

Unit Effectiveness Plan for 2003-2004
Department(Unit): Office of the Dean - School of Nursing
College (Division): Dean - School of Nursing

Unit Mission or Purpose:

As an integral component of the University of Texas at Arlington, the School of Nursing subscribes to the mission of the University. The University of Texas at Arlington operationalizes its mission through its goal statements and objectives.

Articulation of how unit mission/purpose relates to University mission:

The School of Nursing goals and objectives are consistent with the University because it educates health professionals, validates and refines existing knowledge and validates new knowledge and provides service to the community.

Unit Functions:

Intended outcome	Related Institutional Goal/Objective/Strategy	Action Steps	Method of Assessment (Who, What, When)	Results of Assessment	Proposed Changes and Recommendations for Improvement	Resources Needed for Proposed Changes
The School of Nursing will increase external research dollars generated by 10% from the previous year.	Strategy 4: Closing the Gap in Research Initiative 1) External Funds: Increase external research funding	1. Alert faculty to funding opportunities in their area of interest. 2. Support internal and external faculty development on preparing grant applications, e.g. cover cost of attending faculty development programs. 3. Assist faculty in writing grant applications by (a) providing consultation on conceptualization of project. (b) preparing sections of the application, (c) editing the application	Who: Associate Dean of Nursing Research What: Determination of external dollars generated within the School of Nursing When: Annual Report of Center for Nursing Research 1. The Center for Nursing Research will track external dollars received by the School of Nursing faculty. 2. The external dollars generated are reported in the Annual Report of the	Outcome achieved. 2002-3: \$43,431 2003-4: \$266,686. Note: When educational program funds are subtracted from the THECB grant total, the 2003-4 research dollars from external sources was \$50,060.	Create and fund an external mentor program to augment existing research support and resources. Goal: to provide support to each of 12 full time doctorally prepared faculty members who commit to writing at least one application for external funding of research.	\$24,000 to support the proposed external mentor program to include \$1,000 honorarium to mentor and \$1,000 for travel expenses related to working with mentor.

		and (d) seeking and funding external review of applications. 4. Prepare budgets, budget justifications, and other "boiler-plate" documents. 5. Coordinate grant submission activities with Office of Grants and Contracts. 6. Work with the School of Nursing administrators to ensure that faculty research efforts are included in workload determination.	Center for Nursing Research 3. The external dollars generated will be compared with the amount generated the previous year. 4. A percent increase/decrease will be calculated.			
30% of the faculty will serve in leadership roles in organizations in Texas and nationally.	Strategy 3.B.3: Closing the Gap in Excellence SON Services Objective 1: The School of Nursing's faculty and centers will provide service to the School, University, and the Community.	Recognition and merit consideration for faculty contribution to service.	Dean will summarize the results of the Annual Faculty Leadership Survey which is completed by all faculty in the Spring Semester.	75% of the full-time faculty	None - We have passed our benchmark outcome.	Competitive faculty salaries to retain current full-time faculty.
Total Dream Makers scholarship will increase by 10% from previous year.	Strategy 1: Closing the Gap in Excellence D. 3)SON Service Objective 2: Development activities will support the education, scholarship and service goals of the School of Nursing.	Dean and Steering Committee will work with UTA Development staff to raise scholarships. Hold annual 2004 Dream Makers Luncheon to recognize donors.	Dean and Steering Committee will review the annual funds raised. Funding report to be provided by Office of Development.	02/03 - \$193,000 03/04 - \$130,000 A 33% decrease from previous year	Continue with Goal of 10% increase annually	Increased donor identification by Office of Development. Increased donor solicitation by Steering Committee, Dean and Development staff.
BSN - Nursing						
Student Competencies:						
Graduating undergraduate nursing students will	Strategy 2: Closing the Gap in Success	Computer skills are a defined component of the	Who: UTA Testing Center What: Computer	Data has been collected and	Will monitor another semester to	None

<p>demonstrate proficiency in electronic communication and information retrieval for nursing practice and scholarly activities.</p>	<p>A. Integration of Technology into Instruction</p>	<p>Nursing School undergraduate curriculum and are identified in course objectives throughout the curriculum. Proficiency is required in the following software: e-mail, word processing, Excel & other databases, PowerPoint. Completion of course assignments require competencies in the software listed above. Expectations for performance in use of software increase each semester and is reflected in the course grades. N3224: The student will compare basic computer components and connection interfaces for efficient use.</p>	<p>Competency When: Upon applying to School of Nursing BSN and RN-BSN students entering the School of Nursing will be required to complete a computer skills course offered by the SON before admission or during the first semester of their junior year. Records will be kept of the number of students who master e-mail and other databases in order to determine if any changes need to be made to the course.</p>	<p>demonstrates proficiency of >80% of BSN level. A specific course in computer skills in Nursing N3224 is required of all RN to BSN students. Comparison of initial and course completion competencies will be collected and trended.</p>	<p>determine trends and appropriate action.</p>	
<p>Graduating nursing students will demonstrate oral communication skills</p>	<p>Strategy 3: Closing the Gap in Excellence A. Excellence of Academic Programs Initiative 2: Assessment Support a culture of improvement through continuous assessment</p>	<p>A literature review was conducted to identify existing instruments that provide valid and reliable measure of oral communications. Most of the work in this area has been performed by Rebecca Rubin, Professor of Speech Communication at Kent State University. Her tools focused on the general college student. The school of Nursing needs a tool that addresses the full spectrum</p>	<p>Who: Faculty teaching in classes in which oral communication is being measured. What: Oral Communication Scale When: each semester 1. Faculty will use the Oral Communication Scale to evaluate the communication skills of nursing students. 2. Mean scores will be calculated. 3. A benchmark score will</p>	<p>Baseline data on oral communications is being collected for beginning students in N3420 Assessment and graduating students in N4451 Management and Leadership. Comparisons of groups will be</p>	<p>None at this time</p>	<p>None</p>

		of proficiencies in oral communication required for successful nursing practice. Therefore, steps were initiated to develop a new tool that can be used by faculty to evaluate student performance in oral communication throughout our curriculum, using items from Dr. Rubin's work and adding items specific to nursing practice. Dr. Rubin will be contacted to obtain permission to modify her tool. The psychometric method of scale development will be used, beginning with more items than will be retained in the final scale. Content validity will be based on Dr. Rubin's work. Pilot tests are being conducted to determine reliability and validity of	be identified. 4. Students not receiving the benchmark score will be identified. 5. Strategies for helping students who score low in oral communication will be initiated by the "Success Coordinator." NOTE: Comparisons will be made of student performance across campuses	tracked over time for program improvements.		
Undergraduate students who receive academic advisement within the School of Nursing will express satisfaction with the service.	Strategy I: Closing the Gap in Participation A. Recruitment and Retention To recruit and retain highly qualified graduate and undergraduate students Initiatives 9) Advising: Improve quality and availability of academic advising	Undergraduate students complete a questionnaire related to their advising experiences. Findings from the evaluations are analyzed and problem areas identified. Problem solving techniques are used to select strategies to address the problems identified. Evaluation Strategies: Data	Who: Director of Undergraduate Student Services What: Advisement satisfaction survey form. When: Yearly during orientation and on completion of the program. 1. Students will be given an advisement satisfaction form to complete during	High satisfaction was shown with all items, except for three areas. 1 and 2. BSN & RN-BSN Scholarship availability and accessibility to information 3. BSN Only -	Post external scholarships on Web CT to assure access to all students. Have a representative from Univ. Financial Aid present at all orientations and provide Q & A period.	None-will link into existing system. None-will work with Director of Financial Aid to add someone to the agenda at orientation.

		will be used to implement strategies to improve advisement.	orientation and on completion of the program. 2. A benchmark mean value of advising satisfaction will be determined. 3. Responses that do not achieve the benchmark value will be examined to identify areas of undergraduate advising that appear to be problematic.	Systems in place to strengthen academic skills. More efficient method of communications r/t appointments and contacting advisors.	Student Success Coordinator was appointed 1/04. Mentoring program enlarged. Addition of a phone tree menu	Continue to support the Student Success Coordinator at the end of the grant After Spring 2005
Upon graduation, undergraduate nursing majors will have obtained sufficient knowledge of the practice of nursing to pass the National Council Licensure Examination (NCLEX) NOTE: RN-BSN students have successfully passed the State Board exam prior to admission.	Strategy 3: Closing the Gap in Excellence A. Excellence of Academic Programs Initiative 2 Assessment Support a culture of improvement through continuous assessment	At-Risk Program The SON Undergraduate Curriculum Committee determined the need to identify "at-risk" students sufficiently early in the curriculum to improve the students' performance prior to graduation. An "at-risk" committee has established at-risk criteria and developed early intervention strategies to provide students with opportunities to improve their performance in the educational program. The focus of the "at-risk" program is to decrease attrition, increase academic performance, and increase the percent of students passing NCLEX. Success will be evaluated based on increasing the percent of graduates passing NCLEX.	At-Risk Program Who: Student Success Coordinator What: Evaluation of students using At-Risk criteria. When: Annually NCLEX Who: State Board of Nurse Examiners What: State Board Examination When: After graduating from the Nursing School	At-Risk Program Fall 2003, the School of Nursing had 22 students earn a second D or F. Spring 2004, that number decreased to 8. NCLEX The NCLEX is taken at a time chosen by the student and is reported on a quarterly basis to the SON. For this period, the SON pass rate for first time takers was 83.3% Cognitive Mapping The SON	Addition of national standardized evaluation tests. (HESI) exams in nursing content courses and a comprehensive exam at end of program. Use of this data will guide the Student Success Coordinator in developing individualized remediation plans for students.	At-Risk Program We will need to continue to support the Student Success Coordinator role once the grant that is being used to support the role ends in Spring of 2005. NCLEX Use of Enhanced Tuition to pay for NCLEX review and HESI testing.

		Cognitive Mapping The SON Committee on Undergraduate Education will assess and refine courses based on the results of cognitive mapping between Essential Elements of Nursing Practice, NCLEX requirements and course curriculum.		Undergraduate Curriculum Committee will continue to use the results of cognitive mapping to refine courses.		
Upon completion, the graduate will be able to obtain employment in the nursing profession.	Strategy 3: Closing the Gap in Excellence A. Excellence of Academic Programs Initiative 2 Assessment Support a culture of improvement through continuous assessment	The SON monitors employment trends and specialized needs through contact with area employers and the Dallas/Fort Worth Hospital Council. An Employment Survey is completed by all Sr. IIs at time of graduation to monitor actual employment experience.	Who: Dean and Associate Dean of Undergraduate Program What: Employment survey When: At completion of program	For 2003-2004, 97% of graduates obtained employment in the profession at time of graduation.	We will continue to monitor trends. Evaluate reasons for decreased employment, if less than 90% graduates find employment.	None
MSN - Nurse Practitioner and Administration Programs						
Student Competencies:						
Recruitment yield for MSN Program will be 80% or greater.	Strategy 1: Closing the Gap in Participation A. Recruitment and Retention Initiative 4. Recruiting Yield: Increase personal contact with students to improve matriculation rate of admitted students SON MSN Educational Objective 3: Increase the quality, diversity, and number of students	Recruitment yield calculated by Graduate office for the University for SON.	Who: Associate Dean of MSN Program What: Recruitment yield value obtained from University report. When: Fall, Spring, and Summer and for academic year.	The recruitment yield was 81.98% for Fall of 2003, 85.51% for Spring of 2004, 86.21% for Summer of 2004. The average yield was 84.57% for the 2003-2004 academic year.	Recruitment yield meets the outcome of greater than 80%. No proposed changes recommended. Continue to implement recruitment plan by Associate Dean, Program Directors, Graduate Staff and Faculty.	No new resources needed.

	recruited admitted, and graduated from the MSN, dual degree, and post-masters certificate programs.					
Retention in MSN program will be 70% or greater.	<p>Strategy 1: Closing the Gap in Participation</p> <p>A. Recruitment and Retention</p> <p>5. Student Retention: Strengthen and increase student support programs and services as needed for all students</p> <p>SON MSN Educational Objective 3</p>	Attrition of individual students over 6 years from entry into MSN Program from University Report.	<p>Who: Associate Dean of MSN Program and Administrative Assistant</p> <p>What: Attrition report from University Database, SON Database of Attrition</p> <p>When: Each academic year</p>	The retention in the MSN Program for 2003-2004 was 78%. In the three years prior the retention averaged 55.6%.	<p>A retention plan was approved by GSC in the Summer of 2004.</p> <p>Focus of the retention plan:</p> <ol style="list-style-type: none"> 1. Identify why students are dropping 2. Send them a letter to return 3. Contact by program director and 4. Develop a retention database that will monitor retention activities effectiveness. 	<p>Database development by Shaun Campbell- Approximately 40 hours.</p> <p>Graduate Staff time of 5 hours each month.</p>
MSN students will express satisfaction with advisement with means of 4.0 or greater on Likert Scale that ranges from low of 1 to high of 5.	<p>Strategy 1. Closing the Gap in Participation</p> <p>A. Recruitment and Retention.</p> <p>9. Advising: Improve quality and availability of academic advising</p> <p>SON MSN Education Objective 3</p>	<ol style="list-style-type: none"> 1. Evaluation of advisement in orientation (5 point Likert Scale) 2. Evaluation of advisement during program (5 point Likert Scale) 	<p>Who: Associate Dean of MSN Program and Graduate Advisor and Administrative Assistant</p> <p>What and When:</p> <ol style="list-style-type: none"> 1. Provide orientation Likert Scale at end of orientation. Means 4 and greater, advisement strong. 2. Provide Advisement Likert Scale during program once each academic year. Means 4 	For 2003-2004 during new student orientation the students expressed satisfaction with registration and internet advisement information with a mean 4.66 on a scale of 1 to 5.	The means on the survey at orientation and to the current students indicate satisfaction with their current advisement process. Since the means for the current students were lower than at orientation, the	No new resources needed. Proposed sessions will take approximately 6 additional hours during an academic year.

			and greater, advisement strong.	Satisfaction with degree plans online with a mean of 4.68. A 6 item Likert Scale survey of current graduate students was taken during the Fall of 2004. The means were 3.85 to 4.18. ?Accessing the degree plan? had a mean of 3.85.	Associate Dean of the MSN Program and her Administrative Assistant propose informational session each semester with students prior to registration to clarify their questions. Students will be provided an additional handout prior to registration on how to access their degree plan.	
<p>Conduct scholarly activities to advance nursing knowledge:</p> <ol style="list-style-type: none"> 1. Pass Rate on Comprehensive Exams of 90% or greater, 2. Complete Completion Projects, or 3. Complete Thesis. 4. Evidence of students and graduates presentations and publications. 	<p>Strategy 3: Closing the Gap in Excellence.</p> <p>A. Excellence of Academic Programs</p> <p>1. Academic Program Review: Maintain periodic reviews to evaluate academic programs and make changes for improvement.</p> <p>SON MSN Educational Objective 2.</p>	<p>Collect data on Completion options: Comprehensive exams , Completion projects or Thesis</p>	<p>Who: Associate Dean of MSN Program and Administrative Assistant.</p> <p>What: Annual Report, Notebook of Completion Projects and Copies of Theses</p> <p>When: October, 2004 for annual report and each semester for copies of completion projects and theses.</p>	<p>53 students completed MSN in 2003-2004: 26 (49%) successfully completed Masters Completion Projects (MCP), 19 (36%) completed Comprehensive Exams, 4 (7.5%) completed a Capstone course as part of their dual degree, and 4 (7.5%) completed a thesis. Of the 19</p>	<p>Faculty expressed concern with the format of comprehensive exams. An Ad Hoc was developed to revise guidelines from GSC. A preparation course is being implemented to promote success on comprehensive exams. Attendance at this course has been strong and a survey of students indicates high satisfaction with the preparation</p>	<p>The Associate Dean provides 20 hours per semester of review for Core Comprehensive Exams and the clinical major review is provided by Program Directors, 5 hours by each director a year.</p>

				students taking comprehensive exams 87% passed on their initial take of the exam. Students, who failed, failed only one area of the exam and on a repeat take of the exam 100% of the students passed. Graduates presentations and publications are in annual report.	course with the means ranging from 4.13 to 4.88 on a 4 item Likert Scale for the 2003-2004 academic year.	
<p>Graduates will express satisfaction with educational process (Mean 4 or greater on Likert Scale)</p> <p>Employers will express satisfaction with graduates in advanced roles as Administrator, NP, or Educator (Mean 4 or greater on Likert Scale)</p>	<p>Strategy 3: Closing the Gap in Excellence</p> <p>A. Excellence of Academic Programs</p> <p>3. Alumni and Employer Experiences: Utilize alumni and employer experiences to improve academic programs</p> <p>SON Educational Objective 1: Implement MSN and Post-masters Programs with specialty areas that reflect Professional Standards of Nursing Practice: National Organization of Nurse Practitioner Faculty (NONPF) and American Association of Colleges of</p>	<p>Survey of graduates at end of program and one year post graduation with 5 point Likert Scale.</p> <p>Survey employers one year post graduation for employee with 5 point Likert Scale.</p>	<p>Who: Associate Dean of MSN Program and Administrative Specialist.</p> <p>What: Annual Report</p> <p>When: October, 2004</p> <p>Means greater than or equal to 4 equals a strong performance. Means less than 4 will be investigated for possible review and revision of curriculum.</p>	<p>66 (100%) graduates completed either a MSN or Post-Masters Certificate completed the End of Program Evaluation with an 8 item Likert Scale. Means were extremely strong and ranged from 4.32 to 4.73. The highest means were in the areas of ?I believe my educational program was of quality? and ?I</p>	<p>An AD Hoc Committee was developed out of the GSC to review N5205 Profession Issues and review curriculum regarding clinical experiences. GSC approved deletion of N5205 from the curriculum and to expand N5418 Advanced and N5303 Psych Mgmt each by one hour.</p> <p>In 2002-2004 a major review and revision of MSN graduate courses to</p>	<p>The curriculum revision resulted in one less course required in the MSN curriculum, but the number of hours will remain unchanged. Faculty assigned to the two clinical courses, N5418 and N5303, are making the necessary changes in their courses, required several hours of faculty time.</p>

	<p>Nursing (AACN).</p> <p>SON MSN Educational Objective 2.</p>			<p>believe my MSN adequately prepared me as an administrator, practitioner, and /or educator?.</p> <p>Issues content had low means. Alpha reliability for scale was .92.</p> <p>Comments indicated a need to expand clinical experiences and decrease issues content. The evaluation of the MSN program by graduates one year following graduation. Also shared extremely strong means ranging from a low of 3.94 to a high of 4.83. The issues content had the lowest mean a 3.94. The Employer Evaluation of Graduate Student Survey had a return rate of 23.4%. The means ranged</p>	<p>reflect national standards, student evaluations, and faculty was conducted. Transitioned all course objectives to course outcomes.</p>	
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				from 4.4 to 4.87 on a seven item Likert Scale.		
MSN - Nurse Practitioner Program						
Student Competencies:						
Demonstrate competence in an advanced practice role as a Nurse Practitioner (NP) by: 1. 90% pass Practicum 2. 90% pass Preceptor Evaluation 3. E-log, number of patients 4. 90% pass national certification exam And 5. 90% of graduates assume advanced role as NP, administrator, or educator.	Strategy 3: Closing the Gap in Excellence A. Excellence of Academic Programs 1. Academic Program Review: 2. Assessment: Support a culture of improvement through continuous assessment SON Educational Objective 1: SON Education Objective 2	1. Assessment of Practicum's for all clinical courses 2. Preceptor Evaluation of Student 3. Clinical Portfolio 4. National Certification Exam pass rate 5. Advanced Role position pass rate	Who: Associate Dean of MSN Program and Directors of NP Programs What: Annual Report Partner's Data Base E-Logs When: October, 2004	1&2. The data for Assessment of Practicum's for all clinical courses and Preceptor Evaluation of Student is currently being entered and will be analyzed in the Spring of 2005. 3. The E-log data: Students had 11, 106 patient encounters in the Fall of 2003, 9,752 encounters in the Spring of 2004, and 14, 560 encounters in the Summer of 2004 for a total of 35,418 for 2003-2004. E-logs documented complexity of patients and student functional level.	1&2. Implementing outcomes based on NP curriculum approved 2002-2004. Documented in GSC minutes.	1&2. Partner Database development, data entry, and data analysis. Numerous hours by Shaun Campbell and Margaret Westrell. 20 hours faculty time to learn to enter data in Partner's Database.

				<p>4. 52 NP graduates have taken the national certification exam and 50 have passed for 96.4% pass rate. 2 people failed the exam on the first attempt and then passed.</p> <p>5. 59 NP graduates (43 MSN and 16 Post masters certificate graduates) 9 Administration equal 68 graduates in 2002-2003. 66 or (97%) are in advanced practice roles (47 (69%) as NP's, 11 (16%) as educators and 8 (12%) as administrators.) 26 (38%) are working with underserved populations.</p>	
MSN - Nursing Administration Program					
Student Competencies:					

<p>Demonstrate competence in an advanced nurse administration role:</p> <ol style="list-style-type: none"> 1. 90% pass Practicum 2. 90% pass preceptor Evaluation 3. 90% pass national certification <p>And</p> <ol style="list-style-type: none"> 4. 90% assume advanced role. 	<p>Strategy 3: Closing the Gap in Excellence.</p> <p>A. Excellence of Academic Programs</p> <ol style="list-style-type: none"> 1. Academic Program Review 2. Assessment <p>SON MSN Educational Objective 1.</p> <p>SON MSN Educational Objective 2.</p>	<ol style="list-style-type: none"> 1. Assessment of Practicum for N5339 and N5340 2. Preceptor Evaluation of student 3. National Certification Exam pass rate 4. Advanced Role Position 	<p>Who: Associate Dean of MSN Program, Director of Nursing Administration Program, and Faculty.</p> <p>What: Annual Report and Partners Database</p> <p>When: October, 2004</p>	<p>1&2. The data for Assessment of Practicum for N5339 and N5340 and Preceptor Evaluation of student is being entered into a new database. Analysis of data will be in the Spring of 2005.</p> <p>3. Pass Rate on certification exam for Nursing Administration was 100%. 9 students completed the Administration Program. 3 graduates took the exam and passed. 6 graduates getting administration experience required to take exam.</p> <p>4. 9 (100%) have advanced role positions as either administrators or educators.</p>	<p>1&2. Implemented outcomes based on Administration Program revised 2002-2003. Documented GSC minutes.</p>	<p>1&2. Partners Database developed by Shaun Campbell and Margaret Westrell. Additional Faculty time (20 hours) will be needed to understand the process for data entry of practicum and preceptor forms and analysis.</p>
<p>MSN - Clinical Specialist</p> <p>Student Competencies:</p>						

No existing program on Clinical Specialist						
MSN - Education						
Student Competencies:						
No existing program on Education						
PHD - Nursing						
Student Competencies:						
90% pass rate on the Diagnostic Evaluation.	Strategy 3. Closing the Gaps in Excellence A. Excellence of Academic Programs 1.	PhD faculty provide support and resources to students throughout course work	Who: Diagnostic Evaluation Committee When: No later than 18 credit hours	100% of students (M=4) passed the Diagnostic Evaluation	Continued monitoring of curriculum and support students	Faculty time

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