

TROY School of Nursing Evaluation Plan

TROY School of Nursing Evaluation Plan: The School of Nursing definition of NLNAC Criteria and Student Academic Achievement Outcomes.					
PLAN				IMPLEMENTATION	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Method/s	Results of Data Collection and Analysis <i>Including actual level/s of achievement</i>	Actions for Program Development, Maintenance, or Revision
The specific components (variables) of NLNAC Standards, program outcomes, and student learning outcomes that are evaluated by the School of Nursing	A minimum level of achievement that the School of Nursing Programs (ASN, BSN, MSN, and DNP) set to use as a measurable index that reflects a desired outcome related to NLNAC Standards, program outcomes, and student learning outcomes	Identifies when or how often the NLNAC Standards, program outcomes and student learning outcomes are evaluated.	Identifies the methods (instruments and tools as needed) that the School of Nursing uses to measure and describe NLNAC Standards, program outcomes, and student learning outcomes. These data collection methods provide data for the analyses.	The results state the findings of data analyses and actual level of achievement related to the NLNAC Standards, program outcomes, and student learning outcomes that are used in decision making for program improvement through development, maintenance, or revisions. Data are separated by program, then aggregated and trended. Data analysis methods vary.	Documents the decision making regarding strategies for development, maintenance, and/or revisions of all program components related to NLNAC Standards, program outcomes, and student learning outcomes to address areas needing improvement in order to maintain program achievements.

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NLNAC Standard 1: Mission and Administrative Capacity: The nursing education unit's mission reflects the governing organizations' core values and is congruent with its strategic goals and objectives. The governing organization and program have administrative capacity resulting in effective delivery of the nursing program and achievement of identified outcomes.					
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1.1 ASN, BSN, MSN, DNP The mission and philosophy of the nursing education unit are congruent with those of the governing organization and provide underpinnings for student learning outcomes for undergraduate and graduate programs in nursing.	Philosophy of SON and student learning outcomes of ASN, BSN, MSN, and DNP programs are 100% congruent with Mission Statement and Goals of TROY.	Every five to eight years	ASN, BSN, and Graduate Nursing Programs Directors* and curriculum committees will conduct a side-by-side comparative analysis, review and compare SON Philosophy to ASN, BSN, MSN, and DNP Student Learning Outcomes and to Mission of Troy University		

* Henceforth, ASN, BSN and Graduate Nursing Program's Directors will be referred to inclusively as Program Directors

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1.2 ASN, BSN, MSN, DNP The governing organization and nursing education unit ensure representation of students, faculty, and administration in ongoing governance activities.	100% of nursing program administrators participates in governance of the nursing organization.	Annually	Program Directors* will review the SON Organizational Chart, SON Bylaws and minutes of the SON Administrative Council for participation of administrators in the governance of the SON organization.		
	100% of nursing faculty members participates on program or School of Nursing committees or task groups.	Annually	Program Directors* will review the SON Bylaws for SON and Program Committee membership. Review annual assignment of faculty representatives from each program to SON and Program committees. Review SON and Program committee minutes for participation of faculty in the work of SON and program committees.		
	25% of faculty members participate on CHHS or University committees, councils, or task groups.	Annually	Program Directors* will review assignment of SON faculty on CHHS and University committees		
	100% of programs have appointed/elected student representatives to faculty organizations and/or subcommittees.	Annually	Program Directors* will review assignment and participation of appointed/elected student representatives to faculty organizations and/or subcommittees.		

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1.3 ASN, BSN, MSN, DNP Communities of interest have input into program processes and decision-making.	Representatives from communities of interest provide input into planning and decision-making for each program and the School of Nursing.	Annually	Program Directors* will review Board, SON, and ASN, BSN, and Graduate program minutes for input from communities of interest in program planning and decision-making.		

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1.4 ASN, BSN, MSN, DNP Partnerships exist that promote excellence in nursing education, enhance the profession, and benefit the community.	100% of agreements with clinical agencies are current and adequate to promote achievement of student learning outcomes. 80% or more of Faculty and Student Evaluations of Clinical Agencies indicate agreement that agencies provide opportunities to meet student learning outcomes. 100% of students and faculty have opportunity to participate in professional service and/or learning experiences that benefit the community.	Ongoing Annually Annually	Program Directors* will review with faculty input the currency and adequacy of clinical agency agreements to promote achievement of student learning outcomes. SON Evaluation Committee will survey, compile, analyze, and review findings of "Faculty Evaluation of Facility/Agency" and "Student Evaluation of Facility/Agency" for adequacy to meet student learning outcomes. SON Evaluation Committee will forward findings to appropriate Program Directors* for review in faculty meetings as needed. Program Directors* will review Year-End Self Evaluations and course and other learning activities and compile information noting participation of faculty and students in professional service /or learning experiences that benefit the community.		

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1.5 ASN, BSN, MSN, DNP The nursing education unit is administered by a doctorally prepared nurse who has authority and responsibility over the unit and advocates for equity between the unit and other institutional units.	100% of the Director of the School of Nursing, Program Directors*, and Program Coordinators have credentials and experiences that meet NLNAC, SACS, and Alabama Board of Nursing requirements for program administrators.	On appointment to position.	Director of SON will review and compare credentials of Director of SON with Alabama Board of Nursing, SACS, and NLNAC requirements.	.	

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1.7 ASN, BSN (MSN, DNP implied) With faculty input, the nurse administrator has the authority to prepare and administer the program budget and advocates for equity among the units of the governing organization	The Director of the School of Nursing and Program Directors* prepare and submit annual operating budget and administer operating budgets as approved by the University.	Annually Ongoing	Program Directors* will analyze budget in relation to annual needs and adequacy of appropriations with faculty input. Program Directors* will monitor account expenditures and balances.		

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1.8 ASN, BSN, 1.7 MSN, 1.6 DNP Policies of the nursing education unit are comprehensive, provide for the welfare of faculty and staff, and are consistent with those of the governing organization: differences are justified by the goals and outcomes of the nursing education unit.	100% of the policies of the School of Nursing are either consistent with the policies of TROY or are justified for their differences.	Ongoing	Program Directors* will review SON Policies for comprehensiveness, appropriateness for welfare of faculty and staff, and consistency with those of Troy University. Program Directors* will review justification of policy differences based on goals and outcomes of the School of Nursing and its respective programs.		

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1.9 ASN, BSN; 1.8 MSN; 1.7 DNP Records reflect that program complaints and grievances receive due process and include evidence of resolution.	100% of written, documented complaints are addressed per policy as described in ASN, BSN, or Graduate Nursing Program student orientation manuals or handbooks, Undergraduate or Graduate Catalogs, and/or Oracle.	Each complaint or grievance is assessed on receipt and records filed in office of Program Director.	Program Directors* will review grievances and complaints per appropriate policies and evidence of resolution.		

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1.10 ASN, BSN, 1.9 MSN, 1.8 DNP Distance education, as defined by the nursing education unit, is congruent with the mission of the governing organization and the mission/philosophy of the nursing education unit.	Definition of distance education is 100% congruent with the mission of TROY and the philosophy of SON.	Every five to eight years.	Program Directors* and ASN, BSN, and Graduate Nursing Programs curriculum committees will review and compare SON definition of distance learning to mission of TROY and philosophy of SON.		

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NLNAC Standard 2: Faculty and Staff: Qualified faculty and staff provide leadership and support necessary to attain the goals and outcomes of the nursing education unit.					
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<p>2.1 ASN: Full-time faculty are credentialed with a minimum of a master's degree with a major in nursing and maintain expertise in their areas of responsibility.</p> <p>2.1.1 The majority of part-time faculty are credentialed with a minimum of a master's degree with a major in nursing; the remaining part-time faculty hold a minimum of a baccalaureate degree with a major in nursing.</p> <p>2.1.2 Rationale is provided for utilization of faculty who do not meet the minimum credential.</p> <p>2.1 BSN: Faculty are credentialed with a minimum of a master's degree with a major in nursing and maintain expertise in their areas of responsibility.</p> <p>2.1.1 A minimum of 25% of the full-time faculty hold earned doctorates.</p> <p>2.1.2 Rationale is provided for utilization of faculty who do not meet the minimum credential.</p> <p>2.1 & 2.2 MSN: Faculty are academically and experientially qualified; the majority of faculty hold earned doctorates.</p> <p>2.1 DNP: Qualified faculty</p>	<p>Full time faculty Qualifications: ASN & BSN: 100% of faculty with a minimum of a masters degree with a major in nursing and maintain expertise in their areas of responsibility with a minimum of 25% of faculty with earned doctorate.</p> <p>Part-time faculty qualifications: ASN: The majority of part-time faculty will hold a master's degree in nursing and the remaining will hold a minimum of a bachelor's degree in nursing. BSN: 100% will hold a minimum of a master's degree in nursing.</p> <p>Graduate Nursing program: 100% of full-time faculty with earned doctorates. 100% of part-time faculty will hold a minimum of a master's in nursing with national certification as advanced</p>	<p>At time of hiring; Annually</p> <p>At time of hiring; Annually</p>	<p>Program Directors* will review faculty curriculum vita, transcripts, and criteria for appointment. Program Directors* will review faculty's Year-End Self Evaluations for maintenance of expertise, credentials including advanced practice credentials as appropriate.</p> <p>ASN and BSN Program Directors* will review faculty documentation of completion of new doctorates (transcripts).</p> <p>Program Directors* will review faculty's Year-End Self Evaluations for maintenance of expertise, credentials including advanced practice credentials as appropriate.</p> <p>Program Directors* will review graduate faculty curriculum vita, transcripts, and criteria for appointment.</p> <p>Program Directors* will review faculty's Year-End Self Evaluations for maintenance of expertise, credentials including advanced practice credentials as appropriate.</p>		

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2.4, 2.6 ASN, BSN 2.3, 2.5 MSN 2.1, 2.4 DNP The number, utilization, and credentials of faculty (full-time and part-time), non-nursing faculty and staff are sufficient to achieve the program goals and outcomes.	All programs will have sufficient number and utilization of faculty (full-time and part-time), non-nursing faculty and staff are sufficient to achieve the program goals and outcomes.	Each Semester	Program Directors* of all programs will review class schedules and teaching assignments. Program Directors* will compare each faculty's workloads with other School of Nursing faculty; assess workloads for compliance with TROY Faculty Handbook, the Alabama Board of Nursing administrative code and national nursing organizations guidelines.		
2.5 BSN, ASN 2.4 MSN 2.3 DNP	100% of faculty (full- and part-time) performance will reflect scholarship and evidence-based practice.	Annually	Program Directors* and faculty will compare School of Nursing and TROY Faculty Handbook definitions of scholarship for congruency with TROY. Program Directors* will evaluate faculty's TROY Professional Development Plan, Year-End Self-Evaluation instruments and "Classroom Performance Assessment" for documentation of scholarship and evidence based practice.		

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2.7 ASN, BSN (MSN, DNP implied) Faculty (full and part-time) are oriented and mentored in their areas of responsibilities	100% of faculty are oriented and mentored in their areas of responsibilities.	Annually as new faculty are hired	SON Faculty and Student Affairs committee will review effectiveness of the orientation plan process for new full-time and adjunct faculty.		
2.8 ASN, BSN 2.6 MSN 2.5 DNP Systematic assessment of faculty and non-nurse faculty and staff demonstrates competencies that are consistent with program goals and outcomes.	100% of faculty will be evaluated and will demonstrate competencies that are consistent with program goals and outcomes.	Annually	Faculty completes a) Professional Development Plan (PDP) that includes: teaching effectiveness; scholarship and service. Students complete b) "TROY Course and Instructor Assessment" tool; Program Directors* complete c) "Classroom Performance Assessment" tool. Results are reviewed with individual Faculty member. Faculty complete d) Year-end Faculty Self-Evaluation instrument; Program Directors* complete e) Supervisor's Review of Faculty Performance form and share with faculty. Program Directors* will review f) Faculty Certification Forms for Graduate Faculty. Students assigned to clinical adjunct faculty will complete "TROY Course and Instructor Assessment" Tool. Program Directors* and/or lead faculty evaluate adjunct faculty with "Adjunct Faculty Member Evaluation Form" and will share results with clinical adjunct faculty.		
2.9 ASN, BSN 2.7 MSN (DNP implied) Non-nurse faculty and staff performance are regularly reviewed in accordance with the policies of the governing organization.	100% of staff performance is regularly reviewed.	Annually	Program Directors* will review staff performance using "Professional Staff Evaluation Form" and share results with staff.		

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2.10 ASN, BSN 2.8 MSN 2.6 DNP Full and part-time faculty are oriented to distance learning technology, engage in ongoing development and receive support in distance education modalities including instructional methods and evaluation.	100% of full and part-time faculty participating in distance education will engage in ongoing development and receive support in distance education modalities including instructional methods and evaluation	Annually	Program Directors* will evaluate faculty's TROY Professional Development Plan and Year-End Self-Evaluation instruments for evidence of development and support in distance education modalities.		

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NLNAC Standard 3: Students: Student policies, development and services support the goals and outcomes of the nursing education unit.					
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3.3 ASN, BSN, MSN, DNP Student educational and financial records are in compliance with the policies of the governing organization and state and federal guidelines.	Student educational and financial records are in compliance with the policies of Troy University, the State of Alabama, and federal guidelines.	Ongoing Annually	The Registrar and staff of the University Records Office will review student educational records for congruency with Troy University policies, State of Alabama regulations, SACS, and federal guidelines. The Director of Financial Aid will review student financial aid records for congruency with Troy University policies, State of Alabama regulations, and federal guidelines.		

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3.4 ASN, BSN, MSN, DNP Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained.	Troy University is in 100% compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements.	Annually	The Senior Vice Chancellor for Student Services and Administration and the Office of Financial Aid will conduct an annual audit of student financial records and loan repayment for compliance with eligibility and certification requirements under the Higher Education Reauthorization Act Title IV. Director of the SON will review published compliance information and report findings in the annual NLNAC report.		
	A written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with lenders is available. Students are informed of their ethical responsibilities regarding financial assistance.	Annually	The Senior Vice Chancellor for Administration and Student Services and the Office of Financial Aid will review published information available to students for inclusion of student loan information, counseling, monitoring, cooperation with lenders, and ethical responsibilities regarding financial assistance in compliance with the Higher Education Reauthorization Act Title IV.		

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3.5 ASN, BSN, MSN, DNP Integrity and consistency exist for all information intended to inform the public, including the program's accreditation status and NLNAC contact information.	100% of the information about all programs in the SON, intended to inform the public, prospective students, current students, employers and other interested parties, is current, accurate, clear and consistent. Published information includes accreditation status of each program and NLNAC contact information.	Ongoing Annually	SON Director, Program Directors*, SON Recruitment and Integrity Committee, and faculty will conduct a review of all published documents for currency, accuracy, clarity, and consistency with program policies. SON Director, Program Directors*, and SON Recruitment and Integrity Committee will review published information for notation of accreditation status and NLNAC contact information.		

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3.6 ASN, BSN, MSN, DNP Changes in policies, procedures, and program information are clearly and consistently communicated to students in a timely manner.	Changes in policies, procedures, and program information are clearly and consistently communicated to students in a timely manner.	As needed	SON Director, Program Directors*, and faculty will review evidence of communication of changes in policies, procedures, and program information to students for clarity, consistency, and timeliness.		

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3.7 ASN, BSN, MSN, DNP Orientation to technology is provided and technological support is available to students, including those receiving instruction using alternative methods of delivery.	80% or more of students will indicate satisfaction with orientation to technology and technology support.	Ongoing	SON Evaluation Committee will survey students using the Nursing Student Evaluation of Resources, Facilities, and Services; compile, analyze and report findings to Program Directors* and the Learning Resources Committee regarding satisfaction with orientation to required course technology and continued technological support.		

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3.8 ASN, BSN, MSN, DNP Information related to technology requirements and policies specific to distance education is clear, accurate, consistent, and accessible.	100% of information related to technology requirements and policies specific to distance education is clear, accurate, consistent, and accessible.	Annually	Program Directors*, Program Coordinators, and faculty will review program policies and course materials for clarity, accuracy, consistency, and accessibility of technology requirements.		

TROY School of Nursing Evaluation Plan

NLNAC Standard 4: Curriculum: The curriculum prepares students to achieve the outcomes of the nursing education unit, including safe practice in contemporary health care environments.					
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<p>4.1 ASN, BSN The curriculum incorporates established professional standards, guidelines, and competencies, and has clearly articulated student learning and program outcomes.</p> <p>4.1 MSN Program outcomes are congruent with established professional standards, curriculum guidelines, advanced nursing practice competencies, as applicable.</p> <p>4.9 Post-Master's Post-master's certificate programs follow national standards and guidelines and demonstrate that students have sufficient didactic and clinical experiences to meet role expectations to meet role expectations and certification requirements.</p> <p>4.1 DNP Program Program outcomes are congruent with established professional standards, curriculum guidelines, advanced nursing practice competencies and requirements of certifying agencies.</p>	<p>100% of ASN, BSN, MSN & DNP student learning and program outcomes are congruent with established professional standards, curriculum guidelines, appropriate practice competencies, and licensure and certifying agencies.</p>	<p>Every 5 to 8 years or as needed</p>	<p>The ASN, BSN, and Graduate Nursing Programs Curriculum Committees and program faculty, using side-by-side analysis, will compare respective program Student Learning Outcomes (SLO) and Program Outcomes (PO) for congruency with:</p> <p>ASN: NLNAC standards, NLN competencies, and the Alabama Board of Nursing administrative code</p> <p>BSN: NLNAC standards, the 2008 AACN Essentials of Baccalaureate Education, and the Alabama Board of Nursing Administrative code</p> <p>MSN: NLNAC standards, the Essentials for Master's Education, NONPF curriculum guidelines and practice competencies, the Alabama Board Nursing requirements for licensure or ANCC or APA certification</p> <p>DNP: NLNAC standards, the AACN Essentials for Doctoral Education for Advanced Nursing Practice, NONPF curriculum guidelines and practice competencies, the Alabama Board Nursing requirements for licensure or ANCC or APA certification</p>		

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4.2 ASN, BSN, and MSN DNP (implied) The curriculum is developed by the faculty and regularly reviewed for rigor and currency.	100% of full-time faculty members participate in curriculum development and revisions. The curriculum is reviewed annually or as needed for rigor and currency.	Annually or as needed.	Program Directors* will review SON Curriculum Committee, program curriculum committees, Program Faculty Organization and SON Faculty Organization minutes for participation of faculty in the development and revision of program curriculums.		

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<p>4.3 ASN, BSN (MSN, DNP implied) The student learning outcomes are used to organize the curriculum, guide the delivery of instruction, direct learning activities and evaluate student progress.</p> <p>4.9 ASN, BSN, 4.10 MSN 4.5 DNP Learning activities, instructional materials, and evaluation methods are appropriate for the delivery format and consistent with student learning outcomes.</p>	<p>Each program curriculum reflects flow from the student learning outcomes to required courses to course student learning outcomes to course content to learning activities.</p> <p>100% of learning activities, instructional materials, and evaluation methods are appropriate for the delivery format and consistent with student learning outcomes.</p>	<p>Every 5 to 8 years or as needed</p> <p>Every four years or as needed</p>	<p>ASN and BSN Program Curriculum Committees will review adequacy of liberal education courses to support nursing courses for the achievement of student learning outcomes and will report findings to respective program faculty and director.</p> <p>Program Directors* and ASN, BSN, and Graduate Nursing Program Curriculum Committees will review appropriateness of course sequencing and credit hours for achievement of student learning outcomes.</p> <p>ASN, BSN, and Graduate Nursing Programs Curriculum Committees and faculty will review course syllabi for learning activities, instructional materials, and evaluation methods for appropriateness of delivery format and consistency with student learning outcomes.</p>		

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<p>4.4 ASN, BSN The curriculum includes cultural, ethnic, and socially diverse concepts and may also include experiences from regional, national or global perspectives.</p> <p>4.4 MSN, 4.3 DNP The curriculum is designed so that graduates of the program are able to practice in a culturally and ethnically diverse global society.</p>	<p>Cultural, ethnic, and socially diverse concepts are reflected in philosophy, program student learning outcomes, course student learning outcomes, course content, learning activities.</p>	<p>Annually</p>	<p>SON and the ASN, BSN, or Graduate Curriculum Committees and faculty will review the SON Philosophy and the respective program student learning outcomes and course student learning outcomes for inclusion of cultural, ethnic and socially diverse concepts.</p>		

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<p>ASN, BSN (Implied) The curriculum is designed to prepare graduates to be information literate and to practice nursing from an evidence-based approach.</p> <p>4.3 MSN The curriculum is designed to prepare graduates to be information literate and to practice from an evidence-based approach in their advanced practice role.</p> <p>4.2 DNP The curriculum is designed to prepare graduates to practice from an evidence-based research perspective in their advanced practice role through effective use and collaborative production of clinically based research.</p>	<p>ASN, BSN, MSN & DNP programs and course student learning outcomes and course materials evidence preparation of graduates to be information literate and practice from an evidence-based practice perspective.</p> <p>100% of DNP Residency Projects will evidence use of clinically based research and best practices.</p>	<p>Annually</p> <p>Annually</p>	<p>ASN, BSN, or Graduate Nursing Curriculum Committees and faculty will review the respective program & course student learning outcomes and course materials for the inclusion of information literacy and evidence-based nursing practice.</p> <p>Graduate Nursing Program faculty and Curriculum Committee will review DNP student projects and learning activities for evidence of clinically based research and best practices.</p>		

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NLNAC Standard 4: Curriculum: The curriculum prepares students to achieve the outcomes of the nursing education unit, including safe practice in contemporary health care environments.					
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Component	Expected Level of Achievement	Frequency of Assessment	Assessment Method/s	Results of Data Collection and Analysis <i>Including actual level/s of achievement</i>	Actions for Program Development, Maintenance, or Revision
4.5 ASN, BSN, MSN DNP (Implied) Evaluation methodologies are varied, reflect established professional and practice competencies, and measure the achievement of student learning and program outcomes.	Varied evaluation methodologies for the ASN, BSN, MSN, and DNP programs reflect established professional and practice competencies and measure achievement of student learning outcomes and program outcomes.	Annually	ASN, BSN, or Graduate Nursing Programs Curriculum Committees and/or faculty will review program course syllabi, exams, essays, projects, clinical evaluation tools, assignments, etc. used in the measurement of professional and practice competencies established for associate, baccalaureate, masters or doctoral education in nursing.		

TROY School of Nursing Evaluation Plan

NLNAC Standard 4: Curriculum: The curriculum prepares students to achieve the outcomes of the nursing education unit, including safe practice in contemporary health care environments.					
PLAN				IMPLEMENTATION	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Method/s	Results of Data Collection and Analysis <i>Including actual level/s of achievement</i>	Actions for Program Development, Maintenance, or Revision
4.6 ASN, BSN, MSN The curriculum and instructional processes reflect educational theory, interdisciplinary collaboration, research, and best practice standards while allowing for innovation, flexibility and technological advances.	100% of curriculum and instructional processes of the ASN, BSN, MSN, and DNP programs reflect 1) educational theory 2) interdisciplinary collaboration 3) research and best practice standards 4) innovation, flexibility and technology	Annually	ASN, BSN, or Graduate Nursing Programs Curriculum Committees and faculty will review curriculum and instructional processes for consistency with educational theory; interdisciplinary collaboration; research and best practice standards; and allowance for innovation, flexibility, and technology.		

TROY School of Nursing Evaluation Plan

NLNAC Standard 4: Curriculum: The curriculum prepares students to achieve the outcomes of the nursing education unit, including safe practice in contemporary health care environments.					
PLAN				IMPLEMENTATION	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Method/s	Results of Data Collection and Analysis <i>Including actual level/s of achievement</i>	Actions for Program Development, Maintenance, or Revision
<p>4.7 ASN, BSN</p> <p>Program length is congruent with the attainment of outcomes and consistent with the policies of the governing organization, state and national standards, and best practices</p> <p>4.7 MSN</p> <p>Program length is congruent with the attainment of outcomes</p>	<p>The length of each program in the School of Nursing is:</p> <ol style="list-style-type: none"> 1) adequate to achieve 100% of the respective program's outcomes 2) congruent with polices of Troy University and the Alabama Board of Nursing 3) consistent with required state and national standards and best practices 	<p>Every eight years or as needed.</p> <p>Every eight years or as needed</p> <p>Every eight years or as needed</p>	<p>Program Directors* and ASN, BSN, and Graduate Nursing Program Curriculum Committees will review adequacy of program length and credit hours for achievement of the respective program's student learning outcomes.</p> <p>SON Curriculum Committee and ASN, BSN, and Graduate Nursing Program Curriculum Committee will compare program length with other associate, baccalaureate and master's degrees at Troy University.</p> <p>SON Curriculum Committee and ASN, BSN, and Graduate Nursing Program Curriculum Committee will compare program length with other similar programs in the state and nation.</p>		

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NLNAC Standard 5: Resources: Fiscal, physical, and learning resources promote the achievement of the goals and outcomes of the nursing education unit.					
PLAN				IMPLEMENTATION	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Method/s	Results of Data Collection and Analysis <i>Including actual level/s of achievement</i>	Actions for Program Development, Maintenance, or Revision
5.1 ASN, BSN, MSN, DNP Fiscal resources are sufficient to ensure the achievement of the nursing education unit outcomes and commensurate with the resources of the governing organization.	Fiscal resources are sufficient to support 100% School of Nursing Programs commensurate with TROY resources.	Annually Every eight years	The SON Director and Program Directors* with input from Faculty will evaluate the sufficiency of fiscal resources to ensure achievement of program outcomes. A side by side comparison of the program budget with similar units or departments will demonstrate comparable fiscal resources.		

TROY School of Nursing Evaluation Plan

NLNAC Standard 5: Resources: Fiscal, physical, and learning resources promote the achievement of the goals and outcomes of the nursing education unit.					
PLAN				IMPLEMENTATION	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Method/s	Results of Data Collection and Analysis <i>Including actual level/s of achievement</i>	Actions for Program Development, Maintenance, or Revision
5.2 ASN, BSN, MSN; 5.1 DNP Physical resources are sufficient to ensure the achievement of the nursing education unit outcomes and meet the needs of faculty, staff, and students.	Physical facilities utilized by the SON programs are sufficient to meet 100% of the nursing education unit outcomes and meet the needs of faculty, staff, and students.	Ongoing	<p>The Program Directors*, Faculty and Lab Coordinators will report any identified needs and will discuss in program faculty meetings with student input for:</p> <ol style="list-style-type: none"> 1. office space 2. conference rooms 3. classrooms 4. nursing laboratories 5. computer laboratories 6. student lounges 7. equipment, supplies 8. technology support <p>The SON Evaluation committee will conduct annual surveys of Faculty and Students with the "Evaluation of Resources, Facilities & Services" survey tool and will report findings to Program Directors*.</p>	.	

TROY School of Nursing Evaluation Plan

NLNAC Standard 5: Resources: Fiscal, physical, and learning resources promote the achievement of the goals and outcomes of the nursing education unit.					
PLAN				IMPLEMENTATION	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Method/s	Results of Data Collection and Analysis <i>Including actual level/s of achievement</i>	Actions for Program Development, Maintenance, or Revision
5.3 ASN, BSN, MSN 5.1 DNP Learning resources and technology are selected by the faculty and are comprehensive, current, and accessible to faculty and students including those engaged in alternative methods of delivery.	100% of faculty and 75% of students rate learning resources as good to excellent for being comprehensive, current, and accessible. 100% of faculty have opportunity for input into acquisition of learning resources and technology.	Annually	Faculty, laboratory coordinators, & Program Directors* will participate in the assessment of learning resources and technology (library, nursing skills lab, computer lab, live video conference classroom) through program faculty meetings with student input, in which faculty discuss, evaluate, and recommend for purchase the latest learning resources and technology. Purchases go through the Learning Resources committee (new library books and journals; new nursing computer software) and through the Program Directors* (equipment for nursing skills labs). The SON Evaluation Committee will conduct annual surveys of Faculty and Students with the "Evaluation of Resources, Facilities & Services" survey tool to rate learning resources and technology, including whether they are "comprehensive, current and accessible" and this committee will report findings to Program Directors*.		

TROY School of Nursing Evaluation Plan

NLNAC Standard 5: Resources: Fiscal, physical, and learning resources promote the achievement of the goals and outcomes of the nursing education unit.					
PLAN				IMPLEMENTATION	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Method/s	Results of Data Collection and Analysis <i>Including actual level/s of achievement</i>	Actions for Program Development, Maintenance, or Revision
5.4 ASN, BSN, MSN; 5.2 DNP Fiscal, physical, technological and learning resources are sufficient to meet the needs of distance education faculty and students and ensure that students achieve learning outcomes.	100% of faculty and 75% of distance education students rate learning outcomes as good to excellent. Fiscal resources support 100% of distance education nursing programs. Technology resources are sufficient to meet 100% of student learning outcomes.	Annually	Faculty and/or students participate in the assessment of Fiscal, physical, technological and learning resources in the distance education delivery format (live video conferences or online) through program faculty meetings where student representatives will participate. The SON Evaluation Committee will conduct annual surveys of Faculty and Students in the distance education delivery format (live video conferences or online) with the "Evaluation of Resources Facilities & Services" survey tool to rate learning resources, physical resources, and technology resources for sufficiency and will report findings to Program Directors*.		

TROY School of Nursing Evaluation Plan

NLNAC Standard 6: Outcomes: Evaluation of student learning demonstrates that graduates have achieved identified competencies consistent with the institutional mission and professional standards and that the outcomes of the nursing education unit have been achieved.					
PLAN				IMPLEMENTATION	
Component	Expected Level of Achievement*	Frequency of Assessment	Assessment Method/s	Results of Data Collection and Analysis <i>Including actual level/s of achievement</i>	Actions for Program Development, Maintenance, or Revision
<p>6.1 ASN, BSN, MSN, and DNP</p> <p>The systematic plan for evaluation emphasizes the ongoing assessment and evaluation of student learning outcomes and program outcomes of the nursing education unit and NLNAC.</p> <p>6.2 DNP</p> <p>Program outcomes for the Advanced Practice Doctorate are justified.</p> <p>6.2 ASN, BSN, MSN 6.3 DNP</p> <p>Aggregated evaluation findings inform program decision-making and are used to maintain or improve student learning outcomes.</p> <p>6.3 ASN, BSN, MSN 6.4 DNP</p> <p>Evaluation findings are shared with communities of interest.</p> <p>6.4 ASN, BSN MSN (Implied) 6.5 DNP</p> <p>Graduates demonstrate achievement of competencies appropriate to</p>	<p>A written plan for systematic evaluation of 100% of the evaluative components of the School of Nursing has been developed.</p> <p>DNP program outcomes are consistent with established standards for advanced nursing practice.</p> <p>Evaluation findings are aggregated and used to maintain or improve student learning outcomes.</p> <p>Evaluation findings of program outcomes are shared with partnering agencies, Alabama Board of Nursing, and NLNAC.</p> <p>100% of graduates demonstrate achievement of appropriate role competencies for respective ASN, BSN, MSN, or DNP preparation.</p>	<p>Annually</p> <p>Annually</p> <p>Ongoing and as noted in the evaluation plan</p> <p>Annually</p> <p>Annually</p>	<p>SON Evaluation Committee reviews the systematic plan for evaluation for ongoing assessment of student learning and program outcomes and congruency with NLNAC standards and criteria. Proposals for changes sent through Program Faculty Organization to Evaluation Committee to the entire School of Nursing</p> <p>SON Director, Graduate Nursing Program Director and graduate faculty review the DNP program outcomes for consistency with established educational and practice standards for advanced practice nursing.</p> <p>Program Directors*, Committees, and Faculty review minutes and program documents for use of findings in program decisions.</p> <p>Program Directors*, Committees, and Faculty review dissemination of program findings with communities of interest, including partnering agencies and annual reports to Alabama Board of Nursing and NLNAC.</p> <p>See appropriate assessment of program outcomes as related to:</p> <p>a) 6.5.1 ASN, BSN; 6.4.2 MSN; 6.5.1 post BSN DNP Performance on Licensure and or Certification Examination</p> <p>b) 6.5.3 ASN, BSN; 6.4.4 MSN; 6.1,6.2 DNP</p>	<p>.</p>	

TROY School of Nursing Evaluation Plan

role preparation			Graduate Nursing Program Satisfaction c) 6.5.3 ASN, BSN; 6.4.4 MSN; 6.1, 6.2 DNP Employer Program Satisfaction		
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TROY School of Nursing Evaluation Plan

NLNAC Standard 6: Outcomes: Program Outcomes					
PLAN				IMPLEMENTATION	
Component	Expected Level of Achievement*	Frequency of Assessment	Assessment Method/s	Results of Data Collection and Analysis <i>Including actual level/s of achievement</i>	Actions for Program Development, Maintenance, or Revision
6.5.1 ASN, BSN Performance on Licensure (NCLEX) and/or Certifying Examinations	<p>ASN and BSN graduate pass rates on the licensure (NCLEX) exam will meet Alabama Board of Nursing minimum of 80% and will be at or above the national average (effective 2008-2009) as given below for each year:</p> <p>2007-2008 (86.7% US; 88.3% AL)</p> <p>2008-2009 (88.2% US; 89.6% AL)</p> <p>2009-2010 (87.6 % US; 85.5% AL)</p>	Annually	Director of School of Nursing, and ASN and BSN Program Directors* and Program Faculty committees will analyze and evaluate NCLEX scores for each graduating class (Fall and Spring) from aggregated data from the Alabama Board of Nursing reports for program decision-making.		

* Defined by the program

* Minimum must equal the national mean

** Report data by location if program offered at multiple locations, and then in aggregate.

TROY School of Nursing Evaluation Plan

NLNAC Standard 6: Outcomes: Program Outcomes					
PLAN				IMPLEMENTATION	
Component	Expected Level of Achievement**	Frequency of Assessment	Assessment Method/s	Results of Data Collection and Analysis <i>Including actual level/s of achievement</i>	Actions for Program Development, Maintenance, or Revision
6.4.2 MSN; 6.2, 6.5.1 post BSN DNP National Certification Examination Scores (graduate students)	80%* of MSN FNP and post-BSN DNP graduates will pass the certifying exams for advanced practice.	Annually	Graduate Nursing Program Director will track Certification Examinations results and Student Response Cards to measure the rate of graduates who passed the certifying exams for advanced practice. Graduate Faculty Committee will discuss findings to evaluate aggregated data for program decision-making.		

* Defined by the program

* Minimum must equal the national mean

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TROY School of Nursing Evaluation Plan

NLNAC Standard 6: Outcomes: Program Outcomes					
PLAN				IMPLEMENTATION	
Component	Expected Level of Achievement*; **	Frequency of Assessment	Assessment Method/s	Results of Data Collection and Analysis <i>Including actual level/s of achievement</i>	Actions for Program Development, Maintenance, or Revision
<p>6.5.2 ASN, BSN; 6.4.3 MSN; 6.2 DNP</p> <p>Program Completion: Number of Students who graduate/complete the program within 150 % of the time of the stated program length. Includes Full-time and Part-time students from the time they are enrolled in the first nursing class.</p>	<p>50% of ASN students will graduate from the ASN sequence within 150% of the time of stated program length:</p> <p>ASN generic track students should complete all nursing courses within 6 semesters of enrolling in NSG 1131.</p> <p>ASN students in the LPN Advanced Placement track should complete all nursing courses within five semesters of enrolling in NSG 1110.</p> <p>50% of BSN and RN to BSN students will graduate from the BSN sequence within 150% of the time of stated program length:</p> <p>BSN full-time 5 semesters will graduate in 8 semesters.</p> <p>RN to BSN 2 semester sequence will graduate in 3 semesters</p> <p>RN to BSN 4 semester sequence will graduate in 6 Semesters</p>	Fall/Spring	<p>ASN and BSN Program Directors* and Admissions & Progression Committee for programs will track aggregated data related to student program completion once admitted and enrolled in first nursing class. Findings will be discussed at program faculty committee meetings for program decision-making.</p>		

*Defined by the program

** Report data by location if program offered at multiple locations, and then in aggregate.

TROY School of Nursing Evaluation Plan

NLNAC Standard 6: Outcomes: Program Outcomes					
PLAN				IMPLEMENTATION	
Component	Expected Level of Achievement*,**	Frequency of Assessment	Assessment Method/s	Results of Data Collection and Analysis <i>Including actual level/s of achievement</i>	Actions for Program Development, Maintenance, or Revision
Program Completion (Continued)	<p>Effective Fall 2008, 80% of MSN or DNP students will graduate from the MSN or DNP sequence within 150% of the time of stated program length:</p> <p>MSN-Clinical Nurse Specialist, Nursing Informatics Specialist, and Family Nurse Practitioner students will graduate within 5 years or 10 semesters of admission to the MSN program.</p> <p>Post-BSN DNP full-time or 8 semesters will graduate in 12 semesters.</p> <p>Post-Masters DNP full-time or 4 semesters will graduate in 6 semesters.</p>	Fall/Spring	Graduate Director and Admissions & Progression Committee programs will track aggregated data related to student program completion once admitted and enrolled in first nursing class. Findings will be discussed at program faculty committee meetings for program decision-making.	Report by T, M, PC sites	

*Defined by the program

** Report data by location if program offered at multiple locations, and then in aggregate.

NLNAC Standard 6: Outcomes: Program Outcomes	
PLAN	IMPLEMENTATION

TROY School of Nursing Evaluation Plan

Component	Expected Level of Achievement *,**	Frequency of Assessment	Assessment Method/s	Results of Data Collection and Analysis <i>Including actual level/s of achievement</i>	Actions for Program Development, Maintenance, or Revision
<p>6.5.3 ASN, BSN; 6.4.4 MSN; 6.1, 6.2 DNP, Program Satisfaction</p> <p>Satisfaction is measured at 2 levels - end of program and the post graduation</p> <p>End-of-Program</p> <p>Post-Graduation</p>	<p>End of Program: 80% of ASN, BSN, MSN, DNP students who are in the last term of their program will rate program satisfaction (adequacy and effectiveness of program) overall and "by item" as "Agree" to "Strongly Agree" as well as provide positive qualitative comments.</p> <p>Post Graduation: 80% of ASN, BSN, MSN, DNP students who are six months post graduation will rate program satisfaction (adequacy and effectiveness of program) overall and "by item" as "Agree" to "Strongly Agree" as well as provide positive qualitative comments.</p>	<p>Last term of program</p> <p>8 to 12 months after graduation</p>	<p>The SON Evaluation committee will administer the following survey to students who are in their last term of the program: "Student Evaluation of ____ Program Student Learning Outcomes" (ASN, BSN or Graduate Nursing Program MSN and DNP). Aggregated data are analyzed by Evaluation Committee. Findings are sent to Program Directors* of Programs and discussed in Program faculty committee meetings for program decision-making.</p> <p>The SON Evaluation committee will administer the following survey to graduates six months after graduation: "Troy University School of Nursing Graduate Evaluation." Aggregated data are analyzed by Evaluation Committee. Findings are sent to Program Directors* of Programs and discussed in Program faculty committee meetings for program decision-making.</p>		

* Defined by the program

** Report data by location if program offered at multiple locations, and then in aggregate.

TROY School of Nursing Evaluation Plan

NLNAC Standard 6: Outcomes: Program Outcomes					
PLAN				IMPLEMENTATION	
Component	Expected Level of Achievement*,**	Frequency of Assessment	Assessment Method/s	Results of Data Collection and Analysis <i>Including actual level/s of achievement</i>	Actions for Program Development, Maintenance, or Revision
6.5.3 BSN, ASN; 6.4.4 MSN; 6.1, 6.2 DNP, Program Satisfaction of Employers of Graduates	80% of employers of graduates will rate program satisfaction (adequacy and effectiveness of program) overall and "by item" as "Agree" to "Strongly Agree" as well as provide positive qualitative comments	8 months to one year after graduation	The SON Evaluation committee will mail the following survey to employers of graduates 8 to12 months after graduation: "Troy University School of Nursing Employer Evaluation." Aggregated data are analyzed by Evaluation Committee. Findings are sent to Program Directors* and discussed in Program faculty committee meetings for program decision-making.	MSN- DNP-	

*Defined by the program

** Report data by location if program offered at multiple locations, and then in aggregate.

TROY School of Nursing Evaluation Plan

NLNAC Standard 6: Outcomes: Evaluation of student learning demonstrates that graduates have achieved identified competencies consistent with the institutional mission and professional standards and that the outcomes of the nursing education unit have been achieved.					
PLAN				IMPLEMENTATION	
Component	Expected Level of Achievement*,**	Frequency of Assessment	Assessment Method/s	Results of Data Collection and Analysis <i>Including actual level/s of achievement</i>	Actions for Program Development, Maintenance, or Revision
<p>Criterion 6.6 ASN, BSN; 6.5 MSN 6.6 DNP</p> <p>The systematic plan for evaluation encompasses students enrolled in distance education and includes evidence that student learning and program outcomes are comparable for all students.</p>	<p>Students from each program and every campus site will participate in SON Evaluations.</p>	<p>Annually</p>	<p>All SON Evaluations will be administered to all students on every campus site and each program including live interactive and online students.</p>	<p>.</p>	