July 30, 2015

Academic Program Review

Traditional Department,
College of Nursing (CON)

Baccalaureate of Science in Nursing (BSN) Program

Assessment Period: 2009-2014

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Department Chair

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Part I
Departmental Assessment

The University of North Alabama is committed to a process of ongoing and integrated planning and evaluation. To this end, each department engages in a five-year review to ensure that departmental goals, strategies, and projected outcomes support the institution's mission, strategic plan, and commitment to academic excellence.

Specifically, all five-year reviews should 1) incorporate a systematic review of institutional mission, goals, and outcomes; 2) review results targeted toward continuing improvement in departmental quality; and 3) document changes have occurred as a result of the review.

INTRODUCTION - This report is an Academic Program Review of the Traditional BSN Program in the College of Nursing. It assesses program data from fall 2009 through spring 2014.

1. Assess the department as it relates to students including enrollment and graduation data, and student services:

1.1 & 1.2 The average class size in the Traditional Department (TD) during the 2009-2014 academic years was 36.04 students. There was an overall increase in full-time student enrollment during the five year period. Part-time enrollment demonstrated a significant decline. The number of degrees awarded for nursing majors remained steady with no significant increase or decrease. Graduates with a nursing major generally do not seek a minor degree; therefore, data for minors are not reported. The average cost per credit hour from 2009-2014 was $304.14. Disclosure of the enrollment and graduation data from 2009-2014 are contained in Table 1 and Table 2.

Table 1. Traditional Department Enrollment Data, 2009-2014

1. Number of Unduplicated Majors (Summer, Fall, and Spring Semesters Combined)						
Bachelor	**2009-10**	**2010-11**	**2011-12**	**2012-13**	**2013-14**	**Average**
Status						
Full-Time	651	609	559	574	589	596.40
Part-Time	83	73	75	75	64	74.00
Total	734	682	634	649	653	670.40
FTE Students	678.67	633.33	584.00	599.00	610.33	621.07

*The above data was provided by OIRPA.

Table 2. Traditional Nursing Department Graduation Data, 2009-2014

2. Number of Degrees Conferred						
Bachelor	***2009-10***	***2010-11***	***2011-12***	***2012-13***	***2013-14***	***Average***
Degrees Awarded	79	93	85	85	90	86.40

1.3 Department assessment of Student Services. Over the past five years, the TD has encouraged students to utilize various student support services. A brief description of how these services are utilized may be found below:

Pre-professional and Professional Organizations: TD faculty provide encouragement and support for the Student Nurses Association (SNA), a student lead organization. SNA offers scholarships for students who are active in the organization and are enrolled in the nursing program. Activities provided to all students (pre-nursing and nursing) give them the opportunity to interact with alums and other practicing nurses. Each year students who were enrolled in the nursing study aboard course share information and pictures, in the form of a presentation, about their experience. This

presentation, along with information shared in class, improves students' cultural awareness and sensitivity. Members of SNA are also involved in service activities. These activities include, but are not limited to, collection and distribution of supplies to tornado victims, Adopt a Stocking Initiative with hospice, purchasing Christmas items for boys and girls whose name was placed on the Angel Tree, and participating in Nurses Day at the Capitol in Montgomery. A number of CON faculty are also involved with Sigma Theta Tau International (STTI), the international honor society of nursing. Each semester faculty participate in the selection and induction of worthy students into STTI.

Tutoring Services: Nursing students utilize university tutoring services. Faculty offer monthly tutoring services through Project OPEN. The tutoring services through Project OPEN extend to any student who has declared nursing as a major. One faculty member is the Director of the Presidential Mentors Academy program where she has worked with underrepresented minority students to boost the success of selected students. Also, faculty continues to work, one-on-one, as mentors for students who are re-admitted after either failing out or dropping out of the program.

Service Projects*:* Faculty assisted students in service projects at each level of nursing. Some of the service activities include: visiting and providing supplies to nursing home residents; obtaining blood pressures, glucose and cholesterol levels, and administering vaccines at community sponsored health fairs; assisting with the first aid station at the Special Olympics and Kilby 5K; tutoring children at Kilby Laboratory School; and packing bags for hungry elementary school children through the MUNCH program.

Other Student Service: University Services

Disability Support Services and Counseling Services. All course syllabi contain information about the American with Disabilities Act and students in need of assistance are encouraged to contact Disability Support Services. Likewise, students with identified emotional needs are referred to Student Counseling Services.

Writing Center and Library Consultation. Three courses (NU 200W/200WR, NU 302W, NU 406WR) are part of the university's Quality Enhancement Plan (QEP) and are designated as writing intensive courses. Students in theses course are strongly encouraged to schedule consultation appointments with the Writing Center and courses have embedded library services (i.e. LibGuide).

Academic Advisement and SOAR. Individual academic advisement is provided for all students with a declared nursing major. The TD faculty participate in summer SOAR activities by providing advisement that is specific to nursing.

Health Services and Bennett Infirmary. Students and faculty in the CON utilize the health care services available at Bennett Infirmary. Bennett Infirmary is also utilized as a clinical rotation site for students in NU 302 Community Nursing.

Career Planning Development. Students in the senior level NU 411 Leadership and Management in Nursing course are required to visit the Career Planning and Development center for help with their résumé. They also participate in Networking and Mock Interviews each semester.

Student Financial Services. Representatives from Student Financial Services speak to Project OPEN Scholarship recipients about financial matters. Many CON students are awarded financial support from endowed scholarships each year.

1.4 and 1.5 Department Assessment of Student Outcome Information

The primary measure of successful student outcome information is the NCLEX pass rate for first time writers. This statistical information is calculated and provided by the Alabama Board of Nursing (ABN) by calendar year, rather than academic year (see Table 3 below). Evaluating graduation and attrition rates are other measures of student success (see Table 4 below). The graduation rates in spring 2010 through fall 2014 were between 89.1% to 100.0 %. Student attrition rate ranged from 2.1% to 10.4%. Other criteria for assessing student outcomes are discussed in section 11.4.

Table 3. NCLEX Pass Rate Data by Calendar Year

NCLEX Data	2009	2010	2011	2012	2013(Degree of difficulty increased)	2014
First Time Writers	72	79	101	89	89	87
Number Pass	70	72	94	85	78	72
Percentage Pass	97.2%	91.1%	93.1%	95.5%	87.6%	82.76%

Table 4. Graduation Rate Report Spring 2010 - Fall 2014 ***(All data provided by the OIRPA.)***

Semester	N	Graduation Rate	Attrition Rate
Spring 2010	45	91.1%	8.9%
Spring 2011	48	89.6%	10.4%
Spring 2012	48	89.6%	10.4%
Spring 2013	48	91.7%	8.3%
Spring 2014	31	96.7%	3.3%
Semester	**N**	**Graduation Rate**	**Attrition Rate**
Summer 2010	6	100.0%	0.0%
Summer 2011	14	93%	7.1%
Summer 2012	13	100.0%	0.0%
Summer 2013	12	91.7%	8.3%
Summer 2014		N/A	N/A
Semester	**N**	**Graduation Rate**	**Attrition Rate**
Fall 2010	46	89.1%	10.9%
Fall 2011	47	97.9%	2.1%
Fall 2012	46	89.1%	10.9%
Fall 2013	47	93.6%	6.4%
Fall 2014	46	97.8%	2.2%

**the data in red represent the retention rate of the cohort. It's too early to capture graduation data for these cohorts.*

2. Assess the department as it relates to faculty and staff activities throughout the previous reporting period including research, service, and faculty/staff development:

2.1 Data assessing the Traditional Department's teaching productivity is provided in Table 5 below.

Table 5. Teaching Productivity

Number of Faculty (fall semester)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Full-Time	16	14	14	15	15
Part-Time	19	23	23	25	26
Total	35	37	37	40	41
FTE Faculty	22.33	21.67	21.67	23.33	38.00
FTE Student / FTE Faculty Ratio	30.39	29.23	26.95	25.67	25.79

Credit Hours / FTE Faculty	301.75	293.31	284.26	282.77	283.35
Department Expenditures	$1,741,312	$1,778,303	$1,984,681	$2,214,202	$2,176,962
Cost Per Credit Hour	$258.39	$279.83	$322.24	$335.59	$324.63

Note: These numbers include pre-nursing courses (NU 200 and NU 202) and smaller cohort size offered in the summer for the Accelerated Option.

2.2 Assessment of Faculty Research Productivity is in Table 6 below.

Table 6. Traditional Department - Faculty Research / Scholarship

Faculty	Publications
Wendy Darby *(Moved online in fall 2010)*	Elsevier Saunders. (2010). Child Abuse and Neglect: Diagnosis, Treatment, and Evidence by Carole Jenny. Published a photograph of a fimbriated hymen for Chapter 10. Title of chapter: Normal and Developmental Variations in the Anogenital Examination of Children. Ward, S. & Hisley, S. (2009). Maternal-Child Nursing Care: Optimizing Outcomes for Mothers, Children, & Families. Philadelphia: F. A. Davis. (Contributor: 28 pediatric case studies)
Marilyn Lee *(Moved online in fall 2013)*	Anderson, G. Eyitayo, O. Garg, D., & Lee, M.B. (2007/2010).Successful Strategies in Teaching a Large Class. *BIAC Journal*, *4*(2), 4-21. Brysiewicz, P. & Lee, M.B. (2009). Nursing students' evaluation of the introduction of Nursing Diagnosis focused tutorials in a South African university degree programme. *Curationis*, *32*(1), 20-24.
Kristy Oden	Oden, K. (2011). When Heartburn Gets Serious: An update on Barrett's Esophagus. *Advance for NP's & PA's.*
Tera Kirkman	Kirkman, T. (2013). High Fidelity Simulation Effectiveness in Nursing Students' Transfer of Learning. *International Journal of Nursing Education Scholarship*.
Laura Williams	White, L., Williams, L., Price, J., Williams, P., Betros, C, & Schoen, M. (ed.). (2011) Shared decision making in interprofessional geriatric healthcare delivery. Available at *Deep South CME Network,* http://www.alabamacme.uab.edu/courses/Shared_Decision_Making/ID0485.asp Williams, L.L., Pryor, E.R., Drentea, P., Vance, D.E., Umlauf, M.G. (2009). Factors associated with sleep disruption in the Health and Retirement Study. *Sleep,* 32:A123.
Collaborative Publications	Underwood, L.M., Williams, L.L., Lee, M. B., & Brunnert, K.A. (2013). Predicting baccalaureate nursing students' first-semester outcomes: HESI admission assessment. *Journal of Professional Nursing, 29,*(2),S38-242. doi:10.1016/j.profnurs.2012.07.003
Faculty Name	**Grants**
Ernestine Davis	(2014-17). Submitted PRE-OPEN (Prepare, Retain and Empower for Opportunity for Enter Nursing) Grant application to HRSA Nursing Workforce Diversity. (2012-16). Co-Director of Scholarship for Disadvantage Student, $2M Project OPEN HRSA Grant. (2009). Director, OPEN $299, 673 & $40,000, Nursing Workforce Diversity Grant renewed 3rd year. (2009-present). Director, $11,800, North Alabama Council of Local Government (NACOLG) grant reviewed with nursing students rendering care to elderly participants in various community settings.
Tera Kirkman	(2012-16). Co-Author & Director of Scholarship for Disadvantage Student, $2M Project OPEN HRSA Grant. (2011). International Nursing Association for Clinical Simulation and Learning: Mini Grant.
Marilyn Lee *(Moved online fall 2013)*	(2012-16). Co-Author of Scholarship for Disadvantage Student, $ 2M Project OPEN HRSA Grant.
Kristy Oden *(Moved online spring 2013)*	(2012 & 2013). New Careers in Nursing, RWJF. (2012). Grant AED grant for University of North Alabama in conjunction with Dr. Idena Beckwith. (2011). Appalachian Regional Commission Grant. $200,000 Simulation Lab – funded.
Martha Rock	(2011-12). Consultant on Robert Wood Johnson Grant on Diversity for Second Degree Accelerated Students.
Faculty Name	**Research**

Jenny Dawson	(2010). *Health Perceptions and Behaviors of International Students*. University of North Alabama, Florence, AL.
Clarissa Hall	(2014). *An evaluation of the "60 days to life" pediatric obesity pathway to promote lifestyle changes.* University of Alabama Birmingham, Birmingham, AL.
Michelle Nelson	(2013). *The use of continuous positive airway pressure therapy on the outcomes of daytime sleepiness and blood pressure in a mild obstructive sleep apnea population*. University of Wisconsin-Milwaukee.
Tera Kirkman	(2013). *High Fidelity Simulation Effectiveness in Nursing Students' Transfer of Learning*. University of Alabama. Tuscaloosa, AL.
Kristy Oden *(Moved online spring 2013)*	(2011). *Improving rates of colorectal cancer screening through adult community education*. University of Alabama, Huntsville. Huntsville, AL.
Vicki Pierce	(2013). *Student's perception of maternity boot camp experience*. University of North Alabama. Florence, AL. (2011*). Baccalaureate nursing students' perceptions of clinical judgment and self-efficacy is following high-fidelity simulation*. University of North Alabama. Florence, AL.
Lynn Underwood	(2011). *A comparison of baccalaureate nursing students' pre-admission exam scores and first semester outcomes.* (PhD research practicum) University of Utah College of Nursing, Salt Lake City, UT.
Laura Williams	(2012-14). *Quality Enhancement Plan (QEP) Discovery Leadership Team Member*, Representative College of Nursing. University of North Alabama, Florence, AL.
Collaborative Research Projects	Brewer, W. & Rock, M. (2014). *Video Recording or Instructor Presence: Which is best when teaching tPA administration to nursing students?* University of North Alabama, Florence, AL. Kirkman, T., Bergeron, P., Dawson, J., Hall, C. (2012). *Determining the impact of a mileage club on the cardiovascular health of school age children*. University of North Alabama, Florence, AL. Oden, K. and Dawson, J. (2013). *Transitioning nurse practitioners to assistant professors*. University of North Alabama. Florence, AL.
Faculty Name	Presentations
Will Brewer	(2014). *Tissue Plasminogen Activator Non-Treatment in First-Time Ischemic Stroke*. STTI International Leadership Connection. Indianapolis, IN & NAHEC Regional Conference. Huntsville, AL & PhD Intensive. First Place Winner. Birmingham, AL (2013).*Multi-Course Simulation: Building Collaboration & Teamwork. NAHEC Regional Conference*. Poster Presentation at Cullman, AL. Second Place Winner.
Ernestine Davis	(April 2014). *Silent Issues That Face the Aging Population.* Alabama Gerontological Society (AGS) 33rd Annual Conference. Florence, AL. (2014). *Enhancing Academic success of Underrepresented Students*, National Association of African American Studies 22nd jointed National Conference, Baton Rouge, LA. (2011). Taught Mini Exit/NCLEX and review sessions at Stillman College. Tuscaloosa, AL. (2010). *Understanding Self and Keys to Success*. Tuskegee University School of Nursing and Allied Health, Presented to Tuskegee University Graduating Seniors. Tuskegee, AL.
Jennifer Dawson	(2013*). "Mr. Bones" –Anatomy basics presentation for Kilby School 3rd grade*. Florence, AL.
Clarissa Hall	(2014). *An evaluation of the "60 days to life" pediatric obesity pathway to promote lifestyle changes*. Poster Presentation at the University of Alabama Birmingham Research Seminar. Birmingham, AL. (2014). *Pharmacology review*. University of North Alabama Nursing Student Meeting. Florence, AL. (2013). *What you need to know about sex*. University of North Alabama Student Residence Hall Meeting. Florence, AL.
Angela Hollingsworth	(2014). *Stroke in Rural Settings*. Continuing Education Class. University of North Alabama, Florence, AL.
Tera Kirkman	(2013). "*The Use of QSEN Competencies in Nursing Practice*", Kappa Phi Chapter of Chi Eta Phi Sorority, Inc. Nurses Week Luncheon, Florence, Alabama, May 2013. (2012). "*Proper Use of Body Mechanics for the Caregiver*", Hospice of the Shoals Dementia: Nurturing the Caregiver Conference, Florence, AL.

	(2012). *"The Effectiveness of Human Patient Simulation on Baccalaureate Nursing Students' Transfer of Learning"*, International Nursing Association for Clinical Simulation and Learning Conference, San Antonio, TX & Poster Presentation at the Sigma Theta Tau Regional Conference, Jackson, TN.
Marilyn Lee *(Moved Online in fall 2013)*	(2011). *The Learning Transfer Tool: Findings from a multi-site international study*. International Meeting on Simulation in Healthcare. New Orleans, LA. (2010). *The Learning Transfer Tool*. The UK Simulation in Nursing Education Conference in Huddersfield, UK & HPSN-METI Annual International Conference, Tampa, FL. (2010). *Using simulation scenarios in the classroom*. Poster Presentation at the University of North Alabama Research Day. (2009). *Simulation for Learning*. Presented at the Upsilon Omicrom Chapter STTI. February 10, 2009. College of Nursing and Allied Health, University of North Alabama.
Michelle Nelson	(2014). *Continuous Positive Airway Pressure Use and Mild Obstructive Sleep Apnea Syndrome (OSAS)*. Poster presentation & North Alabama Health Education Council (NAHEC). First Place Winner.
Kristy Oden (*Moved Online spring 2013)*	*(2013). Update on Common Gastrointestinal Issues*. University of North Alabama Continuing Education Department. Florence, AL. (2013). *Technology in the Virtual Classroom: Using eCollege* presented at the University of North Alabama College of Nursing. Florence, AL. (2011). *Colorectal Cancer: Who, What, When, & Where.* Celebration of Nursing 2011: 3rd Annual Symposium for Nurses. (2011). *Improving Rates of Colorectal Cancer Screening*. Sigma Theta Tau International meeting. University of North Alabama. Florence, AL.
Vicki Pierce	(2013). *Maternity boot camp: A simulated clinical experience*. Poster Presentation at the University of North Alabama UNA Research Day. Florence, AL. (2012). *BSN students' perceptions of clinical judgment and self-efficacy following high-fidelity simulation*, NLN/STTI Innovations in Nursing Education Research Conference, Indianapolis, IN & HPSN 2012 International Conference, Tampa, FL. (2012). *Baccalaureate nursing students' perceptions of clinical judgment and self-efficacy following high-fidelity simulation*. Poster Presentation at the University of North Alabama Simulation Lab Open House, Florence, AL & Nurse Educator Institute, Branson, MO & University of North Alabama Research Day, Florence, AL. (2009). *Human patient simulation in maternity nursing: An authentic learning method.* Poster Presentation at the Alabama Nurse Educators Conference, Tuscaloosa, AL.
Martha Rock	(2010). *Demonstration of clinical simulation with METI high fidelity simulator: Debriefing strategies*. University of North Alabama, Florence, AL. (2010). *Advising strategies for International students. Regional NACADA Advising Conference*. University of North Alabama, Florence, AL. (2010). *Stress and the graduate student.* Panel Presentation Psychology Department, University of North Alabama. Florence, AL.xsz
Lynn Underwood	(2014). *Hospice: A breath of fresh air for COPD.* 2nd Hospice of the Shoals Caring for the Caregiver Conference. Florence, AL. (2013). *Does standardized admission testing identify the cream of the crop?* Elsevier premiere Elevate Outcomes with HESI conference. Philadelphia, PA. (2012). *The silver tsunami continues*. Podium presentation at the Tennessee Valley Gerontology Conference, Florence, AL. (2012). *Elder abuse and neglect*. Slide presentation at the Rape Response Shoals Law Enforcement Training Conference, Russellville, AL. (2012 & 2010). *Simulation: A millennial innovation for enhancing gerontological content in a nursing curriculum*. Poster presentation at CAE Simulation Conference, Tampa, FL & Poster presentation at the Geriatric Society of America 63rd Annual Scientific Conference, New Orleans, LA. (2011). *Age sensitivity: The key to age positive care*. Tennessee Valley Gerontology Conference, Florence, AL.

	(2009). *Dementia care: Not a one size fits all.* Family Support Group Meeting, Green Oaks Inn SCF, Florence, AL.
Laura Williams	(2011).“*It’s a little white pill.” Medication adherence and America’s aging population.* 16th Annual Tennessee Valley Gerontology Conference, Florence, AL. (2010). *Quality enhancement plan: research literacy in nursing*. QEP Faculty Open Workshop, Florence, AL. (2010).*Sleep disruption among aging adults in the Health and Retirement Study*. 24th Annual Meeting of the Associated Professional Sleep Societies, LLC: San Antonio, TX. *(2009). Altered sensory perception in elders: A simulation experience.* UNA Student Nurses’ Association, Florence, AL. *(2009).Factors associated with sleep disruption in the Health and Retirement Study*. UAB Graduate Student Research Day, Birmingham, AL & Southern Nursing Research Society, Baltimore, MD.
Rachel Winston	(2010). *Transitioning from Student to Nurse*. Graduate Recognition Ceremony, University of North Alabama. Florence, AL.
Collaborative Presentations	Kirkman, T., Bergeron, P., Dawson, J., Hall, C. (2012). *Determining the impact of a mileage club on the cardiovascular health of school age children*. Poster Presentation at the University of North Alabama Research Day. Florence, AL. Kirkman, T., Davis, E. Smith, C., & Alexander, D. (2013). *Recruitment and Retention Strategies through Project OPEN*, Southern Regional Council on Collegiate Education for Nursing Board Annual Meeting, Atlanta, GA. Kirkman, T., Hall, C., Winston, R. (2014). *Communicable Diseases*. Tennessee Valley Association Corporate Facilities West Quarterly Safety Meeting. Muscle Shoals, AL. Lee, M. B., Rock, M., Kirkman, T., Rickard, B. & Darby, W. (2010). *Use of PNCI Scenarios in the Classroom*. HPSN-METI Annual International Conference. Tampa, FL. Lee, M. B., Rock, M., & Kirkman, T. (2009). *Use of PNCI Scenarios in the Classroom*. HPSN-METI Annual International Conference. Tampa, FL. Underwood, L.M., Williams, L.L., & Lee, M. B. (2011). *A comparison of Baccalaureate nursing students’ pre-admission exam scores and first semester outcomes.* Poster presentation at the Sigma Theta Tau International Honor Society 41st Biennial Convention, Grapevine, TX.
Faculty Name	Review of Scholarly Work
Ernestine Davis	(2012-2014). Mock reviewer/Consultant to Georgia Health System-Nursing Workforce Diversity Grant. Atlanta, GA. (2009). Nursing Diversity Retention Grant Consultant- Nicholls State University. Thibodaux, LA. (2009). Nurse Education, Practice and Retention (NEPR) Grant Reviewer for the Department of Health and Human Services (USA)
Tera Kirkman	(2013). Review of a simulation manuscript for the International Journal of Nursing Education Scholarship.
Martha Rock	(2011- 2014). Expert Witness: Lanier, Ford, Shaver, Payne LLP. Reviewed Depositions malpractice case. (2009-2013). Reviewer of 18 articles McMaster On-Line Rating of Evidence, The British Medical Journal Publishing Group, the Health Information Research Unit at Mc Masters University / includes the Editorial Office for Evidence –Based Practice.

2.3 Faculty Service. The TD faculty have been extensively involved in university Shared Governance committees and CON committees. During the assessment period three members of the TD faculty have received awards for their service contributions. The following faculty received VPAA Awards: Dr. Wendy Darby (2009) Academic Award for Outstanding Service, Dr. Marilyn Lee (2011), Dr. Tera Kirkman (2014), Ms. Patty Wilson (2009) Outstanding Teaching Award, Dr. Vicki Pierce (2013); and Dr. Martha Rock (2014) for Outstanding Advisement. Faculty in the CON have a long standing history of community service. One example of service is the Shoals Community Clinic. Several faculty who are nurse practitioners have donated many hours of service to the clinic.

2.4 Faculty Development. During the assessment period, eleven members of the TD faculty have maintained full time employment and pursued a doctorate degree in nursing. Table 7 contains a list of faculty who completed their doctorate degree during the assessment period. All faculty in the CON have participated in continuing nursing education programs as required to maintain registered nursing licensure by the ABN. Additionally, some faculty members maintain nurse practitioner certification which includes additional professional development requirements.

Table 7. TD Faculty Development / Terminal Degree Completion

Faculty Name	Degree	Institution	Year of Completion
Hall, Clarissa	DNP	University of Alabama Birmingham	2014
Kirkman, Tera	EdD in Nursing	University of Alabama	2011
Nelson, Michelle	PhD in Nursing	University of Wisconsin	2014
Pierce, Vicki	EdD in Nursing	University of Alabama	2011
Williams, Laura	PhD in Nursing	University of Alabama- Birmingham	2009

2.5 and 2.6 Traditional Department assessment of faculty adequacy and other criteria. During the five year reporting period, approximately 55% held a terminal degree and 35% held a terminal degree in nursing. The total number of faculty teaching in the Traditional Department was sufficient throughout the reporting period.

3. Are facilities and resources adequate to address the goals and objectives of each program within the department? Explain why or why not:

3.1 - 3.4 Laboratory and Classroom space. The current campus facilities and resources are not adequate to address the goals and objectives within each department. The Traditional Department (TD) needs more classrooms/computer labs and more simulation space. For example, faculty have increased the use of computerized testing throughout the program to better prepare graduates for the National Council Licensure Examination (NCLEX), which is administered in an online format. Currently, faculty must schedule exams in one of two computer labs, each of which holds 50 students. Often class size exceeds 50 students, this means that all students may not test at the same time in the same space, which is very problematic. A new cohort of Accelerated BSN students is admitted and older cohort of Accelerated BSN students graduate each spring. It is necessary to split courses with accelerated students into two sections because the classroom size is too small. Instructional equipment and educational technology are adequate.

3.5 – Adequacy of faculty. Please see 2.5 above.

3.6 – Other criteria. Student lounge study areas are very limited in the TD. Students often sit on the floor of the hallways, because of limited seating. Additionally, there is a need for increased female bathroom facilities in the CON. Only six bathroom stalls are available for approximately 200 female students and faculty. Disability accessible toilet facilities could be improved.

4. Notable achievements by the department (students, faculty, and staff). See notable department achievements in Table 8 below.

Table 8. Notable Achievements of Traditional Department

Faculty Name	Notable Achievements
Tera Kirkman	2013 President's Diversity Award 2014 Academic Affairs Award for Outstanding Service
Martha Rock	2014 Academic Affairs Award for Outstanding Advising
Vicki Pierce	2013 Academic Affairs Award for Outstanding Teaching 2011 Judy L. Bonner Award for nurse Educator of the Year, University of Alabama
Marilyn Lee	2011 Academic Affairs Award for Outstanding Service
Wendy Darby	2009 Academic Affairs Award for Outstanding Service

Patty Wilson (Retired 2012)	2009 Academic Affairs Award for Outstanding Teaching
Will Brewer	2013 Rising Star Award from the University of Alabama-Birmingham
Peggy Bergeron	2014 Rising Star Award from the University of Alabama-Birmingham
Candice Sanders (Student)	2014 – UNA Research Day – 2nd Place in Poster Contest

5. How has the department addressed recommendations from the previous program review?

The department has addressed recommendations from the previous program review. One recommendation was to decrease the amount of content offered in the NU 200 course. Faculty have decreased the amount of material offered in the course and have placed more emphasis on the writing component. The intent of the writing component, which is a formal paper, is to support the university Quality Enhancement Plan (QEP) and to introduce pre-nursing students to APA format, the Writing Center, and Library resources. Medical terminology is now offered during the second half of the course. The second recommendation was to increase faculty usage of innovative teaching strategies (i.e. online discussions, concept mapping, simulation, and case studies). Faculty use simulation and case studies both inside the classroom and for clinical learning. Online discussions have been integrated into several courses that include, but are not limited to, Research in Nursing (NU 406), Pediatric Nursing (NU 410), and Leadership and Management in Nursing (NU 411). The final recommendation from the previous program review is physical space and increased student enrollment**;** this continues to be a concern. In order to grow the TD, we continue to need more physical space. The current facilities are barely adequate, thus limiting the admission of additional students. Progress is being made in securing outside donations to fund a new CON building.

6. Briefly describe the department's vision and how it aligns with the University's strategic plan:

The CON's vision is aligned with the University's 2014-2019 Strategic Plan and the Foundations of Excellence outlined in this document. Future plans include:

- To continue to produce graduates who can function as beginning practitioners of professional nursing by increasing the NCLEX-RN first time pass rate. This is aligned with Foundation of Excellence #2 (Build on Enriched Academic Experience).
- To expand the Traditional Department by increasing enrollment and student retention rate. A new CON building will give us the opportunity to achieve this goal and is aligned with Foundation of Excellence #1 (Build and Maintain a Student Centered University), which emphasizes the importance of construction and modernization of facilities that support quality academic life.
- To expand global community outreach through study aboard program(s). This vision is aligned with Foundation of Excellence #3 (Enhance Programs that Distinguish the University's Expansion of International Efforts).

Part II
Academic Program Assessment

Departments should identify expected outcomes for each of their educational programs (graduate and undergraduate). The process below helps to determine whether the program achieves the stated outcomes and provides documented evidence of improvement based on analysis of those results. If a department offers more than one program, each program coordinator should complete this part of the report.

7. <u>Name of Program</u>: Baccalaureate of Science in Nursing (BSN), Traditional Department, UNA College of Nursing. The program has an Accelerated Option for students who have a current bachelor's degree and are pursuing a BSN in nursing as an additional degree. The curriculum is the same however, summer classes are offered to these students to hasten the completion date.

*(*Note the name of the college changed in 2014 from College of Nursing and Allied Health to College of Nursing. This change is reflected in the 2015-2016 UNA Undergraduate Catalog.)*

8. Coordinator of Program: Dr. Tera Kirkman 6/1/2015 - Current
Dr. Vicki G. Pierce 6/1/2013 - 5/31/2015
Dr. Marilyn Lee 9/1/2009 - 5/31/2013

9. Mission Statement of Program: The mission statement of the CON was rather lengthy and was; therefore, condensed to brief statements of *vision* and *mission* in 2012. In 2014, the statement was further amended to reflect the college's name change. The current mission statement is, "The CON **vision** is to improve health in the community by effecting change in the systems and polices, and to promote research and scholarly activities that advance nursing knowledge. The CON **mission** is to graduate nurses who are prepared to professionally assume nursing roles in diverse health care environments" (UNA Undergraduate Catalog, 2015-2016, p. 205).

10. Program Overview:

10.1 Brief overview of program. The Traditional Department (TD) in the UNA College of Nursing (CON) offers the on-campus baccalaureate of science in nursing (BSN), and the accelerated (BSN) alternative. The Traditional Department aims to educate beginning practitioners for professional nursing. The mission and goals of the CON reflect this aim.

10.2 Student Learning Outcomes of the program *(student learning outcomes should identify the broad skill area students should master as a result of the program by the time they graduate. A matrix indicating which courses address each of the outcomes identified may be included)*.

Table 9. Nursing Courses and Relevant Student Learning Outcome

BSN Student Outcomes **Graduates of the baccalaureate program in nursing will:**	**Courses that address this goal:**
1. Function as beginning practitioners in professional nursing;	All core nursing courses (NU 200W, NU 202, NU 301, NU 302W, NU 305, NU 304, NU 306, NU 308, NU 406W, NU 407, NU 409, NU 410, NU 411, NU 414)
2. Possess a foundation for graduate study;	All General Education courses and all core nursing courses, with emphasis on NU 406W, science courses and MA 147.
3. Synthesize knowledge from a broad educational foundation upon which professional nursing practice is based;	All core nursing courses
4. Communicate and collaborate with members of the health care team and other interested groups in identifying and meeting the health needs of individuals, families, and communities;	NU 301, NU 302W, NU 304, NU 306, NU 406W, NU407, NU 409, NU410, NU411, NU414, NU 499
5. Demonstrate an understanding of the needs for continuous personal and professional growth;	All core nursing courses
6. Possess basic knowledge about research and its application to practice; and	NU 200W, NU302W, NU 304, NU406W, NU407, NU411
7. Develop interpersonal and technological skills necessary to assume leadership roles with the BSN scope of practice.	NU301, NU302W, NU305, NU304, NU306, NU406W, NU407, NU409, NU410, NU411, NU414

10.3 Program productivity to include five-year trends for number of majors, degrees conferred, and other data that demonstrate program growth:

Table 10. College of Nursing, Traditional Department BSN Program Data *(All data provided by the OIRPA.)*

1. Number of Unduplicated Majors (Summer, Fall, and Spring Semesters Combined)						
Bachelor	***2009-10***	***2010-11***	***2011-12***	***2012-13***	***2013-14***	***Average***
Status						
Full-Time	651	609	559	574	589	596.40
Part-Time	83	73	75	75	64	74.00
Total	734	682	634	649	653	670.40
FTE Students	678.67	633.33	584.00	599.00	610.33	621.07

2. Number of Degrees Conferred						
Bachelor	***2009-10***	***2010-11***	***2011-12***	***2012-13***	***2013-14***	***Average***
Degrees Awarded	79	93	85	85	90	86.40

3. Majors/Degrees Conferred Ratio						
Bachelor	***2009-10***	***2010-11***	***2011-12***	***2012-13***	***2013-14***	***Average***
Ratio	9.29	7.33	7.46	7.64	7.26	7.79

4. Student Credit Hours (Summer, Fall, and Spring Semesters Combined)						
Level	***2009-10***	***2010-11***	***2011-12***	***2012-13***	***2013-14***	***Average***
Undergrad	6,739	6,355	6,159	6,598	6,706	6,511.40
Total	6,739	6,355	6,159	6,598	6,706	6,511.40

5. Average Class Size (Classes of 6 or more students)						
Division	***2009-10***	***2010-11***	***2011-12***	***2012-13***	***2013-14***	***Average***
Undergrad	36.6	40.3	33.4	33.9	36	36.04

6. Number of Faculty (Fall Semester)						
Faculty	***2009-10***	***2010-11***	***2011-12***	***2012-13***	***2013-14***	***Average***
Full-Time	16	14	14	15	15	14.80
Part-Time	19	23	23	25	26	23.20
Total	35	37	37	40	41	38.00
FTE Faculty	22.33	21.67	21.67	23.33	23.67	22.53

7. FTE Student/FTE Faculty Ratio (as per U.S. News definition)						
*:	***2009-10***	***2010-11***	***2011-12***	***2012-13***	***2013-14***	***Average***
Ratio	30.39	29.23	26.95	25.67	25.79	27.61

8. Credit Hours/FTE Faculty Ratio						
	2009-10	***2010-11***	***2011-12***	***2012-13***	***2013-14***	***Average***
CH/Faculty	301.75	293.31	284.26	282.77	283.35	289.09

9. Department Expenditures (including Actual Personnel and Non-Personnel)						
	2009-10	***2010-11***	***2011-12***	***2012-13***	***2013-14***	***Average***
Budget	$1,741,312	$1,778,303	$1,984,681	$2,214,202	2176962	$1,929,624.58

10. Cost Per Credit Hour (Total Department Expenditures/Total Credit Hours)						
	2009-10	***2010-11***	***2011-12***	***2012-13***	***2013-14***	***Average***
Cost	$258.39	$279.83	$322.24	$335.59	$324.63	$304.14

The number of unduplicated majors has declined since 2011, but the number of degrees conferred has increased (79, 2009-2010 to 90, 2013-2014). Class size shows a small increase since 2011, and is congruent with the launch of the BSN accelerated option, which began in 2010. These students have some nursing courses as a cohort, and are integrated in other nursing courses, so their class sizes vary largely but influence regular traditional courses. The number of faculty remains fairly constant. Student/faculty ratio was calculated using the smaller cohort size offered in summer for the Accelerated Option and the 1:8 faculty/student ratio, which is an Alabama Board of Nursing requirement. These factors contributed to the decrease in student/faculty ratio.

10.4 Evaluate the adequacy of library resources available to support your program: See Table 11 below for data of allocated library funds

Table 11. College of Nursing Allocated Library Funds (Includes the Traditional and Online Departments)

	2009-10	2010-11	2011-12	2012-13	2013-14
Gross Allocation	$9,016	$9,556	$7,522	$7,396	$7,726
Anticipated Standing Orders/MEDCOM Cost	$0	$85	$90	$94	$3,094
Net Allocation	$9,016	$9,471	$7,432	$7,302	$4,632
Expenditures (excluding standing orders)	$3,510	$5,765	$5,076	$1,870	$1,510
Standing Order/MEDCOM Expenditures	$86	$90	$94	$3,094	$3,104
Total Expenditures	**$3,596**	**$5,855**	**$5,170**	**$4,964**	**$4,614**

Library funds have allowed the CON to purchase a variety of resources including texts, journals, DVDs, and computerized programs/technologies that are pertinent to the development of nursing students as they advance to beginning professional nurses. The library provides relevant nursing databases, including CINAHL, the most comprehensive nursing database. In compliance with the university Quality Enhancement Plan (QEP), the library has partnered with CON faculty to provide services that enhance development of scholarly inquiry and research literacy in our writing (W) courses. The library offers research consultations and embedded librarians in CON writing courses to engage students face-to-face. This increases students' abilities to search, read, and comprehend nursing research (NU200W and NU302W), and to develop and disseminate original research (NU406W).

10.5 If you deem existing library resources to be inadequate for your program, identify resources that would improve the level of adequacy. The CON continues to update its library resources annually. This is important because of the rapid changes in health care, nursing education, and the nursing profession. Resources purchased with the availability of library funds have been adequate.

11. <u>Program Evaluation Including Appropriate Documentation</u>

11.1 Means of assessing each Student Learning Outcome. Student learning outcomes are assessed throughout the semester through a variety of methods. Statistical data from the Alabama Board of Nursing NCLEX results and HESI scores are used to evaluate the student's ability to function as beginning practitioners in professional nursing and the

ability to synthesize knowledge from a broad educational foundation. The remaining student outcomes are appraised by data collected from three surveys: a) Senior Survey, b) Graduate Survey, and c) Employer Survey.

11.2 Summary of the results of the assessment/s for each Student Learning Outcome. The last 5 years of data reveal that student outcomes have consistently met or surpassed the goals (see Table 12). The CON has had an NCLEX pass rate from 82-96% which exceeds the state and national average for the last 5 years. In 2012, there was a drop in the NCLEX pass rate to an average of 88%. This was related to an increase in complexity and passing score of the NCLEX, which was approved by the National Council of State Boards of Nursing (NCSBN). HESI scores, which are derived from standardized tests that are indicative of NCLEX success, are also used to evaluate the student's application of knowledge. The HESI scores have exceeded the CON 2013 HESI goal of 900 with average scores ranging from 921 to 954.

In 2010/2011, surveys revealed that the synthesis of knowledge from a broad educational foundation was an area of improvement; however, by 2012, 94% of employers and 90% of graduates felt there was a synthesis of knowledge. Graduates in 2013-2014 revealed that they did not feel prepared for graduate study which is below the goal and lower than the normal average; however, that same year 57% of graduates completing the survey indicated they planned on full or part time graduate study. In 2012/2013, employer surveys revealed a need for more clinical time and a deficit in research and the application of evidence based practice. Improvement was noted on 2013/2014 surveys which occurred after course restructuring occurred, students started participating in research days at UNA, and clinical time was added at the senior level.

11.3 Program improvements made as a result of these assessments (see Table 12). Over the last five years several program improvements have evolved related to the statistical information from the HESI and NCLEX exams along with the graduate and employer surveys. The following is a summary of the major changes/improvements:

- Every nursing course has a HESI exam to evaluate the synthesis of knowledge.
- High fidelity simulations have been integrated into course curriculums and study abroad preparation.
- The NU 406WR Research in Nursing was modified with greater emphasis on evidence-based practice and research utilization. It is also delivered in a hybrid format.
- Spring 2012: All students are required to participate in a research project and started participating in the UNA research days each spring.
- Spring 2013: Collaboration with the other UNA departments to offer Spanish 101 for healthcare workers and COM 221 for healthcare workers.
- Effective fall 2013, course pass rate of 75%, and minimum pass score for HESI raised to 900.
- Adjusted class/clinical time to increase in total clinical hours for NU 414 from 48 hours to 60 hours.
- Spring 2013 initiated a test only requirement of 75% of a 75 passing standard.
- Addition of two learning communities for nursing majors with a focus on critical thinking skills.

11.4 Appropriate documentation to support the assessment of Student Learning Outcomes as well as the improvements made as result of these assessments (see Table 3 and 12)

Table 12.

Student Learning Outcome	Expected Outcome	Assessment Method	Results/ Analysis	Action/Improvement Plan
Function as beginning practitioners in professional nursing	1. 80% of students indicate goal achievement 2. 80% of employers indicate goal achievement	1. Senior Survey: fall 13: *n* = 34 spr 14: *n* = 28, su 2014 *n* = 7, Spr 13: *n*= 45 Fall 12: *n*= 21	1. Fall 2013 – 83% spring 14- 100% summer 14-100% spring 13-94% fall 12- 90% said they were	2013/2014: Skill verification in every level to 'refresh' students' skills from one semester to the next.

	3. 80% of graduates indicate goal achievement Minimum 80% NCLEX pass rate	Spr 12:*n*= Fall 11:*n*= 40 Spr 11:*n*= Fall 10:*n*= Respondents 2. Employer Survey: 2014: *n*=9 2013: *n=10* 2012: *n= 9* 2011: *n= 8* respondents 3. Graduate Survey 2014: *n*= 40 2013: *n*= 32 2012: *n*= 32 2011:*n*= respondents 4. ABN statistics	prepared or well prepared 2. 2014: 78%; 2013: 80% (20% had no opinion) 2012: 78% 2011: indicated achievement of this outcome much or great extent 3. 2014:.83% 2013: 88% 2012: 100% 2011: of graduates indicated prepared much or great extent. 4. NCLEX pass rate 82-96% Comments: 2014: Respondents indicated that graduates need more clinical experience	*Increased required HESI Exit exam score to 900. *Increase NU 414 clinical hours from 48 to 60 hours 2012/2013: Revised remediation plan at each level to ensure adequate completion by students. 2011/2012: introduction of remedial plan at each level.
Possess a foundation for graduate study	Minimum 80% of graduates indicate they are prepared much or to a great extent.	1. Graduate Survey	**1**. Fall - 82% (*n* = 28) & spring 97% (*n* = 27) summer 100% (*n*=7) indicated they prepared or well prepared **2**. 89% (*n* = 8; 1 no opinion) indicated prepared to much or great extent. **3**. 74% (*n* = 29) indicated prepared much or to a great extent.	In compliance with SACS accreditation criteria, continue to monitor the effectiveness of NU 406WR and other Quality Enhancement Plan (QEP) courses which improve writing literacy in our discipline.. Evaluate results of student, graduate, and employer survey responses to this question.
Synthesize knowledge from a broad educational foundation upon which professional nursing practice is based	1. 100% of graduates score at least 900 (minimum desired score) on the NU 414 comprehensive HESI examination. 3. 90% of students surveyed indicate they are prepared or well prepared. 4. 80% of employers surveyed indicate	1. HESI test scores 2. Graduate Survey 3. Employer Survey	1. *Spring 2014* - Thirty-four students (92%) achieved ≥ 900 and three (8%) did not. *Fall 2013* – Thirty-five students (74%) achieved ≥ 900 and 12 (27%) did not (10 of the 12 passed in spring 2014.) *Exit Exam Avg*. Spring 2014 =945	The minimum passing score for HESI exit exam was raised to 900 fall 2013. Continue to work with Undergraduate Curriculum Council to address general studies course requirements. Require HESI remediation students in Levels 1-3.

	graduates are prepared or well prepared.		Fall 2013 =853 Spring 2013 = 926 Fall 2012 = 965 2. Fall - 97% (*n* =33) & spring 100% (*n* = 28) indicated prepared or well prepared 3. 100% (*n* = 9) indicated achieved much or to great extent 4. 85% (*n* = 34) indicated achievement to much or great extent	Increase pass rate for clinical courses to 75 with test only requirement of a 75 passing standard.
Communicate & collaborate with members of the health team and other interested groups.	Satisfactory Graduate & Employer Surveys – 80% of graduates and 80% of employers indicate graduates were prepared or well-prepared.	1. Continue to communicate with stakeholders, i.e. DAC.	**1**. Fall - 79% (*n* = 27) & spring 93% (*n* = 26) summer 100% (*n*=7) indicated they were prepared or well prepared **2**. 88% (*n* =35) indicated they had achieved this outcome to great or much extent. **3**. 89% n=8, (no opinion) employers responded they do this to a much or great extent **4.** No negative DAC comments	Responses to the annual surveys indicated goals have been met satisfactorily. The CON continues curriculum evaluation and enhancement of communication and collaboration skill(i.e. COM 221, SP 101, Learning Communities, and High Fidelity Simulation experiences).
Demonstrate an understanding of the need for continuous personal and professional growth	1. Participate in activities such as: SNA, STTI, governance. 2. 95% of graduates will obtain CEU's after graduation, .40% will obtain certifications, 25% plan for graduate study. 3. 50% of employers perceive graduates show an understanding for continuous professional growth	1. Graduate Survey 2.Employer Survey	1. Fall - 100% (*n* = 34) & spring 100% (*n* = 28) summer 100% (*n*=7) indicated they were prepared or well prepared 2. 88% (n=35) indicate they have achieved this to a great or much extent, while 93% indicate attendance at CE or in-service.	Promote active student participation in governance committees of the CON and participation in the SNA and induct qualified students into STTI. Continue surveys and offering networking opportunities through CON programs such as the STTI. Improve methods to track student enrollment in advanced educational programs.

			57% (*n*=24) are planning on full or part-time graduate study. 3. 89% (*n* =8) indicated achievement at great or much extent	Reviewed and revised benchmarks and survey questions to facilitate data collection.
Possess basic knowledge about research and its application to practice	A minimum of 75% of respondents indicate that graduates are able to apply evidence based practice (EBP) research findings. All students complete a research project.	**4**. NU406 course requires a systematic review (SR)	**1**. Fall - 74% (*n* = 25) & spring 93% (*n* = 26) summer 100% (*n*=7) indicated they were prepared or well prepared **2**. 80% (n=32) of respondents indicated they had achieved this much or to a great extent. **3**. 100% (*n*=9) indicated graduates achieved this "much" or "great extent'. **4**. All students completed and presented a SR. Spring 2014 - NU 411 students developed posters of their NU 406 research projects and presented them at UNA Research Day.	Continue to monitor this outcome as we emphasize this QSEN competency (EBP) and teaching students to utilize and examine research. One student poster won 2nd place at UNA Research Day, mentored by nursing faculty.
Develop interpersonal and technological skills necessary to assume leadership roles.	85% of respondents indicate that graduates have developed interpersonal and technological skills necessary to assume leadership roles.	1. Employer Survey	1. Fall - 77% (n = 26) & spring 93% (n = 26) summer 100% (*n* = 7) indicated they were prepared or well prepared 2. 90% (n=36) of respondents indicated they had achieved this much or to a great extent. 3. 78% (n=7) indicated graduates achieved this much or to a great extent	Continue to research the use of electronic health records (EHRs) for use by students.

12. Planning

12.1 Outline program goals over the next five years including, but not limited to, accreditation/re-accreditation, enrollment or expansion, and curriculum:

Accreditation/re-accreditation:

- CCNE report due summer 2016 (midpoint of 10 year accreditation).
- Continue to add QSEN Competencies into CON course objectives.

Enrollment/expansion:

- Current enrollment is limited due to space issues. UNA expects to break ground for a new nursing building in the near future. This building will include more computer labs and simulation labs which will allow for an increase in enrollment. The estimated increase in enrollment is 33%.
- The CON is in the process of investigating additional clinical rotation sites in the community, through better utilization of nursing homes and senior centers in order to alleviate some of the current space constraints with students at local hospitals.
- With the addition of classroom and clinical space, more nursing faculty can be hired to support the increased number of nursing students.
- The CON has begun writing letters/calling pre-nursing majors at UNA to offer guidance and support to these students.

Curriculum:

- The CON is exploring possible curriculum revisions based on the CCNE Baccalaureate Essentials, such as the inclusion of informatics and gerontology courses. The CON is also considering population based trends and future technology for planning purposes with potential curriculum revisions.
- Evaluation of changes with passing scores for the HESI and the Test Only passing scores will be reviewed to determine if these changes have positively affected overall NCLEX pass rates for our students.
- The CON has proposed the addition of critical thinking in place of math as one of the four sections used for HESI admission scores. The other three sections, A&P, vocabulary, and reading comprehension, will remain.

12.2 Outline faculty development goals for the next five years including new faculty, research, and professional development:

New faculty:

- The CON is actively recruiting for additional faculty to replace retiring faculty members.
- With the expansion due to the new nursing building and the anticipated growth with increased enrollment in the nursing program, additional faculty will be needed.

Research:

- The CON will continue to provide faculty members with opportunities for research.
- Students in the nursing program are directly involved in the research process through course work with research presentations on campus, which have also evolved into university wide presentations by nursing students at Research Day.
- Students receive opportunities for research through the three CON designated writing component courses.
- Faculty will strive to continue to increase research efforts to publish and present findings at national nursing conferences.

Professional development:

- The CON will continue to provide funds to assist faculty with continuing education, certified nurse educator exams, and the completion of terminal nursing degrees.
- The CON continues to collaborate with and take advantage of professional development courses and in-services offered by other departments at the UNA.
- CON offers each faculty $500 annually for continuing education purposes, such as conferences.
- The CON continues a mentorship program which pairs new faculty with seasoned faculty members for orientation, training, and professional support purposes.

13. Program Recommendations

13.1 Recommendations for changes which are within the control of the program. The CON TD continuously reviews course and clinical student evaluations, graduate surveys, NCLEX pass rates, NCSCN reports, and BSN Essential (AACON) recommendations in order to strategically plan for curriculum revisions and clinical venues which reflect the needs of the program. Currently, PECC and the department levels are organizing thoughts on curriculum changes with ideas discussed: adding a gerontology component to Mental Health Nursing, adding an Informatics and/or Pathophysiology course, and/or combining current courses such as Maternity and Pediatrics. Discussion and evaluation is ongoing in each level which will be further planned through PECC and TD.

The NCLEX changed in the spring of 2013, and the CON saw a decrease in NCLEX pass rates that semester. The CON implemented several strategies during the fall of 2013 to help increase pass rates. Students are now required to pass course HESI tests with a minimum score of 900 and all NU-designated courses require a passing rate of 75% test-only. Data is ongoing to determine if implemented strategies are working.

NU 305, Physical Assessment, has adapted to become more congruent with changes in technological advancement to facilitate learning through Shadow Health. This integrative program began in the spring of 2015 and is receiving positive feedback from faculty and students.

The new start time for accelerated students began spring 2014. Among the positive reasons to make this change were that students would be enrolled in some courses, such as Pharmacology, at a time when they are doing medical-surgical nursing and this would allow for better context and thus, learning. This change might also be beneficial to the clinical sites. Starting in the spring would also mean that students would complete the following spring and thus could be a part of the traditional cohort; celebrating pinning and graduation with them. At this time, faculty and students have verbalized positive feedback.

Much consideration was given to the possibility of switching our standardized testing company from HESI to Kaplan. After considerable exploration by the entire TD faculty it was decided to remain with HESI. Reasons included lack of upper level questions on Kaplan exams, limited or missing rationales for test questions, outdated test questions, and outdated resource/reference material which do not adequately reflect current NCLEX testing plans.

The NCSBN report is currently being utilized by the four levels of the TD to plan and implement course improvements in areas of weakness. Level I selected “Basic Care and Comfort,” Level II selected “Health Promotion,” Level III selected “Critical Thinking and Nursing Process,” and Level IV selected “Management of Care.” Faculty is piloting various methods for inclusion in course material to address these selected components.

With new legislature in process which makes it easier for students to complete their first two years of college at a community or junior college, the CON wanted to decrease the admission index points for UNA hours from a maximum of 3 points to a maximum of 2 points. This implementation will hopefully help increase applications from junior colleges.

Critical thinking is noted as a weak area for nursing students in general, as referenced in various nursing resources. The TARP-C (with TD approval) implemented new testing for the March 2014 Admission Assessment HESI to include the critical thinking component. This 5th component was financially supported by the CON with a broad range of scores, overall favorable. The TARP-C met on March 17, 2014, and voted (with TD approval) to discontinue the math requirement for the Admission Assessment HESI and replace it with the critical thinking component to keep student costs down. Many resources cite that the HESI math component score is not an adequate predictor of success in nursing school. All nursing students are required to pass NU 202 (Dosage and Calculations) as well as MA 110 or 112 and MA 147 prior to entering the nursing program. A pilot study will begin fall 2015, and be evaluated summer 2015, to determine if there is any correlation between Admission Assessment HESI Critical Thinking scores and success (measured by semester GPA) in the first semester of the nursing program.

13.2 Recommendations for changes that require action at the Dean, Provost, or higher, which are congruent to and support the institution's mission and strategic plan. The new nursing building will bring many changes to the CON. The TD expects to have the space and means to increase enrollment by at least 33%, which will increase the need for faculty, clinical instructors and site contracts, equipment, and support staff.

Several changes have taken place at UNA and in the CON. Dr. Kitts, University President, assumed his new role on March 30, 2015. The CON completed its search for a new dean, as a result of Dr. Bailey's retirement, on June 1. Once the new dean was in place, a new associate dean and TD chair were appointed. These administrative changes may create the need for new/adjusted strategic planning and development, for the TD, during the summer TD Faculty Retreat, in August. Members of the Retreat Planning Committee are working to develop a schedule for a comprehensive retreat that will incorporate work sessions to discuss the departmental strategic plan.