

**STONY BROOK UNIVERSITY  
SCHOOL OF NURSING  
EVALUATION PROTOCOL**

**Introduction**

Evaluation of an educational program is an important concern and should be approached systematically. Educational programs can only improve through on-going self-assessment and analysis of evaluation feedback. Formative (process) and summative (outcome) as well as quantitative and qualitative data are each important to consider.

The Dean, assisted by the Associate and Assistant Deans, the Chairs, the Committee on Evaluation and Outcomes and the Committee on Curriculum have the overall responsibility for program evaluation design. Academic faculty and designated technical and administrative staff assist with development, revision and refinement of existing data collection tools, development of new evaluation instruments and the process of data collection. Synthesis, analysis and interpretation of these data are the responsibility of these same individuals, in concert with external consultants.

**Objectives of Program Evaluation**

**Global Objective:**

The overall goal of program evaluation is to document that a structure and process of governance and operation have been implemented, and that these mechanisms facilitate and enable achievement of stated program outcomes.

**Specific Objectives:**

Program evaluation efforts are designed to meet the following objectives:

- to develop an integrated approach to evaluation as a vital component of planning, development and program implementation;
- to provide data essential to monitoring of on-going program operations;
- to provide formative and summative information concerning student progress and outcomes, relevant to student-specific and program educational goals;
- to provide data needed by administration, faculty or other agencies, American Association of Colleges of Nursing, Commission on Collegiate Nursing Education (CCNE), New York State Education Department, Accreditation Commission for Midwifery Education and funding agencies related to achievement of the University and School of Nursing's objectives and mission.

**Conceptual Framework of Evaluation**

The School of Nursing (SON), through its Faculty Assembly of the School of Nursing (FASN), has selected the context, input, process and product (CIPP) evaluation model (1) promulgated by Stufflebeam<sup>1</sup> and associates as the overarching and organizing framework for the evaluation protocol. These criteria are defined as follows, for the specific circumstances of the Stony Brook University School of Nursing, to guide the evaluation process.

- **Context** evaluation monitors and assesses needs, assets, and problems within a defined environment;
- **Input** evaluation assesses competing strategies and the work plans and budgets of the selected approach;
- **Process** evaluation monitors, documents, and assesses program activities;
- **Product** evaluation, in the Stufflebeam model, assesses four sub-outcomes:
  - impact reflects a program's reach to the target audience

- effectiveness indicates the quality and significance of program outcomes
- sustainability reflects the extent to which a program's contributions are successfully institutionalized and continued over time, and
- transportability refers to the extent to which program has (or could be) successfully adapted and applied elsewhere.

The outcome criteria delineated by Piskurich<sup>2</sup> have been selected as the external criteria of success of the evaluation process, i.e., the criteria by which the *product evaluation* of the CIPP organizational framework will be assessed, as they are more relevant to the academic purpose to which the Stufflebeam model has been applied. These criteria overarch each of the other three components of the CIPP model, and, therefore, are referenced throughout the prospective evaluation protocol, and not simply as a retrospective assessment of program quality.

The criteria are defined as follows, for the specific circumstances of the Stony Brook University School of Nursing. The strategies for assessment of the criterion are examples, and are further augmented in the evaluation protocol.

- **Sufficiency** is an indicator of the thoroughness of program design. Sufficiency is determined by assessing whether the program contains all the necessary components to prepare nurses for administrative leadership and excellence in clinical practice in the contemporary health care environment. Sufficiency can be monitored quantitatively by assessing the program's graduation rate and attrition rate. Sufficiency can also be evaluated qualitatively by questioning graduates about the adequacy of the didactic and clinical courses, program support and operations. External peer reviewers (consultants, accreditation agencies) can offer invaluable objective review and feedback.
- **Usability** is an indicator of accessibility and comprehension of program materials and processes, including methods of curriculum dissemination. Usability can be determined by assessing barriers to program completion. Student progress through the curriculum is an important indicator of usability and can be evaluated by looking at student progress toward program completion, over time. Student evaluation of courses and of faculty will identify aspects of the teaching/learning process, or logistics problems encountered by students when attempting to obtain or access necessary course materials. Independent assessment of barriers identified by students who did not complete the program will also provide important evaluative information.
- **Currency** is an indicator of the relevance of the program to contemporary individual and community needs. Currency can be determined by assessing whether the curriculum and educational methods reflect both customary and emerging state-of-the-art materials and methods. Student evaluations of courses and faculty will provide some information. Peer review is an important component of this process. The participation of stakeholders, including administrators and faculty, and of external networks (e.g. community partners, clinical agencies, and advisory committee members) is critical.
- **Compliance** is an indicator of adherence to the strategic plan established by the University and by the School of Nursing, and of adherence to education program standards established by authoritative agencies (e.g., NY State Education Department and CCNE). Compliance can be determined by assessing individual student and faculty performance in relation to stated timelines. Faculty, administrators and staff can also be queried concerning aspects of the program structure that acted either as barriers or facilitators to the achievement of work objectives in a timely fashion.
- **Effectiveness** is an indicator of program quality and strategic value. Effectiveness can be determined by assessing whether 1) graduates have attained the program's learning outcomes, 2) students and faculty have achieved personal and mutual goals, and 3) the program serves both social and professional needs. Social and professional needs can be reviewed through an assessment of the contribution of the program's faculty and graduates to meet community health care needs (e.g., placement of graduates in Medically Underserved Areas[MUA], graduates working with vulnerable populations; graduates possessing the competencies that they need to make a difference to the health of the community), of contributions made to the community (e.g., service contributions as defined by

actual use of skills in practice, and also voluntary contributions of professional work effort; continuing professional education courses; and of the contribution of faculty, students and graduates to the advancement of the nursing profession (e.g., scholarship, professional leadership).

### **Sources of data**

Several data sources are used by the program. These include: Skyfactor, Evolve Review and Testing (HESI), and others as deemed appropriate by program faculty. Program Faculty disseminates the instruments either electronically or in the classroom setting. The School of Nursing Evaluation and Outcomes Committee is charged with regular review of program data. Data are reported to the appropriate standing committee (e.g. Curriculum) for consideration and action. Additional evaluation instruments are generated by the School of Nursing from time-to-time, for specific purposes.

### **Data monitoring**

The Evaluation and Outcomes Committee (EOC) is a standing committee of the School and is charged with regular monitoring of the process of implementation of this evaluation protocol. The entire Evaluation Plan is reviewed at least once per year and is revised when necessary, or when CCNE Standards are updated/revised.<sup>3,4</sup> The EOCs work collaboratively with other standing committees of the SON. The individual(s) responsible for direct implementation of specific evaluation activities, and the timeline for initiation of specific evaluation processes, are indicated in the evaluation protocol.

Membership on the EOC is defined in the SON By-Laws. All members of the School of Nursing faculty are eligible to serve on the Committees. Members are appointed by the Nominating Committee, taking into consideration each faculty member's expertise and interest, and in accord with the balance of members as prescribed in the By-Laws. Ex Officio members serve in an advisory and liaison capacity and do not have voting privileges.

### **Expected student outcomes**

All students who complete the undergraduate program of studies are eligible to take the National Council Licensure Examination - Registered Nurse (NCLEX-RN). Graduates of advanced practice nursing specialties in the graduate program are eligible to take the national certification examination developed and administered by the respective professional specialty bodies, e.g., American Nurses Credentialing Center (ANCC), the American Academy of Nurse Practitioners Certification Program (AANPCP) and the American Midwifery Certification Board (AMCB). Aggregate results of student pass rates on national examinations are provided by and/or will be requested from the respective licensure or certification bodies for the purposes of program review and program planning for the purposes of program revision.

Explicit statements of expected student outcomes have been developed by the SON for students at the undergraduate and graduate levels. Specific performance targets have been set for several of these outcomes. The SON Evaluation and Outcomes Committee is specifically charged with regular review of the concordance between the internal and external norms and targets established by the SON, and the outcomes of student performance.

Some of these evaluation activities have been identified as *trigger indicators*. When performance targets are not achieved for these specific indicators, further assessments are warranted, to identify root causes, and to generate action plans for performance improvement.

### **Evaluation Reports**

The SON EOC is also charged with the process of data dissemination. Data generated from use of the evaluation process are shared, as appropriate, with designated administrative and faculty bodies for the purpose of individual feedback, program review and program planning. Summary reports will be produced for review by all communities of interest.

## References

1. Stufflebeam, D.L. (2000). The CIPP model for evaluation. In D.L. Stufflebeam, G.F. Madaus, & T. Kellaghan, (Eds.), *Evaluation Models* (2nd ed.). (Chapter 16). Boston: Kluwer Academic Publishers.
2. Piskurich, G. (1993). *Self-Directed Learning: A Practical Guide to Design, Development and Implementation*. San Francisco: Josey Bass Publishers.
3. Commission on Collegiate Nursing Education. Standards for Accreditation of Baccalaureate and Graduate Degree Nursing Programs.2013. Retrieved from: <http://www.aacn.nche.edu/ccne-accreditation/Standards-Amended-2013.pdf>
4. Commission on Collegiate Nursing Education. Standards for Accreditation of Baccalaureate and Graduate Degree Nursing Programs. Supplemental Resource, August 1015. Retrieved from: <http://www.aacn.nche.edu/ccne-accreditation/Supplemental-Resource.pdf>

## Acronyms

AANPCP	American Academy of Nurse Practitioners Certification Program
AMCB	American Midwifery Certification Board
ANCC	American Nurses Credentialing Center
CCNE	Commission on Collegiate Nursing Education
CIPP	Content, input, process, product
COI	Communities of interest
CPL	Clinical performance laboratory
HESI	Health Education Systems Inc.
MGO	Mission, goals, objectives
NCLEX	National Council Licensure Examination - Registered Nurse
OSA	Office of Student Affairs
SON	School of Nursing
PNCB	Pediatric Nursing Certification Board
PNSG	Professional Nursing Standards and Guidelines
NCC	National Certification Corporation
NERCCEM	North East Regional Consortium of Midwifery Programs Committee Skyfactor

This evaluation protocol was accepted in original form at FASN on July 27, 2011, subsequently reviewed, revised, and on May 7, 2014, June 3, 2015, September 7, 2015, and September 7, 2016.

**STONY BROOK UNIVERSITY**  
**SCHOOL OF NURSING**  
**EVALUATION FRAMEWORK - OVERVIEW**

<b>What is Evaluated</b>	<b>Who Evaluates</b>	<b>Means of Evaluation</b>	<b>Time of Evaluation</b>
SON mission, vision and values	<ul style="list-style-type: none"> <li>▪ Administration</li> <li>▪ Faculty</li> <li>▪ Communities of Interest</li> </ul>	<ul style="list-style-type: none"> <li>▪ Self-evaluation, using relevant University, SON, and external stakeholder standards (e.g., CCNE)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Annually (internal assessment)</li> <li>▪ Periodically (according to relevant accreditation calendars)</li> </ul>
SON administrative structure and function	<ul style="list-style-type: none"> <li>▪ Faculty Assembly</li> <li>▪ Communities of Interest</li> </ul>	<ul style="list-style-type: none"> <li>▪ Formal evaluation, using standardized evaluation forms for solicitation of feedback, e.g., retreats</li> </ul>	<ul style="list-style-type: none"> <li>▪ Annually (internal assessment)</li> </ul>
Undergraduate and graduate programs in terms of program quality and academic rigor	<ul style="list-style-type: none"> <li>▪ Administration</li> <li>▪ Faculty</li> <li>▪ Communities of Interest</li> </ul>	<ul style="list-style-type: none"> <li>▪ University and SON evaluation of processes of curriculum, teaching/learning practices, and individual student learning outcomes</li> <li>▪ Administrative review of institutional commitment and resources</li> <li>▪ University and SON self- review, compared to peer institutions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Annually</li> </ul>
Attainment of learning outcomes	<ul style="list-style-type: none"> <li>▪ Administration</li> <li>▪ Faculty</li> <li>▪ Curriculum Committee</li> </ul>	<ul style="list-style-type: none"> <li>▪ Data obtained from University and SON evaluation processes</li> <li>▪ Data obtained from external licensure and certification agencies</li> </ul>	<ul style="list-style-type: none"> <li>▪ Annually</li> </ul>
Integration into professional work and service	<ul style="list-style-type: none"> <li>▪ Administration</li> <li>▪ Faculty</li> <li>▪ Evaluation and Outcomes Committee</li> </ul>	<ul style="list-style-type: none"> <li>▪ Data obtained from Skyfactor Alumni and Exit Surveys</li> </ul>	<ul style="list-style-type: none"> <li>▪ Annually</li> </ul>

<ul style="list-style-type: none"> <li>▪ Curriculum <ul style="list-style-type: none"> <li>a. content</li> <li>b. method</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Students</li> <li>▪ Faculty</li> <li>▪ Curriculum Committee</li> </ul>	<ul style="list-style-type: none"> <li>▪ Standardized evaluation forms (including student satisfaction)</li> <li>▪ curriculum review</li> </ul>	<ul style="list-style-type: none"> <li>▪ Comprehensive every 3 years or when trigger indicators necessitate immediate review</li> <li>▪ Completion of course or module</li> <li>▪ Exit from program</li> </ul>
<p>Students:</p> <ul style="list-style-type: none"> <li>▪ Didactic <ul style="list-style-type: none"> <li>i) formative</li> <li>ii) summative</li> </ul> </li> <li>▪ Clinical <ul style="list-style-type: none"> <li>i). formative</li> <li>ii) summative</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Students</li> <li>▪ Faculty</li> <li>▪ Curriculum Committee</li> </ul>	<ul style="list-style-type: none"> <li>▪ Tests, papers, projects, theses, or capstone projects, as described in course objectives/outline</li> <li>▪ Clinical performance evaluations</li> <li>▪ Results of external licensure and certification examinations</li> </ul>	<ul style="list-style-type: none"> <li>▪ During and end of each academic course</li> <li>▪ Periodically, throughout period of student academic and clinical learning</li> <li>▪ Upon completion of course requirements</li> <li>▪ Annual reports received from licensure/certification agencies</li> </ul>
<p>Faculty:</p> <ul style="list-style-type: none"> <li>▪ as academic teachers</li> <li>▪ as clinical preceptors</li> <li>▪ as contributors to university and community service and culture</li> </ul>	<ul style="list-style-type: none"> <li>▪ Peers</li> <li>▪ Faculty</li> <li>▪ Students</li> <li>▪ Appointment, Promotion and Tenure Committee</li> </ul>	<ul style="list-style-type: none"> <li>▪ Peer assessment/self assessment</li> <li>▪ Standardized evaluation forms</li> </ul>	<ul style="list-style-type: none"> <li>▪ At end of each course</li> <li>▪ Periodically, consistent with process for appointment/ re-appointment/promotion and tenure</li> </ul>
<p>Curriculum in terms of relationship to actual practice</p>	<ul style="list-style-type: none"> <li>▪ Graduates</li> <li>▪ Employers</li> <li>▪ Communities of Interest</li> </ul>	<ul style="list-style-type: none"> <li>▪ Questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>▪ Periodically, following graduation</li> </ul>

STONY BROOK UNIVERSITY SCHOOL OF  
NURSING EVALUATION PROTOCOL

Evaluation Focus: CCNE Standard 1: Program quality: mission and governance (1)

Instrument/ Process	Person(s) Responsible	CCNE Key Element	Stufflebeam Criteria				Timetable or Target Date	Type of Data	Use of Data
			Content	Input	Process	Product			
Mission, vision, values statements and Bylaws	<ul style="list-style-type: none"> <li>▪ Dean and Designates</li> <li>▪ SON Faculty</li> </ul>	I-A	X	X		X	<ul style="list-style-type: none"> <li>▪ Annually</li> </ul>	<ul style="list-style-type: none"> <li>▪ Web-site materials</li> <li>▪ Informational brochures</li> <li>▪ Excerpts and/or description of mission, goals and objectives (MGOs) in student, faculty, and other program</li> <li>▪ outcomes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Annual reviews of congruency with University mission and SON vision</li> <li>▪ Preparation of external reports (e.g. self-evaluation reports; donor reports)</li> </ul>

Instrument/ Process	Person(s) Responsible	CCNE Key Element	Stufflebeam Criteria				Timetable or Target Date	Type of Data	Use of Data
			Content	Input	Process	Product			
University strategic plan	<ul style="list-style-type: none"> <li>University President and Designates</li> </ul>	I-A	X	X		X	<ul style="list-style-type: none"> <li>Annually</li> </ul>	<ul style="list-style-type: none"> <li>Web-site materials</li> <li>Informational brochures</li> <li>Excerpts and/or description of MGOs in student, faculty, and other program outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Annual reviews</li> <li>Preparation of external reports (e.g. self-evaluation reports; donor reports)</li> </ul>
School of Nursing strategic plan	<ul style="list-style-type: none"> <li>Dean and Designates</li> <li>SON Strategic Planning Committee</li> </ul>	I-A	X	X		X	<ul style="list-style-type: none"> <li>Annually</li> </ul>	<ul style="list-style-type: none"> <li>Web-site materials</li> <li>Informational brochures</li> <li>Excerpts and/or description of MGOs in student, faculty, and other program outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Annual reviews</li> <li>Preparation of external reports (e.g. self-evaluation reports; donor reports)</li> </ul>



Instrument/ Process	Person(s) Responsible	CCNE Key Element	Stufflebeam Criteria				Timetable or Target Date	Type of Data	Use of Data
			Content	Input	Process	Product			
Assessment/ comparison with academic peer institutions	<ul style="list-style-type: none"> <li>Dean and Designates</li> </ul>	I-A	X				<ul style="list-style-type: none"> <li>Periodically</li> </ul>	<ul style="list-style-type: none"> <li>Listings, rankings, results of surveys</li> </ul>	<ul style="list-style-type: none"> <li>Self-reflection; assessment of need for change in programming</li> <li>Communication with external stakeholders and communities of interest</li> </ul>

Instrument/ Process	Person(s) Responsible	CCNE Key Element	Stufflebeam Criteria				Timetable or Target Date	Type of Data	Use of Data
			Content	Input	Process	Product			
<p>Statement of intended learning outcomes</p> <p>Concordance Table document developed by Faculty as appendix to this protocol.</p>	<ul style="list-style-type: none"> <li>▪ Administration</li> <li>▪ Academic Faculty (through designated committees)</li> <li>▪ Advisory Bodies (as designated)</li> <li>▪ Consultants (as appointed)</li> </ul>	I-B				X	<ul style="list-style-type: none"> <li>▪ Annually</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explicit policy statements of intended outcomes of undergraduate and graduate programs of study</li> <li>▪ Compilation of regulatory and professional nursing standards and guidelines (PNSG) with which the SON intends to be compliant</li> <li>▪ Minutes of meetings that discuss revision to MGOs related to updates in PNSGs</li> <li>▪ Reports from Advisory bodies (including members of communities of interest (COI) concerning definition, needs and expectations of the communities of interest</li> </ul>	<ul style="list-style-type: none"> <li>▪ Self-evaluation reports</li> <li>▪ Communication with external stakeholders and communities of interest</li> </ul> <p><b>Trigger indicator:</b> When benchmarks noted in statement of intended learning outcomes are not met; program review related to that benchmark is initiated.</p>

Evaluation Focus: Evaluation Focus: CCNE Standard I. Program quality: mission and governance (2)

Instrument/ Process	Person(s) Responsible	CCNE Key Element	Stufflebeam Criteria				Timetable or Target Date	Type of Data	Use of Data
			Content	Input	Process	Product			
Effectiveness of recruitment methodologies	<ul style="list-style-type: none"> <li>▪ Assistant Dean Academic Services</li> <li>▪ Associate Dean Academic Affairs and Strategic Partnerships</li> <li>▪ Committee on Admissions and Academic Standards</li> <li>▪ Program Directors</li> <li>▪ Undergraduate</li> <li>▪ Department Chair</li> <li>▪ Graduate Department Chairs</li> </ul>	<p>I-E</p> <p>I-F</p>		X			<ul style="list-style-type: none"> <li>▪ Ongoing (at least annually)</li> <li>▪ Statistical data concerning effectiveness of various methods and strategies</li> <li>▪ Review of accuracy and congruence of all policies (e.g., recruitment, admission, program) published both in-print and on-line.</li> <li>▪ Feedback received from applicants</li> </ul>	<ul style="list-style-type: none"> <li>▪ To monitor strategies, with alertness for need to amend or augment</li> </ul>	

Instrument/ Process	Person(s) Responsible	CCNE Key Element	Stufflebeam Criteria				Timetable or Target Date	Type of Data	Use of Data
			Content	Input	Process	Product			
Annual admission rate	<ul style="list-style-type: none"> <li>▪ Assistant Dean Academic Services</li> <li>▪ EOC</li> <li>▪ Program Directors</li> <li>▪ Undergraduate</li> <li>▪ Department Chair</li> <li>▪ Graduate Department Chairs</li> <li>▪ Associate Dean Academic Affairs and Strategic Partnerships</li> </ul>	I-E I-F		X			Annual assessment: compared to recruitment plan	Report provided by Assistant Dean Academic Services	Provides direction for annual recruitment and retention plan
Geographic residence of students admitted to the program of studies, during time of enrollment	<ul style="list-style-type: none"> <li>▪ Assistant Dean Academic Services</li> </ul>	I-E I-F		X		X	Annual assessment: compared to recruitment plan	Report provided by Assistant Dean Academic Services	Provides direction for outreach plans; input provided to SON Faculty: Recruitment designate(s)

Instrument/ Process	Person(s) Responsible	CCNE Key Element	Stufflebeam Criteria				Timetable or Target Date	Type of Data	Use of Data
			Content	Input	Process	Product			
Student demographics	<ul style="list-style-type: none"> <li>▪ Assistant Dean Academic Services</li> </ul>	I-E I-F		X		X	<ul style="list-style-type: none"> <li>• Summary compiled following each class admission</li> </ul>	<ul style="list-style-type: none"> <li>• Summarized from Office of Student Affairs ( OSA) data sources</li> </ul>	<ul style="list-style-type: none"> <li>▪ Profiles the student body for use in reports</li> <li>▪ Self-evaluation reports</li> <li>▪ Stakeholder communication</li> </ul>
Minority enrollment	<ul style="list-style-type: none"> <li>▪ Assistant Dean Academic Services</li> <li>▪ Dean</li> </ul>	I-E I-F		X			<ul style="list-style-type: none"> <li>▪ Annual assessment: compared to recruitment plan</li> </ul>	<ul style="list-style-type: none"> <li>▪ Obtained from OSA data sources</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provides direction for revision of annual recruitment and retention plan</li> </ul>

Instrument/ Process	Person(s) Responsible	CCNE Key Element	Stufflebeam Criteria				Timetable or Target Date	Type of Data	Use of Data
			Content	Input	Process	Product			
Student progression (including portfolios for some academic pathways)	<ul style="list-style-type: none"> <li>▪ Committee on Admissions and Academic Standards</li> <li>▪ Assistant Dean Academic Services</li> <li>▪ Associate Dean Academic Affairs and Strategic Partnerships</li> <li>▪ Program Directors</li> <li>▪ Undergraduate Department Chair</li> <li>▪ Graduate Department Chairs</li> <li>▪ Coordinator of Student Resources</li> <li>▪ Associate Dean Assessment, Evaluation and Outcomes.</li> </ul>	I-F III-G		X			<ul style="list-style-type: none"> <li>▪ Each semester</li> <li>▪ Information obtained from OSA and other data sources</li> <li>▪ Summative grades</li> <li>▪ Results of HESI testing (for UG)</li> <li>▪ Comprehensive exams/projects (Graduate)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Facilitates needs- based planning for personnel and facility resources</li> <li>▪ To provide feedback with respect to progression</li> </ul> <p><i>Trigger indicator:</i> initiates a problem solving process or need for remediation</p>	

Instrument/ Process	Person(s) Responsible	CCNE Key Element	Stufflebeam Criteria				Timetable or Target Date	Type of Data	Use of Data
			Content	Input	Process	Product			
Attrition rate/reasons	<ul style="list-style-type: none"> <li>▪ Evaluation and Outcomes Committee</li> <li>▪ Undergraduate Department Chair</li> <li>▪ Graduate Department Chairs</li> <li>▪ Program Directors</li> <li>▪ Assistant Dean Academic Services</li> <li>▪ Associate Dean Academic Affairs and Strategic Partnerships</li> <li>▪ Associate Dean Assessment, Evaluation and Outcomes</li> </ul>	I-F		X			<ul style="list-style-type: none"> <li>▪ Annual</li> </ul>	<ul style="list-style-type: none"> <li>▪ Information obtained from OSA data sources</li> <li>▪ Personal or telephone interview or written questionnaire at time of exit from program</li> <li>▪ Qualitative measure of student satisfaction with program and services, obtained at exit from program</li> </ul>	<ul style="list-style-type: none"> <li>▪ Refinement of recruitment and retention plan</li> <li>▪ Refinement of program elements</li> <li>▪ Identification of barriers to program completion</li> </ul>

Instrument/ Process	Person(s) Responsible	CCNE Key Element	Stufflebeam Criteria				Timetable or Target Date	Type of Data	Use of Data
			Content	Input	Process	Product			
Graduation rate	<ul style="list-style-type: none"> <li>▪ Assistant Dean Academic Services</li> <li>▪ Undergraduate Department Chair</li> <li>▪ Graduate Department Chairs</li> <li>▪ Evaluation and Outcomes Committee</li> <li>▪ Associate Dean Academic Affairs and Strategic Partnerships</li> <li>▪ Associate Dean</li> <li>▪ Assessment, Evaluation and Outcomes</li> </ul>	I-F			X	X	<ul style="list-style-type: none"> <li>• Annual</li> </ul>	<ul style="list-style-type: none"> <li>• Data obtained from indicated sources are calculated according to SBU/SON Standards</li> <li>• Qualitative measure of student satisfaction with program and services, obtained prior to graduation from program</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of potential problems with components of academic or clinical curricula</li> <li>• Internal reports to stakeholders</li> <li>• External reports to approval and accrediting bodies and communities of interest</li> </ul> <p><i>Trigger indicator</i> initiates a problem solving process</p>



Assessment of the SON's culture of community	<ul style="list-style-type: none"> <li>▪ Dean</li> <li>▪ FASN</li> </ul>	I-B	X		X	X	<ul style="list-style-type: none"> <li>▪ <b>Periodic/ as needed</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Structured questionnaire, developed by SON</li> </ul>	<ul style="list-style-type: none"> <li>• Internal to University and SON self-assessment</li> </ul> <p><i>Trigger indicator</i> initiates a problem solving process</p>
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Instrument/ Process	Person(s) Responsible	CCNE Key Element	Stufflebeam Criteria				Timetable or Target Date	Type of Data	Use of Data
			Content	Input	Process	Product			
Review of all SON communications (e.g., brochures, web-site)	<ul style="list-style-type: none"> <li>• Designated Administrative Personnel</li> </ul>	I-E			X		<ul style="list-style-type: none"> <li>▪ Annual</li> </ul>	<ul style="list-style-type: none"> <li>▪ Documents and websites</li> <li>▪ Applicable meeting minutes</li> </ul>	<ul style="list-style-type: none"> <li>▪ To ensure currency and accuracy of all internal and external media materials</li> </ul>

**STONY BROOK UNIVERSITY SCHOOL OF  
NURSING EVALUATION PROTOCOL**

**Evaluation Focus: CCNE Standard 1: Program quality: mission and governance: (3)**

Instrument/ Process	Person(s) Responsible	CCNE Key Element	Stufflebeam Criteria				Timetable or Target Date	Type of Data	Use of Data
			Content	Input	Process	Product			
Faculty shared governance	<ul style="list-style-type: none"> <li>▪ Faculty (through standing committee structure, e.g., Appointment, Promotion and Tenure Committee)</li> <li>▪ Student Representatives to designated committees</li> <li>▪ FASN Officers</li> </ul>	I-D	X	X			<ul style="list-style-type: none"> <li>▪ Monthly faculty meeting</li> <li>▪ Periodic committee meetings</li> <li>▪ As needed</li> </ul>	<ul style="list-style-type: none"> <li>▪ Outcomes from formal and informal forums.</li> <li>▪ Applicable meeting minutes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Faculty input into program operations</li> </ul>
Ad Hoc Committee Structure	<ul style="list-style-type: none"> <li>▪ Administration</li> <li>▪ Faculty</li> </ul>	I-D	X	X			<ul style="list-style-type: none"> <li>▪ As needed</li> </ul>	<ul style="list-style-type: none"> <li>• Outcomes from formal and informal forums.</li> <li>• Written minutes of meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty input into program operations</li> </ul>

Instrument/ Process	Person(s) Responsible	CCNE Key Element	Stufflebeam Criteria				Timetable or Target Date	Type of Data	Use of Data
			Content	Input	Process	Product			
Student Governance	<ul style="list-style-type: none"> <li>▪ Students (with appointed Faculty Advisors)</li> <li>▪ Student Representatives to Committees</li> </ul>	I-D		X			<ul style="list-style-type: none"> <li>• As needed</li> </ul>	<ul style="list-style-type: none"> <li>▪ Outcomes from formal and informal forums.</li> <li>▪ Written minutes of meetings</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student input into program operations</li> </ul>
Due Process <ul style="list-style-type: none"> <li>• for faculty</li> </ul>	<ul style="list-style-type: none"> <li>▪ Faculty (designated or involved)</li> <li>▪ Associate Dean Academic Affairs and Strategic Partnerships</li> <li>▪ Appointment, Promotion and Tenure Committee</li> <li>▪ Dean</li> <li>▪ Bargaining Unit</li> </ul>	IV-G IV-F			X		<ul style="list-style-type: none"> <li>• As needed</li> </ul>	<ul style="list-style-type: none"> <li>▪ Applicable meeting minutes</li> <li>▪ Formal /Informal complaints (standardized forms)</li> </ul>	<ul style="list-style-type: none"> <li>▪ To provide a mechanism for due process for faculty</li> </ul> <p><b>Trigger indicator</b> leading to confidential administrative review of program elements related to the appeal</p>

Instrument/ Process	Person(s) Responsible	CCNE Key Element	Stufflebeam Criteria				Timetable or Target Date	Type of Data	Use of Data
			Content	Input	Process	Product			
Due Process <ul style="list-style-type: none"> <li>▪ for students</li> </ul>	<ul style="list-style-type: none"> <li>▪ Faculty (designated or involved)</li> <li>▪ Students (involved)</li> <li>▪ Admissions and Academic Standards Committee</li> <li>▪ Associate Dean Academic Affairs</li> <li>▪ Assistant Dean Academic Services</li> <li>▪ Coordinator Student Resource Development</li> </ul>	IV-G			X		<ul style="list-style-type: none"> <li>▪ As needed</li> </ul>	<ul style="list-style-type: none"> <li>▪ Applicable meeting minutes</li> <li>▪ Formal Complaints (standardized forms)</li> <li>▪ Informal Complaints</li> </ul>	<ul style="list-style-type: none"> <li>• To provide a mechanism for due process for students</li> </ul> <p style="margin-left: 20px;"><i>Trigger indicator</i> leading to confidential administrative review of program elements related to the appeal</p>
Due Process <ul style="list-style-type: none"> <li>▪ for clerical and support staff</li> </ul>	<ul style="list-style-type: none"> <li>▪ Supervisor</li> <li>▪ SON Faculty Member (involved)</li> <li>▪ Staff Member (involved)</li> <li>▪ Bargaining Unit</li> </ul>	IV-G			X		<ul style="list-style-type: none"> <li>▪ As needed</li> </ul>	<ul style="list-style-type: none"> <li>▪ Applicable meeting minutes</li> </ul>	<ul style="list-style-type: none"> <li>▪ To provide a mechanism for due process for clerical and support staff</li> </ul>

Instrument/ Process	Person(s) Responsible	CCNE Key Element	Stufflebeam Criteria				Timetable or Target Date	Type of Data	Use of Data
			Content	Input	Process	Product			
Review of academic policies and procedures; including review of congruence of SON and University policies	<ul style="list-style-type: none"> <li>▪ Administration</li> <li>▪ Faculty (through standing committee structure)</li> <li>▪ Student Representative to designated committees (including mechanism for involvement of distance education students)</li> </ul>	I-F			X		• Annual	<ul style="list-style-type: none"> <li>• Applicable Meeting Minutes</li> </ul>	<ul style="list-style-type: none"> <li>• To assure congruence of University and SON policies in all aspects of faculty and student governance</li> <li>• To provide opportunity for periodic review of the rationale that underpins existence of SON-specific policies that may differ from University standard</li> <li>• To highlight the need for additional (new) policies or procedures that may be required, or revisions that may be necessary for existing policies and procedures</li> </ul>

**STONY BROOK UNIVERSITY SCHOOL OF  
NURSING EVALUATION PROTOCOL**

**Evaluation Focus:** CCNE Standard 1: Program quality: mission and governance: (4)

Instrument/ Process	Person(s) Responsible	CCNE Key element	Stufflebeam Criteria				Timetable or Target Date	Type of Data	Use of Data
			Content	Input	Process	Product			
Faculty evaluations	<ul style="list-style-type: none"> <li>▪ University/SON standardized evaluation protocol</li> <li>▪ Appointment, Promotion and Tenure Committee</li> <li>▪ Undergraduate Department Chair</li> <li>▪ Graduate Department Chairs</li> </ul>	I-C				X	<ul style="list-style-type: none"> <li>▪ At completion of each course</li> </ul>	<ul style="list-style-type: none"> <li>▪ Aggregate outcome data</li> </ul>	<ul style="list-style-type: none"> <li>▪ To assess faculty performance in academic role</li> </ul>

Instrument/ Process	Person(s) Responsible	CCNE Key Element	Stufflebeam Criteria				Timetable or Target Date	Type of Data	Use of Data
			Content	Input	Process	Product			
Faculty peer evaluation	<ul style="list-style-type: none"> <li>▪ Process initiated by individual Faculty Member</li> <li>▪ Process completed by Faculty Peers</li> </ul>	I-C			X		<ul style="list-style-type: none"> <li>▪ Periodically (preferably once annually)</li> <li>▪ Form developed by SON containing both quantitative ratings and qualitative comments</li> </ul>	<ul style="list-style-type: none"> <li>▪ To assess faculty/ student interaction</li> <li>▪ To assess classroom and clinical teaching abilities</li> <li>▪ To assess teaching and curriculum development skills</li> </ul>	
Faculty self-evaluation	<ul style="list-style-type: none"> <li>• Process initiated by individual Faculty Member</li> </ul>	I-C			X		<ul style="list-style-type: none"> <li>▪ Periodically (preferably once annually)</li> <li>▪ Self-narrative; addressing personal performance against expected faculty outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• To reflect upon personal performance in the professional role</li> </ul>	



Instrument/ Process	Person(s) Responsible	CCNE Key Element	Stufflebeam Criteria				Timetable or Target Date	Type of Data	Use of Data
			Content	Input	Process	Product			
Faculty academic evaluation <ul style="list-style-type: none"> <li>▪ Tenured</li> <li>▪ Tenure-track</li> <li>▪ Clinical</li> <li>▪ Without salary</li> </ul>	<ul style="list-style-type: none"> <li>▪ Appointment, Promotion and Tenure Committee</li> <li>▪ Undergraduate Department Chair</li> <li>▪ Graduate Department Chairs</li> </ul>	I-C IV-F			X		<ul style="list-style-type: none"> <li>▪ As defined by the University and SON for academic rank and tenure</li> </ul>	<ul style="list-style-type: none"> <li>▪ University and SON standardized review process</li> <li>▪ University and SON standardized review process and analysis of faculty aspirational goals</li> </ul>	<ul style="list-style-type: none"> <li>▪ To assess faculty performance in the professional role</li> </ul>
Faculty/staff performance of administrative roles and functions to which individuals have been appointed or assigned	<ul style="list-style-type: none"> <li>▪ Dean</li> <li>▪ FASN</li> <li>▪ Assistant Deans</li> <li>▪ Associate Deans</li> <li>▪ Undergraduate Department Chair</li> <li>▪ Graduate Department Chairs</li> </ul>	IV-F			X		<ul style="list-style-type: none"> <li>▪ As defined in University policies, SON Bylaws and bargaining unit agreements</li> </ul>	<ul style="list-style-type: none"> <li>▪ Structured evaluation forms</li> </ul>	<ul style="list-style-type: none"> <li>▪ To assess faculty and staff performance in the administrative role</li> </ul>

Evaluation Focus: CCNE Standard II: Program quality: Institutional commitment and resources (1)

Instrument/ Process	Person(s) Responsible	CCNE Key Element	Stufflebeam Criteria				Timetable or Target Date	Type of Data	Use of Data
			Content	Input	Process	Product			
Budget development and approval	<ul style="list-style-type: none"> <li>▪ Dean, with Designated Advisors/Counselors</li> <li>▪ Assistant Dean for Business Affairs</li> <li>▪ University Designates/those with signature authority</li> </ul>	II-A	X	X			<ul style="list-style-type: none"> <li>• Annual</li> </ul>	<ul style="list-style-type: none"> <li>• University budget forms and spreadsheets</li> </ul>	<ul style="list-style-type: none"> <li>• Internal review of sufficiency of resources to meet annual program needs</li> </ul>
Budget monitoring	<ul style="list-style-type: none"> <li>• Dean, with Designated Advisors/Counselors</li> <li>• Assistant Dean for Business Affairs</li> </ul>	II-A			X		<ul style="list-style-type: none"> <li>• Monthly</li> </ul>	<ul style="list-style-type: none"> <li>• University budget forms and spreadsheets</li> </ul>	<ul style="list-style-type: none"> <li>• Assures that the program stays within its budget</li> </ul>

Instrument/ Process	Person(s) Responsible	CCNE Key Element	Stufflebeam Criteria				Timetable or Target Date	Type of Data	Use of Data
			Content	Input	Process	Product			
Faculty compensation review	<ul style="list-style-type: none"> <li>• Dean, with Designated Advisors/Counselors</li> </ul>	II-A	X	X			<ul style="list-style-type: none"> <li>• Annual (internal)</li> <li>• Periodic</li> </ul>	<ul style="list-style-type: none"> <li>• Review of extramurally published salary surveys</li> <li>• Comparison with salaries offered to other faculty within the University at similar rank and experience level</li> </ul>	<ul style="list-style-type: none"> <li>• Promotes ability to recruit and retain high-quality faculty</li> </ul>
Contracting for external services	<ul style="list-style-type: none"> <li>• Dean, with Designated Advisors/Counselors</li> <li>• Assistant Dean for Business Affairs</li> </ul>	II-A	X	X			<ul style="list-style-type: none"> <li>• As needed</li> </ul>	<ul style="list-style-type: none"> <li>• University protocol</li> </ul>	<ul style="list-style-type: none"> <li>• Provides the mechanism to arrange for supplementary or complementary personnel resources, internal to the university and hospital systems</li> </ul>

Evaluation Focus: CCNE Standard II. Program quality: Institutional commitment and resources (2)

Instrument/ Process	Person(s) Responsible	CCNE Key Element	Stufflebeam Criteria				Timetable or Target Date	Type of Data	Use of Data
			Content	Input	Process	Product			
Administrative personnel, faculty and staff rosters Clinical Partner Administrators	<ul style="list-style-type: none"> <li>• Search Committee (as appropriate for the faculty or staff position)</li> <li>• Appointment, Promotion and Tenure Committee</li> <li>• Assistant Dean for Business Affairs</li> <li>• SON Administrative personnel</li> </ul>	<p>II-C II-D II-E</p>	X	X			<ul style="list-style-type: none"> <li>• As needed</li> </ul>	<ul style="list-style-type: none"> <li>• Applicant or volunteer's written information</li> <li>• Interview data</li> <li>• Credentials review/ documentation (for clinical personnel)</li> </ul>	<ul style="list-style-type: none"> <li>• To assess applicant's qualifications for vacant positions, fairly and objectively</li> <li>• To document compliance with accreditation guidelines for administrative, academic and volunteer clinical faculty</li> </ul>

Instrument/ Process	Person(s) Responsible	CCNE Key Element	Stufflebeam Criteria				Timetable or Target Date	Type of Data	Use of Data
			Content	Input	Process	Product			
Faculty development (process and status review)	<ul style="list-style-type: none"> <li>• Faculty self-reports</li> <li>• University Designated Personnel</li> <li>• Associate Dean Assessment, Evaluation and Outcomes</li> </ul>	I-C II-D			X		• Annual	<ul style="list-style-type: none"> <li>• Individual and aggregate faculty productivity according to expected faculty outcomes and faculty aspirational goals (see appendix *Expected Faculty Outcomes)</li> </ul>	<ul style="list-style-type: none"> <li>• Information to communities of interest</li> <li>• Use in formal reports for internal and external stakeholders</li> </ul>
<p>Academic support services: resource needs assessment</p> <ul style="list-style-type: none"> <li>• Equipment (e.g., computers/printers teaching models/materials)</li> <li>• Space (faculty offices, clinical teaching laboratories)</li> <li>• Library (SON and University)</li> </ul>	<ul style="list-style-type: none"> <li>• Dean and Designates</li> <li>• Assistant Dean IT and Academic Informatics</li> <li>• Assistant Dean Business Affairs</li> <li>• Associate Dean Academic Affairs and Strategic Partnerships</li> <li>• Associate Dean Assessment, Evaluation and Outcomes</li> </ul>	II-A	X	X			• Annual	<ul style="list-style-type: none"> <li>• Written requests from faculty</li> <li>• Needs assessment/input of faculty and staff</li> <li>• Inventory reports</li> </ul>	<ul style="list-style-type: none"> <li>• Preparation of annual budget</li> <li>• Strategic planning</li> </ul>

Instrument/ Process	Person(s) Responsible	CCNE Key Element	Stufflebeam Criteria				Timetable or Target Date	Type of Data	Use of Data
			Content	Input	Process	Product			
<p>Academic support services: personnel needs assessment</p> <ul style="list-style-type: none"> <li>• advising services</li> <li>• distance education support (technology)</li> <li>• Recruitment &amp; admissions personnel</li> <li>• On-site technology support</li> <li>• Learning and simulation laboratory resource personnel</li> </ul>	<ul style="list-style-type: none"> <li>• Assistant Dean Academic Services</li> <li>• Assistant Dean IT and Academic Informatics</li> <li>• Associate Dean Academic Affairs and Strategic Partnerships</li> <li>• Undergraduate Department Chair</li> <li>• Graduate Department Chairs</li> </ul>	II-B	X	X			<ul style="list-style-type: none"> <li>• Annual</li> </ul>	<ul style="list-style-type: none"> <li>• Written requests from faculty regarding program growth and expansion</li> </ul>	<ul style="list-style-type: none"> <li>• Preparation of annual budget</li> <li>• Strategic planning</li> </ul>

Instrument/ Process	Person(s) Responsible	CCNE Key Element	Stufflebeam Criteria				Timetable or Target Date	Type of Data	Use of Data
			Content	Input	Process	Product			
Review of computer resources and technology support <ul style="list-style-type: none"> <li>• for faculty</li> <li>• for students</li> <li>• for staff</li> </ul>	<ul style="list-style-type: none"> <li>• Assistant Dean IT and Academic Informatics</li> <li>• Assistant Dean Business Affairs</li> <li>• Dean</li> </ul>	II-B II-F	X				<ul style="list-style-type: none"> <li>• Each semester</li> </ul>	<ul style="list-style-type: none"> <li>• Inventory of equipment</li> <li>• General satisfaction survey conducted among faculty and students</li> <li>• Specific survey addressing support for web-based teaching conducted among those engaged as teachers or learners in computer-mediated curriculum dissemination</li> </ul>	<ul style="list-style-type: none"> <li>• Provides essential information about factors that serve as barriers or facilitators to success in classroom-based learning and in distance-education endeavors</li> </ul>
Review of data management systems	<ul style="list-style-type: none"> <li>• Technology Support Team</li> <li>• Assistant Dean IT and Academic Informatics</li> <li>• Dean</li> </ul>	II-B			X		<ul style="list-style-type: none"> <li>• Each semester</li> </ul>	<ul style="list-style-type: none"> <li>• Written summary of review and assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Provides essential information about currency and sufficiency of equipment and programs that underpin program operations and governance.</li> </ul>

**STONY BROOK UNIVERSITY SCHOOL OF  
NURSING EVALUATION PROTOCOL**

**Evaluation Focus:** CCNE Standard III. Program quality: Curriculum and teaching-learning practices (1)

Instrument/ Process	Person(s) Responsible	CCNE Key Element	Stufflebeam Criteria				Timetable or Target Date	Type of Data	Use of Data
			Content	Input	Process	Product			
Review of SON, undergraduate and graduate program goals/objectives and expected student outcomes	<ul style="list-style-type: none"> <li>• SON Curriculum Committee and designated sub-committees</li> <li>• Undergraduate Department Chair</li> <li>• Graduate Department Chairs</li> <li>• Student Designate to Curriculum Committee</li> <li>• Associate Dean Assessment, Evaluation and Outcomes</li> </ul>	III-A			X		<ul style="list-style-type: none"> <li>• Periodic (no less than every three years)</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Nursing Standards</li> <li>• Evaluative Data Form</li> <li>• Formal reports, student outcomes (HESI, Skyfactor, NCLEX, National Certification exams).</li> </ul>	<ul style="list-style-type: none"> <li>• Provides foundation and direction for program planning</li> <li>• Provides information concerning relationship of SON programming and the needs and expectation of the communities it serves</li> </ul>



Instrument/ Process	Person(s) Responsible	CCNE Key Element	Stufflebeam Criteria				Timetable or Target Date	Type of Data	Use of Data
			Content	Input	Process	Product			
<p>Program and curriculum review (Includes assessment of need for change within programs; expansion or deletion of current programs of study)</p>	<ul style="list-style-type: none"> <li>• SON Curriculum Committee</li> <li>• Student Designates to Curriculum Committees</li> <li>• Ad Hoc Committees assigned to new program development</li> <li>• Associate Dean Academic Affairs and Strategic Partnerships</li> <li>• Undergraduate Department Chair</li> <li>• Graduate Department Chairs</li> </ul>	III-B			X		<ul style="list-style-type: none"> <li>• Periodic (no less than every three years)</li> </ul>	<ul style="list-style-type: none"> <li>• Formal report from Committee, including recommendations</li> <li>• Evaluation data from student outcomes</li> <li>• Data from students' evaluation of course, faculty, and program</li> </ul>	<ul style="list-style-type: none"> <li>• Assures that the curriculum as a whole meets professional nursing standards and fosters development of expected student outcomes</li> </ul> <p><b>Trigger indicator:</b> initiates a problem solving process</p>

Instrument/ Process	Person(s) Responsible	CCNE Key Element	Stufflebeam Criteria				Timetable or Target Date	Type of Data	Use of Data
			Content	Input	Process	Product			
Review of compliance with regulatory and accreditation guidelines	<ul style="list-style-type: none"> <li>• SON Curriculum Committee</li> <li>• Program Directors</li> <li>• Associate Dean Academic Affairs and Strategic Partnerships</li> <li>• Associate Dean Assessment, Evaluation and Outcomes</li> <li>• Undergraduate Department Chair</li> <li>• Graduate Department Chairs</li> </ul>	III-B	X				<ul style="list-style-type: none"> <li>• Periodic (no less than every three years)</li> </ul>	<ul style="list-style-type: none"> <li>• Formal report from Committee and Directors, including recommendations</li> </ul>	<ul style="list-style-type: none"> <li>• Assures that the curriculum as a whole meets professional nursing standards and fosters development of expected student outcomes</li> </ul> <p><i>Trigger indicator:</i> initiates a problem solving process</p>

Instrument/ Process	Person(s) Responsible	CCNE Key Element	Stufflebeam Criteria				Timetable or Target Date	Type of Data	Use of Data
			Content	Input	Process	Product			
Review of individual courses (by faculty)	<ul style="list-style-type: none"> <li>• SON Curriculum Committee</li> <li>• Student Designate to Curriculum Committees</li> <li>• Ad Hoc Committees assigned to new program development</li> <li>• Individual course Faculty</li> <li>• Program Directors</li> <li>• Undergraduate Department Chair</li> <li>• Graduate Department Chair</li> <li>• Associate Dean Academic Affairs and Strategic Partnerships</li> </ul>	III-D			X		<ul style="list-style-type: none"> <li>• Formal periodic (no less than every three years)</li> <li>• Informal review by course faculty at completion of each course offering to identify successes and challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Formal report from Committees, including recommendations</li> <li>• Verbal or informal written report filed with course materials; available to next faculty of record</li> <li>• Results obtained student course evaluations via HESI systems</li> <li>• Formative and summative evaluation methodologies within courses</li> </ul>	<ul style="list-style-type: none"> <li>• To refine course offerings and update with new materials</li> <li>• To implement needed changes</li> </ul>

Instrument/ Process	Person(s) Responsible	CCNE Key Element	Stufflebeam Criteria				Timetable or Target Date	Type of Data	Use of Data
			Content	Input	Process	Product			
Review of specific content threads and logical structure of curriculum	<ul style="list-style-type: none"> <li>• SON Curriculum Committee</li> <li>• Student Designates to Curriculum Committees</li> <li>• Ad Hoc Committees assigned to new program development</li> <li>• Program Directors</li> <li>• Undergraduate Department Chair</li> <li>• Graduate Department Chairs</li> <li>• Associate Dean Academic Affairs and Strategic Partnerships</li> </ul>	III-C			X		<ul style="list-style-type: none"> <li>• Formal periodic (no less than every three years)</li> <li>• Informal review by course faculty at completion of each course offering to identify successes and challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Formal report from Committees, including recommendations</li> </ul>	<ul style="list-style-type: none"> <li>• To monitor congruence with program trajectories</li> <li>• To identify the need to implement required changes</li> </ul>

Instrument/ Process	Person(s) Responsible	CCNE Key Element	Stufflebeam Criteria				Timetable or Target Date	Type of Data	Use of Data
			Content	Input	Process	Product			
Review of teaching-learning practices and clinical environments	<ul style="list-style-type: none"> <li>• Assistant Dean IT and Academic Informatics</li> <li>• Technology Support Team</li> <li>• Associate Dean Academic Affairs and Strategic Partnerships</li> <li>• Curriculum Committee</li> <li>• Program Directors</li> <li>• Undergraduate Department Chair</li> <li>• Graduate Department Chairs</li> <li>• Associate Dean Assessment, Evaluation and Outcomes</li> </ul>	<p>III-D</p> <p>III-E</p> <p>III-F</p> <p>III-H</p> <p>IV-E</p>		X			<ul style="list-style-type: none"> <li>• At least once annually</li> </ul>	<ul style="list-style-type: none"> <li>• Formal report from Committees, including recommendations</li> <li>• Data from student evaluation of course, faculty and program</li> <li>• Formative and evaluation methodologies within courses including site visit data, preceptor evaluation of student and evaluation of on-site intensives and simulation activities</li> <li>• Comparative course/program data (DE vs. OS)</li> </ul>	<ul style="list-style-type: none"> <li>• To identify the need to implement required changes in order better to support student learning and the achievement of expected</li> </ul> <p><b>Trigger indicator</b> that provides budget development process</p>

Evaluation Focus: CCNE Standard III. Program quality: Curriculum and teaching-learning practices (2)

Instrument/ Process	Person(s) Responsible	CCNE Key Element	Stufflebeam Criteria				Timetable or Target Date	Type of Data	Use of Data
			Content	Input	Process	Product			
Graded learning activities <ul style="list-style-type: none"> <li>• course-based activities</li> <li>• web-based activities</li> <li>• team based learning</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Faculty</li> </ul>	III-G			X		<ul style="list-style-type: none"> <li>• Throughout courses</li> </ul>	<ul style="list-style-type: none"> <li>• Formal grades assigned to individual components of course work</li> <li>• Formal (final) course grade entered in student record</li> </ul>	<ul style="list-style-type: none"> <li>• Formative evaluation of students</li> </ul>
Academic faculty comments concerning student performance	<ul style="list-style-type: none"> <li>• Academic Faculty</li> </ul>	III-G			X		<ul style="list-style-type: none"> <li>• As needed during each course and at course completion</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty comments on written work submitted by students, reflected in course grade</li> <li>• Other comments received from faculty about student</li> </ul>	<ul style="list-style-type: none"> <li>• To assess student academic progress</li> <li>• To provide for early identification of student learning problems</li> </ul>

Instrument/ Process	Person(s) Responsible	CCNE Key Element	Stufflebeam Criteria				Timetable or Target Date	Type of Data	Use of Data
			Content	Input	Process	Product			
Individual Academic Program Pathway	<ul style="list-style-type: none"> <li>• Course Faculty</li> <li>• Student Advisor</li> <li>• Coordinator of Student Resources Development</li> <li>• Admissions and Academic Standards Committee</li> <li>• Program Directors</li> <li>• Undergraduate Department Chair</li> </ul>	III-G			X		<ul style="list-style-type: none"> <li>• As needed</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty memoranda inserted in advisement module</li> </ul>	<ul style="list-style-type: none"> <li>• To develop a customized plan for student attainment of course and/or clinical objectives</li> <li>• To assess a serious student learning problem (e.g., failure to attain objectives of a personal plan)</li> </ul>
Individual Academic Progression Plan	<ul style="list-style-type: none"> <li>• Course and Clinical Faculty</li> <li>• Academic Advisor</li> </ul>	III-G			X		<ul style="list-style-type: none"> <li>• As needed</li> </ul>	<ul style="list-style-type: none"> <li>• Electronic or print form</li> <li>• Individual learning plan formally noted in student academic file/agreed by student</li> <li>• Electronic or print form</li> </ul>	<ul style="list-style-type: none"> <li>• To assess a serious student learning problem (e.g., failure to achieve objectives of a program plan)</li> <li>• To develop a customized progression plan</li> </ul>

Instrument/ Process	Person(s) Responsible	CCNE Key Element	Stufflebeam Criteria				Timetable or Target Date	Type of Data	Use of Data
			Content	Input	Process	Product			
Student self-evaluation	<ul style="list-style-type: none"> <li>• Student</li> </ul>	III-H			X		<ul style="list-style-type: none"> <li>• Mid and/or end of course (as designated)</li> </ul>	<ul style="list-style-type: none"> <li>• Personal assessment (written or oral)</li> </ul>	<ul style="list-style-type: none"> <li>• Formative evaluation</li> <li>• To assess strengths and challenges</li> </ul>
Comprehensive exams, individual projects, clinical practice portfolio, capstone projects, thesis, dissertation or other scholarly projects(as relevant)	<ul style="list-style-type: none"> <li>• Course Faculty</li> <li>• Program Directors</li> <li>• Undergraduate Department Chair</li> <li>• Graduate Department Chairs</li> </ul>	III-G			X		<ul style="list-style-type: none"> <li>• Completion of all program requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Formative and summative evaluation methodologies</li> </ul>	<ul style="list-style-type: none"> <li>• Assess eligibility for graduation</li> <li>• Assess program Progression and outcomes</li> </ul>



Evaluation Focus: CCNE Standard III. Program quality: curriculum, teaching-learning practices (3)

Instrument/ Process	Person(s) Responsible	CCNE Key Element	Stufflebeam Criteria				Timetable or Target Date	Type of Data	Use of Data
			Content	Input	Process	Product			
Students' demonstration of basic clinical skills in clinical focus areas	<ul style="list-style-type: none"> <li>Academic Faculty</li> <li>Clinical Faculty/Clinical Preceptors as appropriate</li> <li>Director of Clinical Lab and Simulation</li> </ul>	III-G			X		<ul style="list-style-type: none"> <li>As scheduled</li> </ul>	<ul style="list-style-type: none"> <li>Direct observation and assessment by faculty</li> <li>Skills checklists</li> </ul>	<ul style="list-style-type: none"> <li>To authorize entry to specific areas of clinical experience</li> </ul>
Clinical performance evaluation	<ul style="list-style-type: none"> <li>Academic Faculty</li> <li>Clinical Faculty/Clinical Preceptors as appropriate</li> </ul>	III-G			X		<ul style="list-style-type: none"> <li>Completed as designated in course materials</li> </ul>	<ul style="list-style-type: none"> <li>Electronic or print form</li> </ul>	<ul style="list-style-type: none"> <li>Documentation and assessment of clinical performance</li> </ul>

Instrument/ Process	Person(s) Responsible	CCNE Key Element	Stufflebeam Criteria				Timetable or Target Date	Type of Data	Use of Data
			Content	Input	Process	Product			
Clinical grade(s)	<ul style="list-style-type: none"> <li>Academic Faculty</li> <li>Clinical Faculty</li> </ul>	III - G			X		<ul style="list-style-type: none"> <li>Upon completion of clinical objectives</li> </ul>	<ul style="list-style-type: none"> <li>Entry in student record</li> </ul>	<ul style="list-style-type: none"> <li>Formative and summative verification that student has accomplished the clinical objectives of the program</li> </ul>
Report of UG and Graduate clinical site visit (for students in relevant programs)	<ul style="list-style-type: none"> <li>Academic Faculty</li> <li>Program Directors</li> <li>Undergraduate Department Chair</li> <li>Graduate Department Chair</li> </ul>	III - G			X		<ul style="list-style-type: none"> <li>As scheduled: during clinical experiences in off-campus sites (as scheduled/ needed)</li> </ul>	<ul style="list-style-type: none"> <li>Report of student performance in clinical setting</li> <li>Assessment of student charting</li> </ul>	<ul style="list-style-type: none"> <li>To provide mid-course correction if problems have been identified</li> <li>To assess student/clinical faculty interaction</li> </ul>
Phone/electronic contacts and communications (for students in relevant programs) with <ul style="list-style-type: none"> <li>students</li> <li>preceptors</li> </ul>	<ul style="list-style-type: none"> <li>Academic Faculty</li> <li>Clinical Faculty</li> </ul>	III - G			X		<ul style="list-style-type: none"> <li>Formative and summative as needed</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Documentation</li> </ul>	<ul style="list-style-type: none"> <li>To assess student progress</li> <li>To identify problems</li> <li>To offer support for clinical faculty</li> </ul>

Evaluation Focus: CCNE Standard IV. Program effectiveness: Assessment and achievement of program outcomes

Instrument/ Process	Person(s) Responsible	CCNE Key Element	Stufflebeam Criteria				Timetable or Target Date	Type of Data	Use of Data
			Content	Input	Process	Product			
NCLEX pass rate	<ul style="list-style-type: none"> <li>• Chair: Undergraduate Program</li> <li>• Director: ABP, BBP, Undergraduate Programs</li> <li>• Evaluation and Outcomes Committee</li> <li>• Associate Dean Academic Affairs and Strategic Partnerships</li> <li>• Associate Dean Assessment, Evaluation and Outcomes</li> </ul>	<p>IV-A IV-B IV-C IV-H</p>				X	Quarterly	<ul style="list-style-type: none"> <li>▪ Aggregate performance data for first-time taker</li> <li>• repeat takers</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of potential problems with components of academic or clinical curricula</li> <li>• Internal reports to stakeholders</li> <li>• External reports to approval/accrediting bodies and communities of interest</li> </ul> <p><i>Trigger indicator</i> initiates program review when pass rate does not meet or exceed target</p>

Instrument/ Process	Person(s) Responsible	CCNE Key Element	Stufflebeam Criteria				Timetable or Target Date	Type of Data	Use of Data
			Content	Input	Process	Product			
National certification examination pass rates	<ul style="list-style-type: none"> <li>• Graduate Department Chairs</li> <li>• Program Directors</li> <li>• Evaluation and Outcomes Committee</li> <li>• Associate Dean Academics Affairs and Strategic Partnerships</li> <li>• Associate Dean Assessment, Evaluation and Outcomes</li> </ul>	<p>IV-A</p> <p>IV-B</p> <p>IV-C</p> <p>IV-H</p>				X	<ul style="list-style-type: none"> <li>• Annually</li> </ul>	<ul style="list-style-type: none"> <li>• Aggregate performance data for first-time takers</li> <li>• repeat takers</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of potential problems with components of academic or clinical curricula</li> <li>• Internal reports to stakeholders</li> <li>• External reports to approval and accrediting bodies and communities of interest</li> <li>• External reports to funding agencies (as appropriate)</li> </ul>

Instrument/ Process	Person(s) Responsible	CCNE Key Element	Stufflebeam Criteria				Timetable or Target Date	Type of Data	Use of Data
			Content	Input	Process	Product			
Exit and Alumni surveys Attrition tracking and analyses	<ul style="list-style-type: none"> <li>• Chairs: Undergraduate and Graduate Studies</li> <li>• Program Directors</li> <li>• Assistant Dean IT and Academic Informatics</li> <li>• Evaluation and Outcomes Committee</li> <li>• Associate Dean Academic Affairs and Strategic Partnerships</li> <li>• Associate Dean Assessment, Evaluation and Outcomes</li> </ul>	<p>IV-D</p> <p>IV-E</p> <p>IV-H</p>				X	<ul style="list-style-type: none"> <li>• Graduation, 1, 3 years following graduation</li> <li>• Annual</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaire items addressing (at minimum)</li> <li>• Employment since graduation (including setting and location)</li> <li>• Perception of “readiness” for tasks actually expected by employer</li> <li>• Satisfaction with program elements</li> <li>• Job placement rate (calculated from survey data)</li> <li>• Skyfactor data</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of potential problems with components of academic or clinical curricula</li> <li>• Internal reports to stakeholders</li> <li>• External reports to approval and accrediting bodies and communities of interest</li> <li>• External reports to funding agencies (as appropriate)</li> </ul>

Instrument/ Process	Person(s) Responsible	CCNE Key Element	Stufflebeam Criteria				Timetable or Target Date	Type of Data	Use of Data
			Content	Input	Process	Product			
Student outcome data as compared to established benchmarks	<ul style="list-style-type: none"> <li>• Undergraduate Department Chair</li> <li>• Graduate Department Chairs</li> <li>• Program Directors Alumni Office (optional)</li> <li>• Assistant Dean IT and Academic Informatics</li> <li>• Evaluation and Outcomes Committee</li> <li>• Associate Dean Academic Affairs and Strategic Partnerships</li> <li>• Associate Dean Assessment, Evaluation and Outcomes</li> <li>• Faculty</li> </ul>	<p>IV-B IV-C IV-D IV- E IV-H</p>				X	<ul style="list-style-type: none"> <li>• Annually</li> </ul>	<ul style="list-style-type: none"> <li>• Calculation of ratio of actual to expected</li> <li>• NCLEX pass rates</li> <li>• Certification examination pass rates</li> <li>• Employment rates</li> <li>• Graduation rates</li> <li>• Skyfactor data</li> <li>• HESI</li> <li>• Typhon</li> <li>• Student performance data related to respective program outcome</li> <li>• (analysis of two program outcomes each AY)</li> </ul>	<ul style="list-style-type: none"> <li>• Internal reports to stakeholders</li> <li>• External reports to approval and accrediting bodies and communities of interest</li> <li>• External reports to funding agencies (as appropriate)</li> </ul> <p><b>Trigger indicator</b> leading to review of program elements related to the discordance between targets and outcomes.</p>

STONY BROOK UNIVERSITY SCHOOL OF  
NURSING EVALUATION PROTOCOL

CONCORDANCE TABLE

Evaluation Process	Evaluation Criterion				
	Sufficiency	Usability	Currency	Compliance	Effectiveness
<b>CCNE Standard I: Program quality: mission and governance</b>					
Mission, vision and values statements	X		X		
University strategic plan	X		X		
School of Nursing strategic plan	X		X		
Assessment/comparison with academic peer institutions			X		
Statement of intended learning outcomes	X		X		
Effectiveness of recruitment methodologies	X				
Annual admission rate	X				
Geographic residence of students admitted to the program of studies, during time of enrollment	X				
Student demographics	X				
Minority enrollment	X				
Student progression		X			
Attrition rate/reasons		X			
Graduation rate		X			
Assessment of the SON's culture of community	X				
Review of all SON communications (e.g., brochures, web-site)	X	X	X	X	X
Faculty governance				X	X
Ad Hoc Committee structure				X	
Student governance		X		X	
Appeals process (faculty, students, clerical and support staff)		X		X	

Evaluation Process	Evaluation Criterion				
	Sufficiency	Usability	Currency	Compliance	Effectiveness
Review of academic policies and procedures	X	X		X	
Faculty evaluation (by student) as academic and clinical educator		X			
Faculty peer evaluation		X			
Faculty self-evaluation		X			
Faculty academic evaluation		X		X	
Faculty/staff performance of administrative roles and functions to which individuals have been appointed or assigned					X
<b>CCNE Standard II: Program quality: Institutional commitment and resources</b>					
Budget development and approval	X		X		
Budget monitoring	X		X		
Faculty compensation review	X		X		
Contracting for external services	X			X	
Administrative personnel, faculty and staff rosters	X		X	X	
Faculty development (process and status review)		X			X
Academic support services: resource needs assessment	X	X	X	X	
Academic support services: personnel needs assessment	X			X	
Facility needs assessment	X				
Review of computer resources and technology support	X	X	X		
Review of data management systems	X	X			
<b>CCNE Standard III: Program quality: Curriculum and teaching-learning practices</b>					
Review of SON, undergraduate and graduate program philosophy and intended learning outcomes			X	X	
Program and curriculum review			X	X	
Review of compliance with regulatory and accreditation guidelines				X	
Review of individual courses	X	X	X	X	X



Evaluation Process	Evaluation Criterion				
	Sufficiency	Usability	Currency	Compliance	Effectiveness
Review of specific content threads and logical structure of curriculum			X	X	
Review of teaching-learning practices and environments		X	X		X
Graded learning activities	X	X	X		
Academic faculty comments concerning student performance	X	X			
Individual learning plan		X		X	
Performance contract		X		X	
Student self-evaluation	X			X	X
Comprehensive exams, individual projects, group capstone projects, thesis or dissertation (as relevant)	X	X		X	X
Demonstration of basic clinical skills in clinical focus areas	X			X	X
Clinical performance evaluation					X
Clinical grades					X
Report of clinical site visit	X	X	X	X	
Phone/electronic contacts and communications (with students and with preceptors)	X	X			
<b>CCNE Standard IV: Program effectiveness: Assessment and achievement of program outcomes</b>					
NCLEX pass rate					
National certification examination pass rates					X
Exit and alumni surveys					X
Communities of interest surveys					X
Student outcome data as compared to established SON targets (benchmarking)					X
Faculty outcome data as compared to expected faculty outcomes					X

**STONY BROOK UNIVERSITY SCHOOL OF NURSING EVALUATION  
PROTOCOL**

**Appendix  
\*Expected Faculty Outcomes**

**Individual Faculty Outcomes**

- Each individual faculty will engage in committee activities within the SON and or university-wide each academic year **(Service)**.
- Each individual faculty will engage in community service outside the SON each academic year **(Service)**.
- Each individual faculty teaching in an APRN clinical specialty course will engage in clinical practice **(Practice)**.
- Each individual faculty will achieve a 3.0 or 75% or greater mean score on teaching evaluations each academic year **(Teaching)**.
- Each individual faculty will engage in two professional development activities each academic year **(Professional Development)**.
- Each individual faculty will hold membership on a local, state or national organization/professional committee **(Professional Development)**.
- Each individual faculty will demonstrate scholarship through one of the following activities each academic year: a local, regional, national, or international presentation (podium or poster); a publication; grantsmanship; and/or conduct of research **(Scholarship)**.

**Aggregate Faculty Outcomes**

- 100% of faculty will engage in committee activities within the SON **(Service)**.
- 100% of faculty will engage in community service activity outside of the SON (e.g. campus-wide, or community of residence) **(Service)**.
- 100% of APRN faculty teaching in the graduate APRN clinical specialty courses are engaged in clinical practice **(Practice)**.
- 100% of faculty will demonstrate scholarship through one of the following activities each academic year: a local, regional, national, or international presentation (podium or poster); a publication; grantsmanship; and/or conduct of research **(Scholarship)**.
- 100% of faculty will attend two professional development activities each academic year **(Professional Development)**.
- 100% of faculty will hold membership on a local, state or national organization/professional committee **(Professional Development)**.
- The aggregate school mean score on faculty course evaluations is a 3.25 or greater on a 4- point Likert Scale or greater or equal to 81.25% **(Teaching)**.
- Faculty in the aggregate will submit 12 articles each year of which three (3) are produced by tenured faculty **(Scholarship)**.
- Faculty in the aggregate will submit five (5) grants private, state or federal each year **(Scholarship)**.