

**Johns Hopkins University (JHU) School of Nursing (SON)
Master Evaluation Plan (MEP)**

The SON MEP focuses on congruence between SON and JHU goals, and between SON academic programs and professional nursing standards; adequacy of academic support and resources; curriculum integrity and delivery; faculty preparation and performance; and the overall quality of SON programs.

Each program (BSN, Masters, DNP and PhD) has a Program-specific Evaluation Plan that focuses on assessment of program-specific goals, intended outcomes, quality, student satisfaction and performance, and program effectiveness.

Key Element of Evaluation	Evaluation Indicators/Criteria	Evaluative Approach	Evaluation Frequency	Accountability	Supporting Documentation
I: Mission and Governance					
<i>SON mission, values, goals, and expected program outcomes are: congruent with those of the parent institution (JHU); and consistent with relevant professional nursing standards and guidelines for the preparation on nursing professionals</i>	<p><i>Congruence</i> of SON mission, values goals and expected outcomes with those of :</p> <ul style="list-style-type: none"> • JHU • Professional nursing standards and guidelines relevant to the degree program and level of nursing practice. 	<p>Comparative analysis of relevant JHU and SON documents. Documentation of specific alignment of SON and JHU strategic goals. Strategic Plan Review and Update</p> <p>Review of SON expected program outcomes and relevant professional nursing standards and guidelines.</p>	<p>Continuous review by SON leadership team. Formal update every 5 years.</p> <p>Annually</p>	<ul style="list-style-type: none"> • Dean • Academic Leadership Team • Faculty Assembly • Faculty • Associate Dean for Academic Affairs • Program Directors • Curriculum Committees 	<ul style="list-style-type: none"> • JHU <i>Ten by Twenty</i> Plan • SON Mission, Values and Goals • SON Strategic Plan 2011-2015 • SON State of the School Report 2013 • Continuous Improvement Progress Report for CCNE (December, 2013) <p>Copies of all professional nursing standards used by programs:</p> <ul style="list-style-type: none"> • The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008) • The Essentials of Master’s Education in Nursing (AACN, 2011) • The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006) • Criteria for Evaluation for Nurse Practitioner Programs (NTF 2012) • Research-focused Doctoral Programs in Nursing. Pathways to Excellence (AACN 2010) • Baccalaureate Program Report • Master’s Program Report • DNP Program Report

					<ul style="list-style-type: none"> • PhD Program Report • Curriculum Committee Minutes
<p><i>SON mission, values, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, to reflect: professional nursing standards and guidelines; and the needs and expectations of the community of interest.</i></p>	<p><i>Congruence of SON mission, goals and expected outcomes with those of:</i></p> <ul style="list-style-type: none"> • Professional nursing standards and guidelines relevant to the degree program and level of nursing practice. • SON's Communities of Interest 	<p>Review of program goals and expected student outcomes for alignment with SON mission, values and goals; professional standards; communities of interest.</p> <p>Review of individual course goals and expected student outcomes for alignment with SON mission, values and goals; professional standards; and needs of COI.</p>	<p>Program goals reviewed annually</p> <p>Courses reviewed by curriculum committees every 2 years</p>	<ul style="list-style-type: none"> • Associate Dean for Academic Affairs • Program Directors • Curriculum Committees • Diversity Committee (for COI) 	<ul style="list-style-type: none"> • Statement of program goals and objectives for each academic program in program manuals and on SON website. • Curriculum Committee minutes • Minutes of ALT • Minutes of SON Academic Council • Minutes of SON Advisory Board • Minutes of meetings with Communities of Interest (COI) • Minutes of Diversity Committee • Middle States Accreditation Report (2014); specifically SON self-study and Chapter 7.
<p><i>SON faculty outcomes are clearly identified by the nursing unit, are written and communicated to the faculty, and are congruent with institutional (JHU) expectations.</i></p>	<p>SON appointment and promotions (AP) criteria are approved by SON Academic Council, written, shared with faculty and used to guide annual performance reviews and mid time in rank reviews.</p>	<p>Review of appointment and promotions criteria for alignment with JHU expectations.</p> <p>Formal expectation that AP-related policies and resources are accessed by all faculty, and used as reference standards during annual and mid-time in rank reviews.</p>	<p>As necessary</p> <p>Annual performance review</p>	<ul style="list-style-type: none"> • Dean • Associate Dean for Academic Affairs • AP Committee • Department Chairs • Faculty Assembly and Curriculum Committees 	<ul style="list-style-type: none"> • SON Faculty Handbook • Academic Council and AP Policies and Procedures • AP FAQ and Exemplars • Faculty Appointment and Promotion Criteria • Mid Time in Rank Policy • SON Faculty Workload Guidelines • AP Committee Minutes
<p><i>SON faculty and staff participate in program governance.</i></p>	<p>SON faculty, staff and students participate in university governance with guaranteed</p>	<p>Review of bylaws, committee structures, membership and attendance to assure</p>	<p>Annually</p>	<ul style="list-style-type: none"> • Dean • President of Faculty Assembly 	<ul style="list-style-type: none"> • SON Faculty Bylaws • SON Organizational Structure • Faculty Assembly (FA) Minutes, Reports, Attendance.

<p><i>SON students participate in program governance.</i></p>	<p>membership on councils/committees that are responsible for making recommendations that have potential for influencing the achievement of SON, health system, and University mission and goals. Faculty and students assume clearly defined roles in the governance of the SON.</p>	<p>participation of faculty, staff and students in program governance.</p> <p>Governance-related meetings, in which faculty and/or staff and/or student participation is important, are recorded and archived.</p> <p>Online or asynchronous opportunities provided for input/comments on governance decisions.</p>		<ul style="list-style-type: none"> • Student Government Leaders 	<ul style="list-style-type: none"> • FA Standing Committee Reports • Membership Rosters and minutes of other SON standing committees • Student Government Association Bylaws • Documentation of Dean’s forums with students. • <i>Mediasite</i> recordings of town hall/faculty assembly meetings.
<p><i>SON documents and publications are accurate. A process is used to notify constituents about changes in documents and publications.</i></p>	<p>Content accuracy, timeliness, clarity.</p> <p>Students receive manual during orientation.</p> <p>Changes communicated online and to student representatives on curriculum committees</p>	<p>Ongoing review of written and electronic documentation.</p> <p>Marketing and promotional materials accurately reflect all JHU, SON, program-level and professional standards-related expectations.</p>	<p>Annual revision of program materials; ongoing document revisions as needed.</p>	<ul style="list-style-type: none"> • Office of Academic Affairs • Office of Marketing and Communications • Office of Enrollment and Student Affairs 	<ul style="list-style-type: none"> • SON program-related information on website is the most recent version. • Examples of marketing and promotional materials.
<p><i>Academic policies of the parent institution (JHU) and the nursing program are congruent and support achievement of the mission, goals, and expected student outcomes. These</i></p>	<p>Established policy development, review, and documentation procedures and timeline.</p>	<p>Comparison of JHU and SON policies.</p> <p>Review of alignment of all SON policy, procedural, or guidance documentation (written or on the</p>	<p>Annually</p>	<ul style="list-style-type: none"> • Dean • SON Academic Council • Academic Leadership Team • Associate Dean for 	<ul style="list-style-type: none"> • JHU <i>Ten by Twenty</i> Plan • Middle States Accreditation Report (2014), specifically Chapter 7: Learning Assessment. • SON Mission, Values and Goals • SON State of the School Report • SON Academic Ethics Policy • SON Program Manuals • SON faculty and student handbooks

<p><i>policies are: fair and equitable; published and accessible; and reviewed and revised as necessary to foster program improvement.</i></p>		<p>website) with SON and JHU policies.</p>		<p>Academic Affairs</p> <ul style="list-style-type: none"> • Associate Dean for Enrollment and Student Affairs • Program Directors • Diversity Committee 	<ul style="list-style-type: none"> • SON Diversity Report • Minutes of SON Diversity Committee • Minutes of Student Progressions Committees • MSN Program Admissions Rating Tool
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Master Evaluation Plan (MEP)**

Key Element of Evaluation	Evaluation Indicators/Criteria	Evaluative Approach	Evaluation Frequency	Accountability	Supporting Documentation
II: Institutional Commitment and Resources					
<i>Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of resources is reviewed periodically and resources are modified as needed.</i>	<p>Balanced budget (SON)</p> <p>SON Dashboard Metrics guide resource decision making.</p> <p>Adequate resource allocation to all SON missions</p> <p>Resource allocation decision-making criteria are transparent and equitable.</p>	<p>Budgetary decisions are informed by JHU policy, and annual administrative review.</p> <p>Comparison of compensation with peer institutions.</p> <p>Documentation of criterion-referenced decision making.</p>	<p>Ongoing review, and an annual summary.</p>	<ul style="list-style-type: none"> • University Provost • Dean • Academic Leadership Team • Associate Dean for Finance and Administration • Assistant Dean for Strategic Initiatives 	<ul style="list-style-type: none"> • SON Budget and Justification • SON Annual Report • Faculty and Administrative Salary Data • Minutes of Academic Leadership Team meetings
<i>Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.</i>	<p>Academic support services meet program and student needs.</p> <p>Academic advisement provided for all students</p> <p>Program, course evaluation and student satisfaction data used during review of resource allocations, and to determine future needs.</p>	<p>Review of student course evaluations and EBI data.</p> <p>Town-hall meetings, surveys and polling of faculty and students are used as needed to collect data about academic support.</p> <p>Academic support service implications are considered during program and course development/revision.</p>	<p>Semester-end</p> <p>Annually</p> <p>Ongoing, and as needed.</p>	<ul style="list-style-type: none"> • Associate Dean for Academic Affairs • Assistant Dean for Academic Affairs • Assistant Dean for Information Technology • Office of Teaching Excellence (OTE) • Program Directors 	<ul style="list-style-type: none"> • SON Strategic Goals • SON Strategic Plan • Documentation of: Teaching and advising assignments, instructional support resources (instructional designers, academic program coordinators, professional advisors, AV support, classroom upgrades, simulation lab, library and information resources) • Student evaluations of courses • Student exit survey (EBI)

<p><i>SON's chief nurse administrator (Dean): is a registered nurse(RN); academically and experientially qualified; and vested with the administrative authority to accomplish the mission, goals, and expected program outcomes. The Dean provides effective leadership to the SON in achieving its mission, goals, and expected program outcomes.</i></p>	<p>Dean's education and experience are comparable to peers within JHU and within schools of nursing in research-intensive universities.</p> <p>Dean demonstrates leadership and has authority comparable to other JHU Deans.</p>	<p>Dean's performance is evaluated annually by the University Provost.</p>	<p>Updated Annually</p> <p>Annually</p>	<ul style="list-style-type: none"> • Dean • JHU Provost • Dean • JHU Provost 	<ul style="list-style-type: none"> • Dean's curriculum vitae • Dean's job description • Organizational charts (JHU and SON)
<p><i>Faculty are: sufficient in number to accomplish the mission, goals and expected program outcomes; academically prepared for the areas in which they teach; and experientially prepared for the areas in which they teach.</i></p>	<p>75% of full-time faculty have doctoral degrees</p> <p>Didactic and clinical staffing meet state and national guidelines</p> <p>SON policies support recruitment of a doctorally-prepared and diverse faculty</p>	<p>Verification of faculty qualifications and licensure.</p> <p>Teaching assignments are based on transparent workload guidelines and consistent with national guidelines. Signed faculty agreement to fulfill assigned teaching responsibilities.</p> <p>Evaluation of faculty candidates is transparent and criterion referenced.</p>	<p>Annually</p>	<ul style="list-style-type: none"> • Associate Dean for Academic Affairs • Assistant Dean for Academic Affairs • Program Directors • Program Administrators 	<ul style="list-style-type: none"> • Faculty CVs • SON faculty workload guidelines • Documentation of teaching assignment process and teaching assignments • Faculty contracts • Student course evaluations • Documentation of faculty recruitment process and decision-making. • Faculty candidate evaluation criteria.

<p><i>Preceptors, when used by the program as an extension of faculty, are academically and experientially qualified for their role in assisting in the achievement of the mission, goals, and expected student outcomes.</i></p>	<p>Preceptors and other part-time faculty are adequately prepared academically and experientially.</p> <p>Diversity of preceptor and other part-time faculty background, clinical expertise and practice setting supports attainment of SON goals and student outcomes.</p>	<p>Preceptor and clinical faculty qualifications, licensure and performance review.</p> <p>Student evaluation of preceptor.</p>	<p>Preceptors and part-time faculty reviewed each semester.</p> <p>Annual program-level summary.</p>	<ul style="list-style-type: none"> • Program Directors • Director of Clinical Placements 	<ul style="list-style-type: none"> • Part-time Faculty CVs • Documentation of preceptor qualifications and performance. • Preceptor and part-time faculty contracts • Student evaluations of clinical courses and preceptors • Program annual reports
<p><i>The parent institution (JHU) and program (SON) provide and support an environment that encourages faculty teaching, scholarship, service and practice in keeping with the mission, goals, and expected faculty outcomes.</i></p>	<p>Allocation of faculty time for teaching, scholarship, service and practice is commensurate with their appointment track, rank and professional development goals.</p> <p>Opportunities provided to support faculty in achievement of teaching, scholarship, service, and practice goals.</p>	<p>Ongoing review and synthesis of faculty expectations, performance and feedback. Comparison with peer institutions.</p> <p>Intentional use of multiple channels to solicit faculty input: monthly departmental meetings, faculty assembly meetings, faculty surveys, and semi-annual faculty performance reviews</p>	<p>Ongoing and Annually</p>	<ul style="list-style-type: none"> • Dean • Academic Leadership Team • Associate Dean for Academic Affairs • Office of Teaching Excellence • Department Chairs • Faculty Assembly 	<ul style="list-style-type: none"> • Faculty handbook • Workload guidelines • OTE faculty development needs survey • Documentation of OTE offerings (in-person and online) • Documentation of faculty development offerings (writing workshops, brownbags, etc) • Peer-evaluations • AP exemplars • Documentation of professional development-related travel support

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III: Curriculum and Teaching-Learning Practices					
<i>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, and with the roles for which the program is preparing its graduates.</i>	All courses within each curriculum give clear evidence of being based on the SON expected program outcomes and demonstrate a logical fit in contributing to organizational consistency.	Documentation of course curriculum analysis that uses current, relevant, program-specific curricula criteria. Student course evaluations End-of-program reviews (EBI)	Every 2 years	<ul style="list-style-type: none"> • Curriculum Committees • Program Directors • Associate Dean for Academic Affairs 	<ul style="list-style-type: none"> • Program goals and objectives • Curriculum committee minutes and course-review documentation • Course syllabi • EBI
<i>Curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines which are clearly evident within the curriculum and within expected student outcomes (individual and aggregate).</i>	Current universally recognized standards and guidelines for the preparation of nursing professionals are evident in SON curricula related materials.	Documentation of use of relevant standards and guidelines in the development of curricula related materials and their implementation. Documentation of course curriculum analysis that uses current, relevant, program-specific curricula criteria. Documentation of new course approval.	Existing courses: every 2 years New courses: prior to first offering, then every 2 years	<ul style="list-style-type: none"> • Program Directors • Curriculum Committees • Course faculty or coordinator 	<ul style="list-style-type: none"> • Program manuals • Syllabi • Course development template • Faculty documentation of response to course evaluations (presented to Curriculum Committees)
<i>The curriculum is logically structured</i>	All courses within each curriculum give clear	Review of course syllabi for inclusion of	Student course evaluations	<ul style="list-style-type: none"> • Curriculum Committees 	<ul style="list-style-type: none"> • Program manuals • Course Syllabi

<p><i>to achieve expected student outcomes.</i></p>	<p>evidence of alignment with stated program outcomes and demonstrate a logical fit in contributing to curricula and organizational consistency.</p> <p>Program curricula are based on appropriate educational foundation.</p> <p>Learning assessment methods and grading rubrics align with intended learning outcomes.</p> <p>Student course evaluations</p>	<p>program- and course-specific learning objectives.</p> <p>Review of student evaluations of courses</p>	<p>each semester</p>	<ul style="list-style-type: none"> • Program Directors • Program track and/or level coordinators • Instructional designers • Course faculty 	<ul style="list-style-type: none"> • Sample learning assessments • Table of learning assessment methods (Middle States Accreditation Report 2014) • Course development template
<p><i>Teaching-learning practices and environments support the achievement of expected student outcomes.</i></p>	<p>Evidence of a variety of instructional formats (in-person, online, part-time, dual-degree, executive style) and technologies.</p> <p>Evidence of robust student advisement process.</p> <p>Students have opportunities to learn in a wide range of instructional and clinical settings relevant to their learning goals, the local COI and SON's leadership in global nursing.</p>	<p>Review of instructional formats and materials (syllabus, assignments, course websites)</p> <p>Evaluation of course readiness</p>	<p>Course evaluations each semester</p> <p>Annual summary reports</p>	<ul style="list-style-type: none"> • Associate Dean for Academic Affairs • OTE • Program Directors 	<ul style="list-style-type: none"> • Student evaluations of courses and clinical sites • Student exit evaluation: EBI • Faculty evaluation of clinical site suitability • Affiliation agreements with clinical sites or collaborating instructional sites • Course readiness assessments • assessments/certification • Learning opportunities: global, research honors, Fuld Scholars, etc.

<p><i>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.</i></p>	<p>Clinical agencies used for student experiential learning are appropriate to the student's level of experience and sufficient in number to provide for achievement of course and program goals.</p> <p>Students have opportunities for clinical practice domestically and globally.</p> <p>Clinical practice experiences are structured to integrate new knowledge and develop student outcome-relevant competence.</p>	<p>Ongoing review of number of students in each program, their clinical learning needs and the availability of appropriate clinical sites and preceptors.</p> <p>Review of student evaluations of clinical courses and preceptors.</p> <p>Documentation of students' clinical hours and experiences.</p>	<p>Each semester</p> <p>Annual review</p>	<ul style="list-style-type: none"> • Associate Dean for Academic Affairs • Program Directors • Director of Clinical Placements • Curriculum Committees 	<ul style="list-style-type: none"> • Syllabi of clinical courses • Clinical site assessment form
<p><i>The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest (COI).</i></p>	<p>Members of SON's communities of interest provide feedback during SON strategic planning; curriculum development and implementation, and revision.</p>	<p>Participation of members of COI in discussions of new programs/program revisions</p> <p>SOURCE director formally engaged with SON faculty</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Curriculum committees • Associate Dean for Academic Affairs • Associate Dean for Global Nursing 	<ul style="list-style-type: none"> • JHU <i>Ten by Twenty</i> Goals • SON State of the School report • Documentation of: distance education offerings, dual-degree programs, simulation facilities and outcomes, range of clinical and practicum sites, international study opportunities, opportunities for research fellowships and teaching assistantships. • SOURCE overview (website) • Clinical site satisfaction with SON
<p><i>Individual student performance is evaluated by the faculty and reflects achievement of</i></p>	<p>Student academic and clinical performance evaluation criteria are clearly defined.</p>	<p>Review of student transcripts.</p> <p>Student-advisor meetings to review</p>	<p>Each semester</p>	<ul style="list-style-type: none"> • Associate Dean for Academic Affairs • Associate 	<ul style="list-style-type: none"> • Student handbook • Program manual • Student handbook • Program manual

<p><i>expected student outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.</i></p>	<p>Student performance and progression policies are documented and applied consistently.</p> <p>Students have access to a structured and transparent complaints process.</p> <p>All students whose performance does not meet expectations receive a remediation plan.</p>	<p>program requirements, student's learning goals and performance.</p> <p>Initiation of remediation process for all students who are not meeting performance expectations.</p>		<p>Dean for Enrollment Management and Student Affairs</p> <ul style="list-style-type: none"> • Curriculum Committees • Program-specific progressions committees • Advisors 	<ul style="list-style-type: none"> • Course syllabi • Documentation of performance-related intervention procedures • Minutes of progressions committees
<p><i>Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.</i></p>	<p>Evaluation of teaching practices included in faculty annual review.</p> <p>Teaching performance is considered in Appointment and Promotion process.</p>	<p>Formative and summative evaluation of courses.</p> <p>Evaluation data (quantitative and qualitative) inform curriculum review and teaching performance improvement.</p>	<p>Courses evaluated by students at mid-term and semester completion.</p> <p>Curriculum Committee reviews courses every 2-years</p>	<ul style="list-style-type: none"> • Program Directors • Curriculum Committees • OTE • Course faculty • Department Chairs 	<ul style="list-style-type: none"> • Student evaluations of courses • Minutes of curriculum committees • SON's Middlestates learning assessment plan • Student exit surveys (EBI) • Peer evaluations • Roster of peer evaluators

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Master Evaluation Plan (MEP)**

Key Element of Evaluation	Evaluation Indicators/Criteria	Evaluative Approach	Evaluation Frequency	Accountability	Supporting Documentation
IV: Program Effectiveness: Assessment and Achievement of Program Outcomes					
<i>A systematic process is used to determine program effectiveness.</i>	Evaluation process is: <ul style="list-style-type: none"> Formalized in writing Comprehensive Accessible to faculty, staff and students Applied systematically for all evaluation elements Revised as appropriate 	Synthesis and review of evaluation indicators, data and professional standards informs revisions to the MEP. Academic program-specific evaluation criteria are reviewed by the program director and curriculum committee.	MEP reviewed as needed; at least every 4 years. As needed; at least every 4 years.	<ul style="list-style-type: none"> Program Directors, Curriculum Committees, Associate Dean for Academic Affairs Academic Leadership Team 	<ul style="list-style-type: none"> SON Master Evaluation Plan Program-Specific Evaluation Plans (Baccalaureate, Masters, DNP and PhD) Baccalaureate, Masters, DNP and PhD program annual reports
<i>Program completion rates demonstrate program effectiveness.</i>	Graduation rates Time-to graduation Master's – 95% of enrolled students will graduate in 5 years. Post-graduate Certificate (PG) – 95% of enrolled students will complete the program in 2 years. PhD – 95% of enrolled students will graduate in 5 years DNP – 95% of enrolled students will	Summary of admissions, attrition and graduation data for each academic program.	Upon cohort completion. Aggregate annual report.	Office of Enrollment Management and Student Affairs, Program Directors, Associate Dean for Academic Affairs	<ul style="list-style-type: none"> Program completion rates (Masters, PG, DNP and PhD) Baccalaureate, Masters, DNP and PhD program annual reports

	graduate in 3 years				
<i>Licensure and certification pass rates demonstrate program effectiveness.</i>	First-time licensure and certification rates (specified for each program): Master's – at least 95% of graduates who take a certification exam will pass on first attempt PG – at least 95% of graduates who take a certification exam will pass on first attempt	Review of published licensure exam and certification pass rates by degree program and specialty role.	By cohort	<ul style="list-style-type: none"> • Program Directors • Associate Dean for Academic Affairs • Academic Leadership Team 	<ul style="list-style-type: none"> • First-time certification rates for each program, APRN role and specialty area.
<i>Employment rates demonstrate program effectiveness.</i>	At least 95% of graduates who seek employment will obtain jobs within educational and experiential preparation within 6 months of graduation	Online survey of graduates	Semi-annually (with graduating cohorts)	<ul style="list-style-type: none"> • Office of Marketing and Communications (MARCOM) 	<ul style="list-style-type: none"> • Alumni Survey Report
<i>Program outcomes demonstrate program effectiveness.</i>	Student satisfaction Alumni satisfaction Employer Satisfaction Additional program-specific expectations for professional achievement (e.g., publications, sponsored projects).	End of program student surveys (EBI)		<ul style="list-style-type: none"> • Program Directors • Associate Dean for Academic Affairs • Academic Leadership Team • MARCOM 	<ul style="list-style-type: none"> • EBI • Program Reports (Baccalaureate, Master's DNP, PhD)
<i>Faculty outcomes, individually and in the aggregate, demonstrate program effectiveness.</i>	Faculty perform effectively in teaching, scholarship, practice and/or service roles.	Annual faculty evaluation (and mid-year review) includes: teaching effectiveness, scholarship, practice (if applicable) and service. Review and revision of faculty goals.	Student course evaluations each semester. Annual documentation of performance.	<ul style="list-style-type: none"> • Dean • Associate Dean for Academic Affairs • Department Chairs • Program Directors 	Faculty development plans Student course evaluations Annual summary of faculty publications by rank. Annual summary of sponsored projects.

<i>The program defines and reviews formal complaints according to established policies.</i>	SON describes a formal complaint as: “One involving perceived discriminatory treatment” All SON Academic Program Manuals outline a suggested process through which students can raise concerns. JHU Discrimination Complaints procedures followed to investigate complaints.	Documentation of student concerns and actions taken. Documentation of Associate Dean for Academic Affairs’ recommendations. Documentation of finding of JHU investigation of formal complaint.	Academic Manuals revised annually. Complaints procedures initiated as needed.	<ul style="list-style-type: none"> • Associate Dean for Academic Affairs • JHU Director for Equity Compliance • Human Resources 	<ul style="list-style-type: none"> • Academic Program Manuals (BSN, MSN, DNP, PhD) • JHU Discrimination Complaints overview http://webapps.jhu.edu/jhuniverse/administration/minutes_policies_reports/policies/discrimination
<i>Data analysis is used to foster ongoing program improvement.</i>	SON uses a formal plan evaluation process to inform ongoing program improvement. SON leadership uses additional Dashboard Metrics to inform program improvement-related decision making. Accountability for course improvement is included in faculty performance review.	Collection, review and synthesis of data (as outlined in the SON Master Evaluation Plan) informs ongoing program quality improvement throughout SON. OTE oversees collection of peer-review data. Ongoing, routine use of data informs leadership and faculty decision-making at SON.	Ongoing: <ul style="list-style-type: none"> • Pre-course opening • Mid-term • End of semester • Annually • At program completion 	<ul style="list-style-type: none"> • Associate Dean for Academic Affairs • Office of Teaching Excellence • Department Chairs • Program Directors • Associate Dean for Enrollment and Student Affairs • Clinical Placement Administrator 	<ul style="list-style-type: none"> • SON Master Evaluation Plan • Program-specific Evaluation Plans • Peer-evaluation review materials • Mid-term Evaluation Questions • Course Evaluation Questions • Example of MSN Curriculum Committee form used to request faculty response to course evaluations. • SON Learning Assessment Plan (narrative) for Middle States 2014
PhD Program					
<i>PhD Program</i>	70% of Students will	Summary of	Upon cohort	• PhD Program	• PhD program completion rate

<i>completion rate demonstrate s program effectiveness.</i>	graduate in 6 years	graduation data for the PhD Program	completion	<ul style="list-style-type: none"> Director Associate Dean for Academic Affairs 	<ul style="list-style-type: none"> PhD program annual report.
<i>Student publications demonstrate program effectiveness.</i>	# publications in press and published by PhD students by graduation	Summary of student publications	Upon cohort completion	<ul style="list-style-type: none"> PhD Program Director Associate Dean for Academic Affairs 	<ul style="list-style-type: none"> Rate of PhD students producing one or more publications by graduation. PhD program annual report
DNP Program					
<i>DNP Program completion rate demonstrate s program effectiveness.</i>	95% of Students will graduate in 3 years	Summary of graduation data for the DNP Program	Upon cohort completion	<ul style="list-style-type: none"> DNP Program Director Associate Dean for Academic Affairs 	<ul style="list-style-type: none"> DNP program completion rate DNP program annual report.
<i>Student publications demonstrate program effectiveness.</i>	# publications in press and published by DNP students by graduation	Summary of student publications	Upon cohort completion	<ul style="list-style-type: none"> DNP Program Director Associate Dean for Academic Affairs 	<ul style="list-style-type: none"> Rate of DNP students producing one or more publications by graduation. DNP program annual report
MSN Program and Post Graduate Certificate (PG) Program					
<i>MSN/PG program completion rates demonstrate program effectiveness.</i>	95% of MSN students will graduate in 5 years 95% of PG students will graduate in 3 years	Summary of graduation data for the MSN and PG programs	Upon graduation	<ul style="list-style-type: none"> MSN Program Director Associate Dean for Academic Affairs 	<ul style="list-style-type: none"> MSN/PG program graduation rates MSN program annual report.
<i>Certification pass rates demonstrate program effectiveness</i>	95% of PG graduates who take a certification exam will pass on first attempt	Data report from respective credentialing organizations	Upon taking certification exam	<ul style="list-style-type: none"> MSN Program Director Associate Dean for Academic 	<ul style="list-style-type: none"> First time pass rate for respective credentialing organizations

				Affairs	
BSN Program					
<i>BSN program completion rate demonstrates program effectiveness.</i>	95% of BSN students will graduate in 17 months	Summary of graduation data for the BSN program	Upon completion/graduation	<ul style="list-style-type: none"> • BSN Program Director • Associate Dean for Academic Affairs 	<ul style="list-style-type: none"> • BSN program completion/graduation rate • MSN program annual report.
<i>NCLEX pass rates demonstrate program effectiveness</i>	95% of graduates will pass NCLEX RN examination on the first attempt	Summary of NCLEX pass rates from the Maryland Board of Nursing	Within one year after graduation	<ul style="list-style-type: none"> • BSN Program Director • Associate Dean for Academic Affairs 	<ul style="list-style-type: none"> • First time pass rate for NCLEX exam for students taking exam in MD