

I. Program Quality: Mission and Governance

OUTCOMES	INPUTS	PROCESS	RESPONSIBLE PARTY(IES)	TIMING
<p>I.A. The mission, goals and expected student outcomes are congruent with those of the parent institution and consistent with professional nursing standards and guidelines for the preparation of nursing professionals.</p>	<ul style="list-style-type: none"> ○ University mission ○ College mission & vision ○ College philosophy ○ State nursing education standards ○ AACN Essentials documents ○ AACN/NONPF/ANA guidelines and standards ○ Program objectives ○ Self-study reports 	<p>Committee on Programs analyzes and compares the existing College vision, mission, philosophy, organizing framework, and program objectives with that of the University and professional standards.</p> <p>Develop most effective/efficient method to complete the analysis and develop recommendations.</p> <p>Present final recommendations to Faculty Assembly for approval.</p>	<p>Committee on Programs Faculty Assembly</p>	<p>With any changes in professional standards.</p>
		<p>Develop plans and implement recommendations as appropriate through Assistant Deans, Program Directors, lead faculty and faculty.</p>	<p>Assistant Deans, Program Directors, Lead Faculty, Faculty</p>	<p>At least every 5 years.</p>
<p>I.B. The mission, goals and expected student outcomes are reviewed periodically and revised as appropriate to reflect: professional nursing standards and guidelines and the needs and expectations of the community of interest.</p>	<ul style="list-style-type: none"> ○ Mission & vision ○ Philosophy ○ Program objectives ○ Organizing framework ○ Past Self-study reports ○ Strategic Planning ○ State nursing education standards ○ AACN Essentials documents ○ AACN/NONPF/ANA guidelines and standards ○ Other relevant national standards or recommendations ○ Program objectives 	<p>Committee on Programs analyzes the existing mission, vision, philosophy, organizing framework and program objectives in light of professional standards and community needs, and presents findings to Faculty Assembly.</p>	<p>Committee on Programs Faculty Assembly</p>	<p>With any changes in professional standards</p>
		<p>Chair of Committee on Programs meets with Dean’s Dialogue with Colleagues.</p>	<p>Chair, Committee on Programs</p>	<p>Annually</p>
		<p>Dean shares documents with Practice-Education Partnership Committee with feedback to Associate Deans and Assistant Deans.</p>	<p>Dean</p>	<p>Bi-annually</p>
		<p>Feedback from annual focus groups with students reviewed by Program Committees.</p>	<p>Undergraduate Program Committee; Master’s Program Committee; DNP Program Committee; PhD Program Committee</p>	<p>Annually</p>
		<p>Committee on Programs develops recommendations for changes in mission, goals and/or expected student outcomes.</p>	<p>Program Directors, Coordinators</p>	

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		Recommendations are presented and approved by Faculty Assembly.	Faculty Assembly	
		Recommendations are implemented by Associate Deans, Assistant Deans, Program Directors and Faculty.	Associate Deans, Assistant Deans, Program Directors, Faculty	If no changes, at least every 5 years
I.C. The College governance structure reflects the mission in that it fosters caring relationships by cultivating collegiality, the democratic process and consensus building.	<ul style="list-style-type: none"> ○ By-Laws of Faculty Assembly ○ Minutes from governance meetings ○ Committee meetings minutes 	Staff, Student, and Research Advisory Councils give input on College governance to the Dean. The Dean takes recommendations to the Faculty Assembly.	Staff, Student, Research Advisory Councils Dean Faculty Assembly	Annually
		Faculty members recommend changes in By-laws to the Committee on Faculty.	Faculty	Annually
		Committee on Faculty reviews the By-laws that promote and facilitate faculty rights and proposes updates on an annual basis.	Committee on Faculty	Annually
		Proposed changes are presented to Faculty Assembly on an annual basis. Consensus is sought for all votes.	Faculty Assembly	Annually
		Ensure students have the opportunity to participate on committees. Student Council recruits students to participate on committees.	Student Council	Annually
I.D. Expected faculty outcomes in teaching, scholarship, service and practice are congruent with the mission, goals and expected student outcomes.	Evaluation of Faculty	Committee on Faculty ensures accuracy and integrity of the process for Faculty evaluations in collaboration with the P&T Committee and/or Associate Deans.	Committee on Faculty, Promotion & Tenure Committee, Associate Deans	Annually (September)
		Chair of Promotion and Tenure Committee reviews consistency of College P&T Guidelines with University P&T Guidelines.	Chair, P&T Committee	Annually
		Committee on Faculty reviews Criteria for Evaluation for Faculty Annual Report and ensures adequacy and integrity of the process.	Committee on Faculty	Annually (September)

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OUTCOMES	INPUTS	PROCESS	RESPONSIBLE PARTY(IES)	TIMING
		Committee on Faculty develops and recommends faculty policies that support expected faculty outcomes in teaching, research, scholarship, service and practice.	Committee on Faculty	Annually (September)
		Committee on Faculty develops guidelines for annual evaluation of faculty at all levels.	Committee on Faculty	Annually (September)
I.E. Documents, website and publications are accurate. Policies are congruent with University.	<ul style="list-style-type: none"> ○ Student handbooks ○ Faculty handbooks ○ University catalog ○ College website ○ Brochures 	Review & update student handbooks.	Committee on Students	Annually
		Review & update faculty handbooks.	Committee on Faculty	Annually
		Review & update University catalog.	Associate Dean for Academic Programs; Assistant Deans	Annually
		Review & update College website.	Administrative Team	Monthly
		Review & update all program brochures.	Undergraduate Program Committee; Master's Program Committee; DNP Program Committee; PhD Program Committee	Annually
		Review all academic policies in handbooks for congruency with University policies.	Assistant Deans, Program Directors, Lead Faculty	Annually
I.F. Formal complaints reviewed.	<ul style="list-style-type: none"> ○ Formal complaint ○ Formal complaint policy 	Formal complaints are reviewed and addressed as they are submitted.	Dean	Ongoing as submitted.

II. Program Quality: Resources				
OUTCOMES	INPUTS	PROCESS	RESPONSIBLE PARTY(IES)	TIMING

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OUTCOMES	INPUTS	PROCESS	RESPONSIBLE PARTY(IES)	TIMING
<p>II. Fiscal, physical and faculty resources are sufficient to enable the program to fulfill its mission, goals and expected outcomes. Adequacy of resources is reviewed periodically and modified.</p>	Library holdings – print, digital and electronic	Committee on Programs reviews library holdings and makes recommendations for purchase.	Committee on Programs	Bi-monthly
	Access to library resources	Committee on Programs invites FAU library liaison to meetings to discuss faculty/student library resources.	Committee on Programs	Each semester
	Classroom space	Associate Dean brings issues related to classroom space to Executive Council. Executive Committee recommends course of action.	Associate Dean for Academic Programs; Executive Council	Annually (September)
	Casual learning area space and resources for practice and simulation	Assistant Deans and Program Directors assess adequacy of space in Professional Practice Lab from feedback from faculty and students. Any issues brought to Executive Council.	Dean; Associate Dean for Academic Programs; Assistant Deans; Program Directors; Executive Council	Annually (September)
	Computer technology and telecommunications	Faculty bring any issues related to adequacy of computer technology & telecommunications to Executive Committee. Dean or Associate Deans follow up.	Dean	Ongoing
	Learning resources	Adequacy, currency and accessibility of learning and instructional resources assessed by Committee on Programs. Recommendations for budget presented to the Dean.	Committee on Programs	Annually
	Advising services Student support services	Adequacy of student advisement and student support assessed by Committee on Students. Recommendations are made to the Assistant Deans, Program Directors and Associate Dean for Academic Programs.	Committee on Students; Assistant Deans; Associate Dean for Academic Programs	Annually (September)
	Research support for faculty	Adequacy of research support for faculty assessed by Committee on Faculty. Recommendations are made to the Associate Dean for Nursing Research & Scholarship.	Committee on Faculty; Associate Dean for Nursing Research & Scholarship	Annually
	Teaching support for faculty	Adequacy of teaching support for faculty assessed by the Committee on Faculty. Recommendations are made to the Associate Dean for Academic Programs.	Committee on Faculty; Associate Dean for Academic Programs	Annually (September)

II. Program Quality: Resources

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	Practice support for faculty	Adequacy of practice support for faculty assessed by the Committee on Faculty. Recommendations are made to the Dean.	Committee on Faculty; Dean	Annually (September)
	Distance education support	Adequacy of distance education support is assessed by the Committee on Faculty. Recommendations are made to the Associate Dean for Academic Programs.	Committee on Faculty; Associate Dean for Academic Programs	Annually
	Clinical agency partnerships	Adequacy of clinical placements for students is assessed by the clinical coordinators and program directors. Assistant Deans and Program Directors follow up with recommendations.	Clinical coordinators; Assistant Deans; Administrative Coordinator	Annually
	Quality and number of preceptors	Preceptor evaluations are reviewed by the clinical coordinators and program directors. Changes or recruitment of new preceptors conducted.	Clinical coordinators; Program coordinators; Program directors	Annually
	Number and type of eminent scholars, professorships, stipends, scholarships	Friends of CON Volunteer Board and Dean evaluate endowments and plan for building the endowment.	Dean and Friends of CON Volunteer Board	Annually
	Funded research/service projects	Associate Dean for Nursing Research & Scholarship assesses the number of funded research proposals submitted and funded. Individual faculty productivity discussed at annual evaluations and mentorship meetings.	Associate Dean for Nursing Research & Scholarship	Annually
	Resources to support faculty research	Associate Dean for Nursing Research & Scholarship assesses adequacy of resources to support recommendations to the Dean.	Associate Dean for Nursing Research & Scholarship	Annually
	Equipment holdings	IT Director assesses the need for equipment. Recommendations to the Dean.	IT Director; Dean	Annually

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OUTCOMES	INPUTS	PROCESS	RESPONSIBLE PARTY(IES)	TIMING
	Number and quality of support staff	Committee on Faculty evaluates the number and quality of support staff for faculty. Dean, Associate Deans and Assistant Deans evaluate the number and quality of support staff needed for administrative work.	Committee on Faculty	Annually
	Number and quality of teaching faculty	Committee on Faculty assesses the number of teaching faculty needed and develops a recruitment plan.	Committee on Faculty	Each semester and as needed with changes
		Quality of teaching faculty evaluated annually.	Associate Deans, Assistant Deans	Annually
	Number and quality of research faculty	Committee on Faculty assesses the number of research faculty needed and develops a recruitment plan.	Committee on Faculty	Annually
		Quality of faculty research evaluated annually.	Associate Dean for Nursing Research & Scholarship	Annually
	CON budget	The Dean reviews the adequacy of the budget in Executive Committee and Faculty Assembly.	Dean; Executive Committee; Faculty Assembly	Ongoing

III. Program Quality: Curriculum, Teaching-Learning Practices, and Individual Student Learning Outcomes				
OUTCOMES	INPUTS	PROCESS	RESPONSIBLE PARTY(IES)	TIMING
III. A. The curricula are developed, implemented and revised to reflect clear statements of expected individual student learning outcomes that are congruent with the program's mission, goals and expected student outcomes. Curricula are consistent with roles for which graduates are prepared and are consistent with professional standards.	<ul style="list-style-type: none"> ○ Mission ○ Philosophy ○ Program objectives ○ Syllabi ○ Professional statements about graduates' roles ○ Professional standards from AACN, NONPF, ANA & others 	Undergraduate, Master's, DNP, and PhD Program Committees review their respective curricula on an ongoing basis and make recommendations to Committee on Programs for changes.	Undergraduate Program Committee, Master's Program Committee, DNP Program Committee, PhD Program Committee	Ongoing
		New courses and changes to existing courses submitted to the Committee on Programs in the context of continuous quality improvement.	Program Committees	At least every 5 years; more frequently with any changes in standards

III. Program Quality: Curriculum, Teaching-Learning Practices, and Individual Student Learning Outcomes				
OUTCOMES	INPUTS	PROCESS	RESPONSIBLE PARTY(IES)	TIMING
		Committee on Programs reviews the course descriptions, course offerings and course objectives for consistency with the mission, philosophy, organizing framework, and program objectives.	Committee on Programs	Ongoing
		Committee on Programs collaborates with course-responsible faculty to assure congruency.	Committee on Programs	Ongoing
		A draft of the course document is submitted to the Faculty Assembly for additional input and agreement. Major changes are sent to the University Committees and Florida Board of Nursing for approval as needed.	Faculty Assembly	Ongoing
III.B. The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest.	<ul style="list-style-type: none"> ○ Syllabi ○ Meeting notes of Advisory Board ○ Consultants' reviews ○ Standing committees with student representation ○ Dean's Dialogue with Colleagues meetings ○ Practice-Education Partnership Committee ○ Focus groups with students 	As input is obtained it is fed back to the Undergraduate, Master's, DNP, and PhD Program Committees for recommendations to Committee on Programs.	Undergraduate Program Committee, Master's Program Committee, DNP Program Committee, PhD Program Committee; Committee on Programs	As significant data are gathered, but at least annually.
		Committee on Programs considers all data and makes recommendations to the Faculty Assembly.	Committee on Programs	As significant data are gathered, but at least annually.
		Faculty Assembly discusses and votes on changes.	Faculty Assembly	As significant data are gathered, but at least annually
III.C. The curriculum is logically structured to achieve expected individual and aggregate student outcomes. Teaching learning practices and environments support the achievement of expected	<ul style="list-style-type: none"> ○ Faculty evaluations of courses ○ Peer evaluations ○ Student evaluations of courses (SPOTs) ○ Content mapping 	SPOT evaluations are reviewed by faculty, Assistant Deans, and Associate Dean for Academic Programs.	Faculty; Associate Dean for Academic Programs; Assistant Deans	Each semester
		Peer evaluations of teaching conducted.	Faculty; Associate Dean for Academic Programs; Assistant Deans	Annually

III. Program Quality: Curriculum, Teaching-Learning Practices, and Individual Student Learning Outcomes				
OUTCOMES	INPUTS	PROCESS	RESPONSIBLE PARTY(IES)	TIMING
individual student learning outcomes. Individual student performance is evaluated by the faculty and reflects achievement of expected individual student learning outcomes; these practices are applied consistently.		Faculty recommends changes as part of annual self-evaluation.	Faculty; Associate Dean for Academic Programs; Assistant Deans	Annually
		Course revisions reflect self evaluation and dialogue with Associate Dean.	Faculty; Associate Dean for Academic Programs; Assistant Deans	Annually
		Undergraduate, Master's, DNP, and PhD Program Committees engage in content mapping.	Undergraduate Program Committee, Master's Program Committee, DNP Program Committee, PhD Program Committee	As needed
		Committee on Programs analyzes/addresses suggested course or curriculum changes made by Faculty.	Committee on Programs	As needed
		Faculty Assembly discusses and makes decisions.	Faculty	As needed
III.D. The environment for learning is reflective of the mission and a demonstration of caring and professionalism	<ul style="list-style-type: none"> ○ Notes from focus groups of current students ○ Student evaluations of courses 	Focus groups with students and Academic Coordinator.	Associate Dean for Academic Programs; Committee on Students; Academic Coordinator	Annually or more frequently if needed.
		Committee on Students assesses teaching-learning environment and makes recommendations for changes.	Committee on Students	Annually or more frequently if needed.
		Student Council recommends changes in teaching-learning environment	Student Council	Annually or more frequently if needed.
		Committee on Faculty fosters ways to create an environment supportive of faculty.	Committee on Faculty	Annually or more frequently if needed.
		Course evaluations are reviewed for evidence of faculty's demonstration of caring in teaching.	Faculty; Associate Dean of Academic Programs	Annually or more frequently if needed.

III. Program Quality: Curriculum, Teaching-Learning Practices, and Individual Student Learning Outcomes				
OUTCOMES	INPUTS	PROCESS	RESPONSIBLE PARTY(IES)	TIMING
III.E. The program achieves the mission of preparing nurses in the understanding of caring as uniquely expressed in nursing situations through the integration of multiple ways of knowing.	<ul style="list-style-type: none"> ○ Student assignments ○ Faculty development activities ○ Alumni responses 	Course assignments are designed and evaluated to provide the opportunity for students to practice and refine their expressions of caring and their ability to integrate multiple ways of knowing.	Undergraduate Program Committee, Master's Program Committee, DNP Program Committee, PhD Program Committee	Each semester
		EBI graduate, alumni and employer survey responses and Caring Ability Inventory are analyzed for evidence of graduates' preparation. This is reviewed by the Assistant Deans and Associate Dean for Academic Programs and presented to the Undergraduate, Master's, DNP, and PhD Program Committees. The 4 Program Committees and Academic Programs Committee collaborate to develop recommendations which are made to the Committee on Programs.	Undergraduate Program Committee, Master's Program Committee, DNP Program Committee, PhD Program Committee; Associate Dean for Academic Programs; Assistant Deans; Program Directors; Committee on Programs	Annually

IV. Program Effectiveness: Aggregate Student Performance and Faculty Accomplishments				
OUTCOMES	INPUTS	PROCESS	RESPONSIBLE PARTY(IES)	TIMING
IV.A. Students demonstrate competencies of critical thinking, assessment, therapeutic communication, technical skills, leadership, knowing self as a caring person, in the expression of caring in nursing situations through the integration of multiple ways of knowing .	<ul style="list-style-type: none"> ○ Student assignments ○ Scholarly products ○ Testing ○ Nursing practice evaluations ○ Aesthetic projects ○ EBI surveys of BSN, MSN & DNP graduates. ○ Caring Abilities Inventory (CAI) 	<p>The methods of evaluation and grading scale are communicated through the syllabus.</p> <p>Senior faculty and Graduate Coordinators serve as resources to junior faculty.</p> <p>Individual meetings of students with faculty occur if critical elements of evaluation are not met.</p> <p>Recommendations are made on content and evaluation processes of courses.</p>	Faculty	Each semester

IV. Program Effectiveness: Aggregate Student Performance and Faculty Accomplishments

OUTCOMES	INPUTS	PROCESS	RESPONSIBLE PARTY(IES)	TIMING
IV.B. Average scores on AACN/EBI Exit surveys will be at 4.0 or above (Moderately or well qualified) in rating competence in each respective program outcome (expected student outcomes).	<ul style="list-style-type: none"> ○ AACN/EBI exit surveys of BSN, MSN & DNP graduates 	EBI Surveys of BSN, Masters & DNP students at graduation.	Associate Dean for Academic Programs; Academic Coordinator; Assistant Deans, Program Directors & Graduate Coordinators	Each semester
IV.C. Average scores on AACN/EBI Alumni Surveys will be at 4.0 or above (moderately or well qualified) in rating each respective program outcome (expected student outcome).	<ul style="list-style-type: none"> ○ EBI Alumni Survey of BSN, MSN & DNP Graduates ○ Alumni Survey of PhD Graduates 	Distribute survey to all graduates at 1 year post-graduation.	Associate Dean for Academic Programs; Academic Coordinator; Assistant Deans, Program Directors & Graduate Coordinators	Annually
IV.D. Graduates will rate their satisfaction with the program with an average score of at least 4.0 (moderate).	<ul style="list-style-type: none"> ○ EBI Exit Surveys for BSN, MSN, & DNP programs. ○ PhD Exit Survey 	EBI Surveys are administered to all graduates of BSN, MSN & DNP programs. PhD Survey of graduates administered.	Associate Dean for Academic Programs, Academic Coordinator, Assistant Deans, Program Directors	Each semester
IV.E. Undergraduate students must achieve minimum passing score. 80% of undergraduate students will achieve the minimum passing score on ATI exams on the first attempt.	<ul style="list-style-type: none"> ○ ATI test scores 	Each semester traditional and accelerated BSN students take ATI exit exams.	Faculty; Assistant Dean for Undergraduate Program	Each semester
		Results are returned and reviewed with students.	Faculty; Assistant Dean for Undergraduate Program	Each semester
		Individual student meets with course faculty to discuss strategies for success and with Assistant Dean for Undergraduate Program for remediation materials if scores are not in passing range.	Faculty; Assistant Dean for Undergraduate Program	At semester of graduation.
IV.F. 86% of all first time NCLEX test takers will pass the NCLEX-RN exam.	<ul style="list-style-type: none"> ○ NCLEX pass rates 	Florida Board of Nursing reports NCLEX-RN scores quarterly.	Associate Dean for Academic Programs, Assistant Dean for Undergraduate Program,	Annually

IV. Program Effectiveness: Aggregate Student Performance and Faculty Accomplishments

OUTCOMES	INPUTS	PROCESS	RESPONSIBLE PARTY(IES)	TIMING
			Undergraduate Program Committee	
80% of all NP graduates will pass the certification exams on the first attempt.	○ Certification pass rates (limited data)	ANCC and AANP report certification results.	Faculty; Associate Dean for Academic Programs; Assistant Dean for Graduate Practice Programs, NP Coordinator, DNP Director, MSN & DNP Committees	Annually
IV.G. Students graduate within an acceptable time frame: Generic 1-2 years (80%) RN-BSN – 3 years (70%) Master’s – 3 years (70%) DNP – 7 semesters (80%) PhD – 4 years (70%)	○ Time from admission to graduation ○ % of students who graduate in expected time in a given cohort of entering students	Review data from time of admission to graduation to determine if time frame met. Data provided by IEA.	Associate Dean for Academic Programs; Assistant Deans; Program Directors	Annually
		Survey students to assess reasons for delay.	Associate Dean for Academic Programs; Assistant Deans; Program Directors	Annually
		Students’ progress annually reviewed.	Associate Dean for Academic Programs; Assistant Deans; Program Directors	Annually
IV.H. Students are employed in nursing practice settings appropriate to educational preparation in 1 year post graduation. BSN – 80% MSN – 60% (in new role) DNP – 60% (in position reflecting new competencies) PhD – 70% (in position reflecting new competencies)	○ AACN/EBI Alumni Survey for BSN, MSN, & DNP graduates ○ PhD Alumni Survey	Surveys are sent to alumni. Results are tabulated and presented at Program Committees and Academic Programs Committee.	Associate Dean for Academic Programs; Assistant Deans; Program Committees; Faculty Assembly	At 1 year post graduation

IV. Program Effectiveness: Aggregate Student Performance and Faculty Accomplishments

OUTCOMES	INPUTS	PROCESS	RESPONSIBLE PARTY(IES)	TIMING
IV.I. Graduates are evaluated by employers at an average of 4.0 (moderate) or above in all competencies and rate satisfaction with graduates above 4.0 (moderate).	<ul style="list-style-type: none"> ○ EBI Employer ○ Surveys for BSN, MSN, & DNP Graduates ○ PhD Employer Survey 			
		Surveys are sent to hospital CNOs and nursing education departments of the local hospitals or health care agencies that employ many of our graduates.	Associate Dean for Academic Programs; Academic Coordinator	Annually
		Specific surveys are sent to employers identified by the alumni in their surveys.	Associate Dean for Academic Programs; Academic Coordinator	At 1 year post graduation
IV.J. Students and graduates demonstrate a commitment to the profession of nursing and lifelong learning.	<ul style="list-style-type: none"> ○ College committee membership lists ○ RA and TA appointments ○ Sigma Theta Tau membership lists ○ Affiliated organizational membership lists ○ Alumni surveys ○ Awards list 	Assess student participation in University Committees, Student Nurses Association and Iota Xi Chapter of Sigma Theta Tau.	Committee on Students, Assistant Deans, Graduate Coordinators, Coordinators. Assistant Deans, Program Directors.	On-going
		Teaching and research assistantships are made available for the graduate and doctoral students.	Associate Deans, Assistant Deans, Graduate Coordinators, Coordinators. Assistant Deans, Program Directors.	Each semester
		Alumni survey to determine the number of graduates pursuing master's and doctoral study.	Associate Dean for Academic Programs Academic Coordinator	Annually
		CON monitors information about the professional development of the graduates; i.e. awards, honors, certifications, and publications.	Associate Dean for Academic Programs Academic Coordinator	Annually

IV. Program Effectiveness: Aggregate Student Performance and Faculty Accomplishments

OUTCOMES	INPUTS	PROCESS	RESPONSIBLE PARTY(IES)	TIMING
IV.K. Graduates demonstrate competency in Caring that reflects the mission and philosophy of the College.	<ul style="list-style-type: none"> ○ Caring Ability Inventory ○ Focus group with employers 	Caring Ability Inventory (CAI) administered at entry & exit of program. Focus groups with CNO's at Dialogues with Colleagues & Practice-Education Partners.	Associate Dean for Academic Programs; Dean at Dialogue with Colleagues meeting; Practice-Education Partners	Each semester
IV.L. Aggregate faculty outcomes are consistent with and contribute to achievement of the program's mission, goals and expected student outcomes.	<ul style="list-style-type: none"> ○ Faculty credentialing for curricular needs within & across programs ○ Quality of teaching ○ Faculty research & scholarship productivity ○ Faculty practice & service productivity ○ Faculty advancement of Caring mission, philosophy & science ○ Faculty awards/honors ○ SACS outcomes 	Assess the number & qualifications of faculty needed for the teaching mission and makes recommendations to the Dean.	Committee on Faculty; Associate Dean for Academic Programs; Dean	Annually
		Review all data on teaching effectiveness	Dean, Associate Dean for Academic Programs, Academic Program Committee	Annually
		Review all data on faculty research & scholarly productivity	Dean, Associate Dean for Nursing Research & Scholarship	Annually
		Review faculty's advancement of Caring mission, philosophy & science	Dean, Associate Deans	Annually
		Review all data on faculty awards & honors	Dean, Associate Deans	Annually
		Review all data on faculty practice and service	Dean; Associate Deans	Annually
		Review all the FAU Dashboard and Assessment Database data.	Dean	Annually

IV. Program Effectiveness: Aggregate Student Performance and Faculty Accomplishments

OUTCOMES	INPUTS	PROCESS	RESPONSIBLE PARTY(IES)	TIMING
<p>IV.M. Faculty are engaged in advancing the knowledge of the discipline and profession through integration of teaching, research and practice.</p>	<ul style="list-style-type: none"> ○ Syllabi ○ Scholarly products ○ Service activities ○ Practice activities ○ College evaluation criteria ○ University promotion and tenure criteria ○ Peer evaluations ○ Student evaluations ○ Awards/Honors ○ SACS outcomes 	<p>Based on data from Annual self-evaluation and evaluation process with Dean, Associate Deans and Assistant Deans, Merit Review process, Third Year Review process, and Promotion and Tenure process, faculty receive promotion, tenure, merit, and other incentives as available.</p>	<p>Dean, Associate Deans; Assistant Deans</p>	<p>Annual Review. Third Year Review. At time of application for promotion and tenure.</p>