



**Graduate School of Nursing  
Uniformed Services University of the Health Sciences  
Bethesda, Maryland**

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**TITLE:** GRADUATE SCHOOL OF NURSING MASTER EVALUATION PLAN (MEP)

**POLICY:**

- A. The Graduate School of Nursing (GSN) will develop and maintain a Master Evaluation Plan (MEP) undergirded by the American Association of Colleges of Nursing (AACN)-Commission on Collegiate Nursing Education (CCNE) Standards for Accreditation, The AACN Report on The Research Focused Doctorate in Nursing (endorsed November 1, 2010) and AACN Indicators of Quality in Research Focused Doctoral Programs in Nursing. The MEP will focus on assessment and evaluation of:
1. Congruence between goals of the GSN and the university
  2. The quality and success of GSN students
  3. The work of GSN faculty in achieving excellence
  4. The adequacy of academic support and resources, and
  5. The overall quality of GSN programs
- B. The faculty believe that the process of evaluation involves more than an evaluation of academic courses by the students and faculty but is a system-wide circular process with multiple “owners” (faculty, program directors, administration, staff, curriculum committee, admissions advisory groups, committee on appointments, promotion and tenure, student promotions committee, student advisory committees, etc.), each making decisions that impact on the delivery of GSN academic programs. As such, the faculty believe that the development of an MEP will provide a systematic guide with a transparent feedback loop for a continuous process review of GSN academic programs. Faculty will be accountable for the processes and outcomes of its work as a true continuum for the sustainment of quality academic programs.

**PROCEDURE:**

- A. The MEP will be reviewed annually (In January) and revised as needed (no less than every 3 years) by the Leadership Council of the All Faculty. The President of the Faculty will present revisions to the All Faculty for approval as needed.
- B. Prior to the beginning of each academic year (In February), the Dean and the President of the Faculty will meet to review the MEP. Charges to Faculty Committees, Program Directors, Faculty, Staff, and Administrators will include appropriate evaluation tasks to be completed.
- C. Prior to the beginning of each academic year (In May), the Dean will review with the GSN Cabinet the evaluation tasks for which the administration is responsible.
- D. Prior to the beginning of each academic year (In May), the Associate Dean for Academic Affairs will review with the Program Directors the evaluation tasks for which they are responsible.

- E. Prior to the beginning of each academic year (In May), the President of the Faculty will review with the Leadership Council and Standing Committee Chairs the evaluation tasks for which they are responsible.
- F. At the beginning of each academic year (In May), the Chair of each Standing Committee will include in the committee's plan for the year's work the evaluation tasks for which the committee is responsible.
- G. At the end of each academic year (In April), responsible parties will document status of the year's assigned tasks through committee annual reports, committee minutes, or program reports and forward to the Leadership Council for review.
- F. The Leadership Council and the Associate Dean of Academic Affairs will be responsible for seeing that the reports and minutes are archived on the GSN shared drive.

Approval Authority		Date Initial Review / Approval	Most Recent Review / Approval of Changes
Approval	Leadership Council	7/26/11/ <i>RP</i> Richard M. Prior	
Approval	All Faculty	7/29/11/ <i>RP</i> Richard M. Prior	
Approval	Dean	7/29/11/ <i>Adm. Ellish</i>	



**Graduate School of Nursing (GSN), Uniformed Services University (USU)  
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<b>KEY AREA OF EVALUATION</b>	<b>CRITERIA OR INDICATORS</b>	<b>EVALUATIVE APPROACH</b>	<b>FREQUENCY</b>	<b>POC</b>	<b>DOCUMENTATION (EVIDENCE OF EVALUATION)</b>
					<ul style="list-style-type: none"> <li>• AACN Indicators of Quality in Research Focused Doctoral Programs in Nursing</li> <li>• Curriculum Committee (CC) minutes</li> </ul>
The mission, goals, and expected outcomes of the program are reviewed periodically and revised, as appropriate, to reflect the needs and expectations of the community of interest.	Periodic review and revision, if needed, of GSN mission, goals, and expected outcomes which includes input from the community of interest	<p>Involve representatives of the community of interest in Strategic Plan development.</p> <p>Include representatives of the community of interest in program review and development.</p>	December 2010; then every 3 years	<ul style="list-style-type: none"> <li>• Dean</li> <li>• Associate Dean for Academic Affairs</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic Plan, including list of participants in planning process</li> <li>• GSN Annual Report</li> <li>• All Faculty minutes</li> </ul>
Roles of the faculty and students in the governance of the program are clearly defined and enable meaningful participation.	The roles of faculty and students are written and there is documentation of their participation in governance.	<p>Review of GSN Faculty By-Laws</p> <p>Review of Governance Specific P&amp;P's as appropriate (for Example Student Advisory Council)</p>	Annually, each spring	<ul style="list-style-type: none"> <li>• Leadership Council</li> </ul>	<ul style="list-style-type: none"> <li>• GSN Faculty By-Laws</li> <li>• GSN Organizational Structure</li> <li>• Committee rosters</li> <li>• Committee minutes</li> <li>• All Faculty minutes</li> <li>• Student Advisory Council minutes</li> </ul>
Documents and publications are accurate. Any references in promotional materials to the program's offerings, outcomes, accreditation, approval status, academic calendar, admission policies, grading policies, degree completion requirements, tuition, and fees are accurate.	Documents accurately reflect all aspects of the program.	Program Handbooks and Website review	<p>Annually</p> <p>Ongoing Updated as needed</p>	<ul style="list-style-type: none"> <li>• Associate Dean for Academic Affairs</li> <li>• Program Directors</li> <li>• Program Faculty</li> <li>• Commandant</li> </ul>	<ul style="list-style-type: none"> <li>• All written documents and sections of the GSN website that contain information about GSN programs, including student handbooks, USU catalogs, GSN policies, GSN brochures.</li> </ul>

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Policies of the parent institution and the nursing program are congruent with and support the mission, goals, and expected outcomes of the program; these policies are fair, equitable, and published and are reviewed and revised as necessary to reflect ongoing improvement. These policies include, but are not limited to, those relative to student recruitment, admission, and retention.	<p>Congruence of GSN policies with those of USU</p> <p>Clear description of policy development, publication, and review cycle. Periodic review and revision, if needed, of GSN policies</p>	<p>Comparison of USU and GSN policies</p> <p>Review of GSN policies per review cycle.</p> <p>Review GSN and USU policies related to student recruitment, admission, and retention</p>	<p>As USU changes or develops policies</p> <p>Each Spring with GSN website review</p>	<ul style="list-style-type: none"> <li>• Program Directors</li> <li>• Leadership Council</li> <li>• Associate Deans for Academic Affairs, Research, Faculty Affairs</li> <li>• Commandant</li> </ul>	<ul style="list-style-type: none"> <li>• USU catalogs</li> <li>• GSN policies and procedures</li> <li>• GSN missions, philosophy, and program purposes and objectives</li> <li>• Policy review matrix</li> <li>• GSN Annual Report</li> <li>• All Faculty minutes</li> <li>• Program minutes</li> </ul>
<b>Assessment of Institutional Commitment and Resources</b>					
The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected outcomes of the program.	<p>GSN support for faculty development</p> <p>USU support for faculty development</p>	<p>Faculty development offerings are sponsored GSN. Funds are allocated for faculty professional development.</p> <p>USU-wide educational programs and services.</p>	<p>Determined each summer with budget development</p> <p>As determined by USU</p>	<ul style="list-style-type: none"> <li>• Program Directors</li> <li>• Associate Deans for Academic Affairs, Research, and Faculty Affairs</li> <li>• USU Office of Research, Faculty Senate – Education, Research ,</li> </ul>	<ul style="list-style-type: none"> <li>• Program Directors and Associate Dean’s budget for professional development</li> <li>• University publications/announcements</li> </ul>



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	Support for research	Allocation of resources Intramural and Extramural Funding Sources	As appropriate to funding cycles	<ul style="list-style-type: none"> <li>• Associate Dean for Research</li> <li>• GSN Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Annual GSN Report</li> <li>• Research Center Reports</li> </ul>
	Support for practice	Resources (time) is allocated to practice in concurrence with department chairs	As appropriate for each faculty practitioner	<ul style="list-style-type: none"> <li>• Program Directors</li> <li>• Associate Deans for Academic Affairs and Faculty Affairs</li> </ul>	<ul style="list-style-type: none"> <li>• Annual GSN Report</li> <li>• Annual Faculty evaluations</li> </ul>
	Assignment of faculty time for teaching, scholarship, service, and practice is appropriate to expectations for rank and type of appointment	Faculty assignment process	Each semester	<ul style="list-style-type: none"> <li>• Program Directors</li> <li>• Associate Deans for Academic Affairs, Research, and Faculty Affairs</li> </ul>	Faculty Assignment Grids
Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. These resources are reviewed, revised, and improved as needed.	Balanced budget	Institutional processes for resource allocation to GSN	Each Summer with budget development	<ul style="list-style-type: none"> <li>• Dean</li> <li>• Assistant Dean, Administration and Finance</li> </ul>	<ul style="list-style-type: none"> <li>• USU budget development process.</li> <li>• Program minutes</li> <li>• GSN Annual Report</li> </ul>
	Sufficient resources are allocated to all missions	GSN process for resource allocation to departments and programs	Each Summer with budget development	<ul style="list-style-type: none"> <li>• Dean</li> <li>• Assistant Dean, Administration and Finance</li> </ul>	<ul style="list-style-type: none"> <li>• GSN budget last 3 years</li> <li>• GSN budget development and review process.</li> </ul>

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	Adequate staff, faculty, space, equipment, and supplies for teaching, practice, scholarship, and research	Scheduled reviews of Policies and GSN Strategic Plan	Annually and Ongoing	<ul style="list-style-type: none"> <li>• Dean</li> <li>• Assistant Dean, Administration and Finance</li> <li>• Associate Deans for Academic Affairs, Research, and Faculty Affairs</li> </ul>	<ul style="list-style-type: none"> <li>• Tour of facility</li> <li>• Organizational charts</li> <li>• Faculty and staff salaries</li> <li>• All Faculty minutes</li> <li>• GSN Annual Report</li> </ul>
Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.	<p>End of Program surveys indicate satisfaction with library, computer labs, and clinical sites.</p> <p>Academic advisement is available to all students.</p>	<p>Student End of Program surveys (E-Value electronic evaluation system)</p> <p>Informal academic advisement performed by Program Directors</p>	<p>End of Program</p> <p>As needed basis</p>	<ul style="list-style-type: none"> <li>• Program Directors</li> <li>• Program Evaluation Administrative Assistant</li> <li>• Program Directors</li> </ul>	<ul style="list-style-type: none"> <li>• List of services/resources in USU and GSN</li> <li>• Summary of End of Program survey results</li> <li>• Program Minutes</li> <li>• Program Annual Report</li> <li>• Program Minutes</li> <li>• Program Annual Report</li> </ul>
The chief nursing administrator is academically and experientially qualified and is vested with authority required to accomplish the mission, goals, and expected outcomes. The Dean provides effective leadership to the GSN in achieving its mission, goals, and expected outcomes.	<p>Education and experience are comparable to peers within the university and within like schools of nursing.</p> <p>Dean demonstrates leadership and has authority comparable to other HSC and USU Deans.</p>	<p>Review of Dean's job description and vitae</p> <p>Review of USU organizational charts</p> <p>Annual evaluation</p>	<p>Every 5 years</p> <p>Every 5 years</p> <p>Annually</p>	<ul style="list-style-type: none"> <li>• Dean</li> <li>• University President</li> <li>• University President</li> <li>• University President</li> </ul>	<ul style="list-style-type: none"> <li>• Dean's vitae and job description</li> <li>• Organizational charts</li> <li>• Dean's evaluation by University President</li> </ul>

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Faculty members are academically and experientially qualified and sufficient in number to accomplish the mission, goals, and expected outcomes of the program.	70% with doctoral degrees	Annual review process	Each November in conjunction with Annual Report	<ul style="list-style-type: none"> <li>• Faculty</li> <li>• Program Directors</li> <li>• Dean and Associate Deans for Academic Affairs, Research, and Faculty Affairs</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty CVs and support documents</li> <li>• Search Committee minutes</li> <li>• Faculty evaluations</li> <li>• GSN Annual Report</li> </ul>
	90% certified in specialty area of practice if teaching graduate clinical courses and/or in practice	Review of faculty assignment reports/ student evaluations			
	Didactic and clinical ratios meet state and national guidelines	Review faculty/:student ratios	Each semester	<ul style="list-style-type: none"> <li>• Associate Dean for Academic Affairs</li> </ul>	<ul style="list-style-type: none"> <li>• Program minutes</li> </ul>
The faculty roles in teaching, scholarship, service, and practice are identified clearly and are congruent with the mission, goals, and expected outcomes of the program.	Roles and expectations are clearly defined and available to faculty	Committee on Appointment, Promotions and Tenure (CAPT) Policy Document (GSN), review and update	Annually	<ul style="list-style-type: none"> <li>• Program Director</li> <li>• CAPT Committee</li> <li>• President of the Faculty</li> <li>• Associate Deans for Academic Affairs, Research, and Faculty Affairs</li> </ul>	<ul style="list-style-type: none"> <li>• CAPT Committee minutes</li> <li>• Faculty Council minutes</li> <li>• Policy Documents as applicable</li> </ul>
<b>Assessment of Curriculum and Teaching-Learning Practices</b>					
The curriculum is developed, implemented, and revised to reflect clear statements of expected student learning outcomes that are consistent	Clear linkages between expected student learning outcomes, professional standards, and program's missions, goals and	Program reviews  Student End of Program surveys (E-Value electronic	End of Program	<ul style="list-style-type: none"> <li>• Curriculum Committee</li> <li>• Program Directors</li> <li>• Associate Dean</li> </ul>	<ul style="list-style-type: none"> <li>• Program purposes and objectives.</li> <li>• Course purposes and objectives</li> <li>• Professional standards and guidelines</li> <li>• Strategic plan</li> </ul>

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with professional nursing standards, guidelines and indicators and congruent with the program's mission, goals, and expected outcomes.	outcomes.	evaluation system)		<ul style="list-style-type: none"> <li>for Academic Affairs</li> <li>• Special Curriculum Task Forces</li> </ul>	<ul style="list-style-type: none"> <li>• Summary of End of Program survey results (Report from E-Value electronic evaluation system)</li> <li>• Curriculum Committee minutes</li> <li>• Task Force Minutes</li> </ul>
The curriculum is developed, implemented, and revised to reflect professional nursing standards, guidelines, and indicators. These standards, guidelines, indicators are clearly evident within the curriculum structure and expected learning outcomes. Course/program outcomes are consistent with the roles for which the program is preparing its graduates.	<p>Use of professional standards and guidelines in curriculum development, implementation, and revision.</p> <p>Advanced nursing practice program is based upon the MSN or DNP Essentials document.</p> <p>Specialty tracks are based upon NONPF criteria and specialty organization standards and guidelines (NACNS and COA-RNA).</p> <p>PhD program based upon AACN Indicators of Quality and Essential Elements for Research-Focused Doctoral Programs in Nursing</p>	Curriculum development, review, and revision processes.	Ongoing	<ul style="list-style-type: none"> <li>• Curriculum Committee</li> <li>• Program Directors</li> <li>• Associate Dean for Academic Affairs</li> <li>• Special Curriculum Task Forces</li> </ul>	<ul style="list-style-type: none"> <li>• Program minutes</li> <li>• Program Annual Reports</li> <li>• Program purposes and objectives</li> <li>• Course archive documents: course syllabi, examples of student work, grades, clinical evaluations, clinical</li> <li>• Curriculum Committee minutes</li> <li>• Task Force Minutes</li> </ul>

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The curriculum is logically structured to meet expected program outcomes.	Course evaluation mean scores are equal to or greater than "3"	Course evaluations are completed by students and faculty, and reviewed by faculty and Program Directors.	At the end of each course	<ul style="list-style-type: none"> <li>• Faculty</li> <li>• Curriculum Committee</li> <li>• Program Directors</li> <li>• Associate Dean for Academic Affairs</li> <li>• Special Curriculum Task Forces</li> </ul>	<ul style="list-style-type: none"> <li>• Summary of course evaluations results</li> <li>• Curriculum Committee minutes</li> </ul>
		Summary of Course Evaluations are created by the Program Evaluation Administrative Assistant at the end of each semester or quarter and forwarded to the Program Directors	At the end of each semester or quarter		
		Program reviews	Annually	<ul style="list-style-type: none"> <li>• Faculty</li> <li>• Curriculum Committee</li> <li>• Program Directors</li> <li>• Associate Dean for Academic Affairs</li> <li>• Special Curriculum Task Forces</li> </ul>	<ul style="list-style-type: none"> <li>• Course syllabi</li> <li>• Program outcomes - Summary of course evaluations results</li> <li>• Curriculum Committee minutes</li> </ul>
Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster	Instructor evaluations reflect student satisfaction with teaching – learning practices	Instructor evaluations are completed by students and reviewed by faculty and	At the end of each course	<ul style="list-style-type: none"> <li>• Faculty</li> <li>• Program Directors</li> <li>• Associate Dean</li> </ul>	<ul style="list-style-type: none"> <li>• Summary of Course / Co-Course Coordinator evaluation per course results</li> <li>• Program Annual Reports</li> </ul>

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ongoing improvements.	Course evaluation mean scores are equal to or greater than "3"	Program Directors  Summary of Course Evaluations are created by the Program Evaluation Administrative Assistant at the end of each semester or quarter and forwarded to the Program Directors	At the end of each semester or quarter	for Academic Affairs  • Faculty • Program Directors • Associate Dean for Academic Affairs	• GSN Annual Reports  • Summary of course evaluations • Program Minutes • Annual Program Reports • Curriculum Committee minutes
	Evidence of evaluation and efforts aimed at improvement	Course evaluations are completed by students and faculty, and reviewed by faculty and Program Directors  Program review, Faculty discussions, Program Meetings, All Faculty Meetings	Ongoing	• Faculty • Program Directors • Associate Dean for Academic Affairs	• Summary of course evaluations • Program Minutes • Annual Program Reports • Curriculum Committee minutes • All Faculty Minutes
	Formative and summative Peer Review process as an optional tool aimed at faculty teaching improvement and documentation of scholarship in teaching	Scholarship of Teaching: Peer Review form	At request of faculty Per Peer Review policy	• Individual faculty member	• Faculty CAPT documentation • Faculty evaluation files

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<p>The didactic and clinical teaching-learning practices and learning environments support the achievement of student learning outcomes.</p>	<p>End of Program surveys indicates student achievement of program objectives.</p>	<p>Student End of Program surveys</p> <p>Summary of End of Program Surveys are created by the Program Evaluation Administrative Assistant at the end of the student's program of study and forwarded to the Program Directors</p>	<p>End of Program (Annually)</p>	<ul style="list-style-type: none"> <li>• Curriculum Committee</li> <li>• Program Directors</li> <li>• Associate Dean for Academic Affairs</li> <li>• Special Curriculum Task Forces</li> </ul>	<ul style="list-style-type: none"> <li>• Summary of End of Program survey results</li> <li>• Archived course documents</li> <li>• GSN Annual Report</li> <li>• Program Annual Reports</li> </ul>
	<p>MSN national certification exam pass rates 80% or greater.</p>	<p>Review of results</p>	<p>As received by Advance Practice Nurse Program Directors</p>	<ul style="list-style-type: none"> <li>• Curriculum Committee</li> <li>• Program Directors</li> <li>• Associate Dean for Academic Affairs</li> <li>• Special Curriculum Task Forces</li> </ul>	<ul style="list-style-type: none"> <li>• Summary of End of Program survey results</li> <li>• Archived course documents</li> <li>• GSN Annual Report</li> <li>• Program Annual Reports</li> </ul>
		<p>Results are compiled annually by the Advanced Practice Nurse Program Directors and included in the Program Director annual report.</p>	<p>Annually</p>		

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	<p>Teaching – learning practices support achievement of program objectives.</p> <p>Clinical learning environments support achievement of program objectives.</p> <p>Instructor evaluations reflect student satisfaction with achievement of outcomes</p> <p>End of Semester Course evaluations reflect satisfaction with achievement of outcomes</p>	<p>Course syllabi review</p> <p>Student and faculty evaluations</p> <p>Instructor evaluations are completed by students and reviewed</p> <p>Course evaluations are completed by students and faculty, and reviewed</p>	<p>Annually</p> <p>At the end of the course</p> <p>At the end of the course</p> <p>At the end of the course</p>	<ul style="list-style-type: none"> <li>• Program Faculty</li> <li>• Curriculum Committee</li> <li>• Program Directors</li> <li>• Associate Dean for Academic Affairs</li> <li>• Special Curriculum Task Forces</li> </ul>	<ul style="list-style-type: none"> <li>• Program Minutes</li> <li>• Summary of End of Program survey results</li> <li>• Archived course documents</li> <li>• GSN Annual Report</li> <li>• Program Annual Reports</li> </ul>
<p>The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest.</p>	<p>Feedback from community of interest is used to develop curricula and teaching-learning practices (FNCS).</p>	<p>Participation of representatives from community of interest in development of new tracks or programs and in major program revisions</p>	<p>As new initiatives and major revisions are considered</p> <p>Annual faculty retreat</p>	<ul style="list-style-type: none"> <li>• Dean</li> <li>• Leadership Team</li> <li>• Special Curriculum Task Forces</li> </ul>	<ul style="list-style-type: none"> <li>• All Faculty Minutes</li> <li>• GSN Annual Report</li> <li>• Dean’s files</li> <li>• Associate Dean for Academic Affairs files</li> </ul>

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<b>Assessment of Student Performance and Faculty Accomplishments</b>					
<p>Student performance is evaluated by the faculty and reflects achievement of expected outcomes. Evaluation policies and procedures are defined and consistently applied.</p>	<p>Grading policies and evaluation criteria are defined, reflect expectations for progress toward achievement of program objectives, and are consistently applied.</p> <p>Students academic performance assessed throughout the semester for indicators of inadequate academic performance.</p> <p>Students receive an academic remediation plan outlining ways to improve performance.</p>	<p>Course syllabi review</p> <p>Review student files for presence of Academic Jeopardy Records</p> <p>Review student files as needed</p>	<p>Prior to each semester in which the course is taught</p> <p>Per Grading and Student Promotions Committee Policy Students are assessed throughout semester</p> <p>As needed per Student Promotions Committee Policy</p>	<ul style="list-style-type: none"> <li>• Faculty</li> <li>• Program Directors</li> <li>• Associate Dean for Academic Affairs</li> <li>• Special Curriculum Task Forces</li> <li>• Curriculum Committee</li> <li>• Program Directors</li> <li>• Associate Dean for Academic Affairs</li> <li>• Special Curriculum Task Forces</li> <li>• Program Directors</li> </ul>	<ul style="list-style-type: none"> <li>• Course syllabi</li> <li>• Clinical evaluation tools</li> <li>• Samples of students' graded work</li> <li>• Graduate student comprehensive exams</li> <li>• Program minutes</li> <li>• Program Annual Reports</li> <li>• Course syllabi</li> <li>• Clinical evaluation tools</li> <li>• Samples of students' graded work</li> <li>• Graduate student comprehensive exams</li> <li>• Curriculum Committee Minutes</li> <li>• Confidential files</li> </ul>
<p>Surveys and other data sources are used to collect information about student, alumni, and</p>	<p>Evidence of data sources that measure student, alumni, and employer</p>	<p>Maintain files with graduation rates, national certification</p>	<p>As data are received</p>	<ul style="list-style-type: none"> <li>• Program Directors</li> <li>• Associate Dean</li> </ul>	<ul style="list-style-type: none"> <li>• Graduation rates</li> <li>• National certification exam pass rates</li> </ul>

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employer satisfaction and demonstrated achievements of graduates. Student outcome data include, but are not limited to, graduation rates, certification examination pass rates, and scholarly accomplishments post graduation, as appropriate.	satisfaction and achievements of graduates.	examination pass rates, scholarly accomplishments, and alumni and employer satisfaction.  Alumni Surveys are administered per Survey Policy by Student Survey Administrative Assistant  Results are compiled and submitted to Program Directors	Annually	for Academic Affairs  • Student Survey Administrative Assistant • Program Directors • Associate Dean for Academic Affairs	<ul style="list-style-type: none"> <li>• Scholarly accomplishments post graduation</li> <li>• 1 yr Alumni Survey</li> <li>• 1 yr Employer Survey</li> <li>• Summary of Alumni/Employer evaluation survey results</li> <li>• 5 yr Alumni Surveys</li> <li>• 10 yr Alumni Survey</li> <li>• Curriculum Committee Minutes</li> </ul>
Program outcome data are analyzed to provide evidence of program effectiveness and are used to foster ongoing program improvement.	Student, faculty, - end of course, end of 1 <sup>st</sup> year, end of program, alumni and employer survey questions with mean scores of 3 or above.	Review of all student, faculty, alumni/employer evaluation survey results	Annually	<ul style="list-style-type: none"> <li>• Curriculum Committee</li> <li>• Program Directors</li> <li>• Associate Dean for Academic Affairs</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Committee Minutes</li> <li>• Summary of all evaluation surveys: course, end of year, end of program, alumni/employer evaluation survey results</li> </ul>
	Graduation rates 80% or greater	Compute and analyze graduation rates	Annually	<ul style="list-style-type: none"> <li>• Curriculum Committee</li> <li>• Program Directors</li> <li>• Associate Dean for Academic Affairs</li> </ul>	<ul style="list-style-type: none"> <li>• Program Minutes</li> <li>• GSN Annual Report</li> <li>• All Faculty Minutes</li> </ul>
		Review results of alumni /employer	Annually	<ul style="list-style-type: none"> <li>• Program</li> </ul>	<ul style="list-style-type: none"> <li>• Review reports from electronic</li> </ul>

**Graduate School of Nursing (GSN), Uniformed Services University (USU)  
Master Evaluation Plan (MEP)**

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	<p>National certification exam pass rates for Advanced Practice Nurses 80% or greater across 3 years</p> <p>Evidence of ongoing program improvement</p>	<p>feedback</p> <p>Actions based upon data analysis</p> <p>Program review</p>	<p>Annually</p> <p>Annually</p>	<p>Directors</p> <ul style="list-style-type: none"> <li>• Associate Dean for Academic Affairs</li> </ul> <p>• Program Directors</p> <ul style="list-style-type: none"> <li>• Associate Dean for Academic Affairs</li> </ul> <p>• Program Faculty</p> <ul style="list-style-type: none"> <li>• Program Directors</li> <li>• Associate Dean for Academic Affairs</li> </ul>	<p>evaluation system</p> <ul style="list-style-type: none"> <li>• Annual Program Report</li> </ul> <p>• Program Minutes</p> <ul style="list-style-type: none"> <li>• GSN Annual Report</li> <li>• All Faculty Minutes</li> </ul> <p>• Program Minutes</p> <ul style="list-style-type: none"> <li>• GSN Annual Report</li> <li>• All Faculty Minutes</li> </ul>
<p>Faculty outcomes demonstrate achievement of the program's mission, goals, and expected outcomes and enhance program quality and effectiveness.</p>	<p>Faculty achievement of 80% of stated goals across 3 years</p> <p>Goals are met and revised as necessary</p>	<p>Faculty annual evaluation</p> <p>Annual Review and Evaluation of Academic Goals in relation to GSN CAPT Document and</p>	<p>Per USU Policy Each May</p> <p>Per military service requirement</p> <p>Annually</p>	<ul style="list-style-type: none"> <li>• Program Directors</li> <li>• Associate Dean for Academic Affairs</li> </ul> <ul style="list-style-type: none"> <li>• Program Directors</li> <li>• Associate Deans for Academic Affairs,</li> </ul>	<ul style="list-style-type: none"> <li>• USU Faculty Evaluations</li> <li>• Service Specific Military Evaluations</li> </ul> <ul style="list-style-type: none"> <li>• Faculty Development Plan</li> <li>• GSN Annual Report</li> </ul>

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		Individual Faculty Position Descriptions		Research, and Faculty Affairs	
The program has established policies and procedures by which it defines and reviews formal complaints; analyses of aggregate data regarding formal complaints are used to foster ongoing program improvement.	Use of policies and procedures to address formal complaints.  Appropriate changes occur in response to analysis of formal complaints	Review of complaints per Policies  Analysis of formal complaints and consideration of necessary changes	As complaints are received Per Policies  Following review of complaints	<ul style="list-style-type: none"> <li>• Dean</li> <li>• Leadership Team</li>   <li>• Dean</li> <li>• Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>• GSN Files</li>   <li>• GSN Files</li> </ul>