Executive Summary (Spring 2016)

1. **Mission**: Building on a pioneering tradition of unifying nursing education, research, and practice, the University of Rochester School of Nursing (URSON) pursues excellence in clinical and scientific learning, discovery, and nursing care.

2. **Program Goals**: The URSON has baccalaureate (Accelerated Program for Non-Nurses & RN to BS) master’s (nurse practitioner, leadership in health care systems, & nurse educator) and doctoral (DNP & PhD) educational programs. Overarching educational goals for all of the School’s programs as well as the goals and expected learning outcomes for each of the individual programs are posted on the School’s website.

3. **Data Collection Tools and Approaches**: Formative and summative evaluations of individual student performance, as evidenced by course grades and other types of feedback specific to the program, are conducted annually and reviewed continuously. Individual course syllabi, the learning outcomes of which are mapped to specific program goals, (a) provide information about how grades will be determined; (b) reflect a wide range of teaching methods (e.g. lecture, power point presentations, seminar, small group exercises, problem-based learning exercises, practice tests, demonstration, role playing, concept mapping, use of standardized patients); and (c) evidence many approaches to the assessment of student learning (e.g. tests, papers, simulation, skills demonstration, student presentations, reflective journals, grading rubrics, clinical logs, peer review). As noted, those learning outcomes that are specific to and measured throughout each program are posted on the School of Nursing website (e.g. capstone/comprehensive/qualifying examinations, professional portfolios, competency grids reflecting national standards for professional practice, licensure exam results, annual progress reports, curriculum vitae review). In addition, student evaluation of course effectiveness (CE survey) and teaching effectiveness (TE survey) is conducted for each course offered each semester across all School of Nursing programs. Faculty course evaluations, performed each time that a course is offered, include information about results of methods used to assess student learning and recommended changes/follow-up plans for future course offerings. And surveys eliciting students’ feedback on their experience in the School (exit surveys), graduates’ feedback on their work experiences (alumni surveys) and employer feedback on URSON graduates (employer surveys) are conducted in accordance with set annual cycles. (PhD graduate feedback is solicited every 5 years by asking for submission of a current CV, which is reviewed for positions held, regional and national presentations and publications, and research funding. See also the University Graduate Studies Assessment Plan for more complete information on summative evaluation, on individual and university-wide levels, across University of Rochester PhD Programs.)

4. **Use of the Evidence**: The above-described program data are collected continually and reported to Deans, Program Directors, and program faculty. Results are analyzed and reported, at least annually, to program subcommittees (composed of elected and appointed program faculty and student representatives) for purposes of assessing program quality and identifying opportunities for improvement. Recommendations for change are made based on analysis of the data. The Systematic Evaluation Plan (SEP) is a document that identifies and provides information about student and program outcome data that are tracked, monitored, and trended over time (information includes: initiators of the identified assessment measures, assessment frequency, evaluation methods, use of findings/action, and documented evidence of the use of findings). These assessment measures have been purposefully mapped to each of the Commission on Collegiate Nursing Education (CCNE) Standards and Key Elements for accreditation of baccalaureate (BS) and graduate (MS and DNP) degree nursing programs. The Office of Evaluation supports organization-wide evaluation efforts by coordinating and managing key assessment activities (e.g. collecting and processing course and teaching evaluations; disseminating, analyzing, and reporting the results of multiple surveys); maintaining records of SON committee and program subcommittee activities; and monitoring consistency of school-wide self-study efforts with the systematic evaluation plan (SEP) guidelines.
5. **Assessing the Process:** The Curriculum Committee (CC) is specifically charged with overseeing consistent incorporation of URSON mission and goals across educational programs. Working in collaboration with program subcommittees (Undergraduate, Master’s, DNP, PhD), each of which has representation on the parent committee, the Curriculum Committee reviews and recommends actions to faculty on guiding documents and program/course offerings. **Program subcommittees** recommend to the CC new course offerings and revisions of existing course and clinical objectives, course descriptions, and titles; provide ongoing evaluation of the overall curriculum for the program; recommend benchmark criteria to the CC for program evaluation and to the Student Affairs Committee for student outcomes; and recommend policy regarding student admission, progression, and graduation to the Student Affairs Committee.