

School of Nursing Total Program Systematic Evaluation Plan (TPSEP)

All programs follow the annual Total Program Systematic Evaluation Plan (TPSEP). The SoN TPSEP is reviewed annually and outcomes are evaluated to determine program effectiveness. The written plan has been developed using CCNE accreditation standards as the evaluation components. The TPSEP specifies the evaluation process, sources of evidence, benchmarks, and schedules to be followed in the SoN to collect program evaluation data as well as who is responsible. Collected aggregate data includes graduation rates, Alumni and Employer Surveys, Exit Surveys, NCLEX pass rates, reemployment data, program satisfaction with graduates one year after graduation, and alumni satisfaction and accomplishments both one year and three-years post-graduation.

On an annual basis, the faculty review the data. For each program, the assessment data is presented to document achievement of student outcomes during the following meetings: Faculty Assembly, COUS, COGS, GSBS, and Faculty Council.

The SON TPSEP is comprised of the following Commission on Collegiate Nursing Education (CCNE) standards:

- Standard I - Program Quality: Mission and Governance
- Standard II - Program Quality: Institutional Commitment and Resources
- Standard III - Program Quality: Curriculum, Teaching-Learning Practices and Individual Student Learning Outcomes
- Standard IV - Program Effectiveness: Aggregate Student Performance and Faculty Accomplishments

Further information on the SON TPSEP is located at:

<http://nursing.uthscsa.edu/about/administration/syseval.aspx>.

**THE UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER SAN ANTONIO SCHOOL OF NURSING
TOTAL PROGRAM SYSTEMATIC EVALUATION PLAN (TPSEP) 2017-2018**

Evaluation Component	Expected outcome	Evaluation Data Sources	Group/Individual Responsible for Collection & Analysis	Frequency of Data Collection	Findings (Aggregate Data)	Indicators of Achievement	Action Plan (Changes/ Actions Made as Result of 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.	<p>Goal: Identify a statement that SoN mission, goals and expected program outcomes are consistent with professional nursing standards based on:</p> <p>AACN Essential Series: BS (2008) MS (1996) DNP/PhD*(2006) (*PhD with GSBS)</p> <p>2010 Differentiated Entry Competencies for Nursing Practice in Texas (BSN)</p> <p>2014 QSEN Competencies</p> <p>2007 TIGER Competencies</p>	<p>SoN Website</p> <p>Catalog</p> <p>Undergraduate Student Handbook</p> <p>Graduate Student Handbook</p>	<p>Committee on Undergraduate Studies</p> <p>Committee on Graduate Studies</p> <p>Faculty Council</p> <p>Faculty Assembly</p> <p>Office for Academic Affairs</p>	Early Fall: Review SoN mission, goals and expected program outcomes for alignment with nursing standards.	<p>Mission and goals are congruent with professional nursing standards and guidelines for the preparation of nursing professionals. Evidence found here:</p> <p>Pg. 14 of Undergrad and Pg. 21 of Grad Handbooks state: “(The mission, vision, and goals) are consistent with relevant professional’s standards and nursing guidelines to prepare students for beginning and advanced nursing practice.”</p>			<p>Office for Academic Affairs</p> <p>SoN Website</p>

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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.	2014 core competencies for Public Health 2011 Quad Council Competencies for Public 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 NP competencies				Evidence that program outcomes are consistent with professional nursing standards found on page 24 of Graduate Student Handbook but not in Undergraduate Student Handbook.			

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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.	2012 NONPF Competencies 2012 NONPF Competencies 2010 THECB 18 Characteristics of Doctoral Program				Evidence that program outcomes are consistent with professional nursing standards found on page 24 of Graduate Student Handbook but not in Undergraduate Student Handbook.			
1.2 Mission, goals, and expected program outcomes of SoN are congruent with HSC.	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 nursing standards.	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.”			Office for Academic Affairs SoN Website

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Standard I- Program Quality: Mission and Governance								
1.3 Mission, goals, and student outcomes are reviewed periodically and revised as appropriate to reflect needs and expectations of community interest.					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
1.4 Mission, goals, and expected student outcomes are reviewed periodically and revised as appropriate to reflect needs and expectations of community of interest.	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 Council Faculty Assembly COUS/COGS 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).			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.					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.			
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.	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.	2018-2022 Faculty Benchmarks developed and approved by faculty Assembly August 2017		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								
1.5 Expected faculty outcomes are clearly identified by the nursing unit, are written and communicated to the faculty, and are congruent with institutional expectations.					<p>Compensation plan described in Chapter 4 of SoN faculty handbook.</p> <p>Expected faculty outcomes are communicated during annual orientations and evaluations of faculty.</p>			
1.6 Faculty and students participate in program governance.	Goal: Identify descriptions of student and /or faculty roles in program governance in bylaws, handbooks or other documents.	Faculty Assembly Bylaws	<p>Chairs of Faculty Committees</p> <p>Office for Academic Affairs</p>	Annually	<p>Article VIII of Faculty Assembly Bylaws (d) states:</p> <p>Nursing students shall have representation on the Committee on Undergraduate Studies (COUS), Committee on Graduate Studies (COGS).Committee on Scholarship, the Committee on Faculty and Student Matters (COFSM), and by special invitation to standing committees.</p>			<p>SoN website</p> <p>Official minutes posted on Dean’s SharePoint</p>

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Standard I- Program Quality: Mission and Governance								
1.7 Documents and publications are accurate. A process is used to notify constituents about changes in documents and publications.	<p>Goal (a): Ensure CCNE accreditation status is disclosed on all publications.</p> <p>Goal (b): Identify descriptions of how programmatic information is communicated.</p>	<p>SoN Web Site</p> <p>University</p> <p>Catalog BSN</p> <p>Handbook</p> <p>Graduate Handbook</p> <p>Acceptance Material</p>	<p>Associate Dean for Admissions and Student Services</p> <p>Associate Dean for Academic Affairs</p> <p>COUS, COGS</p>	Annually or as needed.	<p>a)SACSCOC and CCNE accreditation status are noted in Undergraduate (pg. 13) and Graduate (pg. 20) Student Handbooks.</p> <p>(a)Accreditation status is posted in Catalog and Nursing Website.</p> <p>(b) Pg. 2 of Undergrad handbooks state: "Policy revisions made after August 2017 will be disseminated via LiveMail" and "students are accountable to policies herein and revisions that have been sent by Live Mail."</p>			

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Standard I- Program Quality: Mission and Governance								
1.7 Documents and publications are accurate. A process is used to notify constituents about changes in documents and publications.					(b) LiveMail declared as official mode of communication: Undergraduate (pg. 26) and Graduate (pg. 58) and within admission acceptance materials.			
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.	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

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Standard I- Program Quality: Mission and Governance								
1.9 Differences in policies are identified and support achievement of SoN mission, goals and expected outcomes.	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.”			SoN Website HSC website
1.10 Academic policies are fair and equitable and implemented consistently.	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:			SoN Website HSC website

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Standard I- Program Quality: Mission and Governance								
1.10 Academic policies are fair and equitable and implemented consistently.					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.			
1.11 Academic policies are published and accessible.	Goal: Identify examples of where academic policies are published (catalogs, websites, student handbooks).	SoN Faculty/Staff Handbook SoN Student Handbooks HSC Catalog	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	Students are notified of policy changes via LiveMail.		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

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Standard I- Program Quality: Mission and Governance								
1.11 Academic policies are published and accessible.					SoN Student Handbooks: https://nursing.uthscsa.edu/students/resources.asp HSC Catalog (2015-17): http://catalog.uthscsa.edu/	100% of students sign acknowledgement at orientation indicating their understanding of policies covered in student handbooks.		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/
1.12 Academic policies are reviewed and revised as necessary to foster program improvement.	Goal: Provide evidence of description/ statement of how and when policies are reviewed.	SoN Faculty Assembly Bylaws	Dean Associate Dean for Admissions & Student Services Associate Deans for Undergraduate and Graduate Studies	Annually-September and as needed	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.			SoN Faculty Bylaws: https://nursing.uthscsa.edu/about/administration/FA%20Bylaws.doc

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Standard I- Program Quality: Mission and Governance								
1.12 Academic policies are reviewed and revised as necessary to foster program improvement.			Office for Academic Affairs		COGS bylaws (pg.10) Evaluate admission, progression and policies and procedures at regularly schedules intervals that align with publication of UTHSCSA catalog COUS Subcommittees (Curriculum subcommittee, simulation advisory subcommittee, admissions, progression and graduation subcommittee) on pg. 9 of Bylaws COGS subcommittees (MSN, DNP, PhD subcommittees) on pg. 10 of bylaws.			

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Standard II- Program Quality: Institutional Commitment and Resources								
<p>2.1 Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals and expected outcomes.</p>	<p>Goal: Provide descriptions of the fiscal resources, facilities, and equipment.</p> <p>Goal (b): Provide examples showing the budget supports mission, goals and outcomes and development, implementation, and evaluation of the program.</p> <p>Goal (c): Provide information that reflects the program is able to recruit and retain qualified faculty and staff.</p>	<p>Budget prepared by Associate Dean of Finance</p>	<p>Office for Academic Affairs</p>	<p>Annually-October</p>	<p>(b) Example of revision of SoN budget during the three years in which changes to mission and strategic plans were made, available here.</p>			<p>SoN Business Office</p>

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Standard II- Program Quality: Institutional Commitment and Resources								
2.2 Adequacy of resources* is reviewed and resources are modified as needed. *physical and fiscal resources.	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.	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: 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.			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.	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 to be administered Spring 2018 by Office of Institutional Research	Statements of process to be included on SoN website, and faculty bylaws. Added more specific academic support services to current Exit Survey for collection starting Spring 2017.	
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.	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

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Standard II- Program Quality: Institutional Commitment and Resources								
2.6 The chief nurse administrator is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes.	Goal: Provide evidence the Dean's position is comparable to other School Deans	UT Health Leadership Organizational Chart	Annually	UT Health Organizational Chart depicts SoN Dean at same level as other schools' Deans				UT Health Website
2.7 The chief nurse administrator provides effective leadership to the nursing unit in achieving its mission, goals and expected program outcomes.	Goal (a): Provide statements/evidence from faculty, students, or others regarding the Dean's effectiveness and collaboration with COI. Goal (b): Provide examples of meeting minutes confirming the Dean consults with faculty and others in the COI when appropriate.	Annual evaluation by HSC President Nursing Advisory Council Meeting minutes	HSC President	Annually	State of the School address demonstrates Dean's effectiveness Nursing Advisory Council works as an advocate for SoN (Faculty Handbook 4.8). (b) Center Advisory Council is made of academic and community partners (pg 54 of BSN handbook).			Dean's Suite

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Standard II- Program Quality: Institutional Commitment and Resources								
2.8 There is sufficient faculty to accomplish the mission, goals and expected program outcomes.	<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>	Course evaluation results	<p>Office for Faculty Affairs and Diversity</p> <p>Associate Deans for Undergraduate and Graduate Studies</p>	Annually due in September	<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>	(b) Complaint with SACS Criteria for faculty workload. Compliant with NP standards for faculty workload. All courses are adequately covered by faculty.		
2.9 Faculty members are academically and experientially qualified for their teaching responsibilities.	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	<p>Office for Faculty Affairs and Diversity</p> <p>Associate Deans for Undergraduate and Graduate Studies</p>	Annually due in September	All faculty have the necessary educational degree requirements to teach in assigned lecture courses.	Compliant with SACS standards for faculty qualifications to teach.		Office for Academic Affairs

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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.			Office for Academic Affairs		Faculty teaching in clinical areas who lack the terminal degree, have necessary licensure/certification for the area to teach.			
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.	<p>Goal (a): Provide documents verifying preceptor qualifications.</p> <p>Goal (b): Provide documentation of criteria for preceptor selection and review.</p> <p>Goal (c): Provide examples of preceptor orientation.</p>	<p>Preceptor CVs</p> <p>Preceptor Handbook</p> <p>Clinical Evaluations</p>	<p>Associate Deans for Undergraduate and Graduate Studies</p> <p>Clinical Liaisons</p>	Annually	<p>Typhon database maintains graduate program preceptor qualifications.</p> <p>Undergraduate program preceptor qualifications maintained in files with clinical liaison.</p> <p>Criteria for preceptor selection (pg. 4) of Undergraduate Preceptor Handbook.</p> <p>(b) Faculty Handbook section 4.14 describes characteristics of expected graduate clinical preceptor.</p>			<p>SoN Website</p> <p>Office for Academic Affairs</p>

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Standard II- Program Quality: Institutional Commitment and Resources								
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.					(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).			
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.	Goal (a): Provide documentation of professional development opportunities, enrichment exercises, and funding for educational pursuits of faculty.	SoN Faculty Handbook Budget prepared by Associate Dean for Finance and Administration Archives of faculty development opportunities	Associate Dean for Research Office of Faculty Affairs and Diversity	Annual (September)	(a) Faculty Handbook section 2.27 describes faculty development opportunities. (b) Faculty Handbook section 4.15 describes Office of Nursing Research and Scholarship's support for faculty research and scholarship.			Office of Faculty Affairs and Diversity Dean's Office Office for Academic Affairs

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Standard II- Program Quality: Institutional Commitment and Resources								
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.					(b) Strategic plan targets elaborate on faculty development. (b) Student Success Center Grant has faculty development opportunities on research.			

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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.	<p>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.</p> <p>Goal (b): Provide student statements regarding their understanding of expected outcomes.</p>	Course Syllabi Student Handbooks	Faculty Assembly Faculty Council Office for Academic Affairs	Annually-September	<p>(a) Course outcomes are mapped to essentials in syllabi. Some syllabi have content mapped to appropriate program objective(s).</p> <p>(b) Students sign acknowledgement of Student Handbook upon submission.</p>	<p>(a) Finalizing decision on a curriculum mapping software/tool.</p> <p>(a) Utilizing CANVAS to link program outcomes to courses.</p>	(a) All syllabi have content mapped to appropriate program objectives.	Office for Academic Affairs
3.2 Expected individual learning outcomes are congruent with the roles for which the program is preparing graduates.	<p>Goal (a): Provide descriptions of the roles for which students are being prepared and their relationship to program outcomes.</p> <p>Goal (b): Provide evidence that the curriculum has been reviewed or will be revised as necessary.</p>	Student Handbooks Faculty Bylaws COUS/COGS meeting minutes	COUS COGS Office for Academic Affairs	Annually-September	<p>(a) MSN and PhD provide descriptions of roles on SoN Website.</p> <p>(b) COUS/COGS minutes provide evidence of curriculum revisions.</p>		(a) SoN Website has been updated to provide descriptions of roles for which students are being prepared (for all programs).	Office for Academic Affairs

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Standard III- Program Quality: Curriculum, Teaching-Learning Practices and Individual Student Learning Outcomes								
<p>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).</p>	<p>Goal (a): Provide evidence of PNSGs in curriculum for each degree and certificate program.</p> <p>Goal (b): Provide evidence that AACN Essentials have been incorporated (including the incorporation of the 3 P's).</p> <p>Goal (c): Provide evidence that NP programs incorporate NTF criteria.</p> <p>Goal (d): Provide examples that Student Learning Outcomes are congruent with PNSGs.</p>	<p>Student Handbooks</p> <p>Course Syllabi</p> <p>COUS/COGS meeting minutes</p>	<p>Faculty Assembly Faculty Council</p> <p>COUS COGS</p> <p>Office for Academic Affairs</p>	<p>Annually-September</p>	<p>Evidence documented in syllabi and student handbooks.</p> <p>BSN, MSN and DNP program outcomes mapped to CCNE Essentials.</p> <p>NP programs aligned with NTF criteria.</p> <p>(d) Grad Student Handbook pg. 27-31 Maps curriculum to MSN program outcomes based on 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>Office for Academic Affairs</p>

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Standard III- Program Quality: Curriculum, Teaching-Learning Practices and Individual Student Learning Outcomes								
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).	<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>							
3.4 The curriculum is logically structured to achieve expected student outcomes.	<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>Catalog Student Handbooks</p> <p>Program Plans</p>	<p>Associate Dean for Academic Affairs</p> <p>Office for Academic Affairs</p>	Annually-September	(a)Examples of leveling or sequencing of curricula include BSN Skills Checklist and semester level objectives.			Office for Academic Affairs

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Standard III- Program Quality: Curriculum, Teaching-Learning Practices and Individual Student Learning Outcomes								
3.4 The curriculum is logically structured to achieve expected student outcomes.	<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>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>			

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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.	<p>Goal (a): Provide descriptions of effective classroom teaching- learning practices that support achievement of expected student outcomes (simulation, flipped classrooms).</p> <p>Goal (b): Provide data correlating student outcomes and classroom activities.</p> <p>Goal (c): Provide examples of student and faculty interactions in classroom or clinical settings that support achievement of student learning outcomes.</p>	<p>Student course evaluations (classroom, clinical, teacher)</p> <p>Standardized benchmarks</p> <p>Grade distributions</p>	Office for Academic Affairs		<p>a) Instructional Methods described in BSN Handbook pg. 15-16.</p> <p>b) Demonstration of student outcomes as correlated with classroom activities in standardized benchmarks and grade distributions.</p> <p>c) Examples of student and faculty interactions: Standardized Patient in Health and Assessment course (Lee) FNP course (Worabo) Parent panel (Wall) Psych Sim (Guarnero).</p>			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>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 Course Syllabi</p>	<p>Office for Academic Affairs</p> <p>Associate Deans for Undergraduate and Graduate Studies</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>(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								
3.7 Curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest.	<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>Student Handbooks Faculty Bylaws IDEA Surveys 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>TBSN resequencing addressed feedback from students on sequencing of courses.</p> <p>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>(c) Student reps for 2017-2018: COGS: Will Long (MSN) Tanya Panula (DNP) Brnawi Bassma (PhD) COUS: Annemarie Loftus Allyssa Garcia</p> <p>DNP Working Grp: Assessment Eval: Working Group: COFSM:</p>		Official minutes kept in Dean's Suite

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Standard III- Program Quality: Curriculum, Teaching-Learning Practices and Individual Student Learning Outcomes								
3.7 Curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest.	Goal (d): Provide student comments on how teaching-learning practices are addressing their needs.				(d) IDEA and exit surveys provide examples of student comments on how teaching-learning practices are addressing their needs.			
3.8 Individual student performance is evaluated by faculty and reflects achievement of expected student outcomes.	<p>Goal (a): Provide examples of measurements of student performance.</p> <p>Goal (b): Provide examples of evaluation tools (e.g., exams, quizzes, presentations).</p> <p>Goal (c): Provide documentation or statements confirming that faculty are responsible for grading all courses and clinical experiences.</p>	Student and Faculty Handbooks Course Syllabi	Office for Academic Affairs Associate Deans for Undergraduate and Graduate Studies		<p>Example of student performance measurement: Course syllabi, Samples of Journals, Exams, Poster presentations, leadership rubrics and preceptor evaluations are examples of evaluation tools.</p> <p>(c) Evaluation process detailed in SoN Faculty handbook 5.1, confirming faculty's responsibility in evaluating students for clinical work.</p>			Office for Academic Affairs

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Standard III- Program Quality: Curriculum, Teaching-Learning Practices and Individual Student Learning Outcomes								
3.9 Evaluation policies and procedures for individual student performance are defined and consistently applied.	Goal: Provide examples of grading criteria (in course syllabi or handbooks).	Graduate and Undergraduate Student Handbooks Course Syllabi	COUS COGS		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.	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.	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. Curricular Change and Policy tracking sheets provide examples of curricular revisions as a result of student/faculty evaluation of teaching learning practices.			Office for Academic Affairs

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Standard III- Program Quality: Curriculum, Teaching-Learning Practices and Individual Student Learning Outcomes								
3.10 Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.	Goal (d): Provide documentation of how curricular revisions are evaluated (i.e. committee meeting minutes).				d) COUS/COGS meeting minutes and Faculty Bylaws document the evaluation process of curricular revisions and decisions.			

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Standard IV- Program Effectiveness: aggregate Student Performance and Faculty Accomplishments								
<p>4.1 A systematic process is used to determine program effectiveness.</p>	<p>Goal (a): Evidence of a systematic, written, comprehensive process (evaluation plan).</p> <p>Goal (b): Evidence that the systematic process is being implemented.</p> <p>Goal (c): Specific measures, tools, and timelines used for data collection.</p> <p>Goal (d): Timeline for review and analysis of expected and actual outcomes.</p> <p>Goal (e): Examples of periodic review of the systematic process (meeting minutes, supplemental documents).</p>	<p>Total systematic program evaluation plan</p> <p>SoN website</p> <p>COUS/COGS Minutes Faculty Assembly/ Faculty Council Minutes</p>	<p>Office for Academic Affairs</p> <p>Associate Deans for Undergraduate and Graduate Studies</p> <p>Review of outcomes by: COUS and COGS Faculty Council</p> <p>Faculty Assembly</p>	<p>Review July 2017 to be presented September 2017 with updated Benchmarks</p>	<p>(a) Total Program Systematic Evaluation Plan maintained annually and posted on SoN website.</p> <p>(b) TPSEP is posted on the SoN website; COUS/COGS Faculty council minutes show presentations of TPSEP results and discussion points.</p> <p>(c) Selected data reports are maintained in a central repository called WEAVE; data maintained in Office for Academic Affairs.</p> <p>(d) Timelines are included in the TPSEP.</p> <p>(e) Periodic review evidence in COUS/COGS and Faculty Council minutes.</p>		<p>Revisions made to TPSEP template for greater clarity and alignment with CCNE standards.</p>	<p>UT Health Website</p> <p>SoN Website</p> <p>Office for Academic Affairs</p>

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Standard IV- Program Effectiveness: aggregate Student Performance and Faculty Accomplishments								
4.2 Program completion rates demonstrate program effectiveness.	<p>Goal (a): Graduation rates are greater than 85% for BSN, 70% for Graduate; formula for calculation is defined.</p> <p>Goal (b): Explanations for completion rates below 85 for BSN, 70% for Graduate provided.</p>	Program completion rate data from Office of Institutional Research	<p>Office for Academic Affairs</p> <p>Associate Deans for Undergraduate and Graduate Studies</p> <p>Review of outcomes by: COUS and COGS Faculty Council Faculty Assembly</p>	Certified data presented November 2017	<p>SoN is in compliance with standard (where CCNE standard is 70%):</p> <ul style="list-style-type: none"> • BSN (3years) ○ Goal 85% • MSN (5 years) • DNP (3 years) • PhD (7 years) ○ Goal 70% 			Office for Academic Affairs
4.3 Licensure and certification pass rates demonstrate program effectiveness.	<p>Goal (a): NCLEX RN® pass rates 85% or above.</p> <p>Goal (b): Explanations for rates below 85% are described.</p>	Reports from TBON and certification bodies	<p>Office for Academic Affairs</p> <p>Associate Deans for Undergraduate and Graduate Studies</p> <p>Review of outcomes by: COUS and COGS Faculty Council Faculty Assembly</p>	Collected July-August to be presented November 2017	<p>(a-b) NCLEX FY17: TBON cycle: CCNE cycle:</p> <p>(c-d) Certification Rate for 2017</p> <p>CNL: no takers AG-ACNP: FNP(AANPCP): PMHNP: PNP-PC:</p>		(a-b) COUS voted to establish 85% as the pass rate summer 2017.	Office for Academic Affairs

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Standard IV- Program Effectiveness: aggregate Student Performance and Faculty Accomplishments								
4.3 Licensure and certification pass rates demonstrate program effectiveness.	<p>Goal (c): Graduate program certification rates 80% or above.</p> <p>Goal (d): Explanations for rates below 80% are described.</p>							
4.4 Employment rates demonstrate program effectiveness.	<p>Goal (a): Employments rates for each program are 70%.</p> <p>Goal (b): Explanations for employment rates below 70% are described.</p>	Exit and Alumni Surveys THECB Employment Data	<p>Office for Academic Affairs</p> <p>Associate Deans for Undergraduate and Graduate Studies</p> <p>Review of outcomes by: COUS and COGS Faculty Council Faculty Assembly</p>	<p>2016 THECB data to be presented September 2017</p> <p>2017 THECB workforce data to be presented January 2018</p>	<p>(a-b) 2016 Employment Rates:</p> <ul style="list-style-type: none"> o BSN: 88.7% o MSN: 81.5% o DNP: 80% o PhD: 100% o Certificates: 66.7% <p>(a-b) 2017 Employment Rates:</p> <p>BSN:</p> <p>MSN:</p> <p>DNP:</p> <p>PhD:</p> <p>Certificates:</p>			Office for Academic Affairs

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Standard IV- Program Effectiveness: aggregate Student Performance and Faculty Accomplishments								
4.5 Program outcomes demonstrate program effectiveness.	<p>Goal (a): Data collected for program outcomes meet benchmark of 5.</p> <p>Goal (b) Benchmarks to pass rates at the national level are used for comparison.</p>	Program assessment data and analysis in WEAVE on-line	<p>Office for Academic Affairs</p> <p>Associate Deans for Undergraduate and Graduate Studies</p> <p>Review of outcomes by: COUS and COGS Faculty Council Faculty Assembly</p>	2016-2017 data Collected September to be presented October 2017	<p>(a)2017 BSN Exit survey results: did not meet benchmark of 5 for Prog Outcomes 3, 4, 5, and 7.</p> <p>2017 BSN Alumni survey results: TBA</p> <p>2017 MSN Exit Survey results: met benchmark of 5 for all program outcomes.</p> <p>2017 MSN Alumni survey results: TBA</p> <p>2017 DNP Exit Survey results: met benchmark of 5 for all program outcomes.</p> <p>2017 DNP Alumni Survey results: TBA</p> <p>2017 PhD Exit Survey Results: met benchmark of 5 for all program outcomes</p> <p>2017 PhD Alumni Survey Results: TBA</p>			Office for Academic Affairs

Evaluation Component	Expected outcome	Evaluation Data Sources	Group/Individual Responsible for Collection & Analysis	Frequency of Data Collection	Findings (Aggregate Data)	Indicators of Achievement	Action Plan (Changes/ Actions Made as Result of Analysis)	Location of Documents
Standard IV- Program Effectiveness: aggregate Student Performance and Faculty Accomplishments								
4.6 Faculty outcomes, individually and in the aggregate demonstrate program effectiveness.	Goal (a): Faculty Composition by 2022, 70% of full-time faculty will have a doctoral degree.	Data from Office for Academic Affairs Data from Office of Nursing Research and Scholarship	Data from Office for Faculty Affairs and Diversity Data from Office of Nursing Research and Scholarship	2016-2017 data Collected July-August to be presented to Faculty Assembly September 2017	2016-2017 faculty benchmark data: 64% have doctoral degrees.		Transfer of Data Collection from Office for Academic Affairs to Office for Faculty Affairs and Diversity.	Office for Academic Affairs Office for Faculty Affairs and Diversity
	2. By 2022, 50% of full-time faculty will be nationally certified in their respective area of specialty. 3. The number of under-represented faculty will increase 2-3% every year.	Data from Office of Faculty Affairs and Diversity Data from Office of Practice and Engagement	Collection by Office for Academic Affairs Review of outcomes by: COUS and COGS Faculty Council Faculty Assembly		47% are nationally certified under-represented faculty make up 33% of faculty.			Data from Office of Nursing Research and Scholarship
	Goal (b): Teaching 1. 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.				Teaching 1. Fall: 4.2; Spring 4.3			

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Standard IV- Program Effectiveness: aggregate Student Performance and Faculty Accomplishments								
4.6 Faculty outcomes, individually and in the aggregate demonstrate program effectiveness.	2. At least 10% of full-time faculty will be celebrated through their achievements in teaching excellence (e.g., teaching excellence awards, national recognition).				21% have been celebrated through achievement. 71% engage faculty development.			
	80% of faculty will work with the Educational Specialist for ongoing instructional development.							
	One faculty member will be recommended each year to the UT Health Academy of Master Teachers.				Adelita Cantu received the Pres Teaching Excellence Award 2016- 2017.			
	Goal (c): Scholarship 80% of faculty with appointments over 50% will be engaged in scholarly activity.				Scholarship 59% engaged in scholarship broadly defined.			

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Standard IV- Program Effectiveness: aggregate Student Performance and Faculty Accomplishments								
4.6 Faculty outcomes, individually and in the aggregate demonstrate program effectiveness.	75% of full-time faculty will present at a conference each year.				48% presented at conferences 2016-2017.			
	50% of tenure track faculty will submit at least one manuscript for publication each year.				26% had referred publications.			
	25% of tenure track faculty will submit at least one grant proposal each year.				27% had submitted grants.			
4.7 The program defines and reviews formal complaints according to established policies.	Goal (a): Definition of formal complaints is up-to-date in the catalog and handbooks. Goal (b): Written formal complaint processes are up-to-date in the catalog and handbooks.	Student Handbooks Handbook of Operating Procedures Faculty Bylaws	Collected by Office for Academic Affairs Associate Deans for Undergraduate and Graduate Studies	2016-2017 data Collected July-August to be presented September 2017	(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.	9 formal complaints filed 2016-2017. 4 complaints regarding policy implementation; 5 complaints regarding faculty conduct, and testing accommodations. All resolved.		Office of Academic Affairs

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Standard IV- Program Effectiveness: aggregate Student Performance and Faculty Accomplishments								
4.7 The program defines and reviews formal complaints according to established policies.	<p>Goal (c): 100% of records related to the hearing of formal complaints are documented and maintained.</p> <p>Goal (d): 100% of students sign acknowledgement of awareness of the formal complaint process and location of policies.</p>	Review of log of formal complaints and Faculty/administrative action taken	Review of outcomes by: COUS and COGS Faculty Council Faculty Assembly		<p>c) 100% of student complaints log documents formal student complaints and resolutions. COUS/COGS minutes document hearing of formal complaints. Student complaints log housed in Office for Academic Affairs.</p> <p>d) 100% of students sign acknowledgement of reading the student handbook, which includes a section on the formal complaint process.</p>			

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Standard IV- Program Effectiveness: aggregate Student Performance and Faculty Accomplishments								
4.8 Data analysis is used to foster ongoing program improvement.	<p>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.</p> <p>Goal (b): Provide evidence that analysis of data includes comparison of expected outcomes to actual outcomes.</p> <p>Goal (c): Provide examples of changes to the program as a result of data analysis.</p> <p>Goal (d): Demonstrate meeting minutes show faculty are engaged in data review for ongoing program improvement.</p>	TPSEP COUS/COGS minutes FA/FC minutes	<p>Associate Deans for Undergraduate and Graduate Studies</p> <p>Office for Academic Affairs</p> <p>Review of outcomes by: COUS and COGS Faculty Council Faculty Assembly</p>	2016-2017 data Collected July-August to be presented September 2017	<p>(a)Completion Rate, Licensure and Certification Pass Rate, Employment Rates are included in TPSEP. Exit and Alumni Surveys, IDEA course evaluations noted as evaluation tools in TPSEP.</p> <p>(b) TPSEP has expected outcomes and findings (actual outcomes) incorporated.</p> <p>(c) Changes made as a result of analysis are included in TPSEP.</p> <p>(d) COUS/COGS and Faculty meeting minutes reflect TPSEP discussion.</p>			<p>SoN Website</p> <p>Office for Academic Affairs</p>

