

**ANNUAL ASSESSMENT REPORT
BACHELOR OF SCIENCE IN NURSING
DECEMBER 1, 2007**

PROGRAM DESCRIPTION AND GOALS

The purpose of the four year baccalaureate program in nursing is to prepare professional nurse generalists to work with individuals, families, groups and communities in a variety of health care settings. The program is available to qualified high school graduates, college students, and college graduates. Graduates of the program are eligible to take the registered nurse licensing examination. The RN Option Program offers registered nurses, who have completed associate degree or diploma programs, the opportunity to expand their roles in professional nursing.

Baccalaureate nursing education provides a foundation in the humanities and the biological, social and behavioral sciences as well as general education courses. Students are able to apply this foundation as well as a strong base in nursing science to the professional practice of nursing.

The program includes a clinical practice component which provides opportunities to apply nursing theory and skills in caring for individuals, families, groups, and communities in clinical health care settings. In addition, all nursing students have clinical experiences with a variety of community agencies and with rural and/or underserved populations. The nursing program also offers a concentration to persons desiring school nurse certification.

The goals of the Nursing program, approved by the faculty and specific to the BSN program are as follows:

- Maintain program accreditation.
- Strive for a state board passage rate of 90% of the national average or better.
- Continue student rotations to rural and underserved areas
- Continue community based experiences.
- Continue BSN outreach learning program for RNs and generic students.
- Provide opportunities for faculty development at least yearly.
- Encourage and facilitate faculty scholarship.
- Enhance learning resource center(s) and library resources and capability.
- Continue fund raising efforts.
- Support faculty teaching with new technology.
- Encourage and facilitate faculty and staff leadership roles in professional organizations.
- Pursue multidisciplinary and other projects and grants.
- Continue to recruit doctoral prepared faculty and encourage faculty to obtain doctoral preparation.
- Provide re-entry education for those entering nursing as a second career.
- Promote nursing as a career in elementary and middle schools.

**EDUCATIONAL EFFECTIVENESS PLAN: REVISED 8/19/05
LEARNING OUTCOMES/DATA COLLECTION**

The program has an identified plan for systematic program evaluation and assessment of educational outcomes congruent with the National League for Nursing Accrediting Commission's (NLNAC) criteria for accreditation. Much of this systematic evaluation is done every spring by the Undergraduate Academic Planning and Standards Committee, looking at data from the previous year. (This is because much of the data is not available until the next calendar year.) Because the total program evaluation is not completed until the spring semester, this report for the 2006-2007 academic year is limited to assessment of the NLNAC 5 required and 2 elective outcomes. The completed systematic evaluation for the 2005-2006 academic year is included to illustrate how the full systematic evaluation will be completed in the spring of 2008 (See Appendix A).

The NLNAC requires that the systematic evaluation include:

- A written plan;
- Assessment of each 5 required and 2 elective outcomes;
- Expected level of achievement of all plan components;
- Time frames for assessment of all plan components;
- Person(s) responsible for evaluation of each component of the plan;
- Methods and/or instruments to assess each criterion and outcome;
- Reliability, validity, and trustworthiness of methods and/or instruments used;
- Data collected, analyzed, aggregated, and trended; and
- Use of findings in decision making for program improvement.

The five required and 2 elective outcomes incorporated into the systematic evaluation plan are:

- Critical thinking skills in reasoning, analysis and decision-making relevant to the discipline of nursing
- Interpersonal and communication skills (written, verbal, and nonverbal communications), information technologies, and/or media production.
- Therapeutic nursing interventions including psychomotor and psycho-social therapeutics directed at individuals, family, groups, and community. (all areas exceed critical indicator)
- Performance on NCLEX examinations for first time writers Employment rates_of graduates six to nine months after graduation.
- Employment rates of graduates six to nine months after graduation.
- Program Satisfaction with adequacy of the curriculum, environment, learning resources, support services, and policies
- Graduation Rates of students who complete the program within a defined period of time

The development of the roles of the professional nurse incorporates critical thinking, communications, and therapeutic nursing interventions, and thus these are critical outcomes to measure. NCLEX performance, patterns of employment, program satisfaction and graduation rates are additional measures of program effectiveness. Evaluation of all seven of these outcomes is essential to the mission of the School of Nursing to provide quality education. Multiple evaluation methods are utilized in order to increase the validity of the data. Data are analyzed, interpreted, and evaluated by the Undergraduate Academic Planning and Standards Committee during the spring semester for the previous academic year and recommendations are made to the Nursing Faculty Organization.

OUTCOME #1: Critical Thinking

Critical thinking is *developed and evaluated throughout the curriculum*. Tests in all theory courses evaluate varying levels of analysis and reasoning. The nursing process is utilized in all clinical courses as a framework for applying critical thinking skills. Other examples of formative activities for critical thinking are:

- NUR 222 – Analysis of a clinical problem
- NUR 305 – Development of a personal philosophy of nursing
- NUR 318 – Preparation of annotated bibliographies on research articles
- NUR 324 – Integration of nursing theory in case study
- NUR 409 – Analysis and critique of research reports
- NUR 423 – Current issues paper
- NUR 324, 325, 422 – Case study paper
- NUR 222, 321, 322, 325, 403, 421, 422 HESI exams (a standardized nursing examination)

Additionally, clinical evaluations are done in all clinical nursing courses (NUR 221, 222, 321, 322, 323, 324, 325, 421, and 422) throughout the program. The clinical evaluation tool was designed to measure the critical thinking skills used in making judgments and decisions in clinical practice. This information is used throughout the program to evaluate student critical thinking skills.

Program Outcome Assessment Methods and Rationale:

Critical thinking, *as a program outcome*, is measured by clinical evaluations in NUR 422 and HESI Exit Exam scores.

NUR 422 is the role synthesis course of the program. End-of-program data are collected in the clinical area by means of observations and documentation as recorded in the NUR 422 clinical evaluation tool. The following items are used in analyzing this outcome:

- I. Provider of Care
 - A. Nursing diagnosis (Reflect clinical judgment)
 - B. Planning (Establish priorities)
 - C. Evaluation (Problem solving)

The HESI Exit Exam was selected as a standardized test to evaluate critical thinking. It was determined that it measures the concepts in the School of Nursing definition. Validation studies have supported reliability and validity of the HESI exam process.

Additionally, during the 2006-07 academic year, Graduate Surveys were given at the end of the senior year, during Assessment Day Activities. In addition, small group interviews were conducted by faculty members for qualitative data. This change in process has provided a higher response rate and more prompt identification of potential problem areas. A questionnaire was developed which provided information on the graduate's *perceptions* of the development of this skill in the program. The item selected from that survey was "In the MU BSN program I have been prepared to function as a professional nurse to: use critical thinking in the decision making process." The critical indicator is 4 on the 5 point scale.

PROGRAM EVALUATION PLAN

OUTCOME #1: Critical Thinking (Undergraduate Program)

Operational Definition: Critical thinking is skillful, responsible thinking that uses systematic questioning and requires reasoning, analysis, and research to make meaningful judgments and decisions.

Expected Level of Achievement/Decision Rule for Action: The expected level of achievement for each component is at or above the critical indicator listed.

PROCESS						IMPLEMENTATION	
Component	Where Documents/ Information found	Person Responsible	Frequency of Assessment	Assessment Methods	Degree of Reliability, Validity, Trustworthiness	Results of Data Collection and Analysis including Actual Levels of Achievement	Actions for Program Development, Maintenance or Revision
Clinical Evaluations	Student Records	N422 Coordinator	End of Program	Clinical Evaluations NUR 422 (Critical Indicator 3)	Validity – Based on course objectives Reliability – in use for > 10 years Trustworthiness- data are credible	04-05=3.65 05-06=4.0 06-07=4.0	Exceeds critical indicator, no action indicated.
Graduate Surveys	School of Nursing	Graduates	Assessment Day	Graduate Surveys (Critical Indicator 4)	Validity- Based on program outcomes Reliability – in use for > 10 years	04-05=4.5 05-06=4.44 06-07=4.59	Exceeds critical indicator, no action indicated.
HESI Exit Exam	Deans Office	Faculty	Spring of Senior Year	Critical Indicator: 850 or higher HESI score (coordinates with 75%)	Nationally normed exam	04-05=889 05-06=869 06-07=892	Exceeds critical indicator, no action indicated.

OUTCOME # 2: Communication

Verbal and non-verbal skills are *developed and evaluation throughout the curriculum*. Nursing care plans are utilized in all clinical courses. These demonstrate the student's ability to accurately document observations and nursing care given. Some other examples of student activities which are use to evaluate communications skills are:

- NUR 222 – Computer Tutorial in Test Taking Strategies
- NUR 322 – Development of a community resource paper and an oral presentation. Therapeutic Process Recordings
- NUR 403 – Development of a unit management analysis paper.
- NUR 409 – Development of a paper on review of research on a clinical problem.
- NUR 421 – Presentation at a Health Fair.
- NUR 222, 321, 322, 325, 403, 421, 422 HESI exams (a standardized nursing examination)

Clinical evaluations are done in all clinical nursing courses (NUR 221, 222, 321, 322, 323, 324, 325, 421, and 422) throughout the program. The clinical evaluation tool was designed to measure communication. This information is used throughout the program to evaluate student critical thinking skills.

Program Outcome Assessment Methods and Rationale: Communication, *as a program outcome*, is measured by clinical evaluations in NUR 422 and HESI Exit Exam scores.

End-of-program data are collected in the clinical area by means of observations and documentation as recorded in the NUR 422 clinical evaluation tool. This method reflects communications with clients and others. The following items are used in analyzing this outcome:

- I. Provider of Care
 - B. Nursing diagnosis (Clearly stated)
 - C. Implementation (Communication skills)
 - D. Evaluation (Reporting and charting)
- II. Coordinator of Care
 - B. Collaborate with clients and others (Use effective communication)

The HESI Exit Exam was selected as a standardized test to evaluate communication. It was determined that it measures the concepts in the School of Nursing definition. Validation studies have supported reliability and validity of the HESI exam process.

Additionally, during the 2006-07 academic year, Graduate Surveys were given at the end of the senior year, during Assessment Day Activities. In addition, small group interviews were conducted by faculty members for qualitative data. This change in process has provided a higher response rate and more prompt identification of potential problem areas. A questionnaire was developed which provided information on the graduate's *perceptions* of the development of this skill in the program. The item selected from that survey was "In the MU BSN program I have been prepared to function as a professional nurse to: promote health care through communication and collaboration with clients and other health care providers." The critical indicator is 4 on the 5 point scale.

PROGRAM EVALUATION PLAN

OUTCOME #2: Communications (Undergraduate Program)

Operational Definition: Communication is the utilization of the communication process through a variety of methods.

Expected Level of Achievement/Decision Rule for Action: The expected level of achievement for each component is at or above the critical indicator listed.

PROCESS						IMPLEMENTATION	
Component	Where Documents/ Information found	Person Responsible	Frequency of Assessment	Assessment Methods	Degree of Reliability, Validity, Trustworthiness	Results of Data Collection and Analysis including Actual Levels of Achievement	Actions for Program Development, Maintenance or Revision
Clinical Evaluations	Student Records	N422 Coordinator	End of Program	Clinical Evaluations NUR 422 (Critical Indicator 3)	Validity – Based on course objectives Reliability – in use for > 10 years Trustworthiness- data are credible	04-05=3.99 05-06=4.0 06-07=4.0	Exceeds critical indicator, no action indicated.
Graduate Surveys	School of Nursing	Graduates	Assessment Day	Graduate Surveys (Critical Indicator 4)	Validity- Based on program outcomes Reliability – in use for > 10 years Trustworthiness –data are credible	04-05=4.50 05-06=4.32 06-07=4.35	Exceeds critical indicator, no action indicated.
HESI Exit Exam	Deans Office	Faculty	Spring of Senior Year	Critical Indicator: 850 or higher HESI score (coordinates with 75%)	Nationally normed exam	04-05=953 05-06=869 06-07=892	Exceeds critical indicator, no action indicated.

OUTCOME # 3: Therapeutic Nursing Intervention

Therapeutic nursing interventions (TNI) are defined as theory-based cognitive, psychomotor, and affective skills used in the implementation of nursing care. TNI skills are developed and evaluated throughout the program using course examinations, the clinical evaluation tool and HESI exams in specific nursing courses

Program Outcome Assessment Methods and Rationale:

Therapeutic Nursing Intervention, *as a program outcome*, is measured by clinical evaluations in NUR 422 and HESI Exit Exam Scores

The end-of-program clinical evaluation tool for NUR 422 is well designed to evaluate the student in the role of providing nursing care. The cognitive and psychomotor skills are utilized in the clinical area and the use of the skills is influenced by the student's affective skills. The items designed to measure TNI are:

- I. Provider of Care
 - A. Assessment of Health Status
(Physical responses; Emotional responses)
 - D. Implementation
(Teaching skills; Psychomotor intervention)

The HESI Exit Exam was selected as a standardized test to evaluate Therapeutic Nursing Intervention. It was determined that it measures the concepts of the School of Nursing. Validation studies have supported reliability and validity of the HESI exam process.

During the 2006-07 academic year, Graduate Surveys were given at the end of the senior year, during Assessment Day Activities. In addition, small group interviews were conducted by faculty members for qualitative data. This change in process has provided a higher response rate and more prompt identification of potential problem areas. A questionnaire was developed which provided information on the graduate's perceptions of the development of this skill in the program. The item selected from that survey was "In the MU BSN program I have been prepared to function as a professional nurse to: use the nursing process to provide nursing care to individuals, families, groups, and communities in multiple settings, considering cultural diversity." The critical indicator is 4 on the 5 point scale.

PROGRAM EVALUATION PLAN							
<p>OUTCOME #3: Therapeutic Nursing Interventions (Undergraduate Program)</p> <p>Operational Definition: As defined by the faculty, Therapeutic nursing interventions (TNI) are theory-based cognitive, psychomotor and affective skills used in the implementation of nursing care.</p> <p>Expected Level of Achievement/Decision Rule for Action: The expected level of achievement for each component is at or above the critical indicator listed.</p>							
PROCESS						IMPLEMENTATION	
Component	Where Documents/ Information found	Person Responsible	Frequency of Assessment	Assessment Methods	Degree of Reliability, Validity, Trustworthiness	Results of Data Collection and Analysis including Actual Levels of Achievement	Actions for Program Development, Maintenance or Revision
Clinical Evaluations	Student Records	N422 Coordinator	End of Program	Clinical Evaluations NUR 422 (Critical Indicator 3)	Validity – Based on course objectives Reliability – in use for > 10 years Trustworthiness- data are credible	04-05=3.67 05-06=4.0 06-07 = 4.0	Exceeds critical indicator, no action indicated.
Graduate Surveys	School of Nursing	Graduates	Assessment Day	Graduate Surveys (Critical Indicator 4)	Validity- Based on program outcomes Reliability – in use for > 10 years Trustworthiness –data are credible	04-05=4.5 05-06=4.45 06-07= 4.54	Exceeds critical indicator, no action indicated.
HESI Exit Exam	Deans Office	Faculty	Spring of Senior Year	Critical Indicator: 850 or higher HESI score (coordinates with 75%)	Nationally Normed exam	04-05=879 05-06=878 06-07=892	Exceeds critical indicator, no action indicated.

PROGRAM EVALUATION PLAN

OUTCOME #4: Performance on NCLEX

Operational Definition: As defined by the faculty, performance on NCLEX-RN is the passage rate for first-time test takers

Expected Level of Achievement/Decision Rule for Action: The expected level of achievement for each component is at or above the critical indicator listed.

PROCESS						IMPLEMENTATION	
Component	Where Documents/ Information found	Person Responsible	Frequency of Assessment	Assessment Methods	Degree of Reliability, Validity, Trustworthiness	Results of Data Collection and Analysis including Actual Levels of Achievement	Actions for Program Development, Maintenance or Revision
NCLEX-RN	State Board	Graduates	End of Program	NCLEX-RN (Critical Indicator 90 % of National Average)	Nationally normed exam	06-07 MU: 95.95 National: 88	Exceeds critical indicator, no action indicated

COMPARISON OF MU AND NATIONAL TRENDS (State Board Reports, all 9/30 results)

ACADEMIC YEAR	MU PASS RATE	NATIONAL PASS RATE
99-00	83.0	84.77
00-01	83.3	83.89
01-02	95.1	86.34
02-03	98.11	87.67
03-04	96.55	87.82
04-05	91.07	87.88
05-06	88.73	88.70
06-07	95.95	88

OUTCOME #5: Employment Patterns

Employment patterns document initial employment and career changes. Employment patterns are tracked through graduate and alumni surveys. No critical indicator was identified as this varies with the employment climate.

PROGRAM EVALUATION PLAN							
Criteria: Patterns of Employment (Undergraduate Program)							
Operational Definition: As defined by the faculty, employment patterns document initial employment and career changes.							
Expected Level of Achievement/Decision Rule for Action: The expected level of achievement for each component is at or above the critical indicator listed.							
PROCESS						IMPLEMENTATION	
Component	Where Documents/ Information found	Person Responsible	Frequency of Assessment	Assessment Methods	Degree of Reliability, Validity, Trustworthiness	Results of Data Collection and Analysis including Actual Levels of Achievement	Actions for Program Development, Maintenance or Revision
Surveys	Program Coordinator Office	Graduates	End of Program	Graduate Surveys No Critical Indicator is set due to changing employment patterns.	Validity- Based on program outcomes Reliability – in use for > 10 years Trustworthiness –data are credible	Data has not yet been collated	None Needed
Surveys	Program Coordinator Office	Alumni	6 -9 mo. after graduation	Alumni Survey No Critical Indicator is set due to changing employment patterns.	Validity- Based on program outcomes Reliability – in use for > 10 years Trustworthiness –data are credible	Surveys have not yet been sent to the 2006-2007 graduates	None Needed

OUTCOME #6: Program Satisfaction

Program satisfaction is defined as the degree to which one's educational needs for employment as a professional nurse were met. The target groups are graduating seniors and alumni. It is measured by graduate and alumni surveys, which offer the perspective of the new graduate, and later the alumni, as to how well the program prepared them for employment as professional nurses. The item selected from the graduate survey is "overall quality of my program". The critical indicator is 4 on a 5 point scale. On the alumni survey, one item focuses on the preparation as a professional nurse. The critical indicator is a mean score of 4 on the 5 point scale.

PROGRAM EVALUATION PLAN							
Criteria: Program Satisfaction (Undergraduate Program)							
Operational Definition: As defined by the faculty, program satisfaction is the degree to which one's educational needs for employment as a professional nurse were met.							
Expected Level of Achievement/Decision Rule for Action: The expected level of achievement for each component is at or above the critical indicator listed.							
PROCESS						IMPLEMENTATION	
Component	Where Documents/ Information found	Person Responsible	Frequency of Assessment	Assessment Methods	Degree of Reliability, Validity, Trustworthiness	Results of Data Collection and Analysis including Actual Levels of Achievement	Actions for Program Development, Maintenance or Revision
Surveys	Office of Institutional Research	Graduates	Assessment Day	Graduate Surveys Critical Indicator 4	Validity- Based on program outcomes Reliability – in use for > 10 years Trustworthiness –data are credible	06-07 = 4.15	Exceeds critical indicator, no action indicated
Surveys	Program Specialist's Office	Alumni	6-9 mo. after graduation	Alumni Survey Critical Indicator 4	Validity- Based on program outcomes Reliability – in use for > 10 years	Surveys have not yet been sent to the 2006-2007 graduates	

OUTCOME # 7: Graduation Rates

The graduation rates reflect the number of people entering the program, the number graduating and the attrition rate. The critical indicator is an attrition rate <30%. The rate was recommended by the Department of Education. Since 1993 the School of Nursing has used a computerized individual tracking form to increase the reliability of these dates. This enables administration to track all students, even if they have to decelerate their program of study.

PROGRAM EVALUATION PLAN							
Criteria: Graduation Rates (Undergraduate Program)							
Operational Definition: As defined by the faculty, the graduation rates reflect the number of people entering the program, the number graduating and the attrition rate.							
Expected Level of Achievement/Decision Rule for Action: The expected level of achievement for each component is at or above the critical indicator listed.							
PROCESS						IMPLEMENTATION	
Component	Where Documents/ Information found	Person Responsible	Frequency of Assessment	Assessment Methods	Degree of Reliability, Validity, Trustworthiness	Results of Data Collection and Analysis including Actual Levels of Achievement	Actions for Program Development, Maintenance or Revision
Graduation & Attrition Rates	Records Office	Records Officer	Annually	Graduation & Attrition Rates Critical Indicator >30% attrition rate	Data are credible	82% Graduation Rate	Exceeds critical indicator, no action indicated

RESULTS

Both the NCLEX-RN and HESI offer nationally standardized quantitative data for assessing the knowledge and skills of MU BSN graduates as compared to state and national standards, respectively. The WV Board of Examiners for Registered Professional Nurses set a standard of 80% of the National average for first time passage rate. On the HESI Exit Exam, the recommended distribution of scores for average probability of passing NCLEX is 850-899. The HESI score of 850 is compatible to the BSN grade of 75%. The methods and processes used for measurement are evaluated each spring by the Undergraduate Academic Planning and Standards Committee. This review process has been on-going since 1992.

During the Fall semester, the program outcomes for the previous academic year are collected by the Chairperson. Results are presented in the spring to the Undergraduate Academic Planning and Standards Committee. This committee makes recommendations based on each outcome to the School of Nursing Faculty Organization. The latter group makes decisions on any program changes which might be necessary.

Course coordinators meet with faculty who teach in each course to discuss course outcomes, student evaluations and faculty evaluations. Changes in courses which do not involve changes in the course description or objectives are made at this level. Changes in course descriptions or objectives must be approved first by the Undergraduate Academic Planning and Standards Committee and then the School of Nursing Faculty Organization. From there changes go through the University approval process.

Data is also collected for program outcomes through surveys of the graduating senior students during the Assessment Day activities and from alumni in the 6-9 month survey.

Data is analyzed and interpreted as described in the section on the review process. The Systematic Evaluation Plan identifies who evaluates each area and how often. For outcome data, trends are analyzed year to year to determine the ongoing effectiveness of the program and to identify revisions that may be necessary.

Many comments were made on the 1993 graduate survey regarding the need for a more extensive orientation to the computer laboratory or a computer course. Beginning in the fall 1994, computer skills were evaluated and special tutorial sessions were offered to assist students in writing papers using the computer. Also, hours have been extended in School of Nursing Computer Laboratory in order to increase the accessibility of computers for practice.

At the end of the 99-00 and 00-01 academic years, the NCLEX-RN mean scores for BSN graduates dropped below levels that the faculty desire although they still met the criteria as defined by the West Virginia Board of Registered Professional Nurses. Standardized comprehensive tests (HESI) are now administered in NUR 222, NUR 321, NUR 322, NUR 325, and NUR 422 in order to identify areas for improvement and to facilitate remediation with the students. In response to comments on the graduate and alumni

surveys, the Undergraduate Academic Planning and Standards Committee did a complete review and evaluation of the curriculum in 2001. As part of this curriculum revision, a Capstone Seminar was added as a 3 credit theory course during the Spring of the senior year for the purpose of synthesis of the content of the BSN program. The current senior class of students is enrolled in the revised curriculum plan.

Appendix A, the Systematic Evaluation Plan, also demonstrates who evaluates each area and how often. For outcome data, trends are analyzed year to year to determine the ongoing effectiveness of the program and to identify revisions that may be necessary.

In this report, documentation confirms:

- A. Systematic plan for program evaluation and assessment of outcomes; time lines; appropriate methods and tools; level of achievement for decision rules; collection and analysis of trended aggregate data; and verification that the findings are used for program improvement.
- B. Systematic plan for program evaluation and assessment facilitates attainment of outcomes.
- C. Measurement of outcomes required by the NLNAC
 - Critical thinking skills in reasoning, analysis and decision-making relevant to the discipline of nursing (**all areas exceed critical indicator**).
 - Interpersonal and communication skills (written, verbal, and nonverbal communications), information technologies, and/or media production. (**all areas exceed critical indicator**)
 - Therapeutic nursing interventions including psychomotor and psycho-social therapeutics directed at individuals, family, groups, and community. (all areas exceed critical indicator)
 - Performance on NCLEX examinations for first time writers (**has exceeded critical indicators since 99-00 academic year**)
 - Employment rates of graduates six to nine months after graduation.
- D. Measurement of additional program outcomes as identified by faculty
 - Program Satisfaction with adequacy of the curriculum, environment, learning resources, support services, and policies (**exceeds critical indicator**)
 - Graduation Rates of students who complete the program within a defined period of time (**exceeds critical indicator**)

**Appendix A:
Systematic Evaluation 2005-2006 Academic Year**

**Congruent with the
National League for Nursing Accrediting Commission's
criteria for accreditation**

Systematic Evaluation of the Bachelor of Science in Nursing Program page 1 (2005-2006)					
<i>Components to be Evaluated</i>	<i>Questions (Criteria)</i>	<i>Methods and/or Processes</i>	<i>Timeframe</i>	<i>Participants</i>	<i>Evaluation of Outcomes Examples</i>
I. Mission & Governance – The program has a clear and publicly stated mission and/or philosophy and purposes appropriate to postsecondary or higher education in nursing.					
A. Mission					
	Mission and/or philosophy of the nursing unit are congruent with that of the governing organization or differences are justified by the nursing unit purposes.				
	Review mission of Nursing for consistency with University's mission.	Every 5 years as University mission is reviewed, or as faculty determines mission should change based on changing health care needs.	Undergraduate Academic Planning and standards Committee; Nursing faculty.	The Nursing mission statement was last reviewed for consistency with the University mission statement and approved on 2/01 by SON & by MU 2/04.	
	Faculty, administrators, and students participate, as appropriate, in governance of the parent organization and the nursing unit.				
	Yearly call for Committee members meeting.	Yearly.	Faculty & students.	Faculty & students participate in governance.	
	Nursing unit is administered by a nurse academically and experientially qualified and who has authority and responsibility for development and administration of the nursing program.				
	Credentials & experience required on appointment.	As reappointment is necessary.	Faculty, students & Administrators.	Yearly evaluation & review by faculty & administration.	
	Policies of the nursing unit are consistent with policies of the governing organization. Differences are justified by nursing unit purposes.				
	Faculty & administrative review.	Yearly.	Faculty & administration.	Modification made as needed.	

Systematic Evaluation of the Bachelor of Science in Nursing Program page 2 (2005-2006)					
<i>Components to be Evaluated</i>	<i>Questions (Criteria)</i>	<i>Methods and/or Processes</i>	<i>Timeframe</i>	<i>Participants</i>	<i>Evaluation of Outcomes Examples</i>
B. Organizational Structure					
	Do the bylaws provide for efficient and effective governance?				
		Review of bylaws. CONHP Organizational Chart. CON Organizational Chart.	End of spring semester. Ongoing as indicated.	Undergraduate Academic Planning and Standards Committee, Nursing faculty. Ad hoc by-laws Committee.	The bylaws were reviewed, revised, and approved by an ad hoc committee and the faculty during the 2001-2002 academic year to provide for efficient and effective governance.
C. Administration					
1. <i>Dean</i>					
	Does the Dean adequately fulfill the responsibilities of the position?				
		Evaluation of Dean.	End of spring semester.	Nursing faculty; Associate Dean and Chair; VP for Health Sciences Provost.	The Dean adequately fulfills the responsibilities of the position as evidenced by participation in university governance and committees, and interaction with health care statewide. The Dean teaches graduate & undergraduate courses.
2. <i>Associate Dean</i>					
	Does the Associate Dean adequately fulfill the responsibilities of the position?				
		Evaluation of Associate Dean.	End of spring semester.	Nursing faculty; Chair; Dean.	The Associate Dean adequately fulfills the responsibilities of the position as evidenced by program administration.

Systematic Evaluation of the Bachelor of Science in Nursing Program page 3 (2005-2006)					
<i>Components to be Evaluated</i>	<i>Questions (Criteria)</i>	<i>Methods and/or Processes</i>	<i>Timeframe</i>	<i>Participants</i>	<i>Evaluation of Outcomes Examples</i>
3. Chair of Department					
	Does the chair adequately fulfill the responsibilities of the position?				
		Evaluation of chair.	End of spring.	Chair, Nursing faculty, and Dean.	The Chair adequately fulfills the responsibilities of the Chair as evidenced by the program administrator.
D. Policies and Procedures					
	Are policies and procedures current, adequate for smooth functioning of unit in Nursing?				
		Policies and/or procedures are reviewed and/or recommended by appropriate person or committees.	Ongoing. End of spring semester.	Faculty; Dean; Associate Dean; chair; Nursing Committees.	Policies and procedures of the nursing unit are consistent with those of the university, are current and adequate for smooth functioning. Differences between MU and Nursing policies are justified by the nursing unit goals.
II. Faculty – The program has qualified and credentialed faculty appropriate to accomplish its purposes and strengthen its educational effectiveness.					
A. Recruitment/Selection					
	Are faculty recruited and selected who meet the needs of the undergraduate nursing program?				
		Identification of need active recruitment; review applications; screen applicants; make recommendations to Dean.	Ongoing.	Faculty Search Committee; Associate Dean; chair; Dean.	Faculty meets the needs of the under-graduate nursing program. Seventy-five percent hold doctorates. All clinical nursing faculty are qualified.

Systematic Evaluation of the Bachelor of Science in Nursing Program page 4 (2005-2006)					
<i>Components to be Evaluated</i>	<i>Questions (Criteria)</i>	<i>Methods and/or Processes</i>	<i>Timeframe</i>	<i>Participants</i>	<i>Evaluation of Outcomes Examples</i>
B. Reappointment, Promotions/Tenure					
	Are faculty meeting expectation of teaching assignment?				
	Student evaluation of classroom teaching, and/or clinical instruction.	<u>End of each semester.</u>	Students.	Faculty are evaluated annually by Chair and Dean. Students are satisfied with classroom and clinical teaching.	
	Are salaries adequate to recruit and maintain qualified faculty?				
	Comparison made with SREB, AACN.	<u>Annually in spring.</u>	Dean; Associate Dean; chair.	University system has the goal of faculty salaries at 90% of peer institutions.	
	Are salaries at market value?				
		Reviewed in fall for merit increases for next academic year.	Dean; Associate Dean; chair.	MU making effort to increase salaries to market value using comparable institutions.	
	Are faculty members meeting Nursing, undergraduate nursing program, and University expectations according to their rank?				
	All faculty are evaluated yearly using designated Nursing and University policies and procedures. Faculty set goals for teaching research/publication and service. These are discussed with Dean.	Annually in fall. Annually.	Dean with input from Associate Dean; chair; peers; students. Faculty; Dean.	All faculty are meeting expectations according to their rank.	

Systematic Evaluation of the Bachelor of Science in Nursing Program page 5 (2005-2006)					
<i>Components to be Evaluated</i>	<i>Questions (Criteria)</i>	<i>Methods and/or Processes</i>	<i>Timeframe</i>	<i>Participants</i>	<i>Evaluation of Outcomes Examples</i>
C. Undergraduate Faculty Membership					
	Do faculty have undergraduate faculty membership?				
	All faculty are members of the undergraduate faculty organization.	Ongoing.	Faculty.	All faculty meeting expectations according to rank.	
D. Preceptors					
	Are clinical preceptors adequately prepared to teach undergraduate nursing students?				
	Clinical preceptors vitae; evaluation by faculty; Associate Dean; and students.	Each semester.	Clinical preceptors; students; faculty; Chair; Faculty Affairs Committee; Dean.	All clinical preceptors are qualified to teach according to nursing and university guidelines.	
III. Students – The program assures teaching and learning environments conducive to student academic achievement and life long learning.					
A. Policies regarding:					
1. <i>Admission</i>					
	Student policies of the nursing unit are congruent with those of the governing organization publicly accessible, nondiscriminatory, and consistently applied; differences are justified by the nursing unit.				
	Analysis of admission progression, and graduation data. Review of policies and procedures.	End of spring semester or as need arises.	Undergraduate Academic planning and Standards committee; Associate Dean; Nursing faculty; Dean; and consultant.	Current policies are appropriate and recommended are made if the need arises.	
2. <i>Transfer</i>					
	Students have access to support services that include, but are not limited to: health, counseling, academic advisement and assistance, career placement, and financial aid; the services administered by qualified individuals.				

Systematic Evaluation of the Bachelor of Science in Nursing Program page 6 (2005-2006)					
<i>Components to be Evaluated</i>	<i>Questions (Criteria)</i>	<i>Methods and/or Processes</i>	<i>Timeframe</i>	<i>Participants</i>	<i>Evaluation of Outcomes Examples</i>
3. Dismissal					
	Policies are in place for dismissal.				
4. Readmission					
	Policies are in place regarding readmission to programs				
		Admission, Progression and Graduation Committee.	Ongoing.	Admission, Progression and Graduate Committee. Faculty/Chair.	Policies are in place.
5. Progression					
	Policies are in place regarding progression in program.				
		Admission, Progression and Graduation Committee.	Ongoing.	Faculty/Chair.	Policies are in place.
6. Student Concerns					
	Are students concerned about specific aspects of program?				
		Meetings with students, faculty, Associate Dean, or Dean, committees. SNA, Student Affairs Committee.	Each semester, or as needed.	Students; SNA; Student Affairs; other committees; Chair Associate Dean; Dean; consultant.	Students concerns are addressed through open communication with students through meetings, correspondence or announcements.

Systematic Evaluation of the Bachelor of Science in Nursing Program page 7 (2005-2006)					
<i>Components to be Evaluated</i>	<i>Questions (Criteria)</i>	<i>Methods and/or Processes</i>	<i>Timeframe</i>	<i>Participants</i>	<i>Evaluation of Outcomes Examples</i>
B. Demographics					
	Are characteristics of students maintained?				
		University reports; NLNAC reports; AACN reports; ADDNE reports; WVBPN.	Ongoing, when reports are due generally in Fall.	Dean; Associate Dean/Chairperson.	Characteristics of students are maintained. Reports are kept in the Dean's & Chair's offices.
C. Performance					
	Are students meeting the objectives of the course?				
		Student performance is evaluated by faculty designed theory and performance evaluation tools. Items evaluated include exams, case studies, clinical performance, etc. Critical thinking, communication, therapeutic nursing interventions. Performance on NCLEX.	Ongoing. Each semester. Grade received at end of each course. On going at the end of program (N422). End of program.	Faculty; preceptors; Associate Dean/Chairperson. Faculty; preceptors; Associate Dean/Chairperson. Students/Graduates.	Students are meeting the objectives of the courses as evidenced by passing the course. Students are meeting expected outcome levels. Pass rates (9/30): 2001-2002 – 95.1 2002-2003 – 98.11 2003-2004—87.82 2004-2005—89.19

Systematic Evaluation of the Bachelor of Science in Nursing Program page 8 (2005-2006)					
<i>Components to be Evaluated</i>	<i>Questions (Criteria)</i>	<i>Methods and/or Processes</i>	<i>Timeframe</i>	<i>Participants</i>	<i>Evaluation of Outcomes Examples</i>
D. Graduates					
	Are graduates/employers satisfied with preparation received in BSN program?				
		Discussion with graduates upon completion of program. Analysis of Graduate Survey.	Immediately after graduation for graduates. Surveys to be done at 6 months for alumni.	Associate Dean/Chair and/or Dean; graduates. Faculty; Associate Dean/Chair; Dean; graduates.	Graduates are satisfied with preparation received in BSN as reported in surveys. Survey forms have been redesigned as the need arises based upon standards of practice and state universities.
IV. Curriculum and Instruction – The program accomplishes its educational and related purposes.					
	Curriculum developed by faculty has an organizing framework from which course objectives/competencies and learning activities flow in a logical progression over the length of the program.				
		Ongoing.	Every 2-3 years.	Faculty, UAPSC.	Progression in program. Last total review 2002-03. New curriculum plan approved and initiated with Fall 2005 sophomore class.
	Length of program is designed so that students can achieve program objectives and acquire knowledge, skills, values, and competencies necessary for the provision of health services.				
		Ongoing.	Every 2-3 years.	Faculty, UAPSC.	Most students graduate 4-5 years.
	Practice learning environments are selected and monitored by faculty provide opportunities for a variety of learning options appropriate for contemporary nursing.				
		Ongoing.	Evaluation tool each semester.	Students, Faculty, UAPSC.	Sites are changed based upon needed experiences for students.

Systematic Evaluation of the Bachelor of Science in Nursing Program page 9 (2005-2006)					
<i>Components to be Evaluated</i>	<i>Questions (Criteria)</i>	<i>Methods and/or Processes</i>	<i>Timeframe</i>	<i>Participants</i>	<i>Evaluation of Outcomes Examples</i>
A. Curriculum					
	Is the curriculum consistent with the mission of the program?				
		Review of Nursing mission and Undergraduate Program Objectives.	End of spring semester.	Undergraduate faculty; Undergraduate Academic Planning and Standards Committee: (UASPC)	Curriculum is consistent with the mission of the program. Last total review 2002-03.
	Do the learning experiences foster attainment of course objectives?				
		Course evaluations. Analysis and discussion of course and clinical evaluations, examinations, and assignments.	At end of each semester.	Students and faculty, UASPC.	Faculty have determined that learning experiences foster attainment of course objectives. Last review 2002-03.
	Did the curriculum prepare undergraduates for successful employment?				
		Surveys - graduates, alumni.	At completion of program & 6 months after graduation.	Graduates & alumni.	Results of surveys indicate undergraduates were prepared for employment. NCLEX passage rate.
	Does the curriculum show evidence of quality?				
		NLNAC Self-Study; NLNAC site visitor, Faculty review.	Five years.	Dean; Associate Dean; Chair; faculty; program evaluators, UASPC.	The BSN program received continuing NLNAC accreditation Spring 2003.
	What evidence is there that graduates are prepared for advanced study in nursing?				
			Five years	53 BSN graduates.	30% of MSN graduates are from the MU undergraduate program.

Systematic Evaluation of the Bachelor of Science in Nursing Program page 10 (2005-2006)					
<i>Components to be Evaluated</i>	<i>Questions (Criteria)</i>	<i>Methods and/or Processes</i>	<i>Timeframe</i>	<i>Participants</i>	<i>Evaluation of Outcomes Examples</i>
V. Resources – The program accomplishes its educational and related purposes.					
	Fiscal resources are available to support the nursing unit purposes commensurate with resources of the governing organization.				
	Student fees support budget.	Each semester.	Associate Dean/Chairperson; Dean.	Are adequate.	
	Physical facilities are appropriate to support the purposes of the nursing unit.				
	Allocated by University.	Ongoing.	Faculty and Administration.	Are adequate.	
	Learning resources are comprehensive, current, developed with nursing faculty input, and accessible to faculty and students.				
	Faculty & students recommend.	Ongoing.	Faculty & students, administrators.	Ongoing update, are adequate.	
A. Classrooms					
	Are classrooms adequate for learning activity?				
	Request from chair and Associate Dean for specific rooms to meet learning activity.	End of each semester.	Faculty; Associate Dean, Chair.	Campuses have classrooms that are adequate for learning activities and are equipped to facilitate a variety of teaching strategies and are technologically enhanced.	
	Are classrooms equipped to facilitate a variety of teaching learning strategies ex., seminar, and small group?				
	Reviewed by faculty and Chair.	End of spring semester.	Faculty; Chair	2 rooms have movable furniture to enhance a variety of teaching strategies.	

Systematic Evaluation of the Bachelor of Science in Nursing Program page 11 (2005-2006)					
<i>Components to be Evaluated</i>	<i>Questions (Criteria)</i>	<i>Methods and/or Processes</i>	<i>Timeframe</i>	<i>Participants</i>	<i>Evaluation of Outcomes Examples</i>
B. Offices					
	Is office space adequate for faculty?				
		All office space is assigned through Dean's office.	Ongoing.	Faculty; Associate Dean; Dean.	Campuses have office space that is adequate for faculty in terms of space, equipment and computer services.
	Is office equipment sufficient?				
		Reviewed by staff.	Ongoing.	Office staff.	Updated yearly or more frequently.
	Are computer services adequate?				
		Reviewed by Dean, faculty, staff.	Ongoing.	Staff; Faculty; Chair Dean, Director Learning Resources.	University updates with new software ongoing.
C. Secretarial Services					
	Are secretarial services adequate to support the nursing program?				
		A staff performance appraisal form is completed by the Associate Dean and is submitted to Dean. Faculty may provide input.	End of spring semester.	Associate Dean; Dean, Chair.	Secretarial services are adequate to support the undergraduate program.

Systematic Evaluation of the Bachelor of Science in Nursing Program page 12 (2005-2006)					
<i>Components to be Evaluated</i>	<i>Questions (Criteria)</i>	<i>Methods and/or Processes</i>	<i>Timeframe</i>	<i>Participants</i>	<i>Evaluation of Outcomes Examples</i>
D. Clinical Facilities					
	Are clinical facilities adequate to meet course objectives?				
		Agreements are established with agencies. At the end of each course, clinical sites are evaluated by students, faculty coordinator. Agencies are asked for input regarding placement of students in clinical agency.	End of each semester and as needed.	Students; faculty; course coordinator; Associate Dean; Dean.	Clinical facilities are adequate to meet course objectives for the undergraduate program. Comments are obtained and encouraged from students and faculty regarding their perception and experience with the clinical facilities. Changes are made as needed.
E. Library and Learning Resources					
	Are the library holdings adequate to meet the needs of the undergraduate nursing students?				
		Requests from faculty for purchase of books and periodicals. Evaluation of number and type of books and periodicals requested by faculty.	End of each semester. Ongoing.	Library and Learning Resources Committee with input from faculty and Associate Dean. Library and Learning Resources Committee.	The on campus Library needs is adequate to meet the needs of the undergraduate students. A concerted effort has been made to update all books used by undergraduate students on an annual basis. Full text CINHAL available.

Systematic Evaluation of the Bachelor of Science in Nursing Program page 13 (2005-2006)					
<i>Components to be Evaluated</i>	<i>Questions (Criteria)</i>	<i>Methods and/or Processes</i>	<i>Timeframe</i>	<i>Participants</i>	<i>Evaluation of Outcomes Examples</i>
	Is the Learning Resources Center adequate to meet the needs of undergraduate nursing students?				
		Discussion held with Director of Learning Resources Center, Dean.	Ongoing.	Director of Learning Resources Center with input from Chair, Associate Dean, Dean, faculty, and students.	Updated resources quarterly and as needed.
	a. Space				
		Discussion held with Director of Learning Resources Center, Dean.	Ongoing.	Director of Learning Resources Center with input from Chair, Associate Dean, Dean, faculty, and students.	Updated resources quarterly and as needed.
	b. Supplies, equipment				
		Requests for supplies and equipment by faculty and students each semester via course coordinator, Associate Dean, and Dean.	End of each semester.	Library and Learning Resources Committee with input from Undergraduate Academic Planning and standards Committee, faculty, course coordinator, Associate Dean, chair and Dean.	Supplies and equipment meet needs.
	c. Media				
		Requests for needed media via Associate Dean, Dean.	Ongoing.	Library and Learning Resources Committee with faculty, students, Associate Dean, chair and Dean's input.	Media updated regularly.
	d. Computer Laboratory				
		Requests for needed software.	Ongoing.	Library and Learning Resource Committee with input from faculty, Associate Dean/Chair, Dean.	<u>Updated as indicated.</u>

Systematic Evaluation of the Bachelor of Science in Nursing Program page 14(2005-2006)					
<i>Components to be Evaluated</i>	<i>Questions (Criteria)</i>	<i>Methods and/or Processes</i>	<i>Timeframe</i>	<i>Participants</i>	<i>Evaluation of Outcomes Examples</i>
	e. <u>Electronic classrooms</u>				
		Need identified.	Spring-Summer 2002.	Faculty, students, Associate Dean/Chair, Dean.	3 new electronic Classrooms available.
VI. Educational Effectiveness – The program has an identified plan for systematic program evaluation and assessment of educational outcomes.					
	Systematic evaluation of all aspects of the program requires:				
	a. a written plan				
		Written plan received.	Yearly end spring semester.	Students, faculty, Associate Dean/Chair, Dean.	Plan in place.
	b. assessment of each criterion and outcomes, and required and elective outcomes (two)				
		Assessment of student achievement.	Yearly.	Faculty, Associate Dean/Chair, Dean.	Reviewed and accepted by faculty.
	c. operational definitions of criterion and outcomes				
		Definitions developed.	Reviewed by faculty 3-25-02.	Faculty, Associate Dean/Chair, Dean.	Definitions used in review.
	d. expected level of achievement (decision rule for action)				
		Identified where appropriate.	Ongoing.	Faculty, Associate Dean/Chair, Dean.	Expected levels identified/met.
	e. time frames for assessment of all plan components				
		Time frame identified.	Yearly in Spring and ongoing	Faculty, Associate Dean/Chair, Dean	Time frames identified
	f. person(s) responsible for evaluation of each component of the plan				
		Review of components	Yearly in Spring.	Faculty, Associate Dean/Chair, Dean.	Persons to evaluate identified.
	g. methods and/or instruments to assess each criterion and outcome				
		Appropriate methods identified.	Reviewed yearly in Spring and ongoing.	Faculty, Associate Dean/Chair, Dean.	Methods/instruments identified.
	h. reliability, validity, and trustworthiness of methods and/or instruments used				
		Review by Faculty and administration.	Yearly in Spring and ongoing.	Faculty, Associate Dean/Chair, Dean.	Reliability, validity and trustworthiness and have been established.

Systematic Evaluation of the Bachelor of Science in Nursing Program page 15 (2005-2006)					
<i>Components to be Evaluated</i>	<i>Questions (Criteria)</i>	<i>Methods and/or Processes</i>	<i>Timeframe</i>	<i>Participants</i>	<i>Evaluation of Outcomes Examples</i>
	i. data collected, analyzed, aggregated, and trended				
		Data is evaluated.	Yearly summer.	Administrative staff.	Data evaluated and trended.
	j. use of findings in decision making for program improvement				
		Findings reviewed.	Yearly in fall.	Faculty, students, Associate Dean/Chair, Dean.	Programmatic changes made as needed.
A. HEPC Program Review					
	Is the program meeting HEPC guidelines?				
		Review program in light of HEPC guidelines.	Every 5 years.	Associate Dean, chair, undergraduate Academic Planning and Standards Committee, Nursing Faculty.	Last approval 2001. We are meeting guidelines. HEPC next approval time 2006.
B. MU Annual Report of BSN Assessment Plan					
	Is the BSN program meeting the goals as outlines in BSN Assessment Plan?				
		Review program in light of BSN Assessment Plan.	Every year. Due October 1. Five year review 2004-05	Dean, Associate Dean, Chair, Undergraduate Academic Planning and Standards Committee.	Program is meeting outcomes.
C. BSN Systematic Evaluation Plan					
	Is the BSN Systematic Evaluation Plan adequate foe eliciting appropriate information?				
		Review Evaluation Plan in light of NLNAC Standard VI.	Every year end of spring semester.	Undergraduate Academic Planning and Standards Committee, BSN Faculty and Nursing Faculty Organization.	More than adequate. Provides appropriate feedback for taking action.

Systematic Evaluation of the Bachelor of Science in Nursing Program page 16 (2005-2006)					
<i>Components to be Evaluated</i>	<i>Questions (Criteria)</i>	<i>Methods and/or Processes</i>	<i>Timeframe</i>	<i>Participants</i>	<i>Evaluation of Outcomes Examples</i>
D. Health Sciences Report Card					
	Is the program meeting expectations of Health Sciences Report Card?				
	Review program in light of Health Sciences Report Card requirements.	Every year – MSN June.	Chair, Associate Dean, Dean.	Report done yearly.	
E. Higher Education Report Card					
	Is the program meeting expectations of Higher Education Report Card?				
	Review program in light of Higher Education Report Card requirements.	Every year – BSN June.	Chair, Associate Dean, Dean.	Report done yearly.	
F. Required Outcomes					
<i>1. Critical Thinking</i>					
	Is definition adequate for program outcome?				
	Review definition.	End of spring semester.	Undergraduate Academic Planning and Standards Committee, BSN Faculty and Faculty Organization.	Reviewed and retained: Adequate: Last reviewed 2002-2003 academic year.	
	Are the criteria current?				
	Review criteria.	End of spring semester.	Undergraduate Academic Planning and Standards Committee, BSN Faculty and Faculty Organization.	Reviewed criteria and retained. Last reviewed 2002.	
	Are the methods of measurement (indicators) appropriate, adequate?				
	Review methods.	End of spring semester.	Students, BSN Faculty, UAPSC Administration.	All methods of measurement were reviewed.	

Systematic Evaluation of the Bachelor of Science in Nursing Program page 17 (2005-2006)					
<i>Components to be Evaluated</i>	<i>Questions (Criteria)</i>	<i>Methods and/or Processes</i>	<i>Timeframe</i>	<i>Participants</i>	<i>Evaluation of Outcomes Examples</i>
<i>2. Communication Skills</i>					
	Is definition adequate for program outcome?				
		Review definition.	End of spring semester.	Undergraduate Academic Planning and Standards Committee.	Reviewed and retained.
	Is the criterion current?				
		Review objectives.	End of spring semester.	Undergraduate Academic Planning and Standards Committee and Nursing Faculty.	Reviewed and retained.
	Are the methods of measurement (indicators) appropriate, adequate?				
		Review methods.	End of spring semester.	Undergraduate Academic Planning and Standards Committee.	All methods were reviewed and all adequate.
<i>3. Therapeutic Nursing Interventions</i>					
	Is definition adequate for program outcome?				
		Review definition.	End of spring semester.	Undergraduate Academic Planning and Standards Committee and BSN Faculty.	Reviewed and retained.
	Are the criteria current?				
		Review objectives.	End of spring semester.	Undergraduate Academic Planning and Standards Committee and BSN Faculty.	Reviewed and retained.

Systematic Evaluation of the Bachelor of Science in Nursing Program page 18 (2005-2006)					
<i>Components to be Evaluated</i>	<i>Questions (Criteria)</i>	<i>Methods and/or Processes</i>	<i>Timeframe</i>	<i>Participants</i>	<i>Evaluation of Outcomes Examples</i>
	Are the methods of measurement (indicators) appropriate, adequate?				
		Review methods.	End of spring semester.	Undergraduate Academic Planning and Standards Committee and BSN Faculty.	Reviewed: are appropriate and adequate.
4. Attainment of Credentials					
NCLEX Performance					
	Is the definition adequate for the program outcome?				
		Review definition.	End of spring semester.	Undergraduate Academic Planning and Standards Committee.	Reviewed and retained; Adequate.
	Is the criterion appropriate?				
		Review objectives.	End of spring semester.	Undergraduate Academic Planning and Standards Committee.	Reviewed and retained.
	Are the methods of measurement (indicators) appropriate, adequate?				
		Review methods.	End of spring semester.	Undergraduate Academic Planning and Standards Committee, BSN Faculty and Faculty Organization.	Reviewed and retained.

Systematic Evaluation of the Bachelor of Science in Nursing Program page 19 (2005-2006)					
<i>Components to be Evaluated</i>	<i>Questions (Criteria)</i>	<i>Methods and/or Processes</i>	<i>Timeframe</i>	<i>Participants</i>	<i>Evaluation of Outcomes Examples</i>
5. Employment, Rates and Patterns					
	Is the definition adequate for program outcome?				
		Review definition.	End of spring semester.	Undergraduate Academic Planning and Standards Committee, BSN Faculty and Faculty Organization.	Reviewed and retained.
	Are the methods of measurement (indicators) appropriate/adequate?				
		Review methods.	End of spring semester.	Undergraduate Academic Planning and Standards Committee, BSN Faculty, Faculty Organization.	Reviewed and retained.
G. Selected Outcomes					
1. Program Satisfaction					
	Is the definition adequate for program outcome?				
		Review definition.	End of spring semester.	Undergraduate Academic Planning and Standards Committee, BSN Faculty and Faculty Organization.	Reviewed and retained; Adequate.
	Are the criterion appropriate?				
		Review objectives.	End of spring semester.	Undergraduate Academic Planning and Standards Committee, BSN Faculty and Faculty Organization.	Reviewed and retained.

Systematic Evaluation of the Bachelor of Science in Nursing Program page 20 (2005-2006)					
<i>Components to be Evaluated</i>	<i>Questions (Criteria)</i>	<i>Methods and/or Processes</i>	<i>Timeframe</i>	<i>Participants</i>	<i>Evaluation of Outcomes Examples</i>
2. Graduation Rates					
	Is definition adequate for program outcome?				
		Review definition.	End of spring semester.	Undergraduate Academic Planning and Standards Committee, BSN Faculty and Faculty Organization.	Reviewed and retained Adequate.
	Are the methods of measurement (indicators) appropriate, adequate?				
		Review methods.	End of spring semester.	Undergraduate Academic Planning and Standards Committee, BSN Faculty and Faculty Organization.	Reviewed and retained Adequate.
VII. Integrity – The program demonstrates integrity in its practices and relationships.					
	Information about the program, intended to inform the general public, prospective student current students, employees and other interested parties, is current, accurate, clear, and consistent.				
		Documents and website reviewed.	Yearly in summer and ongoing.	Faculty, students, staff administration.	Reviewed 2005-2006, revisions ongoing
	Complaints about the program are addressed and records are maintained and available for review				
		Complaints referred to Dean.	As they occur.	Dean and appropriate individuals.	Resolution of issues.
	Compliance with Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained				
		Done by financial aid office.	Ongoing.	Financial aid office.	Monitored ongoing.