

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

**PROGRAM DESCRIPTION AND GOALS**

The College of Health Professions currently offers the Master of Science in Nursing (MSN) degree with the areas of emphasis in: Family Nurse Practitioner (FNP), Nursing Administration (NA), and Nursing Education (NE). The college also offers Post Masters Certificates in Family Nurse Practitioner, Nursing Administration, and Nursing Education.

The purpose of the MSN program is to prepare graduates for advanced practice nursing in a variety of practice settings, particularly in rural and/or underserved communities. The program also prepares nurses for leadership roles in the administration of clinical services in a variety of community based or acute care provider agencies and for academic nursing education roles.

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

- Maintain program accreditation.
- Continue student rotations to rural and underserved areas
- Continue community based experiences.
- Provide opportunities for faculty development.
- 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.

**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 Graduate 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 5 required and 2 elective program 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.
- Performance on certifying examinations of advanced practice graduates.
- 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

Evaluation is valued as essential for the development, maintenance, and revision of the program. A formal Systematic Evaluation Plan for the Master of Science in Nursing Program is in place. The evaluation includes the National League for Nursing Accrediting Commission's (NLNAC) required and selected program outcomes. Multiple evaluation methods are utilized in order to increase the validity of the data. Data are analyzed, interpreted, and evaluated by the Graduate 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 defined by the faculty as skillful responsible thinking that uses systematic analysis and research to make meaningful judgments and decisions. Critical Thinking *is developed and evaluated throughout the curriculum*. Tests in all theory courses evaluate varying levels of analysis and reasoning. Additionally, clinical evaluations are done in all clinical nursing courses the program. The clinical evaluation tool was designed to measure the critical thinking skills used in making judgments and decisions in clinical practice.

Program Outcome Assessment Methods and Rationale:

Critical thinking, *as a program outcome*, is measured by the Evidence-Based Project, Clinical Evaluation of capstone courses in the specific areas of emphasis, and the Graduate Program Evaluation Questionnaires.

Completion of the Evidence-Based Project requires students to utilize critical thinking to define a problem, analyze existing research, to explain feasible causes of the problem, determine a theoretical framework to study the problem, propose measures to correct the problem, and make recommendations for future study. The score 85% is the critical indicator for achievement of this outcome.

End-of-program data are collected in the clinical area by means of observations and documentation as recorded in the NUR 695 (FNP), NUR 648 (NA) or NUR 619 clinical evaluation tools. These courses were selected for this and other program outcomes as these courses are the capstone courses in the students' area of emphasis. The clinical evaluation tool was designed to measure the critical thinking skills used in making judgments and decisions in advanced clinical practice, in administration of clinical services or in teaching in nursing academic settings. These areas are rated on a 0 to 4 scale with 4 being the highest. The critical indicator for achievement of this outcome is 3.

The Graduate Program Evaluation Questionnaires are assessment methods which provide information on the *perceptions* of graduates concerning the development of critical thinking skills as indicated by the following objective: "Expand knowledge of nursing theories used by nurses as a basis for advanced practice nursing in my chosen field". These are ranked 1 (strongly disagree) to 4 (strongly agree). A mean of 3 (agree) is the critical indicator.



**PROGRAM EVALUATION PLAN**

**Outcome#1: Critical Thinking (Graduate Program) 2006-2007**

**Operational Definition:** As defined by the faculty, a multidimensional, self-directed, cognitive process that uses knowledge as context is criteria based, creative and purposeful in making 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
Evidence-Based Project	Coordinator's offices	Faculty	End of Program	Critical Indicator 85%	Validity – Based on course objectives Reliability – in use for > 10 years Trustworthiness- data are credible	Average: 100%	Exceeds critical indicator, no action indicated.
Clinical Evaluations	Student Records	Faculty	End of Course	Critical Outcome 3	Validity – Based on course objectives Reliability – in use for > 10 years Trustworthiness- data are credible	4	Exceeds critical indicator, no action indicated.
Graduate Surveys	Program Specialist's Office	Graduates	End of Program	Critical Indicator 4	Validity- Based on program outcomes Reliability – in use for > 10 years Trustworthiness – data are credible	Surveys have not yet been done for this year	Exceeds critical indicator, no action indicated.

## **OUTCOME # 2: Communication**

The faculty defines communication as the utilization of the communication process through a variety of methods. Verbal and non-verbal skills are *developed and evaluation throughout the curriculum*. One method of evaluation is through use of clinical evaluations done in all clinical nursing courses 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 as recorded in the NUR 695, NUR 648, or NUR 619 clinical evaluation tool, Evidence-Based Project and Graduate Program Evaluation Questionnaires.

NUR 695, NUR 648 or NUR 619 are the capstone courses in the students' area of emphasis. Selected areas of this evaluation tool reflect students' oral and written communications with clients and others. The critical indicator on the 0 to 4 scale is 3.

The Evidence-Based Project Paper reflects the students' written communication skills at end of program. The critical indicator is an average score of 85%.

A reflection of the students' verbal communication skills at the end of the program is captured in a successful Evidence-Based Project Presentation. The critical indicator is an average score of at least 85%.

The Graduate Program Evaluation Questionnaires are assessment methods which provide information on the perceptions of graduates concerning the development of Communication skills as indicated by the following objective: "Actively engage in collaborative relationships with others for the purpose of improving health care". These are ranked 1 (strongly disagree) to 4 (strongly agree). A mean of 3 (agree) is the critical indicator.

**PROGRAM EVALUATION PLAN**

**Outcome #2: Communication (Graduate Program) 2006-2007**

**Operational Definition:** As defined by the faculty, 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	Faculty	End of Course	Critical Outcome 3	Validity – Based on course objectives Reliability – in use for > 10 years Trustworthiness- data are credible	4	Exceeds critical indicator, no action indicated.
Evidence-Based Project Paper	Coordinator's offices	Faculty	End of Program	Critical Indicator 85%	Validity – Based on course objectives Reliability – in use for > 10 years Trustworthiness- data are credible	Average 100%	Exceeds critical indicator, no action indicated.
Evidence-Based Project Presentation	Coordinator's offices	Faculty	End of Program	Critical Indicator 85%	Validity – Based on course objectives Reliability – in use for > 10 years Trustworthiness- data are credible	Average 100%	Exceeds critical indicator, no action indicated.
Graduate Surveys	Program Specialist's Office	Graduates	End of Program	Critical Indicator 4	Validity- Based on program outcomes Reliability – in use for > 10 years Trustworthiness –data are credible	Surveys have not yet been sent out for this year	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 *evaluated throughout the program* using course examinations and the clinical evaluation tool.

#### Program Outcome Assessment Methods and Rationale:

TNI skills, *as a program outcome*, are measured by clinical evaluations (in NUR 695, NUR 648, or NUR 619), Graduate Program Evaluation Questionnaires, ANCC Family Nurse Practitioners Certification Examination, and ANCC Nursing Administration, or Nursing Education Certification Examination.

The clinical evaluation tool in NUR 695, NUR 648 and NUR 619 measure TNI skills at the end of program. This tool is designed to evaluate the students in their application of cognitive, psychomotor, and affective skills in advanced nursing practice or in the administration of clinical services or in teaching in academic settings. The critical indicator is a 3 on 1-4 scale.

The ANCC Family Nurse Practitioner, Certification Examination is widely accepted to determine clinical competence in this specialized area of Advanced Practice Nursing. This is self reported by the graduate and has a critical indicator of 80% passage rate as this is usually the national average.

The Graduate Program Evaluation Questionnaires are assessment methods which provide information on the *perceptions* of graduates concerning the development of Communication skills as indicated by the following objective: “Apply knowledge from the sciences and humanities to support advanced practice nursing and role development for my chosen field”. These are ranked 1 (strongly disagree) to 4 (strongly agree). A mean of 3 (agree) is the critical indicator.

<b>PROGRAM EVALUATION PLAN</b>							
<b>Outcome #4: Therapeutic Nursing Interventions (Graduate Program) 2006-2007</b>							
<b>Operational Definition:</b> As defined by the faculty, theory-based cognitive, psychomotor and affective skills used in the implementation of nursing care.							
<b>Expected Level of Achievement/Decision Rule for Action:</b> The expected level of achievement for each component is at or above the critical indicator listed.							
<b>PROCESS</b>						<b>IMPLEMENTATION</b>	
<b>Component</b>	<b>Where Documents/ Information found</b>	<b>Person Responsible</b>	<b>Frequency of Assessment</b>	<b>Assessment Methods</b>	<b>Degree of Reliability, Validity, Trustworthiness</b>	<b>Results of Data Collection and Analysis including Actual Levels of Achievement</b>	<b>Actions for Program Development, Maintenance or Revision</b>
Clinical Evaluations		Faculty	End of Course	Critical Indicator 3	Validity – Based on course objectives Reliability – in use for > 10 years Trustworthiness- data are credible	4	Exceeds critical indicator, no action indicated
Graduate Surveys	Program Specialist's Office	Graduates	End of Course	Critical Indicator 4	Validity – Based on course objectives Reliability – in use for > 10 years Trustworthiness- data are credible	Surveys have not yet been sent out for this year	Exceeds critical indicator, no action indicated
ANCC Certification Examination	Chair's Office	Chair	After Graduation	Critical Indicator: National Average	Nationally Normed exam	Data not provided by ANCC	Coordinator of FNP program will review curriculum

**OUTCOME #5: Performance on Certifying Exams**

The attainment of certification indicates that a high proficiency in an area of specialization has been achieved.

The ANCC Family Nurse Practitioner/School Nurse Practitioner Certification Examination is widely accepted to determine clinical competence in this specialized area of Advanced Practice Nursing. This is reported to the School by the ANCC headquarters. The critical indicator is at or above the national average pass rate.

Certification Examinations for Advanced Practice in Nursing Administration or Nursing Education are also widely accepted to determine competency in these areas. This is self reported by the graduates and the critical indicator is at or above the national average pass rate.

<b>PROGRAM EVALUATION PLAN</b>							
<b>Outcome #5: Performance on Certifying Exams</b>							
<b>Operational Definition:</b> As defined by the faculty, a high proficiency in an area of specialization has been achieved.							
<b>Expected Level of Achievement/Decision Rule for Action:</b> The expected level of achievement for each component is at or above the critical indicator listed.							
<b>PROCESS</b>						<b>IMPLEMENTATION</b>	
<b>Component</b>	<b>Where Documents/ Information found</b>	<b>Person Responsible</b>	<b>Frequency of Assessment</b>	<b>Assessment Methods</b>	<b>Degree of Reliability, Validity, Trustworthiness</b>	<b>Results of Data Collection and Analysis including Actual Levels of Achievement</b>	<b>Actions for Program Development, Maintenance or Revision</b>
ANCC Certifying Exam for FNP and NA	Office of Associate Dean	Student	After Graduation	At or above national average pass rate	Nationally Normed Exam	Data not provided by ANCC	Coordinator of FNP program will review curriculum
NLN Certifying Exam for NE	Office of Associate Dean	Student	After Graduation	At or above national average pass rate	Nationally Normed Exam	Data not available	Encourage participation by NE graduates

**OUTCOME # 6: EMPLOYEMENT RATES**

Employment patterns are tracked through graduate questionnaires and self report.

<b>PROGRAM EVALUATION PLAN</b>							
<b>Outcome #6: Employment Rates</b>							
<b>Operational Definition:</b> As defined by the faculty, employment patterns document employment settings, roles, population groups, and overall employment rate of graduates.							
<b>Expected Level of Achievement/Decision Rule for Action:</b> The expected level of achievement for each component is at or above the critical indicator listed.							
<b>PROCESS</b>						<b>IMPLEMENTATION</b>	
<b>Component</b>	<b>Where Documents/ Information found</b>	<b>Person Responsible</b>	<b>Frequency of Assessment</b>	<b>Assessment Methods</b>	<b>Degree of Reliability, Validity, Trustworthiness</b>	<b>Results of Data Collection and Analysis including Actual Levels of Achievement</b>	<b>Actions for Program Development, Maintenance or Revision</b>
Graduate Surveys	Program Specialist's Office	Graduates	End of Program	Critical Indicator 100%	Validity – Based on course objectives Reliability – in use for > 10 years Trustworthiness- data are credible	Surveys have not yet been sent out for the 2006-2007 academic year	Exceeds critical indicator, no action indicated

## OUTCOME #6: GRADUATE SATISFACTION

Program satisfaction as defined by faculty, is the degree to which the nursing program and its component elements are perceived by its recipients to meet their requirements or criteria. Recipients are defined as persons who experience the program directly either as new graduates or alumni.

Program satisfaction is measured through the use of Program Evaluation Questionnaires that are distributed to new graduates and are indicated by the objective: “The program prepared me to function in my chosen field”. The critical indicator for this item on the questionnaire is a mean score of 4 on a 5-point scale.

PROGRAM EVALUATION PLAN							
<b>Outcome #6: Graduate Satisfaction</b> <b>Operational Definition:</b> As defined by the faculty, is the degree to which the nursing program and its component elements are perceived by its recipients to meet their requirements or criteria and whether the graduate would recommend the program to others. <b>Expected Level of Achievement/Decision Rule for Action:</b> 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
Graduate Surveys	Program Specialist's Office	Graduates	At end of program	Critical Indicator 4	Validity- Based on program outcomes Reliability – in use for > 10 years Trustworthiness –data are credible	Surveys have not yet been sent out for the 2006-2007 academic year	Exceeds critical indicator, no action indicated.

**OUTCOME #7: Graduation Rates**

Student records are the most accurate way to retrieve this type of data. The critical indicator is 70% of entering class graduate. Data retrieved reflects the number of students entering and the number of students graduated from a given class.

PROGRAM EVALUATION PLAN							
<b>Outcome #7: Graduation Rates</b>							
<b>Operational Definition:</b> As defined by the faculty, the number of students entering and the number of students graduated from a given class.							
<b>Expected Level of Achievement/Decision Rule for Action:</b> 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 Rates	Records Office	Records Officer	Annually	Graduation Rate Critical Indicator 70%	Data are valid.	Not currently being tracked by records office.	To develop a plan to track graduation rates for MSN program

## RESULTS/DISCUSSION

During the Fall semester, the program outcomes for the previous academic year are collected by the Chairperson. Results are presented to the Graduate 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 own 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 Graduate Academic Planning and Standards Committee and then the School of Nursing Faculty Organization. From there changes go through the University approval process.

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 required and elective outcomes.
  - critical thinking skills in reasoning, analysis, and decision-making relevant to the discipline of nursing (exceeds critical indicator in all areas).
  - interpersonal and communication skills (written, verbal, and nonverbal communications), information technologies, and/or media production (exceeds critical indicator in all areas).
  - therapeutic nursing interventions including psychomotor and psycho-social therapeutics directed at individuals, family, groups, and community (exceeds critical indicator in all areas).
  - performance on certifying exams This area is particularly difficult to measure since official results have not been made available to the program.
  - employment rates of graduates six to nine months after graduation (Alumni surveys have not yet be done, Need to send)
  - program satisfaction with adequacy of the curriculum, environment, learning resources, support services, and policies (alumni surveys have not yet been done; need to send)
  - graduation rates of students who complete the program within a defined period of time (need to develop a plan to track this data).

Appendix A

Systematic Program Evaluation 2005-2006

Table 1A - Systematic Evaluation Plan Master of Science in Nursing Program p. 1  
2005-2006

Components to be Evaluated	Questions (Criteria)	Methods and/or Processes	Timeframe	Participants	Evaluation of Outcomes Examples
I. Mission and Governance					
A. Mission	Is the mission of Nursing consistent with the mission of the University?	Review mission of Nursing for consistency with University's mission.	Every 5 years as University mission is reviewed, or as faculty determine mission should change based on changing health care needs.	Graduate Academic Planning and Standards Committee; Nursing faculty.	The Nursing Mission statement was last reviewed on 2/26/01 for consistency with the University Mission statement and approved on 2/2001.
	Are the goals of the nursing unit administrative objectives meeting the mission of the department?	State mandated program review of Marshall University	Every 5 years. Assessment report annually.	Graduate Academic Planning and Standards Committee; Chair, Nursing faculty; MU Graduate Council; HEPC.	The graduate program was reviewed and approved for continuation during the 2003 - 2004 academic year.
	Are the program purposes and objectives/competencies accessible and clearly stated?	Evaluate Nursing goals.	Fall of each year.	Nursing chair with input from faculty.	The goals of the nursing unit are meeting the mission of Nursing.
	Are the program purposes and objectives/competencies appropriate to scope of practice and consistent with beliefs of nursing profession; including graduate/advanced practice?	Web pages, brochures, catalogs, handbook.	Reviewed annually.	Chair, Nursing Faculty and students.	All documents available to the public.
		Review of course.	Reviewed annually.	Chair, Nursing Faculty and students.	WVBONERN rules and regulations code; ANA Standards, AACN, NLN, competency, meet accordingly to these outside agencies.

Table 1A - Systematic Evaluation Plan Master of Science in Nursing Program p. 2  
2005-2006

Components to be Evaluated	Questions (Criteria)	Methods and/or Processes	Timeframe	Participants	Evaluation of Outcomes Examples
	Is the University Mission and Nursing Philosophy committed to cultural, racial and ethnic diversity of the community?	University assessment.	Annually	GAPS Admission annual, approval for nursing Chair, Nursing Faculty.	Committed to cultural, racial and ethnic diversity, but due to lack of diversity in the recruiting area-we do not have a large % of diversity. Admission criteria does not exclude due to cultural, racial and ethnic diversity.
	Is the distance programming congruent with the Mission/Philosophy:	University assessment.	Each semester.	Nursing faculty, chair	There is congruency with distance and campus program.
B. Participation of students and administrators in governance of nursing unit.	Do the bylaws provide for efficient and effective governance?	Review of bylaws, as needed.	Annually or as indicated.	Nursing faculty.	The bylaws were reviewed, revised, and approved by an Ad Hoc Committee and the faculty during the 2004 to 2005 academic year to provide for efficient and effective governance.
	Is there documentation to confirm participation in governance of university/nursing by: Administration Faculty Students	Faculty and committee meeting minutes.	Each semester	GAPS, Nursing faculty and student representative.	Evaluation of nursing minutes confirms participation in governance by administration, faculty, and students.

Table 1A - Systematic Evaluation Plan Master of Science in Nursing Program p. 3  
2005-2006

Components to be Evaluated	Questions (Criteria)	Methods and/or Processes	Timeframe	Participants	Evaluation of Outcomes Examples
C. Administration 1. Dean	Does the Dean adequately fulfill the responsibility of the position credentially and experientially?	Evaluation by nursing faculty and vice president.	Annually.	Nursing faculty; VP for Health Services.	The Dean adequately fulfills the responsibilities as evidenced by participation in university governance and committees and interaction with West Virginia Health Care providers; and as evidenced by evaluation by MU administration.
2. Chair	Does the Chair adequately fulfill the responsibilities of the position credentially and experientially?	Evaluation of Chair by nursing faculty and Dean.	Annually.	Nursing faculty; Dean	The Chair adequately fulfills the responsibilities of the position as evidenced by evaluations of program administration.
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 persons or committees consistent with the MU Green Book and Nursing Faculty Handbook	Ongoing.	Faculty; Dean; Nursing Chair, Nursing Committees. MU Graduate Council. Higher Ed Report Card.	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.

Table 1A - Systematic Evaluation Plan Master of Science in Nursing Program p. 4  
2005-2006

Components to be Evaluated	Questions (Criteria)	Methods and/or Processes	Timeframe	Participants	Evaluation of Outcomes Examples
II. Faculty					
A. Recruitment/Selection	<p>Are faculty recruited and selected who meet the needs of the graduate nursing program?</p> <p>Do faculty credentials meet minimum requirements:</p> <p>Expertise of non-nurse faculty.</p>	<p>Identification of need. Active recruitment; review applications; screen applicants; make recommendations to Dean.</p> <p>Faculty vitae.</p> <p>Faculty vitae.</p>	<p>Ongoing.</p> <p>Ongoing.</p> <p>Ongoing.</p>	<p>Faculty Search Committee; Chair; Dean.</p> <p>Chair and Dean.</p> <p>Chair and Dean.</p>	<p>Faculty meets the needs of the graduate nursing program.</p> <p>All faculty meet minimum requirements.</p> <p>Non-nurse faculty meet minimum requirements.</p>

Table 1A - Systematic Evaluation Plan Master of Science in Nursing Program p. 5  
2005-2006

Components to be Evaluated	Questions (Criteria)	Methods and/or Processes	Timeframe	Participants	Evaluation of Outcomes Examples
	Do faculty maintain expertise.	Faculty vitae and annual report.	Ongoing.	Faculty, Chair, Dean	Faculty maintain expertise thru certification, practice and CEU's.
B. Faculty Performance periodic evaluation.	Are faculty meeting expectation of teaching, and/or clinical instruction	Student evaluation of classroom teaching, and/or clinical instruction.	Every semester.	Students, Chair and Dean	Faculty meet the expectation of teaching and/or clinical instruction as supported by student, chair and dean evaluations.
C. Number and utilization of full and part time faculty.	Are faculty/student ratio in the classroom sufficient to ensure adequate time?  Utilization of full and part-time faculty.  Number and type of faculty are adequate.	Program review.  Program review.  Program review.	Ongoing.  Ongoing  Ongoing	GAP, faculty  GAP, faculty  GAP, faculty	Faculty student ratio is adequate. Full and part-time faculty are utilized appropriately and adequately.
D. Collective talents of the faculty.	Do faculty reflect competency in teaching, scholarship service and practice?	Annual report.	Annually.	Faculty, Chair, Dean.	Faculty are competent in teaching, scholarship, service and practice.
Scholarships defined by nursing unit.	Is scholarship defined by nursing unit?	Annual report.	Annually.	Faculty, Chair, Dean	Scholarship evidenced by publications, presentations, clinical practice and certification
Record of Faculty Scholarship	Is there documentation to verify faculty are meeting scholarship requirements?	Annual report, vitae, files	Annually	Faculty, Chair, Dean	Documentation verifies scholarships of faculty.

Table 1A - Systematic Evaluation Plan Master of Science in Nursing Program p. 6  
2005-2006

Components to be Evaluated	Questions (Criteria)	Methods and/or Processes	Timeframe	Participants	Evaluation of Outcomes Examples
III. Students					
A. Policies regarding: <ol style="list-style-type: none"> <li>1. Non-Discrimination</li> <li>2. Selection</li> <li>3. Academic Progression policies</li> <li>4. Student evaluation grading.</li> <li>5. Retention</li> <li>6. Withdrawal/Dismissal</li> <li>7. Graduation requirements.</li> <li>8. Grievance/complaints and appeals procedure.</li> <li>9. Financial Aid</li> <li>10. Transfer of credit.</li> <li>11. Recruitment</li> <li>12. Health Requirements</li> <li>13. Rationale for Policies</li> <li>14. Process by which Policies are changed</li> </ol>	<p>Are current policies appropriate?</p> <p>Are policies in writing, congruent and in public locations.</p> <p>Are students concerns about specific aspects of program addressed?</p>	<p>Analysis of admission, progression, and graduation data. FNP certification success. Review of policies and procedures</p> <p>Graduate Catalog MSN Handbook MSN Brochures MSN Newsletter SON Webpage</p> <p>Meetings with students, faculty, Chair, or Dean, Committees.</p>	<p>End of spring semester or as need arises.</p> <p>Ongoing</p> <p>Each semester, or as needed.</p>	<p>Graduate Academic Planning and Standards Committee; Chair, faculty; Dean; and consultant.</p> <p>Graduate Academic Planning and Standards Committee; Chair, faculty; Dean; and consultant</p> <p>Course Coordinator.</p>	<p>Current admission policies are appropriate and recommended changes are made if the need arises. The Admission Policy and Process revised 1/31/05.</p> <p>Policies are in writing and are congruent.</p> <p>Students concerns are addressed through open communication with students through meetings, correspondence and announcements.</p>

Table 1A - Systematic Evaluation Plan Master of Science in Nursing Program p. 7  
2005-2006

<b>Components to be Evaluated</b>	<b>Questions (Criteria)</b>	<b>Methods and/or Processes</b>	<b>Timeframe</b>	<b>Participants</b>	<b>Evaluation of Outcomes Examples</b>
B. Student Access to Support Service: Health, Counseling, Financial Aid, Academic Achievements.	Are Student Services Accessible?	Graduate catalog, MSN handbook, brochures, newsletters, and web sites.	Ongoing	Student Support Service Graduate College. Students; Graduate Academic Planning and Standards Committee; Other committees; Chair; coordinator of Track, Dean; Consultant.	Full time students have access to all services. Part time students will be charged a fee for some services. Faculty are concerned that health services are off the main campus.
	Are personnel responsible for Student Services- Academically and experientially qualified?	Marshall University Human Resources.	Ongoing	Marshall University Human Resources.	Qualification for employment for those positions are validated by University Human Resources applicants.
	Do distance sites have access to Student Services?	Graduate catalog, MSN handbook, brochures, newsletters, and web sites.	Ongoing	Access to distant site is web based.	S. Charleston Bookstore has the books for the distant site students.
C. Student Records: Educational, Financial:	Are student records maintained in a secure and confidential location?	Greenbook University policies	Ongoing.	Financial Aid Office/Registrar/Records Officer	Financial Aid Office/Registrar/Records Officer

Table 1A - Systematic Evaluation Plan Master of Science in Nursing Program p. 8  
2005-2006

Components to be Evaluated	Questions (Criteria)	Methods and/or Processes	Timeframe	Participants	Evaluation of Outcomes Examples
<b>IV. Curriculum and Instruction</b>					
A. Curriculum Development	a. Is the integrity of the curriculum addressing all tracks specifically as evidenced by congruence among the philosophy, organizing framework, program objectives, curriculum, design, course progression, and outcome measures? b. Is there a logical, sequential curriculum plan addressing all tracks that builds on knowledge and competencies of baccalaureate education and reflects master's level education? c. Are there guidelines for master's and where appropriate advanced practice nursing approved by a recognized nursing organization utilized?	Graduate Catalog, MSN Handbook Webpage MSN flyers.  Graduate Catalog, MSN Handbook, Web Page. Flyers  ANA NONPF competencies, AACN, NLN Advanced Practice Core Competencies	Ongoing  Ongoing  Ongoing	Chair, Faculty and GAPS  Chair, Faculty, GAPS  Chair, Faculty, GAPS	Curriculum is developed from Statement of Philosophy, Program objectives flow from Philosophy and curriculum.  Courses progress from core courses for all tracks, building on BSN education and progressing to specific content for each tract: FNP, NA, NE  Curriculum outcomes reflect advanced practice competencies

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Components to be Evaluated	Questions (Criteria)	Methods and/or Processes	Timeframe	Participants	Evaluation of Outcomes Examples
	<p>d. Is interdisciplinary collaboration evident in the curriculum? e. Does didactic instruction and supervised practice follow a plan that:</p> <p>1. documents course content and learning experiences appropriate for the development of competencies required for graduation as the master’s advanced practice level.</p>	<p>MSN Catalog, MSN Handbook, Webpage</p> <p>Course syllabi, course evaluation.</p> <p>Analysis and discussion of course and clinical evaluations, examinations, and assignments.</p> <p>NLNAC Self-Study</p> <p>Faculty Development.</p> <p>HEPC Program Evaluations.</p>	<p>Ongoing</p> <p>At end of each semester.</p> <p>At end of each semester.</p> <p>Every ten years.</p> <p>Every year.</p> <p>Every five years.</p>	<p>Chair, Faculty, GAPS</p> <p>Students, faculty, and chair</p> <p>Students, faculty, and chair</p> <p>Dean, Chair, faculty, program evaluators and CBHDP Board of Review</p> <p>Faculty</p> <p>Graduate Academic Planning and Standards Committee. Marshall University Graduate Council; Vice President for Academic Affairs Office; HEPC Office.</p>	<p>Interdisciplinary collaboration is evident. Pharmacist teaches the NUR 662-Pharmacology.</p> <p>Faculty have determined that learning experiences foster attainment of course objectives.</p> <p>The MSN program received continuing NLNAC accreditation until Fall 2010.</p> <p>Faculty have attended numerous workshops.</p> <p>Last approval 2006. We are meeting standards.</p>

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Components to be Evaluated	Questions (Criteria)	Methods and/or Processes	Timeframe	Participants	Evaluation of Outcomes Examples
	<p>2. delineates instructional methods used to develop advanced practice competencies.</p> <p>3. is adequate for advance practice nursing students to meet accepted criteria for certification eligibility.</p>	<p>Alumni survey.</p> <p>Course Syllabi</p> <p>Course syllabi</p>	<p>At graduation, and 1 year after graduation for FNP and NE, and 6 months after graduation for NA.</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Alumni</p> <p>Faculty, Chair, GAPS</p> <p>Faculty, Chair, GAPS</p>	<p>75% of the SON FNP alumni responded. Of those responding 67% are working in rural/ underserved areas and 40% are practicing in primary care. 30% SON NA Alumni responded. Of those responding 10% were working as an administrator and 90% as a nurse educator.</p> <p>NE Alumni responding.</p> <p>Course exams, course requirements.</p> <p>Instructional methods are listed in each course syllabi.</p> <p>All students are eligible to take certified exam for FNP, NE, NA.</p>

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Components to be Evaluated	Questions (Criteria)	Methods and/or Processes	Timeframe	Participants	Evaluation of Outcomes Examples
	<p>f. Are evaluation tools and methods:</p> <p>1. Consistent with course objectives/ outcomes and competencies of the didactic and clinical components of the graduate program.</p> <p>2. provide for regular feedback to students and faculty with timely indicators of student progress and academic standing.</p> <p>3. consistently applied.</p> <p>4. written and available to students.</p> <p>g. Is technology appropriate to meet student learning needs, course objectives/ outcomes and course requirements.</p> <p>h. Does regular review of the curriculum reflect program assessment, rigor, currency, and cohesiveness of nursing courses by faculty.</p>	<p>Course Syllabi MSN Handbook Graduate Catalog Web Page Course evaluation</p> <p>Preceptor and course coordinator</p> <p>Syllabi</p> <p>Syllabi</p> <p>Classrooms and lab. Electronic classrooms, clinical sites.</p> <p>Review course by coordinator. GAPS review.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Chair, Faculty, GAPS</p> <p>Students, Faculty, GAPS, Chair, Preceptor</p> <p>Student, Faculty, Preceptor</p> <p>Student, Faculty, Preceptor</p> <p>Chair, Faculty, GAPS, Students</p> <p>Chair, Faculty, GAPS</p>	<p>Course evaluation Evaluation tools flow from course objectives and are consistently applied and made available to students.</p> <p>Student evaluation</p> <p>Evaluation forms are in student files. Evaluation forms are in student files.</p> <p>Electronic Classrooms, Skills Labs, all material Vista, Webpages are used. Clinical sites annually evaluated. Library.</p> <p>Minutes and Systematic Evaluation.</p>

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Components to be Evaluated	Questions (Criteria)	Methods and/or Processes	Timeframe	Participants	Evaluation of Outcomes Examples
B. Program Design	a. Does the curriculum provide for attainment of knowledge and skill sets in the current master's/ advanced practice of nursing, nursing theory, research, community concepts, health care policy, finance, health care delivery, critical thinking, communications, professional role development, therapeutic interventions, and current trends in health care.	Marshall program assessment and review, NLNAC, Certification Results	Ongoing	Chair, Faculty, GAPS	Curriculum in each tract include content for each specialty area. FNP certification results.
	b. Does the program lead students to develop professional ethics, values and accountability?	Course description Syllabi objectives Program outcomes	Ongoing	Chair, Faculty, GAPS	Integrated throughout curriculum and student evaluations.
	c. Are students able to achieve the objectives in the established and published program length?	Syllabi, MSN handbook and Graduate catalog	Ongoing	Chair, Faculty, GAPS	Full time FNP complete in three years. NE and NA completes in two years.



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Components to be Evaluated	Questions (Criteria)	Methods and/or Processes	Timeframe	Participants	Evaluation of Outcomes Examples
<b>V. Resources</b>					
A. Fiscal Resources	<p>Are fiscal allocations comparable to other units at the university?</p> <p>Does the unit administrator have the responsibility, authority and involvement of nursing faculty in budget preparation?</p> <p>Are fiscal resources adequate to achieve nursing goals and objectives?</p> <p>Are resources adequate to support faculty development, research, instruction, practice activities, community and public service?</p>	<p>Tuition and student fee assessment.</p> <p>Budget developed by Chair and Faculty</p> <p>Annual budget, Student fees.</p> <p>Annual budget, student fees.</p>	<p>Each semester.</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Chair, Dean, Student</p> <p>Chair</p> <p>Chair, faculty and students.</p> <p>Chair, faculty and students.</p>	<p>Adequate</p> <p>Adequate</p> <p>Adequate</p> <p>Adequate.</p>
B. Program Support Services	Administrative services available as needed?	University Administrator, Dean and Chair.	Ongoing	Chair and faculty.	Adequate.

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<b>Components to be Evaluated</b>	<b>Questions (Criteria)</b>	<b>Methods and/or Processes</b>	<b>Timeframe</b>	<b>Participants</b>	<b>Evaluation of Outcomes Examples</b>
Secretarial Services	Are secretarial services adequate to support the graduate nursing program?	A staff performance appraisal form is completed by the Chair and is submitted to the Dean. Faculty may provide input through Graduate Academic Planning and Standards Committee.	Ongoing.	Chair, Dean and Faculty	Secretarial services are not adequate to support the graduate program.
C. Learning Resources	Are instructional aids, technology, software and hardware and technical support available?	Students, faculty Director of Learning and Library Resources submit request.	Ongoing	Students, Faculty and Chair.	Adequate.
	Are learning resources accessible, current and comprehensive?	Faculty, University Librarians, students and preceptors clinical.	Ongoing.	Students, Faculty, Chair, University Librarians and clinical preceptors.	Adequate.
	Do faculty have input in the development and maintenance of learning resources?	Faculty make requests to Chair and University Librarians.	Ongoing.	Chair, faculty and students.	Adequate.
	Are the library holdings adequate to meet the needs of the graduate nursing students?	Requests from faculty for purchase of books and periodicals. Student input, via course evaluations.	Ongoing.	Student	The on campus Library needs are adequate to meet the needs of the graduate students. A concerted effort has been made to update all books used by graduate students on an annual basis. The Learning Resources Center is adequate to meet the needs of the students in terms of media and software. The Drinko Library and Health Science Library are adequate to meet students needs.
		Evaluation of number and type of books and periodicals requested by faculty.	Ongoing.	Students, Faculty	

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Components to be Evaluated	Questions (Criteria)	Methods and/or Processes	Timeframe	Participants	Evaluation of Outcomes Examples
	<p>Is the Learning Resources Center adequate to meet the needs of graduate nursing students?</p> <p>a. space</p> <p>b. supplies, equipment</p>	<p>Discussion held with Director of Learning Resource Center, Chair.</p> <p>Requests for supplies and equipment by faculty and students each semester via course coordinator, Chair.</p>	<p>Ongoing.</p> <p>Ongoing.</p>	<p>Director of Learning Resources Center with input from Chair, faculty, and students.</p> <p>Library and Learning Resources Committee with input from Graduate Academic Planning and Standards Committee, faculty, course coordinator, and chair.</p>	<p>The MUGC campus library facility is adequate to meet the needs of the graduate students. The Robert C. Byrd Academic Center has a library facility equipped with internet and some health care holdings. If a nursing graduate student wants to obtain a reference from the Marshall campus, use of the courier services allows for books to be obtained.</p> <p>Space adequate.</p> <p>Supplies and equipment adequate.</p>

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<b>Components to be Evaluated</b>	<b>Questions (Criteria)</b>	<b>Methods and/or Processes</b>	<b>Timeframe</b>	<b>Participants</b>	<b>Evaluation of Outcomes Examples</b>
	Are classrooms adequate for learning activity?	Request from Chair for specific rooms to meet learning activity needs is sent to Program Specialist who handles room assignments.	Every semester.	Faculty; Chair. Program Specialist.	Adequate.
	Are classrooms equipped to facilitate a variety of teaching learning strategies ex., seminar, small group?	Reviewed by faculty, Chair and Program Specialist.	Every semester.	Faculty, Chair.	Adequate.
	Is office space adequate for faculty?	All office space is assigned through Dean's office.	Ongoing.	Faculty, Chair, Dean	Both campuses have office space that is adequate for faculty in terms of space, equipment and computer services.
	Is office equipment sufficient?	Reviewed by faculty and Program Specialist.	Ongoing.	Faculty and Program Specialist.	
	Are computer services adequate?	Reviewed by Dean, Chair, faculty, Program Specialist.	Ongoing.	Faculty, Chair, Dean, Program Specialist, and University Computing Services.	
	Are clinical facilities adequate to meet course objectives?	Agreements are established with agencies. At the end of each course, clinical site and preceptors are evaluated by students, faculty, and course coordinator. Agencies and preceptors are asked for input regarding placement of students in clinical agency.	End of each semester and as needed.	Students; faculty; preceptors; Course Coordinator; Chair.	Clinical facilities are adequate to meet course objectives for the graduate program. Comments are obtained and encouraged from students and faculty regarding their perception and experience with the clinical facilities.

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<b>VI. Integrity</b>					
<p>A. Integrity is evident in nursing program practices.</p>	<p>Is the information about the nursing program clear correct, consistent and available to the public?</p> <p>Is the published information about the nursing program consistent with Mission and Philosophy?</p> <p>Does the public information reflect accreditation and approvals with name and addresses?</p> <p>Is the documentation about the program current, accurate, clear and consistent regarding:</p> <ol style="list-style-type: none"> <li>1. Clock and credit hours.</li> <li>2. Clinical experiences.</li> <li>3. Ratio of clock to credit hours.</li> <li>4. Specific credit hour required for each course and program.</li> </ol>	<p>Policies and Procedures are published in Nursing Handbook, catalog, brochures, web page and newsletter.</p> <p>GAPS review SON and MU Mission Statement</p> <p>All written public documents indicate SON accreditation status.</p> <p>MSN handbook, newsletter, application packet, catalog and web page and course syllabi.</p>	<p>Reviewed ongoing.</p> <p>Annually or as needed.</p> <p>Annually or as needed</p> <p>Annually or as needed.</p>	<p>Faculty and Chair.</p> <p>GAPS, Chair.</p> <p>GAPS, Chair.</p> <p>GAPS, Chair.</p>	<p>Information available to the public.</p> <p>Consistent.</p> <p>Accreditation status is public information</p> <p>Documentation of clock and credit hours, clinical experience and hour ratio is accurate, clear and consistent.</p>

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<b>Components to be Evaluated</b>	<b>Questions (Criteria)</b>	<b>Methods and/or Processes</b>	<b>Timeframe</b>	<b>Participants</b>	<b>Evaluation of Outcomes Examples</b>
B. Complaints about program are addressed: recorded and maintained for review.	Are all complaints documented, addressed?  What is the process for receiving and resolving complaints?	All complaints via course evaluation and annual surveys are discussed with GAPS.	Ongoing with each course evaluation and annual Surveys.	GAPS, Student, Chair, Program Specialist	Complaints as discussed, addressed and resolved by GAPS.
C. Compliance with Higher Education Reauthorization Act Title IV eligibility and certification requirements maintained.	Is there a comprehensive student loan repayment program?	University Financial Aid officer.	Ongoing	University Financial Aid Officer, student.	Adequate
	Are the students informed of their ethical responsibility regarding financial aid?	University Financial Aid officer.	Ongoing	University Financial Aid Officer, student.	Adequate
<b>VII. Educational Effectiveness</b>					
A. There is a systematic evaluation including assessment of student academic achievements, used for continuous program improvement.	Is the program evaluation plan consistent with the University; and NLNAC?	NLNAC review. University assessment.	University - annually. NLNAC - every 10 years.	Chair, Faculty, Student, Administration.	NLNAC accredited until 2010 University adequate.
	Does the systematic evaluation identify minimum levels of achievements, time frames and assessment?	As stated in the Systematic Evaluation Plan.	Annually	GAPS, Chair and Administration.	Adequate
	Is the program evaluation data collected, analyzed, aggregated?	MU annual assessment, MSN surveys, course/clinical evaluation.	End of each semester.	GAPS, Chair, Student, Program Specialist	Data are collected and aggregated annually.
	Is the program evaluation data used for program improvement?	MU annual assessment, MSN surveys course/clinical evaluation	End of each semester.	GAPS, Chair, Student, Program Specialist	Data are collected and all evaluations are used to update, revise, and improve the program.
	Is there a strategy for implemented program improvements?	MU annual assessment MSN surveys course/clinical evaluation	End of each semester.	GAPS, Chair, Student, Program Specialist	Data are used to make program changes.

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Components to be Evaluated	Questions (Criteria)	Methods and/or Processes	Timeframe	Participants	Evaluation of Outcomes Examples
<b>B. MU Annual Report of COHP-MSN Assessment Plan</b>	<b>Is the COHP-MSN program meeting the goals as outlined in MSN Assessment Plan?</b>	<b>Review program in light of COHP-MSN Assessment Plan.</b>	<b>Every year. Due October 1. Five year plan due 2004-2005</b>	<b>Chair, Graduate Academic Planning and Standards Committee.</b>	<b>Adequate based on MU assessment.</b>
<p>C. Student Academic Achievement by: Program type – FNP, NA, and NE</p> <p>1. Graduation Rates</p> <p>2. Attainment of Credentials</p>	<p>Program type is evaluated by:</p> <p>Is definition adequate for program outcome?</p> <p>Are the methods of measurement (indicators) appropriate, adequate?</p> <p>Is the definition adequate for program outcome?</p> <p>Is the criterion appropriate?</p> <p>Are the methods of measurement (indicators) appropriate, adequate?</p>	<p>Review definition.</p> <p>Review methods.</p> <p>Review definition.</p> <p>Review objectives.</p> <p>Review methods.</p>	<p>End of spring semester.</p> <p>End of spring semester.</p> <p>End of spring semester.</p> <p>End of spring semester.</p> <p>End of spring semester.</p>	<p>Graduate Academic Planning and Standards Committee.</p> <p>Graduate Academic Planning and Standards Committee.</p> <p>Graduate Academic Planning and Standards Committee.</p> <p>Graduate Academic Planning and Standards Committee.</p> <p>Graduate Academic Planning and Standards Committee.</p>	<p>Reviewed and retained. Adequate.</p> <p>Reviewed and retained.</p> <p>Reviewed and retained. Adequate.</p> <p>Reviewed and retained.</p> <p>Reviewed and retained.</p>

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<b>Components to be Evaluated</b>	<b>Questions (Criteria)</b>	<b>Methods and/or Processes</b>	<b>Timeframe</b>	<b>Participants</b>	<b>Evaluation of Outcomes Examples</b>
3. Employment Patterns	Is the definition adequate for program outcome?	Review definition.	End of spring semester.	Graduate Academic Planning and Standards Committee.	Reviewed and retained. Adequate.
	Are the methods of measurement (indicators) appropriate/adequate?	Review methods.	End of spring semester.	Graduate Academic Planning and Standards Committee.	Reviewed and retained.
4. Program Satisfaction	Is the definition adequate for program outcome?	Review definition.	End of spring semester.	Graduate Academic Planning and Standards Committee.	Reviewed and retained. Adequate.
	Are the criterion appropriate?	Review objectives.	End of spring semester.	Graduate Academic Planning and Standards Committee.	Reviewed and retained.
D. Performance	Are students meeting the objectives of the courses?	Student performance is evaluated by faculty designed theory and performance evaluation tools. Things evaluated include exams, case studies, case presentations, video tapes, written and actual history and physicals, other written papers, Evidence Based Project, performance in campus lab, clinical agency and thesis, if applicable.	Ongoing. Each semester. Grade received at end of each course.	Faculty; Preceptors; Chair, Students	Students are meeting the objectives of the courses as evidenced by passing the course.

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<b>Components to be Evaluated</b>	<b>Questions (Criteria)</b>	<b>Methods and/or Processes</b>	<b>Timeframe</b>	<b>Participants</b>	<b>Evaluation of Outcomes Examples</b>	
E. Required Outcomes 1. Critical Thinking	Is definition adequate for program outcome?	Review definition.	End of spring semester.	Graduate Academic Planning and Standards Committee.	Reviewed and retained. Adequate.	
	Are the criteria current?	Review criteria.	End of spring semester.			
	Are the methods of measurement (indicators) appropriate, adequate?	Review methods.	End of spring semester.	Graduate Academic Planning and Standards Committee.	All methods of measurements were reviewed.	
	2. Communication Abilities	Is definition adequate for program outcome?	Review definition.	End of spring semester.	Graduate Academic Planning and Standards Committee.	Reviewed and retained. Adequate.
		Is the criterion current?	Review objectives.	End of spring semester.	Graduate Academic Planning and Standards Committee.	Reviewed and retained.
		Are the methods of measurement (indicators) appropriate, adequate?	Review methods.	End of spring semester.	Graduate Academic Planning and Standards Committee.	Clinical evaluation tools were reviewed and revised.
	3. Therapeutic Nursing Interventions	Is definition adequate for program outcome?	Review definition.	End of spring semester.	Graduate Academic Planning and Standards Committee.	Reviewed and retained. Adequate.
		Are the criteria current?	Review objectives.	End of spring semester.	Graduate Academic Planning and Standards Committee.	Reviewed and retained.
		Are the methods of measurement (indicators) appropriate, adequate?	Review methods.	End of spring semester.	Graduate Academic Planning and Standards Committee.	