In Attendance

Sallie Coke, Dean Baker, Debby MacMillan, Leslie Moore, Josie Doss

New Business

1. Faculty Outcomes for 2018-2019

   o The committee determined the need to review and revise our faculty outcomes for this academic year. After discussion, EE will present a motion to approve the following faculty outcomes:

   EE Proposal

   CCNE Standard IV-F

   FY19 Faculty Outcomes

	Previous Faculty Outcome	**Proposed Faculty Outcome**
Scholarship	100% of faculty will engage in scholarly activity.	100% of Full-Time faculty will engage in scholarly activities as described in the SON Promotion and Tenure document and evidenced in Digital Measures.
		All Full-Time and Part-Time faculty will maintain the GA Board of Nursing required continuing education hours.

	100% of APRN faculty will maintain certification.	100% of Full-Time and Part-Time APRN faculty will maintain certification.
Teaching	65% of individual faculty scores (TT Full-Time, NTT Full-Time, and NTT Part-Time Classroom) on the SRIS item "instructor teaching as excellent" will be at or above the Georgia College mean.	65% of individual Full-Time faculty scores on the SRIS item "instructor teaching as excellent" will be at or above the Georgia College mean.
	65% of individual faculty scores on the SRIS item "course rating as excellent" will be at or above the Georgia College mean.	65% of individual Full-Time faculty scores on the SRIS item "course rating as excellent" will be at or above the Georgia College mean.
	100% of faculty not scoring at or above the Georgia College mean will develop an improvement plan. a) Director will arrange a meeting with faculty to discuss teaching evaluations and will review self-reflection and plan.	100% of Full-Time faculty will meet with the Director to discuss teaching evaluations and review the faculty self-reflection and plan.
		100% of Part-Time faculty will be evaluated by students (clinical evaluation) and Assistant Director (faculty evaluation) annually.
	100% of tenure track faculty will had teaching assignments that did not exceed 12 credit hours per semester or 24 credit hours per academic year. (Faculty may contract for additional teaching assignments).	REMOVED- THIS IS ADDRESSED UNDER STANDARD II-E

	100% of Non-Tenure Track full time faculty had teaching assignments that did not exceed 20 credit hours per semester or 40 credit hours per academic year. (Faculty may contract for additional teaching assignments).	REMOVED- THIS IS ADDRESSED UNDER STANDARD II-E
Service	100% of faculty will serve on a Georgia College, CoHS, or SON committee.	100% of Full-Time faculty will serve on a Georgia College, CoHS, or SON committee.

2. Change to SON Mission

- o We are not in compliance with SACS requirements regarding our SON mission (1) because we do not have a mission for each program, per Cara Smith.
- o After discussion, EE voted to present a motion to NFO that reads: "In order to comply with SACS requirements, the Educational Effectiveness Committee recommends revising the SON mission as follows: Each program and/or concentration will have its own unique mission sentence added to the current SON mission. The new sentence will address the role for which each program and/or concentration prepares students."

3. EE Plan for 2018-2019:

- o The committee determined the need to review and revise each standard in our EE plan to ensure compliance with CCNE standards and key elements, and also to better reflect our actual procedures.
- o We will strive to complete one standard per EE meeting.
- o Revisions will be presented as an NFO motion to amend the EE plan.
- o Revisions to Standard I were determined by EE and the NFO motion will read: "The Educational Effectiveness Committee recommends revisions to the EE plan (Standard I) for the 2018-2019 academic year to comply with recently revised 2018 CCNE Standards." See below for NFO attachment:

Standard I: Mission and Governance

The mission, goals, and expected program outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program's mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.

I-A Key Element:

The mission, goals, and expected program outcomes are:

1. **congruent with those of the parent institution; and**
2. **reviewed periodically and revised as appropriate.**

I-A elaboration: The program's mission, goals, and expected program outcomes are written and accessible to current and prospective students, faculty, and other constituents. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. The mission may relate to all nursing programs offered by the nursing unit or specific programs may have separate mission statements. Program goals are clearly differentiated by level when multiple degree/certificate programs exist. Expected program outcomes may be expressed as competencies, objectives, benchmarks, or other terminology congruent with institutional and program norms.

There is a defined process for periodic review and revision of program mission, goals, and expected program outcome that has been implemented, as appropriate.

Where Documentation is Found	Timeline for Collection	Who is Responsible	Expected Outcome	Actual Outcome
Congruency found in: • Handbooks • SON, CoHS, and GCSU Websites • GCSU Catalog • SON shared drive: Minutes of NFO and EE Committees	Mission is reviewed every five years or as needed to remain congruent with GCSU and the CoHS	Director of SON Assistant Directors of Undergraduate and Graduate Programs Curriculum, Graduate, and EE Committees	The SON mission, goals, and expected outcomes will be fully congruent with GCSU and CoHS, and will be reviewed every five years or as needed.	The SON is revising all missions to meet SACS requirements in Fall 2018.

I-B Key Element:

The mission, goals, and expected program outcomes are consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.

I-B elaboration: The program identifies the professional nursing standards and guidelines it uses. CCNE requires, as appropriate, the following professional nursing standards and guidelines:

- *The Essentials of Baccalaureate Education for Professional Nursing Practice [American Association of Colleges of Nursing (AACN), 2008];*
- *The Essentials of Master's Education in Nursing (AACN, 2011);*
- *The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006); and*

- *Criteria for Evaluation of Nurse Practitioner Programs [National Task Force on Quality Nurse Practitioner Education (NTF), 2016].*

Where Documentation is Found	Timeline for Collection	Who is Responsible	Expected Outcome	Actual Outcome
Professional standards are incorporated into BSN, MSN, DNP, and Post-Master's APRN Certificate curricula and are found in: • Curricular mapping spreadsheets • SON Website • Handbooks • Faculty Annual Progress and Planning Report • University online assessment tool	Curricula are reviewed every five years or as needed.	Director of SON Assistant Directors of Undergraduate and Graduate Programs Curriculum, Graduate, and EE Committees	The SON mission, goals, and expected outcomes will be reviewed every five years or as needed to ensure consistency with relevant professional nursing standards and guidelines for the preparation of nursing professionals.	

I-C Key Element:

The mission, goals, and expected program outcomes reflect the needs and expectations of the community of interest.

I-C elaboration: The community of interest is defined by the nursing unit. The needs and expectations of the community of interest are considered in the periodic review of the mission, goals, and expected program outcomes.

Where Documentation is Found	Timeline for Collection	Who is Responsible	Expected Outcome	Actual Outcome
• University online assessment tool • SON shared drive: Minutes of NFO Committees, Advisory Board • Office of Institutional Research	Mission, goals, and expected student outcomes are reviewed every five years or as needed. Course outcomes are reviewed annually by the course teams, Curriculum	Director of SON Assistant Directors of Undergraduate and Graduate Programs All faculty, students, and communities of interest.	The mission, goals, and expected student outcomes will be reviewed every five years or as needed and revised, as appropriate, to reflect the needs and	

			expectations of the community of interest.	
• University Factbook • Feedback from CoHS Dean and Provost on Annual Progress and Planning Report	or Graduate Committee, and EE Committee. Students will be surveyed every three years (next survey due 2019).			

I-D Key Element:

Expected faculty outcomes are clearly identified by the nursing unit, written and communicated to the faculty, and congruent with institutional expectations.

I-D elaboration: The nursing unit identifies expectations for faculty, whether in teaching, scholarship, service, practice, or other areas. Such expectations may vary for different groups of faculty (full-time, part-time, adjunct, tenured, non-tenured, or other). Expected faculty outcomes are congruent with those of the parent institution.

Where Documentation is Found	Timeline for Collection	Who is Responsible	Expected Outcome	Actual Outcome
• CoHS Tenure and Promotion Guidelines • Annual Faculty Evaluations • Digital Measures • EE plan	Every Spring semester	Director of SON EE Committee All Faculty	Faculty outcomes will be achieved annually. Faculty outcomes are listed in Standards IV-G and IV-H.	

I-E Key Element:

Faculty and students participate in program governance.

I-E elaboration: Roles of the faculty and students in the governance of the program, including those involved in distance education, are clearly defined and promote participation. Nursing faculty are involved in the development, review, and revision of academic program policies.

Where Documentation is Found	Timeline for Collection	Who is Responsible	Expected Outcome	Actual Outcome

SON shared drive minutes: • NFO • Advisory Board • Student groups	Every semester	EE Committee	NFO Bylaws will include mechanisms for student involvement in program governance. Student participation in program governance will be reflected in at least 50% of NFO meetings.	Student involvement in program governance will be reviewed this year.

I-F Key Element:

Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected program outcomes. These policies are:

1. **fair and equitable;**
2. **published and accessible; and**
3. **reviewed and revised as necessary to foster program improvement.**

I-F elaboration: Academic policies include, but are not limited to, those related to student recruitment, admission, retention, and progression. Policies are written and communicated to relevant constituencies. Policies are implemented consistently. Differences between the nursing program policies and those of the parent institution are identified and support achievement of the program's mission, goals, and expected outcomes. A defined process exists by which policies are regularly reviewed. Policy review occurs and revisions are made as needed.

Where Documentation is Found	Timeline for Collection	Who is Responsible	Expected Outcome	Actual Outcome
• GCSU Catalog: Academic policies • Student Handbooks • SON Website • Policy Committee Minutes	Every three years or as needed	Policy Committee	Academic policies of the parent institution will be reviewed for congruency as needed. SON policies will be reviewed every three years or as needed.	

I-G Key Element:

The program defines and reviews formal complaints according to established policies.

I-G elaboration: The program defines what constitutes a formal complaint and maintains a record of formal complaints received. The program's definition of formal complaints includes, at a minimum, student complaints. The program's definition of formal complaints and the procedures for filing a complaint are communicated to relevant constituencies.

Where Documentation is Found	Timeline for Collection	Who is Responsible	Expected Outcome	Actual Outcome
• GCSU Policy Manual Student handbooks • Files in SON Director's office and/or CoHS Associate Dean's office	Ongoing	SON Director CoHS Dean's Office	Review of student complaints includes recommendations for ongoing program improvement, when indicated.	

I-H Key Element:

Documents and publications are accurate. A process is used to notify constituents about changes in documents and publications.

I-H elaboration: References to the program's offerings, outcomes, accreditation/approval status, academic calendar, recruitment and admission policies, grading policies, degree/certificate completion requirements, tuition, and fees are accurate. Information regarding licensure and/or certification examinations for which graduates will be eligible is accurate. For APRN education programs, transcripts or other official documentation specify the APRN role and population focus of the graduate.

Where Documentation is Found	Timeline for Collection	Who is Responsible	Expected Outcome	Actual Outcome
• GCSU, CoHS, and SON websites • GCSU catalogs • Student handbooks • Course syllabi • Office of Institutional Research website	Every Spring semester	Director SON Assistant Directors for Undergraduate and Graduate Programs	Documents and publications will be reviewed annually for accuracy. A process will be used to notify constituents about changes in documents and publications.	

Adjourn at 12:00 pm

Next Meeting

September 21, 2019 @ 11:00