

Illinois Wesleyan University School of Nursing
MASTER EVALUATION PLAN
(revised 11/09)

| I. Mission and Governance | | | | | |
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| Input Variable | Time Schedule | Responsible Person or Group | Method of Assessment | Activity | Outcome |
| Mission Philosophy Program Goals Expected Aggregate Student Outcomes | Every five years or when major changes occur in the university, professional standards, Nurse Practice Act, or community of interest. 2009 2014 2019 | Curriculum Committee | Compare the School of Nursing mission, philosophy, program goals and expected aggregate student outcomes to the university's mission and strategic plan. | Curriculum Committee Chair will compile the information and forward the analysis to Nurse Faculty Organization (NFO) for discussion and action | The School of Nursing mission, philosophy, program goals, and expected aggregate student outcomes are consistent with the university mission, university strategic plan, professional nursing standards, Illinois Nurse Practice Act, community of interest, and faculty beliefs. |
| | | Director, School of Nursing | Compare the AACN published documents (including AACN Essentials of Baccalaureate Education and AACN nursing competencies) and other standards with the School of Nursing mission, philosophy, program goals and expected aggregate student outcomes. | | |
| | | Director, School of Nursing | Compare the Illinois Nurse Practice Act and Rules for Implementation with the School of Nursing | Director will summarize and take action on changes that affect implementation of the programs goals | |

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| | <p>Variable schedule dependent on community of interest.</p> <ul style="list-style-type: none"> • Alumni: 2007 • Community nurse leaders: 2000 2006 • Students: 2007 | Director, School of Nursing | <p>program goals and expected aggregate student outcomes.</p> <p>Periodic written surveys or formal discussions with students, alumni, faculty, health care providers, and clinical agencies to determine current and future directions of professional nursing.</p> | <p>and outcome and submit these to NFO for information or further action as appropriate.</p> <p>Director will summarize information and submit to NFO for discussion and action.</p> | Needs and expectations of the community of interest will be incorporated into the mission, philosophy, goals and expected aggregate student outcomes of the program when appropriate. |
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| Governance: Nurse Faculty Organization (NFO) By-Laws | Annually and as needed | By-laws Committee | Solicit and review input, including student representatives comments, from each School of Nursing Committee. | <p>By-laws Committee Chair will submit recommendations for changes with rationale to NFO for review and action.</p> <p>Director distributes By-laws to NFO and Committee members each year.</p> | Minutes of Committees and NFO demonstrate the By-laws encourage meaningful participation in program governance by faculty and students. |
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| <p>Governance: Academic policies on:</p> <ul style="list-style-type: none"> • Grading • Student Progression, Retention, and Transfer | <p>Every five years or when changes occur in the University academic policies or School of Nursing academic policies</p> <p>2009 2014 2019</p> | Student Affairs Committee | Review grading, promotion, progression, retention, and transfer policies to assure School of Nursing Policies as published in the Student Handbook are fair to all students and not in violation with | <p>Student Affairs Committee Chair will submit written recommendations for changes with rationale to the NFO for review and action.</p> | Academic policies of the School of Nursing are consistent with the University (or rationale for variance is explained), policies are published, and promote achievement of the mission, goals and expected aggregate |

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| <ul style="list-style-type: none"> Recruitment Admissions | Annually | Individual Faculty | standards set by the University. Review course syllabi for assigned courses. | Individual course faculty review course syllabi to assure written materials are congruent with University policies for syllabi. | student outcomes of the School of Nursing. 100% of School of Nursing faculty complies with the University standards for course syllabi. |
| | Annually: Fall Every five years or when changes occur in the University admissions policies or School of Nursing admissions policies 2009 2014 2019 | Director, School of Nursing, Recruitment Counselor, and Admissions Department | Review university goals and strategic plan related to recruitment and admissions. | Develop annual admission and recruitment goals for the School that are consistent with the University goals. | Recruitment and admission criteria support the success of students' progression through the program. |
| Governance: Student Concerns and Complaints | Annually | Student Affairs Committee | Review the procedure and policy for student concerns and complaints in School of Nursing Handbook. | Assure the School of Nursing Student Handbook concerns and complaint policies are current and congruent with the University written policies on complaints. | Student concern and complaint policies and procedures are current, accurate, consistent with University policies and accessible to students in the Student Handbook. |
| Governance: Public documents and publications | Annually and as needed when changes in University or School of Nursing policies | Director, School of Nursing | Review course offerings, BSN degree requirements, accreditation information, and School of Nursing policies in the University catalog, School of Nursing Handbook, brochures | Assure congruence among all published materials. Distribute Student Handbook to freshman, sophomore, junior, and seniors students at the start of the semester. Distribute significant | Published policies are current, accurate, and congruent with the University. 100% of students sign and return the certificate of receipt for the Student Handbook. |

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| II. Institutional Commitment and Resources | | | | | |
| Input Variable | Time Schedule | Responsible Person or Group | Method of Assessment | Activity | Outcome |
| Resources : Fiscal | Annually on a varying budget schedule. | Director, School of Nursing | Review capital and operating budgets. | Director submits anticipated fiscal requirements. | Fiscal resources are adequate to support the outcomes of the program. |
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| Resources: Physical Facilities | Annually | Faculty members and staff | Evaluate office equipment, classroom instructional equipment, and physical facilities. Submit request to Director, School of Nursing. | Director requests input from faculty regarding needs. Faculty and staff submit requests to Director for incorporation into the appropriate budget. | Computer needs and equipment for faculty offices and instruction are replaced according to the University replacement cycle. Stevenson Hall provides a safe, aesthetic, and sufficient environment to promote learning needs of students and working environment of the faculty and staff. |
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| Resources: Equipment and Supplies • Nursing Intervention Laboratory (NIL) | Each Semester Annually: Spring | Curriculum Committee NIL Coordinator | Faculty completion of School of Nursing Faculty Course Evaluation Form. Item VI. Instructional Methods-D. NIL Supplies and Resources. Student evaluations of availability of practice equipment, staff, and practice time in NIL. (NIL Evaluation Form items) | Curriculum Committee reviews Faculty Course Evaluations and recommends changes and purchases to NFO. NIL Coordinator will write a summary of student comments and an assessment of the comments. Summary submitted to the | NIL resources are adequate to meet mission, goals, and expected aggregate student outcomes. NIL supplies, staff, and practice time availability are adequate, as indicated by a mean score of 3 or better from responding students. |

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| <ul style="list-style-type: none"> Teaching-Learning Resources | Annually | Faculty | Completion of Faculty Course Evaluation Form: Item VI. A. | <p>Director who will forward to appropriate faculty.</p> <p>Faculty evaluate adequacy of teaching resources used in courses and recommend changes or purchases of media and software. Student evaluation of course media is used when it appears on the student course evaluations.</p> | Faculty assessment indicates teaching-learning materials are sufficient to meet the goals of the program and expected aggregate student outcomes. |
| Resources: Academic Support Services | | | | | |
| <ul style="list-style-type: none"> Library Services | Every 5 years or as indicated by changes in library procedures and acquisition policies | Library Liaison and NFO | Review the IWU Library goals of the School of Nursing acquisition policy and services provided by the library. | Need for changes in acquisition policies and library services are communicated to the University Librarian. | Library collection, print and electronic, and services facilitate faculty teaching and expected student outcomes. |
| <ul style="list-style-type: none"> Technology Services (ITS) | Every five years | Director, School of Nursing and Faculty | Review the on-line policies and procedures for acquisition of equipment and use of ITS. | Need for changes in acquisition policies and technology services are communicated to Technology Services. | Technology services facilitate faculty teaching and expected student outcomes. |
| <ul style="list-style-type: none"> Academic Advising services | Annually (begin Fall 2010 and then annually each fall) | Director, School of Nursing, Director of Academic Advising Center (AAC), and SAC | <p>AAC survey enrolled students.</p> <p>SAC reviews any student concerns about academic advising.</p> | Director compiles available aggregate data regarding the advising process and submits to Student Affairs Committee. SAC makes recommendations to NFO. | Improvements in the advising process are implemented or concerns addressed while students are in the program. |

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| | Annually | Director, School of Nursing and SAC | Senior Exit Evaluation | Director compiles aggregate data regarding the advising process and submits to Student Affairs Committee. SAC makes recommendations to NFO. | 85% of the seniors evaluate the academic advising in the School of Nursing as “good or excellent”. |
| III. Curriculum and Teaching Learning Practices | | | | | |
| Input Variable | Time Schedule | Responsible Person or Group | Method of Assessment | Activity | Outcome |
| Curriculum: Expected Individual Student Outcomes (level objectives) | Every five years or when major changes occur in the university, professional standards, Nurse Practice Act, or community of interest. 2004 2009 2014 | Curriculum Committee | Determination of relevance of individual student outcomes to changes in the university, professional standards, Nurse Practice Act, or community of interest. | Recommend changes to NFO. | Individual student outcomes remain consistent with the mission goals and aggregate student outcomes. |
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| Curriculum: Course Objectives | Every semester at the completion of the course | Individual faculty teaching courses | Completion of Faculty Course Evaluation Form: Item II. and Item III. Course Objectives. Determination of course objectives as appropriate with recent advances in nursing standards. | Faculty Course Evaluation form submitted to Curriculum Committee with recommendations for change. Curriculum Committee submits final recommendations to NFO. | Individual course objectives are consistent with the role of the baccalaureate nurse, professional nursing standards, and expected individual student outcomes. |
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| Curriculum: Course Content | Every semester | Individual faculty teaching courses | Determination of consistency of course content with the course objectives and | Submit Faculty Course Evaluation Form to Curriculum Committee. External and Internal | Course content remains consistent with the course objectives, advances in professional standards |

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| | | | content map. Completion of Faculty Course Evaluation Form Item: IV. Course Content. | recommendations are reviewed by Curriculum Committee and NFO. Content map changes are complied by the Curriculum Committee Chair and disseminated to faculty. Director includes all action in the NFO annual report of the organization. | and practices, and maintains the content within the approved curricular structure. |
| Curriculum: Clinical Facilities | Every Semester | Students | Completion of the Clinical Agency Evaluation (student form) | Clinical faculty submits a completed Summary of Clinical Agency Evaluation Form to the course coordinator. Summary is attached to the Faculty Course Evaluation Form and is submitted to Curriculum Committee. | Selected clinical agencies provide adequate census and learning experiences to support student achievement of course objectives. |
| | | Clinical faculty | Completion of Summary of Clinical Agency Evaluation Form | | |
| | | Course Coordinator | Completion of Faculty Course Evaluation Form and Evaluation of clinical agency sites. Includes analysis Item 11 on student clinical agency evaluation | Curriculum Committee communicates recommendations and action to the Director for selecting/contracting of clinical sites. | 85% agreement by responding students that each clinical agency in the course facilitates active learning (Item 11). |
| Curriculum: Elective Courses | | | | | |
| <ul style="list-style-type: none"> N390 Special Topics N397 Internships N499 Research and Studies | Annually | Students | Completion of University Course Evaluation Form (includes internship evaluation) | | Elective course offerings are consistent with student interest, faculty qualifications, and the University Mission. |

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| Minors <ul style="list-style-type: none"> • Health • Hispanic Studies • Human Services Management Minor | Every 4 years | Faculty | Completion of Faculty Course Evaluation Form. (Special Topics courses only) | University Course Evaluation Form summarized and submitted to Curriculum Committee. | Minor offerings are consistent with student interest, faculty qualifications, and the University Mission. |
| | | Faculty | On site visit with student and assigned on- site supervisors for internships. | Completion of Internship Forms from the Career Center. Final learning contract and evaluation of student is file in the student's permanent folder. | |
| | | Director, School of Nursing | Compile a listing of all students enrolled in minors, and those who have completed an elective research course, independent study, or internship. | Circulate data to the faculty including rationale for student requests for internships that were not filled. Recommend changes in course topics, internships sites that use faculty expertise, and available resources to NFO. | |

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| Teaching Learning Practices | Every semester | Faculty | Students | Completion of Faculty Course Evaluation Form: Items VI. Instructional Methods, VIII. Evaluation. IX. Summary—Action on previous recommendations, current internal recommendations, external recommendations. Review and summarize IWU Instructor and Course Evaluation Form. Submit summary and raw data to the Director, School of Nursing. | Use information from the Faculty Course Evaluation Form and the IWU Instructor and Course Evaluation Form to recommend changes in the teaching learning methods of the courses. | Faculty Course Evaluation Form IX. Summary Item A indicates consideration and action of recommendations from the previous year. Students experience a variety of teaching and learning experiences that facilitate achievement of individual expected student learning outcomes. |
| | Every semester | Curriculum Committee | | | | |
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IV. Program Effectiveness: Aggregate Student and Faculty Outcomes

| Input Variable | Time Schedule | Responsible Person or Group | Method of Assessment | Activity | Outcome |
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| Critical Thinking | | | | | |
| <ul style="list-style-type: none"> Students | Annually | Director, School of Nursing | Administer the California Critical Thinking Disposition Inventory (CCTDI) to Freshmen (August) and Seniors (March). | Director submits aggregate data to Curriculum Committee for review. Curriculum Committee makes recommendations to NFO when outcome is | IWU nursing majors will score at least at the average level of all 4-year baccalaureate students for total score (norms reported by the California Academic |

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| | Annually | Director, School of Nursing | Analyze all matched entry and exit change scores for the graduating class on the CCTDI. | not met. | Press). |
| | Annually | Director, School of Nursing | Analyze data from Senior Exit Evaluation Question: "I am capable of using critical thinking skills to make clinical judgments that result in the design of a care system for individuals, families, groups, and populations" is used. | Director aggregates data from Senior Exit Evaluation and submits data to Curriculum Committee. | When matched scores of freshmen and seniors (entry and exit scores) are compared there will be a positive trend in CCTDI total score. Ninety percent of graduating seniors agree or strongly agree they can use critical thinking skills in the design of patient care systems. |
| Critical Thinking: • Graduates | Annually: One year after graduation | Director, School of Nursing and Curriculum Committee | One-Year Graduate Follow-up: Graduates self-report of critical thinking. "I am capable of using critical thinking skills to make clinical judgments that result in the design of a care system for individuals, families, groups, and populations" is used. (added 2009) Employer Response-One Year Graduate Follow-up Uses critical thinking skills when making | Director aggregates data from One-Year Graduate Follow-up and submits data to Curriculum Committee. | Ninety percent of responding one-year graduates agree or strongly agree they can use critical thinking skills in the design of patient care systems. Ninety percent of responding employers agree or strongly agree with each of the three statements that suggest |

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| | | | <p>decisions:</p> <p>a) Identifies appropriate questions/problems</p> <p>b) Analyzes problems using sound clinical knowledge or data</p> <p>c) Evaluates outcomes</p> <p>“Uses critical thinking to make clinical judgments when planning/providing care.”</p> | | <p>graduates use critical thinking skills when making decisions.</p> <p>Ninety percent of responding employers agree or strongly agree</p> |
| Therapeutic Nursing Interventions | | | | | |
| <ul style="list-style-type: none"> Students Graduates | <p>Annually</p> <p>Annually: 1-year after graduation</p> | Director, School of Nursing and Curriculum Committee | <p>Analyze data from Senior Exit Evaluation Questions and One-Year Graduate Follow-Up Evaluation Questions:</p> <ul style="list-style-type: none"> “I can perform technical skills safely and competently.” “I can teach technical skills to other health care workers safely and competently.” “I can delegate technical skills to others safely and competently.” “I can supervise technical skills performed by | Director aggregates data from Senior Exit Evaluation and One-Year Follow-up Questionnaire and submits data to Curriculum Committee. | <p>Ninety percent of all seniors indicate they agree or strongly agree they are technically competent at the completion of the senior year to perform, teach, delegate, and supervise technical skills.</p> <p>Ninety percent of responding one-year graduates indicate they agree or strongly agree they are technically competent at the completion of the senior year to perform, teach, delegate, and supervise technical skills</p> |

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| | | | <p>others safely and competently”</p> <p>One-Year Graduate Follow-up Evaluation Employer Response:</p> <ul style="list-style-type: none"> • “Performs basic skills safely and competently” • “Teaches basic skills safely and competently” • “Delegates basic skills to others safely and competently” • “Supervises basic skills perform by others safely and competently” <p>“Integrates principles of teaching/learning into client care”</p> | | <p>Ninety percent of responding employers of one-year graduates indicate graduate is “always” or “often” competent to perform, teach, delegate, and supervise technical skills.</p> <p>Ninety percent of responding employers of one-year graduates indicate the graduate “always” or “often” integrates principles of teaching/learning into client care.</p> |
| Communication | | | | | |
| <ul style="list-style-type: none"> • Students | <p>Annually: At students’ graduation</p> <p>Annually: April</p> | Curriculum Committee | Senior Exit Evaluation “I can use a variety of methods to communicate effectively with individuals, families, and colleagues in a variety of health care settings.” | Aggregate numerical responses are summarized by Director and submitted to Curriculum Committee for analysis. When outcomes fall below the standard recommendations are submitted to NFO. | Ninety percent of the graduating seniors indicate they are “always” or “often” communicate effectively. |

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| <ul style="list-style-type: none"> • Graduates | 1-year after graduation | Curriculum Committee | <p>One-Year Graduate Follow-Up Evaluation “I can use a variety of methods to communicate effectively with individuals, families, and colleagues in a variety of health care settings.”</p> <p>“I can establish effective working relations with colleagues and other professionals to promote positive health outcomes.”</p> | Numerical responses are summarized by Director and submitted to Curriculum Committee for analysis. When outcomes fall below the standard recommendations are submitted to NFO. | Ninety percent of responding one-year graduates indicate they are “always” or “often” communicate effectively (Standard applies to both questions). |
| <ul style="list-style-type: none"> • Employers | Annually: 1- year after graduation | Director, School of Nursing and Curriculum Committee | <p>One-Year Graduate Follow-up Evaluation Employer Response:</p> <p>“Communicates effectively with clients/patients, colleagues, and the public.”</p> <p>“Collaborates with other health care professionals to enhance client care”</p> | Numerical responses are summarized by Director or designee and submitted to Curriculum Committee for analysis. When outcomes fall below the benchmark recommendations items are submitted to NFO. | <p>Ninety percent respondents indicate one-year graduates “always” or “often” communicate effectively.</p> <p>Ninety percent respondents indicate one-year graduates “always” or “often” communicate effectively.</p> |
| Satisfaction | | | | | |
| <ul style="list-style-type: none"> • Students | Annually: At students’ graduation | Director, School of Nursing and Curriculum Committee | <p>Senior Exit Interview</p> <p>Qualitative data: “Are you satisfied with the education</p> | Aggregate senior exit interview data are compiled by the Director and submitted to | Ninety percent of the graduating seniors indicate they are satisfied with their nursing education at |

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| <ul style="list-style-type: none"> Graduates | Annually: At students' graduation | Curriculum Committee | <p>you received through the School of Nursing?"</p> <p>Senior Exit Evaluation "To what degree are you satisfied with your overall educational preparation in nursing at Illinois Wesleyan University?"</p> | <p>Curriculum Committee for review and action.</p> <p>Numerical responses are summarized by Director or designee and submitted to Curriculum Committee for analysis. When outcomes fall below the standard recommendations are submitted to NFO.</p> | <p>Illinois Wesleyan University.</p> <p>Ninety percent of the graduating seniors indicate they are satisfied or highly satisfied with their nursing education at Illinois Wesleyan University.</p> |
| | <p>Annually: 1- year after graduation</p> <p>5-years after graduation</p> | Curriculum Committee | <p>One-Year Graduate Follow-up Evaluation</p> <p>Five-Year Graduate Follow-up Evaluation</p> <p>"To what degree are you satisfied with your overall educational preparation in nursing at Illinois Wesleyan University?"</p> | <p>Numerical responses are summarized by Director or designee and submitted to Curriculum Committee for analysis. When outcomes fall below the standard recommendations are submitted to NFO.</p> | <p>Ninety percent of responding graduates at 1-year and 5-years indicate they are satisfied or highly satisfied with their nursing education at Illinois Wesleyan University.</p> |
| | Annually: 1-year graduates | Curriculum Committee | <p>One-Year Graduate Follow-up Evaluation</p> <p>Employer Response</p> | <p>Numerical responses are summarized by Director or designee and submitted to Curriculum</p> | <p>Satisfaction: Aggregate data indicate 100% of respondents rate graduates performance as average</p> |

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| | | | <p>“How would you rate this employee’s overall performance?”</p> <p>“How would you compare this employee to other nurses who completed their basic nursing education in 200X?”</p> | Committee for analysis. When outcomes fall below the standard recommendations are submitted to NFO. | <p>or above.</p> <p>Aggregate data indicate 100% of respondents rate graduates performance as average or above.</p> |
| Retention/Attrition | | | | | |
| Students | Annually | Director, School of Nursing and Student Affairs Committee | <p>Attrition: Withdrawal before first day of fourth full week of classes. Summarize individual student attrition reports. Identify number and percentage of student attrition from each class and rationale.</p> | <p>Director aggregates student attrition by class using forms submitted by the student’s mentor or advisor. Submits compilation to Student Affairs Committee. Student Affairs Committee submits a written attrition report to NFO for recommendations when data falls below the expected outcome.</p> | <p>Maintain a freshman and sophomore attrition rate of 10% or less per year.</p> <p>Maintain a junior and senior attrition rate of less than 5% or when fewer than 25 students, no more than one student from each class.</p> <p>Identify barriers in current program that affect attrition.</p> |
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| Graduation Rates | Annually | Director, School of Nursing | Graduation rate: Completion from first day of fourth week of first nursing course to graduation. | Submit data on graduation rates to accrediting agencies and NFO. | All students who graduate do so in 4 years from start of nursing sequence. |

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| NCLEX-RN | Annually | Director, School of Nursing | Results of NCLEX scores are tabulated to determine the passing rate. | Director reports the aggregate data to the NFO and state regulatory agency. When rate drops below the standard, information will be forwarded to Curriculum Committee for discussion and action. | The percentage of graduates passing NCLEX on the first attempt will meet or exceed state levels and national (NCSBN) BSN levels. |
| Employment Rates | Annually: Spring | Director, School of Nursing Curriculum Committee | Result of 1-year and 5-year graduate follow-up evaluation. “Which on of the following best describes your employment status” “If you are NOT working in nursing you are _____” “If you are NOT currently employed in nursing, indicate the one reason that BEST explains this status.” | Director reports aggregate data to Curriculum Committee. When the standard is not met rationale for unemployment, as reported by the graduates is summarized and submitted to Curriculum Committee for discussion and action. | 100% of responding graduates desiring a nursing position are employed in nursing. |
| Graduate Accomplishments | | | | | |
| <ul style="list-style-type: none"> Graduate School | Annually: Spring | Director, School of | Analysis of Graduate Follow-up | Director aggregates and compares data | Percentage of respondents at 1-year |

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| <ul style="list-style-type: none"> • Certification | <p>Annually: Spring</p> | <p>Nursing Curriculum Committee</p> <p>Director, School of Nursing Curriculum Committee</p> | <p>Evaluations at:</p> <p>1- year</p> <p>5 -year</p> <p>Analysis of Graduate Follow-up Evaluations at:</p> <p>1- year (enrolled or completed) Check all that apply: see below for list.</p> <p>5 –years (enrolled or completed) Check all that apply</p> <p>_____ Advanced Life Support</p> <p>_____ Basic Life Support</p> <p>_____ Advanced Cardiac Life Support</p> | <p>from the graduate surveys and submits to Curriculum Committee.</p> <p>Curriculum Committee reviews the data, reports and makes recommendations to NFO for action when the standard is not met.</p> <p>Director aggregates and compares data from the 1 and 5 year graduate surveys to past surveys. Results submitted to Curriculum Committee for review. When standard is not met, recommendations are submitted to NFO.</p> | <p>who are enrolled graduate school will meet or exceed the average of prior Illinois Wesleyan School of Nursing graduates for the last five years.</p> <p>Percentage respondents of 5-year graduates enrolled in or completed graduates school will match or exceed the average of Illinois Wesleyan School of nursing graduates for the last five years.</p> <p>Percentage of responding 1-year graduates who have initiated or completed (both included) certification will meet or exceed the average of prior Illinois Wesleyan School of Nursing 1-year graduates for the last five years.</p> <p>Percentage of responding 5-year graduates who are enrolled in or completed certification</p> |
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| <ul style="list-style-type: none"> Leadership | <p>Annually: Spring</p> | <p>Director, School of Nursing Curriculum Committee</p> | <p> <input type="checkbox"/> Chemotherapy <input type="checkbox"/> Conscious Sedation <input type="checkbox"/> Intravenous Therapy <input type="checkbox"/> Neonatal Resuscitation Program <input type="checkbox"/> Pediatric Advanced Life Support <input type="checkbox"/> Dialysis <input type="checkbox"/> Rehabilitation <input type="checkbox"/> Other (Specify) (options revised April 2009 to be consistent with NCSBN) Five-year Graduate Follow-Up Evaluation </p> | <p>Director aggregates and compares data the 5-year graduate survey to overall average of past 5-year surveys. Results submitted to Curriculum Committee. Curriculum Committee reviews the data, reports and makes recommendations to NFO for discussion and action when the standard is not met.</p> | <p>will match or exceed the average of Illinois Wesleyan School of 5-year nursing graduates for the last five years.</p> <p>Percentage of 5-year graduates who respond they are in leadership position will match or exceed the average of Illinois Wesleyan School of nursing graduates for the last five years.</p> |
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| Input Variable | Time Schedule | Responsible Person or Group | Method of Assessment | Activity | Outcome |
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| <p>Faculty</p> <ul style="list-style-type: none"> Teaching effectiveness | <p>Each semester at the completion of the course.</p> <p>Each semester</p> | <p>Students</p> <p>Faculty</p> | <p>Illinois Wesleyan University Instructor and Course Evaluation Form and School of Nursing Evaluation of Clinical Faculty Form (when appropriate).</p> <p>Faculty review and reflect on student comments regarding instruction and courses.</p> <p>Faculty calculate a mean score for each of the 4 items below:</p> <ol style="list-style-type: none"> Instructor was prepared for class. Instructor was available for help outside the | <p>Students complete the Illinois Wesleyan University Instructor and Course Evaluation Form. Students complete the School of Nursing Evaluation of Clinical Faculty Form.</p> <p>Submit summarized student evaluations of teaching and the raw data where they are maintained for 3 years in a file in the Director's office.</p> | <p>Students are exposed to faculty with expertise in a variety of teaching methods clinically and in the classroom.</p> <p>100% of students are provided the opportunity to give feedback on class and clinical instruction.</p> <p>100% faculty will receive a mean ranking of 4 or above on four items from the University Instructor and Course Evaluation Form.</p> |

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| | Annually | Director, School of Nursing and Faculty | <p>classroom</p> <p>c) Instructor provided meaningful criticism and comments on my work</p> <p>d) Instructor challenged me intellectually</p> <p>Evaluation of teaching by another faculty member based on the above 4 criteria .</p> | <p>In addition to the Director each faculty member with select one of the following to observe their teaching.</p> <ul style="list-style-type: none"> • University faculty or mentor • School of Nursing Mentor • School of Nursing faculty <p>Meet with all faculty to discuss teaching effectiveness.</p> | <p>Faculty engages in deliberate and purposeful pedagogy.</p> |
| | Dependent upon appointment: Annually or each semester | Director, School of Nursing | Review faculty summaries of teaching | | <p>Non-tenured faculty demonstrate the ability to teach well and the promise of excellence in teaching.</p> <p>All tenure-line faculty demonstrate progress toward or evidence of mastery of the subject and the capacity to</p> |

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| <ul style="list-style-type: none"> Scholarly/Artistic Achievement | <p>According to the University schedule for evaluation of faculty for promotion and tenure. Varies by length of time employed by the University</p> | <p>Faculty up for review</p> | <p>Completion of the University Document for self-evaluation.</p> | <p>Submit CV and completed document to the Director and Promotion and Tenure Committee of the University based on schedule for evaluation.</p> | <p>convey knowledge and skill to students.</p> <p>All faculty evidence ability to stimulate student's intellectual development.</p> <p>100% of the tenure-line faculty engages in one of the following scholarly activities annually:</p> <ul style="list-style-type: none"> Professional publications Editorial work or manuscript review in one's discipline Formal participation in scholarly conferences Grant proposals to support scholarly activity favorably reviewed by external agencies. |
| | <p>Annually</p> | <p>All faculty</p> | | <p>Submit CV to Provost and Director, School of Nursing</p> | |
| <ul style="list-style-type: none"> Service to the University | <p>According to the University schedule for evaluation of faculty for promotion and tenure. Varies by</p> | <p>Faculty up for review</p> | <p>Completion of the University Document for self-</p> | <p>Submit self-evaluation to Director, School of</p> | <p>All School of Nursing tenure-line faculty demonstrate a willingness and ability</p> |

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| Professional Activity | length of time employed by the University | | evaluation. | Nursing and Promotion and Tenure Committee of the University based on schedule for evaluation. | to share in the collegial responsibilities necessary to the effective functioning of the institution. |
| | Annually | Director, School of Nursing | | Director submits a letter documenting validity of self-evaluation. | 100% of faculty effectively participate in at least one of the following: <ul style="list-style-type: none"> • University service • School of Nursing service • Professional organization directly related to faculty member's field. |
| | According to the University schedule for evaluation of faculty. Varies by length of time employed by the University | All faculty | | Submit CV to Provost and Director. | |
| | | Faculty | Completion of the University Document for self-evaluation. | Submit CV annually and license renewal every two years to the Director. | 100% of faculty maintain state licensure. |
| | | Director, School of Nursing | | | |
| Complaints <ul style="list-style-type: none"> • Formal | Annually or more often if indicated by | Director, School of | Contact Provost, Associate Provost, | Director submits to NFO a summary of | All formal complaints have been deliberated |

| | | | | | |
|----------------------------------|--------------------------------|---------|---|--|--|
| Complaints • Student Concerns | serious nature of complaint | Nursing | and Dean of Students to establish the number and nature of formal complaints filed with their offices regarding the School of Nursing. Review Committee minutes for student concerns. | formal complaints. Submit to NFO a summary of student concerns discussed within the School of Nursing procedures. | by the Director and when appropriate NFO. The appropriate committee or person has addressed 100% of student concerns. |
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