

Under review

The University of Texas Health Science Center San Antonio  
 School of Nursing  
**Total Program Systematic Evaluation Plan (TPSEP)**  
**2018-2019**

FA – Faculty Assembly  
 FC –Faculty Council

Evaluation Component	Expected Outcome	Evaluation Data Sources	Group/Individual Responsible for Collection & Analysis	Frequency of Data Collection	Findings (Aggregate Data)	Indicators of Achievement	Action Plan (Changes/Actions Made as Result of Analysis)	Location of Documents	Reporting Schedule: When/Who/Where?
<b>STANDARD I - PROGRAM QUALITY: MISSION AND GOVERNANCE</b>									
1.1 Mission, goals and expected <b>program outcomes</b> are congruent with professional nursing standards and guidelines for the preparation of nursing professionals.  I-A	Goal: Identify a statement that SON mission, goals and expected program outcomes are congruent with professional nursing standards based on:  AACN Essential Series: <a href="#">BS (2008) MS (2011) DNP/PhD *(2006)</a> [*PhD with GSBS]  <a href="#">2010 Differentiated Entry Competencies for Nursing Practice in Texas (BSN)</a>  <a href="#">2014 QSEN Competencies</a>  <a href="#">2007/2014 TIGER Competencies</a>  <a href="#">2014 Core Competencies for Public Health Professionals</a>  <a href="#">2018 Quad Council Competencies for Public Health Nurses</a>  <a href="#">2018 CCNE and 2016 NTF Criteria for Evaluation of NP Programs Crosswalk</a>  <a href="#">2013 Population Focused Nurse Practitioner Competencies</a>  <a href="#">2015 AONE Nurse Executive Competencies</a>  <a href="#">2013 CNL Competencies</a>  <a href="#">2016 AGAC and Primary Care NP Competencies</a>  <a href="#">2017 NONPF Competencies</a>  THECB 18 <a href="#">Characteristics of Doctoral Programs</a>	<a href="#">SON Website</a>  <a href="#">Catalog</a>  <a href="#">Undergraduate Student Handbook</a>  <a href="#">Graduate Student Handbook</a>	Committee on Undergraduate Studies  Committee on Graduate Studies  Faculty Council  Faculty Assembly  Office for Academic Affairs	Early Fall: Review SON mission, goals and expected program outcomes for alignment with nursing standards.	Mission and goals are congruent with professional nursing standards and guidelines for the preparation of nursing professionals. Evidence found here:  Pg. 14 of Undergrad and Pg. 21 of Grad Handbooks state: “(The mission, vision and goals) are consistent with relevant professional standards and nursing guidelines to prepare students for beginning and advanced nursing practice.”  Evidence that program outcomes are consistent with professional nursing standards found on Pg. 24 of <a href="#">Graduate Student Handbook</a> , and on Pg. 18 of <a href="#">Undergraduate Student Handbook</a> .	Updates appear in 2019-2020 Handbooks.  Presented as part of Dean’s State of the School presentation on Nov. 1, 2019.	BSN to DNP pathway curricular goals for the Advanced Practice Leadership and Public Health tracks to be reviewed for congruence with professional standards.	Office for Academic Affairs  SON Website	<u>Mar. 2019</u>  BSN to DNP and Post-Master’s Working Group: Went through Faculty Governance  Annual review of PhD program in progress   Place on Faculty Governance agendas

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<b>STANDARD I - PROGRAM QUALITY: MISSION AND GOVERNANCE</b>									
1.2 Mission, goals, and expected <b>program outcomes</b> of SON are congruent with UT Health San Antonio.  I-A	Goal: Identify a statement or acknowledgment of congruence between UT Health San Antonio and SON missions, goals and expected outcomes.	<a href="#">SON Website</a>  <a href="#">Catalog</a>  <a href="#">Undergraduate Student Handbook</a>  <a href="#">Graduate Student Handbook</a>	Faculty Council  Faculty Assembly  Office for Academic Affairs	Early Fall: Review SON mission, goals and expected program outcomes for alignment with UT Health San Antonio.	Congruence detailed on Pg. 14 of Undergraduate Student Handbook: <a href="https://www.uthscsa.edu/sites/default/files/2018/uthscsa_bsn_handbook.pdf">https://www.uthscsa.edu/sites/default/files/2018/uthscsa_bsn_handbook.pdf</a> and Pg. 21 of Graduate Student Handbook: <a href="#">Graduate Student Handbook</a> "The mission, vision and goals are each congruent with those of the UT Health San Antonio."	Addressed; reviewed annually.		Office for Academic Affairs  SON Website	September 2018
1.3 Mission, goals and expected <b>student outcomes</b> are reviewed periodically and revised, as appropriate, to reflect professional nursing standards and guidelines.  I-B	Goal: Identify descriptions of a periodic, defined process for review and revision of the Mission, Goals and Student Outcomes to reflect professional nursing standards and guidelines.	<a href="#">Faculty Assembly Bylaws</a>  COUS Bylaws  COGS Bylaws	Faculty Assembly  Faculty Council  COUS/COGS  Office for Academic Affairs	Annually, or as needed	Description of a periodic, defined process for review and revision of Mission, Goals and Student Outcomes that reflect professional nursing standards and guidelines. (On an as-needed basis, as Standards are updated.)	Student outcomes for the BSN to DNP pathway were reviewed (Mar. – Apr.) to reflect professional standards (NONPF, AACN Essentials)		Office for Academic Affairs  SON Website	Request programs to review in September; report back in February 2019

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<p>1.4 Mission, goals, and expected <b>student outcomes</b> are reviewed periodically and revised, as appropriate, to reflect needs and expectations of community of interest.</p> <p>I-B</p>	<p>Goal: Identify descriptions or evidence of the mission, goals and expected student outcomes being reviewed periodically and revised to reflect needs and expectations of community of interest.</p>	<p><a href="#">Faculty Assembly Bylaws</a></p>	<p>Faculty Assembly</p> <p>Faculty Council</p> <p>COUS/COGS</p> <p>SON Alumni Office</p> <p>Office for Academic Affairs</p>	<p>Annually or as needed.</p>	<p>COI roles described on SON Website: <a href="https://www.uthscsa.edu/academics/nursing/offices/practice-engagement">https://www.uthscsa.edu/academics/nursing/offices/practice-engagement</a></p> <p>Among Faculty Assembly's responsibilities: "to evaluate and make recommendations regarding the relationship of the SON and its communities of interest" (p. 1).</p> <p><a href="#">Nursing Advisory Council</a> serves as bridge between SON and community.</p> <p>Committee on Faculty and Student Matters provides leadership in the development of a community of learners among faculty and students.</p>	<p>Posted on SON Website.</p>	<p>Will implement in 2019-2020.</p>	<p>Office for Academic Affairs</p> <p>SON Website</p>	<p>Request programs to review in September; report back in February 2019</p> <p>(Including NAC information)</p>
<p>1.5 Expected faculty outcomes are clearly identified by the nursing unit, are written and communicated to faculty, and are congruent with institutional expectations.</p> <p>I-C</p>	<p>Goal: Provide evidence that SON expected faculty outcomes in teaching, scholarship, service and practice are stated as guidelines for faculty appointment in faculty handbooks, contracts, and other documents.</p>	<p><a href="#">SON Faculty/Staff Handbook</a></p>	<p>Office for Faculty Excellence</p>	<p>Annually or as needed.</p>	<p>Faculty role responsibilities defined in Chapter 3, Section 3.3 of SON Faculty/Staff Handbook.</p> <p>Faculty promotion and tenure guidelines available in Chapter 3, Section 3.4 of SON Faculty/Staff Handbook.</p> <p>Compensation plan described in Chapter 3, Section 3.5 of SON Faculty/Staff Handbook.</p> <p>Expected faculty outcomes are communicated during annual orientations and evaluations of faculty.</p>	<p>Revision of Faculty/Staff Handbook completed Spring 2018; revisions are made on an ongoing, as-needed basis.</p> <p>Compensation plan approved by Legal Affairs/UT System; implemented in 2018-19 academic year.</p>	<p>Faculty/Staff Handbook to be reviewed and updated by OFE.</p> <p>Beginning in AY2020-21, OFE will utilize a revision schedule aligned with course schedules.</p>	<p>Office for Faculty Excellence</p> <p>SON Faculty/Staff Handbook posted on SON SharePoint</p>	<p>Report: September 2018</p>

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1.6 Faculty and students participate in program governance.  I-D	Goal: Identify descriptions of student and/or faculty roles in program governance in bylaws, handbooks or other documents.	<a href="https://www.uthscsa.edu/sites/default/files/2018/faculty_assembly_bylaws_revision_oct_25_2019.pdf">https://www.uthscsa.edu/sites/default/files/2018/faculty_assembly_bylaws_revision_oct_25_2019.pdf</a>	Chairs of Faculty Committees  Office for Academic Affairs	Annually	<a href="#">Article VIII of Faculty Assembly Bylaws (d) states:</a> Nursing students shall have representation on the Committee on Undergraduate Studies (COUS), Committee on Graduate Studies (COGS), Committee on Scholarship (COS), Committee on Faculty and Student Matters (COFSM), Committee on International Programs (CIP), and Committee on Simulation and Innovation (ComSI). Students may not serve as chairs of committees.	See rosters in State of the School presentation (Program Quality: Mission and Governance).	Ongoing need for review of additional Committees.  Annual review of Bylaws	SON Website  Official standing meeting minutes posted on SharePoint	Report: September 2018

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1.7 Documents and publications are accurate. A process is used to notify constituents about changes in documents and publications.  I-E	Goal (a): Ensure CCNE accreditation status is disclosed on all publications.  Goal (b): Describe method(s) and type(s) of communication of programmatic information.	SON Website  University Catalog  BSN Handbook  Graduate Handbook  Acceptance Materials	Associate Dean for Admissions and Student Services  Associate Dean for Academic Affairs  COUS, COGS	Annually or as needed.	(a) SACSCOC and CCNE accreditation status are noted in Undergraduate (p. 13) and Graduate (p. 20) Student Handbooks  (a) Accreditation status is posted in <a href="#">Catalog</a> and <a href="#">SON Website</a>  (b) Pg. 2 of Undergrad and Grad Handbooks states: "Policy revisions made after August 2017 will be disseminated via LiveMail" and "Students are accountable to policies herein and revisions that have been sent by LiveMail"  (b) LiveMail designated as official mode of communication: Undergraduate (p. 59) and Graduate (p. 58) and course syllabi.	SON Website and Handbooks provide details about accreditation dates.	Changes to Handbooks  Current students notified via email.	SON Website  UT Health San Antonio Website  Office for Academic Affairs  Office for Admissions and Student Services	Report: September 2018
1.8 Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected student outcomes.  I-F	Goal: Identify descriptions of academic policies that are congruent with mission, goals and program outcomes.	Student Handbooks  SON Website  UT Health San Antonio Website  Catalog	Associate Dean for Admissions and Student Services  Associate Deans for Undergraduate and Graduate Studies  COUS, COGS	Annually: September	The Office of the Registrar is working with all schools to reconcile policy variances.	Dr. Mok meets with Associate Deans on a bimonthly basis.	Information from Dr. Mok disseminated by Associate Deans to SON's committees.  Annual and ongoing review, together with 1.9 and 1.10.	SON Website  UT Health San Antonio Website	Report: September 2018

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1.9 Variances in policies are identified and support achievement of SON mission, goals and expected outcomes.  I-F	Goal: Identify academic policies that are different from those of UT Health San Antonio and realign to support mission, goals and outcomes (admissions or progression criteria).	Student Handbooks SON Website UT Health San Antonio Website Catalog	Associate Dean for Admissions and Student Services  Associate Deans for Undergraduate and Graduate Studies  COUS, COGS	Annually: September	Undergraduate and Graduate Student Handbooks (p. 2) state the Handbooks are “intended to elaborate on the UT Health San Antonio Course Catalog which is the primary source for institutional and academic policies and procedures.”	Dr. Mok meets with Associate Deans on a bimonthly basis.  Variances identified through review process.	Information from Dr. Mok disseminated by Associate Deans to SON’s committees.  Annual and ongoing review, together with 1.8 and 1.10.	SON Website  UT Health San Antonio Website	Report: September 2018
1.10 Academic policies are fair and equitable and implemented consistently.  I-F	Goal: Identify statements from students that academic policies are fair and/or equitable.	SON Complaints Log Exit Survey results UT Health San Antonio Student Satisfaction Survey Results	Dean  Associate Dean for Admissions and Student Services  Associate Deans for Undergraduate and Graduate Studies  COUS, COGS	Annually: September	SON 2018-2019 Complaints Log revealed three complaints.  Complaint processes are located in the following areas: Catalog, Student Handbooks, and SON Website  The following UT Health San Antonio offices ensure compliance with regard to complaints: <a href="#">UT Health Office of Regulatory Affairs &amp; Compliance</a> and <a href="#">Academic, faculty and student ombudsperson &amp; ADA compliance office</a>	Dr. Mok meets with Associate Deans on a bimonthly basis.  Variances identified through review process.	Information from Dr. Mok disseminated by Associate Deans to SON’s committees.  Annual and ongoing review, together with 1.8 and 1.9.	SON Website  UT Health San Antonio Website	Report: September 2018

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<b>STANDARD I - PROGRAM QUALITY: MISSION AND GOVERNANCE</b>									
1.11 Academic policies are published and accessible.  I-F	Goal: Identify venues in which academic policies are published (Catalogs, Websites, Student Handbooks).	SON Student Handbooks  UT Health San Antonio Catalog (2018-19): <a href="https://www.uthscsa.edu/catalog">Catalog</a>  SON course syllabi	Office for Academic Affairs  Office of Admissions and Student Services	Annually: September	Policies found in these publications:  SON Student Handbooks: <a href="https://www.uthscsa.edu/academics/nursing/offices/academic-affairs/student-handbooks">https://www.uthscsa.edu/academics/nursing/offices/academic-affairs/student-handbooks</a>  UT Health San Antonio Catalog (2018-19): <a href="http://catalog.uthscsa.edu/pdf/2018-19.pdf">http://catalog.uthscsa.edu/pdf/2018-19.pdf</a>  SON Course Schedules and Syllabi: <a href="https://www.uthscsa.edu/academics/nursing/offices/academic-affairs/schedules-syllabi/Spring 2019 Graduate Course Schedule">https://www.uthscsa.edu/academics/nursing/offices/academic-affairs/schedules-syllabi/Spring 2019 Graduate Course Schedule</a>	Students are notified of policy changes via LiveMail.  At orientation all students sign acknowledgement indicating their understanding of policies covered in Student Handbooks.	2019-2020: Teach-out Plan for MSN-NP	SON Student Handbooks: <a href="https://www.uthscsa.edu/academics/nursing/offices/academic-affairs/student-handbooks">https://www.uthscsa.edu/academics/nursing/offices/academic-affairs/student-handbooks</a>  UT Health San Antonio Catalog (2018-19): <a href="http://catalog.uthscsa.edu/pdf/2018-19.pdf">http://catalog.uthscsa.edu/pdf/2018-19.pdf</a>  SON Course Schedules and Syllabi: <a href="https://www.uthscsa.edu/academics/nursing/offices/academic-affairs/schedules-syllabi">https://www.uthscsa.edu/academics/nursing/offices/academic-affairs/schedules-syllabi</a>	Report: September 2018

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<p>1.12 Academic policies are reviewed and revised, as necessary, to foster program improvement.</p> <p>I-F</p>	<p>Goal: Provide evidence of description/statement of how and when policies are reviewed.</p>	<p><a href="#">Faculty Assembly Bylaws</a></p>	<p>Dean</p> <p>Associate Dean for Admissions and Student Services</p> <p>Associate Deans for Undergraduate and Graduate Studies</p> <p>Office for Academic Affairs</p>	<p>Annually: September, and as needed</p>	<p><a href="#">COUS bylaws §4.F (pg. 8) states:</a> Evaluate undergraduate programs tracks on an ongoing basis utilizing accreditation standards and professional nursing standards as benchmarks.</p> <p><a href="#">COGS bylaws §3.H (pg. 10):</a> Evaluate graduate programs on an ongoing basis utilizing accreditation standards, professional nursing standards and quality indicators of graduate programs as benchmarks.</p> <p>COUS Subcommittees (Curriculum subcommittee, simulation advisory subcommittee, assessment and evaluation advisory subcommittee, admissions, progression and graduation subcommittee) on p. 9 of Bylaws</p> <p>COGS Subcommittees (MSN, DNP, PhD subcommittees) on p. 10 of Bylaws</p>		<p>Review, recommendation, and approval of changes in Dress Code and Excused Absences policies.</p>	<p>Faculty Assembly Bylaws: <a href="https://www.uthscsa.edu/sites/default/files/2018/facultyassemblybylaw.pdf">https://www.uthscsa.edu/sites/default/files/2018/facultyassemblybylaw.pdf</a></p>	<p>Report: September 2018</p>




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<b>STANDARD II - PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES</b>									
2.1 Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes.  II-A	Goal (a): Provide descriptions of the fiscal resources, facilities, and equipment.  Goal (b): Provide examples showing the budget supports mission, goals and outcomes and development, implementation, and evaluation of the program.  Goal (c): Provide information that reflects the program is able to recruit and retain qualified faculty and staff.	Budget prepared by Associate Dean for Finance	Office for Academic Affairs	Annually: October	(a) Fiscal and physical resources are sufficient.  (b) Example of revision of SON budget during the three years in which changes to mission and strategic plans were made <a href="#">here</a> .	SON building renovations occurred during 2017-2018 academic year; building reopened in Dec. 2018.  Library services/access now available 24 hours/7 days/week.	Pursue idea of faculty/staff satisfaction survey of resources. Satisfaction currently collected through exit surveys.  Testing Center (third floor) fully ADA-compliant in 2019-2020.	SON Business Office	State of the School: Nov. 1, 2019
2.2 Adequacy of resources* is reviewed periodically and resources are modified as needed.  *physical and fiscal resources  II-A	Goal: Provide a description of a defined process for regular reviews of the program's fiscal and physical resources.	Budget prepared by Associate Dean for Finance	Dean  Associate Deans for Undergraduate and Graduate Studies	Review: March-May and as need arises	<a href="#">Timeline of budget review describes process for SON.</a>	Presented as part of Dean's State of the School presentation on Nov. 1, 2019: §2.A		SON Business Office	State of the School: Nov. 1, 2019

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2.3 Academic support services are sufficient to ensure quality.  II-B	Goal (a): Provide descriptions of library services, orientations, advising/learning services, writing centers, information technology support and services for students and faculty.  Goal (b): Provide descriptions of learning management systems.	UT Health San Antonio Website  SON Website  Handbook of Operating Procedures  Undergraduate and Graduate Handbooks	Office for Academic Affairs	Annually, or more frequently, as needed	(a) All services in the <a href="#">HOP</a> ; other services include: <ul style="list-style-type: none"> <li>• <a href="#">UT Library Services</a></li> <li>• Student Success Center for <a href="#">Advising/Learning, writing services</a></li> <li>• <a href="#">IMS support services</a> and <a href="#">VITAL</a></li> <li>• <a href="#">Counseling Center</a></li> <li>• <a href="#">H-E-B Clinical Skills Center</a></li> </ul> (b)Link for description of the <a href="#">CANVAS</a> Learning Management System is embedded.	SON-dedicated End-User Support Center		UT Health San Antonio Website  SON Website  Handbook of Operating Procedures  Office for Academic Affairs	State of the School: Nov. 1, 2019
2.4 Academic support services are evaluated on a regular basis to meet program and student needs.  II-B	Goal: Provide examples of defined process for regular review of the academic support services.	Handbooks  Catalog	Office for Academic Affairs	Annually	Graduate Handbook has section on Exit and Alumni Surveys (p. 67), but no specific reference to academic support services  Administration and support services are included in Exit Survey.  Student Success Center evaluates services annually for grant reporting.	More specific academic support services added to Exit Survey for collection started Spring 2017.	Statements of process to be included on SON Website and in Faculty Bylaws  <a href="#">Student Success Center services</a>  COUS: §4 in Bylaws COGS: §3 in Bylaws  <a href="#">Faculty Assembly Bylaws</a>	Office for Academic Affairs	State of the School Nov. 1, 2019

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2.5 The chief nurse administrator is a registered nurse, holds a graduate degree, and is academically and experientially qualified to accomplish the mission, goals and expected program outcomes. II-C	Goal: Dean's CV is current; includes summaries of education and expertise	Board of Nursing license  Official transcripts  Dean's CV	Dean's Office	Annually	Dean has PhD in Nursing and current licensure status through 10/31/2020 (verified by TBON)			UT Health San Antonio President's Office	State of the School: Nov. 1, 2019
2.6 The chief nurse administrator is vested with the administrative authority to accomplish the mission, goals and expected program outcomes. II-C	Goal: Provide evidence the Dean's position is comparable to other School Deans	UT Health San Antonio Leadership Organizational Chart	UT Health San Antonio President	Annually	<a href="#">UT Health Executive Leadership</a> shows SON Dean at same level as other schools' Deans			UT Health San Antonio Website	
2.7 The chief nurse administrator provides effective leadership to the nursing unit in achieving its mission, goals and expected program outcomes. II-C	Goal (a): Provide statements/evidence from faculty, students, or others regarding Dean's effectiveness and collaboration with COI.  Goal (b): Provide examples of meeting minutes confirming Dean consults with faculty and others in the COI when appropriate.	Annual evaluation by UT Health San Antonio President  Nursing Advisory Council Meeting minutes	UT Health San Antonio President	Annually	(a) State of the School address demonstrates Dean's effectiveness  (b) Nursing Advisory Council advocates for SON (Faculty Handbook §9.3).  (b) Center Advisory Council comprises academic and community partners (BSN Handbook, p. 56).			Dean's Suite	State of the School: November 1, 2019

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2.8 There is sufficient faculty to accomplish the mission, goals and expected program outcomes.	II-D Goal (a): Provide descriptions for calculating FTE. Goal (b): Provide faculty workload formulas. Goal (c): Provide faculty-to-student ratios. Goal (d): Provide statements from the Dean, faculty and/or students concerning sufficiency of faculty.	Course evaluation results	Office for Faculty Excellence  Associate Deans for Undergraduate and Graduate Studies	Annually, due in September	(a) FT workload expectation is 40 hours per week of service during the months assigned in contract. UT Board of Regents requires minimum 18 teaching workload credits for Full Time Equivalent faculty.  (b) Faculty workload formula in Faculty Handbook §3.7 <a href="#">Faculty Workload Formula</a>  (c) DNP student-to-faculty ratio: 1 to 6.95.  (d) Course evaluation results showing satisfaction with availability of faculty.	Number noted via TAMS (added to SON and system) Year purchased: 2018 First used: FA19 (pilot)  Teaching only: SP19 (pilot)  Research, Teaching, Practice (FA19)  (b) Compliant with SACS criteria for faculty workload. Compliant with NP standards for faculty workload. All courses are adequately covered by faculty.  (d) Faculty Rating question in Course Evaluations: FA18: <b>4.2/5</b> SP19: <b>4.3/5</b>		Office for Academic Affairs	State of the School: November 1, 2019
2.9 Faculty members are academically and experientially qualified for their teaching responsibilities.	II-D Goal: Provide evidence that faculty credentials and/or experience are appropriate for the areas in which they teach.	Current CVs  TX Board of Nursing (TBON) Report	Office for Faculty Excellence  Associate Deans for Undergraduate and Graduate Studies  Office for Academic Affairs	Annually, due in September. Faculty CV's updated each Spring, during annual evaluations.	All faculty have the necessary educational degree requirements to teach in assigned lecture courses. Faculty teaching in clinical areas who lack the terminal degree, have necessary licensure/certification for area(s) in which they teach.	Compliant with SACS standards for faculty qualifications to teach.	Reviewed annually.	Office for Faculty Excellence	State of the School: November 1, 2019

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2.10 Preceptors, when used by the program as an extension of the faculty, are academically and experientially qualified for their role in assisting in the achievement of the SON's mission, goals and expected student outcomes.	<p>Goal (a): Provide documents verifying preceptor qualifications.</p> <p>Goal (b): Provide documentation of criteria for preceptor selection and review.</p> <p>II-E Goal (c): Provide examples of preceptor orientation.</p> <p>Goal (d): Provide examples of documentation of preceptor role and performance expectations.</p> <p>Goal (e): Provide examples of completed preceptor evaluations.</p>	<p>Preceptor CVs</p> <p>Preceptor Handbook</p> <p>Clinical Evaluations</p>	<p>Associate Deans for Undergraduate and Graduate Studies</p> <p>Clinical Liaisons</p>	Annually	<p>(a) Typhon database maintains graduate program preceptor qualifications. Undergraduate program preceptor qualifications maintained in Clinical Liaisons files.</p> <p>(b) Criteria for preceptor selection (<a href="#">pg 6 of Undergraduate Preceptor Handbook</a>)</p> <p>(b) Faculty Handbook section 4.14 describes characteristics of expected graduate clinical preceptor.</p> <p>(c) Preceptor orientation addressed in Preceptor <a href="#">Undergraduate Handbook</a> and</p> <p>(d) Preceptor role and performance expectations in preceptor handbooks (Undergrad Preceptor Handbook, p. 9; Grad Preceptor Handbook, pp. 20 &amp; 23)</p>	OIR has credentials; OAA has CVs.	<p>Update list of current MOUs; post on OAA dashboard</p> <p>Mapped in advance of 2018 CCNE reaffirmation site visit</p>	<p>SON Website</p> <p>Office for Academic Affairs (Typhon)</p> <p>Grad Preceptor Handbook on Z drive.</p> <p>Undergrad Preceptor Handbook on Y drive.</p>	State of the School: November 1, 2019

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<b>STANDARD II - PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES</b>									
2.11 UT Health San Antonio and SON provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes.  II-F	Goal (a): Provide documentation of professional development opportunities, enrichment exercises, and funding for educational pursuits of faculty.  Goal (b): Provide descriptions of faculty support services.  Goal (c): Provide evidence of opportunities for release time for faculty development.	SON Faculty Handbook  Budget prepared by Associate Dean for Finance  Archives of faculty development opportunities	Associate Dean for Research  Office for Faculty Excellence	Annually, in September	(a)  FACULTY_Prof Dev Wkshps_2019.pdf  (b) Faculty Handbook, Ch. 2, Section 2.27, describes faculty development opportunities.  (b) Faculty Handbook, Ch. 5, describes Office of Nursing Research and Scholarship's support for faculty research and scholarship.  (b) Strategic Plan targets elaborate on faculty development  (b) Student Success Center grant includes faculty development opportunities for research  (c) [See OFE]	Faculty Handbook §3.14 <a href="#">Faculty Handbook</a>  <a href="#">OFE PURSUE Award</a>		Office for Faculty Excellence  Dean's Office  Office for Academic Affairs	State of the School: August 2018

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<b>STANDARD III - PROGRAM QUALITY: CURRICULUM, TEACHING-LEARNING PRACTICES AND INDIVIDUAL STUDENT LEARNING OUTCOMES</b>									
3.1 The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that are congruent with the program's mission and goals.  III-A	Goal (a): Provide evidence of a description or statement of congruence between curriculum and program mission, goals and outcomes in course syllabi or other documents.  Goal (b): Provide student statements regarding their understanding of expected outcomes.	Course Syllabi  Student Handbooks	Faculty Assembly  Faculty Council  Office for Academic Affairs	Annually: September	(a) Course outcomes are mapped to essentials in syllabi. Some syllabi have content mapped to appropriate program objective(s), e.g., <a href="http://nursing.uthscsa.edu/programs/Grad/sched_syllabi/Spring2019GraduateNursingCourseSchedule.htm">http://nursing.uthscsa.edu/programs/Grad/sched_syllabi/Spring2019GraduateNursingCourseSchedule.htm</a>  (b) All students sign acknowledgement and acceptance of Student Handbook upon admission		(a) Beginning in 2019-20, Course Objectives will be linked to Program Outcomes, using One45.	Office for Academic Affairs	Report: November 2018
3.2 Expected individual learning outcomes are congruent with the roles for which the program is preparing graduates.  III-A	Goal (a): Provide descriptions of the roles for which students are being prepared and their relationship to program outcomes.  Goal (b): Provide evidence that the curriculum has been reviewed or will be revised as necessary.	Student Handbooks  Faculty Bylaws  COUS/COGS meeting minutes	COUS  COGS  Office for Academic Affairs	Annually: September	(a) <a href="#">MSN</a> and <a href="#">PhD</a> provide descriptions of roles on SON Website.  (b) COUS/COGS minutes provide evidence of curriculum revisions. (No Undergrad curriculum revisions in 2018-2019.)	<a href="#">PhD Learning Outcomes</a>	(a) SON Website has been updated to provide descriptions of roles for which students are being prepared (for all programs).	Office for Academic Affairs	Report: November 2018  Revisit February 2019
3.3 Curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes	Goal (a): Provide evidence of PNSGs in curriculum for each degree and certificate program.  Goal (b): Provide evidence that AACN Essentials have been incorporated (including the	Student Handbooks  Course Syllabi  COUS/COGS meeting minutes	Faculty Assembly  Faculty Council  COUS  COGS  Office for Academic Affairs	Annually: September	(a) Evidence documented in syllabi and student handbooks.  (b) BSN, MSN and DNP program outcomes mapped to CCNE Essentials.	Program plans for BSN to DNP program finalized in Fall 2019, when first-cohort classes started.  <a href="http://catalog.uthscsa.edu/schoolofnursing/dnp/post-bsn/#text">http://catalog.uthscsa.edu/schoolofnursing/dnp/post-bsn/#text</a>	Program plans for BSN to DNP to be ready for review/approval Summer 2018.  [See Dr. Gill]	Office for Academic Affairs	Report: November 2018

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<b>STANDARD III - PROGRAM QUALITY: CURRICULUM, TEACHING-LEARNING PRACTICES AND INDIVIDUAL STUDENT LEARNING OUTCOMES</b>									
(individual and aggregate).	<p>incorporation of the 3 P's).</p> <p>III-B Goal (c): Provide evidence that NP programs incorporate NTF criteria.</p> <p>Goal (d): Provide examples that Student Learning Outcomes are congruent with PNSGs.</p> <p>Goal (e): Provide descriptions of congruence between curriculum and PNSGs.</p> <p>Goal (f): Provide examples of curriculum revision related to changes to student outcomes.</p>				<p>(c) <a href="https://www.nonpf.org/page/15">https://www.nonpf.org/page/15</a></p> <p>(d) Grad Student Handbook, pp. 27-31, maps curriculum to MSN program outcomes, based on AACN (2011) and NONPF (2017) and NTF (2012) NP majors.</p> <p>(e) Descriptions of congruence stated in student handbooks and syllabi.</p> <p>(f) Revisions conducted as necessary; already reviewed to look for in the future.</p>				
3.4 The curriculum is logically structured to achieve expected student outcomes.	<p>III-C Goal (a): Provide evidence of leveling or sequencing of curricula.</p> <p>Goal (b): Provide examples that BSN builds on a foundation of the arts, sciences and humanities.</p> <p>Goal (c): Provide examples that MSN builds on prior coursework and BSN essentials.</p>	<p>Catalog</p> <p>Student Handbooks</p> <p>Program Plans</p>	<p>Associate Dean for Academic Affairs</p> <p>Office for Academic Affairs</p>	<p>Annually: September</p>	<p>(a) Examples of leveling or sequencing of curricula include BSN Skills Checklist and semester-level objectives.</p> <p>(b) BSN program incorporates and assesses Texas Core competencies through ATI assessment, Critical Thinking Assessment and Peer Evaluation assessments, as demonstrated for SACSCOC.</p> <p>(c) <a href="#">Post Bacc Program Rigor</a> demonstrates MSN building on prior coursework and BSN essentials.</p>	<p>Reviewed annually.</p> <p>Ask Drs. Gill and O'Neal, as well as Laura (evidence doc?)</p>	<p>With approval of BSN to DNP pathway, sequencing of courses is addressed through development of program plan: Summer 2018</p>	<p>Office for Academic Affairs</p>	<p>Report: November 2018</p>



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<b>STANDARD III - PROGRAM QUALITY: CURRICULUM, TEACHING-LEARNING PRACTICES AND INDIVIDUAL STUDENT LEARNING OUTCOMES</b>									
	<p>Goal (d): Provide examples that DNP/PhD build on prior competencies dependent on point of program entry.</p> <p>Goal (e): Provide examples that post-grad APRN certificate curricula build on prior coursework and BSN essentials.</p>				<p>(d) <a href="#">Post Bacc Program Rigor</a> demonstrates DNP/PhD building on prior competencies.</p> <p>(e) Certificate curriculum aligns with MSN curriculum, with similar outcomes. <a href="#">Post Grad Certificate</a></p>				
<p>3.5 Teaching-learning practices and environments support achievement of expected student outcomes.</p> <p style="text-align: center;">III-D</p>	<p>Goal (a): Provide descriptions of effective classroom teaching-learning practices that support achievement of expected student outcomes (e.g., simulation, flipped classrooms).</p> <p>Goal (b): Provide data correlating student outcomes and classroom activities.</p> <p>Goal (c): Provide examples of student and faculty interactions in classroom or clinical settings that support achievement of student learning outcomes.</p>	<p>Student course evaluations (classroom, clinical, teacher)</p> <p>Standardized benchmarks</p> <p>Grade distributions</p>	<p>Office for Academic Affairs</p>		<p>(a) Instructional Methods described in BSN Handbook, pp. 15-16.</p> <p>(b) Demonstration of student outcomes as correlated with classroom activities in standardized benchmarks and grade distributions.</p> <p>(c) Examples of student and faculty interactions:</p> <p>Standardized Patient in Health Assessment course (Lee)  FNP course (Worabo)  Parent panel (Wall)  Psych Sim (Guarnero)</p>	<p>Slide 16:  <a href="#">State of the School 2019 Academic Affairs FINAL 110119.pptx</a></p> <p>Second didactic:  PNP (Parke)  AGACNP (A. Ferrell)  Psych (Soucy)</p>		<p>Office for Academic Affairs</p>	<p>Report: November 2018</p> <p>Revisit in February 2019</p>

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<b>STANDARD III - PROGRAM QUALITY: CURRICULUM, TEACHING-LEARNING PRACTICES AND INDIVIDUAL STUDENT LEARNING OUTCOMES</b>									
<p>3.6 The curriculum includes planned clinical practice experiences that enable students to integrate new knowledge and demonstrate attainment of program outcomes; and are evaluated by faculty.</p> <p style="text-align: center;">III- E</p>	<p>Goal (a): Provide examples of direct-care clinical practice experiences that advance the knowledge and clinical expertise of students for each degree and/or certificate program and track.</p> <p>Goal (b): Provide examples of faculty evaluation of clinical practice experiences for each degree and/or certificate program and track.</p>	<p>Student Handbooks</p> <p>Course Syllabi</p>	<p>Office for Academic Affairs</p> <p>Associate Deans for Undergraduate and Graduate Studies</p>		<p>(a) BSN Handbook, p. 16: Description of how CSI and Clinical Experiences link student outcomes to learning experiences.</p> <p>(a) Grad Handbook, p. 50: Description of MSN Clinical/ Practicum Hours and Experience.</p> <p>(a) Grad Handbook, p. 53: Description of DNP Clinical/ Practicum Requirement and Experience.</p> <p>(b) Examples of faculty evaluation of clinical practice experiences incl. Undergraduate and Graduate Clinical Evaluation Rubrics.</p>	<p>Slide 17: <a href="#">State of the School 2019 Academic Affairs FINAL 110119 (1).pptx</a></p>		<p>Office for Academic Affairs</p>	<p>Report: November 2018</p> <p>Revisit in February 2019</p>

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<b>STANDARD III - PROGRAM QUALITY: CURRICULUM, TEACHING-LEARNING PRACTICES AND INDIVIDUAL STUDENT LEARNING OUTCOMES</b>									
3.7 Curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest.  III-F	<p>Goal (a): Provide evidence that changes to program curriculum, program delivery, or course sequencing reflect COI needs and/or expectations.</p> <p>Goal (b): Provide evidence of curricular models that accommodate distance learners, adult learners, and/or second-language learners.</p> <p>Goal (c): Provide examples of student and/or faculty input affecting curriculum or teaching-learning practices.</p> <p>Goal (d): Provide student comments on how teaching-learning practices are addressing their needs.</p>	<p>Student Handbooks</p> <p>Faculty Bylaws</p> <p>Course Evaluation Surveys</p> <p>Exit Surveys</p>	<p>Office for Academic Affairs</p> <p>Associate Deans for Undergraduate and Graduate Studies</p> <p>Associate Dean for Admissions and Student Services</p>		<p>(a) TBSN resequencing addressed feedback from students regarding sequencing of courses.</p> <p>(b) Instructional methods include online learning, as noted in student handbooks (BSN, p. 15) Hybrid MSN and Online DNP for distance learners.</p> <p>(b) Executive format of DNP accommodates distance learners. ABSN accommodates those already in possession of bachelor's degree.</p> <p>(c) Student representation on COUS/COGS and other school committees allow for student input; program retreats and working groups allow for faculty input on curricular revisions.</p> <p>(d) Course and exit surveys provide examples of student comments regarding how teaching-learning practices address their needs.</p>	<p>(b) For 2019-20, change to Online Post-MSN to DNP</p> <p>[COI diagram: Needs and expectations of COI]</p> <p>(c) Student reps for 2018-2019: COGS: Olga Tsvetkova (MSN) Shanae Rhodes (PhD) Tara Blackwelder (DNP)</p> <p>COUS: D'Artagnan Smith (ABSN) Sophia Santiago (TBSN)</p> <p>DNP Working Grp: Assessment Eval. Working Group:</p> <p>COFSM: Ronald Minard (TBSN), Courtney Sitka (TBSN), Carli Luensmann (ABSN), Kimberly Tench (Graduate), Jasmine Graw (Graduate)</p> <p>(d) Add open-ended question re opportunities for student feedback on course improvement.</p>		Official minutes kept in Dean's Suite	Report: November 2018
3.8 Individual student performance is evaluated by faculty and reflects achievement of expected student outcomes.  III-G	<p>Goal (a): Provide examples of measurements of student performance.</p> <p>Goal (b): Provide examples of evaluation tools (e.g., exams, quizzes, presentations).</p>	<p>Student and Faculty Handbooks</p> <p>Course Syllabi</p>	<p>Office for Academic Affairs</p> <p>Associate Deans for Undergraduate and Graduate Studies</p>		<p>(a) Example of student performance measurement: <a href="#">Course syllabi</a>.</p> <p>(b) Evaluation tools, as evidenced by journals, exams, poster presentations, leadership rubrics and preceptor evaluations.</p> <p>(c) Evaluation process detailed in SON Faculty Handbook, confirming faculty's responsibility in evaluating students for clinical work.</p>	<p>[Grading rubric?]</p> <p>[Typhon: Clinical evals.]</p>		Office for Academic Affairs  [Syllabi tool?]	Report: November 2018  Revisit in February 2019

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<b>STANDARD III - PROGRAM QUALITY: CURRICULUM, TEACHING-LEARNING PRACTICES AND INDIVIDUAL STUDENT LEARNING OUTCOMES</b>									
	Goal (c): Provide documentation or statements confirming that faculty are responsible for grading all courses and clinical experiences.								
3.9 Evaluation policies and procedures for individual student performance are defined and consistently applied.  III-G	Goal: Provide examples of grading criteria (in course syllabi or handbooks).	Graduate and Undergraduate Student Handbooks  Course Syllabi	COUS  COGS		Grade definition and computation defined in Catalog, Undergrad Student Handbook (pp. 31 & 34) and in some course syllabi.	Completed process to update Grad Student Handbook and ensure all syllabi have grade definitions clearly articulated.		Office for Academic Affairs  Departmental Offices	Report: November 2018
3.10 Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.  III-H	Goal (a): Provide examples of tools for curriculum assessment (e.g., end-of-course evaluation, focus groups).  Goal (b): Provide examples of evaluation plans.  Goal (c): Provide examples of curriculum revision as result of student and/or faculty evaluation of teaching-learning practices.  Goal (d): Provide documentation of how curricular revisions are evaluated (e.g., committee meeting minutes).	Course Evaluations  COUS/COGS Meeting Minutes	Faculty Council  Faculty Assembly  COUS/COGS	Annually	(a) Course evaluations are used for curriculum assessment (as end-of- course evaluation). IDEA evaluation tool deemed inadequate to assess outcomes at the course level.  (b) Evaluation plan is documented in TPSEP.  (c) Curricular Change and Policy tracking sheets provide examples of curricular revisions as a result of student/faculty evaluation of teaching learning practices.  (d) COUS/COGS meeting minutes and Faculty Bylaws document the evaluation process of curricular revisions and decisions.	Transition successful, as evidenced by higher → response rate. In part, attributable to fewer, more well-targeted questions.	(a) Decision to collect course evaluation data using another tool, and to collect instructor feedback in co- led classes, as well as assessment data at the course level.  Pilot-testing new course evaluation tool developed in-house by Faculty Evaluation Committee. The new evaluation process allows collecting feedback for co-instructors as well. Also added the course objectives to each course.	Office for Academic Affairs	Report: November 2018  Revisit February 2019

Evaluation Component	Expected Outcome	Evaluation Data	Group/Individual Responsible for Collection & Analysis	Frequency of Data Collection	Findings (Aggregate Data)	Indicators of Achievement	Action Plan (Changes Made as Result of Data Analysis)	Location of Document	Reporting Schedule When/Where/Who?
<b>STANDARD IV - PROGRAM EFFECTIVENESS: AGGREGATE STUDENT PERFORMANCE AND FACULTY ACCOMPLISHMENTS</b>									
4.1 A systematic process is used to determine program effectiveness.  IV-A	Goal (a): Evidence of a systematic, written, comprehensive process (Evaluation Plan).  Goal (b): Evidence that the systematic process is being implemented.  Goal (c): Specific measures, tools and timelines used for data collection.  Goal (d): Timeline for review and analysis of expected and actual outcomes.  Goal (e): Examples of periodic review of the systematic process (meeting minutes, supplemental documents).	Total Systematic Program Evaluation Plan  SON Website  COUS/COGS Meeting Minutes  Faculty Assembly/ Faculty Council Meeting Minutes	Office for Academic Affairs  Associate Deans for Undergraduate and Graduate Studies  Review of outcomes by COUS and COGS; Faculty Council; Faculty Assembly.	Review July 2018 to be presented September 2018 with updated benchmarks	(a) Total Program Systematic Evaluation Plan updated annually and <b>posted on SON Website</b>  (b) TPSEP posted on SON Website; COUS/COGS Faculty Council minutes include presentations of TPSEP results and discussion points.  (c) Data maintained in Office for Academic Affairs.  (d) <b>Timelines are included in the TPSEP</b>  (e) Periodic review evidence in COUS/COGS and Faculty Council minutes.		Changes are reported by Dean as part of annual State of the School presentation.	UT Health San Antonio Website  SON Website  Office for Academic Affairs	Reviewed July 2018; presented September 2018, with updated Benchmarks
4.2 Program completion rates demonstrate program effectiveness.  IV-B	Goal (a): Graduation rates are greater than 85% for BSN, 70% for Graduate; formula for calculation is defined.  Goal (b): Explanations for	Program completion rate data from Office of Institutional Research	Office for Academic Affairs  Associate Deans for Undergraduate and Graduate Studies  Review of outcomes by COUS and COGS; Faculty Council;	Certified data presented November 2018	SON is in compliance with standard (where CCNE standard is 70%):  BSN (3 years): 91.16% (2015 cohort) • Goal 85%  MSN (5 years): 88.57% (2013 cohort) <b>DNP (3 years): 63.16% (2015)</b> PhD (7 years): <b>__%</b> • Goal 70%			Office for Academic Affairs	

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<b>STANDARD IV -PROGRAM EFFECTIVENESS: AGGREGATE STUDENT PERFORMANCE AND FACULTY ACCOMPLISHMENTS</b>									
	completion rates below 85% for BSN, 70% for Graduate provided.		Faculty Assembly.						
4.3 Licensure and certification pass rates demonstrate program effectiveness.  IV-C	Goal (a): NCLEX- RN® pass rates 85% or above.  Goal (b): Explanations for rates below 85% are described.  Goal (c): Graduate program certification rates 80% or above.  Goal (d): Explanations for rates below 80% are described.	Reports from TBON and certification agencies	Office for Academic Affairs  Associate Deans for Undergraduate and Graduate Studies  Review of outcomes by COUS and COGS; Faculty Council; Faculty Assembly.	Collected July-August, to be presented November 2018	(a-b) NCLEX AY17: TBON cycle: 98.0% CCNE cycle: 98.0% (ABS), 97.9% (TBSN)  (c-d) Certification Rate for 2017 (National Average in “( )” CNL: 100% (Nat.:70%)  AG-ACNP: 80% (Nat.:84.7%)  FNP (AANPCP): 97% (Nat.:80%)  PMHNP: 90% (Nat.:88%)  PNP-PC: 100% (Nat.:87%)	NCLEX-RN pass rate is above Texas average (91.6%) and above national average (88.5%).	(a-b) In Summer 2017, COUS voted to establish 85% as the pass rate.	Office for Academic Affairs	November 2018: Reported to COUS
4.4 Employment rates demonstrate program effectiveness.  IV-D	Goal (a): Employments rates for each program are 70%.  Goal (b): Explanations for employment rates below 70% are described.	Exit and Alumni Surveys  THECB Employment Data	Office for Academic Affairs  Associate Deans for Undergraduate and Graduate Studies  Review of outcomes by COUS and COGS; Faculty Council; Faculty Assembly.	2017-18 THECB data to be presented in September 2018	(a-b) 2016 Employment Rates:  BSN: 88.7% MSN: 81.5% DNP: 80% PhD: 100% Certificates: 66.7%  (a-b) 2017-18 Employment Rates:  BSN: 87% MSN: 71% (FNP) DNP: 81% PhD: 100% Certificates:			Office for Academic Affairs	

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<b>STANDARD IV -PROGRAM EFFECTIVENESS: AGGREGATE STUDENT PERFORMANCE AND FACULTY ACCOMPLISHMENTS</b>									
4.5 Program outcomes demonstrate program effectiveness.  IV-E	Goal (a): Data collected for Program Outcomes meet benchmark of 5.  Goal (b) Benchmarks to pass rates at the national level are used for comparison.	Exit and Alumni Survey	Office for Academic Affairs  Associate Deans for Undergraduate and Graduate Studies Review of outcomes by COUS and COGS; Faculty Council; Faculty Assembly.	2017-2018 data: Collected in September; presented October 2018.	(a) 2018 BSN Exit Survey results: Benchmarks for all Prog Outcomes were met. 2018 BSN Alumni Survey results: Benchmarks for all Prog Outcomes were met.  2018 MSN Exit Survey results: Met benchmark of 5 for all Program Outcomes. 2018 MSN Alumni survey results: Did not meet benchmarks for all Program Outcomes.  2018 DNP Exit Survey results: Met benchmark for all Program Outcomes. 2018 DNP Alumni Survey results: Response rate too low for reporting purposes.  2018 PhD Exit Survey results: No responses.  2018 PhD Alumni Survey results: No responses received for 2018.		Undergraduate Subcommittee to conduct gap analysis  Undergraduate Subcommittee to conduct gap analysis  With BSN to DNP pathway approved, MSN and DNP curriculum workgroups focused on developing BSN to DNP program plans	Office for Academic Affairs	
4.6 Faculty outcomes, individually and in the aggregate, demonstrate program effectiveness.  IV-F	<b>Goal (a): Faculty Composition</b> 1. By 2022, 70% of full-time faculty will have a doctoral degree.  2. By 2022, 50% of full-time faculty will be nationally certified in their respective area of specialty.  3. The number of under-represented faculty will increase 2%-3% every	Data from Office for Academic Affairs  Data from Office of Nursing Research and Scholarship  Data from Office for Faculty Excellence  Data from Office of Practice and Engagement	Data from Office for Faculty Excellence  Data from Office of Nursing Research and Scholarship  Collection by Office for Academic Affairs  Review of outcomes by COUS and COGS; Faculty Council; Faculty Assembly.	2017-2018 data: Collected July-August; presented to Faculty Assembly, September 2018	2017-2018 faculty benchmark data: 1. 64% have doctoral degrees  2. 47% are nationally certified  3. under-represented faculty make up 33% of faculty  <b>Teaching</b> 1. Fall: 4.2; Spring 4.3  2. 21% have been celebrated through achievement		Transfer of Data Collection from Office for Academic Affairs to Office for Faculty Excellence	Office for Academic Affairs  Office for Faculty Excellence  Data from Office of Nursing Research and Scholarship	

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<b>STANDARD IV -PROGRAM EFFECTIVENESS: AGGREGATE STUDENT PERFORMANCE AND FACULTY ACCOMPLISHMENTS</b>									
	<p>year.</p> <p><b>Goal (b): Teaching</b></p> <p>1. Faculty teaching will be rated by students on course evaluations with a minimum mean of 3.5 or higher on a 1-5 scale with 5 being highest.</p> <p>2. At least 10% of full-time faculty will be recognized for their achievements in teaching excellence (e.g., teaching excellence awards, national recognition).</p> <p>3. 80% of full-time faculty will engage annually in faculty development related to formal improvement of teaching effectiveness (e.g., NCLEX-RN® Prep, CNE, ATI, ExamSoft,</p>				<p>3. 71% engage in faculty development</p> <p>4. 42% worked with Educational Specialist</p> <p>5. Adelita Cantu received the Pres Teaching Excellence Award 2016-2017</p> <p><b>Scholarship</b></p> <p>1. 59% engaged in scholarship, broadly defined</p> <p>2. 48% presented at conferences 2016-2017</p> <p>3. 26% had refereed publications</p>				



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<b>STANDARD IV -PROGRAM EFFECTIVENESS: AGGREGATE STUDENT PERFORMANCE AND FACULTY ACCOMPLISHMENTS</b>									
	<p>Simulation, Chisee).</p> <p>4. 80% of faculty will work with Educational Specialist for ongoing instructional development .</p> <p>5. One faculty member will be recommended each year to the UT Health Academy of Master Teachers</p> <p><b>Goal (c): Scholarship</b></p> <p>1. 80% of faculty with appointments over 50% will be engaged in scholarly activity.</p> <p>2. 75% of full-time faculty will present at a conference each year.</p> <p>3. 50% of tenure- track faculty will submit at least one manuscript for publication</p>				<p>4. 27% had submitted grants</p> <p><b>Practice</b></p> <p>1. 32% engaged in faculty practice plan</p> <p>2. 40% have a clinical practice</p> <p><b>Service</b></p> <p>1. 68% were engaged in service to School or UT Health</p> <p>2. 58% were engaged in service to Nursing Profession</p> <p>3. 30% held national offices/leadership positions in profession or community/global</p>				

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<b>STANDARD IV -PROGRAM EFFECTIVENESS: AGGREGATE STUDENT PERFORMANCE AND FACULTY ACCOMPLISHMENTS</b>									
	<p>each year.</p> <p>4. 25% of tenure- track faculty will submit at least one grant proposal each year.</p> <p><b>Goal (d): Practice</b></p> <p>1. By 2022, 50% [of XX] engaged in faculty practice plan.</p> <p>2. By 2022, 80% of APRN faculty will have a minimum 4-hour clinical practice with vulnerable populations.</p> <p><b>Goal (e): Service</b></p> <p>1. 75% of full-time faculty will be engaged in service to the School or University.</p> <p>2. 80% of full-time faculty will be engaged in service to the nursing profession as a member.</p>								

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<b>STANDARD IV -PROGRAM EFFECTIVENESS: AGGREGATE STUDENT PERFORMANCE AND FACULTY ACCOMPLISHMENTS</b>									
	3. 10% of full-time faculty will hold national offices/leadership positions in the profession or community/global								
4.7 The program defines and reviews formal complaints according to established policies.  IV-G	<p>Goal (a): Definition of formal complaints is up-to-date in Catalog and Handbooks.</p> <p>Goal (b): Written formal complaint processes are up-to-date in Catalog and Handbooks.</p> <p>Goal (c): 100% of records related to the hearing of formal complaints are documented and maintained.</p> <p>Goal (d): 100% of students sign acknowledgement of awareness of the formal complaint process and location of policies.</p>	<p>Student Handbooks</p> <p>Handbook of Operating Procedures</p> <p>Faculty Bylaws</p> <p>Review of log of formal complaints and faculty/administrative action taken</p>	<p>Collected by Office for Academic Affairs</p> <p>Associate Deans for Undergraduate and Graduate Studies</p> <p>Review of outcomes by COUS and COGS; Faculty Council; Faculty Assembly.</p>	<p>2017-2018 data: Collected July-August; presented September 2018</p>	<p>(a-b) Definition of and process for student complaints in Undergrad Student Handbook (p. 48) and Grad Student Handbook (p. 70) are current. <a href="https://www.uthscsa.edu/sites/default/files/2019/nursing/docs/2019-2020-ut-health_bsn_handbook-min.pdf">https://www.uthscsa.edu/sites/default/files/2019/nursing/docs/2019-2020-ut-health_bsn_handbook-min.pdf</a>  <a href="https://www.uthscsa.edu/sites/default/files/2018/graduate_student_handbook_2019-2020.pdf">https://www.uthscsa.edu/sites/default/files/2018/graduate_student_handbook_2019-2020.pdf</a></p> <p>(c) 100% of student complaints log documents formal student complaints and resolutions. COUS/COGS minutes document hearing of formal complaints. Student complaints log housed in Office for Academic Affairs</p> <p>(d) All students sign acknowledgement and acceptance of Student Handbook, including section on formal complaint process.</p>	(c) Three formal complaints filed in 2018-2019. One complaint related to process; one complaint related to faculty conduct, and accommodations; one complaint related to TA and alleged privacy violation. All resolved.		Office for Academic Affairs	
4.8 Data analysis is used to foster ongoing program improvement.  IV-H	Goal (a): Provide evidence that systematic process is used in the analysis of completion rate, licensure and certification pass	<p>TPSEP</p> <p>COUS/COGS minutes</p> <p>FA/FC minutes</p>	<p>Associate Deans for Undergraduate and Graduate Studies</p> <p>Office for Academic Affairs</p>	<p>2017-2018 data: Collected July-August; presented September 2018</p>	<p>(a) Completion Rate, Licensure and Certification Pass Rate, Employment Rates included in TPSEP. Exit and Alumni Surveys, IDEA course evaluations noted as evaluation tools in TPSEP.</p>			<p>SON Website</p> <p>Office for Academic Affairs</p>	

Evaluation Component	Expected Outcome	Evaluation Data	Group/Individual Responsible for Collection & Analysis	Frequency of Data Collection	Findings (Aggregate Data)	Indicators of Achievement	Action Plan (Changes Made as Result of Data Analysis)	Location of Document	Reporting Schedule When/Where/Who?
<b>STANDARD IV -PROGRAM EFFECTIVENESS: AGGREGATE STUDENT PERFORMANCE AND FACULTY ACCOMPLISHMENTS</b>									
	<p>rate, employment rate, formal complaint and other program-identified outcome data for program improvement.</p> <p>Goal (b): Provide evidence that analysis of data includes comparison of expected outcomes to actual outcomes.</p> <p>Goal (c): Provide examples of changes to the program as a result of data analysis.</p> <p>Goal (d): Demonstrate meeting minutes show faculty are engaged in data review for ongoing program improvement.</p>		<p>Review of outcomes by COUS and COGS; Faculty Council; Faculty Assembly.</p>		<p>(b) Expected outcomes and findings (actual outcomes) incorporated in TPSEP.</p> <p>(c) Changes made as a result of analysis included in TPSEP.</p> <p>(d) COUS/COGS and Faculty Council meeting minutes reflect TPSEP discussions.</p>				

Working Document as of April 25, 2019

Hyperlink Cross Check

OFE Name corrected "Office of Faculty Affairs and Diversity" to "Office for Faculty Excellence"

Reporting Schedule Column added

State of the School: Reporting Schedule for Standard 2