**Aggregate Faculty Outcomes**

**(Includes faculty from BSN, MSN, DNP, Cert. Programs)**

**2018-2021**

**Dimension: Teaching**

1. 75% of all student evaluations of teaching demonstrate agree/strongly agree on overall teaching effectiveness.

* 1. Overall teaching effectiveness is defined as student responses to item #8 on the PLU Uniform Teaching Evaluation form: “Overall, instructor was very effective.”
  2. Measurement/Data source: Provost’s Office, Uniform Teaching Evaluation raw data for individual faculty as provided to the School of Nursing Dean’s office.

**TEACHING EVALUATIONS/OVERALL TEACHING EFFECTIVENESS:**

**“OVERALL, I RATE THIS INSTRUCTOR”**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **Excellent (5)** | **Good**  **(4)** | **Neutral**  **(3)** | **Fair**  **(2)** | **Poor**  **(1)** | **Means** | **Excellent + Good** | **Expected Aggregate Faculty Outcome Met?** |
| **Summer 2018**  **N = 256** | | **176** | **68** | **10** | **1** | **1** | **4.63** | **68.29 / 25.59**  **=93.88%** | **Y** |
| **Fall 2018**  **N = 1250** | | **693** | **330** | **122** | **67** | **38** | **4.26** | **55.44 / 28.40**  **= 83.84%** | **Y** |
| **J-term 2019**  **N = 124** | | **88** | **29** | **5** | **2** | **0** | **4.64** | **70.97 / 23.39**  **= 94.36%** | **Y** |
| **Spring 2019**  **N = 1316** | | **799** | **343** | **74** | **43** | **57** | **4.36** | **60.71 / 26.06**  **= 86.77%** | **Y** |
| **2018-19 Totals**  **N = 2946** | | **1756** | **770** | **211** | **113** | **96** | **4.35** | **59.61 / 26.14**  **= 85.75%** | **Y** |
| **Summer 2019**  **N= 307** | | **170** | **95** | **26** | **19** | **12** | **4.22** | **52.8 / 29.5  = 82.3%** | **Y** |
| **Fall 2019**  **N=1229** | | **675** | **353** | **112** | **61** | **48** | **4.24** | **54.92 / 28.72 = 83.65%** | **Y** |
| **J-Term 2020**  **N= 145** | | **100** | **26** | **13** | **5** | **1** | **4.51** | **58.97 / 17.93  = 86.9%** | **Y** |
| **Spring 2020 (First half clinical courses only)**  **N= 58** | | **50** | **5** | **0** | **3** | **1** | **4.69** | **84.75 /8.47 = 93.22%** | **Y** |
| **2019-20**  **Totals**  **N= 1739** | | **995** | **479** | **151** | **88** | **62** | **4.36** | **57.21 / 27.54 = 84.75%** | **Y** |
| **Summer 2020**  **N= 416** | | **230** | **108** | **39** | **21** | **22** | **4.20** | **54.76 / 25.71 = 80.47%** | **Y** |
| **Fall 2020**  **N= 1455** | | **934** | **300** | **92** | **53** | **80** | **4.34** | **64.02 / 20.56 = 84.58%** | **Y** |
| **J-Term 2021**  **N= 154** | | **95** | **43** | **9** | **5** | **2** | **4.45** | **61.69 / 27.92 =89.61%** | **Y** |
| **Spring 2021**  **N=** | | **Pending** |  |  |  |  |  |  |  |
| **2020-21**  **Totals**  **N=** | |  |  |  |  |  |  |  |  |
|  | **Discussion, Next Steps. Follow-up:**  Spring 2020 - the overall effective question was not asked in lieu of COVID support specific questions. Data above from the first half of the Spring semester before COVID shutdowns went into effect. | | | | | | | | |

2. 90% of continuing faculty with ≥0.5 FTE appointment complete and submit an annual teaching self-assessment with identification of areas for development or and/or improvement.

* 1. Measurement: Faculty self-report in annual Faculty Activity Report and Self-Assessment (FARSA) and/or a proxy tool.

**TEACHING SELF-ASSESSMENT WITH AREAS FOR DEVELOPMENT/IMPROVEMENT IDENTIFIED**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Academic Year** | **# Continuing Faculty** | **# Continuing Faculty with Self-Assessment and Areas for Development/ Improvement Submitted** | **% Continuing Faculty with Self-Assessment and Areas for Development/ Improvement** | **Expected Aggregate Faculty Outcome Met?** |
| 2018-2019 | 19 | 12 | **63.12%** | **No** |
| 2019-2020 | 18 | 18 | **100%** | Yes |
| 2020-2021 | Pending |  |  |  |

**Dimension: Scholarship**

1. 90% of continuing Registered Nurse faculty with >0.5 FTE appointment in the School of Nursing **demonstrate annual nursing professional development that is relevant to their faculty role** and consistent with the Washington State NCQAC definition for continuing competency.
   1. Nursing professional development is defined as an activity that contributes toward fulfilling continuing nursing education of 45 hours over 3 years as specified in WAC 246-840-202 and WA DOH Publication 669-332 (April 2014), available at: <http://www.doh.wa.gov/LicensesPermitsandCertificates/NursingCommission/ContinuingCompetency>
   2. Measurement: Faculty self-report in annual Faculty Activity Report and Self-Assessment (FARSA) and/or a proxy tool.

**NURSING PROFESSIONAL DEVELOPMENT CONSISTENT WITH WA NCQAC REQUIREMENTS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Academic Year** | **# Registered Nurse Faculty** | **# Registered Nurse Faculty reporting NCQAC-Qualified Prof Development** | **% Registered Nurse Faculty demonstrating NCQAC-Qualified Prof Development** | **Expected Aggregate Faculty Outcome Met?** |
| 2018-2019 | 19 | 19 | **100%** | **Yes** |
| 2019-2020 | 18 | 18 | **100%** | **Yes** |
| 2020-2021 | Pending |  |  |  |
|  | **Discussion, Next Steps. Follow-up:** | | | |

2. 80% of continuing faculty holding rank of assistant professor, associate professor, or professor will demonstrate a **product of scholarship annually**.

a. Scholarship is defined in the PLU Faculty Handbook, Eighth Edition (v1/25/15), p25. May include **products reflecting the scholarship of discovery, integration, application and/or teaching**.

b. Measurement: Faculty self-report in annual Faculty Activity Report and Self-Assessment (FARSA) and/or a proxy tool.

**SCHOLARSHIP PRODUCTIVITY**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Academic Year** | **# Tenured/ Tenure-Track Faculty** | **# Tenured/ Tenure-Track reporting Product of Scholarship** | **% Tenured/ Tenure-Track Faculty reporting Product of Scholarship** | **Expected Aggregate Faculty Outcome Met?** |
| 2018-2019 | 9 | 7 | **77.78%** | **NO** |
| 2019-2020 | 10 | 9 | **90%** | **Yes** |
| 2020-2021 | Pending |  |  |  |
|  | **Discussion, Next Steps. Follow-up:** | | | |

**Dimension: Service**

1. 90% of faculty with ≥0.5 FTE appointment in the School of Nursing participate in at least one **School of Nursing committee or approved special project**.
2. Measurement: Committee rosters and Faculty self-report in annual Faculty Activity Report and Self-Assessment (FARSA) and/or a proxy tool.

**FACULTY SERVICE – SCHOOL OF NURSING**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Academic Year** | **# Faculty with > .5 FTE Appointment** | **# Faculty with > .5 FTE Appointment serving on a SoN Committee** | **% Faculty with > .5 FTE Appointment serving on a SoN Committee** | **Expected Aggregate Faculty Outcome Met?** |
| 2018-2019 | 19 | 12 | **63.16 %** | **No** |
| 2019-2020 | 24 | 24 | **100%** | **Yes** |
| 2020-2021 | Pending |  |  |  |
|  | **Discussion, Next Steps. Follow-up:** | | | |

2. 90% of all continuing faculty with ≥0.5 FTE appointment in the School of Nursing demonstrate at least one **professional service commitment annually**.

a. A professional service commitment is defined as activities emanating from professional preparation and expertise that contribute to meeting the needs of the university, profession, or community. Examples include:

i. **University** – committee work, projects, special appointments, volunteer activities supporting university mission and/or operations

ii. **Profession** – specific to discipline or specialty, committee work, leadership, presentations, educational offerings, advocacy

iii. **Community** – volunteer, donate time, pro-bono work, presentations, educational offerings, advocacy

b. Measurement: Faculty self-report in annual Faculty Activity Report and Self-Assessment (FARSA) and/or a proxy tool.

**FACULTY SERVICE – PROFESSIONAL**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Academic Year** | **# Faculty** | **# Faculty reporting Professional Service Commitment** | **% Faculty reporting Professional Service Commitment** | **Expected Aggregate Faculty Outcome Met?** |
| 2018-2019 | 19 | 11 | **57.89 %** | **No** |
| 2019-2020 | 18 | 17 | **94.4%** | **Yes** |
| 2020-2021 | Pending |  |  |  |
|  | **Discussion, Next Steps. Follow-up:** | | | |

**Dimension: Practice**

1. 1. 75% of all continuing faculty with ≥0.5 FTE appointment in the School of Nursing demonstrate **engagement in practice that is relevant to their faculty role**.
   1. Measurement: Faculty self-report in annual Faculty Activity Report and Self-Assessment (FARSA) and/or a proxy tool.

**FACULTY PRACTICE – WA NCQAC CONTINUING COMPETENCY REQUIREMENTS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Academic Year** | **# Faculty** | **# Faculty Practice Activities consistent with NCQAC Requirements** | **% Faculty Practice Activities consistent with NCQAC Requirements** | **Expected Aggregate Faculty Outcome Met?** |
| 2018-2019 | 19 | 19 | **100 %** | **Yes** |
| 2019-2020 | 18 | 18 | **100%** | **Yes** |
| 2020-2021 | Pending |  |  |  |
|  | **Discussion, Next Steps. Follow-up:** | | | |

2. 70% of continuing Registered Nurse faculty hold national specialty certification.

a. Defined as **attaining and/or maintaining any national nursing specialty certification during the assessment period**.

b. Measurement: Faculty self-report in annual Faculty Activity Report and Self-Assessment (FARSA) and/or a proxy tool.

**FACULTY WITH NATIONAL SPECIALTY CERTIFICATION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Academic Year** | **# Faculty** | **# Faculty with National Specialty Certification** | **% Faculty with National Specialty Certification** | **Expected Aggregate Faculty Outcome Met?** |
| 2018-2019 | 19 | 8 | 42.11 % | **No** |
| 2019-2020 | 18 | 15 | 83.3% | **Yes** |
| 2020-2021 | Pending |  |  |  |
|  | **Discussion, Next Steps, Follow-up:** The difference between 2018-19 and 2019-20 is likely due to response bias. There was fewer responses during 2018-19 year and this was a self-report. | | | |

3. 100% of those faculty who are **required to maintain national certification for their teaching demonstrate participation in clinical practice consistent with certification requirements**.

a. Defined as attaining and/or contributing to the practice requirements needed to maintain national certification during the assessment period.

b. Measurement: Faculty self-report in annual Faculty Activity Report and Self-Assessment (FARSA) and/or a proxy tool.

**FACULTY PRACTICE – NATIONAL CERTIFICATION REQUIREMENTS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Academic Year** | **# Faculty Required to maintain National Certification for their Teaching** | **# Maintaining Practice Consistent with National Certification Requirements** | **% Maintaining Practice Consistent with National Certification Requirements** | **Expected Aggregate Faculty Outcome Met?** |
| 2018-2019 | 7 | 7 | 100% | **Yes** |
| 2019-2020 | 10 | 10 | 100% | **Yes** |
| 2020-2021 | Pending |  |  |  |
|  | **Discussion, Next Steps. Follow-up:** | | | |