <p>(b) Faculty Handbook section 2.27 describes faculty development opportunities.</p> <p>(b) Faculty Handbook section 4.15 describes Office of Nursing Research and Scholarship's support for faculty research and scholarship.</p> <p>(b) Strategic plan targets elaborate on faculty development</p> <p>(b) Student Success Center Grant has faculty development opportunities on research</p>			<p>Office of Faculty Affairs and Diversity</p> <p>Dean's Office</p> <p>Office for Academic Affairs</p>

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STANDARD III - PROGRAM QUALITY: CURRICULUM, TEACHING-LEARNING PRACTICES AND INDIVIDUAL STUDENT LEARNING OUTCOMES								
3.1 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. III A	Goal (a): Provide evidence of a description or statement of congruence between curriculum and program mission, goals and outcomes in course syllabi or other documents. Goal (b): Provide student statements regarding their understanding of expected outcomes.	Course Syllabi Student Handbooks	Faculty Assembly Faculty Council Office for Academic Affairs	Annually-September	(a) Course outcomes are mapped to essentials in syllabi. Some syllabi have content mapped to appropriate program objective(s) (b) Students sign acknowledgement of Student Handbook upon admission	(a) Finalizing decision on a curriculum mapping software/tool (a) Utilizing CANVAS to link program outcomes to courses	(a) All syllabi have content mapped to appropriate program objectives. (a)	Office for Academic Affairs
3.2 Expected individual learning outcomes are congruent with the roles for which the program is preparing graduates. III A	Goal (a): Provide descriptions of the roles for which students are being prepared and their relationship to program outcomes. Goal (b): Provide evidence that the curriculum has been reviewed or will be revised as necessary.	Student Handbooks Faculty Bylaws COUS/COGS meeting minutes	COUS COGS Office for Academic Affairs	Annually-September	(a) MSN and PhD provide descriptions of roles on SON Website. (b) COUS/COGS minutes provide evidence of curriculum revisions.		(a) SON Website has been updated to provide descriptions of roles for which students are being prepared (for all programs).	Office for Academic Affairs
3.3 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 B	Goal (a): Provide evidence of PNSGs in curriculum for each degree and certificate program. Goal (b): Provide evidence that AACN Essentials have been incorporated (including the incorporation of the 3 P's). Goal (c): Provide evidence that NP programs incorporate NTF criteria. Goal (d): Provide examples that Student Learning Outcomes are congruent with PNSGs.	Student Handbooks Course Syllabi COUS/COGS meeting minutes	Faculty Assembly Faculty Council COUS COGS Office for Academic Affairs	Annually-September	(a) Evidence documented in syllabi and student handbooks. (b) BSN, MSN and DNP program outcomes mapped to CCNE Essentials. (c) NP programs aligned with NTF criteria . (d) Grad Student Handbook pg 27-31 Maps curriculum to MSN program outcomes, based on			Office for Academic Affairs

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STANDARD III - PROGRAM QUALITY: CURRICULUM, TEACHING-LEARNING PRACTICES AND INDIVIDUAL STUDENT LEARNING OUTCOMES								
	<p>Goal (e): Provide descriptions of congruence between curriculum and PNSGs.</p> <p>Goal (f): Provide examples of curriculum revision related to changes to student outcomes.</p>				<p>AACN (2011) and NONPF (2012) and NTF (2012) NP majors</p> <p>(e) Descriptions of congruence stated in student handbooks and syllabi.</p> <p>(f) Revisions conducted as necessary; already reviewed to look for in the future.</p>			
<p>3.4 The curriculum is logically structured to achieve expected student outcomes.</p> <p>IIC</p>	<p>Goal (a): Provide evidence of leveling or sequencing of curricula.</p> <p>Goal (b): Provide examples that BSN builds on a foundation of the arts, sciences, and humanities.</p> <p>Goal (c): Provide examples that MSN builds on prior coursework and BSN essentials.</p> <p>Goal (d): Provide examples that DNP/PhD build on prior competencies dependent on point of program entry.</p> <p>Goal (e): Provide examples that post-grad APRN certificate curricula build on prior coursework and BSN essentials.</p>	<p>Catalog</p> <p>Student Handbooks</p> <p>Program Plans</p>	<p>Associate Dean for Academic Affairs</p> <p>Office for Academic Affairs</p>	<p>Annually-September</p>	<p>(a) Examples of leveling or sequencing of curricula include BSN Skills Checklist and semester level objectives.</p> <p>(b) BSN program incorporates and assesses Texas Core competencies through ATI assessment, Critical Thinking Assessment, and Peer Evaluation assessments as demonstrated for SACS.</p> <p>(c) SACSCOC Post Bac Program Rigor Template demonstrates MSN building upon prior coursework and BSN essentials.</p> <p>(d) SACSCOC Post Bac Program Rigor Template demonstrates DNP/PhD building upon prior competencies.</p> <p>(e) Certificate curriculum aligns with MSN curriculum, with similar outcomes.</p>			<p>Office for Academic Affairs</p>

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STANDARD III - PROGRAM QUALITY: CURRICULUM, TEACHING-LEARNING PRACTICES AND INDIVIDUAL STUDENT LEARNING OUTCOMES								
3.5 Teaching-learning practices and environments support achievement of expected student outcomes. IIIID	Goal (a): Provide descriptions of effective classroom teaching-learning practices that support achievement of expected student outcomes (simulation, flipped classrooms). Goal (b): Provide data correlating student outcomes and classroom activities. Goal (c): Provide examples of student and faculty interactions in classroom or clinical settings that support achievement of student learning outcomes.	Student course evaluations (classroom, clinical, teacher) Standardized benchmarks Grade distributions	Office for Academic Affairs	Annually in Fall.	(a) Instructional Methods described in BSN Handbook pg 15-16. (b) Demonstration of student outcomes as correlated with classroom activities in standardized benchmarks and grade distributions. (c) Examples of student and faculty interactions: Standardized Patient in Health and Assessment course (Lee) FNP course (Worabo) Parent panel (Wall) Psych Sim (Guarano)		(a) Incorporating similar description of institutional methods as described in BSN handbook into Grad Student Handbook.	Office for Academic Affairs

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STANDARD III - PROGRAM QUALITY: CURRICULUM, TEACHING-LEARNING PRACTICES AND INDIVIDUAL STUDENT LEARNING OUTCOMES								
<p>3.6 The curriculum includes planned clinical practice experiences that enable students to integrate new knowledge and demonstrate attainment of program outcomes; and are evaluated by faculty.</p> <p style="text-align: center;">III E</p>	<p>Goal (a): Provide examples of direct care clinical practice experiences that advance the knowledge and clinical expertise of students for each degree and/or certificate program and track.</p> <p>Goal (b): Provide examples of faculty evaluation of clinical practice experiences for each degree and/or certificate program and track.</p>	<p>Student Handbooks</p> <p>Course Syllabi</p>	<p>Office for Academic Affairs</p> <p>Associate Deans for Undergraduate and Graduate Studies</p>	<p>Annually as needed.</p>	<p>(a) Page 16 of BSN Handbook: Description of CSI and Clinical Experiences links student outcomes with learning experiences</p> <p>(a) Pg 50 of Grad Handbook: Description of MSN Clinical/Practicum Hours & Experience</p> <p>(a) Pg 53 of Grad Handbook: Description of DNP Clinical/Practicum Requirement and Experience</p> <p>(b) Examples of faculty evaluation of clinical practice experiences are the Undergraduate and Graduate Clinical Evaluation Rubrics.</p>			<p>Office for Academic Affairs</p>

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STANDARD III - PROGRAM QUALITY: CURRICULUM, TEACHING-LEARNING PRACTICES AND INDIVIDUAL STUDENT LEARNING OUTCOMES								
<p>3.7 Curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest.</p> <p style="text-align: center;">IIIF</p>	<p>Goal (a): Provide evidence that changes to program curriculum, program delivery, or course sequencing reflect COI needs or expectations.</p> <p>Goal (b): Provide evidence of curricular models that accommodate distance learners, adult learners, or second language learners.</p> <p>Goal (c): Provide examples of student and/or faculty input affecting curriculum or teaching-learning practices.</p> <p>Goal (d): Provide student comments on how teaching-learning practices are addressing their needs.</p>	<p>Student Handbooks</p> <p>Faculty Bylaws</p> <p>IDEA Surveys</p> <p>Exit Surveys</p>	<p>Office for Academic Affairs</p> <p>Associate Deans for Undergraduate and Graduate Studies</p> <p>Associate Dean for Admissions and Student Services</p>	<p>Annually in Fall.</p>	<p>(a) TBSN resequencing addressed feedback from students on sequencing of courses.</p> <p>(b) Instructional methods include online learning as noted in student handbooks (BSN p. 15) Hybrid MSN and online DNP for distance learners.</p> <p>(b) Executive format of DNP accommodates distance learners. ABSN accommodates those already in possession of bachelor's degree.</p> <p>(c) Student representation on COUS/COGS and other school committees allow for student input; and Program retreats and working groups allow for faculty input on curricular revisions.</p> <p>(d) IDEA and exit surveys provide examples of student comments on how teaching-learning practices are addressing their needs.</p>	<p>(c) Student reps for 2016-2017: COGS: Patricia Bush, Karla Dennard, MaryLee Potter COUS: Tracey Von Dollen, Mary Byrd (replaced by Bailey Johnson)</p> <p>DNP Working Grp: Karla Dennard Assessment Eval Working Group: Katherine Wells COFSM: Jasmine Graw, Laura Galindo, Danielle Barney/Gina Seiler, Margaret Ashoo.</p> <p>(d) DNP satisfaction survey administered this year for additional data collection to support the writing of the BSN-DNP proposal.</p>		<p>Official minutes kept in Dean's Suite</p>
<p>3.8 Individual student performance is evaluated by faculty and reflects achievement of</p>	<p>Goal (a): Provide examples of measurements of student performance.</p>	<p>Student and Faculty Handbooks</p> <p>Course Syllabi</p>	<p>Office for Academic Affairs</p> <p>Associate Deans for Undergraduate and</p>	<p>Annually</p>	<p>(a) Example of student performance measurement: Course syllabi.</p>			<p>Office for Academic Affairs</p>

Evaluation Component	Expected Outcome	Evaluation Data Sources	Group/Individual Responsible for Collection & Analysis	Frequency of Data Collection	Findings (Aggregate Data)	Indicators of Achievement	Outcome (Changes Made as Result of Data Analysis)	Location of Documents
STANDARD III - PROGRAM QUALITY: CURRICULUM, TEACHING-LEARNING PRACTICES AND INDIVIDUAL STUDENT LEARNING OUTCOMES								
expected student outcomes. IIIG	Goal (b): Provide examples of evaluation tools (e.g., exams, quizzes, presentations). Goal (c): Provide documentation or statements confirming that faculty are responsible for grading all courses and clinical experiences		Graduate Studies		(b) Samples of Journals, Exams, Poster presentations, leadership rubrics and preceptor evaluations are examples of evaluation tools. (c) Evaluation process detailed in SON Faculty handbook 5.1, confirming faculty's responsibility in evaluating students for clinical work.			
3.9 Evaluation policies and procedures for individual student performance are defined and consistently applied. IIIG	Goal: Provide examples of grading criteria (in course syllabi or handbooks).	Graduate and Undergraduate Student Handbooks Course Syllabi	COUS COGS	Annually	Grade definition and computation defined in catalog, Undergrad Student Handbook (pg 31 & 34) and in some course syllabi.		Completed process to update Grad Student Handbook and ensure all syllabi have grade definitions clearly articulated.	Office for Academic Affairs Departmental Offices
3.10 Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement. IIIH	Goal (a): Provide examples of tools for curriculum assessment (e.g., end-of-course evaluation, focus groups). Goal (b): Provide examples of evaluation plans. Goal (c): Provide examples that curriculum is revised as a result of student and/or faculty evaluation of teaching-learning practices. Goal (d): Provide documentation of how curricular revisions are evaluated (i.e. committee meeting minutes).	IDEA Course Evaluations COUS/COGS Meeting Minutes	Faculty Council Faculty Assembly COUS/COGS	Annually	(a) IDEA course evaluations are used for curriculum assessment (as end of course evaluation). (b) Evaluation plan is documented in TPSEP. (c) Curricular Change and Policy tracking sheets provide examples of curricular revisions as a result of student/faculty evaluation of teaching learning practices. (d) COUS/COGS meeting minutes and Faculty Bylaws document the evaluation process of curricular revisions and decisions.	(a) Increase of response rate from 17% response rate Fall 2016 to 30% response rate for Spring 2017	(a) Will be reinstating end of course reports for 2017-2018 year.	Office for Academic Affairs

Evaluation Component	Expected Outcome	Evaluation Data	Group/Individual Responsible for Collection & Analysis	Frequency of Data Collection	Findings (Aggregate Data)	Indicators of Achievement	Outcome (Changes Made as Result of Data Analysis)	Location of Document
STANDARD IV -PROGRAM EFFECTIVENESS: AGGREGATE STUDENT PERFORMANCE AND FACULTY ACCOMPLISHMENTS								
4.1 A systematic process is used to determine program effectiveness. IVA	Goal (a): Evidence of a systematic, written, comprehensive process (evaluation plan). Goal (b): Evidence that the systematic process is being implemented. Goal (c): Specific measures, tools, and timelines used for data collection. Goal (d): Timeline for review and analysis of expected and actual outcomes. Goal (e): Examples of periodic review of the systematic process (meeting minutes, supplemental documents).	Total systematic program evaluation plan SON website COUS/COGS Minutes Faculty Assembly/ Faculty Council Minutes	Office for Academic Affairs Associate Deans for Undergraduate and Graduate Studies Review of outcomes by: COUS and COGS Faculty Council Faculty Assembly	Annually- September	(a) Total Program Systematic Evaluation Plan maintained annually and posted on SON website (b) TPSEP is posted on the SON website; COUS/COGS Faculty council minutes show presentations of TPSEP results and discussion points. (c) Selected data reports are maintained in a central repository called WEAVE ; data maintained in Office for Academic Affairs. (d) Timelines are included in the TPSEP. (e) Periodic review evidence in COUS/COGS and Faculty Council minutes.			UT Health Website SON Website Office for Academic Affairs
4.2 Program completion rates demonstrate program effectiveness. IVB		Program completion rate data from Office of Institutional Research	Office for Academic Affairs Associate Deans for Undergraduate and Graduate Studies	Data collected in September 2016 Presented to COUS and COGS Dec 2016 and to Faculty Council Feb 2017	SON is in compliance with standard (where CCNE standard is 70%) BSN 89.7% (3years) • Goal 85% MSN 78.9% (5 years) DNP 88.9% (3 years) PhD 100% (7 years) • Goal 70%	Program Completion rate calculation formulas per Office of Institutional Research:		Office for Academic Affairs
4.3 Licensure and certification pass rates demonstrate program effectiveness. IVC	Goal (a): NCLEX RN® pass rates 80% or above. Goal (b): Explanations for rates below 80%	Reports from TBON and certification bodies	Office for Academic Affairs Associate Deans for Undergraduate and Graduate Studies	FY 16 data collected in Oct 2016 (NCLEX), February 2017 (NP's) Presented to COUS and COGS Dec 2016	(a-b) NCLEX FY16: TBON cycle: 89.6% CCNE cycle: 91.9% (c-d) Certification Rate	Program status changed from approval with warning to full approval by TBON in Jan 2017.	(a-b) COUS voted to establish 85% as the pass rate for 2017-2018	Office for Academic Affairs

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STANDARD IV -PROGRAM EFFECTIVENESS: AGGREGATE STUDENT PERFORMANCE AND FACULTY ACCOMPLISHMENTS								
	are described. Goal (c): Graduate program certification rates 80% or above. Goal (d): Explanations for rates below 80% are described.			and to Faculty Council Feb 2017	for 2015 CNL:100%; AG-ACNP: 78%; FNP(AANPCP): 97%; PMHNP: 94%; PNP-PC: 100% Certification Rate for 2016: CNL: no takers AG-ACNP: 92%; FNP(AANPCP): 90%; PMHNP: 77% 1 st time (80% all takers) PNP-PC: 83%	CIPR Follow Up report submitted April 21, 2017 in response to NCLEX and AG-ACNP pass rates. Report included 2016 AG-ACNP pass rate.	(c-d) Although in compliance for meeting 80% all takers standard, 2016 PMHNP board exam prep plan established: Barkley Diagnostic Readiness Test changed from optional to mandatory (2017). Exam taken together in computer lab and proctored. 2017 class achieved scores from 61 to 75 with class ave of 64--exceeding national average.	
4.4 Employment rates demonstrate program effectiveness. IVD	Goal (a): Employments rates for each program are 70%. Goal (b): Explanations for employment rates below 70% are described.	Exit and Alumni Surveys THECB Employment Data	Office for Academic Affairs Associate Deans for Undergraduate and Graduate Studies	Graduates in 2014, THECB employment data published in 2015	(a-b) 2016 Employment Rates: BSN: 89%; MSN: 81%; DNP: 80%; PhD: 33%	Results from December 2016 graduation survey distributed at commencement ceremony: BSN Dec 16 grads: 52% offered position; 32% applied but not offered. MSN Summer 16 grads: 59% offered position; 23% applied but not offered.	Classroom visits made during Spring 2017 to promote completion of exit surveys for more accurate employment data. Exit survey response rates for 16-17: BSN: 78% MSN: 94% DNP: 88%	Office for Academic Affairs
4.5 Program outcomes demonstrate program effectiveness. IVE	Goal (a): Data collected for program outcomes demonstrate program effectiveness. Goal (b): Expected levels of achievement are compared to actual levels of achievement for other program-identified outcomes in	Program assessment data and analysis in WEAVE on-line	Office for Academic Affairs Associate Deans for Undergraduate and Graduate Studies	Annually. Exit Data collected at time of program completion. Alumni Data collected 1 year after program completion. Course evaluation data collected at end of course terms.	(a-b) Program outcomes data collected in exit surveys, alumni surveys, and IDEA evals. (b) Benchmarks to pass rates at the national level are used for comparison. Schools we use as benchmarks also used for comparison.			Office for Academic Affairs

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STANDARD IV -PROGRAM EFFECTIVENESS: AGGREGATE STUDENT PERFORMANCE AND FACULTY ACCOMPLISHMENTS								
	<p>the aggregate.</p> <p>Goal (c): Explanations, analyses, and/or action plans for variance from expected levels of achievement.</p>							
<p>4.6 Faculty outcomes, individually and in the aggregate demonstrate program effectiveness.</p> <p style="text-align: center;">IVF</p>	<p>Goal (a): Faculty Composition</p> <ol style="list-style-type: none"> By 2022, 70% of full-time faculty will have a doctoral degree. By 2022, 50% of full-time faculty will be nationally certified in their respective area of specialty. The number of under-represented faculty will increase 2-3% every year. <p>Goal (b): Teaching</p> <ol style="list-style-type: none"> Faculty teaching will be rated by students on course evaluations with a minimum mean of 3.5 or higher on a 1-5 scale with 5 being highest. At least 10% of full-time faculty achievements in teaching excellence (e.g., teaching excellence awards, national recognition). 	<p>Data from Office of Faculty Affairs and Diversity</p> <p>Data from Office of Nursing Research and Scholarship</p>	<p>Office for Faculty Affairs and Diversity</p> <p>Data from Office of Nursing Research and Scholarship</p> <p>Office for Academic Affairs</p>	<p>Annually. Collect data in September.</p>	<p>Goal (a): Faculty Composition</p> <ol style="list-style-type: none"> 2016-2017: 64% have doctoral degrees 2016-2017: 47% are nationally certified 2016-2017: 36/109 (33%) ethnic/racial minority 12/109 (11%) male <p>Goal (b): Teaching</p> <ol style="list-style-type: none"> Fall 2016: 4.2 BSN: 4.4 MSN: 4.1 Doctoral: 4.3 Spring 2017: 4.3 BSN: 4.0 MSN: 4.5 Doctoral: 4.6 2016-2017: 21% recognized for teaching excellence 			<p>Office for Academic Affairs</p> <p>Supplemental report information available from Office for Faculty Affairs and Diversity, Office of Nursing Research and Scholarship, and Office for Practice and Engagement</p>

Evaluation Component	Expected Outcome	Evaluation Data	Group/Individual Responsible for Collection & Analysis	Frequency of Data Collection	Findings (Aggregate Data)	Indicators of Achievement	Outcome (Changes Made as Result of Data Analysis)	Location of Document
STANDARD IV -PROGRAM EFFECTIVENESS: AGGREGATE STUDENT PERFORMANCE AND FACULTY ACCOMPLISHMENTS								
	<p>3. 80% of full-time faculty will engage in faculty development related teaching effectiveness on an annual basis (i.e., NCLEX-RN® Prep, CNE, ATI, ExamSoft, Simulation, Chisee).</p> <p>4. 80% of faculty will work with the Educational Specialist</p> <p>5. One faculty member: UT Health Academy of Master Teachers</p> <p>Goal (c): Scholarship</p> <p>1. 80% of faculty with appointments over 50% will be engaged in scholarly activity.</p> <p>2. 75% of full-time faculty will present at a conference each year.</p> <p>3. 50% of tenure track faculty will submit at least one manuscript each year.</p> <p>4. 25% of tenure track faculty will submit at least one grant proposal each year.</p> <p>Goal (d): Practice</p>				<p>3. 2016-2017: 71% engaged in faculty teaching development</p> <p>4. 2016-2017: (42%) worked with educational specialist</p> <p>5. Adelita Cantu recommended to UT Health Academy of Master Teachers</p> <p>Goal (c): Scholarship</p> <p>1. 2016-2017: 37/66 (56%) engaged in scholarly activity (broadly defined)</p> <p>2. 2016-2017: 32/66 (48%) presented at conference</p> <p>3. 2016-2017: 17/66 (26%) had manuscript published.</p> <p>4. 2016-2017: 16/66 (24%) had submitted at least one grant proposal</p> <p>Goal (d): Practice</p>			

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STANDARD IV -PROGRAM EFFECTIVENESS: AGGREGATE STUDENT PERFORMANCE AND FACULTY ACCOMPLISHMENTS								
	<ol style="list-style-type: none"> By 2022, 50% engaged in Fac Pract Plan By 2022, 80% of APRN faculty will have a minimum 4 hour clinical practice <p>Goal (e): Service</p> <ol style="list-style-type: none"> 75% of full-time faculty will be engaged in service to the School or University. 80% of full-time faculty will be engaged in service to the Nursing Profession as a member. 10% of full-time faculty will hold national offices/leadership positions 				<ol style="list-style-type: none"> 2016-2017: 32% engaged in Fac Pract Plan 2016-2017: 40% have min 4 hr clinical practice <p>Goal (e): Service</p> <ol style="list-style-type: none"> 2016-2017: 45/66 (68%) were engaged in service to SON or University 2016-2017: 38/66 (58%) were engaged in service to the Nursing Profession as a member 2016-2017: 20-66 (30%) held national office/leadership positions 			
4.7 The program defines and reviews formal complaints according to established policies. IVG	<p>Goal (a): Definition of formal complaints is up-to-date in the catalog and handbooks.</p> <p>Goal (b): Written formal complaint processes are up-to-date in the catalog and handbooks.</p> <p>Goal (c): 100% of records related to the hearing of formal complaints are documented and maintained.</p> <p>Goal (d): 100% of</p>	<p>Student Handbooks</p> <p>Handbook of Operating Procedures</p> <p>Faculty Bylaws</p> <p>Review of log of formal complaints and Faculty/administrative action taken</p>	<p>Office for Academic Affairs</p> <p>Associate Deans for Undergraduate and Graduate Studies</p>	<p>Collected at time of complaint submission. Review of complaints annually in June.</p>	<p>(a-b) Definition and process of student complaints in Undergrad Student Handbook (pg 46) and Grad Student Handbook (pg 69) are current. Student complaint form is located on SON student resources website</p> <p>(c) 100% of student complaints log documents formal student complaints and resolutions. COUS/COGS minutes document hearing of formal complaints.</p>			Office for Academic Affairs

Evaluation Component	Expected Outcome	Evaluation Data	Group/Individual Responsible for Collection & Analysis	Frequency of Data Collection	Findings (Aggregate Data)	Indicators of Achievement	Outcome (Changes Made as Result of Data Analysis)	Location of Document
STANDARD IV -PROGRAM EFFECTIVENESS: AGGREGATE STUDENT PERFORMANCE AND FACULTY ACCOMPLISHMENTS								
	students sign acknowledgement of awareness of the formal complaint process and location of policies.				Student complaints log housed in Office for Academic Affairs (d) 100% of students sign acknowledgement of reading the student handbook, which includes a section on the formal complaint process.			
4.8 Data analysis is used to foster ongoing program improvement. IVH	Goal (a): Provide evidence that systematic process is used in the analysis of completion rate, licensure and certification pass rate, employment rate, formal complaint and other program-identified outcome data for program improvement. Goal (b): Provide evidence that analysis of data includes comparison of expected outcomes to actual outcomes. Goal (c): Provide examples of changes to the program as a result of data analysis. Goal (d): Demonstrate meeting minutes show faculty are engaged in data review for ongoing program improvement.	TPSEP COUS/COGS minutes FA/FC minutes	Associate Deans for Undergraduate and Graduate Studies Office for Academic Affairs	Annually	(a) Completion Rate, Licensure and Certification Pass Rate, Employment Rates are included in TPSEP. Exit and Alumni Surveys, IDEA course evaluations noted as eval tools in TPSEP. (b) TPSEP has expected outcomes and findings (actual outcomes) incorporated. (c) Changes made as a result of analysis are included in TPSEP. (d) COUS/COGS and Faculty Council meeting minutes reflect TPSEP discussion.			SON Website Office for Academic Affairs