TEXAS TECH UNIVERSITY SYSTEM MISSION STATEMENT

The mission of the Texas Tech University System is to provide leadership and support services for Texas Tech University, the Texas Tech University Health Sciences Center, the Texas Tech University Health Sciences Center at El Paso, and Angelo State University in the attainment of each component's individual mission.

TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER MISSION

As a comprehensive health sciences center, our mission is to enrich the lives of others by educating students to become collaborative health care professionals, providing excellent patient care, and advancing knowledge through innovative research.

TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER VISION

Texas Tech University Health Sciences Center will strengthen its national reputation as it seeks to promote healthier communities across West Texas and beyond.

TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER SCHOOL OF NURSING MISSION

The School of Nursing's mission is to educate students for practice in evolving healthcare systems and to advance knowledge and practice through research, service, and community engagement.

TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER SCHOOL OF NURSING VISION

The School of Nursing's vision is to shape healthcare of the future by advancing the profession, improving the health of others, and inspiring exceptional care.

TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER SCHOOL OF NURSING VALUES STATEMENT

As a TTUHSC School of Nursing team member, I commit to:

- Seek transparency through open communication, respect, and clarity;
- Advance a work ethic of excellence, accountability, and integrity; and
- Promote a spirit of teamwork, trust, and compassion.
### TTUHSC SON Master Evaluation Plan - Matrix AY 2018-2021

#### CCNE: Standard 1

|----------------------------|----------------------|---------------------|--------------------------------|----------------------------------------|----------------|----------------------------------------------------------------|

#### CCNE: Standard 2

|----------------------------|----------------------|---------------------|--------------------------------|----------------------------------------|----------------|----------------------------------------------------------------|

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### ATTACHMENT B

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<th>Key Performance Indicator</th>
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<th>Evaluation Methodology</th>
<th>Data Collection Methodology</th>
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# Master Evaluation Plan

**Texas Tech University Health Sciences Center**  
School of Nursing  

**Master Evaluation Plan AY 2018-2021**

<table>
<thead>
<tr>
<th>TTUHSC-SON Master Evaluation Plan Matrix AY 2018-2021</th>
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| **SON 01.0** Use of Data for Program Improvement | Academic/Alumni | Use of data from NEA Vulnerability Assessment, Evaluation Plan, and/or Program Improvement Plan | Use of data from NEA Vulnerability Assessment, Evaluation Plan, and/or Program Improvement Plan | Master Evaluation Plan reviewed to determine whether target values were met or not and whether GAP were implemented, if applicable | Data will be compiled by March 2020, should be available to students in April.  
**AY 2020:** Continue to monitor.  
**AY 2020:** Action plan to improve student satisfaction.  
**AY 2020:** Use of curriculum development and evaluation tools (e.g., NEA)  
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## MASTER EVALUATION PLAN

### AY 2018-2021

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<th>Competency: CRN</th>
<th>Measures and Actions</th>
<th>SON</th>
<th>Interprofessional</th>
<th>Competencies</th>
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<th>Interprofessional</th>
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<tr>
<td>CRN 01.0</td>
<td>MSA: Overall retention rate for students in the 2016-2017 cohort</td>
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<td>MSA: Overall performance on the National Board Examination</td>
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<td>MSA: Overall performance on the Texas Board Examination</td>
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# TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER
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## MASTER EVALUATION PLAN
**AY 2018-2021**

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Full statements of the Key Element Statements (CCNE, 2018) are listed below. Those key elements not specifically included in the Master Evaluation Plan above are highlighted and have additional information added at the end of each statement reflecting where supporting data can be found.

### Standard 1
- Key Element I-A: The mission, goals, and expected program outcomes are congruent with those of the parent institution and:
  - reviewed periodically and revised as appropriate
- Key Element I-B: The mission, goals, and expected student outcomes are consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.
  - Supporting data: Annually — goals, mission, values on About Us webpage on TTUHSC-SON website; Faculty Handbook: School of Nursing Policies: Course maps; agreement with course maps evidence; Undergraduate: Differentiated Essential Competencies
- Key Element I-C: The mission, goals, and expected program outcomes reflect the needs and expectations of the community of interest.
  - Supporting data: Dean's annual state of the school report; Advisory Council minutes; School of Nursing Policies: Course maps; SON Dean's Council minutes
- Key Element I-D: The nursing unit's expectations for faculty are written and communicated to the faculty and are congruent with institutional expectations.
  - Supporting data: Faculty Handbook: Promotion and Tenure criteria; changes in policies recorded in applicable Council meeting minutes.
- Key Element I-E: Faculty and students participate in program governance.
  - Supporting data: Minutes of each SON Programmatic Council
- Key Element I-F: Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected program outcomes.
  - The policies are:
    - fair and equitable; (Supporting data: Minutes of respective Council meetings; HSQ/SQ Values-based Culture)
    - published and accessible and (Supporting data: USG/Operating Policies: linked on SON Faculty/Staff Resources page; Regents policies located at: http://www.depts ttu edu/app/linked on SON Faculty/Staff Resources page; SON CP Website)
    - reviewed and revised as necessary to foster program improvement. (Supporting data: Bylaws/council purpose and functions; Shared Governance Model)

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- Key Element 1.G: The program defines and reviews formal complaints according to established policies. (Supporting data: SON Student Handbook, includes grade and non-grade complaints and appeals for students; SON Policies; SON Faculty Handbook; Faculty Grievance Procedure-SON OP 60.10; Faculty Grievance Policy-SON OP 20.090; Complaint or Grievance Resolution Policy-SON OP 60.020)

- Key Element 1.H: Documents and publications are accurate. A process is used to notify constituents about changes in documents and publications. (Supporting data: SON Policies, Council Meeting minutes; Operating Policies and Procedures Policy-SON OP 20.040)

- Standard 4A

- Key Element 2.A: Fiscal resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of fiscal resources is reviewed periodically and resources are modified as needed. (Supporting data: Fiscal and Physical Resources Policy-SON OP 10.035)

- Key Element 2.B: Physical resources and clinical sites enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of physical resources and clinical sites is reviewed periodically, and resources are modified as needed. (Supporting data: Fiscal and Physical Resources Policy-SON OP 10.035)

- Key Element 2.C: Academic support services are sufficient to meet program and student needs and are evaluated on a regular basis. (Supporting data: Faculty Handbook, School of Nursing Faculty and Staff Resources, Student Handbook, Faculty Support Guide; SON Student Affairs Office; evaluation of student services processes through student surveys; evaluation of student support services, such as library and writing services every two years by institutional planning and assessment)

- Key Element 2.D: The chief nurse administrator of the nursing unit:
  - is a registered nurse (RN); (Supporting data: Annual CV)
  - holds a graduate degree in nursing; (Supporting data: Annual CV)
  - holds a doctoral degree if the nursing unit offers a graduate program in nursing; (Supporting data: Annual CV)
  - is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; and (Supporting data: position descriptions, bylaws 3.1.4)
  - provides effective leadership to the nursing unit in achieving its mission, goals, and expected program outcomes. (Supporting data: Dean’s annual administrative evaluation; annual evaluation by TTUHSC President)

- Key Element 2.E: Faculty:
  - is academically prepared for the areas in which they teach; and (Supporting data: Role and Responsibilities of Faculty Policy-SON OP 20.015; Non-Traditional Undergraduate Program Faculty Roles-OP 20.210)
  - is academically prepared for the areas in which they teach. (Supporting data: Faculty CV)
TEXAS TECH UNIVERSITY
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- Key Element II.F. - Preceptors (e.g., mentors, guides, coaches), if used by the program as an extension of faculty, are academically and experientially qualified for their role. (Supporting data: Preceptor agreements/located in MasterCom Clinical Preceptors-Traditional/BSN Policy-SON OP-030.725; Accelerated BSN Clinical Preceptors-Policy-SON OP-030.005; MSN Clinical Preceptors Policy-SON OP-040.12; Traditional/FNS Preceptor Manual; Student evaluation of preceptors - Traditional/BSN and Accelerated/MSN; Traditional Undergraduate Program Preceptor Site)
- Key Element II.G. - The parent institution and program provide support and an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes. (Supporting data: Faculty members' annual CVs and annual reports/evaluations, Role and Responsibilities of Faculty-OP-20.013; Support for Faculty in Doctoral Programs-SON OP-20.100; Faculty Development Leave-SON OP-20.101)

Standard 3

- Key Element III.A. - The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that: (Supporting data: Curriculum Development-Curriculum Revision Policy-SON OP-30.040; Curriculum Development-Revision Policy-SON OP-40.105)
  - are congruent with the program’s mission and goals, (Supporting data: SON Affiliation Statement and Strategic Plan Goals)
  - are congruent with the roles for which the program is preparing its graduates and (Supporting data: Student Learning Outcomes by degree, Undergraduate: Differentiated Essential Competencies)
  - consider the needs of the program identified community of interest, (Supporting data: SON Dean’s Advisory Council, annual curriculum reviews by program, documented in Council minutes, course maps, curriculum maps, Differentiated Essential Competencies)

- Key Element III.B. - Curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate). Baccalaureate program curricula incorporate the Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008).
  (Supporting data: Course maps, Curriculum Development-Curriculum Revision Policy-SON OP-30.040, Curriculum Development-Revision Policy-SON OP-40.105, programmatic council minutes, Differentiated Essential Competencies)

- Key Element III.C. - Master’s curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate). (Supporting data: Course maps)
  - Master’s program curricula incorporate professional standards and guidelines as appropriate
    - All master’s degree programs incorporate the Essentials of Master’s Education in Nursing (AACN, 2011) and additional relevant professional standards and guidelines as identified by the program. (Supporting data: Course maps)
    - All master’s degree programs that prepare nurse practitioners incorporate Criteria for Evaluation of Nurse Practitioner Programs (NPF, 2015). (Supporting data: Annual curriculum reviews by program, documented in Council minutes/faculty workday minutes, curriculum maps, course maps, course syllabi)
  - Graduate entry master’s program curricula incorporate the Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008) and appropriate graduate program standards and guidelines. (Supporting data: Course maps)
MASTER EVALUATION PLAN
AY 2018-2021

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- Key Element III-D. - DNP curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate). (Supporting data: Annual curriculum reviews by program documented in Council minutes/faculty workday minutes, curriculum maps, course maps, course syllabus).
  - DNP program curricula incorporate professional standards and guidelines as appropriate.
  - All DNP programs incorporate The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006) and additional relevant professional standards and guidelines if identified by the program. (Supporting data: Course maps).
  - All DNP degree programs that prepare nurse practitioners incorporate Criteria for Evaluation of Nurse-Practitioner Programs (NTI, 2016). (Supporting data: Course maps).
- Graduate-entry DNP program curricula incorporate The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008) and appropriate graduate program standards and guidelines. (Supporting data: Course maps).
- Key Element III-E. Post-graduate APRN certificate program curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate). Post-graduate APRN certificate programs that prepare nurse practitioners incorporate Criteria for Evaluation of Nurse-Practitioner Programs (NTI, 2016). (Supporting data: Annual curriculum reviews by program documented in Council minutes/faculty workday minutes, curriculum maps, course maps, course syllabus).
- Key Element III-F. The curriculum is logically structured to achieve expected student outcomes. (Supporting data: Course maps, progress report documented in council minutes/graduation rates, NCLEX and APRN certification rates).
  - Baccalaureate curricula build upon a foundation of the arts, sciences, and humanities. (Supporting data: CTS General Education Competency exam).
  - Master's curricula build on a foundation comparable to baccalaureate level nursing knowledge.
  - DNP curricula build on baccalaureate and/or master's foundation, depending on the level of entry of the student.
- Key Element III-G. Teaching learning practices; (Supporting data: Role and Responsibilities of Faculty SDN OP 20.039, Non-Traditional Undergraduate Program Faculty Aides, SDN OP 30.250, Role and Responsibility of Course Lead and Course Facilitator SDN OP 30.840, Responsibilities of MSN Core Course Lead Policy SDN OP 40.469, Role and Responsibility of Retention Faculty SDN OP 30.841, course maps, course syllabus).
  - Support the achievement of expected student outcomes.
  - Consider the needs and expectations of the identified community of interest.
  - Expose students to individuals with diverse life experiences, perspectives, and backgrounds.
- Key Element III-I. The curriculum includes planned clinical practice experiences that: (Supporting evidence: Course maps, course descriptions)
  - Support the achievement of expected student outcomes.
  - Foster interprofessional collaborative practice and evaluation by faculty.
  - Enable students to integrate new knowledge and demonstrate attainment of program outcomes.
  - Is evaluated by faculty.

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### ATTACHMENT B - Strategic Planning Framework & Strategic Plan Map.doc

**TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER**

**School of Nursing**

**MASTER EVALUATION PLAN**

**AY 2018-2021**

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