

School of Nursing and Health Professions Program  
 Evaluation Committee (approved January 2017)  
 Score Card 2016-2017

Program: MSBH

Presenter(s): Kathy Raffel

Date: 2/28/2017

PEC Scorecard	Yes	No	Feedback
1. Program' s assessment/evaluation plan (must include one direct measure)			
a. Is there a program goal? (summary statement of PLOs)	Y		Program goal developed at inception of the program and revised in 2017 – nice job!
b. Is there an assessment plan? Is it sufficiently comprehensive?		N	Needs to be developed – see feedback priorities below.
c. Is there a current sufficiently comprehensive curriculum map(s) in place? For undergraduate programs, are ILOs included?	Y		Well-developed curriculum map-great work!
d. Is there a direct measure used to assess if students' learn what is being taught?		N	To be developed – see feedback priorities below.
2. Outcomes data (must minimally include: time to graduation, attrition, 1 <sup>st</sup> time pass rate (NCLEX/NP certification), employment, and results from using one direct measure).			
a. Were the Program Evaluation Plan (PEP) and other program specific benchmarks reached?	Y		All PEP outcome benchmarks met-impressive.
b. Were there faculty developed action plans?	Y		Program goal was recently revised and the PLOs and curriculum have been revised.
c. Based on findings, were faculty develop action plans captured in department committee minutes?	?	?	Unclear
3. Closing the loop			
a. What was shared and with who? (evidence)	*P		Faculty routinely informed, data needs to be shared with students and prospective applicants
b. How was it shared?	*P		Faculty meetings; consider how to share w students/applicants

c. What impact did this have and what was learned/revised-captured in department committee minutes?	*P	Faculty review allowed for revisions to be made to courses, curriculum, and the program goal. It is TBD what impact there will be when students/applicants have access to this information.
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\*P=Partial

**PEC Feedback/Priorities:**

1. Develop a program evaluation plan with outcome benchmarks. SONHP PEP benchmarks can be used and others viewed to be relevant to the faculty.
2. Develop one direct measure used to assess if students are learning the material being taught.
3. Further current efforts to close the loop by including sharing program outcome, assessment and evaluation data with (minimally) enrolled students and prospective applicants.