

University of Massachusetts Lowell
School of Nursing
Master Evaluation Plan BS MS DNP programs*
Fall 2015

Standard	Outcome	Methodology	Responsible for Data	Review Schedule	Expected Results	Actual Results	Completion
Standard I-Mission and Governance I-A Congruent with the University	Mission, goals and expected outcomes are congruent with those of parent institution and consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals	Review of SON Vision, Mission and expected outcomes for each program to ensure consistent with current professional nursing standards and guidelines, as well as the University of Massachusetts Lowell	Interim Dean, Chair, Baccalaureate & Graduate Program Directors & Faculty	Ongoing/Annual	Mission, Goals and expected outcomes are congruent with University	Met	Strategic plan revisions, May 2014 Full SON review and approval, October 2014. Full SON review/edits & approval October 2015
		Input is solicited from Nursing Advisory Board on reviews, changes in Mission, Goals and expected outcomes.	Nursing Advisory Board	Biannual Meetings		Met	May 2014, November 2014, May 2015, November 2015
I-B Consistent with relevant professional standards/guidelines for preparation of nursing professionals		Curriculum committee reviews and incorporation of relevant professional standards to guide curricular revisions.	Baccalaureate and Graduate Curriculum Committee	Monthly curriculum committee meetings and annual reports.	Mission, Goals and Expected outcomes are consistent with Professional Standards/ Guidelines	Met	Annual reports, May 2014, 2015.
I-C Expected student outcomes reflect professional nursing standards and needs of community of interest.		End of Program student evaluations conducted.	Baccalaureate and Graduate Directors	Ongoing/Annual	Expected student outcomes reflect professional nursing standards and community interests	Met	May 2014, May 2015
I-D Organizational Charts/ Bylaws and Master Evaluation Plan	Organizational Chart reflects organizational structure of University, College and SON.	Review of organizational chart to reflect changes in order to be congruent with University and College.	Provost, College SON Dean, Chair, Associate Chair, Directors and Faculty.	Ongoing/Annual	Organizational Chart reflects organizational structure of University, College and SON.	Met	Updates approved September 2014 Updates approved November 2015
	SON Bylaws define SON administration, Faculty and Staff roles and committee structures and student involvement in SON committees.	Review of SON bylaws to reflect changes in SON committee structure.	SON Dean, Chair, Associate Chair, Directors, and Faculty.	Every 3 years and as needed.	SON Bylaws define SON administration, Faculty and Staff roles, committee structures & student involvement in committees.	Met	Updates approve October 2014
	Master Evaluation Plan is current and reflects SON evaluation that is congruent with requirements of CCNE standards for accreditation	Review and revisions of Master Evaluation Plan .	SON Dean, Chair, Associate Chair, Directors, and Faculty	Ongoing/Annual	Master Evaluation Plan is current and congruent with CCNE standards	Met	Updates approved December 2014 Updates approved October 2015

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I-D Faculty outcomes are clearly identified by the nursing unit, are written and communicated to the faculty and are congruent with institutional expectations.	Selection Criteria for Faculty is guided by Massachusetts Society of Professors (MSP). HR/EOO input in Job descriptions. UML Labor Units for Prof. and Administrative Staff, MSP Faculty Contract Selection of at Rank Assoc./full TT. CT. Lecturers policy based on program need and qualifications of candidate necessary to accomplish Mission and Goals	Review and revise job descriptions re: professional staff roles, teaching, service, scholarship, practice and modify as necessary to meet mission and goals of the School of Nursing.	Dept. personnel committee. Interim Dean, Chair and Associate Chair.	Monthly Meetings	Faculty outcomes are clear, communicated to faculty, an congruent with the University expectations	Met	MSP contract 2012-2014 Ongoing; HR Website for position openings MSP Contract addendum 2014. MSP contract 2014-2017.
	Faculty/Staff roles, Faculty policies are defined in MSP and SEIU union contracts.	Review contract language, examine policies and make recommended changes to MSP representatives,	Faculty, Search Committee, Chair, Interim Dean and University Administration	Ongoing	Faculty/Staff roles and polices are clearly defined	Met	Ongoing
		Faculty Search extended into community & all faculty are encouraged to be active in recruitments					Ongoing
I-E Faculty and students participate in program governance.		Review and provide input into revisions of undergraduate and graduate catalogs.		Annual	Faculty and students participate in program governance	Met	Ongoing
I-F Documents and Publications are accurate. A process is used to notify constituents about changes in documents and publications.	University Catalogues Academic information in relation to mission, goals of each program, policies, and web.		Interim Dean, Chair, Directors of Academic Programs. And University Administration	Ongoing	Documents and publications are accurate and easily available by all constituents	Met	Ongoing
I-G Academic Policies of the parent institution and the nursing program are congruent and support achievement of mission, goals and expected student outcomes.	Academic requirements correspond to mission and vision of SON and Institution	Review academic criteria in relation to students as fair, equitable, published, justified and accessible via web links	Directors of Academic Programs, Faculty Program Committees, Chair Registrar.	Ongoing	Academic requirements correspond to mission and vision of SON and Institution	Met	Ongoing
	Students achievement of course and program objectives	Review and revise evaluation forms as needed. Apply grading policies to all courses outlined.	Students, Chair, Faculty, Program Directors	Ongoing	Students expected achievement of course and program objectives are congruent	Met	Ongoing
	Student participation on Academic Program Committees	Record attendance on minutes of committee meetings.			Student Reps participate on Academic Program Committees.	Met	Ongoing

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					Student Reps can give input from their class when not in attendance.		
		Review and provide input to programs and materials Review student comments and evaluations in Alumni Survey, & end of program student evaluations			Students provide input to program policies and materials across all programs.	Met	Ongoing
Standard II Program Quality: Institutional Commitment and Resources. II-A. Fiscal and physical resources are sufficient to enable the program to fulfill mission, goals, and expected outcomes. Adequacy of resources is reviewed periodically and resources are modified as needed. <ul style="list-style-type: none"> • Budget • Annual Reports 	Current budget, Estimated budget for following year. Potential resources for financial assistance to Dept	Faculty/staff provide input; Chair prepares Mini-budgets for professional nursing developmental/educational and operational costs in connection with Dept./Academic Program /Committee requirements; Discretionary account (Alumni/Donors) Evaluate external funding sources (School Endowments)	Interim Dean, Chair, Directors of Academic Programs, Faculty, University Lawyers	Budget submitted Spring each academic year	Fiscal and physical resources are sufficient to enable the program to fulfill mission, goals, and expected outcomes.	Met	July 2014-June 2015 SON budget increase for fiscal year 14-15. SON budget level funded for fiscal year 15-16.
	Content of Annual Report encompassing all aspects of Departmental functioning: major accomplishments of past academic year and major recommendations for the following year.	Review Annual Reports of Committees Academic Programs' Directors, Professional Staff & Chair	Interim Dean, Chair, Program Directors, Faculty, and University Advancement Officer	May each year	As above	Met	May 2014, May 2015
II-B Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs	Wellness Center/Student Health Services Program Centers for Learning and Academic Services Library Services Financial assistance policies, procedures and changes.	Review and provide input to programs and materials Review student comments and evaluations in Alumnae Survey, Exit interviews, end of program student evaluations	Students, Chair, Faculty, Program Directors Director of Health Services, University Administration Library personnel	Ongoing	Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs	Met	Ongoing
II-C The Chief Nurse Administrator	Chief admin is qualified	Review of Curriculum Vitae	Interim Dean updates CV	Annually	Interim Dean qualified 2014	Met	Ongoing
	Chief administrator is vested with authority to accomplish program mission, goals and expected outcomes of program	Review of position description	Interim Dean	Annually	Interim Dean is vested with sufficient authority 2014	Met	Ongoing July 2015, Leadership team submitted proposal to Provost recommending a National Search for Dean be conducted.
	Chief administrator provides effective leadership	Review by Provost's Office	Interim Dean	Annually	Interim Dean provides effective leadership 2014	Met	Ongoing

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II-D Faculty	Faculty are academically and experientially qualified	Review of Faculty qualifications to ensure they meet University, State, & School requirements	Personnel Committee/ Dean, Chair, Associate Chair	Annually/ Fall/ Spring	Faculty qualified 100%	Met	2014
	Faculty are sufficient in number	Review of numbers of Faculty assigned to Course Sections and Clinicals	Chair, Associate Chair, Program Directors	Annually Fall/Spring	Sufficient faculty for 1:6 /1:8 ratio in clinical courses.	Met	2014
II-E. 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. <ul style="list-style-type: none"> Contractual Agreements 	Contracts with contributing hospitals and agencies and preceptors Clinical Resources for BS, RN-BS, MS, DNP Students	Collaboration with contractual agency representatives Ongoing Evaluation of agencies by faculty and students using evaluation form. Documentation of RN Licensure and/or NP certification for all preceptors is collected.	Director of Clinical Resources, Interim Dean, Chair, Faculty, University Legal Counsel	Annual/Ongoing to assure contracts in compliance Each semester	All Preceptors are academically & experientially qualified. Evaluation of clinical agencies Overall Mean will be ≥ 3 on a 5 point scale.	Met Met	2014, 2015 December 2014, December 2015 May 2014. Director of Clinical Resources reviews all evaluations. Implement evaluation via Survey Monkey for upcoming evaluations. May 2015
II-F. Program supports an environment that encourages faculty teaching, scholarship, service and practice in keeping with the mission, goals and expected faculty outcomes.	Faculty roles in teaching, scholarship, service, and practice are identified and congruent with mission, goals, and expected outcomes	Review of faculty roles by Faculty Personnel Committee	Faculty Personnel Committee	Monthly meetings Annual Reports	Faculty roles are clear and relate to Mission of University and SON	Met	2014
CURRICULUM & TEACHING-LEARNING PRACTICES BS Program III-A	Curriculum reflects clear statements of expected learning outcomes consistent with professional standards and congruent with program mission, goals, and expected outcomes	Create table illustrating congruence between terminal objectives and mission and goals	Baccalaureate program Director/ Curriculum Committee	Annually	Curriculum Terminal objectives are congruent with mission/goals	Met	Fall 2014 analysis ongoing
		Create tables illustrating congruence between terminal objectives and course objectives.	Baccalaureate Program Director/ Curriculum Committee	Annually	Curriculum Terminal objectives and course objectives are congruent	Met	Fall 2014 analysis ongoing
III-B	Baccalaureate curriculum incorporates knowledge and skills identified in <i>Essentials of Baccalaureate Education for Professional Nursing Practice</i> and other professional standards and guidelines	Review of course grids showing consistency between Baccalaureate Essentials and course objectives, content, teaching-learning practices, teaching-learning environments, expected results, and actual results	Baccalaureate Program Director/ Curriculum Committee	Every two years	Curriculum reflects consistency with Baccalaureate Essentials.	Met	Fall 2014 analysis ongoing. To ensure that courses reflect consistency between course objectives, content, teaching-learning practices and teaching-learning environments, expected results, and actual results
	Program is sequentially and logically organized and it incorporates content and learning experiences essential to practice in professional nursing	Create table-illustrating progression of course and level objectives, with accompanying, course content with learning experiences for each course.	Baccalaureate Program Director /Curriculum Committee	Ongoing	Curriculum has logical progression of content and learning experiences.	Ongoing	Fall 2014 analysis is ongoing to show logical progression of content incorporating learning experiences essential to professional practice.

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III-C	Baccalaureate curriculum builds on a foundation of arts, sciences and humanities essential to professional nursing	Review course outlines for extent to which course objectives build on arts, sciences, and humanities	Baccalaureate program Director/ Curriculum Committee	Ongoing	Curriculum is built on foundation of arts, science and humanities	Ongoing	Fall 2014 evaluation of course outlines demonstrates that the curriculum has a foundation in the arts, sciences & humanities.
III-D	Curriculum and teaching learning practices are evaluated at regular intervals to foster ongoing improvement.	Curriculum Committee calendar and minutes reflect review of student end of course evaluations and faculty end of course reports.	Curriculum Committee	Ongoing	Curriculum and teaching learning practices are evaluated at regular intervals to foster ongoing improvement.	Ongoing	Fall 2014 analysis ongoing
III-E	Didactic and clinical teaching-learning practices and learning environments support achievement of student learning outcomes.	Review of summaries of student end of course evaluation: Didactic and Clinical Evaluations	Baccalaureate Program Director and Baccalaureate Program Committee	Reviewed each semester	Mean overall student evaluation of course ≥ 3 on a 5 point scale	2014 Met 2015 Met	End of each semester
		Review of faculty evaluation of course objectives and end of course reports	Baccalaureate Program Director And Baccalaureate Program Committee	Each semester		Met	End of each semester
		Review summary of Student HESI	Baccalaureate Program Director, Faculty	Fall/ Spring	Final HESI Exit Exam mean ≥ 850	S2014 (873) F2014 (812) S2015(791) Unmet x 2	End of Role Practicum Senior Course
III-F	Community of interest	Interactions with community of interest as documented in: Nursing Advisory Board minutes of meetings	Interim Dean	Biannual			Community of interest needs met
CURRICULUM & TEACHING-LEARNING PRACTICES MS Program/DNP III-A	Curriculum contains clear statements of expected learning outcomes consistent with professional standards and congruent with program mission, goals, and expected outcomes	Create table illustrating congruence between terminal objectives and mission and goals	Graduate Program Director & Graduate Curriculum Committee	Ongoing	Curriculum Terminal objectives are congruent with mission/goals	Ongoing	Fall 2014 analysis begun & completed Spring 2015.
		Create tables illustrating congruence between terminal objectives and course objectives.	Graduate Program Director & Graduate Curriculum Committee	Ongoing	Curriculum Terminal objectives and course objectives are congruent	Ongoing	Fall 2014 analysis begun & completed Spring 2015.
III-B	Masters curriculum incorporates knowledge and skills identified in <i>The Essentials of Masters Education for Advanced Practice Nursing</i> and NP programs incorporate	Create course grids showing evidence that behavior is fostered that is consistent with <i>Essentials of Masters Education and Essentials of Doctoral Education for Advanced Nursing Practice</i>	Graduate Program Director, MS Coordinator, DNP Coordinator & Graduate Curriculum Committee	Ongoing	Curriculum reflects consistency with Masters Essentials and DNP Essentials	Ongoing	Fall 2014 analysis begun & completed Spring 2015.

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	<i>Criteria for Evaluation of Nurse Practitioner Programs. DNP curriculum incorporates The essentials of Doctoral Education for Advanced Nursing Practice.</i>	Create course grids showing evidence that NP programs incorporate <i>Criteria for Evaluation of Nurse Practitioner Programs</i>	Graduate Program Director, MS Coordinator and DNP Coordinator & Graduate Curriculum Committee	Ongoing	Curriculum reflects consistency with <i>Criteria for Evaluation of Nurse Practitioner Programs</i>	Ongoing	Fall 2014 analysis begun & completed Spring 2015.
III-C	The Master's curriculum builds on baccalaureate level foundation. The DNP curriculum builds on Masters level foundation.	Review course outlines for extent to which course objectives build on undergraduate courses.	Graduate Program Director MS coordinator & graduate Curriculum Committee	Ongoing	Masters Curriculum shows foundation in the undergraduate curriculum	Ongoing	
III-D	Curriculum and teaching learning practices are evaluated at regular intervals to foster ongoing improvement.	Graduate Curriculum Committee calendar and minutes reflect review of student end of course evaluations and faculty end of course reports.	Graduate Program Director, MS Coordinator and DNP Coordinator & Graduate Curriculum Committee	Monthly Meetings and Annual reports	Chair/Associate Chair evaluates NT/TT faculty each semester. Mean overall rating ≥ 3 on a 5 point scale	2014 Met 2015 Met	Fall and Spring semesters
III-E	Didactic and clinical teaching-learning practices and learning environments support achievement of student learning outcomes.	Review of summaries of student end of course evaluation: Didactic and Clinical evaluations	Graduate Program Director, MS Coordinator & DNP Coordinator	Each semester	Overall Mean Student evaluations for each course will receive a mean score of ≥ 3 on a 5 point scale	2014 Met 2015Met	Fall and Spring semesters
		Review summaries of student end of course evaluation:	Graduate Program Director, MS Coordinator & DNP Coordinator	Each semester	Narrative comments will reflect positive evaluation.	Ongoing	Fall and Spring Semesters
		Review of faculty evaluation of course objectives and end of course reports	Graduate Program Director, MS Coordinator & DNP Coordinator	Reviewed each semester	Summative evaluation indicates objectives are met	Ongoing	Fall and Sprig semesters
III-F	Community of interest	Interactions with community of interest as documented in: Nursing Advisory Board meeting minutes	Interim Dean	Biannual Meetings	Community of interest needs met	Ongoing	Biannually
PROGRAM EFFECTIVENESS: STUDENT PERFORMANCE & FACULTY ACCOMPLISHMENTS IV-A BS students	BS student performance is evaluated by faculty	Review course syllabi for statement of methods of evaluation	Baccalaureate Program Director Curriculum Committee	Annually/ Spring	100% syllabi contain methods of evaluation	Met	Ongoing
	BS student performance reflects achievement of expected outcomes	Cum GPA during program	Associate Chair, Baccalaureate Program Director	Fall/Spring	Progression in the program, requires students to have a Cum GPA ≥ 2.7	Met	Ongoing
		Cum GPA for graduation	Chair, Associate Chair, Baccalaureate Program Director	Annually	All students who graduate have Cum GPA ≥ 2.7	Met	Ongoing

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	BS grading policies are defined	Review Student Handbook for statement of grading policy for class and clinical	Baccalaureate Program Director, Curriculum Committee	Fall/Spring	100% syllabi and student handbook contain grading policy	Met	Ongoing
	BS grading policies are consistently applied	Review syllabi for statement of grading policy for class and clinical	Baccalaureate Program Director, Curriculum Committee	Annually/ Spring	Grading policy stated	Met	Ongoing
IV-A MS/DNP students	MS/DNP student performance is evaluated by faculty	Review course syllabi for statement of methods of evaluation	Graduate Program Director, MS & DNP Coordinators, Curriculum Committee	Annually	100% syllabi contain methods of evaluation	Met	Ongoing
	MS/DNP student performance reflects achievement of expected outcomes	Course grades	Graduate Program Director, MS & DNP Coordinators	Annually	90% of MS course grades greater than B in all courses. 100% DNP course grades greater than B in all courses.	Met	Each semester
	MS/DNP clinical grading policies are defined	Review Student Handbook for statement of grading policy for class and clinical	Graduate Program Director, MS & DNP Coordinators	Annually Spring	Grading policy stated	Met	Ongoing
	MS/DNP classroom grading policies are consistently applied	Review syllabi for statement of grading policy for class and clinical	Curriculum Committee	Annually Spring	100% syllabi contain grading policy	Met	Ongoing
IV-B BS students	BS students are satisfied	Review results of end of program evaluation survey	Baccalaureate Program Director	Annually Spring, Fall	Overall Mean score will be ≥ 3 on the 5 point scale	2014 Met S2015 Met	End of Program
		Review results of student faculty evaluations	Baccalaureate Program Director	Annually Spring, Fall	Overall Mean score ≥ 3 on a 5 point scale	2014 Met 2015 Met	
	BS students' achievements provide evidence of program effectiveness	Review graduation rate	Program Directors	Annually Spring	$\geq 85\%$	2014 (93%) 2015 (83%) Met x 1	
		Review NCLEX pass rate	Interim Dean, Chair, Associate Chair and Baccalaureate Program Director	Annually Spring	$\geq 90\%$	2014 (70%) 2015 (3 rd qtr 73%)Unmet	
		Review job placement rate at 1 year	Associate Chair and Baccalaureate Program Director	Annually Spring	$\geq 85\%$ in nursing within one year of graduation	2014 (92%) 2015 TBD	University Career Services employment rate for 2014 was 86%.
	BS Alumni Satisfaction	Review survey results at 1 year	Associate Chair and Baccalaureate Program Director	Annually Spring	≥ 3 on a 5-point scale	2014 Met 2015 TBD	
	BS Employer Satisfaction	Review Employer Survey results at 1 year	Associate Chair Baccalaureate program Director	Annually	≥ 3 on a 5-point scale	2014 Met 2015 TBD	
IV-B MS/DNP students	MS/DNP students are satisfied	Review summaries of course evaluations completed by students	Graduate Program Director	Spring, Fall	≥ 3 on a 5-point Likert scale	2014 Met 2015 Met	

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		Review summaries of faculty evaluations completed by students	Graduate Program Director	Spring, Fall	≥3 on a 5-point Likert scale	2014 Met 2015 Met	
	MS/DNP graduates provide evidence of program effectiveness	Review MS graduation rate	Graduate Program Director, MS coordinator	Annually Spring	85% graduation rate	2014 Unmet 2015 Met	
		Review MS Certification pass rate	Graduate Program Director, MS Coordinator	Annually	Greater than or equal to 90% certification pass rate	2014 Met 2015 TBD	
		Review DNP graduation rate	Graduate Program Director, MS coordinator	Annually Spring	85% graduation rate	2014 Unmet 2015 Unmet	
		Review MS/DNP employment rate	Graduate Program Director, MS coordinator	Fall	85% employed in nursing one year out	2014 Met 2015 Met	
		MS/DNP Alumni (at 1 year post graduation) are satisfied	Review Alumni Survey results (1 year out)	MS and DNP coordinators	Annually Spring	≥4 on a 5-point Likert scale	2014 Met 2015 TBD
IV-C. Program Outcomes	Program outcome data are analyzed and used for program improvement	Create a table illustrating timelines and how baccalaureate program outcome data are used to improve the program	Curriculum Committee	Fall 2014 and update annually	Program improvements or enhancements are implemented and documented		
		Create a table illustrating timelines and how masters program outcome data are used to improve the program	Curriculum Committee	Fall 2014 and update annually	Program improvements or enhancements are implemented and documented		
IV-D Faculty Accomplishments	Teaching effectiveness	Review Scantron evaluation data collected and analyzed electronically	Personnel Committee	Spring Fall	Grand mean > 4.0 on 5-point Likert scale	Met	
	Productive scholarship	Review Faculty Annual Reports	Personnel Committee	Annually & every 3 years	10 % increase in grants submitted and awarded & refereed articles submitted & published in each 3-year cycle	Met	Ongoing
	Active in service & practice	Review Faculty Annual Reports	Personnel Committee	Annually	100% meet expectations	Met	Annually
IV-E BS Students	Records of formal complaints from BS and masters students are reviewed	Review log in Dean's Office	Interim Dean, Assistant Dean of CHS, Chair and Directors	Annually	All complaints will be resolved in a timely manner.		
IV-E MS Students	Records of formal complaints from MS students are reviewed	Review log in Dean's Office	Assistant Dean CHS, Interim Dean, Chair and Directors	Annually	All complaints will be resolved in a timely manner.		

Cum GPA=Cumulative Grade Point Average; CIPR=Continuous Improvement Progress Report CHS-College of Health Sciences, SON-School of Nursing

*PHD - The PhD program is not listed on this Master Evaluation as they undergo a different evaluation with AQUAD

Adopted Fall 2014; Updated 10-27-15 SON Faculty Meeting