

SYSTEMATIC PLAN FOR PROGRAM EVALUATION

Standard I. Mission and Governance

There are clear and publicly stated mission and/or philosophy and purposes appropriate to post secondary or higher education in nursing.

Criterion 1. Mission and/or philosophy of the nursing education unit are congruent with that of the governing organization, or differences are justified by the nursing education unit purposes.

Operational Definition: Mission and/or philosophy of the nursing education unit are congruent with that of the governing organization, or differences are justified by the nursing education unit purposes.

Expected Level of Achievement/Decision Rule for Action:

- The mission of the nursing education unit is congruent with that of the governing organization, and differences are justified.
- The philosophy of the nursing education unit is congruent with the “values” (philosophy) of the governing organization.
- Distance learning plan articulates with the philosophy and purpose of the university.

Component	Where Documentation is found	Person Responsible	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis (including actual levels of achievement)	Actions (for program development, maintenance or revision)
Mission, philosophy, purpose, goals and objectives	University Undergraduate Bulletin 2008-2010 online	SON Faculty	Every 5 years	Comparative analysis of nursing unit’s mission, philosophy purpose, goals and objectives with the university’s mission philosophy and objectives	Spring 2007 comparison indicated that the mission, philosophy, purpose, goals and objectives of the School of Nursing were congruent with those of the University	Continue with current mission, philosophy, purpose, goals and objectives that are congruent with the university
	SON Faculty Handbook	SON faculty	Ongoing	Review handbook for accuracy	Information is current (2008 SON Faculty Handbook)	Modify mission, philosophy, purpose, goals and objectives as indicated by data from faculty and students and according to current trends in nursing and standards of practice as needed
	SON Student Handbook 2008-2009	SON Student Affairs Committee and faculty	Annually	Annual review of SON Student Handbook for content and accuracy	Information is current	
	SON Web Page	SON faculty Administration and SON Computer Technician	Ongoing	Faculty, students and staff continuously review SON website for accuracy, currency, and consistent information, and non-bias media	Website is current and accurate. Website reflects non-bias language or media	Continue commitment to cultural, racial and ethnically diverse School of Nursing and university community

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Criterion 2. Faculty, administrators, and students participate in governance as defined by the governing organization and nursing education unit.

Operational Definition:

- Governance is the shared participation in achieving common goals of the nursing unit and the university.
- Student: a person currently enrolled in the nursing program.
- Faculty: Full-time university personnel with a minimum of a master's degree in Nursing, licensed as a registered nurse in the state of North Carolina whose regular assignment normally includes instruction for credit courses constituting at least 50% of their workload and who hold the rank of professor, associate professor, assistant professor or instructor, clinical professor, clinical associate professor, clinical assistant professor or clinical instructor.
- Administrator is the dean of the School of Nursing.

Expected Level of Achievement/Decision Rule for Action:

- Nursing committees demonstrate opportunities for the participation of nursing students. (Appendix D)
- 100% faculty and interested students demonstrate participation in university committees. (Appendix D)
- Dean of School of nursing participates in college wide committees.

*Narrative below.

Component	Where Documentation is found	Person Responsible	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis (including actual levels of achievement)	Actions (for program development, maintenance or revision)
Faculty/ Administrators	University Committee Appointments	Dean	Annually	Review of annual university committee minutes	100% Percentage of nursing faculty and nursing administrators participate on university committees	Continue to participate in University committees as assigned
	Faculty Forum	Chancellor	Bi-annually	Review of bi-annual Faculty Forum minutes	Identification of faculty concerns and updates on the university are provided	Continuation of faculty participation in U\university and SON committees
	Faculty Senate	Chair of Faculty Senate	Quarterly	Quarterly review of faculty senate meeting minutes	Disclose that each school, college, and department has faculty representative	Continue elections ever three years for SON Senate representative
	Annual Reports	Assistant Dean/ Faculty/ Nursing Administrators	Annually	Review of Annual Reports	Issues of concern were identified	Strategies designed to improve/eliminate issues of concerns
	SON Committee Appointments	Dean	Monthly	Review of monthly minutes	100% of nursing faculty and administration participate in SON committees	Continue to assign faculty to participate in SON committees

*Participation on committees of the nursing education unit/governing organization (Appendix F)

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Criterion 2. (Cont'd) Faculty, administrators, and students participate in governance as defined by the governing organization and nursing education unit.

Operational Definition:

- Governance is the shared participation in achieving common goals of the nursing unit and the university.
- Student: a person currently enrolled in the nursing program.
- Faculty: Full-time university personnel with a minimum of a master's degree in Nursing, licensed as a registered nurse in the state of North Carolina whose regular assignment normally includes instruction for credit courses constituting at least 50% of their workload and who hold the rank of professor, associate professor, assistant professor or instructor, clinical professor, clinical associate professor, clinical assistant professor or clinical instructor.
- Administrator is the dean of the School of Nursing.

Expected Level of Achievement/Decision Rule for Action:

- Nursing committees demonstrate opportunities for the participation of nursing students.
- Faculty demonstrates participation in university committees.
- Dean of nursing participates in college wide committees.

Component	Where Documentation is found	Person Responsible	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis (including actual levels of achievement)	Actions (for program development, maintenance or revision)
Faculty/ Students	Faculty Meeting Minutes	Dean/ Faculty/ Assistant Dean	Annually	Review of School of Nursing faculty minutes	Students are assigned to special SON committees. Two out of 3 students participated in their assigned committees Spring 2007 and Fall 2007	Continue to encourage faculty and student participation in University and School of Nursing committees
	School of Nursing Committee Minutes	SON committee chairperson	Monthly	Review committee minutes for appointment of students to committees and student attendance at meeting	All full-time faculty/ students school of nursing may assist with operational needs of the school; participation has averaged 100% of faculty and 5% of students for the past seven years	Continue to encourage faculty and student participation in University and School of Nursing committees
	University Committee Minutes	Dean's Office/ SON and University Committee Roster	Ongoing	Survey of SON students to determine how many students participate/are on University committees	All full-time SON students/faculty have an opportunity to participate on university committee(s)	Continue to encourage faculty and student participation in University and School of Nursing committees

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Criterion 3. A nurse who is academically and experientially qualified, and who has authority and responsibility for development and administration of the program administers nursing education unit.

Operational Definition: The dean of nursing has a minimum of a doctoral degree in nursing or related discipline, is licensed in the state of North Carolina, has at least 3 years clinical and teaching experience and has the primary responsibility for ensuring, on a day-to-day basis, the integrity and well-being of the academic program of the School of Nursing, including its curriculum, instructional program, students and faculty.

Expected Level of Achievement/Decision Rule for Action: The dean of the nursing school meets 100% of the criteria for the position. The dean received satisfactory evaluation by the Provost/VC

Component	Where Documentation is found	Person Responsible	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis (including actual levels of achievement)	Actions (for program development, maintenance or revision)
Nurse Administrator Transcripts/ Curriculum Vita of Dean	Office of Provost and Vice Chancellor for Academic Affairs School of Nursing Business Office	Provost and Vice Chancellor for Academic Affairs	On Appointment/ Annually	Annual update of vita Annual evaluation by Provost and Vice Chancellor for Academic Affairs North Carolina Board of Nursing (NCBON) on-line Verification of individual license verification done annually	Vita and experience of the Dean of the School of Nursing are in compliance with the qualifications listed in the job description and required by the School of Nursing, University and the North Carolina Board of Nursing (No means in place for evaluating dean by faculty. Dean was evaluated by faculty in 2004.)	Continue to maintain a nurse administrator who is academically and experientially qualified for the position

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Criterion 4: Policies of the nursing education unit are consistent with those of the governing organization, or differences are justified by the nursing education unit purposes.

Operational Definition: Policies, procedures, methods or plans for overseeing the routine operation of the nursing education unit.

Expected Level of Achievement/Decision Rule for Action: Policies of the nursing education unit will be congruent with policies of the governing organization with differences justified by nursing unit purposes.

Component	Where Documentation is found	Person Responsible	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis (including actual levels of achievement)	Actions (for program development, maintenance or revision)
Policies	University Faculty Handbook School of Nursing Faculty Handbook	Faculty and Dean of the School of Nursing	Annually	Comparative analysis by an annual review of University Faculty Handbook, School of Nursing Faculty Handbook, and School of Nursing Student Handbook by the Academic Programs Committee	Policies are congruent with the governing unit with differences in admission policy, grading scale, progression and retention justified by the nursing unit and published in student handbook, syllabi, and nursing web page	Continue to review annually to assure that policy differences are justified and implemented with consistency
	School of Nursing Student Handbook	SON Student Affairs Committee/ Faculty	Annually	Review of student handbook by faculty, students, and Student Affairs Committee	SON Student Handbook did not include current information for disabled students.	Information should be added to 2009-2010 SON Student Handbook This information is found in the University Student Handbook 2006-2007.

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Standard II. Faculty

There are qualified and credentialed faculty, appropriate to accomplish the nursing education unit purposes and strengths its educational effectiveness.

Criterion 5. Faculty members (full and part-time) are academically and experientially qualified, and maintain expertise in their areas of responsibility.

Operational Definition: A full-time faculty member is a full-time university personnel with a minimum of a master's degree in Nursing, who is licensed as a registered nurse in the State of North Carolina whose regular assignment normally includes instruction for credit courses constituting at least 50% of their workload and who hold the rank of professor, associate professor, assistant professor or instructor, clinical associate professor, clinical assistant professor or clinical instructor.

Operational Definition: Part-time faculty members have a minimum of a master's degree in nursing, are licensed in the State of North Carolina and are part-time or temporary employees of North Carolina Agricultural and Technical State University who have been assigned to teach one or more credit courses for a specified amount of time.

Expected Level of Achievement/Decision Rule for Actions: 100% of the faculty will possess the qualifications as defined in the operational definition and in the university handbook.

Component	Where Documentation is found	Person Responsible	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis (including actual levels of achievement)	Actions (for program development, maintenance or revision)
Faculty Qualifications						
Curriculum Vitae/ Official transcripts	Office of the Provost and Vice Chancellor for Academic Affairs/SON Business Office	Dean	Upon Appointment	Review files for curriculum vitae, licensure, certification, transcripts and continuing professional development for consistency with School, University, NC Board of Nursing policies, and NLNAC Standards	100% compliance with the requirements of the University, School of Nursing, NC Board of Nursing and NLNAC	Maintenance of these standards through continuing recruitment and retention efforts targeted toward maintaining and hiring qualified faculty
Registered Nurse Licensure	SON Business Office	Assistant Dean	Annually			
Faculty Annual Evaluation	Office of the Dean	Dean	Annually	Review of files for inclusion of annual evaluations	100% Compliance with request for annual revision/evaluation	Those faculty completed their annual evaluation in May. Continue to adhere to annual review/evaluation of faculty
Budget	SON Budget	Dean	Annually	Ongoing assessment of SON budgeting needs	Identification of monetary requests for faculty enrichment	Request Title III funds for SON faculty development
Maintain Faculty Expertise	Faculty Development Leave Requests	Dean	Annually	Review of each faculty members continuing development	100% of faculty participate in the opportunities for ongoing faculty development provided by the SON	Continue professional development in the School of Nursing. Encourage faculty to participate in more than one professional activity annually

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Criterion 6. Number and utilization of full time and part-time faculty meet the needs of the nursing education unit to fulfill its purposes.

Operation Definition: Activities of faculty are sufficient and adequate in order to accomplish educational goals of the School of Nursing.

Expected Level of Achievement/Decision Rule for Action: The number and utilization of full and part-time faculty meet 100% of needs of the nursing education unit to fulfill its purpose.

Component	Where Documentation is found	Person Responsible	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis (including actual levels of achievement)	Actions (for program development, maintenance or revision)
Number and Utilization of Faculty	Faculty Workload Reports	Dean, School of Nursing	Each Semester	Review the utilization of faculty in terms of assignments and needs of the school. For example, workload, number of students, number of clinical courses and placement of courses	Full-time faculty teach theory and clinical courses. Clinical courses are supplemented by part-time faculty to fulfill clinical needs For 2007-2008 two full-time positions were added to assist with teaching. Two faculty positions were added each year for 3 years. Currently, there are 9 unfilled positions of which some funds are used to pay faculty for summer work activities.	Request additional faculty as needed based on program needs and enrollment patterns Continue to modify numbers and utilization of faculty for nursing unit to fulfill its purpose
	Faculty Vitae	Assistant Dean	Annually			
	Faculty Appointment Letters	Academic Coordinator				
	SON Budget	Dean	Annually	Ongoing assessment of SON budgeting needs	Identification of monetary requests for faculty enrichment	Received Title III funds for SON 2006-2009
	Faculty Development Leave Requests	Dean	Annually	Review of each faculty members continuing development	Provide opportunities for ongoing faculty development	Continue professional development in the School of Nursing

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Criterion 7. Faculty performance is periodically evaluated to assure ongoing development and competence.

Operational Definition: Faculty performance is the degree to which faculty meet standards set by the School of Nursing, the university, and the North Carolina Board of Governors.

Expected Level of Achievement/Decision Rule for Action:

- 100% of full-time faculty are evaluated as satisfactory to excellent on the annual performance evaluation.
- 100% of full-time faculty will participate in one or more continuing education programs per year.
- 100% of full-time faculty will meet NC BON educational requirements by 2010.

Component	Where Documentation is found	Person Responsible	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis (including actual levels of achievement)	Actions (for program development, maintenance or revision)
Faculty performance evaluated	Annual evaluation by the Dean maintained in the SON Dean's Office	Dean	Annually	Evaluation by of faculty by dean (Evaluation Form)	100% of faculty receive annual evaluations by the dean	Maintain consistency with SON policy and decision rule on performance
		Peer Evaluators	Annually	Review of Peer Evaluation Forms by assistant dean	100% of faculty evaluated satisfactory-excellent by peers of Spring 2006, Fall 2006, Spring and Fall 2007 or at least once each year	Dean will continue to review results with each faculty and establish an improvement plan if indicated
		Self (Faculty)	Annually	Faculty Self-Evaluation Form	100% of faculty had peer evaluations completed	Continue to support strategies for improvement in areas evaluated as deficient
		Students	Annually	Analysis of student evaluations is done by the Office of Academic Affairs	Faculty evaluated by students in courses taught each semester. Students evaluated 100% of faculty each semester in 2006-2007 and 2007-2008, 4.3-4.5 (scale on a 5 pt) for SON student opinion survey results. Overall rating for the school year 2006 spring/fall was 4.2. 95% of faculty participate in continuing education programs.	Faculty evaluations less than university set acceptable means (3.5) are required to develop plan and strategies to increase student evaluation score (e.g. Academy for Teaching and Learning workshops.) Continue to encourage faculty to participate in continuing education

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Criterion 8. The collective talents of the faculty reflect scholarship through teaching, application, and the integration and discovery of knowledge as defined by the governing organization and within the nursing education unit.

Operational Definition: Diversity of talent is expertise of faculty derived from varied educational and clinical backgrounds.

Expected Level of Achievement/Decision for Action: Faculty represents each discipline of nursing with expertise in that area.

Component	Where Documentation is found	Person Responsible	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis (including actual levels of achievement)	Actions (for program development, maintenance or revision)
Diversity of talent among faculty	Nursing Faculty Vitae Faculty Evaluations Annual Faculty Report to the Dean	Dean, SON	Upon Appointment Annually Annually	Review of faculty vitae for confirmation of faculty preparation and ongoing development Comparative analysis of current doctoral preparation, faculty research, publications, community service and involvement with professional organizations Assessment of annual reports that reflect diverse scholarly work	The review of faculty background indicates that each discipline of nursing is represented and faculty possess credentials from various institutions of higher learning and from several different accrediting and certifying organization Faculty profile reviewed 2007	Continue to retain and recruit qualified faculty from diverse backgrounds, with diverse talents that enrich the School of Nursing and University Community Continue to support faculty working towards a terminal degree and continuing education for faculty development

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Standard III. Students

The teaching and learning environment is conducive to student academic achievement.

Criterion 9. Student policies of the nursing education unit are congruent with those of the governing organization, publicly accessible, non-discriminatory, and consistently applied; differences are justified by the nursing education unit purposes.

Operational Definition: Student policies are rules and regulations defining the criteria/standards established for students in the School of Nursing and in the university.

Expected Level of Achievement/Decision Rule for Action: 100% of student policies of the nursing unit are congruent with those of the governing organization, consistently applied and differences are justified by the nursing unit's purposes.

Component	Where Documentation is found	Person Responsible	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis (including actual levels of achievement)	Actions (for program development, maintenance or revision)
Student Policies	School of Nursing Student Handbook	Faculty SON Dean SON	Annually	Content analysis of the Nursing Student Handbook with University documents for congruency by School of Nursing faculty	Student policies are congruent with the University and consistently applied with differences justified for admission, progression retention and grading criteria	Continue to monitor policies and confirm that policies are consistently applied and that any differences are justified by the nursing unit
	University Student Handbook University Website	University Administration Faculty and administration SON	Annually		Grading, Admission, and Progression differences are justified	Update policies as approved by the School of Nursing and the University
	University Undergraduate Bulletin 2006-2008 2008-2010 online	Associate Vice Chancellor for Academic Affairs/ Undergraduate Program/Vice Chancellor for Student Affairs	Every two years	Content analysis of School of Nursing Handbook with university document to determine congruency	100% congruency with Student Handbook	

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Criterion 10. Students have access to support services administered by qualified individuals that include, but are not limited to: Health, counseling, academic advisement, career placement, and financial aid.

Operation Definition: Student support services are supplemental resources offered by the university to assist the student.

Expected Level of Achievement/Decision Rule for Action: 100% of students are informed by other university orientation, advisor and during Nursing 100 in their first semester of enrollment that includes information on access to support services.

Component	Where Documentation is found	Person Responsible	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis (including actual levels of achievement)	Actions (for program development, maintenance or revision)
Support Services	SON Student Handbook	Student Services Faculty and Administration in the SON	Annually	UNC-GA and University evaluation of quality of service Comparative and analysis surveys	Students have knowledge of support services provided by the SON and the university	Continue to monitor for adequacy of service Retention Coordinator for freshmen and sophomore students (hired in 2008)
	University Undergraduate Bulletin	Associate Vice Chancellor for Academic Affairs	Every 2 years	SON Senior and Junior Survey and Alumni Survey		
	University Student Services Brochure University Student Handbook	Vice Chancellor for Student Affairs	Continuously	University Sophomore Survey	82% of NCAT students responded to the survey compared to 83% of UNC system schools 2005	Continue to maintain records that document student awareness of support systems available in the SON and the university community
	UNC-GA Student Survey	President UNC-GA	Annually	Sophomore and Senior Surveys reviewed at end of semester		
	Office of Distance Learning	Director of Distance Learning	Continuously	University evaluation of quality of service and individuals providing service		
						Continue to monitor Office of Distance Learning for student feedback. Continue to expand distance learning initiatives with the School of Nursing

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Criterion 11. Policies concerned with education and financial records are established and followed.

Operational Definition:

- Maintenance: Preservation of nursing student records in a manner that ensures confidentiality.
- Educational Records: All records of student academic progress and/or performance.

Expected Level of Achievement/Decision Rule for Action:

- The School of Nursing will have 100% compliance with university policies regarding the maintenance and confidentiality of student academic records.
- The School of Nursing collaborates with Financial Aid Office in the application of financial policies.

Component	Where Documentation is found	Person Responsible	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis (including actual levels of achievement)	Actions (for program development, maintenance or revision)
Academic Records	SON Student Services Office	Dean and faculty, SON Office of Student Services	Ongoing	Review files in SON Student Services office for adherence to policies; review of submitted grades each semester, attendance recording	Spring and Fall 2007 review of files indicates a grade book for 100% of the courses taught for the last five years	Academic records will continue to be maintained according to SON and University policies
	Registrar's Office	Registrar			Grades are submitted via Web for Faculty and sent to the University Registrar at mid term and the end of each semester electronically. Copies are kept in the School of Nursing. 100% of faculty keep attendance according to policy	
	Admissions Office	Director of Admissions and Records	Ongoing			
Financial Records	Financial Aid Office Cashier's Office	Vice Chancellor of Finance	Ongoing	Collaboration with the Office of Financial Aid is verified by report of attendance by the Registrar and the reporting of grades according to university policy in the Financial Aid Office	Audit of Office of Financial Aid by University and State auditor	Faculty will continue to collaborate with administrative policies

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Standard IV. Curriculum and Instruction

The curriculum is designed to accomplish its educational and related purposes.

Criterion 12. Curriculum developed by faculty flows from the nursing education unit philosophy/mission through an organizing framework into a logical progression of course outcomes and learning activities to achieve desired program objective/outcomes.

Operational Definition: An organizing framework is an organized program of learning that fulfills requirements for the baccalaureate degree in nursing.

Expected Level of Achievement/Decision Rule for Action: Program and Course objectives demonstrate progression and are utilized to guide instruction, support the achievement of nursing program outcomes and reflect the organizing framework and current BSN competencies.

Component	Where Documentation is found	Person Responsible	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis (including actual levels of achievement)	Actions (for program development, maintenance or revision)
Organizing Framework	2008-2009 Nursing Student Handbook	Faculty and Academic Programs Committee	Every two years	Analysis of organizing framework, program objectives, course objectives for consistency and progression	Verify (Spring and Fall 2007) Program and Course Objectives are derived from the organizing framework and that courses maintain the rigor, currency and cohesiveness required	Continue curriculum review and supportive data every two years to maintain consistency, currency, rigor, cohesiveness and progression of the nursing courses; revise as needed. The Academic Program Committee will continue to monitor and evaluate the curriculum
Program Objectives	2008-2009 Nursing Student Handbook	Assistant Dean/ Academic Coordinator	Annually	Review curriculum to identify required competencies	Progression is demonstrated by the taxonomy of course objectives. Curriculum was revised.	
Course Objectives	Course Syllabi	Faculty	After each class is taught		Review of Spring 2006 Evaluation Tools and methods revealed consistency with course objectives and competencies.	
Graduate Competencies	2008-2009 Nursing Student Handbook Nursing Course Syllabi	Assistant Dean/ Academic Coordinator Faculty	After each course		Competencies are included in the Philosophy, Program Objectives/Outcomes, and Course Objectives Review Spring 2007 revealed that technology used is appropriate to meet student learning needs; each senior student) received a wireless IBM notebook in the fall which connects to all campus and is Internet capable	

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Criterion 13. Program design provides opportunity for students to achieve program objectives and acquire knowledge, skills, values, and competencies necessary for nursing practice.

Operational Definition: Program Outcome(s) include critical thinking used in current practice of nursing, nurse based theory, community concepts, health care policy, economics, communication, health care delivery, therapeutic interventions and health care trends.

Expected Level of Achievement/Decision Rule for Action: Program design includes knowledge and skill sets needed in the current practice of nursing:

- Program guides students in the development of ethics, values and accountability.
- Full-time generic students can complete the program of learning in established and published (eight semesters) program length. Full-time students in the RN-BSN option can complete the required program of learning in established and published (four-five semesters) program length
- Curriculum reflect students receive knowledge to utilize nursing theory, research, community concepts, health care policy and economic influences, health care delivery, critical thinking communication, therapeutics, and current health care trends

*See narrative below.

Component	Where Documentation is found	Person Responsible	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis (including actual levels of achievement)	Actions (for program development, maintenance or revision)
Program Design	SON Student Handbook	Assistant Dean/ SON Student Affairs Committee	Annually	Review of publications for consistency with actual course requirements for a full-time student.	Published documents accuracy reflect the length of the program for students	Continue to maintain a program that allows the student to achieve Program Objectives and acquire knowledge, skills, values, and competencies necessary for the provision of nursing services. Plans are currently being made to design and develop an on-line component of the RN-BSN Track
	University Undergraduate Bulletin	Associate Vice Chancellor for Academic Affairs Assistant Dean Academic Program Committee	Every 2 years			
	SON Website	All Faculty/ Computer Consultant	Ongoing	Continuous review of content for accuracy, consistency, and currency	Website missing SON Motto "Accountability, Responsibility and Professionalism. Handbook and course content reflect values and accountability in nursing practice	
	Curriculum	Faculty Academic Program	Annually or at end of each course	Review of course syllabi, faculty and student evaluations of course	Course syllabi reflect students receive knowledge to utilize nursing theory, research, community concepts, health care policy and economic influences health care delivery, critical thinking, communication, therapeutics, and current health care trends	
						School Motto added to website continue to emphasize school motto of values, ethics, accountability and professionalism in all published materials and in courses
						Data used to modify/change courses and to evaluate curriculum Continue to monitor for congruence with attainment of outcomes Last review spring retreat 2008

*A narrative discussing how the concepts of nurse based theory, therapeutic interventions, research, community concepts, health care policy and economic influences, health care delivery, critical thinking, communication and health care trends are integrated through the curriculum is presented in Appendix G.

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Criterion 14. Practice learning environments are selected and monitored by faculty and provide opportunities for a variety of learning options appropriate for contemporary nursing.

Operational Definition: Practice learning environments are agencies in the community that provide learning experiences for students that include direct patient care, observational and community based experiences that are sufficient to support learning objectives of the program.

Expected Level of Achievement/Decision Rule for Action: 100% of the nursing faculty participate in the selection and monitoring of practice learning environments and provide opportunities for a variety of learning options appropriate for contemporary nursing.

Component	Where Documentation is found	Person Responsible	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis (including actual levels of achievement)	Actions (for program development, maintenance or revision)
Selection of Clinical Facilities	Faculty Committee Minutes	Assistant Dean Faculty	End of Fall and Spring Semesters	New clinical sites are determined by the faculty and student evaluations of sites	15 sites used	No new clinical sites are planned for the 2008-2009 academic year. Faculty and students have expressed satisfaction with current sites, with the exception of one site. The Dean Assistant Dean, and Clinical Coordinator met with clinical faculty will reevaluate Fall 2008. Continue annual review of the adequacy of all clinical sites
	Joint Committee for Clinical Resource Planning (JCCRP) Minutes	Faculty/ JCCRP liaison	Bi-annually	JCCRP member schools review and request clinical sites determine times, days and semester rotation	Learning options appropriate for contemporary nursing care are reflected in the variety of practice environments utilized.	Expand or develop new affiliations to meet program objectives and outcomes as needed
Clinical Contracts	Assistant Dean's Office	Assistant Dean	Annually	Assistant Dean verifies that all Clinical Contracts are updated annually	100% of clinical agreements signed by appropriate representative of the agency and the University	Continue to verify that all clinical agreements are signed
Monitoring of Clinical Facilities	Assistant Dean's Office	Assistant Dean Faculty	Data collected after each course	Review of Evaluation of Clinical Resources and Facilities Form following the completion of each clinical course	The form used to evaluate clinical sites by students was revised and approved by faculty Spring 2000 for implementation Fall 2001. Clinical sites which were rated below 85% satisfaction were reevaluated for discontinuance of use	Continue to monitor the adequacy of clinical facilities by having faculty and students rate each clinical area at the end of each semester. Overall reports of less than adequate (10%) ratings will be brought to the faculty for discussion

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Standard V. Resources

Resources are sufficient to accomplish the nursing education unit purposes.

Criterion 15. Fiscal resources are sufficient to support the nursing education unit purposes and commensurate with resources of the governing organization.

Operational Definition: Fiscal resource is the amount of money approved by North Carolina Agricultural and Technical State University to meet operating needs of the School of Nursing

Expected Level of Achievement/Decision Rule for Action: 85% of faculty feel that the budget is adequate to meet needs. (Faculty internal assessment spring 2002).

Component	Where Documentation is found	Person Responsible	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis (including actual levels of achievement)	Actions (for program development, maintenance or revision)
Fiscal Resources	SON Budget	Dean, SON	Annually	2006-2007 budget \$3,010,324. 2007-2008 budget 3,053,973 Review of data from faculty. Office of Student Services sends needs to assistant dean and academic coordinator	Dean, nursing administrative team and faculty determine program needs for fiscal resources by input from faculty	Continue to seek additional funds for new faculty and SON initiatives
			Annually	Review of goals and faculty development initiatives by the dean	Dean presents this data to budget committee with rationale for consideration by university administrators as other schools and college deans within the university	Continue to allocate funds to meet essential SON program needs
Faculty Development	Office of the Dean	SON Dean	Ongoing	Review percentage of faculty requested funds for professional development 2001-2002, and all requests were granted.	Spring 2007 faculty internal assessment revealed 85% of faculty felt that budget was adequate. Funds have been adequate to support faculty attendance at professional meetings. professional development in 2007-2008	Faculty utilized continuing education to enhance teaching and research skills
	Office of Business & Finance	Vice Chancellor for Business & Finance	Ongoing	State budget reviewed by NC legislature	Funding allocations are adequate	Continue to ensure that budgetary needs are met

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Criterion 16 Program support services are sufficient for the operation of the nursing education unit.

Operational Definition: Fiscal resources are the amount of money approved by North Carolina Agricultural and Technical State University to meet the operating needs of the School of Nursing.

Expected Level of Achievement/Decision Rule for Action: 85% of faculty believes that budget is adequate to meet the following:

- Secretarial and other support personnel sufficient to serve approximately 300 students, faculty, dean, and maintenance of record keeping.
- Office and copy supplies sufficient to meet the needs of faculty and students, and departmental needs.

Component	Where Documentation is found	Person Responsible	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis (including actual levels of achievement)	Actions (for program development, maintenance or revision)
Program Support Services	SON Budget	Dean, School of Nursing	Annually	Review of secretarial support for program	There are three full-time secretaries for the SON. One full-time secretarial position serves the Dean's Office. The assistant dean/academic coordinator share one full-time secretarial position, and one secretarial position serves the faculty. There is also a Administrative Support Manager that assists the dean and all faculty, and a Nursing Office of Student Services, which assist with nursing student's records In spring of 2008 a Retention coordinator was hired for freshman and sophomore students. Funds are usually available each year dependent on state funding to consider faculty equity raises	Continue to develop and maintain the program support services for students and faculty in the SON and modify according to Program needs
			Ongoing	Inventory of office supplies	Funds are available to meet the need of the program with adequate office supplies	Continue to monitor availability of funds for supplies
			Ongoing	Review data of Office of Student Services for projected needs	SON of Student Services is adequate to meet students need.	Continue to monitor usage and needs of nursing education unit

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Criterion 17 Learning Resources are comprehensive, current, developed with nursing faculty input, and accessible to faculty and students.

Operational Definition: Learning resources are electronic media, technology, journals, books, tapes, computer software, practice models for skills and clinical experiences that the university and the School of Nursing have made available to the students to assist them in learning.

Expected Level of Achievement/Decision Rule for Action: 85% of faculty believe that the resources are available to the student meet the following criteria:

- Library Resources are comprehensive and current
- Existing nursing Learning Assistance Center (LAC) is current
- Library and Learning Assistance Center are developed with faculty input and are adequate for all courses taught
- Library and LAC resources are accessible to faculty and students
- Sufficient financial support to provide on-going computer assisted programs for learning and tutoring needs
- LAC and/or computer lab personnel are available to meet needs of faculty and students during the day and evening classes

Component	Where Documentation is found	Person Responsible	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis (including actual levels of achievement)	Actions (for program development, maintenance or revision)
Current and Comprehensive Learning Resources	Bluford Library Open hours	Director of Library Services	Ongoing review of hours	Library, LAC and Computer Services evaluated with faculty/student input and data from various student surveys	Spring 2007: 100% faculty believes that Library resources were comprehensive and existing resources need to be updated. 100% of faculty felt the LAC is adequate for all courses taught	Continue to encourage all faculty to participate in the selection of new texts for the Library and for the LAC Faculty need to monitor the use of books in the library and encourage the utilization of books in addition to internet use
	Minutes of faculty Learning Resource Committee and Faculty Meeting Minutes	Liaison Librarian SON Library Liaison	Monthly			
		Nursing Faculty	Ongoing	Faculty have access to Bluford Library holdings to review	Faculty have input in purchasing new holdings and the removal of outdated holdings	
	Learning Assistance Center (LAC) Posted hours	Learning Assistance Coordinator	Ongoing	Review of LAC instructional aids hardware, software and technical support through faculty input and student survey data	100% of faculty feel that instructional aids, technology, software, hardware and technical support are adequate to meet program needs. Student surveys reveal that accessibility and use of facility are adequate	
	Computer Laboratory Posted Hours	Coordinator Computer Services				Continue to monitor Computer Laboratory use, accessibility as well as the quantity and quality of materials used to assist with meeting Program Objectives and a variety of teaching methods

SYSTEMATIC PLAN FOR PROGRAM EVALUATION

Criterion 18 Physical facilities are appropriate to support the purposes of the nursing education unit.

Operational Definition: Physical facilities are the buildings; classrooms, offices, laboratories, and equipment that are part of the School of Nursing

Expected Level of Achievement/Decision Rule for Action: 85% of faculty feels that the physical facilities are appropriate to support the purposes of the nursing education unit with regard to the following:

- The building that houses the School of Nursing is insufficient size to accommodate approximately 300 students, faculty and support personnel
- The building that houses the School of Nursing meets safety standards
- Classroom space that will accommodate at least 30 students per class
- Office space that allow for private student counseling and staff productivity
- Skills laboratory space (LAC) that accommodates the maximum number of students needing these resources at the same time
- Computer Laboratory space that accommodates the maximum number of students needing these resources at the same time
- Skills Laboratory equipment that is up-to-date, complete and sufficient to provide for student learning
- Office equipment that provides faculty with necessary tools for communication, teaching, counseling and class preparation

	Where Documentation is found	Person Responsible	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis (including actual levels of achievement)	Actions (for program development, maintenance or revision)
Physical Facilities	Tour of Noble Hall SON Building	University Engineer Dean and Nursing Faculty Assistant Vice Chancellor for Facilities	Ongoing, as needed	Number of Students, number of faculty, and staff, square footage of meeting rooms and building Survey of students and graduates	100% of faculty have adequate office space. All staff have adequate office space. There are classrooms for all nursing courses offered. Nursing classroom space is also shared with the University on a space available basis. Noble Hall (SON Building) was recently renovated	Continue to monitor the availability of space for students, faculty and staff needs Repair and replace nonfunctioning items as needed

SYSTEMATIC PLAN FOR PROGRAM EVALUATION

Standard VI. Integrity

Integrity is evident in the practices and relationships of the nursing education unit.

Criterion 19 Information about the program, intended to inform the general public, prospective students, current students, employers and other interested parties, is current, accurate, clear, and consistent.

Operational Definition: Information about the program refers to printed material and technological media containing selection requirements for admission, criteria for progression, graduation requirements, and policies governing the operation of the program

Expected Level of Achievement/Decision Rule for Action: All printed material and technological media available to the general public is 100% current, accurate, clear and consistent.

Component	Where Documentation is found	Person Responsible	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis (including actual levels of achievement)	Actions (for program development, maintenance or revision)
Information about the Program: Admission Requirements	SON Web page University Undergraduate Bulletin	Dean, SON SON Assistant Dean	Annually and with any change in program requirements	Review of all documents by Dean and administration for currency, accuracy clarity and consistency	Fall 1 2007 and Spring 2008 publications were reviewed for accuracy, currency, clarity, and consistency. 100% of faculty agree with these findings. Spring 2008 information submitted for new Undergraduate Bulletin, SON Handbook, Web Page, to reflect new faculty, classes, etc. New Undergraduate Bulletin to be published July 2008	Continue to monitor publications for accuracy and consistency of data Update all publications as warranted resulting from program modification in a timely manner. Undergraduate Bulletin inaccuracies have been corrected for 2008
SON Grading Scale	SON Student Handbook Course Syllabi University Undergraduate Bulletin	SON Faculty				
SON Progression Statement	SON Handbook SON Web page	SON Lab Tech	Ongoing	Employer Survey Data	Dean, Assistant Dean and Clinical Coordinator met with several nurse managers at Moses Cone Hospital spring 2008. There were many positive comments about the graduates.	Utilize data to modify program outcomes Utilize data to modify curriculum and program outcomes
Employer Satisfaction	Office of the Assistant Dean	SON Assistant Dean	Every 5 years			
Graduate Program Satisfaction	Office of the Assistant Dean	SON Assistant Dean	Every 5 years	Alumni Survey Data	Seniors 2008 respondents were satisfied with their education	

SYSTEMATIC PLAN FOR PROGRAM EVALUATION

Criterion 20 Complaints regarding the program are addressed and records are maintained and able for review.

Operational Definition: A complaint is written, signed and submitted to a faculty member, department head or administrator.

Expected Level of Achievement/Decision Rule for Action: 100% of all written, signed student complaints are addressed. Records are maintained and available for review on site.

Component	Where Documentation is found	Person Responsible	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis (including actual levels of achievement)	Actions (for program development, maintenance or revision)
Written, signed complaints	SON Dean's Office	Dean Faculty	Ongoing, as necessary	Review of recorded complaints. Tracking the number and type of complaints with their resolution. Data is aggregated on an annual basis	The complaints that are written are specific to a course and related to grades	Continue to monitor complaints about the program according to SON NCBON policy, and NLNAC guidelines.

SYSTEMATIC PLAN FOR PROGRAM EVALUATION

Criterion 21 Compliance with Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained

Operational Definition:

- Compliance is the adherence to provisions set forth in the Higher education Reauthorization Act Title IV as it pertains to North Carolina Agricultural and Technical State University.
- The Higher Education Reauthorization Act Title IV addresses the eligibility, scope of payment and responsibility of the student receiving financial aid.

Expected Level of Achievement/Decision Rule for Action: North Carolina Agricultural and Technical State University is in compliance with the Higher Education Reauthorization Act Title IV.

Component	Where Documentation is found	Person Responsible	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis (including actual levels of achievement)	Actions (for program development, maintenance or revision)
Compliance with Higher Education Reauthorization Title Act IV	The Student Guide, Financial Aid from the U.S. Department of Education 2005-20036 University Financial Aid Office	Director of Financial Aid	Ongoing, as needed	Review documents to assure compliance with Higher Education Reauthorization Act Title IV eligibility, certification requirements and student loan repayment	NCAT is in compliance with records of compliance with Federal Laws and Higher Education Reauthorization Act. Title IV. Compliance verification is available in the Financial Aid Office	Maintain liaison with University Financial Aid Office

SYSTEMATIC PLAN FOR PROGRAM EVALUATION

Standard VII: Educational Effectiveness

The program has an identified plan for systematic evaluation including student academic achievement

Criterion 22 There is a written plan for systematic program evaluation that is used for continuous program improvement.

Operational Definition: North Carolina Agricultural and Technical State University defined the systematic evaluation plan and the School of Nursing reflects how and to what extent the educational program is maintaining NLNAC standards and criteria.

Expected Level of Achievement/Decision Rule for Action:

- One hundred percent (100%) of the faculty agree that the data presented reflect measurements documented in the criteria.
- Plan contains expected levels of achievement, time frames, and methods for assessment.
- Outcome data will be taken to address the area(s) identified as needing improvement and used by the educational unit to enhance the program as documented in criteria 1-23.

Component	Where Documentation is found	Person Responsible	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis (including actual levels of achievement)	Actions (for program development, maintenance or revision)
Systematic Program Plan	Office of Assistant Dean Dean's Office	Faculty Assistant Dean Academic Program Committee Dean	Annually, semiannually, every two, three or five years according to specific criterion	Comparative analysis of data, reliability and validity of data. Review expected levels of achievement, time frames	Data are collected aggregated, trended and analyzed to evaluate findings for use in decision making for program improvement. The evaluation plan reflects all of the criteria set forth by the NLNAC and NCBON (See individual Criterion)	Continue to collaborate with faculty to evaluate all aspects of the program as deemed necessary by faculty and professional standards Maintain NLNAC standards and criteria with in-depth scrutiny by the SON faculty and administration Developed strategies are used to maintain quality of the nursing unit as needed

SYSTEMATIC PLAN FOR PROGRAM EVALUATION

Criterion 23 Student academic achievement by program type is evaluated by: graduation rates, licensure/certification pass rates, job placement rates, and program satisfaction.

Operational Definition:

- Outcome data are collected aggregated, trended, and analyzed and used for program improvement
- Intervention strategies developed to enhance areas identified as needing improvement

Expected Level of Achievement/Decision Rule for Action: Evaluation findings are used for decision making for program improvement

Component	Where Documentation is found	Person Responsible	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis (including actual levels of achievement)	Actions (for program development, maintenance or revision)
Student Academic Achievement:	Website Fact Book	ITT and office of Planning, Assessment and Research	Annually	NCA&T 2007-2008 Degrees Conferred Institutional Summary	Four year graduation rates are as follows: 2001=15.9; 2002=18.0; 2003=14.9.	In 2008 a retention coordinator was hired for the SON to monitor freshman and sophomores.
Graduation Rates	NCA&T Report on retention, graduation, and time to degree	Dean, assistant dean and academic coordinator	Annually	Comparative analysis NCA&T with other UNC System Schools	NCLEX Results were: 2004 -79% 2005 - 69% 2006 - 69% 2007 – 84.3%	Continue to develop strategies to increase graduation rates
Performance on Licensure Examinations	NC Board of Nursing Web site	Nursing faculty and nursing administrators	Annually	NCLEX-RN performance and students successful on NCLEX-RN	2008 -94% (6/30/08)	Develop and assess additional predictors of NCLEX-RN success. Continue to identify and evaluate predictors of success on NCLEX-RN (Arnett computer adaptive tests/ATI content exams and Predictor tests) Modify curriculum as indicated based on NCLEX-RN diagnostic Summary Profile and standardized examinations

SYSTEMATIC PLAN FOR PROGRAM EVALUATION

Criterion 23 (Con't) Student academic achievement by program type is evaluated by: graduation rates, licensure/certification pass rates, job placement rates, and program satisfaction.

Operational Definition:

- Outcome data are collected aggregated, trended, and analyzed and used for program improvement
- Intervention strategies developed to enhance areas identified as needing improvement

Expected Level of Achievement/Decision Rule for Action: Evaluation findings are used for decision making for program improvement

Component	Where Documentation is found	Person Responsible	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis (including actual levels of achievement)	Actions (for program development, maintenance or revision)
Program Satisfaction	Office of SON Assistant Dean Office of Institutional Planning Assessment and Research Comparative Analysis Report		Annually	NCA&T Program Assessment Student Survey Data	40 senior students in the SON spring 2008 rated program satisfaction at 3.9 on a 5.0 scale. The response rate was 71%.	Continue monitoring via senior student exit surveys. Review areas with a mean of <3.0 and plan strategies to improve satisfaction in those areas.
Job Placement	SON Student Services	Assistant Dean Director of Student Services	Annually	Content Analysis of SON Senior Exit Surveys	97% of graduates have employment offers prior to graduation Job placement results for <u>2005 - 2008</u> 2008- 95% 2007 - 97% 2006 - 97%	Continue to monitor student data presented in UNC system surveys conducted by UNC-GA.
	NCA&T Fact Book	Associate Vice Chancellor Office of Institutional Planning, Assessment and Research	Annually	UNC System Comparative analysis surveys		
	UNC Statistical Abstract of Higher Education in NC	Office of the UNC-GA	Annually	UNC System Comparative Analysis Survey		