

Annual Goals for College of Nursing and Allied Health (CONAH)

2011-2012

Goal 1:	Provide a culturally diverse environment for students, faculty and staff
Description:	Evidenced by: 1. Diversity reflected in staffing through intense mentoring and the provision of one staff enrolled in RN-MSN program of study 2. Diversity reflected in faculty 3. Diversity reflected in students through the support of OPEN efforts 4. Diversity reflected in programming through study abroad efforts
Budget:	10000.00
University Goals Supported:	1,3
Strategic Goals Supported:	371,427
Responsibility:	Dean
Participation:	Chairs and faculty
Results:	1. Staff member completed RN-BSN section of program of study. Staff contemplating MSN in Nursing Informatics. Nursing clinical implemented this summer to work with manager at ECM to support staff's continued clinical mentoring 2. Three new faculty hired for 2012-2013; One male (first hired in the CONAH), one African-American female, and one white female. 3. Continued support of OPEN efforts 4. Study Abroad trip to Honduras by faculty and nine students with support in planning.
Actions/Improvements:	1. Staff member has been added to clinical supervisory role in simulation lab for student instruction 2. Fourth position, unfilled, in process of re-advertising 3. Elimination of ACT as admission criteria to remove barrier for diversity in student enrollment
Future Actions/Improvements:	

Goal 2:	Promote research and scholarly activities that advance nursing knowledge
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Description: Evidenced by: 1. Completion of terminal degrees by four faculty enrolled in doctoral studies 2. Address workloads of faculty/staff to facilitate degree completion 3. Promote faculty scholarship through use of faculty development funds

Budget: 37500.00

University Goals Supported: 1,3,4

Strategic Goals Supported: 371

Responsibility: Dean

Participation: Chairs and faculty

Results: 1. Two of five faculty obtained doctoral degrees, December 2011. Three continue successfully. 2. One staff completed BSN degree with anticipation of enrolling in MSN degree program. Provided clinical contact to mentor him this summer with manager at ECM. 3. Provided financial support and continuing education units (CEUs) certification of programs to offer CEs inhouse to support scholarship and continued licensure to practice.

Actions/Improvements: 1. Continued support of three faculty to obtain doctorate 2. Continued support of one staff to obtain MSN degree. Placed in clinical supervisory pool of faculty to support teaching role in simulation laboratory 3. Continue support of scholarship financially and with CEU program review provider support.

Future Actions/Improvements:

Goal 3: Build and maintain student-centered nursing program

Description: Evidenced by: 1. Increase in activity of alumni in university and college activities 2. Support of Student Nurses Association 3. Participation of students in the shared governance of the College as stipulated in the Program Evaluation Plan

Budget: 5000.00

University Goals Supported: 2

Strategic Goals Supported:

Responsibility: Dean

Participation: Chairs and faculty

Results: 1. Alumni participation at homecoming CONAH spirit tent 2. Alumni participation invitation and participation at the Open House for Simulation Lab in Feb 2012 3. Continually updating graduate spreadsheet with changes in addresses and employment location 4. Provided faculty support for Student Nurses Association. Assisted in financial support for all nursing students and faculty to attend the annual nurses legislative day in Montgomery, AL in Feb, 2012 5. Continually seeking students willing to participate on CONAH committees

Actions/Improvements: 1. Continual expansion and update of graduate nursing database 2. Satisfactory participation of active group of students and faculty in Student Nurses Association 3. Nursing scholarships at the State level continued funding

**Future
Actions/Improvements:**

Goal 4: Provide high quality, innovative educational nursing programs

Description: Evidenced by: 1. Scores >90% pass rates on NCLEX exams 2. Positive anecdotal evidence reported by employers and others of the community of Interest 3. Positive responses of CONAH annual surveys 4. High student graduation and retention rates 5. Adequate number of qualified applicants to the nursing program 6. Adequate number of qualified faculty/staff to support student learning needs 7. Maintenance of CCNE accreditation standards and ABN approval 8. Improvement in learning environment through improved facilities and attainment of needed equipment.

Budget: 3000.00

**University Goals
Supported:** 1

**Strategic Goals
Supported:**

Responsibility: Dean

Participation: Chairs and faculty

Results: 1. NCLEX annual score 93.1% 2. Annual meeting of the Dean's Advisory Council involving clinical agency partner, reveal mostly positive anecdotal reports of students and faculty practicing in the agencies 3. Annual surveys reflect positive outcomes 4. Graduation and retention rates remain steady 5. Qualified applicant pool

continue to far outnumber admissions 6. Hired three new faculty for retiring faculty - to began 2012-2013 academic year 7. Preparations underway to host 10-year MSN accreditation visit October 3-5, 2012 8. New Simulation Lab opened Feb 2012. New 50-seater computer lab planning continues with all equipment ordered. Work in progress

Actions/Improvements:

Future

Actions/Improvements:

Long-Term Goals for College of Nursing and Allied Health (CONAH)

2011-2012

Goal 1:	Provide high quality, innovative educational nursing programs
Description:	Evidenced by: a. Attainment of 5-year Mid-Point MSN report approval from the Commission on Collegiate Nursing Education (CCNE) submitted by the June 1, 2011 deadline. b. Attainment of 10-year Commission on Collegiate Nursing Education for the MSN program scheduled for October 2012 c. NCLEX scores maintained greater than or equal to 90% passage rate annually d. Increase online and traditional faculty nursing position, one each, to address heavy workloads and, thereby, increase faculty retention e. Increase high-tech computerized classroom f. Continued expansion of clinical affiliation agreements to address increasing enrollment efforts
Budget:	\$100,000.00
University Goals:	1,3
Accomplished:	a. 5-year Mid-Point MSN report from CCNE - Request made for report-Not available; however, was informed "unofficially" that report was satisfactory. b. Plans well underway to submit the 10-year CCNE accreditation report by its submission due date of August 22, 2012. c. NCLEX annual -December 2011, 93.1% d. Increase of one online position granted with inability to recruit quality applicant e. All equipment ordered to re-fit classroom 205 for 50-seater computer classroom. Work begun with anticipated completion date - August 2012 f. Seven new clinical contracts completed and approved bringing total sites to 86.
Spent:	\$100,000.00

Goal 2:	Build and maintain a student-centered nursing program
Description:	Evidenced by: a. Acquisition of additional high-tech classrooms equipped with individual student computer capability to address student accommodations for testing, evaluation, and online learning components of classes. b. Complete renovation expansion and equipping the Simulation Laboratory to allow for teaching in addition to Medical-Surgical areas, those areas such as Maternal-Infant and Pediatrics.
Budget:	\$1,000,000.00

University Goals: 1,2,4

Accomplished: a. Has completion date for August 2012, process underway b. Renovation for Simulation Laboratory completed. Open House celebration held February, 2012.

Spent: \$1,000,000.00

Goal 3: To promote and celebrate diversity

Description: a. Facilitate study abroad programming for faculty and students b. Provide financial support and mentoring efforts of diverse faculty, staff and students

Budget: \$50,000.00

University Goals: 3,4

Accomplished: a. Study abroad support of faculty and nine students to Honduras, August 4-11, 2012. b. Continued financial support of six faculty/staff with two faculty successfully graduating from doctoral programs, December 2011 and one staff graduating with his BSN, May 2012. Continued their mentoring support in the faculty role since no prior teaching experience even though expert clinical practitioners. Continued financial and mentoring support of three additional faculty in doctoral programs. c. Successful recruitment of three additional faculty for fall 2012. Even though none have doctorates, all are currently enrolled in doctoral programs. Excellent representation of diversity in faculty hires. d. Successful in elimination of ACT scores used in admission criteria of nursing students which served as barrier for increased diverse student enrollment

Spent: \$50,000.00

Long-Term Goals for College of Nursing and Allied Health (CONAH)

2011-2012

Title: Provide high quality, innovative educational nursing programs
Evidenced by: a. Attainment of 5-year Mid-Point MSN report approval from the Commission on Collegiate Nursing Education (CCNE) submitted by the June 1, 2011 deadline. The MSN program b. Attainment of 10-year Commission on Collegiate Nursing Education for the MSN program scheduled for October 2012 c. NCLEX scores maintained greater than or equal to 90% passage rate annually d. Increase online and traditional faculty nursing position, one each, to address heavy workloads and, thereby, increase faculty retention e. Increase high-tech computerized classroom f. Continued expansion of clinical affiliation agreements to address increasing enrollment efforts

Description:

Budget: 130000.00

University Goals: 1,3

Accomplished:

Spent: \$0.00

Title: Build and maintain a student-centered nursing program
Evidenced by: a. Acquisition of additional high-tech classrooms equipped with individual student computer capability to address student accommodations for testing, evaluation, and online learning components of classes. b. Complete renovation expansion and equipping the Simulation Laboratory to allow for teaching in addition to Medical-Surgical areas, those areas such as Maternal-Infant and Pediatrics.

Description:

Budget: \$200,000.00

University Goals: 1,2,4

Accomplished:

Spent: \$0.00

Title:

Description:

Budget: 0.00

University Goals:

Accomplished:

Spent: \$0.00

Title: To promote and celebrate diversity

Description: Facilitate study abroad programming for faculty and students Provide financial support mentoring efforts of diverse faculty, staff and students

Budget: \$2,500.00

University Goals: 3,4

Accomplished:

Spent: \$0.00

Long-Term Goals for Nursing Online

2011-2012

Title: Increase Partnerships with Clinical Agencies

Description: As online nursing enrollments increase, there is a need to expand the number of clinical agencies who allow students to be mentored or participate in preceptorships in new geographic areas.

Budget: 0

University Goals: 1,5

Accomplished:

Spent: \$0.00

Title: Student Learning Outcomes Management

Description: To implement Learning Outcome Manager in both undergraduate and graduate courses.

Budget: 15000

University Goals: 1

Accomplished: All Online Nursing faculty received training in the use of Pearson's Learning Outcome Management (LOM) program via multiple web conferences and face-to-face instruction with Pearson eCollege staff. The LOM continues to be developed and fine tuned in stages by Pearson. However, we began the implementation of LOM in the MSN program and entered course specific Learning Outcomes in each course. The Fall 2012 semester will be the first semester for which student Learning Outcomes will be measured.

Spent: \$6250.00

Title: Retention

Description: Evaluate the retention rate of students in the online nursing programs Survey students who have withdrawn to a. Determine factors/reasons for withdrawal b. Compare factors/reasons given to determine if there are commonalities among minority students c. Seek solutions to eliminate barriers to academic progression

Budget: 500

University 1,2

Goals:

Accomplished: Because we accept students each semester, both part-time or full-time, the retention rate is difficult to determine. For example, in the MSN Online program, from the Fall 2006 semester through Spring 2011, we enrolled 167 students. This number includes students accepted to both the MSN program and to the RN to MSN program. Of the 167 students, 50 graduated and 14 were dismissed related to academic performance. Additionally, 17 MSN students were listed as “inactive” as were 4 RN to MSN students. Historically, many students listed as “inactive” do return at some point to complete their degree requirements. Program withdrawal rates were calculated from the beginning of the MSN program in 2006-7 through 2010-11 and found that withdrawal rates decreased from 6% in 2006-7 to 0.9% in 2010-11.

Spent: \$0.00

Title: Diverse enrollment

Description: Maintain a diverse enrollment of students in both the RN to BSN online program and the MSN online program. Strategies: a. Collaborate with feeder colleges and regional health facilities to explore ways to increase the recruitment of minority associate degree nursing students for enrollment in the Online Nursing department RN to BSN program and MSN programs. b. Engage in recruitment activities at health institutions with substantial employment of minority groups.

Budget: 6500

University 1,2,3,4,5

Goals:

Accomplished: We participated in recruitment events at 15 different institutions in 3 states: AL, MS, TN. Locations included populations with significant percentages of diversity such as Memphis, TN (downtown, South Memphis, North Memphis and Germantown), Tupelo, MS, and Booneville, MS (NEMCC). Other locations included Florence, AL, Columbia, TN and Phil Campbell, AL (NWSCC).

Spent: \$0.00

Title: Accomodate increasing enrollments

Description: The addition of the RN to MSN online option and subsequent marketing has increased applications and enrollments, as expected. Additionally, there is a

possibility of the need to develop new courses if our relationship with JSU should change in the near future. Therefore, to maintain a high quality online program as enrollments increase, additional faculty positions (with online teaching experience) will be necessary. Strategies: Document need for a new faculty position Seek creative funding opportunities Mentor/train existing nursing faculty and/ who may be willing to teach overloads

Budget: 62000

University Goals: 1,2

Accomplished: The majority of Online faculty continue to have course overloads even though select Traditional Nursing faculty have been mentored and are teaching sections of online nursing courses. A new faculty position has been approved and is currently being advertised.

Spent: \$0.00

Student Learning Outcomes for Master of Science in Nursing

2011-2012

Outcome 1:	Nursing in Teaching-Learning Environments
Description:	At the end of the Nursing in Teaching-Learning Environments course of study, the graduate will be able to: 1. Assess the learning needs of students, health care clients, health care colleagues, and others in need of health education. 2. Design and implement teaching-learning experiences for individuals, families, groups, and communities based on assessed learning needs. 3. Design and implement teaching-learning experiences that are culturally relevant. 4. Distinguish between pedagogy and andragogy and the related teaching methodologies. 5. Evaluate the effectiveness of various teaching approaches. 6. Compare and contrast specific teaching-learning theories. 7. Incorporate teaching-learning theories into plans of instruction. 8. Serve as an advocate for improved education for students and clients. 9. Participate in interdisciplinary collaboration to meet the health care educational needs of individuals, families, groups, and communities. 10. Develop, participate in, or utilize nursing and related research to add to the bodies of knowledge of both nursing and education. 11. Incorporate technological advances into educational programs and curricula. 12. Participate in the development of curricula for undergraduate nurses. 13. Identify and analyze legal, cultural, and ethical issues that affect the health care environment.
Budget:	\$0
Core Competencies Supported:	1,2,3,4,5
Assessed How Often:	Per semester
Assessed this Year?	Yes
Responsibility:	Department Chair
Participation:	Program Directoru, faculty
Direct Assessments	

Indirect Assessments

Exit surveys, course/faculty evaluations

Currently in process

every 2-3 years

we do not have a formal tracking process, however we use Facebook, LinkedIn, and email in an effort to stay in contact with our graduates and learn of accomplishments.

graduation rates, course attrition, benchmarking

clinical observation, group projects, discussion groups

Results:

See attached.

Curriculum

Actions/Improvements:

Faculty members also develop goals each academic year and evaluate goal achievement at the end of the year. Included in the goals is a section related to teaching. Student evaluations and information feedback help faculty to comprise the content of these goals. In addition, anecdotal data from prospective or former students are considered in the evaluation process. One example of improvements that have been made as a result of student feedback was in NU 503 (Advanced Nursing Research). Students commented that there was not enough emphasis placed on the importance of the final glossary quiz, which is a significant part of the grade for that course. As a result, the faculty of NU 503 made syllabus changes to emphasize the quiz's importance and posted strategic announcements to highlight the significance. Additionally, students may now take the quiz multiple times within a 24-hour time frame to improve their grades and help them internalize the concepts. The quiz has a large test bank from which the students automatically receive random questions. This test bank exposes the students to a significant number of concepts, depending on how many times they take the test.

Other

Actions/Improvements:

Another example of improvements made in the courses resulted from students' positive comments about being able to choose assignment options for completing course objectives. Options on types of assignments and on due dates allowed students to choose assignments that interested them and choose due dates that fit into their schedules. Because of these comments, several courses have added more options for students.

Outcome 2:	Nursing Leadership in Organizational Environments
Description:	At the end of the Nursing Leadership in Organizational Environments course of study, the graduate will be able to: 1. Identify the knowledge base necessary for functioning as a nursing manager/executive in the health care environment. 2. Analyze the roles and characteristics of effective leaders, managers, and role models. 3. Discuss the role of the nurse in health care economics. 4. Apply economic principles to the health care environment. 5. Identify various political and legislative forces affecting health care. 6. Develop a health care budget based on sound economic principles. 7. Demonstrate effective leadership and managerial styles. 8. Develop and implement effective problem-solving methods based on theory and research in an evolving health care delivery system. 9. Create leadership/management strategies based on theory and research that are culturally appropriate. 10. Communicate effectively with a diverse audience. 11. Identify and analyze legal, cultural, and ethical issues that affect the health care environment.
Budget:	\$0
Core Competencies Supported:	1,2,3,4,5
Assessed How Often:	Per semester
Assessed this Year?	Yes
Responsibility:	Dept. Chair
Participation:	Program Director, faculty
Direct Assessments	

Indirect Assessments

in process, will be annual
every 2-3 years
social networking, direct contact
course attrition, graduation rates, benchmarking
clinical observation, group projects, discussion groups

Results:**Curriculum****Actions/Improvements:****Other****Actions/Improvements:**

The CONAH recently purchased Learning Outcomes Manager (LOM), and Enterprise Reporting (ER), programs developed and maintained by Pearson/eCollege. LOM is a tool in the eCollege course system that allows for the creation, tracking, hierarchical relational organization and assessment of outcomes in course. LOM is developed on the premise that the most consistent way to assess student learning outcome objectives, is to have a consistent, well written rubric specific to each outcome (as opposed to an assignment or grading rubric). It is comprised of three basic parts: a Repository of outcomes, in-course mapping, assessing and reporting tools, and the Outcome Reporting data package within Enterprise Reporting (ER). The LOM in-course mapping, assessing and reporting tools allow for:

- the appropriate learning statements to be connected into a course from the Repository,
- those statements to be associated with course content & assignments,
- provide a workflow for assessing the learning statements and
- provide graphic reporting on the students' and learning statements' performance within the course.

All OD faculty, along with the Online Nursing Technology Specialist, received hands-on training at the Pearson/eCollege headquarters in Denver, CO in the Spring of 2011. Additionally, faculty participated in several WebX live training sessions held as follow-ups to the hands on training sessions. Faculty must code and store learning outcome data for each course they develop/teach. The data retrieval process then generates various reports. To date, MSN faculty have completed the input of learning outcome statements for each graduate course and have developed rubrics for consistency in reporting outcomes. Unfortunately, due to unexpected programming issues in LOM, we have been somewhat limited in our data retrieval. According to information received at Pearson's recent CITE conference April 10-13, 2012, progress is being made and expectations are that they will soon attain full implementation and integration of LOM and ER. We fully expect that LOM and ER reporting will enable faculty to readily identify any gaps in course content and program curriculum. Additionally, faculty will be able to readily recognize deficits in the actual achievement of outcomes within each course. The final release and full implementation of LOM will enable us to identify and remedy potential areas of weakness and thus, develop and employ specific program improvements.

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Budget:	\$0
Core Competencies Supported:	1,2,3,4,5
Assessed How Often:	Per semester
Assessed this Year?	Yes
Responsibility:	Department Chair
Participation:	Program Directoru, faculty
Direct Assessments	

Indirect Assessments

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graduation rates, course attrition, benchmarking

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Actions/Improvements:

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Budget:	\$0
Core Competencies Supported:	1,2,3,4,5
Assessed How Often:	Per semester
Assessed this Year?	Yes
Responsibility:	Dept. Chair
Participation:	Program Director, faculty
Direct Assessments	

Indirect Assessments

in process, will be annual
every 2-3 years
social networking, direct contact
course attrition, graduation rates, benchmarking
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Results:**Curriculum****Actions/Improvements:****Other****Actions/Improvements:**

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Long-Term Goals for Nursing Traditional

2011-2012

Title: Additional Study Abroad Opportunities

Description: Explore the possibility of expanding opportunities for study abroad for nursing students. In particular, an opportunity to view health systems in another developed country.

Budget: 0

University Goals: 1,2,3

Accomplished: Although there are numerous opportunities for collaboration on study abroad courses with other departments (Business, English, History, Geography) the CONAH is limited in faculty who are able to participate as faculty in such an opportunity. We will continue to solicit participation of faculty, and to explore ways of participating through faculty study abroad sharing of opportunities, i.e., perhaps one faculty for two weeks and another for two weeks to complete a full month of study abroad.

Spent: \$0.00

Title: Additional Computer Lab

Description: To explore the possibility for funding of an additional 50 seat computer lab for nursing courses.

Budget: 200000

University Goals: 1,2

Accomplished: Budget and planning have occurred. We are currently waiting for work to begin for SH205 to convert to a 50 computer lab.

Spent: \$0.00

Title: Diverse and well qualified faculty

Description: Recruit and retain a diverse faculty who have terminal degrees with an appropriate mix of research (PhD)and practice (DNS/DNP)degrees.

Budget: 50000

University Goals: 1,3,4

Accomplished: Three new full-time faculty have been hired. One is African American, one is a male, and one is Caucasian and currently an employee of UNA in the Infirmary.

Spent: \$0.00

Title: Enrollment

Description: To explore the need for increased enrollment and the feasibility of this.

Budget: 0

University Goals: 3,5

Accomplished: This issue was explored and it was agreed that with current resources (classroom, clinical, and faculty) it was not feasible to increase enrollment.

Spent: \$0.00

Title: Simulation Program

Description: To employ research to demonstrate the value of simulation in terms of patient safety and student learning. To expand the use of human patient simulation lab to include healthcare facilities and professionals in the region.

Budget: 100000

University Goals: 1,2,4

Accomplished: A contract was signed between Regional Care (ECM) and CONAH (UNA) to assist with simulation training of selected clinical supervisors so that ECM can offer simulation experiences for employees. Several Levels have increased the number and complexity of simulations, i.e., Level II has conducted in-class simulations that involve all three courses in Level II. We also conducted an Open House/Fund Raising event in February this year upon completion of the new Simulation Lab.

Spent: \$0.00

Annual Goals for Nursing Traditional

2011-2012

Goal 1:	Orientation
Description:	Orientation of new faculty and clinical supervisors through planned workshop(s) and updated faculty and clinical supervisor handbooks.
Budget:	1000
University Goals Supported:	1,2,3
Strategic Goals Supported:	360
Responsibility:	Chair
Participation:	Faculty
Results:	Orientation of new faculty and clinical supervisors through planned workshop(s) and updated faculty and clinical supervisor handbooks. - A three hour workshop was conducted August 25th 2012 by Janelle Sorrell and Marilyn Lee. Eight clinical supervisors and nine TD faculty attended the session. Responses to the session were positive.
Actions/Improvements:	Evaluations of the session were favorable. A CD was created with the learning materials from the session and will be provided to all new clinical supervisors.

Goal 2:	Support outreach programs
Description:	Continue to provide support to the NWACC, the Cramer Center, Rape Response and area healthcare facilities (in particular with disaster drills) by supporting faculty and students who provide services to these institutions.
Budget:	100000
University Goals Supported:	1,5
Strategic Goals Supported:	360
Responsibility:	Chair

Participation: Faculty
Results: We continue to work with these agencies and provide student learning opportunities in these agencies.
Actions/Improvements: Continue the relationships we have created.

Goal 3: QSEN/QEP
Description: Utilize the QEP activities to ensure that students are developing and incorporating the QSEN competencies in their nursing practice.
Budget: 0
University Goals Supported: 1,4
Strategic Goals Supported: 362
Responsibility: Chair
Participation: Faculty
Results: Each Level has reviewed their courses to ensure that QSEN/QEP elements are being integrated into the courses at that Level.
Actions/Improvements: We continually assess student learning of QSEN through our HESI tests. When the QEP creates the evaluation matrix all courses that have QEP assessable items will use this to assess student capabilities.

Goal 4: Peer Review
Description: Implement the peer review of teaching system developed in 2010/2011 for the traditional department faculty.
Budget: 0
University Goals Supported: 1,2
Strategic Goals Supported: 360
Responsibility: Chair
Participation: Faculty
Results: Faculty (with exception of new faculty) participated in Peer Review

this past Academic Year. Evaluations of this activity were very positive.

Actions/Improvements: Faculty will discuss the issue of how often peer review should be done and will plan for review of new faculty in this future.

Goal 5: Faculty scholarship

Description: Continue to support faculty in completing terminal degrees. Plan a strategy to increase faculty research and scholarship for those faculty who are prepared at the terminal degree level. Measures would include: peer review journal publications, grant proposals completed; poster presentations; provision of clinical practice, and presentations at local, national, and international conferences.

Budget: 100000

University Goals Supported: 1,2,4

Strategic Goals Supported: 360,362

Responsibility: Chair

Participation: Dean

Results: Faculty are conducting research. Two faculty members completed research on simulation for their doctoral degrees. A study on the correlation between HESI admission scores and Level I success was conducted and is being published. Several grant proposals were completed (funding for accelerated students, funding for disadvantaged, students, workshop on health disparities, and AED. Other faculty continue to conduct their dissertation research.

Actions/Improvements: We will continue to provide opportunities for expansion of research that is currently being performed.

Goal 6: Integration of Simulation

Description: To integrate simulation into the traditional department BSN curriculum. Through the following activities: 1. Complete the simulation lab construction and procurement of equipment. 2. Introduce the simulation lab and simulation to the campus community through open house(s). 3. Introduce the simulation lab and simulation to the wider community through open house(s) and participation in local events such as the Gerontology conference at the Marriot in October and the spring Health Fair at the mall. 4.

Continue to integrate simulation experiences into the curriculum. 5. Work with other departments (Psychology, Social Work, Spanish) to make simulation an interdisciplinary experience.

Budget: 0

University Goals Supported: 1,2,3,5

Strategic Goals Supported: 359,362

Responsibility: Chair

Participation:

Results: Complete the simulation lab construction and procurement of equipment. - The simulation lab was constructed and completed in January 2012. Introduce the simulation lab and simulation to the campus community through open house(s). - An open house was held February 3rd Introduce the simulation lab and simulation to the wider community through open house(s) and participation in local events such as the Gerontology conference at the Marriot in October and the spring Health Fair at the mall. - As above, as well as taking the simulators on the road at conferences and events. Continue to integrate simulation experiences into the curriculum. - Level II has added several scenarios that combine course objectives from NU326R and NU304 and NU306. These have been conducted during classroom times. Level I has introduced a safety scenario for students early in the semester clinical labs. Work with other departments (Psychology, Social Work, Spanish) to make simulation an interdisciplinary experience. -This has not been done.

Actions/Improvements: Continue increasing integration.

Goal 7: Increase teaching capacity

Description: In order to teach the two required pre-nursing courses, NU200 and NU202 both online and face-to-face, past experience with NU200 strongly suggests that we will need to have four sections of these courses each semester (12 credit hours). In addition, there are approximately 400 pre-nursing students joining UNA each semester who will, by the time they are Sophomores, be attempting to take these courses. This would result in approximately 50 students per section (4 sections) of both NU200 and NU202.

Budget: 100

University Goals 1,2

Supported:

Strategic Goals 360,361

Supported:

Responsibility: Chair

Participation:

Results: We have developed faculty capacity to participate in online teaching with some faculty assisting with OD courses as well as TD courses online.

Actions/Improvements: Continue to develop faculty capacity to teach in online courses.

Annual Goals for Nursing Traditional

2011-2012

Goal 1:	Orientation
Description:	Orientation of new faculty and clinical supervisors through planned workshop(s) and updated faculty and clinical supervisor handbooks.
Budget:	1000.00
University Goals Supported:	1,2,3
Strategic Goals Supported:	360
Responsibility:	Chair
Participation:	Faculty
Results:	Orientation of new faculty and clinical supervisors through planned workshop(s) and updated faculty and clinical supervisor handbooks. - A three hour workshop was conducted August 25th 2012 by Janelle Sorrell and Marilyn Lee. Eight clinical supervisors and nine TD faculty attended the session. Responses to the session were positive.
Actions/Improvements:	Evaluations of the session were favorable. A CD was created with the learning materials from the session and will be provided to all new clinical supervisors.
Future Actions/Improvements:	

Goal 2:	Support outreach programs
Description:	Continue to provide support to the NWACC, the Cramer Center, Rape Response and area healthcare facilities (in particular with disaster drills) by supporting faculty and students who provide services to these institutions.
Budget:	100000.00
University Goals Supported:	1,5

Strategic Goals Supported: 360
Responsibility: Chair
Participation: Faculty
Results: We continue to work with these agencies and provide student learning opportunities in these agencies.
Actions/Improvements: Continue the relationships we have created.
Future Actions/Improvements:

Goal 3: QSEN/QEP
Description: Utilize the QEP activities to ensure that students are developing and incorporating the QSEN competencies in their nursing practice.
Budget: 0.00
University Goals Supported: 1,4
Strategic Goals Supported: 362
Responsibility: Chair
Participation: Faculty
Results: Each Level has reviewed their courses to ensure that QSEN/QEP elements are being integrated into the courses at that Level.
Actions/Improvements: We continually assess student learning of QSEN through our HESI tests. When the QEP creates the evaluation matrix all courses that have QEP assessable items will use this to assess student capabilities.
Future Actions/Improvements:

Goal 4: Peer Review
Description: Implement the peer review of teaching system developed in 2010/2011 for the traditional department faculty.
Budget: 0.00

University Goals Supported:	1,2
Strategic Goals Supported:	360
Responsibility:	Chair
Participation:	Faculty
Results:	Faculty (with exception of new faculty) participated in Peer Review this past Academic Year. Evaluations of this activity were very positive.
Actions/Improvements:	Faculty will discuss the issue of how often peer review should be done and will plan for review of new faculty in this future.
Future Actions/Improvements:	

Goal 5:	Faculty scholarship
Description:	Continue to support faculty in completing terminal degrees. Plan a strategy to increase faculty research and scholarship for those faculty who are prepared at the terminal degree level. Measures would include: peer review journal publications, grant proposals completed; poster presentations; provision of clinical practice, and presentations at local, national, and international conferences.
Budget:	100000.00
University Goals Supported:	1,2,4
Strategic Goals Supported:	360,362
Responsibility:	Chair
Participation:	Dean
Results:	Faculty are conducting research. Two faculty members completed research on simulation for their doctoral degrees. A study on the correlation between HESI admission scores and Level I success was conducted and is being published. Several grant proposals were completed (funding for accelerated students, funding for disadvantaged, students, workshop on health disparities, and AED. Other faculty continue to conduct their dissertation research.
Actions/Improvements:	We will continue to provide opportunities for expansion of research

that is currently being performed.

**Future
Actions/Improvements:**

Goal 6:	Integration of Simulation
Description:	To integrate simulation into the traditional department BSN curriculum. Through the following activities: 1. Complete the simulation lab construction and procurement of equipment. 2. Introduce the simulation lab and simulation to the campus community through open house(s). 3. Introduce the simulation lab and simulation to the wider community through open house(s) and participation in local events such as the Gerontology conference at the Marriot in October and the spring Health Fair at the mall. 4. Continue to integrate simulation experiences into the curriculum. 5. Work with other departments (Psychology, Social Work, Spanish) to make simulation an interdisciplinary experience.
Budget:	0.00
University Goals Supported:	1,2,3,5
Strategic Goals Supported:	359,362
Responsibility:	Chair
Participation:	
Results:	Complete the simulation lab construction and procurement of equipment. - The simulation lab was constructed and completed in January 2012. Introduce the simulation lab and simulation to the campus community through open house(s). - An open house was held February 3rd Introduce the simulation lab and simulation to the wider community through open house(s) and participation in local events such as the Gerontology conference at the Marriot in October and the spring Health Fair at the mall. - As above, as well as taking the simulators on the road at conferences and events. Continue to integrate simulation experiences into the curriculum. - Level II has added several scenarios that combine course objectives from NU326R and NU304 and NU306. These have been conducted during classroom times. Level I has introduced a safety scenario for students early in the semester clinical labs. Work with other departments (Psychology, Social Work, Spanish) to make simulation an interdisciplinary experience. -This has not been done.

Actions/Improvements: Continue increasing integration.

**Future
Actions/Improvements:**

Goal 7: Increase teaching capacity

Description: In order to teach the two required pre-nursing courses, NU200 and NU202 both online and face-to-face, past experience with NU200 strongly suggests that we will need to have four sections of these courses each semester (12 credit hours). In addition, there are approximately 400 pre-nursing students joining UNA each semester who will, by the time they are Sophomores, be attempting to take these courses. This would result in approximately 50 students per section (4 sections) of both NU200 and NU202.

Budget: 100.00

**University Goals
Supported:** 1,2

**Strategic Goals
Supported:** 360,361

Responsibility: Chair

Participation:

Results: We have developed faculty capacity to participate in online teaching with some faculty assisting with OD courses as well as TD courses online.

Actions/Improvements: Continue to develop faculty capacity to teach in online courses.

**Future
Actions/Improvements:**

Long-Term Goals for Nursing Traditional

2011-2012

Title: Additional Study Abroad Opportunities

Description: Explore the possibility of expanding opportunities for study abroad for nursing students. In particular, an opportunity to view health systems in another developed country.

Budget: 0

University Goals: 1,2,3

Accomplished: Although there are numerous opportunities for collaboration on study abroad courses with other departments (Business, English, History, Geography) the CONAH is limited in faculty who are able to participate as faculty in such an opportunity. We will continue to solicit participation of faculty, and to explore ways of participating through faculty study abroad sharing of opportunities, i.e., perhaps one faculty for two weeks and another for two weeks to complete a full month of study abroad.

Spent: \$0.00

Title: Additional Computer Lab

Description: To explore the possibility for funding of an additional 50 seat computer lab for nursing courses.

Budget: 200000

University Goals: 1,2

Accomplished: Budget and planning have occurred. We are currently waiting for work to begin for SH205 to convert to a 50 computer lab.

Spent: \$0.00

Title: Diverse and well qualified faculty

Description: Recruit and retain a diverse faculty who have terminal degrees with an appropriate mix of research (PhD) and practice (DNS/DNP) degrees.

Budget: 50000

University Goals: 1,3,4

Accomplished: Three new full-time faculty have been hired. One is African American, one is a male, and one is Caucasian and currently an employee of UNA in the Infirmary.

Spent: \$0.00

Title: Enrollment

Description: To explore the need for increased enrollment and the feasibility of this.

Budget: 0

University Goals: 3,5

Accomplished: This issue was explored and it was agreed that with current resources (classroom, clinical, and faculty) it was not feasible to increase enrollment.

Spent: \$0.00

Title: Simulation Program

Description: To employ research to demonstrate the value of simulation in terms of patient safety and student learning. To expand the use of human patient simulation lab to include healthcare facilities and professionals in the region.

Budget: 100000

University Goals: 1,2,4

Accomplished: A contract was signed between Regional Care (ECM) and CONAH (UNA) to assist with simulation training of selected clinical supervisors so that ECM can offer simulation experiences for employees. Several Levels have increased the number and complexity of simulations, i.e., Level II has conducted in-class simulations that involve all three courses in Level II. We also conducted an Open House/Fund Raising event in February this year upon completion of the new Simulation Lab.

Spent: \$0.00

Student Learning Outcomes for Nursing Traditional

2011-2012

Outcome 1:	Function as beginning nurses
Description:	Function as beginning practitioners in professional nursing.
Budget:	\$0
Core Competencies Supported:	1,2,3,4,5
Assessed How Often:	Per semester
Assessed this Year?	Yes
Responsibility:	Dean
Participation:	Chair
Direct Assessments	
	HESI
	NCLEX
	NCLEX
	Unit and Final Exams
Indirect Assessments	
	semester
	annually
	annually
	Part of alumni survey
	Dean's office maintains this
	Faculty perform annually
Results:	A majority (77%) of graduates who responded to the survey (n = 31) indicated they were able to function as a beginning practitioner

in professional nursing to much or great extent. This question was not answered by any of the employer respondents (n = 8), however, 75% of respondents indicated that graduate clinical skills were above average or outstanding. Only one student did not pass the final HESI comprehensive examination out of 48 exam takers. NCLEX results were well above the state and national average at 94%.

**Curriculum
Actions/Improvements:**

None

**Other
Actions/Improvements:**

Changes in remediation and examination in courses from Level I to IV have improved the final Level IV results on the HESI exam.

Outcome 2:

Graduate Study

Description:

Possess a foundation for graduate study.

Budget:

\$0

**Core Competencies
Supported:**

1,2,3,4,5

Assessed How Often:

Every year

Assessed this Year?

Yes

Responsibility:

Dean

Participation:

Chair

Direct Assessments

Indirect Assessments

Annual survey

Annual survey

Results:

A majority (94%) of respondents (n = 31) to the annual graduate survey reported possessing a foundation for graduate studies to much or great extent. Nearly 35% reported being in full or part time graduate studies.

Curriculum Actions/Improvements:	Have strengthened the 3 credit Nursing Research Course and added QEP writing assignments to NU200 and NU302.
Other Actions/Improvements:	Working with the QEP team to be sure to develop our QEP assignments in a manner that will improve student performance and ability to be successful in graduate studies.

Outcome 3:	Synthesize Knowledge
Description:	Synthesize knowledge from a broad educational foundation upon which professional nursing practice is based.
Budget:	\$0
Core Competencies Supported:	1,2,3,4,5
Assessed How Often:	Per semester
Assessed this Year?	Yes
Responsibility:	Dean
Participation:	Chair
Direct Assessments	
	Final examination
	HESI
	NCLEX

Indirect Assessments

Annual survey
Annual survey

Results:	Most (97%) of respondents indicated that they were able to synthesize knowledge to much or great extent. All employers who responded (n = 8) indicated that graduates were above average or outstanding in their ability to perform the nursing process, which requires synthesis of knowledge.
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Curriculum	None
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Actions/Improvements:

**Other
Actions/Improvements:** None

Outcome 4: Communication

Description: Communicate and collaborate with members of the health team and other interested groups in identifying and meeting health needs of individuals, families and communities nationally and internationally.

Budget: \$0

**Core Competencies
Supported:** 1

Assessed How Often: Per semester

Assessed this Year? Yes

Responsibility: Dean

Participation: Chair

Direct Assessments

Final examination

HESI

Indirect Assessments

Annual survey

Annual survey

Annual survey

Course assignments

Results: Most graduates (97%) that responded to the survey (n = 31) indicated that they were able to collaborate and communicate effectively to much or great extent. All of the employers who responded (n = 8) indicated that graduates were above average or outstanding in their communication skills.

Curriculum Actions/Improvements: We introduced QSEN criteria in our student outcome statements for all courses, and this included communication and collaboration.

Other Actions/Improvements: Clinical and classroom paperwork and activities included communication projects.

Outcome 5: Personal Growth

Description: Demonstrate an understanding of the need for continuous personal and professional growth.

Budget: \$0

Core Competencies Supported: 2,3,4,5

Assessed How Often: Per semester

Assessed this Year? Yes

Responsibility: Dean

Participation: Chair

Direct Assessments

clinical evidences

Clinical skills

Indirect Assessments

Annual survey

Results: All of the graduates who responded (n = 31) indicated that they understood the need for continuous growth and development. Since all RNs in Alabama are required to accumulate a minimum of 24 hours of continuing education in order to continue to be licensed by the state, these findings seem likely to be accurate.

Curriculum Actions/Improvements: None

Other Actions/Improvements: None

Outcome 6:	Basic Knowledge of Research
Description:	Possess basic knowledge about research and its application to practice
Budget:	\$0
Core Competencies Supported:	1,2,3,4,5
Assessed How Often:	Per semester
Assessed this Year?	Yes
Responsibility:	Dean
Participation:	Chair
Direct Assessments	
	Papers and presentation
Indirect Assessments	
	Annual survey
Results:	A majority (90%) of graduates that responded (n = 31) indicated they possess basic knowledge about research and its application to practice to much or great extent.
Curriculum Actions/Improvements:	A change in the focus of the Nursing Research course was made with a focus on performing a systematic review and recognizing the importance of this research to quality, safe practice.
Other Actions/Improvements:	Students now perform a systematic review of research into a nursing action or issue that is relevant to nursing practice.

Outcome 7:	Interpersonal and Technology
Description:	Develop interpersonal and technological skills necessary to assume leadership roles within the BSN scope of practice.
Budget:	\$0

Core Competencies Supported: 1,2,3,4

Assessed How Often: Per semester

Assessed this Year? Yes

Responsibility: Dean

Participation: Chair

Direct Assessments

Final examination

simulation & clinical

Indirect Assessments

Annual survey

Annual survey

Results:

Most (94%) of graduate respondents indicated that they had developed interpersonal and technological skills necessary to assume leadership roles within the BSN scope of practice to much or great extent. A majority (75%) of employer respondents (n = 8) indicated that students were above average or outstanding in their preparation for leadership/management.

Curriculum

Actions/Improvements:

None

Other

Actions/Improvements:

In class and lab simulation that required students to set priorities and make decisions based on data.