University of North Alabama
Five Year (2003-2008) Academic Department Review

College of Nursing and Allied Health
Traditional Nursing Program

Submitted June, 2009

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2. Five Year Departmental Enrollment and Faculty Data-

➢ Review Five-Year report for trends, patterns, and/or significant changes.

There have been many changes in the College of Nursing during the last 5 years; in the 2006-2007 academic year the College was restructured into two departments, the Online Department and the Traditional Nursing Department. This change resulted in: (a) the departments each selecting chairs, (b) having certain faculty assigned to either the traditional or online department with some faculty teaching in both, (c) functioning with separate departmental committees, and (d) a division in funds between the Departments.

The CONAH was awarded a charter (Spring, 2008) for a chapter of the international nursing honor society, Sigma Theta Tau, to be established at the University.

At present, seven faculty in the Traditional Nursing Program are enrolled and actively engaged in doctoral studies. They assume full teaching loads but are assigned to less committee work when possible. Faculty not enrolled in graduate programs are at present assigned additional committee responsibilities.

Data provided by the Office of Institutional Research, Planning, and Assessment (Table I) demonstrates that over the last five years the Traditional Department has increased in numbers of declared majors, the number of degrees conferred, average class size, credit hour production, departmental expenditures, and cost per credit hour.

Data provided from the Office of Institutional Research, Planning, and Assessment is as follows:

Table 1 Department Data from Office of Research, Planning, and Assessment

a. Number of Unduplicated Majors (Summer, Fall, and Spring Semesters Combined).					
Bachelor Status	**2003-04**	**2004-05**	**2005-06**	**2006-07**	**2007-08**	**Average**
Full-time	340	416	430	467	490	428.60
Part-Time	196	150	188	202	208	188.80
Total	536	566	618	669	698	617.40
FTE Students	405.33	466.00	492.67	534.33	559.33	491.53

b. Number of Degrees Conferred.					
Bachelor	**2003-04**	**2004-05**	**2005-06**	**2006-07**	**2007-08**	**Average**
Degrees Awarded	69	55	82	88	84	75.60

c. Majors/Degrees Conferred Ratio					
Bachelor	**2003-04**	**2004-05**	**2005-06**	**2006-07**	**2007-08**	**Average**
Ratio	7.77	10.29	7.54	7.60	8.31	8.30

d. Student Credit Hours (Summer, Fall, and Spring Semesters Combined)					
Level	**2003-04**	**2004-05**	**2005-06**	**2006-07**	**2007-08**	**Average**
Undergrad	4,602	5,196	5,501	5,861	6,213	5,474.60
Graduate						
Total	4,602	5,196	5,501	5,861	6,213	5,474.60

e. Average Class Size					
Division	**2003-04**	**2004-05**	**2005-06**	**2006-07**	**2007-08**	**Average**
Undergrad	33.7	34.2	36.5	37.7	35.1	35.44
Graduate						

E-Nursing included in 2005-06

f. Number of faculty (Fall Semester)					
Faculty	**2003-04**	**2004-05**	**2004-06**	**2006-07**	**2007-08**	**Average**
Full-Time	15	15	21	18	17	17.20
Part-Time	12	14	14	15	18	14.60
Total	27	29	35	33	35	31.80
FTE Faculty	19.00	19.67	25.67	23.00	23.00	22.07

g. FTE Student/FTE Faculty Ratio (as per U.S. news definition)					
Average	**2003-04**	**2004-05**	**2005-06**	**2006-07**	**2007-08**	**Average**
Ratio	21.33	23.69	19.19	23.23	24.32	22.35

h. Credit Hours/FTE Faculty					
	2003-04	**2004-05**	**2005-06**	**2006-07**	**2007-08**	**Average**
CH/Faculty	242.21	264.20	214.32	254.83	270.13	249.14

i. Department Expenditures (including Actual Personnel and Non-Personnel)					
	2003-04	**2004-05**	**2005-06**	**2006-07**	**2007-08**	**Average**
Budget	$1,041,238	$1,224,580	$1,390,816	1,484,050	$1,921,019	1,412,340.60

j. Cost Per Credit Hour (Total Department Expenditures/Total Credit Hours)-					
	2003-04	**2004-05**	**2005-06**	**2006-07**	**2007-08**	**Average**
Cost	$226.26	$235.68	$252.83	$ 253.21	$309.19	$255.43

Average class size increased steadily from AY2003-04 when the average class size was 33.7 to 2007-08 when the average class size was 35.1. These class size averages include both elective and required nursing courses and therefore do not adequately reflect the workload of the faculty teaching the required courses in the College of Nursing. An example of this is in the class size of Level I nursing courses where the class size over the last 5 years is reflected in the following numbers taken from enrollment in NU 302 (Community Health Nursing) Spring, 2003 (27), Fall, 2003 (46), Spring, 2004 (45), Fall, 2004 (51), Spring, 2005 (47), Fall, 2005 (50), Spring 2006 (47), Fall, 2006 (42), Spring, 2007 (51) Fall, 2007 (45, Spring, 2008 (48), Fall, 2008 (43). Most students who take NU 302 in Level I are also enrolled in both NU 301 and NU 305. Most faculty had three hours of class per week along with two 6-hour clinical days per week teaching students in the healthcare setting and some faculty carried additional elective courses.

Faculty student ratios have increased along with class size except for AY 2005/6. Faculty student ratios have ranged from a low in 2005-6 of 19 to a high in 2007/8 of 24. This averages 22 students per faculty member over the five year period. It should be noted that during 2005-6 there were 21 full-time faculty in the College of Nursing whereas in 2007-8 there were 17 (Traditional Department). The 2005-06 number of faculty reflected the total number of faculty in the College of Nursing for both online and traditional nursing courses. Several faculty who were full-time in the Traditional Program have moved to the online program and one faculty member has retired. Two faculty who are counted as full-time faculty in the Traditional Program also tech in the Flex-Track Program.

3. Assess the department as it related to students

➢ **Enrollment-   (See CONAH ANNUAL REPORT P.33 2003-4)**

The number of students indicating the traditional nursing degree as their major has risen progressively with 340 in Academic Year (AY) 2003/04, 416 in 2004/05, 430 in 2005/06, 467 in 2006/07 and 490 in 2007/08. These numbers represent an average yearly increase of 40 students declaring nursing as their major. The greatest increase was in AY 2004/05 when 76 new applicants declared nursing as their major. The smallest increase was in AY 2005/06. The average number of students indicating their choice for major as nursing over this five year period was 429.

Although the number of declared traditional nursing majors within the University has increased by 150 students when comparing 2003-04 data with 2007-08 data, the number of actual admissions into the upper division Traditional Nursing Program has not risen proportionally. Data from the College of Nursing indicate that there were 154 traditional students in the upper division of the College of Nursing in Spring 2004,179 in spring 2007, and 181 in spring 2008. Actual applicants for upper division nursing increased from 70 in spring, 2006 to 97 in fall, 2008. There are many reasons that enrollments into upper division nursing have not increased significantly. These include: (a) lack of physical space, and (b) lack of clinical sites for students and (c) lack of qualified faculty to teach larger numbers of students. Additionally, faculty are advising many pre-nursing students at the Freshman and Sophomore levels who never apply to the upper division program. Table 2 compares the number of applicants to the number accepted for the years 2006-08.

Table 2 Admissions History Traditional Nursing Program in Nursing is as follows:

Year and Semester	Applicants	Accepted*	Alternate List	Denied
Fall, 2008	97	43	11	43
Spring, 2008	90	43	11	37
Fall, 2007	89	46	14	29
Spring, 2007	73	45	10	18
Fall, 2006	67	44	11	12
Spring, 2006	70	44	10	16

* Actual class size often larger than accepted number due to students repeating classes or returning to the program after dismissal or leave of absence.

➢ **Degree Productivity**

The number of degrees in nursing conferred has, in all but one AY (2004/2005), increased over the last five year period with an average of 76 degrees per AY conferred. The range of degrees conferred is 55 (2004/2005) to 88 (2006/07). When the number of degrees conferred in nursing at UNA is analyzed in comparison to the number of degrees conferred by the total University,

nursing had a ratio of 7.54 in AY 2005/06 and a ratio of 10.29 in AY 2004/5 with an average of 8.30 over the last 5 academic years.

➢ **Student Services**

The College has provided a number of student services in addition to the student services offered by the University. Examples of these services include faculty involvement in: (a) tutoring in the Academic Resource Center; (b) a strong individual advisement program for all students who have declared nursing as their major; (c) summer SOAR advisement, (d) advising for the Student Nursing Association, (e) remediation programming for at-risk nursing students; and (f) Sigma Theta Tau, the International Honor Society for Nursing. Part of the faculty work with Sigma Theta Tau has involved selecting and inducting worthy students into this Honor Society.

Faculty have also participated in mentoring sessions for students in the OPEN Program. One faculty member is the Director of the Presidential Academy Program where she has worked with underrepresented minority students to boost the success of selected students. Faculty have assisted students in service projects at each level of nursing. Lastly, faculty have implemented a one-on-one mentoring program for students re-admitted after either failing out or dropping out of the program.

➢ **Outcome Information including student performance on licensure/certification exams, job placement of graduates, student, alumni and employer surveys**

- Students performance on licensure/certification

    Students in the College of Nursing Traditional Program perform exceptionally well on the licensure exam for nursing. NCLEX-RN scores have risen from a low of 79% in December of 2003 to consistently being in the 90's to 100% range. The department believes that the consistent improvement in scores relates to several factors including: (a) the required GPA of at lest 2.5 for admission into the program, (b) requirement of at least a 73 to pass each nursing course, (c) emphasis placed on HESI course achievement exam results while in the program (d) the implementation of an exit exam into NU 414-Senior Internship and Review course and (e) continual program review and implementation of needed program changes. A history of graduates NCLEX scores are provided in Table 3.

Table 3 History of NCLEX Scores

Dates of Graduation	Number of Graduates	Percent Passing
Fall, 2008	35	100%
Spring, 2008	39	100%
Fall, 2007	35	95%
Spring, 2007	41	92.7%
Fall, 2006	46	100%

Spring, 2006	32	90.63%
Fall, 2005	38	97%
Spring, 2005	29	93%
Fall, 2004	26	96%
Spring, 2004	35	86%
Fall, 2003	33	79%
Spring, 2003	32	91%

- Certifications.
  Graduates report they are becoming certified in various specialty areas after graduation. Examples of these are provided in Table 4

Table 4. Reported Certifications of Graduates.

YEAR OF GRADUATION	TYPE OF CERTIFICATIONS REPORTED RECEIVED BY GRADUATES
2007-2008	Chemotherapy, ACLS, PALS, BLS
2006-2007	PALS, ENPC, ACLS, TNCC,
2005-2006	Chemotherapy, TB, ACLS, CNOR
2004-2005	BLS,ACLS ,PALS, MRP
2003-2004	ACLS , PALS, Chemotherapy

Job Placements- Table 5 identifies licensure and employment rates as well as places of employment, job titles, and salaries. Data over the last five years indicated that the overwhelming majority of graduates are employed full-time in nursing, had no difficulty finding a job, worked in hospitals, practiced primarily in a medical-surgical area or an area where medical-surgical skills were utilized, worked as staff nurses, had no difficulty finding jobs in a preferred location, had no difficulty finding a job they wanted, and experienced no race/gender discrimination. Persons who identified themselves as unemployed primarily selected the choice of "other" as to the reason.

Table 5 Licensure and Employment Rates, Places of Employment, Titles and Salaries.

Years	Fully Licensed	Employed	Employed		Place of Employment	Types of Units	Job Titles	Salaries
			FT	PT				
2003-04 (N= 6)	100%	100% in nursing	100%		4= Hospital 1= Public Health 1= Rehabilitation	2= Critical Care 1= Family Planning/Immun. 1= Pediatrics 1- Oncology 1- Acute Care Rehab	4- Staff Nurse 1- Public Health Nurse II 1- Liaison Management Team	$30,000-$39,999 (3) $40,000- $49,999 (3)
2004-05 (N=17)	100%	100% in nursing	100%		15= Hospital 1= Hospice 1= Nursing Home	3= Medical Unit 8= Critical Care 6= Other	16= Staff Nurse 1= Charge Nurse 1= Case Manager	$30,000-39,999 (11) $40,000-$49,999 (4) $50,000 (1) No Response (1)
2005-06 (N= 18)	100%	100%	94.4%		1=Physician off 15=Hospital 1=Public Health 1=Home Health	2=Medical 2=Critical Care 2=ER 1=Neonatal 1=Oncology 3=Pediatrics 3=Medical Surgical 4=Other	16=Staff Nurse 2=Other	$20,000-$29,999 (4) $30,000-$39,999 (10) $40,000-$49,999 (2) $50,000-$59,999 (1) Above $60,000 (1)
2006-07 (N= 20)	100%	100% in nursing	95%	1	19= Hospital 1= Nursing Home	3= Medical and/or Medical surgical 2= Psychiatric 6= Critical Care 2= Management 5= Emergency 2= Geriatrics	15= Staff Nurse 3= Charge Nurse 2= Other	$20,000-29,999 (1) $30,000-39,999 (10) $40,000-49,999 (7) $59,000-59,999 (2)
2007-08 (N= 11)	100%	82% in nursing	89%	11% 1(other)	8= Hospital 1= Public Health	1= Critical care 1= OR 1= ER 1= Home Health 5= Medical-surgical 1= Nursing Education 1= Oncology	8= staff 3= Charge 1 also a student in advanced nursing	$20,000-29,999 (1) $30,000-39,999 (2) $40,000-59,000 (7) $60,000-69,999 (1)

- **Student, Alumni and Employer Survey Results-**

Students were provided the opportunity to evaluate the faculty and the course at the end of each semester. Instructors have taken feedback on the courses seriously and have assessed to determine the best course of action to take when dissatisfaction was noted. Traditionally, students have some disagreements over the weighting of certain assignments. Examples of problems identified include: (a) percentage to assign to term papers (NU 200), (b) cultural projects (NU 302), and (c) homework assignments (NU 301). Instructors have considered students comments and have made adjustments when needed. Faculty in the College of Nursing, however have always assigned heavier weights to exams than to other types of assignments due to the necessity of assessing the students learning of certain identified concepts in each course.

On occasion, students were surveyed to obtain their opinions about particular topics. One example of this was when students were surveyed the Spring, 2008 in response to employers and graduates indicating that students need to gain more clinical skills while in the program. The purpose of the survey was to determine if the students had any interest in the Traditional Program offering a summer elective course in intensive care nursing as a way to gain clinical skills (see Traditional Program Annual Report, 2007-8. pp. 20-30). While there was moderate interest expressed in a critical care course, the department has not pursued this endeavor after enrollment in the courses already offered during the summer was lower in the summer of 2008 (probably due to economics). Such a course will be reconsidered when economic times improve.

Both students and faculty completed surveys designed to determine their perception of how the Traditional Nursing Program is meeting the University Core Competencies. Results indicated that the core competencies are taught in the nursing curriculum in all core competency areas including (a) effective communication, (b) critical thinking, (c) existing and new technologies, (d) analysis and reasoning, and (e) seeking out and acquiring knowledge. Evidence of the positive results can be found in the CONAH Annual Reports of 2003-4 (pp. 13-18), 2004-5 (pp.45-47),2005-6 (pp. 42-46), 2006-7 (pp. 42-46) and 2007-8 (pp. 62-65).

During the 2007-8 academic year, research began regarding the benefits of and student's responses to use of the Program for Nursing Curriculum Integration (PNCI) scenarios in the classroom. Students will continue to be asked to complete questionnaires related to experiences with the scenarios including student satisfaction and level of understanding of identified concepts after each simulation lab experience. Faculty who are involved in the teaching of these simulation experiences also evaluate the simulation experiences each semester.

- **Alumni Surveys-**

Alumni are surveyed each spring. Graduates are surveyed at 1, 2 and 5 years after having graduated from the program. It is expected that at least 85% of graduates will respond positively to questions asked on the surveys. Overwhelmingly graduates have rated the Fundamentals of Nursing Course (NU 301) and the Adult Health Nursing courses (NU 304 and NU 407) as being very important to their learning. These course are rated more highly due to the students learning

skills and "what and how to do" the skill related tasks of nursing. NU 308 (Pharmacology) and NU 305 (Health Assessment) were also highly valued by the graduates. Courses where less physical skills were taught like NU 306 (Mental Health Nursing), NU 410 (Pediatric Nursing), NU 406W (Research in Nursing) and NU 409 (Maternity) were rated as less important to their learning.

The overwhelming majority of graduates were employed either before or within 2 weeks post graduation. Respondents had no difficulty acquiring jobs in their desired locations or finding jobs with satisfactory pay.

Response rates for Alumni Surveys have not been optimal. Online surveys have not yielded as high of response rates as what was obtained when survey forms were mailed. Although the faculty attempted to obtain e-mail addresses in many ways (seeking help of the UNA Foundation, obtaining them from the hospitals, making phone calls, etc.) the number of returns was not good during the years under review. However, overall, graduates indicated that they are satisfied with the education they received in the Traditional Nursing Department. Further data related to graduate survey results can be found in Appendix A Table 1

- **Employers are surveyed on a yearly basis**-

 When asked how the UNA Traditional Nursing Program could be improved in a 2005-2006 survey, nurse managers responded by saying "simply giving the students the widest range of experiences in all settings" and "more clinical experiences". In addition, the following statements affirming the success of students transitioning into the nurse work force included "you have a good program -- I can't think of any needed improvements at this time" and also "no suggestions, I think it is great!" When asked which clinical skills that new graduates need to possess, the nurse managers responses included basic assessment skills, critical thinking skills, communication skills, customer service skills, and more specifically, Foley catheter and nasogastric tube placement, central line care and discontinuation along with basic skin care.

When employers were surveyed in 2006-2007, they were asked to identify skills that graduates needed to possess. Eleven employers responded and identified skills that graduates needed. Seven of these responders rated new graduates as competent in these skills to "much extent". Four (36%) of the responders rated the new graduates as competent in these skills to "little extent". Only 3 employers responded to the survey about UNA nursing graduates from 2007-8. At that time the employers rated graduates as to (a) judgment based on knowledge (M 2.33/4:0), (b) clinical skills (M 2.0/4.0), (c) use of nursing process (2.66/4.0), (d) professional attitude (3.0/4.0), (e) leadership potential (3.0/4.0) (e) participate in identifying and changing health care outcomes and systems (2.66/4.0), and (f) ability to intervene using nursing interventions on the patient's behalf (2.90/4.0). When asked how the UNA nursing program could be improved, the following responses were given: "keep it up", "see above" and " provide opportunity for senior students to have their clinical internship experiences on medical surgical units". Employers desired more critical thinking and decision making abilities from graduates along with prioritization and time management.

Employers who responded to the 2006-7 (N=17) survey rated graduates less highly than the graduates rated themselves. In the area of synthesizing in integrating knowledge employers mean score was 2.7/4. On assessing the health status and potential of individuals and groups the mean was 3.0/4.0. In the area of planning, implementing evaluating and revising nursing interventions employers rated   graduates at 3.13/4.0. Employers rated graduates abilities to evaluate evidence- based research for the applicability of nursing actions ass 2.71/4.0. Examples of employer survey results can be found in Appendix A, Tables 2, 3 and 4.

4. Assess the department as it relates to faculty-

➢ **Teaching, research, service, productivity and activities designed to enhance teaching and the Curriculum-**

Credit hour production (Table 1) increased over the five year period from 4,602 to 6,213, representing an overall increase of 1,611 credit hours. An overall average of 5,475 credit hours was taught over the five year period. Credit hours per faculty members also increased during the last 5 years. The lowest ratio of credit hour production of faculty members was 214 credits in 2005/6 and a high in 2007/8 was 270 credit hours. The average number of credit hours/faculty member was 249 over the five year period. One reason for increased credit hour production was the implementation of the new required course Nursing 200 in January of 2007. This course was designed for all pre-nursing majors during the sophomore year. A further reason for the increase in credit hour production was due to the awarding of 6 hours of credit for teaching a 6 hour clinical when the clinical was in an acute care setting and/or then the instructor assumed extra duties of coordinating a course where there were several adjunct faculty teaching sections of clinicals within the course. (See Table 6 for further data on Faculty Productivity).

Table 6 Faculty Achievements Teaching, Research, Service Contributions (including school services) 2002-2008

Assessment of Areas	2003-2004	2004-2005	2005-2006	2006-2007	2007-8
Teaching	Faculty incorporated new NCLEX test questions to reflect the new Test Plan implemented by National Council of State Boards of Nursing. New 50 seat computer lab open and equipped for classroom and online instruction. Changes made in course content to ensure that CCNE Standards, Essentials and Core Competencies were addressed.	Strategies to increase critical thinking in nursing implemented to include utilization of Case studies and HESI case studies in all classes and clinicals. NU 202 Computations for Health Professionals changed to a 3 hour course. NU 414 adopted a new edition of current text to include online computerized testing to increase successful passage of comprehensive exam. Many course syllabi uploaded on E-college/E-Companion. Outpatient child-adolescent and gero-psychiatric clinical rotations were added Supplemental software purchases included: ACCUT NET computer Program, DxR Nursing Software, HESI Case Studies, "Articulate" software for on-line instruction purchased. Three faculty attended Center for Internet Technology in	Faculty incorporated various computer programs to enhance student learning activities including the understanding of dosage calculation. Implementation of Research projects into the Nursing Research Course provided an improvement in relationship and support from local hospital managers and directors to identify health care issues. Faculty developed and implemented tracking forms for students to maintain HESI scores and initiated remediation plans for level II and Level III students. Added required course NU 200- *Introduction to Professional Nursing* to curriculum.	Three new fulltime faculty were hired. Traditional faculty approved plans to offer nursing students opportunities for service learning. A visiting professor from Tunisia spoke on the topic" The Culture of Islam: The Impact of Islamic Belief Systems on Health Care". The Chair attended the Drexel Nursing Education Workshop in Providence, RI and an American Council of Education Workshop in Washington, DC on Leadership. METI Emergency Care Simulator purchased and faculty trained to use for teaching. College of Nursing restructured into two departments.-Traditional and Online. .	Faculty attended a two- day seminar for additional training on METI simulator. Two faculty attended Southeastern regional conference on METI training in Augusta, Georgia and the annual METI conference in Tampa, Florida. Simulator was used the first time to teach physical assessment. Incorporated movie "Sicko" into teaching about the health care system. UNA CONAH received official charter as a Sigma Theta Tau International Chapter. CONAH ranked at the top of Alabama schools in NCLEX scores with 97.7% of graduates passing the exam. Students and faculty visited two homeless facilities in Birmingham, and toured Bryce Hospital,

		Education Conference in Denver, Colorado. Purchased Par-Scoring software for improvement in accuracy of exam results.			Partlow Developmental Center in Tuscaloosa, UAB Medical Center and Children's Hospital in Birmingham .
Research	Five faculty continue active progression in doctoral study. Establishment of Harry J. Edwards/Jessie Barnes Edwards Professorships and Endowed Scholarship for Nursing. Eleven faculty worked on research project for development of online courses. Researched and reviewed overall curriculum to develop first draft of Commission on Collegiate Nursing Education (CCNE) Report.	Completed a survey of admission criteria and based new UNA CONAH GPA on research obtained. Completed Presidential Mentor's Academy Research. Attended Professional Nursing Educators Group Conference in Atlanta entitled: Competence and Innovation: Intersections in Professional Nursing Education". Five faculty continued pursuit of doctoral degrees with one faculty completing doctorate in August, 2004. Attended American Association of Colleges of Nursing Annual Master's Conference. Dr. Leonard authored the CON Master's Degree Program proposal and served as a reviewer for the	Two faculty completed PhD degrees in Philosophy of Health Care Administration for Capella University. Two faculty completed all required course work for PhD's from University of Wisconsin-Milwaukee. Two faculty worked on writing research articles. One faculty attended 30th Annual Primary Care Nurse Practitioner Symposium to meet requirements for ANCC Recertification. Presented papers at two conferences in Baton rouge, Louisiana. One faculty received appointment to review grants within the Division of Nursing of U.S. Department of Health and Human Services. One faculty presented workshop on Stress.	One faculty conducted research entitled," Determining the Validity of Criteria Used for Admission Selection in the College of Nursing at UNA. Six faculty conducted research related to use of PNCI scenarios in the classroom to look at student response and level of understanding of concepts.	Three faculty attended Gulf Coast Regional Medical Education Technologies (METI) Simulation Conference. Two faculty focusing doctoral research on simulation as a teaching modality in nursing education.

		"Online Journal of Health Ethic".			
Service	Northwest Alabama Community Clinic Received $4,000 grant from Riverbend Foundation to assist with mental health needs of community. Julie Haddon Matthews Nursing Diabetic Professorship implemented to increase Diabetes awareness and prevention	Three faculty members continued to work at NW Alabama Community Health Association Clinic to provide care to un/underinsured 7,000 patients. Several faculty supported the UNA Nursing Honor Society's pursuit of a Sigma Theta Tau Inc Official charter. One faculty served on advisory board of Women's Center, and extension of Rape Response. One faculty participated in Read Across America Program at Muscle Shoals Middle School. Two faculty actively involved in providing health screening for local schools. One faculty served as Assistant to the President with the Presidential Mentors Academic (PMA) to achieve a 90-95% success rate. One faculty with three UNA nursing students	One faulty delivered commencement address at Deshler High School and attended ROTC Leader Development and Assessment Course in Fort Lewis, Washington. One faculty (then on-campus faculty) received the Alabama Business Woman of the Year Award for her role as clinic director at NWCC. The Dean served as keynote speaker at the 30th Annual Creative Teaching for Nursing educators (CTNE) Workshop. The Dean obtained a $50,000 appropriation from the State of Alabama to pay summer salaries for faculty who work as nurse practitioners in NW Alabama Community Health Clinic. One faculty provided disaster relief in Indonesia after the 8.7 earthquake hit and served on a medical mission to Ghana with	The Chair coordinated the community Health Fair at the NW Alabama Community Health Clinic while Nurse Practitioner faculty provided care at the Health Fair and during the year. First free pap smear/complete breast exam clinic was held at NWACHA (clinic). One faculty served on Board of Directors at Helen Keller Hospital. Two faculty again actively involved in providing health screening for local schools. Two faculty served as Student Nursing Association Advisors. Chair represented the CONAH at Ninth Annual Florence Middle School Career Fair. One faculty serves on Board for Westminster Adult Daycare Center. The Board is planning the construction of an elderly Day Care Center in the Shoals.	Many service projects provided by faculty and students to include: Red Cross Volunteer Disaster Training, Special Olympics, post-tornado clean up in Moulton, AL. Student Nurses Association sponsored three LifeSouth Blood drives, sent goodie packages to Iraq, sold candle luminaries, and raised money for Relay for Life. One faculty and five nursing students traveled to brazil and Ghana to participate in medical mission trips. One faculty lobbied to support Smoke Free Alabama Program One faculty provided her services related to sexual abuse at the Cramer Children's Advocacy Center. Facilitator for *Darkness to Light* Stewards of Children Sexual Abuse Prevention Program. Several appeared on television with Riley Winkle to promote

		attended a two week medical mission trip to Ghana. One faculty chaired ECM Hospital Works of Wonder Committee.	the assistance of two UNA nursing students. Two faculty again actively involved in providing health screening for local schools. One faculty served as Coordinator for UNA's first Pediatric Seminar for area physicians, nurses, and other healthcare providers.	One faculty served as Youth Camp Director for Camp Boothe 2003-7.	UNA and the Children's Advocacy Center. Speaker at Social Workers Day, 2007. Speaker for Riverbend Social Workers Abuse Prevention Program, 2007. Nurse practitioners continue to work at NWCC to serve underserved population by providing health services. Students and instructors in NU 302 and NU 410 provide health screenings at public and provide schools. One faculty served on the Hispanic Community Celebration Planning Committee 2007. Presented the Sugar and Spice of Dementia Care at local assisted living facility. Two faculty again actively involved in providing health screening for local schools. One faculty participated on mission trip to Rio Bravo, Mexico to

					provide medical care food, and clothing to over 900 people. One faculty nominated for VPAA Service Award (2008) One faculty supervised students at a health fair at local church. One faculty participated in Occupations Awareness event at local School.

➢ **Research and publication productivity- The faculty published the following during the years between 2004 and 2008.**

Examples of Faculty Publications and presentations are:

Darby, W.A. (July. 2005). *Continuous Subcutaneous Insulin Infusion and School Age Children: History and Outcomes*. E-Monograph.

Rickard, B. (2006). Co-authored *Instructor's Resource Manual for Fundamentals*. *Faculty*.

Darby, W. A. (December, 2006) *Experiences of school Nurses Caring for Students Receiving Subcutaneous Infusion Therapy*. Journal of School Nursing.

Lee, M. B. & Brysiewicz, P. (2008). Enhancing Problem Solving and Nursing Diagnosis in Year III Bachelor of Nursing students. Accepted for Publication November, 2008.

Darby, W. A. (2008). Guest Editor *(Three Chapters) for Essentials of Pediatric Nursing* by Terri Kyle, Lippincott & Wilkins.

Darby, W. A. (2008). *Textbook review*. Savage: Public Health Science.

Darby, W. A. (2008) . *Textbook Review*. F.A. Davis: Raines/Youngkin: Promoting Health.

Faculty Presentations-

October, 2004- Poster Presentation on "Utilizing Technology to Retain Nursing Faculty".

March, 2005 Three faculty co-presented a session entitled Teaching an Old Dog New Tricks: Tips for Online Nursing Education at the Creative Teaching for Nursing Educators Workshop in Memphis, Tennessee.

March, 2005 Two-part article accepted for publication by Journal of Cultural Diversity.

May, 2005 Commencement address Deshler High School

May, 2005 Presented paper entitled *Presidential Mentors Academy Success Elements Valuing, Positive Reinforcements, Mentoring and Tracking* (Conference at Baton Rough, Louisiana).

May, 2005 Presented paper entitled *Stroke Patient Awareness and Knowledge Level*: *Ways to Combat Pre-hospital Delay and Effective Community Interventions* (Conference Baton Rouge, Louisiana).

May, 2005. Presentation on *Insulin Pumps* for Continuing Education at the University of North Alabama.

Summer, 2006. *Stress: Do you Want to Work On Reducing It or Do You Just Want a Quick Fix?* University of North Alabama Continuing Education Studies and Outreach.

March, 2007. The Sugar and Spice of Dementia Care. Green Oaks Inn.

Fall & Spring (2007), Fall (2008). Presented research on *The Experiences of Sch*ool *Nurses Caring for Students Receiving Continuous Subcutaneous Insulin Infusion Therapy* to Nursing Research Class, UNA College of Nursing..

Summer, 2008. Presented research on *The Experiences of School Nurses Caring for Students Receiving Continuous Subcutaneous Insulin Infusion Therapy* to Lauderdale County School Nurses.

➢ **Faculty development plans**

Faculty presented individual faculty development plans to the department chair yearly. These plans contained faculty's goals and ways faculty planned to attain those goals in the areas of teaching, research, and service. Outcomes were discussed yearly and new plans formulated for the following year.

New full-time faculty were oriented to the department by the department chair. Many of the new full-time faculty hired over the last five years were new to teaching. A Traditional Department Handbook for New Faculty was written and updated regularly. New faculty were mentored by other faculty in the department on the use of equipment like the par scoring machine, Scantron, and use of audiovisual equipment and computers in the classroom. Lastly, new faculty were mentored pertaining to departmental expectations and student behaviors in the classroom and clinical setting.

Faculty also participated (2006-8)) in a voluntary Nursing Education Group started by the department chair. Teaching techniques were discussed, books on nursing education shared, and lectures attended. The Traditional Nursing Department requested that the technology department offer some of the MAGNA Workshops for nursing faculty. Technology responded by offering 3 MAGNA workshops to the total University during the 2005-7 and 2007-8 academic years. Topics included: "Survival Strategies for Teaching Large Classes", "Using Collaborative Teams In and Out of Class" and, "Assessment as a Learning Experience".

The Coordinator for Academic Technology provided several programs to the faculty of the CONAH on topics such as Tegrity, use of white boards and clickers. Faculty development in the Traditional Program also consisted of holding a dinner/orientation

session for adjuncts in January of 2008. A handbook for adjuncts has been developed and is provided to all adjunct faculty. Adjunct faculty in the Traditional Nursing Program are employed to teach in the clinical setting. Much of the orientation of new adjunct faculty was provided by the individual course coordinators.

Lastly, CPR certification classes were been provided in the College of Nursing to faculty every two years in order to help faculty meet requirements of the clinical agencies.

5. **Address the department as it related to facilities and resources.**

    ➢ **Address the adequacy of resources and support services to address the goals and objectives of the program.**

The Department has been better funded and has been able to meet its' goals during the last 5 years. Increased Library allocations have assisted the Department to purchase needed books and invaluable audiovisual materials to the Department and its students. The University's return of the laboratory fees to the departments has been a positive step. Increased monies released from the VPAA and the Dean's office during 2007-2008 academic year also improved the Department's ability to purchase needed equipment, furniture, and supplies.

- *Library-*   Library funds increased over the last few years as evidenced by the library appropriation to the CONAH set at $6,962.00 for 2005 while the 2007 allocation was $10,269.00. These funds have allowed the CONAH to purchase many needed texts, journals, CD's, DVD's, computerized programs that are utilized by instructors and students.

- *Laboratories/Equipment/Space-* As cost of technological advances in nursing continue to rise, the nursing laboratory has struggled with maintaining adequate space and equipment. The University was first requested to allocate increased funds for the nursing lab in 2002-3. The University responded by allocating $25,522.40 to nursing for the purpose of updating the nursing laboratory. During the 2004-5 academic year the University returned the lab fees to the CONAH in the amount of $18,269.00. Since that time, lab fees have continued to be returned to the department (2005-6= $32,744.11, 2006-7= $37,741, and 2007-8, $30,150). Monies received were spent to equip and update the nursing laboratory.

Space continues to be a major issue in the department including the nursing laboratory. The present laboratory was designed in the early 70's for a class size of approximately 25 students. As enrollment has about doubled, the present laboratory is inadequate to serve the students accepted into the program. Many qualified students who apply are being turned down due to lack of laboratory and class space, equipment, clinical placement slots and the number of qualified faculty.

A new simulator was purchased in 2007. In 2007-8 increased funds were awarded the Traditional Department from the VPAA for laboratory supplies. A total of $39,967.49 was spent on new equipment such as training arms, home care simulators, audiometers, teaching models, stethoscopes, and a virtual IV computer program for teaching intravenous administration. New beds, curtains, etc. were also purchased in anticipation of a new space allocation for a new nursing laboratory on third floor of Stevens Hall. The new nursing laboratory is expected to open Fall, 2009. As simulator experiences increased in number; however, increased use of the laboratories is required and laboratory space will continue to be an issue of negotiation.

- *Classroom Space-*Classroom space is at a premium in the CONAH and classes are now routinely taught on third and fourth floor of Stevens as well as on second floor. In some semesters over the last 5 years, it has been necessary to hold classes in other buildings on campus. Classroom size is a major concern and the classrooms are filled to capacity of 48 to 54 students. Due to the need to make the largest classroom on second floor into a 50 seat computer laboratory to accommodate students needing access to computerized testing in order to be prepared for the NCLEX-RN, space became even more limited.

- *Support Personnel-* Support staff for the Traditional Department have included the Executive Secretary to the Dean and the Departmental Secretary. One work study student is also employed. There has been and continues to be a major need for a full-time advisor for Traditional students in the CONAH. The Dean has requested the addition of an advisor in the CONAH. The sixteen nursing faculty have many advisees among those who declare nursing as their major in the freshman and sophomore years. While the total declared majors of the CONAH (online and on-campus) was 340 in Academic Year (AY) 2003/04, the number of declared majors in 2007/8 was 490 in the Traditional Nursing Department alone. This increase in students has significantly increased the advisement workload for nursing faculty in the Traditional Department.

- *Writing Center-T*he Center for Writing Excellence (CWE) has been utilized by the Traditional Nursing Department in many ways since its beginning in Fall, 2007. Nursing places a strong emphasis on writing as this form of communication skill is of vital importance to today's professional nurse. The College has been responsible for a large portion of the growth in University Writing Center tutorial and workshop use, as evidenced in the report (Koch, *Center for Writing Excellence/University Writing Center Use*, 2009).

  NU 200: Introduction to Nursing and NU 406: Research in Nursing are, by a substantial margin, the greatest reason why Nursing students use the University Writing Center. In summer of 2008, NU 210 students (Presidential Mentors Academy) participated in 35 of 39 individual and group tutorials, while NU 200 only participated in 2 tutorials.

  Students from Nursing courses other than NU 200 and NU 406 have attended writing tutorials in as well, although the number of tutorials offered for students in these courses rarely runs beyond single digits. These courses included:
    EN 111: First-Year Composition I (Project OPEN)
    EN 112: First-Year Composition II (Project OPEN)
    NU 210: Health in Diverse Communities (Presidential Mentors Academy)
    NU 403: Gerontology
    NU 406W: Research in Nursing

During this same period of time, the College has increasingly brought the Writing Center Director into classes to conduct specific content workshops.
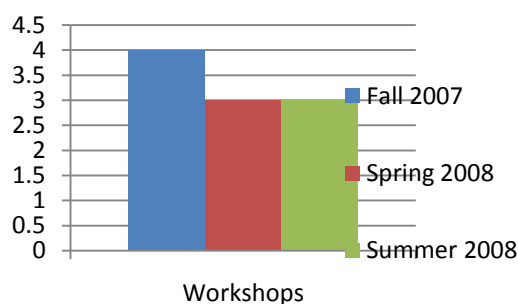
Figure 1. CWE Workshops for the College of Nursing by Semester, 2007-2008

The following are specific workshop details for each semester.
In *Fall of 2007* the Center for Writing Excellence provided workshops to:

2 sections of NU 200 scheduled APA Style workshops. 79 students evaluated this workshop.
1 section of EN 111 for Project OPEN scheduled a Writing Center Orientation and an APA Style workshop. 8 students evaluated this workshop.

In Spring 2008 the Center for Writing Excellence provided:
2 sections of NU 200 scheduled APA Style workshops. 45 students evaluated this workshop.
1 section of NU 406 scheduled an APA Style workshop. 33 students evaluated this workshop.

In Summer, 2008, the Center for Writing excellence provided:
1 section of NU 200 scheduled APA Style workshops. 9 students evaluated this workshop.
1 section of NU 210, a Presidential Mentors Academy course, scheduled 2 workshops: APA Style and General Approaches to Writing. 12 students evaluated these workshops.
Koch, R. T., May 1, 2009). *Center for Writing Excellence/University Writing Center Use Amon*g *UNA Nursing Majors and Faculty 2007-2009)*

6. **List any notable achievements by the department-**

   ➢ **Departmental achievements-**

    In 2005-2006 College of Nursing received accreditation from the Commission on Collegiate Nursing Education with no recommendations made. In 2006-2007 the College of Nursing successfully restructured into two departments, the Online Nursing Department and the Traditional Nursing Department. Chairs were appointed for each department. A donor expressed interest in donating funds for a new nursing building in 2008. A proposal regarding the plan was presented to the donor by the Dean, after which, an initial amount was proposed by the donor.

   It is hoped that this plan will address space issues. More emphasis is being placed on the needs of gerontology patients.   An interested donor for clients with dementia provided funds to initiate this curriculum revision. The College of Nursing responded by hiring a faculty with these credentials, funding her doctoral studies, inclusion of increased clinical experiences in the nursing home setting and increased emphasis on teaching improved communication skills for with clients dementia.

   The Opportunities for Entrance into Nursing Program (OPEN) was implemented fall, 2006. The program has proven to be very successful in assisting under

represented minority students to achieve their goal of graduating and becoming a professional nurse.

With the addition of the 50-seat computer lab on second floor in the CONAH during the 2004-5 academic year, faculty were able to incorporate many computer based activities into the curriculum. Examples include the use of online practice questions into the NU 414- Review Course, and computer-based class activities added to NU 200 and NU 202. Several faculty have also successfully incorporated the use of online testing into their courses. Lastly, most faculty utilize the e-companion to supplement their courses with power-points and online discussions. High-tech simulation clinical experiences have added new dimensions to the critical thinking and hands-on skills attained by the nursing students in several courses.

Additionally, three faculty have received doctorates in the years between 2003-4 and 2007-8 while two faculty gained ABD status and two additional faculty are engaged in doctoral studies.

➢ **Student Achievements**
Graduates are consistently scoring near the top of the State and nation on the NCLEX-RN Exam. Exam passage rates for both spring and fall 2008 were 100%. Several students were inducted into Phi Kappa Phi over the last 5 years and several have participated in the ROTC program to be commissioned as second lieutenants in the Army Nurse Corps upon graduation. At least 18 students from the Traditional Nursing Department were initially inducted into Sigma Theta Tau at the chartering ceremonies for UNA's new Upsilon Omicron Chapter in spring, 2008.

The Student Nursing Association (SNA) is very active at UNA and won awards for attendance at the state level during the 2003-2004 academic year. Each year the SNA sponsors service projects like blood drives and a "shower" to obtain supplies for the Northwest Community Clinic. Additionally, the SNA was successful in obtaining funding ($1200.00) from the UNA Student Allocation Board in 2007-8 to sponsor a program by nurse poet, Laura Sequod.

➢ **Grants and other funds generated by department-**

2002-03 through 2008-9- North Alabama Council of Local Government Department of Aging Services Health Promotion Grant of $10,000 continued to provide health services to participants in 7 senior centers.
2003-04- Northwest Alabama Community Clinic (Clinic) received a $4,000 grant from Riverbend Foundation to assist with the mental health needs of our community.

2004-05- Obtained Appalachian Regional Commission Grant for $169,500 for equipment in Clinic partnership.

2004-05 Received the Julie Haddon Matthews Nursing Professorship for Diabetes.

2005-06 Received additional $5,000 NACOLG Grant to expand services to 7 additional senior centers.

2006-09-Awarded (July 1, 2006-June 30, 2009) three year amount of $885,189 Opportunities for Entry into Nursing (OPEN) Grant from U.S. Department of Health and Human Services.

2007-08- Received an $11,800 grant from North Alabama Council of Local Governments (NACOLG) to provide educational programs and blood pressure screenings to senior who attend senior citizen centers in Colbert and Lauderdale counties.

2007-2008- $25,000 grant received to incorporate increased nursing education of gerontology/geriatrics into the curriculum.

2008-2009-Received initial $50,000 towards new nursing building.

➢ **Other awards and distinctions-**

2005-2006
- ❖ One faculty received the Julie Haddon Matthews Professorship of $2,603 to provide diabetic education in several local schools including the UNA campus.
- ❖ University Research Grant for study on insulin pumps.
- ❖ One faculty received the Alabama Public Hero Award
- ❖ One faculty received appointment to the Alabama Public Universities Task force for Recruitment and Retention of Faculty and Students and an appointment to review grants submitted to the Division of Nursing of the Health Resources and Services Administration of the United States Department of Health and Human Services.
- ❖ One faculty received an appointment to review grants within the Department of Health and Human Services.
- ❖ Received new state line item from University to help support nursing education in the Northwest Community Clinic -$50,000.00.

2006-2007
- ❖ Dr. Bradford received the Academic Affairs Award for Outstanding Teaching

2007-2008
- ❖ Mrs. Cramer received the Academic Affairs Award for Outstanding Teaching as well as the Eleanor Gaunder Phi Kappa Phi Teaching Award.
- ❖ Dr. Davis received the Academic Affairs Award for Outstanding Service

2008-2009
- ❖ Dr. Darby received the Academic Affairs Award for Outstanding Service
- ❖ Mrs. Wilson received the Academic Affairs Award for Outstanding Teaching

7.   **How has the department responded to previous program review recommendations?**
The College of Nursing was accredited for a 5-year period by the Commission on Collegiate Nursing Education (CCNE) in 2005-2006.

➢ **Itemize each major recommendation and state the response**

The Traditional Nursing Program has engaged in in-depth yearly reviews through the writing of the Annual Reports each year except for the current academic year when the Five Year Study is required. Although no longer required by the University, it is the plan of the Traditional Department to continue to write a yearly report as a means of assessment and record keeping. Each year, an Action Plan/ Recommendation section is included in the report.

Program reviews have yielded information demonstrating the need for increased opportunity for students to practice skills. It was determined that students would have more hands-on care of nursing home residents. In this setting, first level students have provided assessments, direct patient care such as baths, vital signs, dressing changes, catheter care, and staple removals. Faculty have also sought to improve graduates communication skills and knowledge of caring for patients with dementia by incorporating new DVD's into the curriculum on communication.

In 2007-2008 all students were offered the opportunity to broaden their knowledge about health care institutions in other areas of the state. Tours were provided to larger Birmingham hospitals like UAB and Children's and psychiatric nursing students toured Bryce and Partlow Hospitals in Tuscaloosa.

The faculty member in NU 414 (Internship and Review) has placed students in preceptorships in local and out-of-state acute care settings, has changed the course format to include some review of content, and has arranged for guest speakers from Huntsville Hospital in to lecture on identified clinical concepts.

➢ **Summarize how previous program review results have been used to inform any of the following that apply. The refinement of mission and goals/objectives; program planning, development and improvement, and budgeting decisions.**

The Traditional Nursing Department has responded to program review results as indicated in Table 7. This table reviews recommendations, action plans, and actions taken based upon recommendations from students, graduates, and employers

Table 7. Review of Recommendations, Action Plans, and Actions Taken based on Annual Survey Results.

Year	Action Plan/Recommendation	Actions Taken Based Upon Recommendations
2003-2004 Survey Results (Graduates and Employers)	Develop a tracking system that will facilitate a more effective and efficient method in contacting graduates and having accurate addresses (Annual Report, 2003-2004, p. 6).	Established an Alumni web page where graduates can leave e-mail changes and new addresses so that these are accessible. Post cards were sent to graduates to encourage their participation in the web-site.
	Attempt to increase the number of survey responses by maintaining better contact with graduates.	When faculty collect new e-mail addresses from graduates, those addresses are placed in file folders according to graduation year. Instructors (2007-2008) have begun to utilize FACEBOOK as a means of obtaining graduates e-mail addresses. Survey forms revised to read "What suggestions do you have that would help us to enhance our graduates preparedness for graduate school**?"**
	Revise survey forms to determine in what ways graduates do/do not feel prepared for graduate study. Also ask for specific suggestions as to what would be helpful or enhance their preparedness. Ask in what ways graduates do not feel prepared for graduate school.	Note: This review of this action plan item indicates that this was done but that wording might need to be revised.
	Increase student involvement in the Student Nursing Association (SNA).	Pre-nursing students are now being asked to participate in SNA.
	Add a question to the graduate surveys about reasons for joining or not joining professional organizations.	Students in SNA implement service projects. Question has not been added, however surveys demonstrate that some graduates are joining professional organizations.
2004-2005 Survey Results (Graduates and employers)	To revise graduate and employer survey forms to include an evaluation of graduates communication skills (written and verbal).	Survey forms revised to include questions relating to communication. Likert scales measuring this concept were not at first congruent, however these scales have since been made congruent. More writing assignments have been added to nursing courses with some courses identified as writing courses. Students are asked to present class assignments orally as a means of increasing verbal

		communication skills. Threaded discussions are assigned in some courses. Grammar and clarity of thought are considered in the grading process.
	To make NU 406W (Research in Nursing) more meaningful to students.	As a result of surveying students, a collaborative hands on project is being conducted with 4th level students acting as consultants to the 3rd level students in a research effort. Also, a mini-research project was added to the NU 406W course as a way to help students see relevance of using research in the clinical setting.
	Begin a mentoring program for students who reenter nursing after waiting the required year to re-enter the program.	Mentoring program begun. Faculty volunteer to provide individual mentoring for students who reenter the program.
	To increase student NCLEX passage rates and HESI Exit Exam Scores.	The GPA requirement for entrance into nursing studied by comparing other schools. GPA increased to 2.5. Allow students a multiple opportunities for students to pass the HESI Comprehensive.
2005-2006 Survey Results (Graduates and Employers)	To revise graduate survey forms for congruency.	Graduate survey forms revised to assure same language use among different forms.
2006-2007 Survey Results (Graduates and Employers)	To improve program effectiveness survey results by (a) purchasing software to allow for searches for e-mail addresses of graduates, (b) Teachers at Level 4 asking graduating seniors for a permanent e-mail address where they can be contacted and sent program evaluation forms.	(a) Not done due to expense. (b) Done each year since.
	Increase graduates nursing skill development.	Use of the simulator will increase. New equipment will be purchased to allow students to practice skills including insertion of IV's and practice of injections, practice of health assessment skills. practice ostomy care. Students will have more education related to communication with persons with dementia through experiences with hands on care in nursing homes and viewing of new DVD's on communication with persons with dementia.

	Have Office of Institutional Research conduct analysis of how each course HESI test scores correlate with the Comprehensive HESI outcomes and how all of the HESI test scores correlate with passing/failing NCLEX. Encourage continued professional growth by applying to become a Sigma Theta Tau chapter.	Faculty have scanned data in an attempt to determine how HESI scores correlate, and Program Effective/Curriculum Committee voted to conduct an actual study is planned for 2009-2010. Application made and new Chapter of Sigma Theta Tau begun at UNA as of Spring, 2008.

➢ **Program planning, development and improvement**.

The first HESI Comprehensive Exams were first administered in 2004. The Exams were begun as a means to encourage study and preparedness of students and graduates more fully for the NCLEX-RN Exam. Since that time, NCLEX-RN Exam results have increased to 100%. Faculty have refined the rules related to the HESI Comprehensive Exam and other curriculum changes over the years in order to assure that graduates are prepared for the exam.

- **Budgeting decisions**

    As yearly program reviews among graduates and employers have demonstrated the need for improved skill development, budget requests related to equipment needed in the skills lab, expectations of students in the skills lab, and revised skills laboratory experiences have been implemented. Budget requests have been sent to the University numerous times related to equipment needed to teach in the skills laboratory as well as for a new laboratory itself. Faculty obtained a METI Simulator and are getting excellent evaluations from students related to the use of the METI simulator in the skills lab for teaching critical thinking and decisional nursing skills. As much of the budget of the Traditional Department's budget as was feasible went into the improvement of the skills laboratory especially in AY 2007-08.

    The Traditional Department in Nursing has taken alumni and employer comments on the annual surveys seriously. The most mentioned need for improvement on the Graduate and Employer Surveys was skills. There has been a continuous attempt to improve graduates clinical skills. One action taken to improve nursing skills was the purchase and implementation of the METI simulator for teaching students to use critical thinking as they respond to scenarios in the on-campus laboratory setting. Ten faculty from the CONAH along with the Dean, attended a two-day training event on use of the METI simulator in April, 2007. Two faculty have led in planning for implementation of the use of the simulator into all four levels of the nursing program. The Traditional Program has invested monies into Virtual Intravenous (IV) Therapy computer programing during the last year to improve student's IV skills.

8. **State the vision and plans for the future of the department. Future plans include:**

(a). To continue to produce graduates who can function as beginning practitioners of professional nursing as evidenced by NCLEX scores, graduate and employer surveys results and Community of Interest input data.

(b). To expand the department of Traditional Nursing to accommodate an increased number of nursing applicants.

(c). To receive funding as a Regional Center for area nurses in Simulation Learning and skills update.

(d). To incorporate a multiplicity of teaching methodologies in order to best meet course objectives.

(e) To expand space allocation for the nursing program.

➢ **Provide a vision statement of where the department would like to be in five Years, assuming only costs to continue, with no additional state resources.**

In five years, the Traditional Department expects to have a second degree accelerated program where persons can prepare to be professional nurses. As the department envisions this program at present, students who have majored in other disciplines would have their core courses accepted but necessarily meet appropriate nursing prerequisite requirements of having MA 147, HES 342, PY 201, BI 101 or BI 111, CH 101 or CH 111, BI 241 and BI 242, and BI 307. Once students enter upper division nursing, they should progress through the program in less than 2 years as courses will be scheduled for summer. Up to 16 students at a time might be accepted to this program.

➢ **Provide a vision statement of where the department would like to be in five years, if additional state resources are available.**

The CONAH would have a new building or a significant portion of the Science building would be allocated to nursing. This new facility would be large enough to have private faculty offices for both the Traditional and Online faculty so that online faculty could be brought back onto campus. There would be a state of the art nursing laboratory and simulation center. Faculty would have a conference room large enough to meet their needs for meetings. There would be a suite for the Dean and the Chairs. Classrooms would be equipped with the latest technology and would be of an expanded size and designed in tiers to accommodate increased student numbers. If provided a significant increase in space and available monies the Department could significantly increase the number of students accepted into the Traditional Nursing Department.

9.   **Program Overview-**

➢ **Brief Overview**
The Traditional Nursing Department is designed to educate beginning practitioners for professional nursing. The mission and goals of the CONAH reflect this primary function.

➢ **Mission Statement for the Program.**

The Mission of the College of Nursing (CON) changed in 2007-08 to the following and was printed in the University Catalog. The new statement was designed to respond to the new University mission and vision statement and goals published in the Strategic Plan. The new statement reads:

The mission of the College of Nursing and Allied Health (CONAH) is to prepare graduates to deliver competent nursing care, assume professional nursing roles and promote healthy lifestyles in local, regional, and global communities. The CONAH reflects the mission of the University in providing a quality foundation of nursing education that is facilitated by highly qualified and diverse faculty who demonstrate excellence in teaching, leadership, service and scholarly activities.

As the years of the current study span the years between 2003-2008, it should be noted that the University adopted a new mission statement and goals in 2007. The Mission Statement for the CONAH for the years between 2003-2007 read*:*

The mission of the College of Nursing (CON) is to provide a quality educational program which prepares students for a career in professional nursing. The primary intent of the College of Nursing to provide an intellectual climate, which promotes independent thinking and a free and open exchange of ideas. Educational experiences in nursing science build upon the core curriculum and prepare nursing students to utilize the nursing process to address the needs of individuals, families, groups, and communities in society. The college of Nursing strives to effect positive changes in the health care of the community by producing graduates who have developed a desire for life-long learning. As a professional nursing program within a university setting, the College of Nursing is guided by the general philosophy of the University and the standards of the nursing profession.

The Traditional Nursing Department and Baccalaureate RN-BSN Flex-Track Program presently share one mission statement. Table 8 compares the old University Mission Statement and Goals to the CONAH Mission, Goals and Outcomes for the years between 2003-2007. The underlined sections in the CONAH mission/philosophy column are from the mission, the other statements are from the philosophy. The Goals/Outcomes columns are the outcomes accepted August 2004 by the CONAH.)

➢ Evidence of Assessment of Program Performance in relation to program goals is found in Appendix A, Table 1.

Table 8. Old University Mission, CONAH Mission/Philosophy, CONAH goals/Outcomes: A Comparison

University Mission (Purpose, Role & Goals) is to Provide:	CONAH Mission/Philosophy	CONAH Goals/Outcomes
• a quality foundation of common knowledge, skills, and insights based on general studies to meet the students' needs for academic advancement, vocational attainment, responsible citizenship, and personal fulfillment;	Providing a quality foundation of nursing education. Utilize theory and knowledge to design nursing systems…provides a foundation of common knowledge skills and insights based on general studies.	**G3** Graduates will synthesize knowledge from a broad educational foundation upon which professional nursing practice is based. Graduate and employer survey results reflect satisfaction in graduate's ability to: 1. Synthesize knowledge 2. Utilize the nursing process and theories. **G2** Graduates will possess a foundation for graduate study. Graduate and employer survey results: 1. Indicate that graduates are prepared for graduate school 2. Reflect intent to enroll in graduate school, actual enrollment, and/or completion of graduate studies
• a broad range of high quality academic programs to prepare students to succeed in general, professional, pre-professional and career fields founded in the arts and sciences, business, education, and nursing and allied health;	To prepare graduates to deliver competent nursing care, assume professional roles. Nursing education provides a foundation of common knowledge skills and insights based on general studies to meet the student's need for academic achievement, professional attainment, responsible citizenship, and personal fulfillment	**G1** Graduates will be able to function as beginning practitioners in professional nursing. A. The program meets or exceeds the Alabama Board of Nursing requirement that nursing programs have an 80% yearly average of NCLEX-RN passage B. Graduate and employer surveys reflect that graduates have the ability to: 1. Utilize the nursing process 2. Perform efficiently in their position 3. Utilize critical thinking skills **G7** Graduates will develop interpersonal and technological skills necessary to assume leadership roles within the BSN scope of practice. Graduate and employer survey results indicate that graduates: 1. Are prepared to assume leadership roles 2. Have the ability to perform nursing skills

• an intellectual climate which promotes critical and independent thinking, and a free and open exchange of ideas;	To deliver competent nursing care, assume professional roles. A dynamic learning environment encourages critical thinking, problem solving which allows faculty open communication and analysis of learning situations, and begins with planned experiences.	**G1** Graduates will be able to function as beginning practitioners in professional nursing. A. The program meets or exceeds the Alabama Board of Nursing requirement that nursing programs have an 80% yearly average of NCLEX-RN passage B. Graduate and employer surveys reflect that graduates have the ability to: 1. Utilize the nursing process 2. Perform efficiently in their position 3. Utilize critical thinking skills **G7** Graduates will develop interpersonal and technological skills necessary to assume leadership roles within the BSN scope of practice Graduate and employer survey results indicate that graduates: 1. Are prepared to assume leadership roles 2. Have the ability to perform nursing skills
• a university environment which serves as a source of pride, which supports and complements academic preparation, and which extends the students' opportunities for intellectual, personal, ethical, and social development;	Assume professional roles and promote healthy lifestyles in local, regional, and global communities. People are unique beings who, as integrated wholes, react to and interact with their environment. Learning is a dynamic life-long process involving the acquisition of knowledge, attitudes, skills and insights acquired through interaction with the environment.	**G5 Graduates will demonstrate an understanding of the need for continuous personal and professional growth.** Graduate survey results indicate graduates: 1. Participate in activities that foster continuous personal and professional growth 2. Are members of professional organizations **G7** Graduates will develop interpersonal and technological skills necessary to assume leadership roles within the BSN scope of practice. Graduate and employer survey results indicate that graduates: 1. Are prepared to assume leadership roles a. Have the ability to perform nursing skills

• emphasis on and support for a high standard of excellence in teaching;	Providing a quality foundation of nursing educat that is facilitated by highly-qualified and divers faculty who demonstrate excellence in teaching, leadership, service and scholarly activities. Lear is active and relates directly to individual attribu Learning is maximized in a non-threatening environment that allows for student/teacher interaction.	G8. Recruiting and retaining a qualified and diverse faculty who: 1. Demonstrate excellence in teaching. 2. Promote academic success through orienting, advising, providing remediation, mentoring, and making other related retention efforts that enhance students' success. 3. Engage in scholarly activities. 4. Plan and achieve goals that relate to university goals. 5. Demonstrate leadership in the healthcare community. 6. Develop professional networks with the global community. 7. Engage in activities that provide service to the CONAH, University and the community.
• aesthetic and cultural enrichment and activities for the surrounding community;	Promote healthy lifestyles in local, regional and global communities. People function biologically, symbolically, and socially and can learn to meet requirements/needs. Health is a dynamic process that exists when a person integrates aspects of physical, psychological, interpersonal, and social beliefs, activities, practices, and principles to maintain a state of well-being.	**G4** Graduates will communicate and collaborate with members of the health team and other interested groups in identifying and meeting the health needs of individuals, families, and communities Graduate and employer survey results reflect the graduates' ability to: 1. Utilize written and verbal communication skills 2. Collaborate with other professionals and members of the healthcare team to problem solve
• support to individual and institutional basic and applied research which are integral to effective teaching and learning as well as to the University's fulfillment of its obligations for the general expansion of knowledge and for the economic development of the region and the state	Assume professional nursing roles and promote healthy lifestyles in local, regional, and global communities The nurse utilizes the nursing process, emphasizing primary prevention, critical thinking, communication, and bio-psycho-social theories to deliver developmentally, culturally, ethically and environmentally appropriate research based practice. Learning is a dynamic life-long process involving the acquisition of knowledge, attitudes, skills and	**G6 Develop basic knowledge research and its application to practice** Graduate and employer survey results indicate that graduates have the ability to: 1. Evaluate research findings for applicability to nursing actions 2. Apply nursing research findings **G3** Graduates will synthesize knowledge from a broad educational foundation upon which professional nursing practice is based.

	insights acquired through interaction with the environment.	Graduate and employer survey results indicate that graduates have the ability to: 1. Synthesize knowledge 2. Utilize the nursing process and theories.
• extended access to the University's public service resources and programs in the interests of occupational advancement, personal enrichment and community needs	Assume professional nursing roles. All people have universal and individualized developmental requirements/needs. Faculty who demonstrate excellence in teaching, leadership, service, and scholarly activities.	**G4** Graduates will communicate and collaborate with members of the health team and other interested groups in identifying and meeting the health needs of individuals, families, and communities. Graduate and employer survey results reflect the graduates' ability to: 1. Utilize written and verbal communication skills 2. Collaborate with other professionals and members of the healthcare team to problem solve **G7** Graduates will develop interpersonal and technological skills necessary to assume leadership roles within the BSN scope of practice. Graduate and employer survey results indicate that graduates: 1. Are prepared to assume leadership roles 2. Have the ability to perform nursing skills
• world wide access to high quality distance learning opportunities	Providing a quality foundation of nursing education that is facilitated by highly-qualified and diverse faculty. Learning is a dynamic life-long process involving the acquisition of knowledge, attitudes, skills and insights acquired through interaction with the environment.	**G2** Graduates will possess a foundation for graduate study in nursing Graduate and employer survey results: 1. Indicate that graduates are prepared for graduate school 2. Reflect intent to enroll in graduate school, actual enrollment, and/or completion of graduate studies **G7** Graduates will develop interpersonal and technological skills necessary to assume leadership roles within the BSN scope of practice. Graduate and employer survey results indicate that graduates: 1. Are prepared to assume leadership roles 2. Have the ability to perform nursing skills

➢ Student Learning Outcomes A matrix indicating which courses address each of the outcomes.   Both Table 8 and Table 9 provide a list of the Goals of the Baccalaureate Nursing Program as accepted in 2004.

➢ Table 9 adds a matrix of courses within the nursing curriculum that relate to each identified CONAH goal.

Table 9 Courses Related to Baccalaureate Nursing Goals.

Baccalaureate Program Goal- Graduates of the baccalaureate program in nursing will:	Courses that address This Goal
G1 function as beginning practitioners in professional nursing.	NU 301, Nu 302, NU 305, Nu 304, Nu 306, Nu 308, Nu 406W, Nu 407, Nu 409, Nu 410, Nu 411, Nu 414
G2 possess a foundation for graduate study.	Core courses + all nursing courses especially, Ma 147,Nu 406W and the science courses as well as all other nursing courses
G3 synthesize knowledge from a broad educational foundation upon which professional nursing practice is based.	Nu 407, Nu 414, Nu 411, Nu 410
G4 communicate and collaborate with members of the health team and other interested groups in identifying and meeting the health needs of individuals, families, and communities.	Nu 301, Nu 302, Nu 304, Nu 306, NU 406W, Nu 407, Nu 409, Nu 410, Nu 411, Nu 414
G5 demonstrate an understanding of the need for continuous personal and professional growth.	Nu 301, Nu 302, Nu 305, Nu 306, Nu 304, Nu 308, Nu 407, Nu 409, Nu 406W, Nu 410, Nu 411, Nu 414
G6 Possess basic knowledge about research and its application to practice.	Nu 406W, Nu 304, Nu 407, Nu 414
G7 Develop interpersonal and technological skills necessary to assume leadership roles within the BSN scope of practice.	Nu 301, Nu 302, Nu 305, Nu 304, Nu 306, Nu 406W, Nu 407, Nu 409, Nu 410, Nu 411, Nu 414
G8 Recruit and retain a qualified and diverse faculty.	Across the curriculum in nursing.

Table 10 indicates ways the new University Goals (2007-2012) and CONAH Goals are congruent.

Table 10 Relationship between University (2007-2012) and CONAH Goals.

University Goals	CONAH BSN Goals
To offer high quality programs (Strategies) 1. Provide students with a broad foundation of common knowledge, awareness of global issues, basic skills, and cultural insights.	Goal 3 synthesize knowledge from a broad educational foundation upon which professional nursing practice is based
2. Graduate students who are competitive in the global workplace and who demonstrate mastery of their subject area.	Goal 1 function as beginning practitioners in professional nursing
3. Provide library/informational technologies and other support functions (technologies, materials, facilities, and services needed for quality teaching, research and public service).	Goal 2 possess a foundation for graduate study possess basic knowledge about research and its application to practice
4. Provide an intellectual climate which promotes critical and independent thinking, innovative programs and a free and open exchange of ideas.	Goal 7 develop interpersonal and technological skills necessary to assume leadership roles within the BSN scope of practice
5. Offer high quality distance learning courses/programs with world-wide access.	Goal 7 develop interpersonal and technological skills necessary to assume leadership roles within the BSN scope of practice
6. Create an out-of-class environment that fosters personal and professional growth, academic achievement and life-long learning.	Goal 5 demonstrate an understanding of the need for continuous personal and professional growth
To build and maintain a student-centered university (Strategies) 1. Provide an overall co-curricular experience that gives students an opportunity to develop as productive citizens outside the classroom while providing support for academic success,	Goal 2 possess a foundation for graduate study
Provide opportunities for communication between and among Student Government Association, university administration, student groups, Shared governance, faculty and staff.	Goal 4 communicate and collaborate with members of the health team and other interested groups in identifying and meeting the health needs of individuals, families, and communities
2. Evaluate and implement improvements for the delivery of services to students.	Goal 8 Foster the success of broad student populations through mentoring by diverse administration, faculty, and staff . Outcomes expected: demonstrate excellence in leading, teaching and serving diverse student populations. promote academic success through recruiting, orienting, advising, providing remediation, mentoring, and making other related retention efforts that enhance success of a diverse student population.
To Promote and celebrate diversity (Strategies) 1. Recruit and retain a diverse and inclusive student body, one that welcomes students without regard to age, culture, disability, national origin, race, creed, gender, sexual orientation or religion.	Goal 8 Foster the success of broad student populations through mentoring by diverse administration, faculty, and staff Outcomes Expected: Promote academic success through recruiting, orienting, advising, providing remediation, mentoring, and making other related

	retention efforts that enhance success of a diverse student population.
2. Recruit and retain a diverse and highly qualified faculty who(without regard to age, culture, disability, national origin, race, creed, gender, sexual orientation or religion) demonstrate excellence in teaching, scholarly activities and public service.	Goal 8 Foster the success of broad student populations through mentoring by diverse administration, faculty, and staff Outcomes expected: Recruiting and retaining a qualified and diverse administration, faculty and staff who engage in scholarly and/or secretarial activities. plan and achieve goals that relate to university goals. demonstrate leadership in the healthcare community. review and/or develop professional networks planning for diversity within the global community. engage in activities that provide service to the University, College of Nursing and Allied Health and the community.
3. Recruit and retain an equally diverse and highly qualified staff	Goal 7 Foster the success of broad student populations through mentoring by diverse administration, faculty, and staff Outcomes expected: Recruiting and retaining a qualified and diverse administration, faculty and staff
4. Create, implement and regularly review a comprehensive university-wide plan to foster diversity in all facets of university life, in accordance with the Knight vs. Alabama settlement agreement	Goal 7 Foster the success of broad student populations through mentoring by diverse administration, faculty, and staff Outcomes Expected: Recruiting and retaining a qualified and diverse administration, faculty and staff who review and/or develop professional networks planning for diversity within the global community. engage in activities that provide service to the University, College of Nursing and Allied Health and the community.
To foster a strong university community (Strategies) **1.** Support the attainment of institutional goals through effective management; maintain administrative systems that support instruction, academic advisement, student retention, student and faculty research, accreditation, reaccreditation, global awareness, university advancement and professional service.	Goal 7 Foster the success of broad student populations through mentoring by diverse administration, faculty, and staff Outcomes expected: plan and achieve goals that relate to university goals. engage in activities that provide service to the University, College of Nursing and Allied Health and the community.
2. Provide a campus environment that is a source of pride, one that supports and complements the concept of a university community; promote the programs of the University (including concerts, plays, lectures, athletic events) to generate campus and community pride.	Goal 4 communicate and collaborate with members of the health team and other interested groups in identifying and meeting the health needs of individuals, families, and communities
To enhance and support regional development and outreach	Goal 4 communicate and collaborate with members of the health

(Strategies) 1. Extend access to university programs which maintain a positive university-community relationship	team and other interested groups in identifying and meeting the health needs of individuals, families, and communities Goal 8 Recruit and retain a qualified and diverse faculty. Foster the success of broad student populations through mentoring by diverse administration, faculty, and staff Outcomes expected: demonstrate leadership in the healthcare community. review and/or develop professional networks planning for diversity within the global community. engage in activities that provide service to the University, College of Nursing and Allied Health and the community.
2. Provide university research and public service support for those economic development initiatives that enhance the region and the state.	Goal 2 possess a foundation for graduate study Outcomes expected: possess basic knowledge about research and its application to practice Goal 8 Recruit and retain a qualified and diverse faculty. Outcomes expected: Foster the success of broad student populations through mentoring by diverse administration, faculty, and staff demonstrate leadership in the healthcare community. review and/or develop professional networks planning for diversity within the global community. engage in activities that provide service to the University, College of Nursing and Allied Health and the community.

➢ **Governance structure of the Program-** The Program is set up with a Dean of the CONAH and two Chairs. One Chair leads the Traditional Department while the other Chair leads the Online Department. All faculty members meet as a College each December and May. Items that relate to both departments are brought to those meetings for discussions and votes occur when appropriate. The departments are divided so that each has its' own committees. The departments are set up where the committees of each department report to the appropriate department committee (OD- online department or TD- Traditional Department) and departmental voting on matters occurs on matters that arise out of the departmental committees reports. For schematic of CONAH structure see Table 11

Table 11 – Governance Structure of CONAH

➢
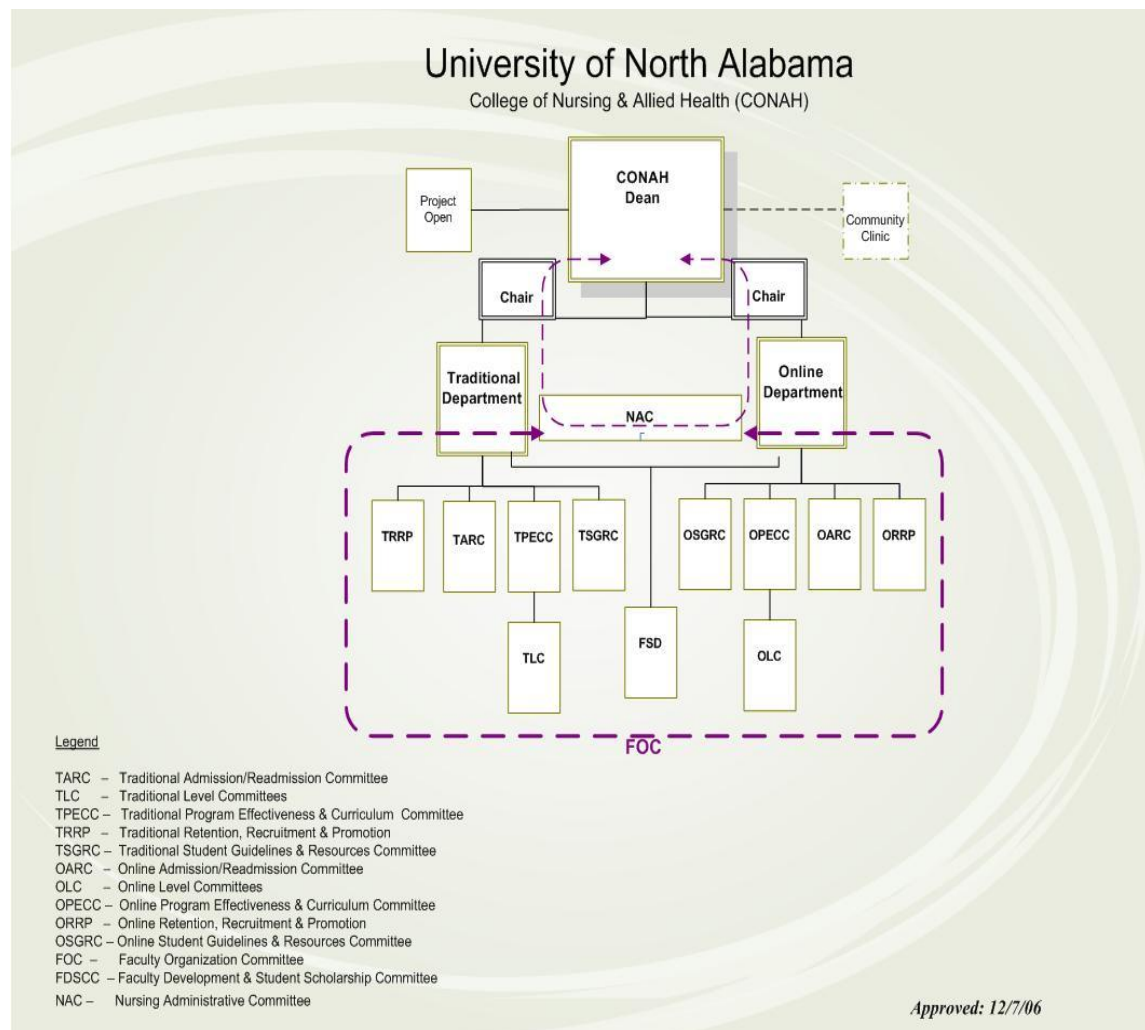
➢ **Admission requirements (including limited access requirements if applicable)-**

The requirements to apply to the Traditional Nursing Program are: (a) a combined GPA of at least 2.5, (b) be enrolled in the last of all courses required during the Freshman and Sophomore years, and (c) having attained at least a "C" or better in all courses.   When the applicant meets the minimum admissions requirements above, they are then ranked according to the calculated cumulative index outlined below.

1. UNA or Combined GPA   3.5-4.0   5 points
                                           3.0-3.49   4 points
                                           2.5-2.99   3 points

2. ACT Composite Scores   23- Above   4 points
                                            20-22   3 points
                                            17-19   2 points
                                             0-16   1 point

3. Entry Status   Complete prereqs in current semester = 1 point
                                        Courses remain at end of semester   = 0 points

4. Assessment Exam   90 or Above=   2 points
                                        80-89   =   1 point
                                        79 or below =   0 points

5. Hours completed at UNA: (does not include currently enrolled hours)
                                             55 or greater=   3 points
                                             30-54   =   2 points
                                             20-29   =   1 point
                                             12-19   =   .5 point
                                             11 or below =   0 points

Points are totaled and students with the highest points attain one of the 48 slots for nursing. Usually about 10 students are placed on the alternate list. Alternates are the students with the next highest points attained on the rating scale above.

➢ Degree Requirements- Students must attain a grade of "C" or better in all nursing courses. Students must complete the requirements for class and clinical in each course. Achievement exams are given at the end of most nursing courses. A remediation guideline is in effect and students are expected to remediate concepts missed as required. In the event a student does not earn the required score of 850 on the HESI is NU 304 and NU 407, they are required to repeat the HESI after remediation of the concepts missed is complete.   All students who graduate from the Traditional Nursing Program are required to earn at least 850 on the HESI Comprehensive Exam as a requirement within the final review course. Students who do not earn a score of 850 on the HESI Comprehensive Exam after taking it 3 times are given an "I" in the course and come back the next semester to retake the course.

➤ **Curriculum**

FRESHMAN YEAR

First Semester		**Second Semester**	
Course	*Credit*	*Course*	*Credit*
BI 101*……………………………………….4		BI 241………………………………………..4	
EN 111..3		EN 112……………………………………….3	
HI 101 or 201…………………………….3		HI 102 or 202.……..…………………….…..3	
MA 110 or 112*..3		PY 201………………………………….........3	
Area I...3		HES 342..……………………..……………3	
	16		16

SOPHOMORE YEAR

First Semester		**Second Semester**	*Credit*
		BI 307…………...…………………………..4	
Course	*Credit*	EN 232……………………………………...3	
CH 101…………………………. ……4		NU 200………………………………….....3	
Bi 242...4		MA 147……………………………………3	
COM 201…………………………………3		ED 299………………………………………3	
EN 231…………………………………3			16
Electives………………………………..2			
	16		

JUNIOR YEAR

First Semester		**Second Semester**	
		Course	*Credit*
Course	*Credit*	NU 304……………………………… 6	
NU 301……………………………….. .. 6		NU 306……………………………… 6	
NU 302……………………………….. 6		NU 308……………………………… 3	
NU 305……………………………….. 3		Elective……………………………..….. 1	
Elective……………………………….. 1			16
	16		

SENIOR YEAR

First Semester	
Course	*Credit*
NU 406W…..…………………………....3	
NU 407……………………………….....6	
NU 409……………………………….....6	
Elective……………………………...…1	
	16

** Additional options MA 113, 115, 125, 126, 227, 237, or 238

Second Semester	
Course	*Credit*
NU 410………………………………….6.	
NU 411……………………………….. 6	
NU 414……………………………….. 3	
Elective.……………………… ……..…. 1	
	16

Previously taken biology courses including
*BI 101, BI 102, BI 111/112 (with laboratory)
may be substituted.

➢ *Associated Institutes and Centers*
Through a joint effort of the University, the CONAH, and the Florence Housing Authority, the Northwest Community Health and Dental Association, Inc. (Clinic) was begun in September 15, 1997. This Clinic has provided health services for a minimal charge to working persons with minimal or no health insurance while simultaneously serving as a clinical site for nursing student clinical experiences. Nurse practitioners who teach in the CONAH have served as practitioners in the clinic and supervised nursing students. Nursing students and faculty provided a yearly health fair at the Clinic and free pap smears and breast exams have been provided at certain times of the year. The Clinic is operated by an Administrator and is overseen by an appointed Board on which the Dean serves. The number of patients seen at the Clinic has increased significantly over the years and the Clinic has become a significant part of the provision of healthcare to under/uninsured working persons in this area.

During the years between 2002-03 and 2007-08 students have had clinical experiences in hospitals, nursing homes, health departments, patient homes and clinics. Additionally, students have had clinical experiences with school nurses and at industrial sites in the area. Senior students may contract for clinical sites in an internship experience at locations out of town like Huntsville Hospital (Huntsville, AL, Northeast Medical Center (Tupelo, MS.), Maury County Hospital (Columbia, Tennessee), and Vanderbilt University Hospital (Nashville, TN).

➢ *Involvement with external constituents in establishing goals, objectives, learning outcome and curriculum*
The Dean has an Advisory Council that meets at least 1 time per year. Participants on this Council are encouraged to provide candid evaluations and suggestions for improvement of the program. Evaluations are a major part of program evaluation as evidenced under the section of this report on Student, alumni, and Employer Surveys (APPENDIX A, Tables 2, 3 and 4). The Council is also kept informed of new developments in the College of Nursing.

➢ *Community College Articulation*
Students are allowed to transfer pre-requisite credits into the nursing program provided a grade of "C" or better were earned. The program also adheres to the Statewide Transfer and Articulation Reporting System (STARS) regulations and substitutes courses appropriately based upon those guidelines. Pre-major and upper division major courses are not substitutable. Nursing 200 (Introduction to Professional Nursing) must be taken on the University of North Alabama campus. The Chair of the Traditional Department often confers with advisors from community colleges concerning required pre-requisites for nursing.

➤ *Program Productivity (See Criteria 2 Five-Year Enrollment and Faculty Data)*

10. Program Evaluation-

The Traditional Nursing Program has evaluated itself on a yearly basis through the rigor of in-depth Annual Reports and systematic yearly program evaluation opportunities provided graduates and employers (Appendix A, Tables 1 and 2). Further evidence of program evaluation can be seen in (a) HESI achievement Exam scores of students in upper division nursing (Appendix B, Tables 1, 2 and 3); (b) HESI Comprehensive Exam Results (Appendix B, Table 1), (c) and the NCLEX-RN Exam results (Table 3) Course evaluations are also conducted and considered as an aspect of program evaluation.

➤ **Describe the Departments continuous improvement plan utilized to assess and improve the program on an on-going basis**. Faculty consider course evaluations and discuss these in level meetings. The Program Effectiveness /Curriculum Committee reviewed the alumni and employer survey results yearly and implemented changes based upon results. Suggestions for changes/improvements in the curriculum were brought to the Program Effectiveness/Curriculum Committee which carried items passed to the Traditional Department Committee for review. Individual faculty have reviewed their course evaluations and grades and also the HESI Achievement results from HESI tests administered in most nursing courses each semester. HESI Achievement Exam results are also reviewed by the Program Effectiveness/Curriculum Committee, Chair and Dean. Changes made in the program related to program review have been described in Table 7. A copy of the Program Evaluation Plan is provided in Appendix C.

➤ **Grade Distribution Analysis**- A grade of "C" or better is required to pass courses in the College of Nursing and Allied Health. Additionally, a score of at least 73 is required to earn a "C" grade. The grade distribution (fall, 2003-spring, 2008) for the 13 required nursing courses in the Traditional Nursing Program were demonstrated in Table 12. The numbers were derived from reviewing old grade sheets and counting as accurately as possible. Student course passage rates in the College of Nursing are relatively high. The only student course passage rate below 90% was in NU 200-Introduction to Professional Nursing and this course only began in spring, 2007. The courses where students are most likely to fail are either NU 200, NU 301, NU 302, and NU 305 in Level I when adjusting to the rigor of nursing and again in NU 304 and 407 which are the major medical-surgical nursing courses (Adult Health I and II). The faculty believes that the difficulty levels in these courses are appropriate to produce a high quality professional nurse.

Table 12. Grade Distribution Major Courses (Fall 2003-Spring, 2008)

Course	A	B	C	D	F	Other
NU 200 Course began Spring, 2007 (Passage Rate=89.4%)	39	102	46	6	5	W=1 WD= 1 RW=2 WP= 1
NU 301 (Passage Rate = 86.8%)	29	227	159	39	5	W= 17 RW= 1 I=I
NU 302 (Passage Rate= 90.8%)	26	215	166	20	2	W= 15 RW= 1 WP= 1 I= 2
NU 305 (Passage Rate = 93.6%)	81	260	84	6	0	W=19 RW= 1 I=3
NU 304 (Passage Rate = 91.9%)	33	184	161	17	1	W=14 I= 1
NU 306 (Passage Rate = 97.2%)	63	237	60	5	1	W=3 I= 1
NU 308 (Passage Rate = 98.5%)	62	203	81	6	0	
NU 406W (Passage Rate = 99.7%)	52	286	13			I= 1
NU 407 (Passage Rate = 91.6%)	18	170	176	16	3	W= 14
NU 409 (Passage Rate = 97.3%)	42	247	75	10		
NI 410 (Passage Rate = 99.4%)	81	250	24	1	1	
NU 411 Passage Rate =99.4%)	68	224	68			I= 2
NU 414 (Passage Rate = 97.4%)	147	157	7		F=1	I= 7

*Students who received grades of "W", "I", "WP", or "RW" are counted into total
number of students who took the course.

11. Program Recommendations

➢ **Identify recommendations for improvement of the program**
➢

    ➢ **Recommendations for changes, which are within the control of the program**,
       These include curricular changes when appropriate. One change needed in the program is in improvement of the newest required course, NU 200. The student and faculty both evaluated this course as having too much diverse content with nursing terminology as well as concepts related to defining nursing, legal, ethical issues in nursing, educational programs in nursing, history of nursing, roles of nursing and health care settings. The faculty has begun to identify how content can be rearranged and decreased.

    ➢ Faculty in nursing have utilized newer teaching strategies of online discussions, concept mapping, case study, gaming, role playing, use of simulation in the classroom, and increasing evidenced based learning into the curriculum rather than lecturing to the students. The faculty has been committed to continued pursuit of excellence in the classroom as well as in the clinical setting.

   ➢ **Recommendations for changes that require action at the Dean, Provost, or higher levels.**

    The Traditional Department would increase the number of students allowed into the Program. This would require (a) increased faculty, (b) increased space, and (c) the identification of new locations for clinical. While the faculty can help with obtaining new clinical opportunities, decisions regarding allocation of space and additional faculty are made by administration.

APPENDIX A

Table 1. Levels of Preparedness Perceived by UNA Nursing Graduates.

Functions Assessed	Very Well Prepared	Well Prepared	Poorly Prepared	Not Prepared at all	No Opinion/NA
Working Independently 2003-4					
Group I (N=6)	16.7%(1)	66.7%(4)	16.7%(1)		
2004-5					
Group I (N=17)	18% (3)	11(65%)	18%(3)		
2005-6					
Group I (N= 18)	22.2% (4)	66.7% (12)	11.1% (2)		
2006-7					
Group I (N= 9)	22% (2)	22% (2)	44% (4)		11% (1)
2007-8					
Group I (N= 8)	12(1)	88% (7)			
Written Communication Skills 2003-4					
Group I (N= 6)	16.7% (1)	83.3% (5)			
2004-5					
Group I (N=17)	24% (4)	71% 12)			
2005-6					
Group I (N= 18)	33.3% (6)	66.7% (12)			
2006-7					
Group I (N= 9)	33% (3)	67% (6)			
2007-8					
Group I (N= 8)	38% (3)	25% (2)	38% (3)		
Oral Communication Skills 2003-4					
Group I (N=6)	33.3% (2)	66.7% (4)			
2004-5					
Group I (N=17)	24% (4)	59% (10)	18% (3)		
2005-6					
Group I (N= 18)	38.9% (7)	55.6% (10)	5.6% (1)		
2006-7 Group I (N=9)	22% (2)	78% (7)			

2007-8 Group I (N= 8)	25% (2)	75% (6)			
Working in a Health Care Setting 2003-4 Group I (N=6)	33.3 (2)	66.7% (4)			
2004-5 Group I (N= 17)	18% (3)	65% (11)	12% (2)		
2005-6 Group I (N=18)	38.9% (7)	61.1% (11)			
2006-7 (9) Group I	33% (3)	56% (5)	11% (1)		
2007-8 Group I (N= 8)	25% (2)	38% (3)	25% (2)		12% (1)
Working with Groups 2003-4 Group I (N-6)	33.3% (2)	66.7% (4)			
2004-5 Group I (N=17)	18% (3)	82% (14)			
2005-6 Group I (N= 18)	50% (9)	50% (9)			
2006-7 Group I (N=8)	38% (3)	62% (5)			
2007-8 Group I (N= 8)	50% (4)	38% (3)			12% (1)
Understanding Client Needs 2003-4 Group I (N=6)	16.7 (1)	83.3% (5)			
2004-5 Group I (N=17)	24% (4)	65% (11)	12% (2)		
2005-6 Group I (N= 18)	44.4% (8)	50% (9)	5.6% (1)		
2006-7 Group I (N= 9)	33% (3)	67% (6)			
2007-8 Group I (N= 8)	62% (5)	38% (3)			
Solving Problems 2003-4 Group I (N=6)	33.3% (2)	50% (3)	16.7% (1)		
2004-5 Group I (N=17)	24% (4)	53% (9)	24% (4)		
2005-6 Group I (N= 18)	38.9% (7)	50% (9)	11.1% (2)		

2006-7 (Group I (N=9)	33% (3)	44% (4)	22% (2)		
2007-8 (Group I (N= 8)	50% (4)	38% (3)	12% (1)		
Setting Personal/Professional Goals					
2003-4 Group I (N=6)	33.3% (2)	66.7% (4)			
2004-5 Group I (N=17)	24% (4)	65% (11)	6% (1)	6% (1)	
2005-6 Group I (N= 18)	33.3% (6)	66.7% (12)			
2006-7 Group I (N=9)	11% (1)				
2007-8 Group I (N= 8)	50% (4)	89% (8) 38% (3)	12% (1)		
Achieving Personal/Professional Goals					
2003-4 Group I (N=6)	33.3% (2)	50% (3)	16.7% (1)		
2004-5 Group I (N= 17)	12% (2)	76% (13)	6% (2)		
2005-6 Group I (N= 18)	38.9% (7)	61.1% (11)			
2006-7 Group I (N=9)	33% (3)	67% (6)			
2007-8 Group I (N= 8))	50% (4)	38% (3)	12% (1)		
Assuming Leadership Roles					
2003-4 Group I (N=6)	16.7% (1)	33% (2)	50% (3)		
2004-5 Group I (N=17)	12% (2)	59% (10)	29% (5)		
2005-6 Group I (N= 18)	33.3% (6)	66.7% (12)			
2006-7 Group I (N= 9)	56% (5)	44% (4)			
2007-8 Group I (N= 8)	38% (3)	38% (3)	12% (1)	12% (1)	

Applying Nursing Research Findings					
2003-4 Group I (N=6)	16.7% (1)	33.3% (2)	50% (3)		
2004-5 Group I (N=17)	18% (3)	35% (6)	35% (6)		12% (2)
2005-6 Group I (N= 18)	11.1% (1)	55.6% (10)	27.8% (5)		5.6% (1)
2006-7 Group I (N=9)	22% (2)		11% (1)		33% (3)
2007-8 Group I (N= 8)	38% (3)	33% (3) 12% (1)	38% (3)		12% (1)
Your Current Position					
2003-4 Group I (N=6)	33% (2)	66.7% (4)			
2004-5 Group I (N=17)	6% (1)	65% (11)	24% (4)		6% (1)
2005-6 Group I (N= 18) 2006-7	16.7% (3)	77.8% (14)	5.6% (1)		
Group I (N= 9)	44% (4)	22% (2)	33% (3)		
2007-8 Group I (N= 8)	38% (3)	50% (4)	12% (1)		
Graduate School					
2003-4 Group I (N=6)		50% (3)			50% (3)
2004-5 Group I (N= 17)	12% (2)	29% (5)	18% (3)	6% (1)	29% (5)
2005-6 Group I (N= 17)	16.7% (3)	33.3% (6)		16.7% (3)	27.8% (5)
2006-7 Group I (N=8)	12% (1)	12%1)	25% (2)		50% (4)
2007-8 Group I (N=8)	25% (2)	12% (1)	38% (3)		25% (2)
Critical Thinking					
2003-4 Group I (N=6)	50% (3)	50% (3)			
2004-5 Group I (N= 17)	12% (2)	53% (9)	35% (6)		
2005-6 Group I (N=18)	22.2% (4)	61.1%	16.7%		

2006-7 Group I (N= 8)	38% (3)	(11) 50% (4)	(3) 12% (1)		
2007-8 Group I (N= 8)	38% (3)	38% (3)	12% (1)		12% (1)
Technical Skills 2003-4 Group I (N= 6)	16.7% (1)	50% (3)	33.3% (2)		
2004-5 Group I (N=17)	18% (3)	53% (9)	29% (5)		
2005-6 Group I (N= 18)	22.2% (4)	55.6% (10)	22.2% (4)		
2006-7 Group I (N= 8)	12% (1)	38% (3)	50% (4)		
2007-8 Group I (N= 8)	50% (4)	25% (2)	25% (2)		

*Group I= graduates who had been out of school for 1 year before survey.

Table 2. (2006 Surveys) Employer Rating of New Graduates

N = 17	Outstanding 4	Above Average 3	Adequate 2	Inadequate 1	No Opinion 0	Mean Score
Judgment based on knowledge and critical thinking skills	3 (17.6%)	6 (35.2%)	6 (35.2%)	0	2 (11.8%)	2.8
Clinical skills	3 (17.6%)	3 (17.6%)	8 (47%)	1 (5.8%)	2 (11.8%)	2.53
Uses nursing process	1 (5.8%)	8 (47%)	6 (35.2%)	0	2 (11.8%)	2.67
Positive professional attitude	3 (17.6%)	9 (53%)	3 (17.6%)	0	2 (11.8%)	3.0
Uses therapeutic communication skills	1 (5.8%)	6 (35.2%)	8 (47%)	0	2 (11.8%)	2.53
Applies leadership and management skills	1 (5.8%)	7 (41.2%)	7 (41.2%)	0	2 (11.8%)	2.6
Identifies health care outcomes and uses appropriate nursing interventions	2 (11.8%)	4 (23.5%)	9 (53%)	0	2 (11.8%)	2.53

Table 3. (2006 Surveys) Employer Rating of New Graduates (cont'd)

N = 17	Great Extent 4	Much Extent 3	Little Extent 2	No Extent 1	No Opinion 0	Mean Score
Utilize theory when making decisions regarding nursing practice	1 (5.9%)	10 (58.8%)	4 (23.5%)	0	2 (11.8%)	2.8
Synthesize and integrate knowledge from physical behavioral sciences and humanities with nursing practice	1 (5.9%)	11 (64.7%)	2 (11.8%)	0	2 (11.8%)	2.7
Assess the health status and potential of individuals and groups	1 (5.9%)	13 (76.4%)	1 (5.9%)	0	2 (11.8%)	3.0
Plan, implement, evaluate and revise nursing interventions	2 (11.8%)	13 (76.4%)	0	0	2 (11.8%)	3.13
Accept responsibility and assume accountability for interventions	5 (29.4%)	9 (52.9%)	1 (5.9%)	0	2 (11.8%)	3.26
Evaluate evidence-based research for the applicability of nursing actions	0	10 (58.8%)	4 (23.5%)	0	3 (17.7%)	2.71
Identify and effect change to improve health care community wide	0	11 (64.7%)	3 (17.7%)	0	3 (17.7%)	2.78
Function as beginning practitioners in professional nursing	2 (11.8%)	11 (64.7%)	2 (11.8%)	0	2 (11.8%)	2.86
Meet professional standards of practice	4 (23.5%)	11 (64.7%)	0	0	2 (11.8%)	3.27
Utilize decision making and critical thinking skills appropriately	2 (11.8%)	9 (52.9%)	4 (23.5%)	0	2 (11.8%)	2.87

Table 4. Employer Rating of preparedness in multiple areas

Technical skills 6 (35%)	Documentation 3 (17%)	Curriculum 2 (12%)
Professionalism/Delegation 5 (29%)	Clinical Experiences 7 (41%)	*Other

* Unlisted skills that were mentioned under "Other" included critical thinking and sterile technique. Each was identified once.

Table 5 - Areas for improvement were identified by the surveyed employers.

Table 5. Evaluation of meeting of Program Objectives according to Surveys
(2003-4, 2004-5).

Program Objectives	Excelled in Completing this Objective	Adequately Completed this Objective	Partially Completed this Objective	Did Not Meet this Objective	No Opinion
Utilize nursing theory in making decisions regarding nursing practice. 2003-4 (Group I) N=6 2004-5 (Group I) N=16 2005-6 (Group I N= 18	 18% (3) 16.7% (3)	100% 59% (10) 72.2% (13)	 6% (1) 5.6% (1)	 12% (1)	 6% (1)
Synthesize knowledge from physical behavioral sciences and the humanities with nursing theory practice. 2003-4 (Group I) N= 6 2004-5 (Group I) N= 18 2005-6 (Group I N= 18)	 12%(2) 33.3% (6)	 83.3% (5) 70% (13) 61.1% (11)	 18% (3)		 16.7% (1) 5.6% (1)
Assess the health status and health potential of individuals and groups. 2003-4 Group I (N= 6) 2004-5 Group I (N=17) 2005-6 Group I (N= 17)	 24% (4) 33% (6)	 100% 59% (10) 66.7% (12)	 18% (3)		
Plan, implement,, and evaluate nursing interventions and revise nursing interventions. 2003-4 Group I (N= 6) 2004-5 Group I (N= 17) 2005-6 Group I (N= 18	 47% (8) 50% (9)	100% (6) 47% (8) 50% (9)	 6% (1)		

Accept individual responsibility and accountability for nursing interventions. 2003-4 Group I (N= 6)	16.7% (1)	83.3% (5)			
2004-5 (N= 17)	59% (10)	35% (6)	6% (1)		
2005-6 (Group I) N=18	50% (9)	50% (9)			
Evaluate research for the applicability of its finding to nursing actions. 2003-4 Group I (N= 6)		66.7% (4)	16.7 (1)		16.7 (1)
2004-5 Group I (N= 17)	6% (1)	41% (7)	41% (7)	12% (2)	
2005-6 (Group I) N=18	16.7% (3)	55.6% (10)	22.2% (4)		5.6% (1)
Participate in identifying and changing health care outcomes and systems. 2003-4 Group I (N= 6)		50% (3)	33.3% (2)	16.7% (1)	
2004-5 Group I (N= 17)	6% (1)	41% (7)	41 (7)	12% (2)	
2005-6 (Group I) N= 18	37.8% (5)	50% (9)	33.3% (4)		

Table 6.   Evaluation Extent to Which BSN Objectives Were Met, 2005-6, 2006-7, 2007-8.

Meeting BSN Program Goals	Great Extent	Much Extent	Little Extent	No Extent	N/A
Utilize nursing theory in making decisions regarding nursing. 2006-7 Group I (N= 8)	38% (3)	38% (3)	25% (2)		
2007-8 Group I (N= 7)	14% (1)	57% (4)	29% (2)		
Synthesize knowledge from physical behavioral sciences and the humanities with nursing theory practice. 2006-7 Group I (N= 8)	38% (3)	62% (5)			
2007-8 Group I (N= 7)	14% (1)	43% (3)	43% (3)		
Assess the health status and health potential of individuals and groups. 2006-7 Group I (N= 8)	38% (3)	62% (5)			
2007-8 Group I (N= 7)	43% (3)	43% (3)	14% (1)		
Plan, implement, and evaluate nursing interventions and revise nursing interventions. 2006-7 Group I	62% (5)	38% (3)			

(N= 8) 2007-8 Group I (N=7)	29% (2)	71% (5)			
Accept individual responsibility and accountability for nursing interventions. 2006-7 Group I (N= 8) 2007-8 Group I (N= 7)	75% (6) 57% (4)	25% (2) 43% (3)			
Evaluate research for the applicability of its findings to nursing actions. 2006-7 Group I (N= 8) 2007-8 Group I (N= 7)	25% (2) 14% (1)	38% (3) 43% (3)	38% (3) 29% (2)	14% (1)	
Participate in identifying and changing health care outcomes and systems. 2006-7 Group I N= 8) 2007-8 Group I (N= 7)	25% (2) 39% (2)	59% (4) 57% (4)	25% (2) 14% (1)		

APPENDIX B

Table 1 Spring 2006-Fall 2007 – HEALTH EDUCATION SYSTEMS INC. (HESI) (Cohort Group)

CCNE CATEGORY	NU 301	NU 302	NU 304	NU 306	NU 308	NU 407	NU 409	NU 410	NU 411	COMP 1	COMP 2
Core Competencies:						**					
Assessment	840	848	987	890	764	948	1039	1040	881	828	948
Communication	730	860	1001	891	1021	671	757	974	894	778	925
Critical Thinking	785	817	1023	911	769	865	1026	1026	848	848	944
Technical Skills	789	811	1013	875	767	860	995	1022	854	888	928
Core Knowledge:											
Hlth Care Sys/Pol	839	809		1132		*776			867	879	855
Hlth Promo/Risk/Prvnt	782	797	1030	943	767	855	1002	1038	915	843	948
Illness/Disease Mgmt	770	846	1043	874	686	854	1076	989	830	837	942
Info/Hlth CareTech	832	956	879		736	974	1269	955	*735	911	987
Ethics			1075			*776	*757		861	840	890
Human Diversity	781	834		866				*1085	*939	693	874
Global Hlth Care Sys		1038									*921
Role Development:											
Manager of Care	812	816	977	913	555	763	*883	*1004	849	763	899
Member of Prof	670			1126		*776			915	871	886
Provider of Care	796	804	1031	914	772	867	1028	1026	885	859	951
Professional Values:											
Altruism											
Autonomy											
Human Dignity											
Integrity											
Social Justice											
OVERALL EXAM	784	817	1021	910	773	**866	1025	1019	855	848	953

Remediation   953

NCLEX = 95%
* 1 Item Only   **   Revised Increased Difficulty Level

Table 2   Fall 2006-Spring 2008.   HEALTH EDUCATION SYSTEMS, INC. (HESI) (Cohort Group)

CCNE CATEGORY	NU 301	NU 302	NU 304	NU 306	NU 308	NU 407	NU 409	NU 410	NU 411	COMP 1	COMP 2
Core Competencies: Assessment	1004	897	887	953	845	1006	973	1032	877	935	957
Communication	906	875	819	960	330	764	725	995	1004	845	983
Critical Thinking	962	830	926	939	824	936	931	966	941	886	957
Technical Skills	942	800	914	878	820	921	917	947	942	888	951
Core Knowledge: Hlth Care Sys & Pol	866	732				801	830		976	863	1009
Hlth Promo/Risk/Prvnt	972	842	845	967	802	912	933	960	933	887	948
Illness/Disease Mgmt	950	722	925	884	767	937	1021	952	847	839	946
Info & Hlth Care Tech	901	904	984	1292	840	1012	1070	967		886	957
Ethics	580				840	801	810		955	885	1047
Human Diversity	890	920							1138	968	964
Global Hlth Care Sys		1079						1032			
Role Development: Manager of Care	914	839	576	977	662	1039	629	1017	931	846	930
Member of Prof	928			1379		801			903	945	1166
Provider of Care	945	810	926	937	824	936	931	969	973	886	962
Professional Values:											
Altruism											
Autonomy											
Human Dignity											
Integrity											
Social Justice											
OVERALL EXAM	954	831	910	919	802	942	925	969	939	890	956

NCLEX = 100% (N. 39)

Table 3   Spring 2007-Fall 2008.   HEALTH EDUCATION SYSTEMS, INC. (HESI) (Cohort Group)

CCNE CATEGORY	NU 301	NU 302	NU 304	NU 306	NU 308	NU 407	NU 409	NU 410	NU 411	COMP 1	COMP 2
Core Competencies:											
Assessment	827	841	856	616	695	905	960	922	850	883	891
Communication	698	813	807	746	855	733	946	933	857	826	843
Critical Thinking	737	778	858	724	719	882	908	896	856	849	896
Technical Skills	751	769	823	745	717	890	898	884	854	827	906
Core Knowledge: Hlth Care System & Pol	779	942		839		793	830	800	858	769	944
Hlth Promo/Risk/Prvnt	728	785	818	733	733	810	897	881	833	872	885
Illness & Disease Mgmt	689	726	853	717	713	865	938	924	887	821	927
Info & Hlth Care Tech	791	655	783		849	1016	1068	1007	820	940	984
Ethics	676			645		793	794		832	913	947
Human Diversity	613	906		667	1011		938	800	895	888	951
Global Hlth Care Sys		959									
Role Development: Manager of Care	730	791	695	841	722	934	718	1125	848	850	899
Member of Prof	797					793			737	559	863
Provider of Care	739	771	858	721	727	889	905	897	815	855	898
Professional Values:											
Altruism											
Autonomy											
Human Dignity											
Integrity											
Social Justice											
OVERALL EXAM	738	778	853	724	727	881	908	898	853	857	899

NCLEX = 100% (N. 34)

Appendix C

UNIVERSITY OF NORTH ALABAMA
COLLEGE OF NURSING AND ALLIED HEALTH (CONAH)
PROGRAM EVALUATION PLAN
Approved: Dec 2006
Standing Committees

Committee	*Abbreviation*	*Responsibilities*
Traditional Admission/ Readmission Committee	*TARC*	*Review applications of students who apply for admission or readmission to the Traditional BSN program and make recommendations to the Chair of the Traditional program and the CONAH Dean regarding admission.*
Online Admission/ Readmission Committee	*OARC*	*Review applications of students who apply for admission or readmission to the RN-BSN and the MSN programs and make recommendations to the Chair of the Online program and the CONAH Dean regarding admission.*
Traditional Program Effectiveness and Curriculum Committee	*TPECC*	*Review and evaluate curricular plans and changes for the Traditional Program. Oversee, maintain, implement, evaluate, and revise the plans for determining the effectiveness of CONAH goals and objectives. Recommend changes to NAC and Dean.*
Online Program Effectiveness and Curriculum Committee	*OPECC*	*Review and evaluate curricular plans and changes for the Online Program. Oversee, maintain, implement, evaluate, and revise the plans for determining the effectiveness of CONAH goals and objectives. Recommend changes to NAC and Dean.*
Traditional Department	*TD*	*Traditional Department of the BSN nursing program receives reports from all traditional committees. Acts on recommendations, resolves problems, and reports to FOC.*
Online Department	*OD*	*Online Department consisting of faculty of both online programs, RN-BSN and MSN. Receives reports from all online committees. Acts on recommendations, resolves problems, and reports to FOC.*
Nursing Administrative Committee	*NAC*	*Reviews recommendations from the TPECC and the OPECC.*
Faculty Organization Committee	*FOC*	*Provide overall governance for the CONAH including curriculum, student policies, faculty recruitment/retention, selection, and promotion, and faculty development.*

Faculty Development and Student Scholarship Committee	*FDSSC*	*Review and make recommendations regarding faculty educational and professional development. Review and make recommendations to the CONAH Dean regarding faculty/student awards.*
Traditional Faculty Retention, Recruitment and Promotion	*TRRP*	*Review qualifications of traditional faculty or prospective faculty and make recommendations to CONAH Dean regarding recruitment, promotion, and retention.*
Online Faculty Retention, Recruitment, and Promotion	*ORRP*	*Review qualifications of online faculty or prospective faculty and make recommendations to CONAH Dean regarding recruitment, promotion, and retention.*
Traditional Level Committees	*TLC*	*Review traditional student progression. Review and recommend to TPECC course, curriculum changes based on student and faculty evaluations and faculty observations.*
Online Level Committees	*OLC*	*Review online student progression. Review and recommend to OPECC course, curriculum changes based on student and faculty evaluations and faculty observations.*
Traditional Student Guidelines & Resources Committee	*TSGRC*	*Review traditional student guidelines and CONAH resources for consistency with parent Committee institution and regulatory bodies and make recommendations to TD.*
Online Student Resource Committee	*OSGRC*	*Review online student guidelines and CONAH resources for consistency Guidelines & with parent institution and regulatory bodies and make recommendations to OD.*
Community of Interest	*COI*	*Consists of regulatory bodies, UNA faculty, students, graduates and their Interest employers, patients, e-College, schools and community within the region.*
Deans Advisory Council	*DAC*	*Reviews strengths and weaknesses of students, graduates, and programs to offer recommendations to facilitate improvement. Coordinates collaborative use of clinical facilities with other local nursing programs. Addresses clinical agency changes which may affect students, faculty, or curriculum program.*

Program Evaluation Plan

STANDARD I. PROGRAM QUALITY: MISSION AND GOVERNANCE

The University of North Alabama College of Nursing faculty and students in striving to meet the needs and expectations of the community are
    involved in the continual development and refinement of the nursing program. While assuring that the nursing program adheres to the institution's mission, philosophy, goals, objectives, and expected results, the University of North Alabama College of Nursing also incorporates professional nursing standards and guidelines.

Standard/Objective	Person(s) Responsible	Time Frame	Method	Dispensation	Documentation
Mission, philosophy, goals/outcomes congruent with parent institution	TPECC TD OPECC OD NAC	Annually	TPECC analyzes the BSN mission, goals and outcomes for congruence with the university mission and goals and prepares an annual report containing comparisons. TPECC reports to TD and presents the annual report in the spring of each year. OPECC analyzes the RN-BSN/MSN mission, goals and outcomes for congruence with the university mission and goals and prepares an annual report containing comparisons. OPECC reports to OD and presents the annual report in the spring of each year.	TPECC/OPECC present annual reports, (containing comparisons of CONAH mission and goals to the university mission and goals), to TD/OD respectively. If incongruent, TD/OD assigns an ad hoc committee to study the problem and make recommendations. If changes are recommended these are voted on in TD/OD and forwarded to NAC. Once passed by NAC, the changes are presented to FOC. Proposed changes and/or corrections in appropriate documents (catalog, nursing student handbook, brochures and etc.) are presented via CONAH committees to the appropriate university committee.	FOC, TD & OD Minutes TPECC & OPECC minutes Traditional and Online Annual Reports NAC minutes University Bulletin, Brochures Nursing Student Handbook Organizational Chart

| Mission, philosophy, goals/outcomes reflect professional nursing standards & guidelines | Course Faculty

TPECC

TD

OPECC

 OD

NAC | Annually | Faculty review course objectives & course content for adherence to professional nursing standards annually and report to TPECC/OPECC via Levels.

TPECC reviews BSN mission, philosophy, goals & outcomes for congruence with selected BSN nursing standards and guidelines. TPECC reports to TD and revises components if necessary.

OPECC reviews RN-BSN and MSN mission, philosophy, goals & outcomes for congruence with appropriate BSN or MSN nursing standards and guidelines. OPECC reports to OD and revises components if necessary. | TPECC/OPECC receives report from Levels and refers unresolved issues to TD/OD.

TD receives report from TPECC and makes recommendations as needed or assigns a committee to study incongruence and recommend changes. Suggested changes are then voted on by the TD
 OD receives report from OPECC and makes recommendations as needed or assigns a committee to study incongruence and recommend changes. Suggested changes are then voted on by the OD Changes passed in TD/OD are presented to NAC. Once approved by NAC, proposed changes and/or corrections in appropriate documents (catalog, nursing student handbook, brochures and etc.) are presented via CONAH committees to the appropriate university committee. | Course Syllabi Level Minutes TPECC & OPECC Minutes TD & OD Minutes

FOC Minutes NAC Minutes

University Bulletin

Nursing Student Handbook |
| Mission, philosophy, goals/outcomes consider need and expectations of community of interest | Levels

TPECC OPECC

TD OD | Annually | TPECC/OPECC, as they analyze and disseminate community of interest survey results to TD/OD respectively, review the definition of Community of Interest and evaluate mission, philosophy, | TD/OD receives survey reports concerning the definition of the community of interest and community needs, mission, philosophy, goals and outcomes evaluation from TPECC/OPECC. Recommendations for changes | Course Syllabi Level Minutes TPECC & OPECC Minutes TD & OD Minutes NAC Minutes |

	NAC		goals, outcomes. TPECC/OPECC also evaluates all courses, (via levels) and CONAH services to insure that community needs, (age, culture and economic considerations) are addressed. TPECC/OPECC reports to TD/OD respectively.	are presented to the TD/OD who then votes on the changes and passes information on to NAC. Once approved by NAC, proposed changes and/or corrections in appropriate documents (catalog, nursing student handbook, brochures and etc.) are presented via CONAH committees to the appropriate university committee.	FOC Minutes Nursing Student Handbook University Bulletin Dean's Advisory Council Minutes North Alabama Health Education Council Minutes Employing Agency Surveys
	Director of Community Clinic		Director of clinic will keep records of clinic activities that meet the needs of the community.	Clinic Director reports to the Dean of the CONAH and the Clinic Board.	Clinic Annual Report
Faculty, students involved in governance of program	TD/OD chairs CONAH faculty Student Nurses Association (SNA) and Advisors Students Faculty	Annually	TD/OD chairs work together to appoint faculty to committees shared by both programs. TD & OD chairs individually appoint faculty to committees not shared by both programs. Student Nurses Association's elect/appoint student representatives to CONAH BSN standing committees and make recommendations to SNA advisors.	Faculty chairs discuss committee appointments with faculty during faculty evaluation sessions. BSN SNA advisors make the final determination as to students to be on CONAH BSN committees (TPECC, TSGRC, TARC and TD). Committee chairperson notifies students of scheduled meetings. Student representatives report to SNA. Faculty analyze student and course evaluations and report to Levels. Problems revealed in evaluations are resolved in	TD & OD Minutes FOC minutes Standing Committee Minutes/Reports SNA Minutes Student/Faculty Evaluations Level Minutes TPECC/OPECC

	Levels TPECC OPECC University Committees		Students evaluate faculty and courses Faculty evaluate courses and report to levels Faculty are appointed to university committees and are elected to the Academic Senate Committee.	levels or referred to TPECC & OPECC. CONAH faculty appointed to university committees and Academic Senate consult with CONAH faculty in TD & OD or informally.	Minutes University and CONAH Committee Appointments

STANDARD II. PROGRAM QUALITY, INSTITUTIONAL COMMITMENT AND RESOURCES

The University of North Alabama College of Nursing is able to meet its mission, philosophy, goals, objectives and expected results due to the ongoing commitment of resources by the University. The faculty and alumni also serve as major resources, enabling the program to accomplish the stated mission, philosophy, goals, outcomes and expected results.

Standard/Objective	Person(s) Responsible	Time Frame	Method	Dispensation	Documentation
Parent institution demonstrates commitment and support	UNA Administration /Trustees CONAH faculty and students COI TPECC OPECC TD OD NAC	Annually	UNA Administration and trustees meet annually to determine UNA budget allocations.	UNA Administration and trustees develop an equitable budget to meet needs of CONAH.	CONAH receives an equitable budget to cover expected expenses. (Support from Administration/Trustees for program expansion, faculty development, etc. is evident in administrative records and revealed in student course evaluations.) University Strategic and Budget Committee Report
			Individual and level faculty, based on student and faculty evaluations and input from the COI evaluate the teaching-learning sites and report to TPECC and OPECC respectively. TPECC/OPECC make request for needed resources to TD/OD respectively.	TD & OD forward requests relative to teaching-learning sites to NAC. NAC develops a CONAH budget request, considering input from all CONAH standing committees, and returns requests to TD/OD Chairs who review requests and approve/deny and submit to the Dean for final approval. For items not funded by the department budget, NAC submits CONAH budget request forms to the Dean for approval. Budget forms are then submitted to the VPAA (and copied to NAC) for approval and forwarded to the University's Strategic and Budget Committee for funding. TPECC/OPECC prepares a report of acquisitions and use of resources, (including library	TPECC, OPECC, TD, OD, & NAC Minutes.
	FDSSC				FDSSC Minutes/Annual Report
	Clinic Board	Annually	Individual faculty members and students submit requests for faculty development, professorships and		Clinic Minutes VPAA report University budget

	of Trustees Executive Clinic Director NPs Alumni Dean's Advisory Council (DAC)		student scholarships to FDSSC. The FDSSC seeks ways to provide additional educational offerings for faculty, and acquisition funds from alumni and other resources. Executive Clinic Director and NPs evaluate the clinical learning site for clinic needs and student learning needs and submit budget requests to the Dean of the CONAH for needed equipment and supplies related to student learning in the clinic. Clinic Board of Trustees meet monthly to evaluate resources, etc. DAC meets annually to discuss strategies and exchange ideas regarding curricula, clinical component and resources.	& computer lab holdings & services) to the university. FDSSC sends approved requests to CONAH for approval. CONAH forwards approved requests to UNA Administration who makes the final decision regarding approval or disapproval. The petitioning person is informed as to whether funds are awarded or not. Individuals who receive funds submit a report to University regarding utilization of funds. Dean of the CONAH reviews recommendations and forwards the recommendations to the VPAA, who submits special budget requests for clinic and student learning to the University Budget Committee CONAH administration organizes DAC meetings, facilitates active involvement of faculty and agency representatives and forwards minutes to TPECC, OPECC and FOC	committee DAC Minutes, TPECC, OPECC & FOC Minutes
				CONAH faculty, program	

Faculty enables achievement of mission, philosophy, goals/ outcomes	CONAH Administration TD Chair OD Chair Dean	Annually	CONAH faculty and administration develop annual goals and devise strategies to achieve goals annually.	chairs and administrators evaluate goals considering the achievement of the program's mission, goals and outcomes and forward goals to CONAH Dean and University Adm.	Faculty Goals/Evaluations Faculty/Dean Vitae Faculty Workload Records
			Dean of the CONAH assigns workloads to faculty.	Faculty workloads are reviewed University Adm. Decisions regarding faculty positions, adjunct faculty, workloads and course assignments are determined by the CONAH and University Adm.	Course Syllabi
	TRRP/ORRP	As Needed			TRRP/ORRP Minutes
			TRRP/ORRP committee reviews faculty and prospective faculty vitae, portfolios, and other documents, without regard to age, color, national origin, religion, race, or gender, and recommends employment, promotion or tenure to the CONAH Dean.	TRRP/ORRP committee makes recommendations based on the achievement of the program's mission, goals and outcomes, to CONAH Dean for employment, retention or promotion of faculty. CONAH Dean considers decision of TRRP/ORRP and makes recommendation to University Adm. The Faculty member is then employed or promoted or not.	Faculty Notes/Calendar appointments
	Students	Each Semester as needed	The TRRP/ORRP reviews student evaluations of adjunct and temporary faculty and makes recommendations to CONAH Dean.		Student Evaluations
	Levels			Senior faculty members are available to clinical associates and adjuncts for mentoring.	Faculty Evaluations Level Minutes TPECC/OPECC Minutes TD/ OD Minutes NAC Minutes FOC Minutes UCC Minutes
	NAC		Students evaluate faculty as per University policy, (adjunct faculty each semester, non-	Specific recommendations from student and/or faculty	Student Records

	Faculty Members		tenure faculty annually, and tenured faculty every 2 years). All student course evaluations are reviewed by Course Coordinators, Program Chairs, Dean and Univ. Adm. Faculty course evaluations and course activities are reviewed in levels for adherence to the CONAH mission, goals and outcomes Faculty participate in student advisement and mentoring activities	course evaluations are reviewed by Levels and forwarded to TPECC/OPECC. If TPECC/OPECC determines needed change, recommendation is made to TD/ OD. Course changes are made based on TD/ OD's approval and forwarded to NAC and then to FOC. New courses must be approved by UCC Each faculty member is assigned students to advise	

STANDARD III. PROGRAM QUALITY: CURRICULUM AND TEACHING-LEARNING PRACTICES

The University of North Alabama College of Nursing mission, philosophy, goals and outcomes determine the course content of the curriculum, directing the process of attaining expected results. Teaching – learning experiences are congruent with the stated mission, philosophy, goals and objectives. The teaching – learning environment allows for evaluation of student performance in such a way as to foster student achievement of expected results.

Standard/Objective	Person(s) Responsible	Time Frame	Method	Dispensation	Documentation
Curriculum developed based on mission, philosophy, goals/outcomes.	TPECC OPECC TD/ OD FOC NAC TARC OARC TPECC OPECC	Annually/ Triennially (ongoing)	TPECC/OPECC and TD/OD review overall curricula, including pre-requisite courses for congruence with CONAH mission, philosophy, goals/outcomes and provide rationale for logic and sequence used in formulating curriculum. TPECC/OPECC analyzes respective curricula for content of topics related to cultural diversity, legal/ethical issues, and leadership/management. TARC/OARC review University and CONAH policies for recruiting quality students. TARC/OARC makes recommendations to TD/OD for admission of quality students based on criteria emanating from mission, philosophy, goals/objectives. Decisions are made without	TPECC/OPECC report incongruence between course offerings and mission, philosophy goals/outcomes and makes recommendations to TD/OD respectively. TPECC/OPECC report analysis of diversity, legal/ethical, and leadership/management content to TD/ OD respectively. Discrepancies are addressed by TD/OD respectively and concerns affecting the respective programs are addressed in NAC. Changes are reported to FOC. TD/OD receives reports of admission of qualified students and readmission of petitioning students. TD/OD assigns faculty members to keep in touch with readmitted	TPECC and OPECC Minutes FOC Minutes TRAC and ORAC Minutes TPECC and OPECC Minutes NAC Minutes BSN Level Minutes

			discrimination as to age, race, religion, gender, national origin, or culture. TPECC/OPECC uses the CONAH mission, goals and outcomes in planning and evaluating the programs.	students according to guidelines. TD/OD receives report of student failures and determines actions to be taken in accordance with mission, goals/outcomes of the respective programs. TPECC/OPECC report survey results to TD/OD respectively, (NCLEX results are reported to TD). Concerns are assigned to a standing or ad-hoc committee. TD/OD report to NAC and then to FOC.	
Clear congruence between teaching-learning experiences and expected results.	Course Faculty LEVELS TPECC OPECC NAC DAC	Each semester Annually	Each faculty develops clearly-defined course objectives and teaching/learning strategies to achieve outcomes. Objectives & strategies are evaluated in the Levels. Changes affecting other courses are presented to TPECC/OPECC each semester & revised as needed. Problems in meeting course requirements and objectives are discussed in levels and reported to the TPECC/OPECC as needed. Dean's Advisory Council meets with community leaders to discuss teaching-learning experiences and keeps community informed of expected outcomes.	TPECC/OPECC explores solutions to solve clinical placement problems and presents need to alter clinical experiences to TD/OD respectively. Program chairs and clinical faculty meet with clinical agency personnel as necessary to determine utilization of agencies and request clinical placements and contracts based on teaching – learning experiences needed to attain expected results. Problems are discussed in NAC and reported to FOC DAC explores opportunities for new experiences.	Course Syllabi Level Minutes TPECC/OPECC Minutes, TD/OD Minutes Faculty Course Evaluations DAC Minutes Employing Agency Surveys Agency Contracts and Memorandum of Agreements

Environment for teaching, learning, and evaluation of student performance fosters achievement of expected results.	TSGRC OSGRC	Each semester	TSGRC/OSGRC reviews CONAH academic policies related to students for fairness & equity. TSGRC/OSGRC reviews student, university and program academic policies for congruence with mission, philosophy, goals/outcomes. Faculty members evaluate course environments (objectives, teaching/learning strategies, evaluation, etc.) to assure they are conducive to achievement of expected results and report to Levels.TPECC reviews NCLEX and Standardized Testing results, reports from levels and graduate surveys to determine changes in teaching – learning experiences. OPECC reviews graduate survey results to determine changes needed in teaching-learning experiences.TD faculty advise pre-nursing students of requirements for admission to the CONAH and eligibility to take State Board Exams. OD faculty advise online and MSN students regarding admission requirements. CONAH administration obtains contracts with clinical agencies which foster student achievement.	TSGRC/OSGRC reports to TD/OD and recommends changes to reflect evaluation results and/or need for improvement. TD/OD report to NAC and then to FOC	SGRC Minutes TD/OD Minutes NAC Minutes FOC Minutes
	TD/ OD NAC				
	Course Faculty, Levels			Levels report to TPECC and OPECC any need to alter course environments.	Course Syllabi Level Minutes TPECC/OPECC Minutes
	TPECC				
	OPECC			TPECC/OPECC reports to TD/OD any problems with acceptable student performance or need to change teaching-learning strategies, and recommends interventions. TD/OD accepts recommendations or refers problem to an ad-hoc committee for further study. Decisions are addressed by NAC and reported to FOC.	Annual Reports
	Faculty				Student Records
	CONAH Adm.			CONAH administration informs TD/OD of acquired contracts	Agency Contracts

STANDARD IV. PROGRAM EFFECTIVENESS: STUDENT PERFORMANCE AND FACULTY ACCOMPLISHMENTS

The fulfillment of the University of North Alabama College of Nursing mission, philosophy, goals/objectives and expected results are reflected in satisfactory student performance which is congruent with program expectations as well as professional nursing standards and guidelines. The effectiveness of the program is evidenced by expression of satisfaction by alumni and accomplishments of the graduates of the program. The mission, philosophy, goals and objectives as well as professional nursing standards are embodied in faculty teaching, scholarship, service, and practice. Publications and documents concerning the program support the integrity as well as the ongoing refinement of the program.

Standard/Objective	Person(s) Responsible	Time Frame	Method	Dispensation	Documentation
Satisfactory student performance reflects expected achievement and is congruent with professional nursing standards and guidelines	TPECC/OPECC TD/OD NAC Students Faculty	Annually Each Semester	TPECC/OPECC analyzes survey results as they reflect expected achievement based on professional nursing standards. TPECC analyzes student performance on HESI and NCLEX. Students participate in periodic self-evaluation. Faculty evaluate student performance based on course objectives in congruence with CONAH mission, philosophy, goals/outcomes. Evaluation methods are explained in	TPECC/OPECC report survey results to TD/ OD respectively. TD/OD refers problems related to surveys to the appropriate committee for further study and results are reported to NAC and then to FOC. TPECC reports problems on HESI & NCLEX to TD and TD refers problems to the appropriate committee for study. Results are reported to NAC and then to FOC. Student self-evaluations are analyzed and incorporated into clinical/course planning. Faculty discuss student performance in	TPECC & OPECC Minutes TD & OD minutes TPECC & OPECC minutes NAC Minutes FOC Minutes Course Outlines Level minutes Student Clinical Evaluation Forms Student Tracking Records Faculty Anecdotal Notes TPECC & OPECC surveys Annual Reports

			course outlines. Evaluation of students are formative and summative.	level meetings. Unresolved problems are referred to the TPECC/OPECC respectively. Changes that involve other courses are discussed in TD/OD and reported to NAC and then to FOC. Formative and summative evaluation results of students are discussed in Levels. Evaluative results which involve other courses are discussed in TPECC & OPECC and results reported to NAC and then to FOC.	
Alumni satisfaction and graduate accomplishments reflect program effectiveness	TPECC/OPECC	Annually	TPECC/OPECC disseminates survey forms to graduates and their employers to gather program data. TPECC/OPECC collects and analyzes the surveys.	TPECC/OPECC report survey results to TD /OD respectively. TD/OD refers problems, (especially areas with which graduates express consistent dissatisfaction, or show poor performance), to the appropriate committee for further study. Results are reported to NAC and then to FOC.	Graduate Surveys , RN-BSN Surveys MSN Surveys Annual reports Employer Surveys TPECC/OPECC Minutes, TD/OD Minutes

| Faculty accomplishments congruent with mission, philosophy, and goals/outcomes and professional nursing standards | Faculty

TRRP/ORRP
Dean
VPAA

FDSSC
FOC | Annually | Faculty develop personal goals, (which reflect commitment to teaching, scholarship, service, and practice), and strategies to achieve these goals each year. The previous year's goals and accomplishments are evaluated by each faculty member in the spring.

Faculty participate in and record continuing education regularly.

FDSSC reviews faculty portfolios and makes recommendations regarding professorship.

FDSSC reviews applications for faculty development funds considering how the knowledge acquired will contribute to the outcomes of the program. | Faculty keeps records of accomplished goals in portfolios. Faculty portfolios are presented to the respective chair who reviews and forwards the portfolio with his/her recommendation to TRRP/ORRP. The TRRP/ORRP then makes a recommendation to the Dean of the CONAH for promotion and/or tenure. The Dean submits a recommendation to the VPAA who submits recommendation to the President.
Faculty records of continuing education are required for licensure to practice nursing and teach clinical nursing courses and therefore are necessary for employment and promotion.

FDSSC recommends professorships to FOC. FOC makes recommendations for professorships to the University.
FDSSC makes | Faculty Portfolios

Faculty Curriculum

Curriculum Vitae

TRRP/ORRP Minutes

FDSSC Minutes
FOC Minutes
VPAA/University records |

				recommendations to the Dean of the CONAH regarding utilization of available faculty development funds.	
Program Effectiveness reflects ongoing improvement	TPECC/ OPECC TD/OD NAC	Annually/ 5-Year Academic Department Review	TPECC reviews the Program Effectiveness Plan, data on graduate and employer satisfaction and assesses if the program outcomes are being realized. TPECC identifies areas needing improvement, develops strategies and implement changes for improvement and revises the evaluation plan as needed. OPECC reviews the Online and the MSN program evaluation plan, data on graduate and employer satisfaction and assesses if the programs' outcomes are being realized. OPECC identifies areas needing improvement and revises the evaluation plans as needed.	If evaluations reveal areas needing improvement, the TPECC/ OPECC reports to the TD/OD respectively. The TD/OD assigns these areas to the appropriate committee or administrative body, i.e. curricular areas to the TPECC/OPECC, resource concerns to the TSGRC/OSGRC, and lack of student progression to TRAC/ORAC. TD/OD reports to NAC any concerns with the overall program plan or results of evaluative efforts and NAC reports to FOC.	TPECC/OPECC Minutes TD/OD Minutes FOC Minutes Annual Reports Annual Action Plans 5-Year Academic Department Review Program Evaluation Plan
Program integrity reflected in documents	CONAH courses	Each Semester	Course documents are discussed in level	Course outlines are	Course Syllabi

			committee meetings and are open for review.	kept in a current file for evaluation at any time.	File
	All CONAH Committees	Ongoing			All Standing and Ad Hoc Committee Minutes & Reports
			All committees meet according to the evaluation plan, record minutes and report activities to designated committees/Chairs.	Committee records, reflecting program checks and balances to assure accomplishment of the program's mission, goals and outcomes and include strategies to maintain and improve program integrity, are on file.	Annual/Triennial Report
	All Faculty		The evaluation plan and all its components are reviewed annually.		Faculty evaluation records on file
	Nursing Administration	Annually			
			All faculty are evaluated by students and administration.	Results of Evaluation Plan review are documented in Annual/Triennial Reports	University Records
			Faculty evaluate administration of the CONAH as well as University Administration.	Faculty are evaluated according to tenure status by students. All faculty are evaluated equally by administration.	Faculty Records Standing Committee rules & regulations Self-Study Reports Regulatory Agency Reports
			Communication of Nursing Administration with faculty, committees and accrediting agencies is documented.	Evaluations of CONAH and University Administration are analyzed by UNA Office of Research and reported to the appropriate Administrative Officer.	
				CONAH meets with	

				individual faculty members in the spring of each year. The dean of the CONAH is an ex-officio member of each CONAH standing committee. Appropriate records are prepared for accrediting agencies. Reports are submitted to accrediting agencies.	