## Appendix C: UCLA School of Nursing Program Evaluation Plan

# UCLA School of Nursing Program Evaluation Plan (Please refer to SON Acronym List for Meaning of Acronyms)

### Standard I: PROGRAM QUALITY: MISSION AND GOVERNANCE

The mission, goals, and expected program outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program's mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.

Key Element	Indicators / Criteria /	Evaluation Process and	Accountability	Supporting Documents	Follow-up Action Plan
	Expected Outcomes	Frequency	[Person(s) / Committee]		
Key Element I-A:	Congruence of SON	Compare relevant UCLA	• Dean	<ul> <li>UC and UCLA Mission</li> </ul>	FEC and SON leadership
The mission, goals, and	mission, values, goals,	and SON documents;	<ul> <li>Faculty Executive</li> </ul>	<ul> <li>SON Mission and Goals</li> </ul>	recommend changes to
expected program outcomes	and expected outcome	Document alignment of	Committee (FEC)	<ul> <li>SON Strategic Plan</li> </ul>	faculty based on analysis
are:	with those of UCLA.	SON and UCLA strategic	<ul> <li>Curriculum Committee</li> </ul>	<ul> <li>CCNE report and/or</li> </ul>	of congruence of
<ul> <li>congruent with those of</li> </ul>		goals; review and update	(CC)	Continuous	missions, goals, and
the parent institution		Strategic Plan review	<ul> <li>Program Directors (PDs)</li> </ul>	Improvement Progress	outcomes between UC,
(UCLA)		(Formal update every 5	<ul> <li>Associate Dean for</li> </ul>	Report (CIPR)	UCLA, and SON.
<ul> <li>reviewed periodically and</li> </ul>		years; annual review)	Academic and Student	<ul> <li>Academic Senate</li> </ul>	(see also SON Strategic
revised as appropriate.			Affairs (AD-ASA)	Report	Plan Process map)
Key Element I-B:	Congruence of SON	Review SON mission,	• Dean	Professional Nursing	Curriculum Committee
The mission, goals and	mission, values, goals,	values, goals, and	• FEC	Standards:	(CC) and Program faculty
expected program outcomes	and expected	expected program	• CC	<ul><li>Essentials of</li></ul>	recommend changes to
are consistent with relevant	outcomes with those of	outcomes for	• PDs	Baccalaureate	whole faculty based on
professional nursing	professional nursing	consistency with	• AD-ASA	Education for	analysis of consistency
standards and guidelines for	standards and other	relevant professional		<b>Professional Nursing</b>	with most updated
the preparation of nursing	relevant nursing	nursing standards and		(AACN, 2008)	professional standards.
professionals.	standards guidelines.	guidelines. (Annually)		<ul> <li>Quality and Safety</li> </ul>	
				<b>Education for Nurses</b>	
				(QSEN) competencies	
				<ul> <li>Master's Education in</li> </ul>	
				Nursing (AACN, 2011)	
				<ul> <li>Criteria for Evaluation</li> </ul>	
				of NP Programs (NTF,	
				2012)	
				<ul> <li>NONPF Competencies</li> </ul>	
				<ul> <li>CNL competencies</li> </ul>	
				(2013)	

Key Element	Indicators / Criteria /	Evaluation Process and	Accountability	Supporting Documents	Follow-up Action Plan
Key Element I-C:	Congruence of SON	Review SON mission,	• FEC	<ul> <li>FEC minutes</li> </ul>	Program faculty make
The mission, goals, and	mission, values, goals,	goals, and expected	• PDs	<ul> <li>Evaluation</li> </ul>	recommendations to FEC
expected program	and expected	program outcomes for	Associate Dean for	Subcommittee	which recommend
outcomes reflect the needs	outcomes with those of	alignment with needs of	Diversity Equity and	minutes	changes to whole faculty
and expectations of the	the needs and	SON's communities of	Inclusion (AD-DEI)	<ul> <li>Program meeting</li> </ul>	based on analysis of
SON's internal communities	expectations of SON's	interest. (Bi-annually)	AD-ASA	minutes	needs and expectations
of interest (current	communities of	Review individual		CC minutes	of COIs.
students, faculty, staff,	interest (COIs).	course goals and		<ul> <li>SON Faculty minutes</li> </ul>	
administration, prospective		expected program			
students, and graduates)		outcomes for alignment			
and external communities of		with needs and			
interest (regulatory bodies,		expectations of COI			
UCLA-affiliated healthcare		(Biannually)			
and academic facilities,					
practice community, clinical					
preceptors and mentors in					
the institutions where					
students engage in clinical					
practice experiences, and					
employers of SON					
graduates).					
Key Element I-D:	SON appointment and	Review SON criteria	AD-ASA	<ul> <li>Academic Personnel</li> </ul>	SON Leadership
The nursing unit's	promotions criteria are	when UCLA Academic	<ul> <li>Assistant Dean of</li> </ul>	website	recommend changes to
expectations for faculty are	approved by FEC,	Personnel Manual	Administration/Director	<ul> <li>Faculty Handbook</li> </ul>	faculty based on
written and communicated	written, shared with	changes are made ( <b>As</b>	of Human Resources	<ul> <li>Faculty Orientation</li> </ul>	institutional expectations
to the faculty and are	faculty, and used to	needed)	(ADA-DHR)	Plan	of faculty and clearly
congruent with institutional	guide annual	Inservice all faculty re:	• Dean		communicate all
expectations.	performance reviews	SON procedures for	Faculty Chair		expectations to faculty.
	and mid-time in rank	academic review	<ul> <li>Program Directors</li> </ul>		
	reviews.	(Annually)			
	promotion criteria are				
	congruent with UCLA				

Key Element	Indicators / Criteria / Expected Outcomes	Evaluation Process and Frequency	Accountability  [Person(s) / Committee]	Supporting Documents	Follow-up Action Plan
Key Element I-E:	SON faculty, staff and	Review SON bylaws.	<ul><li>AD-ASA,</li></ul>	<ul><li>SON Bylaws</li></ul>	FEC recommends
Faculty and students	students participate in	committee membership.	<ul><li>PDs,</li></ul>	<ul><li>Faculty Meeting</li></ul>	changes in SON Bylaws
participate in program	university governance	attendance, and minutes	<ul><li>Faculty Chair</li></ul>	minutes and agendas	based on analysis of
governance.	with membership on	to assure participation of	<ul><li>Dean</li></ul>	<ul> <li>Committee minutes</li> </ul>	congruence with UCLA
	committees charged	all stakeholders in		and attendance	shared governance
	with making	program governance		sheets	model.
	recommendations	(Annually)		<ul><li>Program meeting</li></ul>	
	regarding achievement	Review online or		minutes that report	
	of SON and University	asynchronous		"chack in" sassions	
	Company rolated	opportunities for faculty		01000 11 0000011	
	meetings are recorded	to provide input and		diring the meeting	
	and archived.	comments on		Records of online	
		(As needed)		voting	
Key Element I-F:	Established policy	Review alignment of	<ul> <li>Faculty Chair</li> </ul>	SON Mission and	Student Affairs
Academic policies of the	development, and	all SON policy,	AD-ASA	Goals	Committee (SAC) in
parent institution and the	documentation	procedural, or guidance	AD-DEI	Program-Specific	consultation with AD-
nursing program are	procedures and	documents (written or	<ul> <li>AD-Research</li> </ul>	Goals	ASA, Director of Student
congruent and support	timelines are reviewed	on the website) for	<ul> <li>Directors of</li> </ul>	<ul> <li>Student and Faculty</li> </ul>	Affairs, DEI, and Director
achievement of the mission,	periodically and revised	congruence with UCLA	International Programs	Handbooks	of Admissions
goals, and expected student	as needed.	policies (i.e.,	and Scholarship	SAC minutes	recommend changes to
outcomes. These policies	SON academic policies	Undergraduate Division,	ADA-DHR	<ul> <li>FEC, EMG minutes</li> </ul>	faculty based on analysis
are: fair and equitable;	for student admissions,	Graduate Division, APO,	<ul> <li>Directors of Student</li> </ul>	<ul> <li>DEI minutes</li> </ul>	of consistency with UCLA
and reviewed and revised as	retention, and	Equity and Inclusion,	Affairs, Financial Aid,		and value of continuous
necessary to foster program	progression are:	Office of Research.	Outreach, and		program improvement.
improvement.	-consistent with SON	(Annually)	Admissions		
	mission goals and	Review academic			
	expected outcomes	policies for fairness,			
	-congruent with UCLA	equity, accessibility, and			
	academic policies	opportunities for			
	-fair and equitable	program improvement			
	-published in the SON				
	Student Handbook				
	•				

Student Affairs Director
[Person(s) / Committee]

Standard II: PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES

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

inission, goais, and expected outcomes: The faculty and start, as resources of the program, chaote the achievement of	comes. The meanty and start,	as researces or are program,	cuacic acmovement of	the mission, goars, and expected program outcomes.	orogram outcomes.
Key Element	Indicators / Criteria /	<b>Evaluation Process and</b>	Accountability	Supporting Documents and	Analysis and Follow-up
	Expected Outcomes	Frequency		Location	Action
Key Element II-A:	Balanced budget (SON)	Review budgetary	<ul><li>Dean</li></ul>	<ul> <li>SON Budget and</li> </ul>	Based on the analysis
Fiscal resources are	Adequate resource	decisions for consistency	<ul> <li>Chief Financial</li> </ul>	Justification	results that are done
sufficient to enable the	allocation to all SON	with UCLA policy and	Officer (CFO)	SON Annual Report	monthly, mid-year then
program to fulfill its mission,	missions and outcomes	annual administrative		<ul> <li>EMG minutes</li> </ul>	annually, the Dean in
goals, and expected	Resource allocation	review			consultation with the
resources is reviewed	decision-making criteria	Review adequacy of			EMG will make
periodically, and resources	are transparent and	TISCAL resources for			recommendations to
are modified as needed.	equitable.	achieving program goals			the Vice
	Budgetary decisions are	Poviow bow budget			Chancellor/Chief
	consistent with UCLA	decisions are made			Financial Officer of
	policies.	monthly, mid-year and			!
		annually and modified			
		(Monthly, mid-year and			
		:			
Key Element II-B:	Physical space, facilities,	Review physical	<ul><li>Dean</li></ul>	<ul> <li>SON Budget and</li> </ul>	Based on the analysis of
Physical resources and	equipment/supplies, and	resources and clinical	<ul><li>ADA-DHR</li></ul>	Justification	physical resources that
clinical sites enable the	clinical sites are sufficient	sites that enable SON	<ul> <li>Chief Financial</li> </ul>	<ul> <li>SON Annual Report</li> </ul>	are done quarterly and
program to fulfill its mission,	in quality and quantity to	to fulfill its mission,	Office	<ul> <li>EMG meeting minutes</li> </ul>	annually, the Dean
goals, and expected	achieve the SON mission	goals, and expected	<ul> <li>Program Directors</li> </ul>	<ul> <li>Program Meeting minutes</li> </ul>	approves the suggested
outcomes. Adequacy of	and expected outcomes.	outcomes. ( <b>Quarterly</b>	<ul> <li>Program Faculty</li> </ul>	<ul> <li>Clinical Contractual</li> </ul>	recommendations
physical resources and		and annual review	<ul> <li>Simulation</li> </ul>	agreements	Based on the analysis of
clinical sites is reviewed		annual summary)	Director		clinical sites data, the
periodically, and resources			<ul> <li>Clinical partners</li> </ul>		Program Directors will
are modified as needed.					contract with quality
					clinical sites to assure
					quality clinical
					placements sites for all
					programs

Key Element	Indicators / Criteria /	Evaluation Process and	Accountability	Supporting Documents and	Analysis and Follow-up
	Expected Outcomes	Frequency		Location	Action
Key Element II-C:	Academic support	Review availability	<ul> <li>AD-ADA</li> </ul>	<ul> <li>SON Strategic Plan</li> </ul>	Based on the analysis of
Academic support services	services meet program	and adequacy of	<ul><li>PDs</li></ul>	<ul> <li>Record of teaching</li> </ul>	results, the office of
are sufficient to meet	and student needs.	academic support	<ul> <li>Director of</li> </ul>	assignments	Academic and Student
program and student needs	Arademic advisement	services to meet	Student Affairs	<ul> <li>Student evaluations (exit</li> </ul>	Affairs consults with the
and are evaluated on a	provided for all students	students' needs	• FEC	surveys, course evaluations)	SON and UCLA for the
regular basis		(Annually)	<ul><li>Dean</li></ul>	<ul> <li>Minutes of faculty-student</li> </ul>	resources that are
	Program, course	Review Students	• SAC	"check-in" meetings	necessary to maintain
	evaluation data used	Affairs record of		<ul> <li>Student advisement</li> </ul>	quality within the
	satisfaction data used	academic advisement		records	academic support
	alling review of resource			<ul> <li>Student Affairs Committee</li> </ul>	serves that are provided
	determine future needs.			minutes	for both program and student needs
Key Element II-D:	Dean's education and	Fvaluate Dean's	• Dean	Dean's CV	Based on the analysis of
The chief administrator of	experience are	administrative authority,	<ul> <li>UCLA Executive</li> </ul>	<ul> <li>Dean's job description</li> </ul>	the Dean's
the nursing unit:	comparable to peers	leadership, and	Vice Chancellor	<ul> <li>Administrative and SON</li> </ul>	performance, changes
<ul> <li>is a registered nurse</li> </ul>	within UCLA and within	performance		organizational charts	or recommendations
(RN);	schools of nursing in	(Annually)			are made to the UCLA
<ul> <li>holds a graduate degree</li> </ul>	research-intensive				Chancellor and Provost
holds a doctoral degree if	ulliversities.				
the nursing unit offers a	Dean demonstrates				
graduate program in	achieves SON mission.				
	Dean has authority				
administrative authority	comparable to other				
to accomplish the					
mission, goals, and					
expected program					
outcomes; and					
<ul> <li>provides effective</li> </ul>					
leadership to the nursing					
unit in achieving its					
mission, goals, and					
expected program					
outcomes.					

Voy Element	Indicators / Critoria /	Evaluation Process and	Accountability	Supporting Documents and	Applycic and Follow up
	Expected Outcomes	Frequency	•	Location	Action
Key Element II-G:	Allocation of faculty time	Ongoing review and	• Dean	Strategic Plan	Based on the analysis of
The parent institution	for teaching, scholarship,	synthesis of faculty	<ul><li>AD-ASA</li></ul>	Faculty Handbook	findings, a combination
(UCLA) and program (SON)	service is commensurate	expectations,	<ul><li>PDs,</li></ul>	<ul> <li>Faculty workload guidelines</li> </ul>	of personnel within the
provide and support an	with their series, rank, and	performance, and	<ul> <li>Faculty Chair</li> </ul>	<ul> <li>Documentation of faculty</li> </ul>	SON will make
environment that	professional development	feedback through	• FEC	development and support	recommendations that
encourages faculty teaching,	goals.	multiple channels (i.e.,	• EMG	Documentation of	support the mission,
scholarship, service, and	Faculty are supported	faculty meetings,		professional development-	goals and expected
practice in Keeping With the	to achieve their goals in	program meetings,		related research and travel	raculty outcomes of the
mission, goals, and	teaching, scholarship,	faculty surveys, and		support	SON
expected faculty outcomes.	and service.	annual retreats).		Faculty orientation	
		Review availability of		materials	
		UCLA and SON resources		EMG minutes	
		for faculty to meet			
		performance			
		requirements and SON			
		expectations of faculty			
		(Ongoing and annually)			

# Standard III: PROGRAM QUALITY: CURRICULUM AND TEACHING-LEARNING PRACTICES

guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected student outcomes. The environment for teaching-The curriculum is developed in accordance with the program's mission, goals, and expected student outcomes. The curriculum reflects professional nursing standards and earning fosters achievement of expected student outcomes.

 are congruent with the are congruent with the Nursing Practice (AACN, 2008) expected student outcomes clearly evident within the and guidelines, which are professional nursing standards **Education for Professional** Essentials of Baccalaureate curricula incorporate The Baccalaureate program (individual and aggregate). curriculum and within the revised to reflect relevant developed, implemented, and Baccalaureate curriculum is expected student outcomes reflect clear statements of implemented, and revised to Key Element III-A: Key Element III-B: The curriculum is developed, consider the needs of the is preparing its graduates; program's mission and community of interest. program-identified roles for which the program Key Element and guidelines for the in contributing to curriculum-related in SON baccalaureate professionals are evident recognized standards on a regular basis and professional roles for congruent with curricular consistency. demonstrate a logical fit on the SON expected materials. preparation of nursing revised as needed include input from COIs. each program, and --All courses are program outcomes and --Current universally --All courses are based Courses are evaluated Indicators / Criteria / Expected Outcomes approvals and revisions and guidelines. professional standards congruence with relevant Review baccalaureate of the nursing goals, the current goals program mission and outcomes to identify specific goals/objectives. relevant, programcurriculum for whether they reflect faculty course evaluations evaluate current, (Biannually) profession, and the (At least annually) (Ongoing) (As Needed) --Review student and --Review courses to Document course needs of the COIs. Review student **Evaluation Process and** Frequency  $\mathcal{C}$ Program faculty PDs PL faculty PD and Assistant PD AD-ASA AD-ASA Accountability **Supporting Documents** Curriculum committee Minutes of: FEC, CC, Course syllabi Skyfactor surveys Course syllabi Program goals and **Summer Retreats** Objectives **Employer survey** meeting minutes Program faculty objectives **Program Meetings** Faculty Meetings, PL Program Goals and evaluations Student course Exit Surveys minutes and Location Program Meetings, make Strategic Plan. (See nursing roles, and SON professional standards of COI needs, program faculty and **Curriculum Committee** to FEC and SON faculty changes or recommend CC who then make the recommendations to the recommendations at faculty discuss Prelicensure Program Process Map.) Curriculum Committee congruence with faculty based on analysis expected outcomes to recommend changes in will seek input from for vote. Analysis and Follow-up

graduate program standards and guidelines.	2008) and appropriate	Nursing Practice (AACN,	Education for Professional	of Baccalaureate	incorporate The Essentials	program curricula	<ul><li>Graduate-entry master's</li></ul>	(NTF, 2016).	Practitioner Programs	Evaluation of Nurse	incorporate <i>Criteria for</i>	nurse practitioners	programs that prepare	b. All master's degree	program.	identified by the	and guidelines as	professional standards	and additional relevant	Nursing (AACN, 2011)	Master's Education in	The Essentials of	programs incorporate	<ul> <li>a. All master's degree</li> </ul>	as appropriate.	standards and guidelines	incorporate professional	<ul><li>Master's program curricula</li></ul>	(individual and aggregate).	expected student outcomes	curriculum and within the	clearly evident within the	and guidelines, which are	professional nursing standards	revised to reflect relevant	developed, implemented, and	Master's curricula are	Key Element III-C:
																							program.	evident in the MECN	master's level are	those relevant at the	baccalaureate level and	and guidelines at the	recognized standards	Current universally	materials.	in SON curricula-related	professionals are evident	preparation of nursing	master's level for the	and guidelines at the	recognized standards	Current universally
																											(As Needed)	approvals and revisions	Document course	(Blaillidally)	(Riappinally)	and guidelines	professional standards	congruence with relevant	curriculum for	practice master	curricula and advanced	Review prelicensure
																																• FEC	• 00	faculty	<ul> <li>APRN sub-specialty</li> </ul>	<ul> <li>MECN faculty</li> </ul>	• PDs	<ul> <li>AD-ASA</li> </ul>
																															<ul> <li>Summer Retreats</li> </ul>	Meetings	and PL Program	Faculty Meetings, APRN	<ul> <li>Minutes of: FEC, CC,</li> </ul>	<ul> <li>Course syllabi</li> </ul>	Objectives	<ul> <li>Program Goals and</li> </ul>
																														action suggested	faculty ballot on the	changes; if needed the	CC who then make the	recommendations to the	Program Meetings, make	recommendations at	discuss	MECN and APRN faculty

ONP Curricula and consider of SMP.         Check Internatifility.         Curricula and controlles         Exemited to reflect.         Exemited sources         Exemited to reflect outcomes         Other controlum outcomes         Description         CC         Feably curriculum features         Exemited to reflect outcomes assess whether post-to-disk products and supplied to several stander outcomes.         Other Equipment within the course are congruent within the course are congruent within the course are portisional standards and guidelines on a regular bass and supply reflex.         CC         Curriculum recommendations are meetings.         CC minutes fine meetings.         Recommendations are meetings.           • DNP program curricula incorporate Tipe Exemited by Programs our reflects and additional relevant professional professio						
Post-master's DNP Curricula and revised to reflect professional elevant professional student outcomes.  We define which are learly vedient within the Eash yeuldeines which are standards.  DNP program curricula and expected student outcomes.  Musting Standards.  Standards.  Standards.  All post-master's DNP Curriculum and within the Eash yeuldeines which are standards.  All post-master's DNP professional curriculum and within the standards and guidelines which are supportate.  All post-master's DNP professional curriculum and within the standards and guidelines with professional standards and guidelines on a regular basis and lincorporate Professional standards and guidelines.  A. All DNP program curricula for DNP students on a regular basis and professional standards and guidelines in fevised as needed)  Nursing Practice (AACN, 2006) and standards and guidelines in definition of program curricula professional standards and guidelines in definitioner revised as needed)  Nursing Practice (AACN, 2006) and revisions that prepare nurse incorporate Criteria porgram curricula professional standards entry DNP program curricula professional standards entry DNP program curricula professional season and professional standards entry DNP program curricula professional season and professional se						Baccalaureate
Post-master's DNP MP curricula and especiate learny professional and revised to reflect of reflect of reflect of supernented elevant professional standards.  Incorporate Tries Essentials (2006) to orfect orfect orfect of supernented elevant professional standards within the vapected student outcomes. Supernet Student within the vapected student outcomes. With professional standards and guidelines shirled as appropriate.  Incorporate Tries Essentials (2006) to orfect orfect on precision and guidelines on a regular basis and supprovals and guidelines on a regular basis and guidelines of AlACN, 2006) and additional relevant professional standards and guidelines on a regular basis and guidelines (Courses are evaluated Nursing Practice (AACN, 2006) and additional relevant professional standards and guidelines in corporate Criteria (Acro, 2006) and additional relevant professional standards and guidelines in corporate Criteria (Acro, 2006) and additional relevant professional standards and guidelines in corporate Criteria (Acro, 2006) and additional relevant professional standards and guidelines in corporate Criteria (Acro, 2006) and additional relevant professional standards and guidelines in corporate Criteria (Acro, 2006) and additional relevant professional standards and guidelines in corporate Criteria (Acro, 2006) and additional relevant professional standards and guidelines in corporate Criteria (Acro, 2006) and additional relevant professional standards and guidelines in corporate Criteria (Acro, 2006) and additional relevant professional standards and guidelines in corporate Criteria (Acro, 2006) and additional relevant professional standards and guidelines in corporate Criteria (Acro, 2006) and additional relevant professional standards and guidelines (Acro, 2006) and additional relevant professional standards and guidelines (Acro, 2006) and additional relevant professional standards and guidelines (Acro, 2006) and additional relevant professional standards and guidelines (Acro, 2006) and additional relevan						Essentials of
Post-master's DNP Post-master'						incorporate <i>The</i>
Prost-master's DNP Prost-master's DNP Prost-master's DNP Prost-master's DNP Prost-master's DNP Review ACNO DNP Prost-master's DNP Prost-master's DNP Faculty Undert outcomes Incorporate professional Incorporate The Essentials (apolity or sesentials (apolity or sesentials) Essentials (apolity or sesentials) Essentials (apolity or sesentials) Each veident within the Current practice Supplemented overletes with professional ores Standards and guidelines as appropriate, Incorporate The Essentials (apolity or sesentials) Essentials (apolity or sesentials) Essentials (apolity or sessional ores Standards and guidelines Sa appropriate, Incorporate The Essentials (apolity or sessional roles) Incorporate The Essentials (apolity or sessional roles Supplemented or steeded Incorporate The Essentials (apolity or sessional roles Supplemented or steeded Incorporate professional or revised as needed I						program curricula
Review ACN DNP Post-master's D						
We principle and eveloped, implemented student outcomes surious are eveloped, implemented student outcomes surious student outcomes student outcomes ursing standards and guidelines which are as appropriate as a appropriate pofessional standards and guidelines for Advanced (AACN, 2006) and additional relevant professional standards and guidelines in dentified by the programs incorporate criteria professional standards and guidelines in dentified by the programs incorporate nurse programs incorporates professional standards and guidelines in dentified by the programs incorporates for citiera for Exemptions (ACN, 2006) and course are evaluated professional standards and guidelines in dentified by the programs incorporates for citiera for Exemptions (ACN, 2006) and additional relevant professional standards and guidelines in dentified by the programs (NTF, Programs (N						2016).
Review AACN DNP MP curricula and expected seveloped, implemented leveloped, implemented leveloped, implemented student outcomes reflect post- restrict on a regular basis and current practice leavent professional standards.  All DNP programs revised as needed as a perporpirate professional courses are congruent with professional incorporate professional courses are evaluated as appropriate professional incorporate professional courses are evaluated as appropriate professional relevant professional courses are evaluated as appropriate professional relevant professional standards and guidelines. (Annually)  Doctoral Education for Advonced (AACN), 2006) and additional relevant professional standards and guidelines in corporate professional relevant professional standards and guidelines in the Essertials of professional standards and guidelines in detail in the Essertials of the Essertials of professional relevant professional relevant professional revised as needed (Annually)  Document course approvals and revisions (As needed)  As needed)  All DNP programs  DNP program Post-master's DNP program post-master's professional roles (Annually)  Document course approvals and revisions (As needed)  As needed)  As needed)  DNP program DNP program professional course approvals and revisions (As needed)						Programs (NTF,
Review AACN DNP MP curricula are student outcomes teveloped, implemented teveloped within the urriculum and within the spected student outcomes. DNP program curricula incorporate professional standards and guidelines as appropriate. Separation of the Essentials of DnP students for Advanced Nursing Practice (AACN, 2006) and additional relevant professional standards and guidelines in for Advanced Nursing Practice (AACN, 2006) and additional relevant professional standards and guidelines in dentified by the programs that prepare nurse practitioners in corporate Criteria in professional standards and guidelines in dentified by the programs.  The professional standards and guidelines in dentified by the programs in that prepare nurse practitioners in corporate Criteria in professional standards criteria in professional standards and guidelines in dentified by the program in the professional standards and guidelines in dentified by the program in the program in the program in the professional standards and guidelines in dentified by the program in the p						Nurse Practitioner
We Element III-D:         Post-master's DNP         Review AACN DNP         DNP Program         Post-master's DNP           NP Curricula and expected leveloped, implemented elevant professional elevant professional curricul rusing standards and guidelines which are sappropriate.         student outcomes are congruent within the courses are congruent within the courses are congruent within the courses are congruent with professional standards and guidelines.         All post-master's DNP program ouriculum and within the courses are congruent with professional standards and guidelines.         CC         CC minutes if DNP meetings           LI DNP programs incorporate DNP programs incorporate Professional a additional relevant professional standards and guidelines in dadditional relevant professional standards and guidelines in dadditional relevant professional standards and guidelines in dadditional relevant professional standards and guidelines in danditional relevant professional standards and guidelines in dadditional relevant professional standards and guidelines in dadditional relevant professional standards and guidelines in damage in the program is that programs in corporate Criteria         Review post-master's post-master's post-master's post-master's post-master's post-master in professional standards and guidelines in damage in the program is program in the program is program in the program is program in the program in the professional standards and guidelines in the program is program in the program in the professional standards and guidelines in the program in the program is program in the progra						for Evaluation of
We Element III-b:         Post-master's DNP         Review AACN DNP         DNP Program betweent professional sevaluged. Implemented sevapented sevapented implemented sevapented incorporate professional incorporate as appropriate.						incorporate <i>Criteria</i>
Key Element III-D:         Post-master's DNP         Review AACN DNP         DNP Program         Post-master's DNP           Ideveloped, implemented leveloped, impleme						practitioners
ReviEement III-D:         Post-master's DNP         Exericula are levant professional revised to reflect         Post-master's DNP curricula and expected sevent professional revised to reflect         Exeritals (2006) to student outcomes assess whether post-master's DNP program assess whether post-master's DNP program and current practice standards.         Director         Foculty program review and post-master's DNP program assess whether post-master's DNP program assess whether post-master's DNP program and current practice objectives are objectives are and current practice objectives are objectives are congruent within the with professional standards and guidelines.         CC         DNP Faculty pop faculty pop faculty outering post-master's DNP program curricula made within the with professional toles on a regular basis and padditional relevant professional standards and guidelines if identified by the programs.         Exercitals (2006) to determine professional coles objectives are maderd incorporate professional relevant professional relevant professional standards and guidelines if identified by the programs.         DNP program curricular professional relevant professional relevant professional relevant professional relevant professional standards and color program.         Exercitals (2006) and additional relevant professional relevant professional relevant professional relevant professional standards and guidelines if identified by the program and program program program professional relevant professional standards and guidelines if identified by the program program program program program program program program program professional pr						that prepare nurse
Key Element III-D: NP curricula are leveloped, implemented elevant professional reflect to reflect elevant professional rurriculum and within the vurriculum and within the incorporate professional sa as appropriate, a. All DNP programs elexant professional additional relevant professional standards and additional relevant professional standards and guidelines, (Annually)         DNP Faculty program.         CC minutes. Poxt-master's DNP pogram waterial spresented with professional standards and guidelines. (Annually)         CC minutes if DNP material is presented procurse spllabi. (Annually)           DNP course syllabi. (As needed)         As needed)         As needed)						
Review ACN DNP DNP curricula are student outcomes standards sund current practice sand guidelines which are as appropriate.  a. All DNP programs for Advanced Nursing Programs if identified by the						program.
Review AACN DNP Curricula are leveloped, implemented leveloped, impl						identified by the
Post-master's DNP   Review AACN DNP   DNP Program   Post-master's DNP   Curricula and expected   Student outcomes   Student outcomes   reflect DNP Essentials   G2006) to   Director   faculty curriculum   Post-master's DNP   Curriculum   Post-master's DNP   Faculty   Post-master's DNP   Faculty   Curriculum   Post-master's DNP   Faculty   Curriculum   Post-master's DNP   Faculty   Curriculum   Post-master's   Curriculum   Post-master's DNP   Faculty   Curriculum   Post-master's						guidelines if
Rev Itement III-D:         Post-master's DNP         Exemitals (2006) to curricula arre evaluated elevant professional uricula and expected student outcomes elevant professional elevant professional uriculum and within the waxpected student outcomes. DNP program curricula incorporate The Essentials as appropriate.         Exsentials (2006) to seven waxCN DNP curriculum and within the with professional incorporate The Essentials of DNP program as a papropriate.         DNP program professional current practice and current practice professional revised as needed incorporate The Essentials of DNP program revised as needed additional relevant professional are professional are professional are professional additional relevant professional are professional are professional are professional additional relevant professional are profes						standards and
Reyelement III-D:         Post-master's DNP         Review AACN DNP         DNP Program         Post-master's DNP           MP curricula are leveloped, implemented leveloped, implemented leveloped, implemented sevent professional collevant professional course are congruent within the course are congruent with professional collevant course are evaluated as appropriate.  a. All DNP programs incorporate The Essentials (2006) to death collevant professional collevant course are evaluated course approvals and revisions (Annually)  Document course approvals and revisions (As needed)  All collevant collevant course course approvals and revisions (As needed)  All collevant collevant course construct course course construct course course construct course construct course construct course						professional
Rey Element III-D:         Clear (Lab) Program         Post-master's DNP Curricula are student outcomes student outcomes sursing to reflect to reflect to reflect DNP Essentials (2006) to student outcomes and guidelines which are curriculam and within the standards.         Essentials (2006) to birector         Director         Post-master's DNP rector         Post-master						additional relevant
Key Element III-D:         Post-master's DNP curricula are         Review AACN DNP curricula and expected         DNP Program         Post-master's DNP feaculty curriculum           Leveloped, implemented leveloped, implemented elevant professional elevant professional ursing standards         student outcomes and current practice         master's DNP program goals and course         DNP Faculty         review minutes.           elevant professional learly evident within the learly evident within the expected student outcomes.         All post-master's DNP and professional roles with professional roles incorporate professional standards and guidelines         CC         CC minutes if DNP material is presented guidelines.         CC minutes if DNP material is presented           BNP program corporate The Essentials of Doctoral Education for Advanced         Courses are evaluated needed         Review post-master's DNP course syllabi. (Annually)         Review post-master's DNP course syllabi. (Annually)         Manually Nursing Practice         Manually Nursing Practice						(AACN, 2006) and
Key Element III-D:         Post-master's DNP         Review AACN DNP         DNP Program         Post-master's DNP           NPD curricula are leveloped, implemented leveloped, implemented leveloped, implemented leveloped, implemented in reflect DNP Essentials is presented surficula and expected surfing standards in revised as needed incorporate The Essentials goals and course which are student outcomes. DNP program curricula incorporate The Essentials of DNP students if DNP students incorporate The Essentials of Doctoral Education for Advanced         ARI DNP program curricula incorporate The Essentials of Doctoral Education in the Europe in the Essentials of Doctoral Education         Post-master's DNP program students incurricula in professional revisions         CC         DNP Faculty pon Faculty master's poly program curricula master's pongram curricula in professional roles professional roles on a regular basis and course evaluated incorporate The Essentials of Doctoral Education         All DNP program curricula in prevised as needed incorporate The professional revisions         Review post-master's pongram professional poly program curricula punches incorporate The professional revisions         COurses are evaluated pongram professional punches incorporate The professional revisions         DNP course syllabi. (Annually)         CC minutes if DNP material is presented material is presented punches professional professional punches incorporate The professional revisions         Course syllabi. (Annually)         COURS syllabi.						Nursing Practice
Rey Element III-D:         Post-master's DNP         Review AACN DNP         DNP Program         Post-master's DNP         Post-master's DNP program         Post-master's DNP program         Post-master's DNP program         DNP Faculty         Quarterly DNP faculty         Quarterly DNP faculty         Quarterly DNP faculty         Quarterly DNP faculty         Post-master's DNP meetings         CC         CC         CC minutes if DNP         CO material is presented         CO material is presented         DNP course syllabi.         All DNP program         CO material is presented         CO material is presented         CO material is presented         CO material is presented         CO material is				(As needed)		for Advanced
Key Element III-D:         Post-master's DNP         Review AACN DNP         DNP program         Post-master's DNP faculty         DNP faculty curriculum           leven type devant professional elevant professional urriculum and within the larry evident within the variculum and within the incorporate professional standards and guidelines as a sa ppropriate.         All post-master's DNP students for DNP students         CC         CC minutes if DNP material is presented           DNP program curricula incorporate The Essentials of         Courses are evaluated on a regular basis and revised as needed         Courses are eded         Courses yllabi.         CAnnually)         Courses yllabi.           a. All DNP programs         revised as needed         DNP course yllabi.         DNP course         DNP course         DNP course				approvals and revisions		Doctoral Education
Key Element III-D:         Post-master's DNP         Review AACN DNP         DNP Program         Post-master's DNP curricula are         Post-master's DNP curricula and expected         Essentials (2006) to student outcomes are evaluated incorporate The         DNP Program         DNP Program         Post-master's DNP program         DNP Program         DNP Program         Post-master's DNP program         Post-master's DNP program         DNP Faculty           Essentials elevant professional vursing standards and sappropriate.         and current practice standards.         Standards and guidelines within the courses are congruent with professional roles on a regular basis and on a regular basis and incorporate The         All DNP programs         All DNP programs         CC minutes if DNP material is presented professional course same eded         CC minually)				Document course		Essentials of
Key Element III-D:         Post-master's DNP         Review AACN DNP         DNP program         Post-master's DNP           DNP curricula are         curricula and expected         Essentials (2006) to         Director         faculty curriculum           Elevaloped, implemented inversional elevant professional elevant professional elevant professional courses are urriculum and within the incorporate professional standards and guidelines         reflect DNP Essentials and course objectives are congruent with relevant professional roles ourse as appropriate.         DNP Faculty curriculty course are evaluated on a regular basis and ourse some curricula in corporate professional roles on a regular basis and on a regular basis and ourse solials.         CC         CC minutes if DNP material is presented material is presented on a regular basis and ourse syllabi.         COurses are evaluated on a regular basis and ourse syllabi.         COurses are evaluated on a regular basis and ourse syllabi.         COurses are evaluated on a regular basis and ourse syllabi.         COurses are evaluated on a regular basis and ourse syllabi.         COurse syllabi.         COurse syllabi.						incorporate <i>The</i>
Key Element III-D:         Post-master's DNP         Review AACN DNP         DNP Program         Post-master's DNP           DNP curricula are leveloped, implemented revised to reflect mid revised to reflect DNP Essentials elevant professional elevant professional standards         student outcomes student outcomes are congruent within the course are congruent within the with professional roles standards and guidelines         master's DNP program professional roles on a regular basis and         DNP program program curricula incorporate professional standards and guidelines         All post-master's DNP professional roles on a regular basis and         (Annually)         CC minutes if DNP material is presented           DNP course syllabi.         DNP course syllabi.         DNP course syllabi.         DNP program program professional roles on a regular basis and         DNP course syllabi.         DNP program program program review post-master's professional roles on a regular basis and         Post-master's DNP program review minutes.         Post-master's DNP program review minutes.         Post-master's professional review post-master's professional standards and professional professional professional professional standards and professional profession				(Annually)	revised as needed	
Key Element III-D:         Post-master's DNP         Review AACN DNP         DNP Program         Post-master's DNP           DNP curricula are         curricula and expected         Essentials (2006) to         Director         faculty curriculum           NP curricula are         student outcomes         assess whether post-         Director         faculty curriculum           Ind revised to reflect         reflect DNP Essentials         master's DNP program         DNP program         review minutes.           elevant professional         and current practice         goals and course         DNP Faculty         Quarterly DNP faculty           goals and course         congruent with         CC         meetings           learly evident within the urriculum and within the incorporate professional incorporate professional incorporate professional incorporate professional standards and guidelines         All post-master's post-master's         CC minutes if DNP         CC minutes if DNP           DNP program curricula incorporate professional				DNP course syllabi.	on a regular basis and	as appropriate.
Key Element III-D:         Post-master's DNP         Review AACN DNP         DNP program         Post-master's DNP           DNP curricula are         curricula and expected seveloped, implemented leveloped, implemented         student outcomes student outcomes assess whether post-reflect DNP Essentials         Essentials (2006) to assess whether post-review minutes.         DNP program         DNP Faculty         review minutes.           elevant professional vursing standards and expected student outcomes.         and current practice assess whether post-reflect practice assess whether post-reflect practice assess whether post-reflect assess whether post-reflect professional current practice assess whether post-reflect assess whether post-reflect professional professional course assess whether post-reflect assess whether post-reflect professional course assess whether post-reflect assess whether post-review materials goals and course objectives are congruent with         DNP Faculty Quarterly DNP faculty meetings         Quarterly DNP faculty meetings           blearly evident within the urriculum and within the appeted student outcomes. DNP program curricula incorporate professional course for DNP students         congruent with professional guidelines. (Annually)         CC minutes if DNP material is presented material is presented guidelines. (Annually)				Review post-master's	Courses are evaluated	standards and guidelines
Key Element III-D:         Post-master's DNP         Review AACN DNP         DNP Program         Post-master's DNP           DNP curricula are         curricula and expected seventials reflect outcomes assess whether post-master's DNP Essentials reflect DNP Essentials and current practice and current practice standards         sess whether post-master's DNP program         DNP Faculty         ceview minutes.           clearly evident within the uxpected student outcomes.         Standards and current practice standards.         Standards and course objectives are congruent within the courses are congruent with professional roles with professional roles of DNP students         All post-master's DNP relevant professional guidelines.         CC minutes if DNP material is presented guidelines.           DNP program curricula         for DNP students         (Annually)         CC minutes if DNP material is presented professional material is presented material is presented material is presented professional material is presented material is presented professional material is presented material is presented professional material is presented professional material is presented material is presented professional material material material material material material material						incorporate professional
Post-master's DNP curricula and expected student outcomes reflect DNP Essentials and current practice standards.  All post-master's DNP curricula and expected standards.  All post-master's DNP courses are congruent e with professional roles  Post-master's DNP Review AACN DNP Review AACN DNP Congram DNP Program DNP Faculty Ouarterly DNP faculty meetings CC CC minutes if DNP material is presented material is presented				(Annually)	for DNP students	
Post-master's DNP curricula and expected student outcomes reflect DNP Essentials and current practice standards.  All post-master's DNP e curricula and expected Essentials (2006) to Director Director DNP Faculty DNP Faculty DNP Faculty CC meetings CC CC minutes if DNP courses are congruent standards and current practice standards.  All post-master's DNP courses are congruent standards and current practice standards.  CC meetings CC material is presented				guidelines.	with professional roles	expected student outcomes.
Post-master's DNP curricula and expected student outcomes and current practice standards.  All post-master's DNP  Review AACN DNP Review AACN DNP Review AACN DNP Review AACN DNP Review AACN DNP DNP Program DNP Faculty DNP Faculty Ouarterly DNP faculty CC minutes if DNP CC minutes if DNP		material is presented		standards and	courses are congruent	curriculum and within the
Post-master's DNP Review AACN DNP DNP Program curricula and expected Essentials (2006) to student outcomes assess whether post-reflect DNP Essentials master's DNP program and current practice goals and course standards.  Post-master's DNP program DNP Faculty curriculum review minutes.  DNP Program Post-master's DNP faculty curriculum review minutes.  CC Quarterly DNP faculty meetings		CC minutes if DNP		relevant professional	All post-master's DNP	clearly evident within the
Post-master's DNP Review AACN DNP DNP Program Post-master's DNP curricula and expected Essentials (2006) to Student outcomes assess whether post-reflect DNP Essentials master's DNP program DNP Faculty and current practice goals and course standards.	curriculum changes.			congruent with		and guidelines which are
Post-master's DNP Review AACN DNP DNP Program Post-master's DNP curricula and expected Essentials (2006) to student outcomes assess whether post-reflect DNP Essentials master's DNP program DNP Faculty and current practice goals and course DNP faculty	made to the CC for any	meetings	CC	objectives are	standards.	nursing standards
Post-master's DNP Review AACN DNP DNP Program Post-master's DNP curricula and expected Essentials (2006) to ted student outcomes reflect DNP Essentials master's DNP program DNP Faculty	recommendations are	Quarterly DNP faculty		goals and course	and current practice	relevant professional
Post-master's DNP Review AACN DNP DNP Program Post-master's DNP curricula and expected Essentials (2006) to Student outcomes assess whether post-review minutes.	meetings;		DNP Faculty	master's DNP program	reflect DNP Essentials	and revised to reflect
Post-master's DNP Review AACN DNP DNP Program Post-master's DNP curricula and expected Essentials (2006) to Director faculty curriculum	quarterly DNP faculty	review minutes.		assess whether post-	student outcomes	developed, implemented
Post-master's DNP Review AACN DNP DNP Program Post-master's DNP	recommendations at	faculty curriculum	Director	Essentials (2006) to	curricula and expected	DNP curricula are
	DNP faculty discuss	Post-master's DNP	DNP Program	Review AACN DNP	Post-master's DNP	Key Element III-D:

Key Element	Indicators / Criteria /	Evaluation Process and	Accountability	Supporting Documents	Analysis and Follow-up
	Expected Outcomes	Frequency		and Location	Action
Key Element III-G:	Course syllabi	Review instructional	<ul> <li>AD-ASA</li> </ul>	<ul> <li>Student evaluations of</li> </ul>	BS, MECN, and APRN
Teaching-learning practices:	demonstrate that	formats and materials	• PDs	courses and clinical	faculty discuss current
<ul> <li>support the achievement</li> </ul>	students have	(syllabus, assignments,	• cc	sites	teaching-learning
of expected student	opportunities to learn in	course websites)	• SON	<ul> <li>Exit surveys</li> </ul>	practices and potential
outcomes;	a wide range of	(Appually)		<ul> <li>Skyfactor surveys</li> </ul>	improvements at
<ul> <li>consider the needs and</li> </ul>	instructional and clinical	(700000)		<ul> <li>Faculty evaluation of</li> </ul>	Program Meetings and
expectations of the	settings relevant to their	Include participation of		clinical site suitability	then make
identified community of	learning goals, the local	members of COLIN		<ul> <li>Faculty course</li> </ul>	recommendations to the
interest;	COI and SON's	discussions of		evaluations	CC for action.
<ul> <li>expose students to</li> </ul>	leadership in local and	programmatic needs at		<ul> <li>Affiliation agreements</li> </ul>	
individuals with diverse life	global nursing.	aillidal cillilcal Aillilates		with collaborating	
experiences, perspectives,	Students are successful	Heerings		clinical instructional	
and backgrounds.	in achieving expected	Interviews of PDs with		sites	
(	program outcomes.	affiliate leaders		<ul> <li>Feedback from clinical</li> </ul>	
	Members of SON's	(At least annually)		affiliates regarding	
	COIs provide feedback			SON performance	
	related to curriculum			(student and	
	development,			programmatic issues)	
	implementation, and			and their staffing and	
	revision.			hiring plans and needs	

			programs		
			Identify how the data		
			Retreats (Annually)		
		טחט-נטוווווווונופפ	meetings and Summer		
1		FEC and Evaluation	course effectiveness at CC		0
for improvements.		e construction	summative data on	based on evaluation data.	foster ongoing improvement.
recommendations to CC		• Course faculty	Keylew Tollilative allo	cullicululli evisions are	evaluation data are used to
needed and make	Retreats	• MAC	Double formation and		scheduled intervals, and
least annually and as	meetings and Summer	• CAPA	(Annually)	reviews	evaluated at regularly
learning practices at	<ul> <li>Minutes from CC</li> </ul>	• CC	evaluations of courses	evident in regular faculty	learning practices are
curricular and teaching-	courses	• PDs	qualitative student	teaching practices are	The curriculum and teaching
Program faculty discuss	<ul> <li>Student evaluations of</li> </ul>	AD-ASA	Review quantitative and	Evaluation of faculty	Key Element III-J:
				and staff.	
				counseling from faculty	
				receive prompt	
				meet expectations	
				performance does not	
				Students whose	
				process.	
				transparent complaints	
			periorillarice	a structured allo	
			מטר נס ראמוממני טיממרויי	יייייייייייייייייייייייייייייייייייייי	
			lise to evaluate student	Students have access to	
			procedures that faculty	students.	
			Review policies and	communicated clearly to	
			OR:	student outcomes and	
			(Ongoing and annually)	consistent with expected	
			expectations	student performance are	consistently applied.
			are not meeting	Evaluation criteria for	performance are defined and
	evaluations		records of students who	performance.	individual student
	Eaculty course	Affairs	Review of remediation	for evaluating student	policies and procedures for
	procedures	Director of Student	advisor riotes	aculty are responsible	student outcomes. Evaluation
forms/methods.	intervention	course faculty	יילייני אי טו שנממכוונ		achievement of expected
in evaluation	performance-related	<ul> <li>Lead Faculty and</li> </ul>	Review of student-	applied consistently.	the faculty and reflects
consistency and accuracy	<ul> <li>Documentation of</li> </ul>	<ul> <li>Program faculty</li> </ul>	students	are documented and	performance is evaluated by
orientation to insure	<ul> <li>Course syllabi</li> </ul>	• PDs	content for incoming	and progression policies	Individual student
Program faculty receive	<ul> <li>Student Handbook</li> </ul>	AD-ASA	Review orientation	Student performance	Key Element III-I
Action	and Location		Frequency	Expected Outcomes	
Analysis and Follow-up	Supporting Documents	Accountability	<b>Evaluation Process and</b>	Indicators / Criteria /	Key Element

Standard IV: PROGRAM EFFECTIVENESS: ASSESSMENT AND ACHIEVEMENT OF PROGRAM OUTCOMES

The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program

improvement.

Key Element	Indicators / Criteria / Expected	<b>Evaluation Process and</b>	Accountability	Supporting Documents	Analysis and Follow-up
	Outcomes	Frequency		and Location	Action
Key Element IV-A:	Evaluation process is:	Synthesize and review	<ul> <li>AD-ASA</li> </ul>	<ul> <li>SON Master Evaluation</li> </ul>	Reviewed annually and
A systematic process is	Formalized in writing	evaluation indicators,	• PDs	Plan	approved by faculty
used to determine		data, and professional	• FEC	<ul> <li>Minutes from Program</li> </ul>	
program effectiveness	Comprehensive	standards to inform	• CC	Meetings, CC, FEC,	
	<ul> <li>Accessible to faculty, staff,</li> </ul>	revisions to the Master		Summer Retreats	
	and students	Evaluation Plan.		<ul> <li>Current SON Strategic</li> </ul>	
	<ul> <li>Applied systematically for</li> </ul>	(As needed; at least		Plan	
	all evaluation elements	every 3 years)			
	<ul> <li>Revised as appropriate</li> </ul>	Review academic			
		program-specific			
		evaluation criteria by the			
		CC. (As needed; at least			
		every 3 years)			
Key Element IV-B:	Completion rates are >= 70%	Summarize admissions,	AD-ASA	<ul> <li>Program completion</li> </ul>	Reviewed annually by
Program completion		attrition, and graduation	<ul> <li>Director of Student</li> </ul>	rates	Evaluation
rates demonstrate		data for each academic	Affairs	<ul> <li>Program annual</li> </ul>	Subcommittee and by
program effectiveness.		program. ( <b>Annually</b> )	<ul> <li>Program Directors</li> </ul>	reports	SAC and then presented
			• FEC		to FEC
Key Element IV-C	For PL programs, first-time	Review published	<ul><li>AD-ASA</li></ul>	<ul> <li>Annual first-time</li> </ul>	Reviewed annually by
Licensure pass rates	NCLEX passage rates will be >=	licensure exam pass rates	• PDs	licensure rates for each	Evaluation
demonstrate program	85% annually.	by degree program.	<ul> <li>Director of Student</li> </ul>	program	Subcommittee and
effectiveness.		(Annually)	Affairs		presented to SAC, FEC,
			• FEC		and Program faculty
Key Element IV-D	For APRN programs, first-	Review published	<ul> <li>AD-ASA</li> </ul>	<ul> <li>Annual first-time</li> </ul>	Reviewed annually by
Certification pass rates	time certification rates will be	certification pass rates by	• PDs	certification rates for	Evaluation
demonstrate program	>=80%	degree program and	<ul> <li>Director of Student</li> </ul>	each program	Subcommittee and
effectiveness.	For CNL program, 80% of	specialty role. (Annually)	Affairs		presented to FEC and
	students who choose to take		• FEC		faculty at Program
	the CNL certification exam pass				meetings
	the exam (70%) on first				
	attempt.				

Key Element	Indicators / Criteria / Expected	<b>Evaluation Process and</b>	Accountability	Supporting Documents	Analysis and Follow-up
	Outcomes	Frequency		and Location	Action
Key Element IV-E	Within 1 year of graduation,	Review online survey of	<ul><li>AD-ASA</li></ul>	<ul> <li>Alumni Surveys</li> </ul>	Reviewed annually by
Employment rates	employment rates for students	graduates	• PDs	<ul> <li>Employer surveys</li> </ul>	Evaluation
demonstrate program	will be at least 70%	(As needed and at least	<ul> <li>Director of</li> </ul>		Subcommittee and
effectiveness.		annually)	Development and		presented to FEC
Key Element IV-F	All program assessment data	Compare outcome data	• Dean	<ul> <li>Program faculty</li> </ul>	Outcomes discussed and
Data regarding	are systematically reviewed	from Key Elements IV-B	<ul> <li>AD-ASA</li> </ul>	meeting minutes	analyzed by faculty at
completion, licensure,	with action plans developed for	to IV-E to expected	<ul> <li>PDs and program</li> </ul>	<ul> <li>CC minutes</li> </ul>	Program Meetings
certification, and	deficits.	program outcomes	faculty	<ul> <li>FEC minutes</li> </ul>	annually
employment rates are			FEC and Sub-	<ul> <li>Evaluation</li> </ul>	
used, as appropriate, to			Committee on	Subcommittee	
foster ongoing			Evaluation	minutes	
program improvement.					

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	Outcomes	Frequency		and Location	Action
Key Element IV-G	Faculty perform effectively in	Assess faculty outcome	• Dean	<ul> <li>Faculty promotions/</li> </ul>	Reviewed annually by
Aggregate faculty	teaching, scholarship, practice	data in teaching,	AD-ASA	merits	Evaluation
outcomes demonstrate	and/or service roles:	scholarship, and service	• PDs	<ul> <li>Record of faculty</li> </ul>	Subcommittee and
program effectiveness.	Teaching:		• FEC	development symposia	presented to FEC
	<ul> <li>Quality of instruction will</li> </ul>			<ul> <li>Aggregate student</li> </ul>	
	be greater than 6 (scale 1-9			evaluations of teaching	
	with 9 being highest) on			<ul> <li>State of the School</li> </ul>	
	student evaluations.			Report	
	Faculty scholarship:			<ul> <li>Faculty CVs</li> </ul>	
	<ul> <li>75% of all tenure track and</li> </ul>			<ul> <li>Faculty 4<sup>th</sup> year</li> </ul>	
	adjunct faculty will			reviews	
	disseminated at least 1			<ul> <li>Workload Policies</li> </ul>	
	scholarly product annually.				
	Faculty Practice:				
	<ul> <li>80% of faculty engage in</li> </ul>				
	clinical practice which				
	includes active practice,				
	research in a nospital or				
	community-pased chilical				
	setting, volunteer in a				
	medical trins or health				
	fairs.				
	Faculty Service:				
	<ul> <li>75% of all faculty serve on</li> </ul>				
	at least one SON,				
	university, or professional				
Key Element IV-H	All faculty outcome data are	Compare outcome	• Dean	<ul> <li>State of the School</li> </ul>	AD-ASA collaborate PDs
Aggregate faculty	systematically reviewed with	data from Key Element	AD-ASA	Reports	to assess opportunities
outcome data are	action plans developed as	IV-G faculty outcome	<ul><li>PDs</li></ul>	<ul> <li>Faculty CVs</li> </ul>	for program
analyzed and used, as	needed.	data to expected	• FEC	<ul> <li>Faculty course</li> </ul>	improvement; plans for
appropriate, to foster ongoing program		program outcomes		evaluations	improvement are referred to program
improvement.					faculty meetings and FEC if appropriate.

Key Element	Indicators / Criteria / Expected Outcomes	Evaluation Process and Frequency	Accountability	Supporting Documents and Location	Analysis and Follow-up Action
Key Element IV-I	Student Exit Survey (EBI):	Collect data on student	ASA-DA	<ul> <li>Employer Survey</li> </ul>	Outcomes presented to
Program outcomes	<ol> <li>overall student satisfaction</li> </ol>	satisfaction and	• PDs	Alumni Survey	Evaluations
demonstrate program	> 75%	achievement upon	<ul> <li>Student Affairs</li> </ul>	<ul> <li>EBI (new grad survey)</li> </ul>	Subcommittee after
effectiveness.	<ol><li>overall scores for student</li></ol>	graduation annually	Director		discussion and analysis
	assessment of learning > 75%	Collect data on alumni	<ul> <li>Director of</li> </ul>		by faculty at Program
	<ol><li>overall scores for student</li></ol>	and employer	Development and		Meetings.
	assessment of program	satisfaction every three	Alumni Relations		
	effectiveness > 75%	years			
	Alumni Employment Survey:				
	<ol> <li>time to employment is at</li> </ol>				
	least 90% for PL alums and 80%				
	for APRN alums at 12-months				
	post-graduation				
	2. 80% of student				
	respondents report UCLA				
	education as one of the top 2				
	indicators of securing a nurse				
	position				
	Employers' ratings of				
	graduates' clinical				
	performance:				
	<ol> <li>90% of employers surveyed</li> </ol>				
	rate graduates as "good, very				
	good, or outstanding" in clinical				
	performance				
	End-of-Program Student				
	Achievement of Program Goals:				
	1. BS Program: 90% of B.S.				
	students achieve a passing score				
	of 74% on the Capstone Project.				
	2. MECN program: students				
	achieve ≥ 80% on the first-take				
	of the comprehensive exam.				
	3. APRN program: students				
	achieve ≥ 80% on the first-take				
	of the comprehensive exam.				

										improvement.	ongoing program	appropriate, to foster	are used, as	Program outcome data	Key Element IV-J		Key Element
												and implemented as needed	with actions plans developed	are reviewed systematically	All program assessment data	Outcomes	Indicators / Criteria / Expected
								(Ongoing)	throughout SON.	decision-making	and leadership/faculty	quality improvement	inform ongoing program	synthesize data to	Collect, review, and	Frequency	<b>Evaluation Process and</b>
											•	•	•	•	•		
											Faculty Chair	FEC	PDs,	AD-ASA	Dean		Accountability
										Summer Retreats	Program Meetings,	<ul> <li>Minutes of CC, FEC,</li> </ul>	<ul> <li>Course Evaluations</li> </ul>	Evaluation Plan	<ul> <li>SON Master Program</li> </ul>	and Location	Supporting Documents
FEC	prior to final approval by	discussion and feedback	program faculty for	are presented to	Completed action plans	Program Directors).	Committee, SAC,	entities (i.e., Curriculum	plans to appropriate	development of action	review and assigns	conducts systematic	Subcommittee, FEC	Evaluations	After review by	Action	Analysis and Follow-up