

**Pacific Lutheran University  
School of Nursing  
Systematic Evaluation Plan  
1/6/2016**

<b>Component</b>	<b>Activities Required</b>	<b>Means of Evaluation</b>	<b>Timeline/ Responsibility</b>	<b>Expected Outcome; Desired Level of Achievement</b>	<b>Where Documented</b>
<p><b>STANDARD I: Program Quality – Mission and Governance</b></p> <p>The mission, goals, and expected program outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program’s mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.</p>					
<p><b>I-A. Mission, Goals, Expected Program Outcomes</b></p> <ul style="list-style-type: none"> <li>• <b>Congruent with Parent Institution</b></li> <li>• <b>Consistent with Professional Standards &amp; Guidelines</b></li> </ul>					
<b>Component</b>	<b>Activities Required</b>	<b>Means of Evaluation</b>	<b>Timeline/ Responsibility</b>	<b>Expected Outcome; Desired Level of Achievement</b>	<b>Where Documented</b>
SoN mission congruency with PLU mission	Review and Revise SoN Values, Vision, Mission, Philosophy	Narrative to describe  Crosswalk/ Comparison Table: PLU & SoN Values, Vision, Mission, Philosophy	Q 3 Years and with self-studies, Continuous Improvement Process Reports (CIPRs).  -Spring 2015  <u>Responsibility:</u> -Strategic Planning work group -SoN Faculty	Demonstrated Congruency	-SNO, Retreat, and Forum Minutes; -SoN Evaluation Reports; -SoN Sakai Site; -SoN Faculty Handbook; -BSN, MSN, and DNP Student Handbooks; -SoN Website

Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented
SoN Goals and congruency with PLU goals	Review and Revise SoN Goals & Philosophy  Develop SoN Strategic Plan	Narrative to describe  Crosswalk/ Comparison Table: PLU goals/SoN goals. (Examples of appropriate documents: PLU and SoN Strategic Plans; Major university initiatives)	Q 2 Years and with self-studies, CIPRs.  -Spring 2015  <u>Responsibility:</u> -Dean -Strategic Planning work group -Executive Committee -SoN Faculty	Demonstrated Congruency	-SNO, Retreat, and Forum Minutes; -SoN Evaluation Reports; -SoN Sakai Site; -SoN Faculty Handbook; -BSN, MSN, and DNP Student Handbooks; -SoN Website
BSN, MSN, and DNP Program Outcomes and congruency with SoN Mission and Goals	Formal review of BSN, MSN, and DNP Program Outcomes	Narrative to describe  Crosswalk/ Comparison Table: DNP Program Outcomes/ SoN Mission and Goals	Q 3-4 Years and with major curriculum revisions, self-studies, CIPRs  - Fall 2015 for DNP Program.  - 2015-16 for BSN and MSN Programs.  <u>Responsibility:</u> -Assoc Dean for Graduate Programs -CIE -Program Evaluation Committee -SoN Faculty	Demonstrated Congruency	-CIE minutes; -SNO, Retreat, and Forum Minutes; -SoN Evaluation Reports; -SoN Sakai Site; -SoN Faculty Handbook; - BSN, MSN, and DNP Student Handbooks

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<p>Professional Standards &amp; Guidelines used by the academic programs are clearly defined and consistent</p> <ul style="list-style-type: none"> <li>• Includes AACN <i>Essentials of BSN (2008)</i>, <i>MSN (2011)</i>, and <i>Doctoral (2006) Education</i></li> <li>• Includes NTF Criteria (2012)</li> <li>• Includes appropriate standards &amp; guidelines for APRN specialties/ concentrations</li> <li>• Additional professional standards and guidelines are identified</li> </ul>	<p>CIE: Develop &amp; Document formal statement of Professional Standards &amp; Guidelines used by the BSN, MSN, and DNP programs.</p> <p>Identify the required Professional Stds &amp; Guidelines used in the Nursing programs:</p> <ul style="list-style-type: none"> <li>• <i>BSN Essentials (2008)</i></li> <li>• <i>MSN Essentials (2011)</i></li> <li>• <i>Essentials of Doctoral Education (2006)</i></li> <li>• <i>NTF Criteria (2012)</i></li> </ul> <p>• Specialty Stds &amp; Guidelines:  -<i>Competencies and Curricular Expectations for Clinical Nurse Leader Education and Practice (AACN, 2013)</i>  - <i>Nurse Educator Competencies: Creating An Evidence-Based Practice For Nurse Educators (Halsted, 2007)</i>  -<i>Nursing Administration: Scope and Standards of Practice (ANA, 2009)</i></p>	<p>Narrative to describe</p> <p>Identify the required Professional Stds &amp; Guidelines used in the BSN, MSN, and DNP programs.</p> <p>Identify Specialty Stds &amp; Guidelines used in the MSN, and DNP programs.</p> <p>Identify Additional Professional Stds &amp; Guidelines used in the BSN, MSN, and DNP programs.</p>	<p>Q 3-4 years, with publication of new standards &amp; guidelines; and major curriculum revisions, self-studies, CIPRs</p> <p>-Spring 2015 for MSN and DNP Programs.</p> <p>-2015-16 for BSN Program.</p> <p><u>Responsibility:</u>  -Assoc Dean for Graduate Programs  -CIE  -Program Evaluation Committee  -SoN Faculty</p>	<p>Appropriate professional standards &amp; guidelines are clearly identified and updated as needed</p>	<p>-PEC, CIE Minutes;  -SNO Minutes;  -SoN Evaluation Reports;  -SoN Sakai Site;  -SoN Faculty Handbook;  - BSN, MSN, and DNP Student Handbooks</p>

Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented
	<p>-<i>Consensus Model for APRN Regulation</i> (LACE, 2008)</p> <p>-Nurse Practitioner Competencies in Specialty Areas:</p> <ul style="list-style-type: none"> <li>• Family NP Competencies (2013)</li> <li>• PMHNP Competencies (2013)</li> <li>• NONPF NP Core Competencies (2014)</li> </ul> <p>• Additional Professional Stds &amp; Guidelines used:</p> <ul style="list-style-type: none"> <li>- <i>Code for Nurses with Interpretive Statements</i> (ANA, 2015);</li> <li>- <i>Nursing: Scope and Standards of Practice, 2<sup>nd</sup> Ed.</i> (ANA, 2010);</li> <li>-<i>Nursing's Social Policy Statement: Essence of the Profession</i> (ANA, 2010)</li> <li>- <i>End-of-Life Nursing Education Consortium (ELNEC) guidelines</i> (<a href="http://www.aacn.nche.edu/elnece/elnece-publications">http://www.aacn.nche.edu/elnece/elnece-publications</a>);</li> <li>- <i>Quality and Safety in the Education of Nurses (QSEN)</i></li> </ul>				

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	<i>Competencies</i> ( <a href="http://qsen.org/competencies/">http://qsen.org/competencies/</a> ) - National Council of State Boards of Nursing (NCSBN) <i>National Council Licensure Examination (NCLEX) Test Plan</i> -Washington NCQAC <i>Administrative Code</i>				
<b>I-B. Mission, Goals, Expected Student Outcomes are periodically reviewed and revised to reflect</b> <ul style="list-style-type: none"> <li>• <b>Professional Nursing Standards &amp; Guidelines</b></li> <li>• <b>Needs and Expectations of the Community of Interest (COI)</b></li> </ul>					
SoN mission and goals are periodically reviewed and revised: <ul style="list-style-type: none"> <li>• To reflect professional nursing standards &amp; guidelines</li> <li>• To reflect COI needs &amp; expectations</li> </ul>	Program Evaluation Committee: Update and Revise the SoN Systematic Evaluation Plan  SoN Faculty: Minutes document the process of mission & goals review and revision  PEC Convened  The COI is defined as: <ul style="list-style-type: none"> <li>• Students</li> <li>• Faculty</li> <li>• Alumni</li> <li>• Employers</li> <li>• Practice Partners</li> </ul>	Narrative to describe SoN Systematic Evaluation Plan (SEP) document  SEP specifies how COI needs and expectations are assessed.  COI Assessment mechanisms are implemented  SoN Advisory Councils are convened.	Q 3 years and with self-studies, CIPRs  -Spring 2015  <u>Responsibility:</u> -Program Evaluation Committee -Strategic Planning work group -SoN Faculty	SoN mission and goals reflect professional standards & guidelines and COI expectations	-Program Evaluation Committee (PEC) Minutes; -SoN Faculty Organization (SNO) Minutes; -SoN Systematic Evaluation Plan; -SoN Sakai site; -Evaluation Reports and Materials

Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented
	<ul style="list-style-type: none"> <li>• SoN Advisory Councils</li> <li>• the University</li> </ul> <p>Develop mechanisms and processes for assessing COI needs and expectations</p> <p>Dean: Develop and convene SoN Dean's Advisory Council and Student Advisory Councils</p>				
<p>BSN, MSN, and DNP program outcomes are periodically reviewed and revised:</p> <ul style="list-style-type: none"> <li>• To reflect professional nursing standards &amp; guidelines</li> <li>• To reflect COI needs &amp; expectations</li> </ul>	<p>Program Evaluation Committee, CIE, SoN Faculty: Document review of BSN, MSN, and DNP Program Outcomes</p> <p>Program Evaluation Committee, SoN Faculty: Document review of COI input</p>	<p>Narrative to describe</p> <p>Crosswalk/ Comparison Table: SoN Program Outcomes/ Professional Nursing Stds &amp; Guidelines</p> <p>COI input is used in the review of SoN Program Outcomes</p>	<p>Q 3 years, with publication of new standards &amp; guidelines; and major curriculum revisions, self-studies, CIPRs</p> <p>-Spring 2015 for DNP</p> <p>-2015-16 for BSN and MSN</p> <p><u>Responsibility:</u></p> <p>-PEC</p> <p>-CIE</p> <p>-SoN Faculty</p> <p>-Assoc Dean for Graduate Programs</p>	<p>BSN, MSN, and DNP program outcomes reflect professional nursing standards &amp; guidelines, and COI needs &amp; expectations</p>	<p>-CIE, PEC Minutes;</p> <p>-SoN Advisory Council minutes;</p> <p>-SNO Minutes;</p> <p>-SoN Sakai site;</p> <p>-SoN Evaluation Reports and Materials</p>

Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented
<b>I-C. Expected Faculty Outcomes are clearly defined, written, communicated, and congruent with institutional expectations.</b>					
Expected Individual Faculty Outcomes: <ul style="list-style-type: none"> <li>• Teaching</li> <li>• Service</li> <li>• Practice</li> <li>• Scholarship</li> </ul> -SoN Promotion/Tenure Guidelines -PLU Promotion/Tenure Guidelines -Faculty Performance Evaluation Tool (FARSA)	Development of SoN Faculty Handbook  Dean: Conduct Annual Performance Evaluation and Goal Setting meetings with the faculty.	Narrative to describe  Table depicting rank/tenure criteria	Annually  -Spring 2015  <u>Responsibility:</u> -RAD -Dean	Expected Individual Faculty Outcomes are clearly defined, written, communicated to the faculty, and congruent with institutional expectations.	-RAD Minutes; -SNO Minutes; -SEP; -SoN Sakai site; -SoN Faculty Handbook -PLU Faculty Handbook
Expected Aggregate Faculty Outcomes: <ul style="list-style-type: none"> <li>• Teaching</li> <li>• Service</li> <li>• Practice</li> <li>• Scholarship</li> </ul> -Aggregate Expected Faculty Outcomes document	RAD, SoN Faculty: Development of SoN Aggregate Faculty Outcomes	Narrative to describe  Table depicting SoN aggregate faculty outcomes with metrics to determine achievement	With self-studies, CIPRs  -Spring 2015  <u>Responsibility:</u> -RAD -SoN Faculty	Expected Aggregate Faculty Outcomes are clearly defined, written, communicated to the faculty, and congruent with institutional expectations.	-RAD Minutes; -SNO Minutes; -SoN Sakai site -SoN Faculty Handbook; -Program Evaluation Documents
<b>I-D. Faculty and Students participate in Program Governance.</b>					

Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented
<p>-SNO SoN Faculty Bylaws</p> <ul style="list-style-type: none"> <li>• Committee structure, membership, voting</li> </ul> <p>-Faculty roles in academic program planning, development, evaluation, and revision</p> <p>-Mechanisms for student input into program evaluation:</p> <ul style="list-style-type: none"> <li>• Dean’s Student Advisory Committee</li> <li>• Student Forums</li> <li>• Course Evaluations</li> <li>• Student End-of-Program Evaluation</li> <li>• Committee membership on RAP and CIE</li> </ul>	<p>RAD: Develop and disseminate a Faculty Satisfaction Survey</p> <p>Assoc Dean for Grad Programs: Develop MSN &amp; DNP End-of-Program Evaluations</p>	<p>Narrative to describe</p> <p>-Committee membership</p> <p>Results of Faculty Satisfaction Survey</p> <p>-Results of data from the student input mechanisms</p> <ul style="list-style-type: none"> <li>• Course Evaluations</li> <li>• Student Advisory Council minutes</li> <li>• Student Forums</li> <li>• Student End-of-Program Reports</li> </ul>	<p>Spring 2015 and Annually</p> <p>Spring 2015 and q 2-3 yrs</p> <p><u>Responsibility:</u></p> <ul style="list-style-type: none"> <li>-Exec Comm, RAD, RAP, CIE, PEC</li> <li>-SoN Faculty</li> <li>-Dean</li> <li>-SoN Admin Support Staff</li> </ul>	<p>Governance roles of faculty and students are clearly defined and promote participation.</p> <p>Nursing faculty are involved in the development, review, and revision of the academic program and policies</p> <p>Faculty express satisfaction with SoN Governance</p> <p>Students express satisfaction with their ability to participate in DNP program governance</p>	<p>-Exec Comm, CIE, RAD, RAP, PEC, and SNO minutes;</p> <p>-SNO Bylaws;</p> <p>-SoN Faculty Handbook;</p> <p>-SoN Sakai site;</p> <p>-Program Evaluation Documents</p>

**I-E. Documents and Publications are accurate. A process is used to notify constituents of changes.**



Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented
<ul style="list-style-type: none"> <li>• Catalogue</li> <li>• SoN Website</li> <li>• Program Brochures</li> <li>• Student Handbooks</li> <li>• Faculty Handbook</li> <li>• Course Syllabi</li> <li>• Transcripts</li> <li>• Recruitment &amp; Promotional Materials</li> <li>• SoN Social Media Sites</li> </ul>	<p>Review all for accuracy and updates needed.</p> <p>Develop and document process for notifying constituents of changes.</p>	<p>Narrative to describe</p> <p>-Faculty and CIE review syllabi for accuracy;</p> <p>-Dean, Assoc Dean for Graduate Programs review and revise catalogue copy as scheduled by the university;</p> <p>-Dean, Assoc Dean for Grad Programs, Admissions Coordinator, and all others with oversight responsibility for information referenced on the SoN website review that information for accuracy and revisions needed;</p> <p>-Dean, Assoc Dean for Grad Programs, RAP: review and revise Student Handbook as needed;</p> <p>-Dean, RAD: develop Faculty Handbook</p>	<p>Annually</p> <p>-Spring 2015</p> <p><u>Responsibility:</u></p> <p>-PEC, RAD, RAP, CIE</p> <p>-Faculty/ Course Coordinators</p> <p>-Admissions Coordinator</p> <p>-Clinical Placement Coordinator</p> <p>-Skills/ Simulation Coordinator</p> <p>- Assoc Dean for Graduate Programs</p> <p>-Dean</p> <p>-SoN Admin Support Staff</p>	<p>References to and statements of program offerings, outcomes, accreditation/approval status, academic calendar, recruitment and admission policies, grading policies, degree/ certification completion requirements, tuition, fees, and licensure/ certification eligibility are accurate.</p> <p>Transcripts specify the ARNP role and population focus.</p> <p>Accreditation disclosure uses the approved CCNE language.</p> <p>Constituents are notified of changes in a timely manner and as needed.</p>	<p>- PEC, CIE, RAP, RAD minutes;</p> <p>-Student Advisory Council minutes;</p> <p>-Catalogue;</p> <p>-SoN Website;</p> <p>-Graduate Admissions website;</p> <p>-Student Handbook;</p> <p>-SoN Faculty Handbook;</p> <p>-Course Syllabi;</p> <p>-Program Brochures;</p> <p>-Transcripts</p> <p>-Program Evaluation Materials</p>

**I-F. Academic Policies of PLU and the SoN are congruent and support achievement of the mission, goals, and expected student outcomes**

Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented
<ul style="list-style-type: none"> <li>• <b>Fair and Equitable</b></li> <li>• <b>Published and Accessible</b></li> <li>• <b>Reviewed and Revised as necessary to foster program improvement</b></li> </ul>					
<ul style="list-style-type: none"> <li>• Student Recruitment Policies</li> <li>• Admission Policies</li> <li>• Retention Policies</li> <li>• Progression Policies</li> <li>• Student Hearing Policies</li> <li>• Disciplinary Action Policies</li> <li>• Other Academic Policies</li> </ul>	RAP, Assoc Dean for Grad Programs, Dean: Complete student policies and Student Handbook revisions	<p>-Narrative to describe</p> <p>-Approved policies are published in the Student Handbook and on the SoN website.</p> <p>-Relevant components of student policies are included in course syllabi.</p> <p>-Students are apprised of new or revised academic policy in writing through electronic communications.</p>	Ongoing -Spring 2015  <u>Responsibility:</u> -RAP -Assoc Dean for Grad Programs -Dean	<p>Academic policies are Reviewed, revised, and updated as needed; Fair and equitable; Published and accessible; Congruent with PLU policies; Congruent with Professional Standards &amp; Guidelines; and support the achievement of SoN mission, goals, and expected student outcomes.</p> <p>When SoN academic policy varies from or exceeds PLU policy, the variance is identified and is in place to support achievement of SoN mission, goals, and expected student outcomes.</p> <p>Mechanism for notifying students of changes is published</p>	<ul style="list-style-type: none"> <li>- RAP, RAD, CIE Minutes;</li> <li>-Student Advisory Council Minutes;</li> <li>-SNO Minutes;</li> <li>-Student Handbooks;</li> <li>-Program Brochures and Ads;</li> <li>-SoN Website;</li> <li>-Course Syllabi</li> </ul>

Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented
				and consistently applied.	
Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented

**STANDARD II: Program Quality – Institutional Commitment and Resources**

The parent institution demonstrates ongoing commitment to and support for the nursing program. The institution makes resources available to enable the program to achieve its mission, goals, and expected outcomes. The faculty, as a resource of the program, enable the achievement of the mission, goals, and expected program outcomes.

**II-A. Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes**

Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented
Fiscal Resources/Budget	Dean, Provost : Develop and secure SoN Budget sufficient to meet SoN program needs	-Narrative to describe -Budget Tables -Tuition and Clinical Fee trends -Comparison with other units on campus -Comparison with peer Nursing programs using Delaware data and established benchmarks -Faculty Satisfaction Survey -University budget trends -External funding trends	Annually  -Spring 2015  <u>Responsibility:</u> -Dean -Provost’s Office	Budget enables achievement of SoN mission, goals, and program outcomes and is consistent with SoN Peer Institutions  Budget supports program development, implementation, and evaluation: • Adequate faculty and staff position numbers • Faculty/staff salaries	Exec Comm, SNO minutes; Advisory Council Minutes; SoN Fiscal Affairs & Budget Records – Assets vs Expenditures; Faculty Satisfaction Results

Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented
		-Development/ Advancement funding trends		<ul style="list-style-type: none"> <li>• Program Infrastructure</li> <li>• Workload consistent with Peer Institutions and Regulatory Requirements</li> <li>• Program and Faculty travel</li> <li>• Faculty Development</li> <li>• Operational expenses</li> <li>• Technology needs</li> </ul> <p>Fee Integrity: Fees paid by Nursing students are used in direct support of program costs.</p> <p>Advancement: An active and effective Advancement Plan is in place.</p> <p>A plan is in place to increase University support of SoN program needs.</p>	
SoN Faculty and Staff position allocations	Dean: Develop and secure SoN faculty, staff, and administrative position allocations	-Workload charts -State of WA WAC Regulations -NTF Criteria	Annually  -Spring 2015	SoN position allocations and workload guidelines support adequate	Dean's Office; Faculty Satisfaction Results

Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented
	sufficient to meet SoN program needs  Update SoN Workload Guidelines	-Comparison to State, regional and national peer Nursing programs	<u>Responsibility:</u> -Dean -Provost's Office	course and clinical faculty requirements, administrative needs, and SoN Admin Support Staff needs, consistent with state and national regulatory requirements, and congruent with regional and national best practices.	
Faculty Salaries	Dean: Secure SoN faculty salaries sufficient to meet SoN recruitment, hiring, and retention needs	-Salary charts -Comparison to AACN and CUPA salaries -Comparison to Market rates -Faculty Satisfaction Survey	Annually  -Spring 2015  <u>Responsibility:</u> -Dean -Provost's Office	Compensation supports recruitment, hiring, and retention of highly qualified faculty and staff.  Achieve 50 <sup>th</sup> percentile of AACN salary data for Religious Institutions, Western Region.	Dean's Office; Faculty Satisfaction Results
Physical Resources	Dean, Assoc Dean for Grad Programs, Faculty: Ongoing work with Capital Improvement processes, Campus Master Planning, and University Advancement to secure commitments for SoN physical space improvements.	<u>Resources to be evaluated:</u> -Classroom, Lab, and faculty office space and physical condition -SoN Administrative offices -Common spaces -Furnishings  <u>Means of evaluation:</u>	Annually  -Spring 2015  <u>Responsibility:</u> -Dean -Assoc Dean for Grad Programs -SoN Faculty	Physical space, technology, teaching/ learning modalities are sufficient to achieve mission, goals, and expected program outcomes	Dean's Office; Faculty Satisfaction Results; Student Exit Survey Results

Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented
		<ul style="list-style-type: none"> <li>-Narrative to describe</li> <li>-SoN planning documents</li> <li>-Regional and State comparisons</li> <li>-Faculty Satisfaction Survey</li> <li>-Student Exit Surveys</li> </ul>			
Equipment, Supplies & Technology	Ongoing work with Capital Improvement processes, Technology requests, and University Advancement to secure commitments for equipment, supplies, and technology to meet SoN program needs.	<u>Resources to be evaluated:</u> <ul style="list-style-type: none"> <li>-Classroom teaching technology</li> <li>-Computer Equipment</li> <li>-Electronic Course platform</li> <li>-Electronic Database Management</li> <li>-Simulation Equipment</li> <li>-Library Resources</li> </ul> <u>Means of evaluation:</u> <ul style="list-style-type: none"> <li>-Narrative to describe</li> <li>-SoN planning documents</li> <li>-Regional and State comparisons</li> <li>-Faculty Satisfaction Survey</li> <li>-Student Exit Surveys</li> </ul>	Annually  -Spring 2015  <u>Responsibility:</u> <ul style="list-style-type: none"> <li>-Dean</li> <li>-Assoc Dean for Grad Programs</li> <li>-FNP Program Director</li> <li>-Nursing Lab Coordinator</li> <li>-SoN Admin Support Staff</li> </ul>	Equipment, supplies, and technology are sufficient to achieve program mission, goals, and expected outcomes	Dean's Office; Director and Coordinator Offices; Faculty Satisfaction Results; Student Exit Survey Results
Electronic Data Management	Revise SoN Sakai and Netstor sites to better organize and maintain electronic data repositories	<u>Resources to be evaluated:</u> <ul style="list-style-type: none"> <li>-SoN Knowledge Management System</li> </ul>	Annually  -Spring 2015  <u>Responsibility:</u>	SoN electronic data management provides secure, accurate, usable, accessible, well-	SoN Sakai site; SoN Netstor site; SoN Website;

Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented
	<p>Develop Faculty electronic data repositories to manage faculty accomplishments data</p> <p>Develop Student electronic data repositories to manage clinical evaluations and progressions information</p> <p>Update Preceptor Database</p>	<p>-Remote access capabilities</p> <p><u>Means of evaluation:</u></p> <p>-Narrative to describe</p> <p>-Faculty satisfaction</p> <p>-SoN Administrative and Admin Support Staff satisfaction</p>	<p>-Dean</p> <p>-Assoc Dean for Grad Programs</p> <p>-Faculty</p> <p>-SoN Admin Support Staff</p>	<p>organized, and up-to-date data to meet program needs.</p>	<p>Other Knowledge Management systems</p>

**II-B. Academic support services are sufficient to ensure quality and meet program and student needs**

Academic Supports	-Listing of services and resources available;	-Narrative to describe	Annually	Academic support services, Academic advising, Library resources, Technology supports, and student personal supports are adequate for students and faculty to meet program requirements, regulatory requirements, and to achieve SoN mission, goals, and expected program outcomes	-RAP, CIE Minutes; -Faculty Satisfaction Results; -Student Exit Survey Results; -Evaluation Materials
Academic Advising	-Analysis of sufficiency	-Listing of services available	-Spring 2015		
Library		-Faculty Satisfaction Survey	<u>Responsibility:</u>		
Technology Supports		-Student Exit Surveys	-RAP, CIE		
Student Personal Supports:			-Assoc Dean for Grad Programs		

Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented
<ul style="list-style-type: none"> <li>• Diversity Center</li> <li>• Women's Center</li> <li>• Veterans' Services</li> <li>• Health Center</li> <li>• Disability Services</li> <li>• Career Counseling</li> </ul>					
<p><b>II-C. The chief nurse administrator:</b></p> <ul style="list-style-type: none"> <li>▪ is a registered nurse (RN);</li> <li>▪ holds a graduate degree in nursing;</li> <li>▪ holds a doctoral degree if the nursing unit offers a graduate program in nursing;</li> <li>▪ is academically and experientially qualified to accomplish the mission, goals, and expected program outcomes;</li> <li>▪ is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes;</li> <li>▪ provides effective leadership to the nursing unit in achieving its mission, goals, and expected program outcomes</li> </ul>					
SoN Dean	-Dean's CV; Narrative overview	-Narrative to describe -SoN Dean's job responsibilities compared to other PLU deans; -Administrative reviews to demonstrate effectiveness	Annually  -Spring 2015  <u>Responsibility:</u> -Dean -Provost's office	RN Licensure; Graduate degree in Nursing; Doctoral degree in Nursing or related field; Academically and experientially qualified; Has administrative authority; Provides effective leadership; Faculty and PLU Administration express	Dean's Office; Provost's Office



Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented
				satisfaction with SoN leadership	
<b>II-D. Faculty are</b> <ul style="list-style-type: none"> <li>• <b>Sufficient in number</b></li> <li>• <b>Academically prepared</b></li> <li>• <b>Experientially prepared</b></li> </ul>					
-Faculty Workload Documents showing faculty teaching and other assigned responsibilities;  -Faculty Workload Policy and Guidelines;  -Formula for calculating faculty FTEs;  -Faculty/Student ratios for classroom and clinical	Develop a plan for moving toward revised Workload Guidelines	-Workload Tables demonstrate ability to cover the needed courses with well-qualified faculty while meeting workload policy and guidelines, and faculty/student ratios -Aggregate Workload Analysis -Required faculty/Student ratios -Benchmarking against peer institutions -Faculty Satisfaction Survey -Student Exit Surveys	Annually  -Spring 2015  <u>Responsibility:</u> - Dean, Provost	Workload Tables demonstrate ability to cover the needed courses with well-qualified faculty while meeting workload policy and guidelines, faculty/student ratios, and budget considerations.  Faculty and students express satisfaction with faculty numbers.	-SoN Faculty Handbook; -Workload Assignment Records; -Results of Aggregate Workload Analysis; -Faculty Satisfaction Results; -Student Exit Survey Results; -PEC Minutes; Evaluation records
-Faculty Academic and Experiential Qualifications;  -Faculty assigned teaching areas	Develop table demonstrating faculty academic preparation, licensure, certification, areas of content expertise, practice experience, and assigned	Table demonstrating faculty academic preparation, licensure, certification, areas of content expertise, practice experience, and assigned content areas	Annually  -Spring 2015  <u>Responsibility:</u> -Dean -RAD, PEC	Demonstration of good alignment between faculty academic preparation, licensure, certification, areas of content expertise, practice experience,	-Faculty CVs; -RAD, PEC minutes; -Dean's Office; -Evaluation records

Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented
	content areas for classroom and clinical teaching	for classroom and clinical teaching	-SoN Admin Support Staff	and assigned content areas for classroom and clinical teaching.  Faculty and students express satisfaction with faculty preparation and array.	

**II-E. Preceptors are academically and experientially prepared**

-Preceptor roles and performance expectations	Define preceptor roles and performance expectations; Preceptor orientation materials and handbook; Add to SoN Faculty Handbook	-Narrative to describe  -The faculty have established clear definitions of preceptor roles and performance expectations for the BSN, MSN, and DNP programs.  -Preceptor roles and performance expectations are included in the SoN Faculty Handbook.  - Faculty have developed and maintain good quality, electronically available preceptor orientation materials.	Annually  -Spring 2015  <u>Responsibility:</u> -CIE, PEC -Course Coordinators -Track Coordinators -Assoc Dean for Grad Programs -Clinical Placement Coordinator	-Preceptor roles are clearly defined; congruent with mission, goals, and expected student outcomes; congruent with professional standards and guidelines.  -Roles and performance expectations are clearly communicated to preceptors.  -Preceptor orientation materials are easily accessible by the preceptors.	-SoN Faculty Handbook; -SoN Student Handbook(s); -SoN Website; -CIE, PEC Minutes; -Preceptor Orientation Materials; -Preceptor Manual; -Preceptor Evaluation of Orientation Process and Materials
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Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented
<p>-Preceptor academic and experiential qualifications</p>	<p>Revise and update Preceptor Database to reflect preceptor academic, professional, and experiential qualifications: education, licensure, certifications, title, # yrs practice in specialty area.</p>	<p>-Faculty and the Clinical Placement Coordinator ensure that preceptors hold current and appropriate academic, professional, and experiential qualifications.</p> <p>-Database of preceptor academic, professional and experiential qualifications is maintained, complete, and available for review.</p>	<p>Every academic term</p> <p>-Spring 2015</p> <p><u>Responsibility:</u></p> <p>-Faculty, Course Coordinators, and Track Coordinators</p> <p>-Clinical Placement Coordinator</p> <p>-Assoc Dean for Grad Programs</p> <p>-SoN Admin Support Staff</p>	<p>Preceptors are academically, professionally, and experientially qualified for the role.</p> <p>The SoN maintains an adequate pool of well-qualified preceptors to meet student needs for precepted clinical experiences.</p>	<p>Course files; Preceptor Database</p>
<p>-Preceptor performance evaluation</p>	<p>Assoc Dean for Grad Programs, CIE: Review and Revise Preceptor Evaluation tool; Compile and analyze preceptor evaluation data</p>	<p>-Narrative to describe</p> <p>-Faculty Evaluation of Preceptor Performance;</p> <p>-Student Evaluation of Preceptor Performance</p> <p>-Preceptor Performance Evaluations are completed, processed and available for review.</p> <p>-Course faculty and/or Program/ Track Coordinator determine effectiveness of preceptor performance.</p>	<p>Every academic term</p> <p>-Spring 2015</p> <p><u>Responsibility:</u></p> <p>-CIE</p> <p>-Course Faculty and Course Coordinators</p> <p>-Track Coordinators</p> <p>-Clinical Placement Coordinator</p> <p>-SoN Admin Support Staff</p>	<p>Faculty facilitate positive, productive, collegial, and responsive relationships with preceptors.</p> <p>Faculty ensure that preceptor performance meets expectations for student outcomes.</p>	<p>Course files; CIE Minutes; Evaluation Records</p>

Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented
<b>II-F. Support for faculty teaching, scholarship, service, and practice</b>					
<ul style="list-style-type: none"> <li>• Teaching Resources &amp; Supports</li> <li>• Scholarship Resources &amp; Supports</li> <li>• Service Resources &amp; Supports</li> <li>• Practice Resources &amp; Supports</li> </ul>	<p>-Listing of SoN and University resources supports available</p>	<p>-Narrative to describe</p> <p>-Use of SoN and PLU resources and support by faculty</p> <p>-Faculty Satisfaction Survey</p>	<p>Annually</p> <p>-Spring 2015</p> <p><u>Responsibility:</u></p> <p>-RAD, PEC</p>	<p>-Faculty have opportunities for ongoing development in the scholarship of teaching</p> <p>-Institution provides resources to support faculty scholarship</p> <p>-Institution provides support for faculty service roles</p> <p>-Mechanisms are provided for faculty to maintain practice</p>	<p>-RAD, PEC Minutes;</p> <p>-Faculty Satisfaction Results;</p> <p>-Evaluation Records</p>

Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented
<p><b>STANDARD III: Program Quality – Curriculum and Teaching-Learning Practices</b>            The curriculum is developed in accordance with the program’s mission, goals, and expected student outcomes. The curriculum reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected student outcomes. The environment for teaching-learning fosters achievement of expected student outcomes.</p>					
<p><b>III-A. Curriculum is developed, implemented, revised to reflect clear statements of expected student outcomes, congruent with mission and goals, and with roles for which the graduates are being prepared.</b></p>					
<p>-Course Objectives are clear and relate to the Expected Program Outcomes.</p> <p>-Expected Program Outcomes relate to the appropriate specific Roles.</p>	<p>Develop and/or update Alignment Tables for Course Objectives, Program Outcomes, and Professional Standards &amp; Guidelines for BSN, MSN, DNP, and Post-Graduate APRN programs and all program tracks</p> <p>[Note: all references to Post-graduate APRN certificate program assumes that such a proposal has been developed, submitted, and approved]</p>	<p>-Narrative to describe</p> <p>-Alignment Tables link Course Objectives, Program Outcomes, and Professional Standards &amp; Guidelines for BSN, MSN, DNP, and Post-Graduate APRN programs and all program tracks.</p> <p>-Concept mapping for tracking and development of curricular threads</p>	<p>With major curriculum revisions, new program development, new or revised professional standards &amp; guidelines, self-studies, and CIPRs</p> <p>-Spring 2015 for DNP -2015-2016 for BSN &amp; MSN</p> <p><u>Responsibility:</u> -CIE -Program Faculty -Assoc Dean for Grad Programs</p>	<p>Demonstrated alignment of course objectives, program outcomes, and professional nursing standards and guidelines for all degree programs and tracks.</p>	<p>-CIE Minutes -SoN Faculty Handbook -Student Handbook(s) -SoN Website -Sakai Site -Evaluation Materials</p>
<p><b>III-B. Curricula are developed, implemented and revised to reflect relevant professional nursing standards and guidelines. These are clearly evident within the curriculum and within the expected student outcomes.</b></p>					

Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented
<p>Required Professional Standards &amp; Guidelines are incorporated within the curricula and program outcomes.</p> <p>Course Syllabi /Content Outlines provide evidence of content, knowledge, and skills consistent with the required professional standards and guidelines.</p> <p>RN-MSN and ELMSN programs demonstrate how students acquire the AACN <i>Baccalaureate Essentials (2008)</i> and the <i>AACN Master's Essentials (2011)</i>.</p>	<p>Develop/update alignment tables showing curricular placements of <i>BSN, MSN, and DNP Essentials, and NTF Criteria</i></p>	<p>Narrative to describe Content/ Curricular Alignment Tables:</p> <ul style="list-style-type: none"> <li>• BSN: AACN <i>Baccalaureate Essentials (2008)</i></li> <li>• ELMSN: AACN <i>Baccalaureate Essentials (2008)</i> and <i>AACN Master's Essentials (2011)</i>;</li> <li>• MSN: <i>AACN Master's Essentials (2011)</i>;</li> <li>• CNL Competencies (2013)</li> <li>• Nurse Educator role &amp; competencies</li> <li>• Nurse Administrator role &amp; competencies</li> <li>• DNP: <i>AACN Doctoral Essentials (2006)</i>;</li> <li>• <i>NTF Criteria (2012)</i>;</li> <li>• FNP, PMHNP Role/Specialty/ Population guidelines</li> </ul> <p>[Note: all references to PMHNP program assumes that such a proposal has been submitted and approved]</p> <ul style="list-style-type: none"> <li>• NONPF NP Core Competencies (2014)</li> </ul>	<p>With major curriculum revisions, new program development, self-studies, and CIPRs</p> <p>-Spring 2015 -2015-2016 for BSN &amp; MSN</p> <p><u>Responsibility:</u> -Course Faculty -Assoc Dean for Grad Programs -CIE</p>	<p>Course Syllabi /Content Outlines provide evidence of content, knowledge, and skills consistent with the required professional standards and guidelines.</p> <p>Content mapping identifies key required content, knowledge, and skills and course/ curricular location.</p> <p>Student Portfolios and Key Assignments incorporate and demonstrate accomplishment of the required professional standards and guidelines.</p> <p>ELMSN students demonstrate accomplishment of both the BSN and MSN <i>Essentials</i>.</p>	<p>-CIE Minutes -Evaluation Records</p>

Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented
		<ul style="list-style-type: none"> <li>• Evaluation of Portfolios and Key Assignments</li> <li>• BSN: N499 Capstone Projects</li> <li>• ELMSN: N499 Capstone Projects and N596 Scholarly Inquiry papers</li> <li>• MSN: N596 Scholarly Inquiry papers</li> <li>• DNP: DNP Scholarship Projects</li> </ul>			
<p>APRN programs include the 3 P's as separate courses:</p> <ul style="list-style-type: none"> <li>• Advanced Physiology/ Pathophysiology</li> <li>• Advanced Health Assessment</li> <li>• Advanced Pharmacology</li> </ul>	Review Curriculum Plan	<p>-Narrative to describe</p> <p>-Curricular/Program Evaluation Process</p>	<p>With major curriculum revisions, self-studies, and CIPRs</p> <p>-Spring 2015</p> <p><u>Responsibility:</u></p> <p>-Assoc Dean for Grad Programs</p> <p>-CIE</p>	APRN programs include the 3 P's as separate courses	<p>-CIE Minutes</p> <p>-APRN Program Plans</p> <p>-Evaluation Records</p>
-BSN program includes NCQAC WAC required clinical in the areas of medical, surgical, obstetric, nursing of children, psychiatric, community and public health nursing; as well	-Tables demonstrating placement of clinical hours, focus, and integration of content areas, across the curriculum for each of the degree programs.	<p>-Narrative to describe</p> <p>-Curricular mapping of clinical hours, including concentration and residency hours:</p> <ul style="list-style-type: none"> <li>• BSN</li> <li>• RN-MSN</li> </ul>	<p>With self-studies, CIPRs, curricular revisions, or new program development</p> <p>-Spring 2015</p> <p><u>Responsibility:</u></p>	Demonstrated compliance with clinical expectations in AACN <i>Essentials</i> documents and relevant professional standards and guidelines.	Clinical logs; Verification of Clinical Practicum hours for post MSN-DNP students; Student files; CIE Minutes;

Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented
<p>as practice-focused integration of: liberal education, organization and systems leadership, evidence-based practice, information management, health policy, interprofessional practice, clinical prevention and population health, and professionalism and professional values, as required in the AACN <i>BSN Essentials</i>.</p> <p>-RN-MSN and ELMSN programs provide baccalaureate-level clinical experiences in population health, leadership, and scholarship for evidence-based practice; and master's –level clinical experiences appropriate to the degree program and specialty area.</p>	<p>-Narrative description and analysis</p>	<ul style="list-style-type: none"> <li>• ELMSN</li> <li>• MSN</li> <li>• BSN-DNP</li> <li>• MSN-DNP</li> <li>• Post-Graduate APRN Certificate programs</li> </ul>	<p>-Program/ Track Coordinators -CIE -Associate Dean for Grad Programs</p>	<p>Student records demonstrate appropriate clinical hours.</p>	<p>Program Evaluation Materials</p>



Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented
<p>-BSN-DNP program provides a minimum 1000 hours of practice as part of a supervised academic program.</p> <p>-Post-master's DNP provides a minimum of 500 hours of practice as part of the supervised academic program and a total of 1000 hours post-BSN.</p> <p>-Post-Graduate APRN Certificate Programs provide or verify a minimum of 500 hours of practice as part of the supervised academic program.</p> <p>-End-of-program practice immersion provides an opportunity for further synthesis and expansion of learning.</p>					
<p>CNL track includes clinical as required by CNL competencies.</p>	<p>CNL, Nurse Educator, and Nurse Administrator program review and updating</p>	<p>-Narrative to describe</p> <p>-AACN <i>Master's Essentials</i> (2011);</p>	<p>With curriculum review, major curriculum revisions, self-studies, and CIPRs</p>	<p>Demonstrated compliance with Nurse Educator direct patient care clinical component</p>	<p>-CIE Minutes</p> <p>-Nurse Educator program plans</p> <p>-Student files</p>

Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented
<p>Nurse Educator track includes Direct Patient Care clinical role development.</p> <p>Nurse Administrator track includes clinical as required by Nurse Administrator competencies.</p>		<p>LACE <i>Consensus</i> Document (2008)</p> <p>-CNL, , Nurse Educator, and Nurse Administrator competencies.</p>	<p>-2015-2016</p> <p><u>Responsibility:</u> -Assoc Dean for Grad Programs -CIE</p>	<p>in AACN <i>Essentials</i>, LACE <i>Consensus</i>, other documents and relevant professional standards and guidelines.</p> <p>Student records demonstrate appropriate clinical hours.</p>	<p>-Evaluation Records</p>
<p>-Clinical hours of incoming post MSN-DNP students are verified and augmented as needed.</p>	<p>-Narrative description of Gap Analysis for each admitted student</p> <p>-Ensure student files include Gap Analysis</p>	<p>-Narrative to describe</p> <p>-Records demonstrating verification of incoming clinical hours for post-master's DNP students are maintained and available for review.</p>	<p>Spring 2015 and every admission cycle</p> <p><u>Responsibility:</u> -RAP Committee -Assoc Dean for Grad Programs</p>	<p>Student records demonstrate appropriate clinical hours.</p>	<p>-RAP Minutes -Individual student records -Program records - Verification of Clinical Practicum hours for post MSN-DNP students</p>
<p>BSN, MSN, APRN and all programs leading to licensure/ certification meet state and national eligibility and regulatory requirements</p> <ul style="list-style-type: none"> <li>• BSN</li> <li>• MSN (CNL, Nurse Educator, Nurse Administrator)</li> <li>• DNP (FNP, PMHNP)</li> </ul>	<p>Ensure curricular content and clinical experiences meet BSN, CNL, Nurse Educator, Nurse Administrator, APRN and other relevant certification requirements.</p> <p>Ensure program materials, catalogue, website information about licensure and</p>	<p>Narrative to describe</p> <p>Licensure and Certification crosswalk tables</p>	<p>With self-studies, CIPRs, curricular revisions, or new program development</p> <p>-Spring 2015</p> <p><u>Responsibility:</u> -Program/ Track Coordinators -CIE -Associate Dean for Grad Programs</p>	<p>All programs leading to licensure and/or national certification meet the curricular and clinical requirements for the specific licensure/ certification.</p>	<p>CIE Minutes; Student Handbooks; SoN Faculty Handbook; Program Materials; Evaluation Materials</p>

Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented
<ul style="list-style-type: none"> <li>Post-Graduate ARNP (FNP, PMHNP)</li> </ul>	certification eligibility is 100% correct.  Develop certification crosswalk table for MSN and DNP programs				
Compliance with <i>NTF Criteria</i> (2012) <ul style="list-style-type: none"> <li>DNP</li> <li>Post-Graduate ARNP Certificate programs</li> </ul>	<i>NTF Criteria</i> (2012) Crosswalk Table	Narrative to describe  <i>NTF Criteria</i> (2012) Crosswalk Table	With self-studies, CIPRs, curricular revisions, or new program development  -Spring 2015  <u>Responsibility:</u> -CIE -Program/ Track Coordinators -Associate Dean for Grad Programs	Demonstrated compliance with <i>NTF Criteria</i> (2012)	CIE Minutes; SoN Faculty Handbook; Evaluation materials
<p><b>III-C. Curriculum is logically structured to achieve expected student outcomes.</b></p> <ul style="list-style-type: none"> <li><b>BSN is built on foundation of the arts, sciences, humanities</b></li> <li><b>MSN is built on a foundation comparable to BSN-level nursing knowledge</b></li> <li><b>DNP is built on BSN- or MSN-level, depending on entry level</b></li> <li><b>Post-Graduate APRN Certificate is built on graduate level nursing competencies and knowledge base</b></li> </ul>					
-BSN program demonstrates how students acquire the <i>AACN Baccalaureate Essentials</i> (2008).	BSN program review and updating	Narrative to describe  Analysis of admission requirements, pre-requisite courses, clinical	With self-studies, CIPRs, and curriculum revisions  -Spring 2016	BSN program is logically structured and builds on a liberal education foundation.	Program Plans; Alignment Tables; Course Syllabi; CIE minutes; SNO Minutes;

Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented
<p>-Rationale for the sequencing of the curriculum.</p>		<p>experiences, electives, course sequencing.</p> <p>Content/ Curricular Alignment Tables:</p> <ul style="list-style-type: none"> <li>• BSN: AACN <i>Baccalaureate Essentials</i> (2008)</li> <li>• Evaluation of Portfolios and Key Assignments</li> <li>• BSN: N499 Capstone Projects</li> </ul>	<p><u>Responsibility:</u></p> <ul style="list-style-type: none"> <li>-CIE</li> <li>-SoN Faculty</li> </ul>		<p>Evaluation materials</p>
<p>-RN-MSN and ELMSN programs demonstrate how students acquire the AACN <i>Baccalaureate Essentials</i> (2008) and the AACN <i>Master's Essentials</i> (2011).</p> <p>-MSN program demonstrates how students acquire the AACN <i>Master's Essentials</i> (2011).</p> <p>-Rationale for the sequencing of the curriculum.</p>	<p>RN-MSN and ELMSN program review and updating</p> <p>MSN program review and updating</p> <p>Review for role preparation and inclusion of specialty standards and guidelines: CNL, Nurse Educator, Nurse Administrator</p>	<p>Narrative to describe Analysis of admission requirements, pre-requisite courses, core courses, concentration courses, clinical experiences, electives, course sequencing</p> <p>Content/ Curricular Alignment Tables:</p> <ul style="list-style-type: none"> <li>• ELMSN: AACN <i>Baccalaureate Essentials</i> (2008) and AACN <i>Master's Essentials</i> (2011);</li> <li>• MSN: AACN <i>Master's Essentials</i> (2011);</li> </ul>	<p>With self-studies, CIPRs, and curriculum revisions</p> <p>-Spring 2015</p> <p><u>Responsibility:</u></p> <ul style="list-style-type: none"> <li>-Program/ Track Coordinators</li> <li>-CIE</li> <li>- Assoc Dean for Grad Programs</li> </ul>	<p>RN-MSN and ELMSN programs are logically structured and builds a liberal education foundation, and on content, knowledge, and skills comparable to a baccalaureate degree in nursing.</p> <p>RN-MSN and ELMSN programs demonstrate how students acquire the AACN <i>Baccalaureate Essentials</i> (2008) and the AACN <i>Master's Essentials</i> (2011).</p> <p>MSN program is logically structured and builds on</p>	<p>Program Plans; Alignment Tables; Course Syllabi; CIE minutes; SNO Minutes; Evaluation materials</p>

Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented
<p>-Nurse Educator, Nurse Administrator, and CNL specialty standards and guidelines are incorporated and clearly reflected.</p>		<ul style="list-style-type: none"> <li>• CNL role guidelines and competencies (2013)</li> <li>• Nurse Educator role guidelines and competencies</li> <li>• Nurse Administrator role guidelines and competencies</li>   <li>• Evaluation of Portfolios and Key Assignments</li> <li>• BSN: N499 Capstone Projects</li> <li>• ELMSN: N499 Capstone Projects and N596 Scholarly Inquiry papers</li> <li>• MSN: N596 Scholarly Inquiry papers</li> </ul>		<p>content, knowledge, and skills comparable to a baccalaureate degree in nursing.</p> <p>ELMSN and MSN programs demonstrate CNL, CNE, and Nurse Administrator role guidelines, competencies, and certification requirements.</p>	
<p>-DNP program demonstrates how students acquire the <i>AACN Doctoral Essentials</i> (2006).</p> <p>-Rationale for the sequencing of the curriculum.</p>	<p>DNP program review and updating</p> <p>Review for role preparation and inclusion of specialty standards and guidelines: FNP, PMHNP</p>	<p>Narrative to describe</p> <p>Analysis of admission requirements, pre-requisite courses, core courses, concentration courses, clinical experiences, electives, course sequencing, residency, and scholarly project.</p>	<p>With self-studies, CIPRs, and curriculum revisions</p> <p>-Spring 2015</p> <p><u>Responsibility:</u></p> <p>-Program/ Track Coordinators</p> <p>-CIE</p> <p>- Assoc Dean for Grad Programs</p>	<p>DNP program is logically structured and builds on content, knowledge, and skills comparable to a baccalaureate degree in nursing or master’s degree in nursing.</p> <p>DNP program demonstrates FNP role guidelines, competencies, and</p>	<p>Program Plans; Alignment Tables; Course Syllabi; CIE minutes; SNO Minutes; Evaluation materials</p>

Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented
		Content/ Curricular Alignment Tables: <ul style="list-style-type: none"> <li>• DNP: AACN <i>Doctoral Essentials</i> (2006);</li> <li>• <i>NTF Criteria</i> (2012);</li> <li>• FNP, PMHNP Role/Specialty/ Population guidelines</li> <li>• NONPF NP Core Competencies (2014)</li> </ul> <ul style="list-style-type: none"> <li>• Evaluation of Portfolios and Key Assignments</li> <li>• DNP: DNP Scholarship Projects</li> </ul>		certification requirements.	
-Post-graduate APRN certificate programs build on master's level nursing competencies and knowledge base	Submit proposal for Post-graduate APRN certificate program	Narrative to describe Analysis of admission requirements, pre-requisite courses, intensives, concentration courses, clinical experiences, and course sequencing.  Content/ Curricular Alignment Tables: <ul style="list-style-type: none"> <li>• <i>NTF Criteria</i> (2012);</li> <li>• FNP Role/Specialty/ Population guidelines</li> <li>• NONPF NP Core Competencies (2014)</li> </ul>	With self-studies, CIPRs, and curriculum revisions  -Spring 2015  <u>Responsibility:</u> <ul style="list-style-type: none"> <li>-CIE</li> <li>-Program/ Track Coordinators</li> <li>-Associate Dean for Grad Programs</li> </ul>	Post-graduate APRN Certificate programs are logically structured and build on master's or doctoral level core content to add coursework and clinical sufficient for an added graduate-level concentration.  Post-graduate APRN Certificate program demonstrates FNP role guidelines, competencies, and	Program Plans; Alignment Tables; Course Syllabi; CIE minutes; SNO Minutes; Evaluation materials

Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented
		<ul style="list-style-type: none"> <li>Evaluation of Portfolios and Key Assignments</li> </ul>		certification requirements.	
<b>III-D. Teaching-learning practices and environments support the achievement of expected student outcomes</b>					
-Student Evaluations of Courses: <ul style="list-style-type: none"> <li>BSN</li> <li>RN-MSN</li> <li>ELMSN</li> <li>MSN</li> <li>DNP</li> <li>Post-graduate APRN certificate program</li> </ul>	Administer, compile results, conduct analysis of student course evaluations	-Narrative to describe  -Student Course Evaluations are administered, processed, and available for review.	Every Semester  -Spring 2015  <u>Responsibility:</u> <ul style="list-style-type: none"> <li>Course faculty</li> <li>Track/Program / Track Coordinator</li> <li>CIE, PEC</li> <li>Assoc Dean for Grad Programs</li> <li>SoN Admin Support Staff</li> </ul>	Student evaluation of courses demonstrate support for achievement of expected student outcomes.	Course Syllabi; CIE, PEC minutes; Evaluation materials
-Student Exit Surveys: <ul style="list-style-type: none"> <li>BSN</li> <li>RN-MSN</li> <li>ELMSN</li> <li>MSN</li> <li>DNP</li> <li>Post-graduate APRN certificate program</li> </ul>	Develop ELMSN, MSN, and DNP exit surveys	-Narrative to describe  -Student Exit Surveys are administered, processed, and available for review.  -Faculty analyze Exit data and determine necessary improvements	Each Semester, Graduating Students  <u>Responsibility:</u> <ul style="list-style-type: none"> <li>PEC</li> <li>Assoc Dean for Grad Programs</li> <li>Dean</li> <li>SoN Admin Support Staff</li> </ul>	Exit surveys demonstrate support for achievement of expected student outcomes.	PEC Minutes; Evaluation materials

Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented
-Faculty Evaluation of Courses <ul style="list-style-type: none"> <li>• BSN</li> <li>• RN-MSN</li> <li>• ELMSN</li> <li>• MSN</li> <li>• DNP</li> <li>• Post-graduate APRN certificate program</li> </ul>	Implement Quality Cycle for Faculty Evaluations of Courses: <ul style="list-style-type: none"> <li>• Annual Course Summary Report , all courses</li> <li>• Q 3 yr Formal Course Review by CIE</li> </ul> Compile and analyze data; Develop process for faculty review and decision making	-Narrative to describe  -Formal Evaluation of Course is completed by faculty and submitted to CIE Committee  -Course Evaluation data is maintained and available for review  -Curriculum Committees and Program Faculty analyze Course Evaluations and determine necessary improvements	Within one semester for new courses, then every 2-3 years, rotating  -Spring 2015  <u>Responsibility:</u> -Course Faculty/ Course Coordinators -Program/Track Directors -CIE, PEC -Assoc Dean for Grad Programs	Minutes and course evaluation files demonstrate satisfactory course reviews and necessary course updates.  Faculty evaluation of courses demonstrates analysis of teaching/ learning practices, support for achievement of expected student outcomes, and implementation of improvements as needed.	CIE, PEC Minutes; Evaluation records
<b>III-E. The curriculum includes planned clinical practice experiences that:</b> <ul style="list-style-type: none"> <li>▪ enable students to integrate new knowledge and demonstrate attainment of program outcomes; and</li> <li>▪ are evaluated by faculty</li> </ul>					
-Curricular mapping of clinical hours and experiences: <ul style="list-style-type: none"> <li>• BSN</li> <li>• RN-MSN, by role preparation</li> <li>• ELMSN, by role preparation</li> </ul>	-Annual Course Summary reports  - BSN, RN-MSN, and ELMSN/MSN program reviews for clinical practice experiences	-Narrative to describe  -Curricular Tables of Clinical Experiences by degree program, track, and concentration	With self-studies, CIPRs, curricular revisions, or new program development  -DNP: Spring 2015 -BSN and MSN: 2015-2016  <u>Responsibility:</u>	BSN, MSN, and DNP degree program and tracks include planned clinical practice experiences that are aligned to program outcomes, ensure competency, and are evaluated by the faculty.	Program Plans; Curricular Tables; Course Syllabi; CIE Minutes; Evaluation records



Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented
<ul style="list-style-type: none"> <li>• MSN, by role preparation</li> <li>• BSN-DNP, by concentration</li> <li>• MSN-DNP, by concentration</li> <li>• Post-Graduate APRN Certificate programs, by concentration</li> </ul>	<p>-Tables demonstrating placement of clinical hours in the curriculum</p>		<p>-Course Faculty -Program/ Track Coordinators - Associate Dean for Grad Programs - CIE</p>	<p>MSN (CNL, Nurse Educator, Nurse Administrator) and DNP (FNP, PMHNP) include planned clinical experiences as required by role and specialty guidelines.</p>	
<p>-Alignment of clinical practice experiences to course and program outcomes:</p> <ul style="list-style-type: none"> <li>• BSN</li> <li>• RN-MSN, by role preparation</li> <li>• ELMSN, by role preparation</li> <li>• MSN, by role preparation</li> <li>• BSN-DNP, by concentration</li> <li>• MSN-DNP, by concentration</li> <li>• Post-Graduate APRN Certificate</li> </ul>	<p>-Tables demonstrating alignment of clinical practice experiences to course and program outcomes</p>	<p>-Narrative to describe  -Alignment Tables for Clinical Practice Experiences</p>	<p>With self-studies, CIPRs, curricular revisions, or new program development</p> <p>-Spring 2015</p> <p><u>Responsibility:</u> -Course Faculty -Program/ Track Coordinators - Associate Dean for Grad Programs - CIE Committee</p>	<p>BSN, RN-MSN, ELMSN, MSN, DNP, and Post-Graduate APRN programs and tracks demonstrate alignment of clinical practice experiences to program outcomes.</p>	<p>Alignment Tables; Course Syllabi; CIE minutes; Evaluation records</p>

Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented
programs, by concentration					
-Processes for faculty evaluation of student clinical performance: <ul style="list-style-type: none"> <li>• BSN</li> <li>• RN-MSN</li> <li>• ELMSN</li> <li>• MSN</li> <li>• BSN-DNP</li> <li>• MSN-DNP</li> <li>• Post-Graduate APRN Certificate programs</li> </ul>	Develop policy/rubrics for faculty evaluation of student clinical performance	-Description of clinical evaluation practices  -Sample Clinical Evaluation Forms	With self-studies, CIPRs, curricular revisions, or new program development  -Spring 2015  <u>Responsibility:</u> -Program/ Track Coordinators -CIE -SoN Faculty -Associate Dean for Grad Programs	Clinical practice experiences are evaluated by the faculty.  Student records include the appropriate faculty clinical evaluations.	Course syllabi; Student handbooks; SoN Faculty Handbook; CIE minutes; Individual student files; Preceptor Handbook
-Clinical Performance Evaluations: <ul style="list-style-type: none"> <li>• BSN</li> <li>• RN-MSN</li> <li>• ELMSN</li> <li>• MSN</li> <li>• BSN-DNP</li> <li>• MSN-DNP</li> <li>• Post-Graduate APRN Certificate programs</li> </ul>	Ensure clinical performance evaluations are filed in student files	-Review of student files	-Every semester  <u>Responsibility:</u> -SoN Faculty -Program/ Track Coordinators -Admin SoN Admin Support Staff -Associate Dean for Grad Programs	Clinical performances evaluations are completed for every student, every clinical course.  Student records include the appropriate faculty clinical evaluations.	Course syllabi; Student handbooks; SoN Faculty Handbook; CIE minutes; Individual student files; Preceptor Handbook

**III-F. The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest**

Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented
-Student Evaluations of Courses: <ul style="list-style-type: none"> <li>• BSN</li> <li>• RN-MSN</li> <li>• ELMSN</li> <li>• MSN</li> <li>• DNP</li> <li>• Post-Graduate APRN Certificate programs</li> </ul>	Review current student course evaluations and update as needed.	-Narrative to describe  -Student Course Evaluations are administered, processed, and available for review.  -Faculty analyze course evaluations and determine necessary improvements	Every semester  -Spring 2015  <u>Responsibility:</u> <ul style="list-style-type: none"> <li>○ Course faculty</li> <li>○ Program/ Track Coordinators</li> <li>○ CIE,PEC</li> <li>○ Assoc Dean for Grad Programs</li> <li>○ SoN Admin Support Staff</li> </ul>	Student evaluations of courses are consistently administered, reviewed by the faculty, and incorporated into the course and curricular review process.  Student evaluations of courses demonstrate student satisfaction.	Annual Course Summary reports; CIE, PEC minutes; Evaluation materials
-Student Evaluations of Preceptors: <ul style="list-style-type: none"> <li>• BSN</li> <li>• RN-MSN</li> <li>• ELMSN</li> <li>• MSN</li> <li>• DNP</li> <li>• Post-Graduate APRN Certificate programs</li> </ul>	Compile and analyze data re: student evaluation of preceptors	-Narrative to describe  -Student Evaluations of Preceptors are administered, processed, and available for review.  -Faculty analyze preceptor evaluations and determine necessary improvements	Every semester  -Spring 2015  <u>Responsibility:</u> <ul style="list-style-type: none"> <li>○ Course faculty</li> <li>○ Program/ Track Coordinators</li> <li>○ Clinical Placement Coordinator</li> <li>○ Assoc Dean for Grad Programs</li> <li>○ SoN Admin Support Staff</li> <li>○ PEC</li> </ul>	Student evaluations of preceptors are consistently administered, reviewed by the faculty, and incorporated into the course and curricular review process.  Student evaluations of preceptors demonstrate student satisfaction.	Annual Course Summary reports; Preceptor Database; CIE, PEC Minutes; Evaluation materials
-Preceptor Satisfaction Surveys: <ul style="list-style-type: none"> <li>• BSN</li> </ul>	Develop and administer Preceptor Satisfaction Survey	-Narrative to describe	Annually  -Summer 2015	Preceptor satisfaction surveys are regularly administered, reviewed	CIE, PEC Minutes; Evaluation materials

Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented
<ul style="list-style-type: none"> <li>• RN-MSN</li> <li>• ELMSN</li> <li>• MSN</li> <li>• DNP</li> <li>• Post-Graduate APRN Certificate programs</li> </ul>	<p>Compile and analyze data re: student evaluation of preceptors</p>	<p>-Preceptor Satisfaction Surveys are administered, processed, and available for review.</p> <p>-Faculty analyze preceptor satisfaction surveys and determine necessary improvements</p>	<p><u>Responsibility:</u></p> <ul style="list-style-type: none"> <li>○ PEC</li> <li>○ Assoc Dean for Grad Programs</li> <li>○ SoN Admin Support Staff</li> </ul>	<p>by the faculty, and incorporated into the course and curricular review process.</p> <p>Preceptor satisfaction surveys demonstrate preceptor satisfaction.</p>	
<p>-Data from Student Advisory Councils/ Student Forums:</p> <ul style="list-style-type: none"> <li>• Undergraduate</li> <li>• Graduate</li> </ul>	<p>Dean: Convene Student Advisory Councils;</p> <p>Implement student forums</p>	<p>-Narrative to describe</p> <p>-Data from Student Advisory meetings/ Student Forums are processed and available for review.</p> <p>-Faculty analyze Student Advisory/ Student Forum data and determine necessary improvements</p>	<p>Annually</p> <p>-Spring 2015</p> <p><u>Responsibility:</u></p> <ul style="list-style-type: none"> <li>○ Dean</li> <li>○ RAP, PEC</li> <li>○ SoN Faculty</li> </ul>	<p>Data from Student Advisory meetings/ Student Forums are incorporated into the program review process and demonstrate consideration of student needs and expectations.</p>	<p>RAP, PEC, SNO Minutes; Evaluation records</p>
<p>-Alumni Satisfaction Survey:</p> <ul style="list-style-type: none"> <li>• BSN</li> <li>• RN-MSN</li> <li>• ELMSN</li> <li>• MSN</li> <li>• DNP</li> <li>• Post-Graduate APRN programs</li> </ul>	<p>Review and Revise alumni satisfaction surveys</p>	<p>-Narrative to describe</p> <p>-Alumni Satisfaction Surveys are administered, processed, and available for review.</p> <p>-Faculty analyze results from Alumni Satisfaction</p>	<p>Annually</p> <p>-Spring 2015</p> <p><u>Responsibility:</u></p> <ul style="list-style-type: none"> <li>○ PEC</li> <li>○ Assoc Dean for Grad Programs</li> <li>○ Dean</li> </ul>	<p>Alumni Satisfaction Surveys are regularly administered, reviewed by the faculty, and incorporated into the program review process.</p> <p>Alumni satisfaction surveys demonstrate</p>	<p>PEC, SNO minutes; Evaluation records</p>

Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented
		Surveys and determine necessary improvements	<ul style="list-style-type: none"> <li>○ SoN Admin Support Staff</li> <li>○ PLU Alumni Office</li> <li>○ SoN Faculty</li> </ul>	consideration of Alumni needs and expectations and achievement of Alumni satisfaction.	
-Employer Satisfaction Survey: <ul style="list-style-type: none"> <li>• BSN</li> <li>• RN-MSN</li> <li>• ELMSN</li> <li>• MSN</li> <li>• DNP</li> <li>• Post-Graduate APRN programs</li> </ul>	PEC: Develop employer satisfaction surveys and determine mechanisms/processes for data collection	-Narrative to describe -Employer Satisfaction Surveys are administered, processed, and available for review. -Faculty analyze results from Employer Satisfaction Surveys and determine necessary improvements	Every 2-3 Years, with Self-studies and CIPRs -Summer 2015 <u>Responsibility:</u> <ul style="list-style-type: none"> <li>○ PEC</li> <li>○ Assoc Dean for Grad Programs</li> <li>○ Dean</li> <li>○ SoN Admin Support Staff</li> <li>○ SoN Faculty</li> </ul>	Employer Satisfaction Surveys are regularly administered, reviewed by the faculty, and incorporated into the program review process. Employer Satisfaction Surveys demonstrate consideration of Employer needs and expectations and achievement of Employer satisfaction.	PEC, SNO minutes; Evaluation records
-NW Clinical Consortium evaluation data	TBD	TBD	TBD	TBD	TBD
<b>III-G. Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied</b>					
-Grading Criteria: <ul style="list-style-type: none"> <li>• BSN</li> <li>• RN-MSN</li> <li>• ELMSN</li> <li>• MSN</li> <li>• DNP</li> </ul>	Ensure consistent implementation of SoN grading policies	-Narrative to describe -Grading policies are developed, published, and consistently implemented	With Self-studies and CIPRs -Spring 2015 <u>Responsibility:</u>	Grading policies are defined, communicated to the students, and consistently applied.	CIE, SNO Minutes; Evaluation materials; Student Handbooks; SoN Faculty Handbook

Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented
<ul style="list-style-type: none"> <li>Post-Graduate APRN programs</li> </ul>			-CIE Committee -SoN Faculty -Assoc Dean for Grad Programs		
-Testing Policy <ul style="list-style-type: none"> <li>BSN</li> <li>RN-MSN</li> <li>ELMSN</li> <li>MSN</li> <li>DNP</li> <li>Post-Graduate APRN programs</li> </ul>	CIE, Assoc Dean for Grad Programs: Develop and implement appropriate testing policies, including testing policies for ATI	-Narrative to describe  -Policies are developed, published, and consistently implemented	With Self-studies and CIPRs  -Spring 2015  <u>Responsibility:</u> -CIE Committee -SoN Faculty -Program/ Track Coordinators - Assoc Dean for Grad Programs	Testing Policies are developed, published, and consistently implemented	Course Syllabi; CIE Minutes; Student Handbooks; SoN Faculty Handbook; Evaluation records
-Examples of Grading Rubrics: <ul style="list-style-type: none"> <li>BSN</li> <li>RN-MSN</li> <li>ELMSN</li> <li>MSN</li> <li>DNP</li> <li>Post-Graduate APRN programs</li> </ul>	Grad faculty: Review/ Revise grading rubrics for DNP courses	-Narrative to describe  -Grading Rubrics are developed and available for review	Annually  -Spring 2015  <u>Responsibility:</u> -Course Faculty -Program/ Track Coordinators -Assoc Dean for Grad Programs	Grading Rubrics, when used, are consistently implemented.	Course Syllabi; SoN Faculty Handbook; Evaluation materials
-Key Teaching-Learning Assignments are linked to course objectives and program outcomes:	CIE, Course Faculty, Assoc Dean for Grad Programs: Develop alignment tables linking key teaching-learning	-Narrative to describe  -Curricular Tables of key teaching-learning assignments by course,	With curriculum revisions, self-studies and CIPRs  -Spring 2015	Individual Student Performance on identified key teaching-learning assignments demonstrates	Student portfolios; Course syllabi and materials; Course crosswalk documents;

Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented
<ul style="list-style-type: none"> <li>• BSN</li> <li>• RN-MSN</li> <li>• ELMSN</li> <li>• MSN</li> <li>• DNP</li> <li>• Post-Graduate APRN programs</li> </ul>	assignments by course, degree program, and concentration, linked to Program Outcomes: <ul style="list-style-type: none"> <li>• BSN</li> <li>• RN-MSN</li> <li>• ELMSN</li> <li>• MSN</li> <li>• DNP</li> <li>• Post-Graduate APRN programs</li> </ul>	degree program, and concentration, linked to Program Outcomes: <ul style="list-style-type: none"> <li>• BSN</li> <li>• RN-MSN</li> <li>• ELMSN</li> <li>• MSN</li> <li>• DNP</li> <li>• Post-Graduate APRN programs</li> </ul> -Faculty analyze student performance on key teaching-learning assignments on a rotating basis and determine necessary improvements	<u>Responsibility:</u> -Course Faculty -Program/ Track Coordinators - Assoc Dean for Grad Programs -CIE, PEC Committees	achievement of expected student outcomes.	Student Handbooks; SoN Faculty Handbook; CIE, PEC minutes; Evaluation records
-Clinical Competency Evaluations (CCEs) <ul style="list-style-type: none"> <li>• BSN</li> <li>• RN-MSN</li> <li>• ELMSN</li> <li>• MSN</li> <li>• DNP</li> <li>• Post-Graduate APRN programs</li> </ul>	Policies and structured mechanisms for determining Clinical Competency Evaluation (CCE) are developed and consistently implemented	-Narrative to describe  - Curricular Table of Clinical Competency Evaluations  - Records demonstrating results on CCEs are maintained and available for review.	Annually  -Spring 2015 and  <u>Responsibility:</u> -Course Faculty -Program/ Track Coordinators -CIE Committee -Assoc Dean for Graduate Programs	Performance on Clinical Competency Evaluations demonstrates achievement of expected student outcomes.	Student files; Course syllabi and materials; CCE tables; CIE minutes; Student Handbook(s); SoN Faculty Handbook; Evaluation records

Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented
		-Faculty analyze student performance on CCEs and determine necessary improvements			
-Faculty Evaluation of Student Clinical Performance (Formative and summative): <ul style="list-style-type: none"> <li>• BSN</li> <li>• RN-MSN</li> <li>• ELMSN</li> <li>• MSN</li> <li>• DNP</li> <li>• Post-Graduate APRN programs</li> </ul>	Develop policy for faculty evaluation of student clinical performance and ensure consistent implementation	-Narrative to describe  -Records demonstrating Faculty Evaluation of Student Clinical Performance are maintained and available for review.	Every Mid-term and at end of clinical courses  -Spring 2015  <u>Responsibility:</u> -SoN Faculty -Program/ Track Coordinators -CIE Committee -Assoc Dean for Graduate Programs	Faculty evaluation of student clinical performance demonstrates achievement of expected student outcomes.	Student files; Syllabi and course materials; CIE minutes; Student Handbook(s); SoN Faculty Handbook; Evaluation records
-Student Portfolios <ul style="list-style-type: none"> <li>• BSN</li> <li>• RN-MSN</li> <li>• ELMSN</li> <li>• MSN</li> <li>• DNP</li> <li>• Post-Graduate APRN programs</li> </ul>	Review and update policy on purpose, development, and use of student portfolios, linking portfolios to demonstration of student achievement of program outcomes and program evaluation.  Ensure that student portfolios are up to date	-Narrative to describe  -Faculty evaluation of student portfolios	Every semester  -Spring 2015  <u>Responsibility:</u> -Course Faculty -Program/ Track Coordinators -CIE, PEC Committees -Assoc Dean for Graduate Programs	-Student Portfolios demonstrate accomplishment of required clinical hours, competencies, course objectives, <i>AACN Essentials</i> , program outcomes, and program effectiveness.	Student portfolios; Syllabi and course materials; CIE, PEC minutes; Student Handbook(s); SoN Faculty Handbook; Evaluation records



Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented
	<p>and include required components and tracking documents</p> <p>Document a process and schedule for Portfolio review.</p>				
-Processes for intervening with At-Risk Student Performance	Develop policies for addressing at-risk student performance, including Notice of Deficiency policy and guidelines.	<p>-Narrative to describe</p> <p>-Records demonstrating faculty documentation of and intervention in instances of At-Risk Student Performance are maintained and available for review.</p>	<p>Ongoing</p> <p><u>Responsibility:</u></p> <p>-Course Faculty</p> <p>-Program/ Track Coordinators</p> <p>-RAP Committees</p> <p>-Assoc Dean for Graduate Programs</p>	Appropriate processes are in place for intervening with at-risk students.	<p>Student files;</p> <p>Syllabi and course materials;</p> <p>RAP minutes;</p> <p>Student Handbook(s);</p> <p>SoN Faculty Handbook;</p> <p>Evaluation records</p>
<b>III-H. Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement</b>					
<p>-Quality Cycle for Course and Curriculum Review:</p> <ul style="list-style-type: none"> <li>• BSN</li> <li>• RN-MSN</li> <li>• ELMSN</li> <li>• MSN</li> <li>• DNP</li> <li>• Post-Graduate APRN programs</li> </ul>	<p>CIE, PEC: Quality Cycle for course and curriculum evaluation is developed and implemented:</p> <ul style="list-style-type: none"> <li>• BSN</li> <li>• RN-MSN</li> <li>• ELMSN</li> <li>• MSN</li> <li>• DNP</li> <li>• Post-Graduate APRN programs</li> </ul>	<p>-Narrative to describe</p> <p><u>Components:</u></p> <p>1) Annual Course Summary report is completed by faculty and submitted to Curriculum Committee prior to the end of the academic year</p> <p>2) Course Evaluations are reviewed by the Faculty</p>	<p>For each course, annually</p> <p>-Spring 2015</p> <p>Review of course evaluations annually, SoN Evaluation Day, Early fall semester</p> <p>Formal course evaluation within a semester for new</p>	<p>Quality Cycle is implemented.</p> <p>Faculty use data from faculty and student course evaluations to foster ongoing improvement.</p> <p>Course Evaluation data is maintained and available for review.</p>	<p>SoN Systematic Evaluation Plan;</p> <p>CIE, PEC minutes;</p> <p>SNO minutes;</p> <p>SoN Faculty Handbook;</p> <p>Course Evaluation Reports;</p> <p>Evaluation records</p>

Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented
	Narrative description and analysis	at the SoN Evaluation Day 3) Q 3 Yr Formal Course Evaluation is completed by Curriculum Committee 4) Full Curriculum Evaluation is completed every 3-4 years for each degree/ certificate program with necessary updates and improvements	courses, then every 2-3 Years, Rotating -Spring 2015  Full Curriculum evaluation conducted at the end of the course review cycle or as required with new/revised Prof Stds & Guidelines, for each degree/ certificate program  -Spring 2016  <u>Responsibility:</u> -SoN Faculty -Program/Track Coordinators -CIE, PEC Committees - Assoc Dean for Graduate Programs	The BSN, MSN, and DNP curricula are reviewed within a 4-year period and revised as needed.  Full curricular reviews occur according to schedule developed by CIE and reflect data-based updates and improvements.	
-Key Teaching-Learning Assignments are linked to course objectives and program outcomes: <ul style="list-style-type: none"> <li>• BSN</li> <li>• RN-MSN</li> <li>• ELMSN</li> <li>• MSN</li> <li>• DNP</li> </ul>	Quality Cycle integrates outcome analysis of Key Teaching-Learning Assignments as linked to course objectives and program outcomes.  Narrative description and analysis	-Narrative to describe  -Faculty analyze student performance on key teaching-learning assignments on a rotating basis and determine necessary improvements	With Course and Curricular Evaluation -Spring 2015  Annually, SoN Evaluation Day, Early fall semester  <u>Responsibility:</u> -SoN Faculty	Performance on key teaching-learning assignments demonstrates achievement of expected student outcomes.	CIE, PEC, SNO Minutes; SoN Faculty Handbook; Course Evaluation Reports; Evaluation records

Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented
<ul style="list-style-type: none"> <li>Post-Graduate APRN programs</li> </ul>			<ul style="list-style-type: none"> <li>-Program/ Track Coordinators</li> <li>- Assoc Dean for Grad Programs</li> <li>-CIE, PEC Committees</li> </ul>		

Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented
<p><b>STANDARD IV: Program Effectiveness – Assessment and Achievement of Program Outcomes</b>            The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement.</p>					
<p><b>IV-A. A systematic process is used to determine program effectiveness.</b></p>					
<p>-Systematic Process to Determine Program Effectiveness</p> <ul style="list-style-type: none"> <li>• Written</li> <li>• Ongoing</li> <li>• Comprehensive</li> <li>• Periodically reviewed and revised</li> </ul>	<p>Develop and Implement SoN Systematic Evaluation Plan (SEP) with expected outcomes and metrics</p> <p>-Add PEC to SoN Bylaws; Convene the committee and begin their work.</p>	<p>-Narrative to describe</p> <p>-SEP is periodically reviewed and revised and consistent with CCNE accreditation standards and key elements</p>	<p>With Self-studies and CIPRs</p> <p>-Spring 2015</p> <p><u>Responsibility:</u></p> <p>- EC, PEC, CIE, RAD, RAP</p> <p>-Dean</p> <p>-Assoc Dean for Grad Programs</p> <p>-SoN Faculty</p>	<p>A systematic process is used to obtain relevant data to determine program effectiveness.</p> <p>SoN Systematic Evaluation Plan is written, reflects CCNE accreditation standards, and is periodically reviewed and revised.</p>	<p>SoN Systematic Evaluation Plan; CIE, RAD, RAP, PEC minutes; SNO Minutes; SoN Faculty Handbook; Sakai site; Evaluation records</p>
<p><b>IV-B. Program completion rates demonstrate program effectiveness.</b></p>					

Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented
<p>-Graduation/ Completion rates for each calendar year, Jan 1-Dec 31:</p> <ul style="list-style-type: none"> <li>• BSN</li> </ul> <p>Time to graduation defined as 6 semesters, Soph I to Sr II</p> <ul style="list-style-type: none"> <li>• RN-MSN</li> </ul> <p>TBD</p> <ul style="list-style-type: none"> <li>• ELMSN</li> </ul> <p>Time to graduation defined as 27 months/9 academic terms</p> <ul style="list-style-type: none"> <li>• MSN</li> </ul> <p>Time to graduation defined as 15 months/5 semesters</p> <ul style="list-style-type: none"> <li>• BSN-DNP</li> </ul> <p>Time to graduation defined as 4 calendar years</p> <ul style="list-style-type: none"> <li>• MSN-DNP</li> </ul> <p>Time to graduation defined as 3 calendar years</p> <ul style="list-style-type: none"> <li>• Post-graduate APRN certificates</li> </ul> <p>TBD</p>	<p>Ensure spreadsheets are complete, up to date, and accessible through an organized data management site.</p> <p>With all degree program graduates and post- graduate APRN certificate completers</p> <p>Formulas used to calculate graduation/ completion rate are described and implemented.</p>	<p>Spread sheets tracking student progressions and completion are maintained, up to date, and available for review</p>	<p>Annually -Spring 2015</p> <p>Annually, SoN Evaluation Day, Early fall semester</p> <p><u>Responsibility:</u></p> <ul style="list-style-type: none"> <li>• SoN Admin Support Staff</li> <li>• Program/ Track Coordinators</li> <li>• Assoc Dean for Grad Programs</li> <li>• PEC</li> </ul>	<p>Graduation/Completion rate for the most recent calendar year is 70% or higher for each BSN, MSN, and DNP degree program and post- graduate APRN- certificate program.</p> <p>Aspirational Graduation/Completion rate is <math>\geq 90\%</math></p>	<p>SoN Systematic Evaluation Plan; Student tracking reports; PEC, SNO minutes; SoN Faculty Handbook; Evaluation Materials</p>

Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented
<b>IV-C. Licensure and certification pass rates demonstrate program effectiveness.</b>					
NCLEX-RN Licensure Pass Rate: <ul style="list-style-type: none"> <li>• Number of graduates and number taking the exam</li> <li>• NCLEX-RN 1<sup>st</sup> time pass rate</li> <li>• For each of the three most recent calendar years               <ul style="list-style-type: none"> <li>• BSN</li> <li>• ELMSN</li> </ul> </li> </ul>	Develop format and process for tracking NCLEX-RN Licensure Pass Rate	Student tracking spreadsheets are in place and up to date for determining NCLEX-RN pass rates  Maintained and available for review	Ongoing -Spring 2015  Annually, SoN Evaluation Day, Early fall semester  <u>Responsibility:</u> <ul style="list-style-type: none"> <li>• SoN Admin Support Staff</li> <li>• PEC</li> <li>• SoN Faculty</li> </ul>	NCLEX-RN 1 <sup>st</sup> time Licensure Pass Rates will be 80% or higher for the most recent calendar year.  Aspirational NCLEX-RN 1 <sup>st</sup> time Pass Rate is $\geq$ 90%	-SoN Systematic Evaluation Plan; -PEC minutes; SoN Faculty Handbook; -Evaluation Reports & Materials
CNL Certification Pass Rates: <ul style="list-style-type: none"> <li>• Number of graduates and number taking the exam</li> <li>• For each of the three most recent calendar years               <ul style="list-style-type: none"> <li>• RN-MSN</li> <li>• ELMSN</li> <li>• MSN</li> </ul> </li> </ul>	Develop format and process for tracking CNL Certification Pass Rate	Student tracking spreadsheets are in place and up to date for determining CNL 1 <sup>st</sup> time Certification pass rates  Tables showing CNL 1 <sup>st</sup> time Certification Pass Rates  Maintained and available for review	Ongoing -Spring 2015  Annually, SoN Evaluation Day, Early fall semester  <u>Responsibility:</u> <ul style="list-style-type: none"> <li>• SoN Admin Support Staff</li> <li>• PEC</li> <li>• Assoc Dean for Grad Programs</li> <li>• SoN Faculty</li> </ul>	CNL Certification Pass Rates will be 80% or higher for the most recent calendar year.  Aspirational CNL Certification Pass Rate is $\geq$ 90%	-SoN Systematic Evaluation Plan; -PEC, SNO minutes; -Sakai site; -SoN Faculty Handbook; -Evaluation Reports & Materials

Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented
APRN Certification Pass Rates: <ul style="list-style-type: none"> <li>• Number of graduates and number taking the exam</li> <li>• Certification pass rate for each track</li> <li>• For each of the three most recent calendar years               <ul style="list-style-type: none"> <li>• DNP</li> <li>• Post-Graduate APRN Certificates</li> </ul> </li> </ul>	Develop format and process for tracking APRN certification pass rates  Implement with DNP program graduates and post-graduate APRN certificate completers	Student tracking spreadsheets are in place and up to date for determining APRN 1 <sup>st</sup> time Certification pass rates  Tables showing APRN 1 <sup>st</sup> time Certification Pass Rates  Maintained and available for review	Ongoing -Spring 2015  Annually, SoN Evaluation Day, Early fall semester  <u>Responsibility:</u> <ul style="list-style-type: none"> <li>• SoN Admin Support Staff</li> <li>• PEC</li> <li>• Assoc Dean for Grad Programs</li> <li>• SoN Faculty</li> </ul>	APRN certification pass rates for each track are 80% or higher for first-time takers for the most recent calendar year.  Aspirational APRN certification pass rate is $\geq 90\%$ for each track.	-SoN Systematic Evaluation Plan; -PEC, SNO minutes; -Sakai site; -SoN Faculty Handbook; -Evaluation Reports & Materials

**IV-D. Employment rates demonstrate program effectiveness.**

Employment Rates: <ul style="list-style-type: none"> <li>• BSN</li> <li>• RN-MSN</li> <li>• ELMSN</li> <li>• MSN</li> <li>• DNP</li> <li>• Post-Graduate APRN Certificates</li> </ul> Within 12 months of program completion	Develop mechanism for obtaining employment data as part of end-of-program and alumni surveys.  Implement with all programs.	Tables showing Employment Rates within 12 months of program completion are maintained and available for review	Annually -Summer 2015  Annually, SoN Evaluation Day, Early fall semester  <u>Responsibility:</u> <ul style="list-style-type: none"> <li>• SoN Admin Support Staff</li> <li>• PEC</li> <li>• Assoc Dean for Grad Programs</li> </ul>	Employment rates for each BSN, ELMSN, MSN, and DNP degree program are 70% or higher within 12 months of program completion.  Aspirational employment rates are $\geq 90\%$ for each degree program.	-SoN Systematic Evaluation Plan; -PEC, SNO Minutes; -Sakai site; -SoN Faculty Handbook; -Evaluation Reports & Materials
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Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented
			<ul style="list-style-type: none"> <li>• Dean</li> <li>• SoN Faculty</li> </ul>		
<b>IV-E. Program outcomes demonstrate program effectiveness.</b>					
<p>-Key Assignments:</p> <ul style="list-style-type: none"> <li>• BSN</li> <li>• RN-MSN</li> <li>• ELMSN</li> <li>• MSN</li> <li>• DNP</li> <li>• Post-Graduate APRN Certificate</li> </ul>	<p>Define Key Assignments and alignment with Program Outcomes for each degree program;</p> <p>Develop rubrics for evaluation;</p> <p>Determine metrics for demonstrating effectiveness of student learning</p> <p>Develop format and mechanisms for tracking aggregate student accomplishments</p> <p>Begin implementing with current students in current courses</p>	<p>-Narrative to describe</p> <p>-Tables showing Aggregate student accomplishments on Key Assignments are maintained and available for review</p>	<p>Each semester, across the program</p> <p>-Spring 2015</p> <p>Annually, SoN Evaluation Day, Early fall semester</p> <p><u>Responsibility:</u></p> <ul style="list-style-type: none"> <li>• Course Faculty</li> <li>• Program/ Track Coordinators</li> <li>• CIE, PEC</li> <li>• SoN Admin Support Staff</li> </ul>	<p>The program demonstrates achievement of outcomes in addition to those related to completion, licensure and certification, and employment rates, and faculty outcomes:</p> <p>-Aggregate student performance on Key Assignments demonstrates accomplishment of the Program Outcomes and AACN <i>Essentials</i>:</p> <ul style="list-style-type: none"> <li>• 90% of students will achieve a score of 80% or higher on each key assignment</li> </ul> <p>-Improvements are identified and made as needed.</p>	<p>-CIE, PEC, SNO Minutes;</p> <p>-Sakai site;</p> <p>-Student Handbook;</p> <p>-SoN Faculty Handbook;</p> <p>-Evaluation Reports &amp; Materials</p>



Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented
-Student Portfolios <ul style="list-style-type: none"> <li>• BSN</li> <li>• RN-MSN</li> <li>• ELMSN</li> <li>• MSN</li> <li>• DNP</li> <li>• Post-Graduate APRN Certificate</li> </ul>	Review use of student portfolios and evaluation rubrics  Develop format and mechanisms for tracking aggregate student accomplishments  Begin implementing with current students in current courses	-Narrative to describe  -Tables showing Aggregate student accomplishments on Portfolios are maintained and available for review	Each semester, across the program. -Spring 2015  Annually, SoN Evaluation Day, Early fall semester  <u>Responsibility:</u> <ul style="list-style-type: none"> <li>• Course Faculty</li> <li>• Program/ Track Directors</li> <li>• Assoc Dean for Grad Programs</li> <li>• CIE, PEC</li> <li>• SoN Admin Support Staff</li> </ul>	The program demonstrates achievement of outcomes in addition to those related to completion, licensure and certification, and employment rates, and faculty outcomes:  -Student Portfolios demonstrate accomplishment of the Program Outcomes and AACN <i>Essentials</i> : <ul style="list-style-type: none"> <li>• 100% of graduating students demonstrate achievement of all program outcomes as evidenced by attaining a level of “accomplished” or “exemplary” on the portfolio evaluation rubric</li> </ul> -Improvements are identified and made as needed.	-SoN Systematic Evaluation Plan; -CIE, PEC, SNO Minutes; -Student Handbooks -SoN Faculty Handbook; -Sakai site; -Evaluation Reports & Materials
-Student Exit Surveys: <ul style="list-style-type: none"> <li>• BSN</li> <li>• RN-MSN</li> <li>• ELMSN</li> </ul>	Develop MSN and DNP exit surveys;	-Narrative to describe	Spring 2015 and each semester, Graduating/ Completing Students	The program demonstrates achievement of outcomes in addition to	-SoN Systematic Evaluation Plan; -PEC, SNO Minutes -Student Handbooks;

Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented
<ul style="list-style-type: none"> <li>• MSN</li> <li>• DNP students</li> <li>• Post-Graduate APRN Certificate students</li> </ul>	<p>Determine metrics for student satisfaction</p> <p>Develop format and mechanisms for documenting student satisfaction</p> <p>Implement with all program undergraduate and graduate programs</p>	<p>-Student Exit Surveys are administered, processed, and available for review.</p> <p>-Faculty analyze End-of-Program data and determine necessary improvements</p>	<p>Annually, SoN Evaluation Day, Early fall semester</p> <p><u>Responsibility:</u></p> <ul style="list-style-type: none"> <li>• Dean</li> <li>• Assoc Dean for Grad Programs</li> <li>• PEC</li> <li>• SoN Admin Support Staff</li> <li>• SoN Faculty</li> </ul>	<p>those related to completion, licensure and certification, and employment rates, and faculty outcomes:</p> <p>-Student Exit Surveys demonstrate student satisfaction with their program:</p> <ul style="list-style-type: none"> <li>• 75% of the graduating students indicate they are “Well Prepared” or “Extremely Well Prepared” for each SoN program outcome</li> </ul> <p>-Improvements are identified and made as needed.</p>	<p>-SoN Faculty Handbook; -Sakai site; -Evaluation Reports &amp; Materials</p>
<p>-Alumni Satisfaction Survey:</p> <ul style="list-style-type: none"> <li>• BSN</li> <li>• RN-MSN</li> <li>• ELMSN</li> <li>• MSN</li> <li>• DNP students</li> <li>• Post-Graduate APRN Certificate</li> </ul>	<p>Review and revise PLU alumni satisfaction survey for suitability;</p> <p>Determine metrics for alumni satisfaction</p> <p>Develop format and mechanisms for documenting alumni satisfaction</p>	<p>-Narrative to describe</p> <p>-Alumni Satisfaction Surveys are administered, processed, and available for review.</p> <p>-Faculty analyze Alumni Satisfaction Surveys and determine necessary improvements</p>	<p>Spring 2015 and Annually</p> <p>Annually, SoN Evaluation Day, Early fall semester</p> <p><u>Responsibility:</u></p> <ul style="list-style-type: none"> <li>• PEC</li> <li>• Assoc Dean for Grad Programs</li> <li>• Dean</li> </ul>	<p>-Alumni Satisfaction Surveys demonstrate alumni satisfaction with their program:</p> <ul style="list-style-type: none"> <li>• 80% of alumni will rate their overall program satisfaction as “Satisfied” or “Extremely Satisfied”</li> </ul> <p>-Improvements are identified and made as needed.</p>	<p>-SoN Systematic Evaluation Plan; -PEC, SNO Minutes; -Sakai site; -SoN Faculty Handbook; -Evaluation Reports &amp; Materials</p>

Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented
	Future: Implement with DNP and Post-graduate APRN certificate alumni		<ul style="list-style-type: none"> <li>• SoN Admin Support Staff</li> <li>• SoN Faculty</li> </ul>		
<p>-Employer Satisfaction Survey:</p> <ul style="list-style-type: none"> <li>• BSN</li> <li>• RN-MSN</li> <li>• ELMSN</li> <li>• MSN</li> <li>• DNP students</li> <li>• Post-Graduate APRN Certificate</li> </ul>	<p>Develop and implement employer satisfaction survey;</p> <p>Determine metrics for employer satisfaction;</p> <p>Determine effective mechanisms for obtaining employer evaluation data</p> <p>Develop format and mechanisms for documenting employer satisfaction</p> <p>Future: Implement with DNP and Post-graduate APRN certificate alumni</p>	<p>-Narrative to describe</p> <p>-Employer Satisfaction Surveys are administered, processed, and available for review.</p> <p>-Faculty analyze Employer Satisfaction Surveys and determine necessary improvements</p>	<p>Every 2-3 Years, with Self-studies and CIPRs</p> <p>-Summer 2015</p> <p>SoN Evaluation Day, Early fall semester</p> <p><u>Responsibility:</u></p> <ul style="list-style-type: none"> <li>• PEC</li> <li>• Assoc Dean for Grad Programs</li> <li>• Dean</li> <li>• SoN Admin Support Staff</li> <li>• SoN Faculty</li> </ul>	<p>- Employer Satisfaction Surveys demonstrate employer satisfaction with program graduates:</p> <ul style="list-style-type: none"> <li>• 90% of employers indicate “Satisfied” or “Extremely Satisfied” with PLU SoN graduates</li> </ul> <p>-Improvements are identified and made as needed.</p>	<p>-SoN Systematic Evaluation Plan;</p> <p>-PEC, SNO Minutes;</p> <p>-Sakai site;</p> <p>-SoN Faculty Handbook;</p> <p>-Evaluation Reports &amp; Materials</p>
-Dean’s SoN Advisory Council	Engage Dean’s Advisory Council in discussions of program effectiveness	<p>-Narrative to describe</p> <p>-Information from Dean’s Advisory Council meetings is documented, communicated to faculty, and available for review.</p>	<p>2-3X annually</p> <p>Spring 2015</p> <p><u>Responsibility:</u></p> <ul style="list-style-type: none"> <li>○ Dean</li> <li>○ PEC</li> <li>○ SoN Faculty</li> </ul>	Information from Dean’s Advisory Council demonstrates consideration of Advisory Council members’ needs and expectations and achievement of SoN	Dean’s Advisory Council Minutes; PEC, SNO Minutes; Evaluation records

Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented
		-Faculty consider Dean's Advisory Council information and determine necessary improvements		Advisory Council satisfaction.	
<b>IV-F. Faculty outcomes, individually and in the aggregate, demonstrate program effectiveness.</b>					
Individual Faculty Outcomes <ul style="list-style-type: none"> <li>• Teaching</li> <li>• Service</li> <li>• Practice</li> <li>• Scholarship</li> </ul> -PLU Faculty Handbook	Dean, RAD, PEC: Develop document specifying Individual Expected Faculty Outcomes <ul style="list-style-type: none"> <li>• Teaching</li> <li>• Service</li> <li>• Practice</li> <li>• Scholarship</li> </ul> Develop format and mechanisms for documenting individual faculty outcomes	-Narrative to describe  -Individual Expected Faculty Outcomes are defined as consistent with PLU university requirements  -Tables tracking Individual Faculty Accomplishments are maintained and available for review	Annually -Spring 2015  Annually, SoN Evaluation Day, Early fall semester  <u>Responsibility:</u> <ul style="list-style-type: none"> <li>• Dean</li> <li>• RAD, PEC</li> <li>• SoN Admin Support Staff</li> <li>• SoN Faculty</li> </ul>	-Individual expected faculty outcomes are consistent with PLU university requirements, achieved, and demonstrate program effectiveness.  -Improvements are identified and made as needed.	PLU Faculty Handbook; RAD, PEC Minutes; SNO Minutes; SoN Faculty Handbook; Summary Table – Individual Accomplishments; Evaluation reports & materials
Aggregate Faculty Outcomes <ul style="list-style-type: none"> <li>• Teaching</li> <li>• Service</li> <li>• Practice</li> <li>• Scholarship</li> </ul>	Dean, RAD, PEC: Develop document specifying Aggregate Expected Faculty Outcomes <ul style="list-style-type: none"> <li>• Teaching</li> <li>• Service</li> </ul>	-Narrative to describe  -Aggregate Expected Faculty Outcomes are defined  -Tables tracking Aggregate Faculty	Spring 2015 and Annually  Annually, SoN Evaluation Day, Early fall semester  <u>Responsibility:</u>	-Aggregate expected faculty outcomes are achieved and demonstrate program effectiveness.	RAD, PEC Minutes; SNO Minutes; SoN Faculty Handbook; Summary Table - Aggregate Faculty Accomplishments;

Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented
-SoN Aggregate Faculty Outcomes document	<ul style="list-style-type: none"> <li>Practice</li> <li>Scholarship</li> </ul> <p>Define, develop format and mechanisms for documenting aggregate faculty outcomes</p>	<p>Outcomes are maintained and available for review</p> <p>-Faculty analyze aggregate faculty outcomes in comparison to expected outcomes</p> <p>-Areas for improvement are identified with a plan for achieving the identified improvements</p>	<ul style="list-style-type: none"> <li>RAD, PEC</li> <li>SoN Faculty</li> <li>SoN Admin Support Staff</li> <li>Dean</li> </ul>	-Improvements are identified and made as needed.	Evaluation reports & materials

**IV-G. The program defines and reviews formal complaints according to established policies.**

<p>Formal Complaints, Grievances, and Petitions</p> <p>-PLU and SoN Grievance Policies</p>	<p>Develop and document definition of Formal Complaints consistent with PLU policy and professional standards and guidelines</p> <p>-Develop and document policies and procedures for student grievances, petitions, and RAP committee procedures; Publish in Student Handbooks</p>	<p>-Narrative to describe</p> <p>-Formal Complaints are defined, consistent with PLU policy and professional standards and guidelines</p> <p>-Policies and procedures for student grievances, petitions, and RAP committee procedures are clearly defined and documented</p>	<p>Ongoing</p> <p>-Spring 2015</p> <p><u>Responsibility:</u></p> <ul style="list-style-type: none"> <li>RAP, PEC</li> <li>Assoc Dean for Grad Program</li> <li>SoN Faculty</li> <li>SoN Admin Support Staff</li> <li>SoN Admissions Coordinator</li> <li>Dean</li> </ul>	<p>Timely responsiveness to complaints and grievances is demonstrated with effective due process.</p> <p>Records of formal complaints, grievances, and petitions are complete and secure.</p> <p>Complaints are reviewed and areas for improvement are identified with</p>	<p>-RAP, PEC, SNO Minutes;</p> <p>-SoN Student Handbooks;</p> <p>-SoN Faculty Handbook;</p> <p>-PLU Faculty Handbook;</p> <p>-PLU Catalogue;</p> <p>-Records of student grievances;</p> <p>-Evaluation reports &amp; materials</p>
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Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented
	-Communicate complaint procedures to students and faculty  - Develop format and mechanisms for documenting formal complaints, grievance, and petitions	-Complaint procedures are communicated to relevant constituents  -Record of formal complaints is maintained and available for review		improvements made as needed.	
<b>IV-H. Data analysis is used, as appropriate, to foster ongoing program improvement.</b>					
Actual Outcomes compared to Expected Outcomes;  Discrepancies identify areas for Improvement <ul style="list-style-type: none"> <li>• BSN</li> <li>• RN-MSN</li> <li>• ELMSN</li> <li>• MSN</li> <li>• DNP</li> <li>• Post-Graduate APRN Certificates</li> </ul> Changes to foster Program Improvement <ul style="list-style-type: none"> <li>• BSN</li> <li>• RN-MSN</li> <li>• ELMSN</li> </ul>	Implementation of SoN Systematic Evaluation Plan  Formalize PEC as part of SNO and SoN Bylaws  Develop format and mechanisms for SoN Evaluation Processes and Quality Cycle  Identify and implement necessary improvements for DNP program	-Narrative to describe  -Tables/Graphs depicting actual vs expected outcomes for all required and program-selected effectiveness parameters.  -Areas for improvement are identified with actions needed  -Improvement are completed or in process	Annually, SoN Evaluation Day, Early fall semester  <u>Responsibility:</u> <ul style="list-style-type: none"> <li>• RAD, RAP, CIE</li> <li>• PEC</li> <li>• Assoc Dean for Grad Program</li> <li>• SoN Faculty</li> <li>• SoN Admin Support Staff</li> <li>• Dean</li> </ul>	Outcome data are used to foster program improvement.  Discrepancies between actual and expected outcomes inform areas for program improvement.  Deliberate, ongoing changes are made to foster program improvement.	SoN Systematic Evaluation Plan; RAD, RAP,CIE, PEC Minutes; SNO Minutes; SoN Faculty Handbook; Sakai site; Evaluation reports & materials

Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented
<ul style="list-style-type: none"> <li>• MSN</li> <li>• DNP</li> <li>• Post-Graduate APRN Certificates</li> </ul>					
Faculty Engagement in Program Improvements	<p>Formalize PEC as part of SNO and SoN Bylaws</p> <p>Implement SoN Evaluation Day</p> <p>Maintain minutes of J-Term Retreats and SNO Forums</p>	<p>-Narrative to describe</p> <p>-Documentation of faculty engagement in program evaluation and improvement</p>	<p>Ongoing &amp; Annually, SoN Evaluation Day, Early fall semester</p> <p><u>Responsibility:</u></p> <ul style="list-style-type: none"> <li>• RAD, RAP, CIE, PEC</li> <li>• SoN Faculty</li> <li>• Assoc Dean for Grad Program</li> <li>• Dean</li> </ul>	Faculty are engaged in program evaluation and improvement processes.	<p>SoN Systematic Evaluation Plan;</p> <p>RAD, RAP,CIE, PEC Minutes;</p> <p>SNO Minutes;</p> <p>SoN Faculty Handbook;</p> <p>Sakai site; Evaluation reports &amp; materials</p>
<p>Effectiveness of Improvements</p> <ul style="list-style-type: none"> <li>• BSN</li> <li>• RN-MSN</li> <li>• ELMSN</li> <li>• MSN</li> <li>• DNP</li> <li>• Post-Graduate APRN Certificates</li> </ul>	<p>Identify metrics for determining effectiveness of specific improvements</p> <p>Develop format and mechanisms for documenting improvements made and effectiveness</p>	<p>-Narrative to describe</p> <p>-Program improvements are evaluated</p>	<p>Annually, SoN Evaluation Day, Early fall semester</p> <p><u>Responsibility:</u></p> <ul style="list-style-type: none"> <li>• - RAD, RAP, CIE</li> <li>• PEC</li> <li>• SoN Faculty</li> <li>• Assoc Dean for Grad Program</li> <li>• Dean</li> </ul>	Changes made are evaluated for effectiveness.	<p>SoN Systematic Evaluation Plan;</p> <p>RAD, RAP,CIE, PEC Minutes;</p> <p>SNO Minutes;</p> <p>SoN Faculty Handbook;</p> <p>Sakai site; Evaluation reports &amp; materials</p>

Component	Activities Required	Means of Evaluation	Timeline/ Responsibility	Expected Outcome; Desired Level of Achievement	Where Documented

3/8/2015 Ad Hoc PEC revisions  
 3/31/2015 Ad Hoc PEC revisions  
 4/13/2015 Ad Hoc PEC revisions  
 4/27/2015 Ad Hoc PEC revisions  
 5/12/2015 Ad Hoc PEC revisions  
 5/27/2015 SNO Meeting, Reviewed & Accepted  
 1/6/2016 Updates added, SKS