



**Date of Report  
July 26, 2016**

**Academic Program Review**

**Online Department**

**Academic Programs Reviewed**

**Undergraduate:  
RN to BSN and RN to MSN**

**Graduate: MSN**

*Dr. Linda Austin*  
**Department Chair**

## **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 that have occurred as a result of the review.

**Introduction** – This report is an Academic Program Review of the Online Department, undergraduate and graduate programs, in the College of Nursing. It assesses program data from fall 2010 to spring 2015.

### **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 Online Department (OD) undergraduate RN-BSN program during the 2010-2015 year was 21.70 students (range: 24.7 to 18.5) and the average class size for the graduate MSN program was 15.32 students (range: 17.0 to 14.2). It should be noted at this point that enrollment in the undergraduate program was in a slow decline during this reporting period, with a significant decline in 2014-2015 (see enrollment data in Table 1). It was during this time that the CON online programs were made aware of and adhered to Southern Regional Education Board (SREB) regulations regarding online education which restricted our acceptance of students outside the SREB states. Fortunately Alabama became a National Council for State Authorization Reciprocity Agreements (NC-SARA) and UNA became an approved SARA institution in 2016. This development allows us to accept students from other SARA states with the caveat that state board of nursing approval may be required by some states. The steady decline is also an outcome of the nationwide growth of online degree completion programs. The OD response to these developments is discussed further in Section 12.

The number of graduate degrees awarded remained steady with no significant increase or decrease. There was a noteworthy increase in 2011-12 Bachelor's awarded. This increase is in line with the enrollment numbers reported in the last 5-year report. 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 2010-2015 was \$104.23. Enrollment and graduation data are presented in Table 1 and 2.

**Table 1. Online Department Enrollment Data, 2010-2015**

| <b>Number of Duplicated Majors (Summer, Fall, and Spring Semesters Combined)</b> |                |                |                |                |                |                |
|--|----------------|----------------|----------------|----------------|----------------|----------------|
| <b>Bachelor</b>  | <b>2010-11</b> | <b>2011-12</b> | <b>2012-13</b> | <b>2013-14</b> | <b>2014-15</b> | <b>Average</b> |
| Status   |                |                |                |                |                |                |
| Full-Time  | 94             | 78             | 86             | 74             | 40             | 74.40          |
| Part-Time  | 216            | 215            | 163            | 182            | 110            | 177.20         |
| <b>Total</b>   | <b>310</b>     | <b>293</b>     | <b>249</b>     | <b>256</b>     | <b>150</b>     | <b>251.60</b>  |
| <i>FTE Students</i>  | <i>166.00</i>  | <i>149.67</i>  | <i>140.33</i>  | <i>134.67</i>  | <i>76.67</i>   | <i>133.47</i>  |
| <b>Master</b>  |                |                |                |                |                |                |
| Full-Time  | 22             | 26             | 27             | 23             | 37             | 27.00          |
| Part-Time  | 67             | 48             | 68             | 81             | 73             | 67.40          |
| <b>Total</b>   | <b>89</b>      | <b>74</b>      | <b>95</b>      | <b>104</b>     | <b>110</b>     | <b>94.40</b>   |
| <i>FTE Students</i>  | <i>44.33</i>   | <i>42.00</i>   | <i>49.67</i>   | <i>50.00</i>   | <i>61.33</i>   | <i>49.47</i>   |

\*The above data was provided by OIRPA.

**Table 2. Online Nursing Department Graduation Data, 2010-2015**

#### Number of Degrees Conferred

| <b>Level</b> | <b>2010-11</b> | <b>2011-12</b> | <b>2012-13</b> | <b>2013-14</b> | <b>2014-15</b> | <b>Average</b> |
|--------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Bachelor's   | 69             | 97             | 74             | 79             | 61             | 76.00          |
| Master's     | 18             | 15             | 26             | 23             | 24             | 21.20          |
| <b>Total</b> | <b>87</b>      | <b>112</b>     | <b>100</b>     | <b>102</b>     | <b>85</b>      | <b>97.20</b>   |

\* The above data was provided by OIRPA.

### 1.3 Department assessment of Student Services.

The OD faculty actively provides various student services including advisement, mentoring students who may have difficulty, and providing references to prospective employers and graduate schools. The OD also supports student success through scholarships that are funded by the nursing distance learning fees. Scholarships are awarded based on need or merit. During the reporting period 2010-2015 the OD awarded 37 scholarships totaling \$41,000 (\$22,000 undergraduate; \$19,000 graduate).

The OD faculty work closely with the Center for Writing Excellence (CWE). The OD students are provided with information regarding CWE services and are strongly encouraged to contact them for assistance as needed. The OD faculty utilize the embedded librarian services offered through the Collier Library in all online courses. Students are encouraged to interact with the embedded librarian in discussion forums.

The OD faculty encourage student involvement with the UNA Upsilon Omicron Chapter of Sigma Theta Tau International, the Honor Society of Nursing. Many online nursing students and alumni have been inducted and actively participate in the UNA chapter.

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 the Student Counseling Services.

#### **1.4 & 1.5. Department Assessment of Student Outcome Information**

Degree completion is the primary student outcome measure in the OD.

The OD scheduling is flexible and undergraduate students may take General Education requirements at any time during enrollment; thus the length of time from entry in the program until graduation varies and is difficult to quantify. During the five year reporting period (fall 2010 to spring 2015) part-time enrollment in the undergraduate program ranged from 65% to 73% and in the graduate program 65% to 78%.

The issue of reliable completion rate data for the undergraduate program was discussed by the Online Program Effectiveness and Curriculum Committee (OPECC). The OD recently (2014) developed a plan to collect more reliable completion rates for the online department. Cohort data is being collected and will include the enrollment status of the students (full time versus part-time), semester of enrollment, and semester of degree completion. The student's progress will be tracked by the OIRPA who will send a report to the chair of the OPECC each semester. This data collection model was adopted by the graduate program in fall, 2012 as an accreditation recommendation. Mr. Nathan Pitts worked with the OPECC chair and has provided cohort data from 2012 to fall, 2015.

#### **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 Online Department's teaching productivity is provided in Table 3 below.

**Table 3. Teaching Productivity**

| <b>Number of Faculty (fall semester)</b> | <b>2010-11</b> | <b>2011-12</b> | <b>2012-13</b> | <b>2013-14</b> | <b>2014-15</b> |
|--|----------------|----------------|----------------|----------------|----------------|
| Full-Time                                | 7              | 10             | 11             | 10             | 9              |
| Part-Time                                | 1              | 0              | 1              | 1              | 1              |
| <b>Total</b>                             | <b>8</b>       | <b>10</b>      | <b>12</b>      | <b>11</b>      | <b>10</b>      |
| FTE Faculty                              | 7.33           | 10.00          | 11.33          | 10.33          | 9.33           |
| FTE Student /FTE Faculty Ratio           | 28.68          | 19.17          | 16.76          | 17.87          | 14.79          |
| Credit Hours/ FTE Faculty                | 714.7          | 503.4          | 413.7          | 471.8          | 469.6          |
| Department Expenditures                  | \$580,287      | \$547,325      | \$476,405      | \$509,043      | \$419,294      |
| Cost Per Credit Hour                     | \$110.72       | \$108.73       | \$101.60       | \$104.42       | \$95.66        |

Variables that affected these numbers include the higher enrollments in 2010-11 and 2011-12 and the dissolution of the JSU Consortium (MSN) in 2013-2014.

2.2. Assessment of Faculty Research Productivity is in Table 4. Retired faculty members are not included.

**Table 4. Online Department – Faculty Research / Scholarships**

| Faculty         | Publications  |
|-----------------|---|
| Lynn Aquadro    | Aquadro, L. (2014). Removal of Nursing Faculty Practice Barriers in Academia: An Evidenced Based Model, <i>Journal Of Nursing Education</i> .   |
| Wendy Darby     | 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.   |
| Marilyn Lee     | Anderson, G., Eytayo, O., Garg, D., & Lee, M.B. (2010). Successful Strategies in Teaching a Large Class. <i>BIAC Journal</i> , 4(2), 4-21.<br>Elfrink, V.; & Lee, M.B. (2007-2011). Evaluation of the Learning Transfer Tool (LTT). A collaborative study with the Ohio State University to examine the psychometrics of the LTT, a simulation tool to measure students' perception of learning in simulation and transfer to the clinical area.  |
| Kristy Oden     | Oden, K. & Dawson, J. (2015). Transitioning Nurse Practitioners into Assistant Professors. <i>International Journal for Innovation Education and Research</i> , 3(1), pg. 69-77.<br>Oden, K. (2011). When Heartburn Gets Serious: An update on Barrett's Esophagus. Advance for NP's & PA's.  |
| Faculty         | Grants  |
| Marilyn Lee     | (2012-2016). Co-Author of Scholarship for Disadvantage Student, \$ 2M Project OPEN HRSA Grant.  |
| Kristy Oden     | (2012 & 2013). New Careers in Nursing, RWJF.<br>(2012). Grant AED grant for University of North Alabama in conjunction with Dr. Idena Beckwith.<br>(2011). Appalachian Regional Commission Grant. \$200,000 Simulation Lab – funded.  |
| Faculty         | Research  |
| Linda Austin    | Austin, L. (2014). What Inez knows: A qualitative, longitudinal case study of one woman's journey through the maze of living with HIV and a serious mental illness. University of Wisconsin-Milwaukee.  |
| Lynn Aquadro    | QSEN KSA's and NLN Competencies: Cross-Mapping the MSN in Education & Leadership Curricula. (2012)<br>Evaluation of Hemoglobin A1C levels in a Diabetic Population (2011-2013)  |
| Michelle Nelson | Nelson, M. (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.   |
| Kristy Oden     | Oden, K. (2014). Introductory video to simulation. University of North Alabama, Florence, AL.<br>Oden, K. (2011). Improving rates of colorectal cancer screening Through adult community education. University of Alabama, Huntsville. Huntsville, AL.<br>Oden, K. and Dawson, J. (2013). Transitioning Nurse Practitioners to Assistant Professors.  |
| Faculty         | Presentations   |
| Linda Austin    | Austin, L. (October 14, 2014). Diverse, different, or distinctive: How do we "see" our patients? University of North Alabama. 3.6 CEUs to licensed nurses. Florence, AL.<br>Austin, L. (2012). A qualitative longitudinal case study of one woman's description of Living with HIV and a serious mental illness. Poster Presentation at STTI Region 8 Conference. Jackson, TN.<br>Austin, L. (February 8, March 8, April 5, and May 5, 2011). Quality and Safety in Nursing Education. University of North Alabama. Florence, AL. |

|              |  |
|--------------|--|
| Lynn Aquadro | American Association of Colleges of Nursing – Speaker - Spring 2010<br>UNA Research Day Poster Presentation 2014 Removal of Nursing Faculty Practice Barriers in Academia: An Evidence Based Model   |
| Wendy Darby  | <p>Darby, W. (2015, November). Two clinical practice case studies. Case study presented at the Alabama Child Abuse Provider Network Webinar for the Cramer Children’s Advocacy Center in Florence, AL.</p> <p>Darby, W. (2015, August). Clinical practice case study. Case study presented at the Alabama Child Abuse Provider Network for the Cramer Children’s Advocacy Center in Florence, AL.</p> <p>Darby, W. (2015, January). Clinical practice case study. Case study presented at the Alabama Child Abuse Provider Network for the Cramer Children’s Advocacy Center in Florence, AL.</p> <p>Darby, W. (2014, April). Two clinical practice case studies Case studies presented at the Alabama Child Abuse Provider Network for the Cramer Children’s Advocacy Center in Florence, AL.</p> <p>Darby, W. (2014, April). Darkness to Light® child abuse prevention program. Program presented for Cliff Haven Church Sheffield, AL.</p> <p>Darby, W. (2014, February). Clinical practice case study. Case study presented at the Alabama Child Abuse Provider Network for the Cramer Children’s Advocacy Center in Florence, AL.</p> <p>Darby, W. (2014, January). Clinical practice case study. Case study presented at the Alabama Child Abuse Provider Network for the Cramer Children’s Advocacy Center in Florence, AL.</p> <p>Darby, W. (2014, January). Child abuse medical evaluation: A unique faculty practice. Poster presented at the AACN Faculty Practice Pre-Conference in Naples, Florida.</p> <p>Darby, W. (2013, November). Two clinical practice case studies Case studies presented at the Alabama Child Abuse Provider Network for the Cramer Children’s Advocacy Center in Florence, AL.</p> <p>Darby, W. (2013, August). Clinical practice case study. Case study presented at the Alabama Child Abuse Provider Network for the Cramer Children’s Advocacy Center in Florence, AL.</p> <p>Darby, W. (2013, August). Darkness to Light® child abuse prevention program. Program presented for the Florence City School System at the Florence Board of Education Office.</p> <p>Darby, W. (2013, October). Child sexual abuse and physical assessment. Lecture presented at the University of North Alabama Continuing Education Program Florence, AL.</p> <p>Darby, W. (October 15, 2013). Presented at UNA’s Continuing Studies a Darkness to Light: Child Sexual Abuse and Physical Assessment Program from 6:00-9:00 p.m.</p> <p>Darby, W. (January and February, 2014). Presented a Child Abuse Case to the Alabama Child Abuse Provider Network Peer Work Group.</p> <p>Darby, W. Co-Presenter: OD Faculty presented a Technology Conference for TD faculty September 26, 2013 and November 7, 2013.</p> <p>Darby, W. (1/29/14) AACN Faculty Practice Pre-Conference. Child Abuse Medical Evaluation: A Unique Faculty Practice.</p> <p>Darby, W. (2014, June). Expert witness testimony for a Cramer Children’s Center child abuse case at the Colbert County Court House, Tuscumbia, AL.</p> <p>Darby, W. (2014, July). Expert witness testimony for a Cramer Children’s Center child abuse case at the Colbert County Court House, Tuscumbia, AL.</p> |
| Marilyn Lee  | Underwood, L.; Williams, L. & Lee, M.B. (2011). A Comparison of Baccalaureate Nursing Students' Pre-Admission Exam Scores and First Semester Course Outcomes. Poster presentation at STTI Biennial Convention, Grapevine, TX., October 31 – November 2, 2011.  |

|                 |   |
|-----------------|---|
|                 | <p>Teaching and Learning with Technology Conference March 2, 2016. Caption This. Co-presenters - Mary Bowers, Jill Simpson, and Derek Malone.</p> <p>Elfrink, V.; Lee, M.; Kelly, M. &amp; Epps C. (2011). The Learning Transfer Tool: Findings from a multi-site international study. Presented at the International Meeting on Simulation in Healthcare, January 21-26, 2011. New Orleans, LA..</p> <p>Lee, M &amp; Elfrink, V. (2010). The Learning Transfer Tool. Accepted for Presentation at the 2010 UK Simulation in Nursing Education Conference in Huddersfield, UK. June 9 &amp; 10, 2010.</p> <p>Elfrink, V. &amp; Lee, M. (2010). The Learning Transfer Tool. Accepted for Presentation at HPSN-METI Annual International Conference, March 2-5 2010. Tampa, FL.</p> <p>Lee, M.B. &amp; Rickard, B. (2010) Poster Presentation: Using simulation scenarios in the classroom. April 2010. University of North Alabama Research Day.</p> <p>Lee, M. B.; Rock, M.; &amp; Kirkman, T., Rickard, B. Darby, W. (2010). Use of PNCI Scenarios in the Classroom. HPSN-METI Annual International Conference, March 2-5 2010. Tampa, FL.</p> <p>Lee, M.B. &amp; Austin, L.L. (February, March, April &amp; May 2011). QSEN Professional Development Series. Open to all CONAH faculty, clinical supervisors, area healthcare facilities and NWSCC.</p> <p>Lee, M.B. (2010 &amp; 2011). STTI Induction fall 2010 and spring 2011.</p> |
| Michelle Nelson | <p>Nelson, M. (2014). Continuous Positive Airway Pressure Use and Mild Obstructive Sleep Apnea Syndrome (OSAS). Poster presentation.</p> <p>Nelson, M. (2014). Continuous Positive Airway Pressure Use and Mild Obstructive Sleep Apnea Syndrome (OSAS). North Alabama Health Education Council (NAHEC). First Place Winner.</p>  |
| Kristy Oden     | <p>Oden, K. (2014). Virtual Tour Leads to Actual Success. University of North Alabama Distance Learning/Technology Conference. Florence. AL.</p> <p>Oden, K. (2013). Update on Common Gastrointestinal Issues. University of North Alabama Continuing Education Department. Florence, AL.</p> <p>Oden, K. (2013). Technology in the Virtual Classroom: Using eCollege presented at the University of North Alabama College of Nursing. Florence, AL.</p> <p>Oden, K. (2011). Colorectal Cancer: Who, What, When, &amp; Where. Celebration of Nursing 2011: 3rd Annual Symposium for Nurses.</p> <p>Oden, K. (2011). Improving Rates of Colorectal Cancer Screening. Sigma Theta Tau International meeting. University of North Alabama. Florence, AL.</p>   |
| <b>Faculty</b>  | <b>Review of Scholarly Work</b>   |
| Linda Austin    | <p>Book chapter review: two chapters</p> <p>Johnson, B. M. &amp; Webber, P. B. (2015). An introduction to theory and reasoning in nursing (4th ed.). Philadelphia, PA: Wolters Kluwer.</p>  |
| Marilyn Lee     | <p>(2014) Nursing Research and Practice review of article: "Kenyan Nurses involvement in National Policy development Processes," by Pamela Juma, Nancy Edwards and Denise Spitzer.</p> <p>(2015) External Examination of Doctoral Thesis at the University of Kwa Zulu Natal: An ethnographic study of predictors of hypertension and its preventive strategies in a rural community in Delta State, Nigeria.</p>   |

### 2.3. Faculty Service.

All OD faculty have been involved in university Shared Governance committees and CON committees. During the assessment period one faculty member, Dr. Marilyn Lee (2011), received a VPAA award for Outstanding Service. Her service included a term as Faculty Senate President and Chair of SGEC. Faculty in the CON are extensively involved in community service. Kristy Oden established the service project, Making UNforgettable Children less Hungry

(MUNCH), a non-profit organization with a mission of reaching out to children in rural areas who live with food insecurity. A number of faculty donate time to pack these bags. Currently, more than 70 children are served by Project MUNCH. Another example of community 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.**

Table 5 contains a list of faculty who completed their doctorate degree during the assessment period. All faculty in the CON have participated in continuing education programs as required to maintain registered nursing licensure by the Alabama Board of Nursing (ABN). Additionally, three OD faculty maintain nurse practitioner certification which includes additional professional development requirements. All OD faculty are also licensed to practice in the state of Tennessee.

**Table 5. OD Faculty Development / Terminal Degree Completion**

| <b>Faculty Name</b> | <b>Degree</b>  | <b>Institution</b>                | <b>Year of Completion</b> |
|---------------------|----------------|-----------------------------------|---------------------------|
| Austin, Linda       | PhD in Nursing | University of Wisconsin-Milwaukee | 2014                      |
| Nelson, Michelle    | PhD in Nursing | University of Wisconsin-Milwaukee | 2014                      |

#### **2.5 & 2.6. Online Department assessment of faculty adequacy and other criteria.**

All full-time OD faculty hold a terminal degree in nursing. The total number of faculty teaching in the OD was sufficient throughout the reporting period; however all online faculty teach in overload each semester.

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

**3.1-3.6:** Space remains an issue in the CON. Online faculty continue to work off campus; the OD provides a PC, laptop, all-in-one printer/scanner/fax machines, and filing cabinets to all full-time online faculty. This arrangement is not ideal, particularly when faculty are on campus for meetings or student conferences and need a place to work, but it is adequate to meet the goals and objectives of our programs. Adequate office space will be available in the new nursing building; projected ground breaking is early 2017. The ETS and ITS departments provide support to the OD.

#### **4. Notable achievements by the department (students, faculty, staff):**

Successful students reflect a successful nursing program. Our students have spoken up about their accomplishments while attending or after graduating from UNA College of Nursing. For the reporting time period of fall 2010 – spring 2015, we have had at least four students



apply for and be accepted into doctoral programs and at least one into a post-master's certificate program. Each year we have students accepted into Sigma Theta Tau International, the Honor Society of Nursing. Our students are well rounded and have had presentations at research conferences, both locally and at the national level. Students have received promotions and accepted part-time or full-time positions into the nurse educator field. Our students have received comments on reviews such as being the "best student ever" from the Mississippi University for Women and being awarded the Preceptor of the Year Award from the University of Alabama, Huntsville. Some specific examples include:

- L. Liebner publication titled, "Can't Read That! Improving Perioperative Literacy for Ambulatory Surgical Patients" in the AORN journal
- J. Woodard's presentation titled, "How to Lead Effective Therapeutic Groups" at the APNA conference in Indianapolis, IN

The faculty has worked hard over the last five years to maintain an outstanding program. All online faculty are tenured, and Dr. Oden and Dr. Nelson were promoted to Associate Professor during this assessment period. The UNA dissolved its contract with JSU in March 2014. With this dissolution, faculty developed four courses, Diversity and Ethics in Patient-Centered Care (formerly JSU NU 542), Curriculum Development in Collegiate Nursing Programs, Evaluation in Collegiate Nursing Programs (formerly JSU NU 551), and Statistical Concepts for Nurses. The first courses offered were Diversity and Ethics in Patient-Centered Care and Curriculum Development in Collegiate Nursing Programs which were offered in fall 2014. In the summer of 2015, Evaluation in Collegiate Nursing Programs was taught. The final course, Statistical Concepts for Nurses was added in spring 2015. These courses have been successful.

With changing regulations in online learning across the country, nursing leaders sought out and obtained a collaboration with the state Board of Nursing in Tennessee to be able to accept nursing students from Tennessee. As a result of this, all online nursing faculty are dually licensed in the states of AL and TN. Nursing faculty will continue to maintain both licenses, meeting practice and continuing education requirements.

Faculty presentations, either podium or poster, have been evident at local conferences and meetings as well as conferences throughout the United States. Dr. Aquadro and Dr. Bailey published an article titled, "Removal of Nursing Faculty Practice Barriers in Academia: An Evidence-Based Model" in Educational Innovations. Dr. Oden and Dr. Dawson published an article in the International Journal for Innovation Education and Research, titled "Transitioning Nurse Practitioners into Assistant Professors." The faculty has attended numerous conferences focused on education and technology in the online environment. The faculty has also continued their education as evidenced by Dr. Austin and Dr. Nelson PhD completion.

Outstanding community service is also important to the continuing achievements of the online department in the College of Nursing. Ms. Cramer and Dr. Darby serve the community

as Nurse Practitioners at the Cramer's Advocacy Center. Ms. Cramer also represents the University by providing health care to under privileged populations in Guatemala through Building Believers in Christ and other organizations. Dr. Aquadro works diligent to care to patients at Shoals Community Clinic. She uses her expert knowledge to diagnose and treat patients as well as obtain grant money to facilitate the operation of the clinic. Dr. Oden serves as a volunteer at the Community Clinic Women's Health Days as well as through MUNCH, a program developed to serve hungry children. Dr.'s Lee, Austin, and Nelson volunteer with MUNCH. Dr. Austin serves on the Board of Directors of the Riverbend Center for Mental Health and the NAMI Shoals Board.

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

Seven program recommendations were listed in the last program review and are addressed here.

1. Maintain current level of enrollment at minimum: There has been a steady decline in undergraduate enrollment during this reporting period, with a significant decline in 2014-15 (256 to 150). As discussed in sections 1.1 and 1.2, this decline is an outcome of SREB/SARA regulations and increased competition because of a nationwide surge in online RN to BSN program offerings. According to the American Association of Colleges of Nursing (2015) there are 679 RN to BSN programs in the United States with more than 400 offered online (<http://www.aacn.nche.edu/media-relations/fact-sheets/degree-completion-programs>). Efforts to reverse the decline included exploring external marketing, securing TN Board of Nursing approval to offer programs to Tennessee nurses, and maintaining faculty recruitment efforts. Graduate enrollment increased during this reporting period.
2. Maintain current efforts to increase course retention: Cohort data include retention rates which will be reviewed in OPECC.
3. Expand "face-to-face" recruitments at area community colleges and health care agencies: Recruitment efforts are ongoing.
4. Develop a method to follow up on student withdrawals to determine patterns/cause: There were leadership changes and faculty retirements in the CON and the OD, and faculty were required to learn new responsibilities and to teach different courses. Consequently, this recommendation was not addressed adequately.
5. Continue to use social networking to maintain contact with alumni: The OD uses social media (Facebook) to contact alumni. Social media is now used to direct alumni to survey links and to announce events at UNA.
6. Effectively utilize Enterprise Reporting to analyze enrollment, retention and attrition trends and patterns, and LOM to analyze student and program outcomes: These tools were components of eCollege. During the reporting period, the contract with

Pearson eCollege was dissolved and this recommendation was never fully developed. The OD now deliver all online courses via Canvas.

7. Develop a plan to alleviate faculty overloads and to replace expected faculty and staff retirements within the next 3-5 years: As faculty positions in the CON become available, new faculty are hired. Although enrollment has changed, faculty members continue to teach in overload most semesters.

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

The CON vision, which aligns with the University's strategic plan and Foundations of Excellence, is to improve health in the community by effecting change in systems and policies, and to promote research and scholarly activities that advance nursing knowledge.

- The structure of all OD programs is student centered (Foundations of Excellence #1 and 5). Scheduling is flexible to accommodate work schedules; faculty are engaged with their online learners; and students have choices as they plan their clinical experiences.
- The OD is committed to program improvement. All full-time OD faculty have attended Quality Matters (QM) seminars, and two faculty members are working towards Peer Reviewer status. One MSN course is now QM certified and two others are being prepared for certification (Foundations of Excellence # 1 and 2).
- Many online programs across the nation offer alternative scheduling of courses (shorter semesters). Current students were surveyed and asked their opinions about 8-week course offerings. The response was positive. The OD is investigating the feasibility of moving to this model (Foundations of Excellence # 1, 2, and 3).
- Healthcare delivery is complex and a highly educated nursing workforce is required to meet the healthcare needs of all citizens. The online programs offer scholarships to nurses as they continue their education. As enrollment and nursing distance learning fees stabilize, the department will explore the feasibility of increasing our scholarships (Foundations of Excellence #1, 2, and 5).

## **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. Name of Program:**

The OD has two fully online programs. The Baccalaureate in Nursing (BSN) and the Master in Nursing (MSN). The BSN has two options; RN to BSN and the RN to MSN. The MSN

program has two tracks: Nursing in Teaching-Learning Environments and Nursing Leadership in Organizational Environments. Each option has clearly defined expected individual student learning outcomes which are congruent with and contribute to the achievement of the mission, goals, and expected student outcomes.

**8. Coordinator of Program:**

Chair – Dr. Linda Austin 6-1-14 – current

Chair – Dr. Wanda Bradford 2002 – 2015

MSN Coordinator – Dr. Lynn Aquadro: August, 2014 – current

MSN Coordinator – Dr. Wendy Darby: Jan. 2012 – July, 2014

MSN Coordinator – Dr. Teresa Leonard: 2006 – 2012

**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 and vision statements guide both the graduate and undergraduate programs. "The CON **vision** is to improve health in the community by effecting change in the systems and policies, 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; Graduate Catalog, 2015-2016, p. 93).

**10. Program Overview:**

**10.1 Brief overview of program.**

All degree programs in the Online Department were offered throughout this reporting period.

The OD offers two undergraduate degree options, RN to BSN and RN to MSN; successful students in both options are awarded a BSN. However students who elect the RN to MSN option earn nine (9) graduate credits that substitute for nine undergraduate nursing courses: NU502 and NU503 (3 credits each) are taken in lieu of NU418 (6 credits) and NU508 (3 credits) in lieu of NU305 (3 credits). Graduates of the RN to MSN option who meet all MSN admission requirements, are admitted with nine earned credit hours towards their graduate degree. The OD has one graduate degree option, Master of Science in Nursing (MSN), with two tracks (options): Nursing in Teaching-Learning Environments and Nursing Leadership in Organizational Environments. All BSN and MSN programs are fully accredited by Commission on Collegiate Nursing Education <http://www.aacn.nche.edu/ccne-accreditation>. The degree programs are offered completely online which removes the obstacles of time, place, and travel so that working Registered Nurses can advance their education.

**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*).**

Tables 6-8 outline nursing courses and relevant Student/Program Outcomes.

**Table 6. Baccalaureate Degree Nursing Courses and Relevant Student Outcomes. Courses identified with an asterisk (\*) are specific to RN to MSN students**

| <b>RN to BSN, RN to MSN Student Outcomes<br/>Graduates of the baccalaureate program will:</b>  | <b>Courses that address this outcome:</b>   |
|--|---|
| 1. Function in professional nursing roles  | All core nursing courses (NU302R, NU303R, NU305R, NU411R, NU416R, NU418R, NU502*, NU503*, NU508*) |
| 2. Possess a foundation for graduate study   | All General Education requirements and core nursing courses, with emphasis on NU303R              |
| 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 team and other interested groups in identifying and meeting the health needs of individuals, families, and communities | All core nursing courses  |
| 5. Demonstrate an understanding of the need for continuous personal and professional growth  | All core nursing courses  |
| 6. Possess basic knowledge about research and its application to practice  | NU302R, NU303R, NU418R, NU503*, NU502*  |
| 7. Develop interpersonal and technological skills necessary to assume leadership roles within the BSN scope of practice  | All core nursing courses  |

**Table 7. MSN Teaching-Learning Environment Option Courses and Relevant Program Outcomes**

| <b>MSN Program Outcomes<br/>Graduates of the MSN Teaching – Learning Environment option will:</b>  | <b>Courses that address this outcome:</b> |
|--|---|
| 1. Assess the learning needs of students, health care colleagues, and others in need of health education.                                  | NU610, NU611                              |
| 2. Design and implement teaching-learning experiences for individuals, families, groups, and communities based on assessed learning needs. | NU610, NU611                              |
| 3. Design and implement teaching-learning experiences that are culturally relevant.  | NU610, NU611                              |
| 4. Distinguish between pedagogy and andragogy and the related teaching methodologies.  | NU610, NU611                              |

|  |                                   |
|--|-----------------------------------|
| 5. Evaluate the effectiveness of various teaching approaches.  | NU605, NU610, NU611               |
| 6. Compare and contrast specific teaching-learning theories.   | NU605, NU610, NU611               |
| 7. Incorporate teaching-learning theories into plans of instruction.   | NU610, NU611, NU699               |
| 8. Serve as an advocate for improved education of students and clients.  | NU610, NU611                      |
| 9. Participate in interdisciplinary collaboration to meet the health care educational needs of individuals, families, groups, and communities. | NU610, NU611, NU699               |
| 10. Develop, participate in, or utilize nursing and related research to add to the bodies of knowledge of both nursing and education.          | NU605, NU606, NU610, NU611, NU699 |
| 11. Incorporate technological advances into educational programs and curricula.  | NU508, NU605, NU606, NU610, NU611 |
| 12. Participate in the development of curricula for undergraduate nurses.  | NU605, NU611                      |
| 13. Identify and analyze legal, cultural, and ethical issues that affect the health care environment.  | NU699                             |

**Table 8. MSN Nursing Leadership in Organizational Environments Option Courses and Relevant Program Outcomes**

| <b>MSN Program Outcomes</b>   | <b>Courses that address this outcome:</b> |
|---|---|
| <b>Graduates of the MSN Nursing Leadership in Organizational Environments option will:</b>  |   |
| 1. Identify the knowledge base necessary for functioning as a nursing manager/executive in the health care environment.             | NU612, NU613                              |
| 2. Analyze the roles and characteristics of effective leaders, managers, and role models.   | NU612, NU613                              |
| 3. Discuss the role of the nurse in health care economics.  | NU608                                     |
| 4. Apply economic principles to the health care environment.  | NU608, NU609, NU612                       |
| 5. Identify various political and legislative forces affecting health care.   | NU502, NU604                              |
| 6. Develop a health care budget based on sound economic principles.   | NU608, NU609, NU613                       |
| 7. Demonstrate effective leadership and managerial styles.  | NU503, NU602, NU612, NU613                |
| 8. Develop and implement effective problem-solving methods based on theory and research in an evolving health care delivery system. | NU502, NU508, NU602, NU603, NU607         |
| 9. Create leadership/management strategies based on theory and research that are culturally appropriate.                            | NU503, NU602, NU612, NU613, NU699         |
| 10. Communicate effectively with a diverse audience.  | NU612, NU613, NU699                       |
| 11. Identify and analyze legal, cultural, and ethical issues that affect the health care environment.                               | NU502, NU604                              |

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

**Table 9. College of Nursing, Online Department Program data (All data provided by OIRPA)**

| <b>1. Number of Duplicated Majors (SU, FA &amp; SP Semesters Combined)</b> |                |                |                |                |                |                |
|--|----------------|----------------|----------------|----------------|----------------|----------------|
| <b>Bachelor</b>  | <b>2010-11</b> | <b>2011-12</b> | <b>2012-13</b> | <b>2013-14</b> | <b>2014-15</b> | <b>Average</b> |
| Full-Time  | 94             | 78             | 86             | 74             | 40             | 74.40          |
| Part-Time  | 216            | 215            | 163            | 182            | 110            | 177.20         |
| <b>Total</b>   | <b>310</b>     | <b>293</b>     | <b>249</b>     | <b>256</b>     | <b>150</b>     | <b>251.60</b>  |
| <i>FTE Students</i>  | <i>166.00</i>  | <i>149.67</i>  | <i>140.33</i>  | <i>134.67</i>  | <i>76.67</i>   | <i>133.47</i>  |
| <b>Master</b>  |                |                |                |                |                |                |
| Full-Time  | 22             | 26             | 27             | 23             | 37             | 27.00          |
| Part-Time  | 67             | 48             | 68             | 81             | 73             | 67.40          |
| <b>Total</b>   | <b>89</b>      | <b>74</b>      | <b>95</b>      | <b>104</b>     | <b>110</b>     | <b>94.40</b>   |
| <i>FTE Students</i>  | <i>44.33</i>   | <i>42.00</i>   | <i>49.67</i>   | <i>50.00</i>   | <i>61.33</i>   | <i>49.47</i>   |

| <b>2. Number of Degrees Conferred</b> |                |                |                |                |                |                |
|---------------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|
| <b>Level</b>                          | <b>2010-11</b> | <b>2011-12</b> | <b>2012-13</b> | <b>2013-14</b> | <b>2014-15</b> | <b>Average</b> |
| Bachelor's                            | 69             | 97             | 74             | 79             | 61             | 76.00          |
| Master's                              | 18             | 15             | 26             | 23             | 24             | 21.20          |
| <b>Total</b>                          | <b>87</b>      | <b>112</b>     | <b>100</b>     | <b>102</b>     | <b>85</b>      | <b>97.20</b>   |

| <b>3. Majors/Degrees Conferred Ratio</b> |                |                |                |                |                |                |
|--|----------------|----------------|----------------|----------------|----------------|----------------|
|  | <b>2010-11</b> | <b>2011-12</b> | <b>2012-13</b> | <b>2013-14</b> | <b>2014-15</b> | <b>Average</b> |
| Bachelor's Ratio                         | 4.49           | 3.02           | 3.36           | 3.24           | 2.46           | 3.32           |
| Master's Ratio                           | 4.94           | 4.93           | 3.65           | 4.52           | 4.58           | 4.53           |

| <b>4. Student Credit Hours (SU, FA &amp; SP Semesters Combined)</b> |                |                |                |                |                |                 |
|---|----------------|----------------|----------------|----------------|----------------|-----------------|
| <b>Level</b>  | <b>2010-11</b> | <b>2011-12</b> | <b>2012-13</b> | <b>2013-14</b> | <b>2014-15</b> | <b>Average</b>  |
| Undergraduate   | 4,294          | 3,966          | 3,630          | 3,738          | 2,904          | 3,706.40        |
| Graduate  | 947            | 1,068          | 1,059          | 1,137          | 1,479          | 1,138.00        |
| <b>Total</b>  | <b>5,241</b>   | <b>5,034</b>   | <b>4,689</b>   | <b>4,875</b>   | <b>4,383</b>   | <b>4,844.40</b> |

| <b>5. Average Class Size (Classes of 6 or more students)</b> |                |                |                |                |                |                |
|--|----------------|----------------|----------------|----------------|----------------|----------------|
| <b>Level</b>   | <b>2010-11</b> | <b>2011-12</b> | <b>2012-13</b> | <b>2013-14</b> | <b>2014-15</b> | <b>Average</b> |
| Undergrad  | 24.7           | 22             | 21.5           | 21.8           | 18.5           | 21.70          |
| Graduate   | 16.5           | 14.2           | 14.7           | 14.2           | 17.0           | 15.32          |

| <b>6. Number of Faculty (Fall Semester)</b> |                |                |                |                |                |                |
|---|----------------|----------------|----------------|----------------|----------------|----------------|
| <b>Faculty</b>                              | <b>2010-11</b> | <b>2011-12</b> | <b>2012-13</b> | <b>2013-14</b> | <b>2014-15</b> | <b>Average</b> |
| Full-Time                                   | 7              | 10             | 11             | 10             | 9              | 9.40           |
| Part-Time                                   | 1              | 0              | 1              | 1              | 1              | 0.80           |
| <b>Total</b>                                | <b>8</b>       | <b>10</b>      | <b>12</b>      | <b>11</b>      | <b>10</b>      | <b>10.20</b>   |
| <i>FTE Faculty</i>                          | <i>7.33</i>    | <i>10.00</i>   | <i>11.33</i>   | <i>10.33</i>   | <i>9.33</i>    | <i>9.67</i>    |

| <b>7. FTE Student/FTE Faculty Ratio</b> (as per U.S. News definition) |                |                |                |                |                |                |
|---|----------------|----------------|----------------|----------------|----------------|----------------|
|   | <b>2010-11</b> | <b>2011-12</b> | <b>2012-13</b> | <b>2013-14</b> | <b>2014-15</b> | <b>Average</b> |
| Ratio   | 28.68          | 19.17          | 16.76          | 17.87          | 14.79          | 19.45          |

| <b>8. Credit Hours/FTE Faculty Ratio</b> |                |                |                |                |                |                |
|--|----------------|----------------|----------------|----------------|----------------|----------------|
|  | <b>2010-11</b> | <b>2011-12</b> | <b>2012-13</b> | <b>2013-14</b> | <b>2014-15</b> | <b>Average</b> |
| CH/Faculty                               | 714.7          | 503.4          | 413.7          | 471.8          | 469.6          | 514.6          |

| <b>9. Department Expenditures</b> (Actual Personnel and Non-Personnel) |                |                |                |                |                |                |
|--|----------------|----------------|----------------|----------------|----------------|----------------|
|  | <b>2010-11</b> | <b>2011-12</b> | <b>2012-13</b> | <b>2013-14</b> | <b>2014-15</b> | <b>Average</b> |
| Budget   | \$580,287      | \$547,325      | \$476,405      | \$509,043      | \$419,294      | \$506,470.65   |

| <b>10. Cost Per Credit Hour</b> (Total Department Expenditures/Total Credit Hours) |                |                |                |                |                |                |
|--|----------------|----------------|----------------|----------------|----------------|----------------|
|  | <b>2010-11</b> | <b>2011-12</b> | <b>2012-13</b> | <b>2013-14</b> | <b>2014-15</b> | <b>Average</b> |
| Cost   | \$110.72       | \$108.73       | \$101.60       | \$104.42       | \$95.66        | \$104.23       |

| <b>11. Cost Per Full-Time Equivalent (FTE)</b> (Total Department Expenditures/FTE Faculty) |                |                |                |                |                |                |
|--|----------------|----------------|----------------|----------------|----------------|----------------|
|  | <b>2010-11</b> | <b>2011-12</b> | <b>2012-13</b> | <b>2013-14</b> | <b>2014-15</b> | <b>Average</b> |
| Cost   | \$79,130.05    | \$54,732.45    | \$42,035.71    | \$49,262.23    | \$44,924.36    | \$54,016.96    |

As discussed previously in this assessment, undergraduate enrollment experienced a steady decline. This decline is also evident in the number of degrees conferred. Graduate enrollment has increased which is congruent with the 2014 dissolution of the JSU Consortium and recruitment efforts. Beginning fall, 2014 all MSN courses were offered at UNA. During this reporting period, five full-time faculty members retired. One returned briefly as an adjunct, two continued to work for one year after taking the SVRI, and one returned as an Isbell Scholar. To compensate for these changes, faculty continued to accept overload assignments, and as needed, qualified traditional department faculty taught in the OD.

#### **10.4 Evaluate the adequacy of library resources available to support your program:**

See Table 10 below for data of allocated library funds.

**Table 10. College of Nursing Allocated Library Funds (includes the Traditional and Online Departments)**

|  | 2010-11        | 2011-12        | 2012-13        | 2013-14        | 2014-15        |
|--|----------------|----------------|----------------|----------------|----------------|
| Gross Allocation                         | \$9,556        | \$7,522        | \$7,396        | \$7,726        | \$7,131        |
| Anticipated Standing Orders/MEDCOM Cost  | \$85           | \$90           | \$94           | \$3,094        | \$3,104        |
| Net Allocation                           | \$9,471        | \$7,432        | \$7,302        | \$4,632        | \$4,027        |
| Expenditures (excluding standing orders) | \$5,765        | \$5,076        | \$1,870        | \$1,510        | \$772          |
| Standing Order / MEDCOM Expenditures     | \$90           | \$94           | \$3,094        | \$3,104        | \$3,236        |
| Total Expenditures                       | <b>\$5,855</b> | <b>\$5,170</b> | <b>\$4,964</b> | <b>\$4,614</b> | <b>\$4,008</b> |



Library funds have allowed the CON to purchase a variety of resources including texts, journals, DVD's, and computerized programs/technologies that are pertinent to the development of nursing students as they advance their professional nursing roles. 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 the CON faculty to provide services that enhance development of scholarly inquiry and research literacy in all undergraduate core courses, particularly in the writing (W) course (NU418RW). The library offers research consultations and embedded librarians in all online courses. This increases students' abilities to search, read, and comprehend nursing research, to develop and disseminate original research, and to successfully complete a capstone project as the final requirement for the MSN program. Additionally, each online nursing course has an embedded link to either a course-specific Library Guide (LibGuide) or the generic Nursing LibGuide. All guides were collaboratively developed by Mrs. Leigh Stanfield, Instructional Librarian, and online faculty members. These guides provide quick reference to library resources that support student success.

**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 library funds have been adequate and should be maintained. Recent changes include: upgrade of CINAHL to CINAHL Complete, the addition of the Joanna Briggs Institute EBP, and Bates Visual Guide databases.

**11. Program Evaluation Including Appropriate Documentation**

**11.1 Means of assessing each Student Learning Outcome:**

Student learning outcomes are assessed throughout the semester through a variety of methods (e.g., assignments, discussions, quizzes). In addition, student outcomes/program outcomes and student satisfaction with the program are appraised by data collected from graduate surveys.

**11.2 Summary of the results of the assessment/s for each Student Learning Outcome:**

Undergraduate: Survey results are reported in Table 11. With the exception of 2011-12, Expected Outcome (EO) 2, all benchmarks were met or exceeded.

Graduate: The graduate program uses Program Outcomes (PO) instead of Student Learning Outcomes. This language is accepted by our accreditors. The Nursing in Teaching-Learning Environments track has 13 outcomes, and the Nursing Leadership in Organization Environments has 11 outcomes. The POs can be reviewed on pages 94-95 in the 2015-2016

Graduate Catalog available at <https://www.una.edu/catalog/catalogs/2015-2016%20Graduate%20Catalog.pdf>.

The POs are assessed annually via Qualtrics. The response rates were 27.7% in 2010-11; 26.6%, 2011-12; 50%, 2012-13; 26%, 2013-14; and 25%, 2014-15. (Response rate calculated from number of responders divided by number of degree conferred during the AY). The OPECC explored ways to increase participation, and starting in 2015, the survey will be administered each semester instead of annually. Please see Table 12.

**Table 11: Undergraduate OD Student Learning Outcomes**

| Student Learning Outcome  | Expected Outcome (EO)   | Assessment Method  | Results/Analysis  |
|---|---|--|---|
| Function in professional nursing roles  | 1. 80% of graduates report significantly or adequate achievement in goal attainment.<br>2. 80% of graduates report full or part time employment in nursing.   | <u>Graduate Survey</u><br>2010/11 – n = 10<br>2011/12 – n = 11<br>2012/13 – n = 11<br>2013/14 – n = 20<br>2014/15 – n = 18 | 2010/11 – EO 1 – 90%<br>EO 2 – 70%<br>2011/12 – EO 1 – 91%<br>EO 2 – 64%<br>2012/13 – EO 1 – 100%<br>EO 2 – 82%<br>2013-14 – EO 1 – 95%<br>EO 2 – 100%<br>2014/15 – EO 1 – 94%<br>EO 2 – 100%   |
| Possess a foundation for graduate study.  | 1. 80% of graduates report significantly or adequate achievement in goal attainment.<br>2. 80% of graduates indicate being extremely or very satisfied with the degree of preparation for graduate study received in the RN to BSN online program.  | <u>Graduate Survey</u><br>2010/11 – n = 10<br>2011/12 – n = 11<br>2012/13 – n = 11<br>2013/14 – n = 20<br>2014/15 – n = 18 | 2010/11 – EO 1 – 90%<br>EO 2 – 80%<br>2011/12 – EO 1 – 91%<br>EO 2 – 82%<br>2012/13 – EO 1 – 100%<br>EO 2 – 100%<br>2013-14 – EO 1 – 95%<br>EO 2 – 95%<br>2014/15 – EO 1 – 94%<br>EO 2 – 89%  |
| Synthesize knowledge from a broad educational foundation upon which professional nursing practice is based. | 1. 80% of graduates report significantly or adequate achievement in goal attainment.<br>2. 80% of graduates indicate being extremely or very satisfied with the overall effectiveness of the program.<br>3. 80% of graduates indicate being extremely or very satisfied with the degree of preparation for graduate study.<br>4. 80% of graduates report participating in | Graduate Survey<br>2010/11 – n = 10<br>2011/12 – n = 11<br>2012/13 – n = 11<br>2013/14 – n = 20<br>2014/15 – n = 18        | 2010/11 – EO 1 – 90%<br>EO 2 – 80%<br>EO 3 – 80%<br>EO 4 – 80%<br>2011/12 – EO 1 – 91%<br>EO 2 – 82%<br>EO 3 – 82%<br>EO 4 – 91%<br>2012/13 – EO 1 – 100%<br>EO 2 – 100%<br>EO 3 – 100%<br>EO 4 – 82%<br>2013-14 – EO 1 – 95%<br>EO 2 – 95%<br>EO 3 – 95%<br>EO 4 – 89% |

|   |   |  |   |
|---|---|--|---|
|   | professional activities since graduation.   |  | 2014/15 – EO 1 – 94%<br>EO 2 – 89%<br>EO 3 – 89%<br>EO 4 – 100%   |
| Communicate and collaborate with members of the health team and others interested groups in identifying and meeting the health needs of individuals, families and communities nationally and internationally. | <ol style="list-style-type: none"> <li>80% of graduates report significantly or adequate achievement in goal attainment.</li> <li>80% of graduates indicate being extremely or very satisfied with the overall effectiveness of the program.</li> <li>85% of graduates report being treated as a professional while in the program.</li> </ol>          | <u>Graduate Survey</u><br>2010/11 – n = 10<br>2011/12 – n = 11<br>2012/13 – n = 11<br>2013/14 – n = 20<br>2014/15 – n = 18 | 2010/11 – EO 1 – 90%<br>EO 2 – 80%<br>EO 3 – 100%<br>2011/12 – EO 1 – 91%<br>EO 2 – 82%<br>EO 3 – 100%<br>2012/13 – EO 1 – 100%<br>EO 2 – 100%<br>EO 3 – 100%<br>2013-14 – EO 1 – 95%<br>EO 2 – 95%<br>EO 3 – 100%<br>2014/15 – EO 1 – 94%<br>EO 2 – 89%<br>EO 3 – 100% |
| Demonstrate an understanding of the need for continuous personal and professional growth.   | <ol style="list-style-type: none"> <li>80% of graduates report significantly or adequate achievement in goal attainment.</li> <li>80% of graduates indicate being extremely or very satisfied with the degree of preparation for graduate study.</li> <li>80% of graduates report participating in professional activities since graduation.</li> </ol> | <u>Graduate Survey</u><br>2010/11 – n = 10<br>2011/12 – n = 11<br>2012/13 – n = 11<br>2013/14 – n = 20<br>2014/15 – n = 18 | 2010/11 – EO 1 – 90%<br>EO 2 – 80%<br>EO 3 – 80%<br>2011/12 – EO 1 – 91%<br>EO 2 – 82%<br>EO 3 – 82%<br>2012/13 – EO 1 – 100%<br>EO 2 – 100%<br>EO 3 – 82%<br>2013-14 – EO 1 – 95%<br>EO 2 – 95%<br>EO 3 – 89%<br>2014/15 – EO 1 – 94%<br>EO 2 – 89%<br>EO 3 – 94%      |
| Possess basic knowledge about research and its application to practice.   | <ol style="list-style-type: none"> <li>80% of graduates report significantly or adequate achievement in goal attainment.</li> <li>80% of graduates indicate being extremely or very satisfied with the degree of preparation for graduate study.</li> <li>80% of graduates indicate the nursing research course (NU303R) is valuable.</li> </ol>        | <u>Graduate Survey</u><br>2010/11 – n = 10<br>2011/12 – n = 11<br>2012/13 – n = 11<br>2013/14 – n = 20<br>2014/15 – n = 18 | 2010/11 – EO 1 – 90%<br>EO 2 – 80%<br>EO 3 – 80%<br>2011/12 – EO 1 – 91%<br>EO 2 – 82%<br>EO 3 – 82%<br>2012/13 – EO 1 – 100%<br>EO 2 – 100%<br>EO 3 – 100%<br>2013-14 – EO 1 – 95%<br>EO 2 – 95%<br>EO 3 – 90%<br>2014/15 – EO 1 – 94%<br>EO 2 – 89%<br>EO 3 – 89%     |
| Develop interpersonal and technological skills necessary to assume  | <ol style="list-style-type: none"> <li>80% of graduates report significantly or adequate</li> </ol>   | <u>Graduate Survey</u><br>2010/11 – n = 10<br>2011/12 – n = 11   | 2010/11 – EO 1 – 90%<br>EO 2 – 80%<br>EO 3 – 80%  |

|  |   |  |  |
|--|---|--|--|
| leadership roles within the BSN scope of practice. | achievement in goal attainment.<br>2. 80% of graduates indicate being extremely or very satisfied with the overall effectiveness of the program.<br>3. 80% of graduates indicate being extremely or very satisfied with the degree of preparation for graduate study.<br>4. 85% of graduates report being treated as a professional while in the program. | 2012/13 – n = 11<br>2013/14 – n = 20<br>2014/15 – n = 18 | EO 4 – 100%<br>2011/12 – EO 1 – 91%<br>EO 2 – 82%<br>EO 3 – 82%<br>EO 4 – 100%<br>2012/13 – EO 1 – 100%<br>EO 2 – 100%<br>EO 3 – 100%<br>EO 4 – 100%<br>2013-14 – EO 1 – 95%<br>EO 2 – 95%<br>EO 3 – 95%<br>EO 4 – 100%<br>2014/15 – EO 1 – 94%<br>EO 2 – 89%<br>EO 3 – 89%<br>EO 4 – 100% |
|--|---|--|--|

**Table 12: Graduate Program Outcomes**

| Survey Item   | Assessment Method   | Results/Analysis   |
|---|---|--|
| Degree of achievement of objectives for MSN Teaching/Learning Track | <u>Graduate Survey</u><br>2010/11 – n = 2<br>2011/12 – n = 3<br>2012/13 – n = 7<br>2013/14 – n = 6<br>2014/15 – n = 4 | <b>2010/11</b> – Of those reporting 100% indicated significant or adequate achievement or no opinion for all objectives.*<br><b>2011/12</b> – Of those reporting 100% indicated significant or adequate achievement for all objectives.<br><b>2012/13</b> – Of those reporting 100% indicated significant or adequate achievement for all objectives.<br><b>2013-14</b> – Of those reporting 100% indicated significant achievement or no opinion on 12 of the 13 POs. One participant reported inadequate achievement of one PO (Distinguish between pedagogy and andragogy and the related teaching methodologies.)<br><b>2014/15</b> - Of those reporting, 75% indicated significant or adequate achievement of all objectives and 25% indicated no opinion.* |
| Degree of achievement of objectives for MSN Leadership Track        | <u>Graduate Survey</u><br>2010/11 – n = 3<br>2011/12 – n = 1<br>2012/13 – n = 6<br>2013/14 – n = 0                    | <b>2010/11</b> – Of those reporting 100% reported significant achievement for all objectives.  |

|  |                 |  |
|--|-----------------|--|
|  | 2014/15 – n = 2 | <p><b>2011/12</b> – The one participant indicated 100% significant achievement of all objectives.</p> <p><b>2012/13</b> – Of those reporting, 100% significant/adequate achievement, or no opinion for all objectives. *</p> <p><b>2013-14</b> – No participants</p> <p><b>2014/15</b> - Of those reporting 50% indicated significant or adequate achievement of all objectives and 50% indicated no opinion *</p> |
|--|-----------------|--|

\* It is possible that the no opinion responses were from students not enrolled in that specific track. Changes have been made to the MSN survey to assist with track differentiation for future assessments.

### **11.3 Program improvements made as a result of these assessments:**

Undergraduate: Although all benchmarks were met consistently, there was room for improvement particularly in the outcomes that speak to professional behaviors. As a result, NU416 was updated with a shift in the focus of the course from Role Theory to QSEN (Quality and Safety Education for Nurses) concepts: Safety, Informatics, Teamwork & Collaboration, Evidence Based Practice, Patient-Centered Care, and Quality Improvement. Graduate: From the graduate survey results and the student comments, the OD pursued and achieved the dissolution of the JSU Consortium. Clinical hours were increased as a result of survey analysis and student comments.

### **11.4 Appropriate documentation to support the assessment of Student Learning Outcomes as well as the improvements made as a result of these assessments:**

Undergraduate Student Learning Outcomes are presented in Table 11 and Graduate Program Outcomes are presented in Table 12.

## **12. Planning**

The OD faculty work together to support both the undergraduate and graduate programs. Therefore all faculty members are involved in departmental planning, and our goals cross both programs.

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

1. Achieve Quality Matters recognition for 15% of courses offered in the Online Department.
2. Increase enrollment and retention in all programs.

3. Submit MSN mid-accreditation report by due date to ensure continued accreditation.
4. Explore the addition of another MSN track.

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

1. Develop at least two, collaborative research studies related to online teaching/learning.
2. Achieve Quality Matters Peer Reviewer status for at least two OD faculty.
3. All OD faculty will retain dual licensure for Alabama and Tennessee.

**13. Program Recommendations**

**13.1 Recommendations for changes which are within the control of the program:**

1. Develop a curriculum that is based on 8-week semesters.
2. Regulations related to online education continue to evolve. UNA is now a NC-SARA institution. As such the OD can accept students from other NC-SARA states. Although none of our programs lead to licensure or certification, there are clinical components. Therefore it is possible that we will need to achieve state boards of nursing approval. The OD will learn more about the regulations and the requirements for compliance and seek board approval as necessary.

**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:**

1. With the completion of the new nursing building, the OD will have a presence on campus. The new building will have adequate office space for all faculty and staff. This will require a change in practice for the online faculty.
2. New position: A dedicated nursing recruiter is recommended. This individual could be a full-time staff member or a full-time faculty who has split responsibilities between teaching and recruitment. The individual who fills this position would be responsible for organizing and staffing recruitment events for the CON. This individual could also be responsible for initiating contact and maintaining contact with potential students. Additional duties may include collaborating with nursing administration to develop enrollment initiatives similar to the RN2BSN initiative that is currently being piloted in the OD as a means of maintaining enrollment.
3. Development of a graduate school at UNA. This is a logical next step as UNA looks to grow enrollment and offerings. Centralized administration of all graduate programs should enhance quality assurance and support the development of new programs.