

## I. Overview of the School of Nursing 2004-2006

North Carolina Agricultural and Technical State University School of Nursing (SON) was established in 1953, prior to the 1954 Civil Rights Act. As one of the eight schools and colleges, which constitute the major academic divisions of this University, the School offers a baccalaureate program in nursing. The School functions as an autonomous unit within the University and adheres to the University's mission and philosophy (see SACS Report, 2000). As an integral component of the University's structure, the School of Nursing shares resources of the institution and contributes to its operation. The first class of 15 students was graduated in 1957. During its existence, the School of Nursing has had six deans whose leadership contributed to the consistent development of the School.

The School of Nursing is one of ten state supported baccalaureate nursing programs in North Carolina. The school offers one degree through three programs of study. The three programs of study are the generic program for traditional students, the Licensed Practical Nurse to Bachelor of Science program (LPN to BSN), and the Registered Nurse to Bachelor of Science program (RN to BSN). A joint certificate program is offered through Continuing Studies with Moses Cone Health Care Systems Operative Services for registered nurses who become first assistants (Operative Services) called the Registered Nurse First Assistant (RNFA) certificate program. The majority of registered

nurse graduates (RN-BSN) from the program are caucasian or white. The majority of the generic graduates are African American.

The school is organized into lower and upper divisions. The first two academic years or lower division of the program encompasses the core requirements of the University and the foundation courses for the major. The upper division or last two academic years are largely devoted to nursing courses. The School of Nursing is housed in the recently renovated Noble Hall.

The National League for Nursing first accredited the School of Nursing in 1971. The National League for Nursing Accrediting Commission granted the School of Nursing (NLNAC) full (eight years) approval in 2000. Currently, the School of Nursing holds membership with the American Association of Colleges of Nursing and the Southern Regional Education Board Council on Collegiate Education for Nursing. The North Carolina Board of Nursing granted the School of Nursing full (five years) approval in 2000. The North Carolina Board of Nursing and the NLNAC will re-evaluate the school in 2008.

## II. Strategic Plan

### A. Vision Statement

To be the best baccalaureate program in North Carolina. To continue our legacy of leadership within the state, the nation, and internationally. This is actualized by preparing the nurse generalist for beginning professional practice, with a special emphasis on the preparation of

minority nurses. The program provides a body of knowledge derived from liberal arts, biological, physical and behavioral sciences and nursing. The program provides the foundation for advanced preparation in nursing and life-long learning. The School of Nursing graduate will contribute to the advancement of the nursing profession through the use of research and management skills.

B. Mission Statement

The mission for the school of Nursing remains unchanged. The school will continuously provide an environment of academic excellence, scholarly inquiry and civility to prepare nurses for entry into professional practice through advanced technology, clinical experiential learning and diverse community involvement.

C. Goals/Objectives

The following objectives of the Nursing Program at North Carolina Agricultural and Technical State University are designed to provide learning experiences that will assist nursing students to:

1. Assimilate knowledge from the physical, biological, psychosocial, the liberal arts, nursing theories, and particularly Roy's adaptation model, as a foundation to provide nursing care to clients in a variety of settings.
2. Utilize the nursing process with skills of critical thinking to assist clients in achieving adaptation.

3. Utilize nursing theories and related research findings to enhance professional nursing practice.
4. Develop leadership and management abilities in the practice of professional nursing and in effecting change.
5. Assume the role of client advocate, teacher, facilitator, collaborator, and coordinator with other health care professionals and consumers to improve delivery of health care to meet the health needs of society.
6. Assume responsibility and accountability for professional nursing actions, their outcomes and for enhancing professional nursing practice.
7. Demonstrate personal and professional growth as individuals and citizens.
8. Develop professional values, ethical, moral, legal and political aspects of the practice of nursing.
9. Develop technological skills to assist learning, to deliver and document patient care, and to provide professional nursing services.

The Systematic Plan for Program Evaluation and Assessment of Outcomes addressing students is found in Appendix A.

III. Briefly describe how the program's strategic plan is related to the School of Nursing's mission goals, as well, as the University's Mission and goals.

A. The School of Nursing's mission and goals articulate with the University's mission and goals in several ways. For example, the University..." is a learner centered community that develops and preserves intellect capital through interdisciplinary learning and discovery" (North Carolina A&T State University Interdisciplinary University Vision

Statement, 2004). The School of Nursing curriculum has an interdisciplinary underpinning that is “derived from liberal arts, biological, physical and behavioral science and nursing...” theory (School of Nursing Mission Statement, 2004). The School of Nursing implemented a global health course (NURS 415), as well as, a gerontology course (NURS 606) that will assist in preparing university students to work with our aging population. While authority for nursing content resides with nursing faculty, a course such as *Pharmacology in Nursing* (NURS 405), which is currently taught by nursing faculty, lends itself to being taught by other health care professionals, such as pharmacists. Currently, a biology instructor teaches *Pathophysiology for Nurses* (NURS 406), an elective course that will soon be a required course in the curriculum. The course has been offered twice and was offered this semester for the third time.

An example of using clinical practitioners to maximize faculty resources is the A&T Nursing Fellows program. A major health care partner, Moses Cones Health Care System provides qualified faculty to serve as preceptors for a clinical group of students. This specialized program offers a 1:1 faculty/student ratio. The precepted experiences began Fall 2003, and continued this year. Preliminary feedback indicates that the Follows program is successful.

In keeping with FUTURES, the school offers opportunities for potential students to impact health care in the professional area. It serves as a beacon for RNs who will be required to have BSN degrees to advance their careers. Graduates of the program are desired by health care providers to fill an increasing void for nurses in the health care arena. Also, in concert with FUTURES, the three programs of study are flexible and interdisciplinary. The programs are flexible in that approximately 25% of the program's required courses are offered in the afternoons or evenings. However, resources for clinical practice limit the number of student spaces and available hours for clinical practice. Clinical practice is a major component of the program of study. The RNFA certificate program provides university credit and grade assignment through continuing studies. This program offers students university credit hours, which may be used for academic credits. Spring 2004 had sixteen (16) students enrolled. The program is both interdisciplinary and inter-agency in origin. The School of Agriculture, specifically Webb Hall, serves as the practice site and provides practice specimens.

The University also contends that students are to be prepared for lifelong learning and to be active community citizens. The School of Nursing develops partnerships with community based agencies such as Moses Cone Health System, Forsyth Medical Center, Hospice, etc., to

promote culturally, ethnically appropriate patient care. All students (freshman-senior) are encouraged to continue post baccalaureate learning. Thus, annually, the School of Nursing sponsors a graduate fair to introduce school of Nursing students, alumni and the community to graduate nursing school options in health care. Additionally, graduating class members participate in international study. Some places that students/graduates have participated in international study include Sweden, the West Indies, Africa, and Australia.

## B. Student Profile Data

1. Admission requirement (SAT scores and high school GPA)
  - a. In-state students
    1. SAT score = 800
    2. GPA = 3.00
  - b. Out-of-state students
    1. SAT score = 920
    2. GPA = 3.0
2. Total enrollment in School of Nursing
  - a. 2005 = 518
  - b. 2004 – 466
  - c. 2003 – 486

3. Number of majors in honor program
  - a. 2005 = 26
4. Number of transfer students
  - a. 2005 = 195; average GPA = 3.0
5. Progression requirement = 2.60 GPA



### C. General Education

#### 1. Freshmen performance data (e.g., proficiency exams; placement exams):

Freshmen performance data is reviewed as a part of the orientation process for the university. Students sit for placement examinations in math and English as required by the university. Most, 99%, of nursing majors are not required to take remedial courses because they achieve standards on the placement exams.

#### 2. Other measures or indicators: Freshmen students wishing to be designated as nursing majors must meet the following criteria:

##### a. In-state SAT requirement

1. 800

##### b. In-state GPA requirement

1. 3.0

##### c. Out-of-state SAT requirement

1. 920

##### d. Out-of-state GPA requirement

1. 3.0 GPA

Students meeting these criteria tend to be successful university placement examiners.

### D. Academic Major/Program (past three years)

#### 1. Results of licensure exam

Performance on National Council Licensure Exam (NCLEX) of all first time writers is closely monitored by the School of Nursing, the North Carolina Board of Nursing (NCBON), and the North Carolina State Board of Governors. The pass rate fell below the rate set by the UNC System Board of Governors, and this issue was addressed with a self-evaluation, a student enhancement plan and response to the Board of Governors. The pass rate pattern for 2002-2004 is presented in Table 1.

Table 1.

North Carolina A&T State University School of Nursing  
NCLEX-RN Pass Rates for 2002-2004

Year	# of Graduates	Pass Rate	BON Cutoff Rate	BOG Cutoff Rate	State Pass Rate	National Pass Rate
2002	55	77	75	85	91	86.5
2003	52	75	75	85	87	86.9
2004	45	81	75	85	84	85

2. Accreditation Reviews

In October 2000, the School of Nursing was visited by the National League for Nursing Accrediting Commission (NLNAC). The NLNAC accreditation recommendation was "continuing accreditation for eight (8) years." "Next scheduled visit – Fall 2008."

“Interim Report in two (2) years (Spring 2003):

- a. Systematic Plan for Program Evaluation and Assessment Outcomes;
- b. Public documents (NLNAC report, February 28, 2001).”

On April 14, 2003, the completed requested Interim Report was forwarded to the NLNAC. In July 2003, the NLNAC informed the School of Nursing that the Interim Report was acceptable and met all criteria.

October 2000, the School of Nursing was visited by the North Carolina Board of Nursing (NCBON). The School of Nursing received full (5 years) approval. The NCBON will revisit Fall 2008. The NCBON has synchronized its visit with that of the NLNAC. Also, during the Spring 2000, the Southern Association of Colleges and Schools (SACS) visited North Carolina A&T State University. The School of Nursing visitor assessment was approved and the School was encouraged to lay the ground work for a graduate program.

### 3. Internal program reviews (outside consultant)

An internal review, which can be described as an audit, was undertaken and completed in Spring 2002. Both strengths and areas needing additional strengthening were identified. Areas identified that

need strengthening were included as goals for the next academic year. These areas included leadership development for the dean and increased professional development for faculty. Also, the development of an academic enhancement program for students to increase board scores was encouraged.

The internal review in 2002 was followed by a consultation visit, an external review. The external review was conducted by Dr. Donna Benson, Office of the President – General Administration; Dr. Bettie Glenn, University of North Carolina at Wilmington; Dr. Bonnie Angel, University of North Carolina at Chapel Hill; and Dr. Helen O'Shea of Emory University. Final recommendations were received March 2003. The findings of this report were similar to the 2002 internal review.

A follow-up report with identified strategies to improve areas identified in the internal report and the consultation visit was completed June 2003. That report was submitted to the Office of the President for the University of North Carolina. Plans were enacted to achieve identified goals. Examples included in the plan were: an increase in student experiences in concert with the global perspective of nursing education. An internal position was filled with specific responsibilities that include oversight of research areas and international experiences. On December

8, 2003 a response to issues of NCLEX-RN rates for 2003 was sent to the Office of the President.

Dr. Pamela Hammond from Hampton University School of Nursing served as a consultant addressing issues related to nursing faculty working cohesively and for a more responsive nursing administration. She presented a one day workshop in June 2004. The program ended with faculty committed to staying positive, assisting and reminding others to stay positive and to proactively examine results of working together and, for administration to be more open and responsive to faculty concerns.

Dr. Cheryl Taylor from Southern University served as the consultant for cultural competence in February 2005. She was with the faculty for two days. The focus of her consultation was the review of course syllabi to determine cultural inclusion. She addressed developing nursing cultural competence related to health practices that impact and reduce health disparities. She ended her consultation with recommendations for strategies that enhance healthier consumer lifestyles that should be included in all curricula.

A plan to increase student enrollment and increase the number of nursing graduates was submitted to the Office of the President January 2005. The School of Nursing is beginning to see evidence of the increase

from 41 student graduates to 66 nursing graduates that have met all requirements for graduation. The aforementioned plan is available in the Dean's Office in the School of Nursing.

Each plan was a review of accomplishments, identification of areas in need of strengthening, goals, and plans for achievement. Data from each report has been used to address relevant issues and move the School of Nursing along the trajectory of being responsive to the public for accountability and insuring that are graduates address health issues of the public.

4. Retention and Graduation Rates (Please see III-B)
5. Graduates (alumni surveys)

The following two databases are used to assess program satisfaction:

The University Senior Exit Survey, the School of Nursing Alumni and Employer Survey. The University Exit Survey is completed every two years. The last University Exit Survey was completed Spring 2004. The School of Nursing Alumni and Employer Survey are completed every five years. The last School of Nursing Alumni and Employer Survey was completed in 2000.

The 2004 North Carolina A&T Senior Exit Survey revealed the following: 88.1% of graduating seniors were pleased with the quality of instruction in their majors; 86.6% were pleased with the overall quality of instruction within the

institution; 91.9% were pleased with their overall education at the institution; 72.9% would choose the institution if they could start their education over again.

A School of Nursing Graduate Survey was developed and mailed to the 185 graduates of the classes of 1996, 1997, and 1998. Responses in the areas of knowledge, practice, professionalism, and "experience provided during my time as a student" were elicited. An example of a professionalism statement is "accepts responsibility and accountability for nursing actions." On the same scale, from strongly disagree to strongly agree was applied. For reporting purposes, responses indicating *agree* and *strongly agree* were combined to illustrate positive response. An example of a program related statement on the survey is: "I felt prepared to pass the NCLEX-RN exam." A strongly disagree to a strongly agree format was applied. The faculty are aware that there is no validity and reliability data available for this tool, but are satisfied that the faculty-developed tool is adequate to collect the needed data. Faculty are investigating the use of a standardized tool to be used for Fall 2005 survey.

6. Continuing education and employment (Please see VI-B)
7. Employer Survey

Employer satisfaction with the graduates of the nursing program were gleaned from a questionnaire addressing aspects of professionalism, including

membership in professional organizations, client advocacy, professional relationships, responsibility and accountability, utilization of research, and critical thinking skills.

The Employer Satisfaction Survey (developed by the School of Nursing) was mailed to forty-four employers of graduates from the classes of 1996, 1997, and 1998. The term "employers" was used to identify the agency personnel responsible for evaluating the performance of RN staff. The employer survey asked for information regarding nursing practice and nursing professionalism. An example of a practice related statement from the survey is: "Performs clinical skills competently and safely." The employer evaluated the graduate on a five point scale from strongly disagree to strongly agree. An example of a professionalism statement is: "Accepts responsibility and accountability for nursing actions." The same scale, from strongly disagree to strongly agree was applied. For reporting purposes, responses indicating *agree* and *strongly agree* were combined to illustrate positive response. The faculty are aware that there are no validity and reliability data available for this tool, but are satisfied that the faculty-developed tool is adequate to collect the data needed.

An issue of concern that arose from the Employer Satisfaction Survey was the "Use of Critical Thinking Skills." In light of this finding several areas of reflection occurred in an effort to analyze and comprehend the employer's



perception of the phrase "Critical Thinking Skills."

Faculty had difficulty understanding the employers' responses to the critical thinking questions compared to the positive responses to other questions. Possible explanations reviewed included: (1) What are the definitions of the behaviors that reflect critical thinking? (2) Are the employer and the School of Nursing's definition of critical thinking similar or dissimilar? (3) Did the tool measure critical thinking as perceived by the faculty?

In an effort to address the aforementioned concerns, during the Spring 2000 semester, the School of Nursing hosted a forum with the major employers of North Carolina A&T graduates, e. g., Moses Cone Health Care System, High Point Regional Hospital, Alamance Regional Health System, Guilford County Health Department, etc., to discuss critical thinking skills needed by new graduates. The outcome of the forum revealed the School of Nursing measured critical thinking from a cognitive prospective. On the other hand, employers perceived a "critical thinker" as a new graduate who can immediately manage care for a group of patients with "little or no supervision or orientation by the employing institution/agency." Albeit, the employers did acknowledge that a new graduate with this ability is a "dream and not a reality."

Faculty realize that preparing nurses who are critical thinkers is a high priority. Strategies that include assessment, measurement, and evaluation of the critical thinking abilities is an ongoing process and interchange with employers. And, is only one dimension of assembling the puzzle for critical thinking behaviors.

When concerns are identified within the nursing program, faculty seek to validate these concerns through formal evaluation processes, and discover ways to address them. For example, the content of each course syllabus was re-evaluated and identifiable critical thinking strategies were included. Also, faculty agreed that "academic jargon" would include a definition of terms so that the evaluator/employer and the School of Nursing would understand what is being asked of the respondent(s).

8. Evaluation of experiences

Evaluation of student experiences takes a total approach. Faculty members evaluate each clinical agency before using it for student experiences and annually to determine continued use. The evaluation includes but is not limited to the level of student, objectives of the course, resources available to include space for conferences, safety, environment and student parking. Staffing for the agency is paramount in making decisions about how to use a learning experience for optimal student experiences.

Students evaluate each clinical agency, the classroom, each course and faculty member teaching them in the courses every semester. Sophomore students and graduating seniors are encouraged to complete the overall satisfaction survey that includes the entire university and their satisfaction with their education.

Graduating seniors participate in an exit survey. They are encouraged to describe, in addition to each semester evaluation, the areas of their education they are not pleased with but also describe areas they have pleased them. These data are shared with faculty annually during a faculty retreat.

Identified students in the nursing major participate as required in the School of Nursing Student Enhancement program. A copy of the School of Nursing Enhancement program is available in the Office of Student Services in the School of Nursing. This is a retention strategy and is a part of the strategic plan. The School of Nursing wants to admit, retain and graduate quality applicants.

#### IV. Faculty Development and Quality

- A. Faculty personnel policies regarding appointment, promotion, tenure and merit salary increases on basis of university policies.

North Carolina A&T State University, the North Carolina Board of Nursing and the National League for Nursing Accrediting Commission dictate minimum requirements for faculty appointment. The School of Nursing adheres to requirements put forth by each agency.

Promotion and tenure guidelines outlined by both the University and School of Nursing committees provide oversight and recommendations for promotion and tenure. Tenure is approved at the school, University and Board of Trustees levels. It is granted by the University of North Carolina. Guidelines for the "Regulations on academic freedom, tenure and due process" were last approved March 24, 2004 by the Faculty Senate of North Carolina A&T State University. The regulations governing the process of tenure for the campus is based on the Code for the University of North Carolina. As an autonomous unit within the university, the School of Nursing follows the regulations.

1. (Learning) Teaching-evaluation of instructors and instruction (Summary of Annual Reports)

The quality of teaching in the School of Nursing is based on teaching performance. Elements of teaching performance include student evaluations, peer evaluations, course leader evaluations, the number of courses taught, new courses developed or revised, the use of technology, faculty development, and student advisement. Each faculty member submits individual annual reports reflective of teaching performance annually. The annual reports are due April 1 each year. Reports are summarized and included in the overall annual report submitted to the Office of the Provost annually for the School of Nursing.

To achieve a satisfactory rating on student evaluation, faculty must achieve an average rating of +.3 the mean or average rating for the School of Nursing. Ratings are considered above average if they are greater than the mean for the School and the university. To achieve satisfactory ratings for peer evaluation of teaching performance faculty must have data points of average and above average for a similar rating. Faculty teaching assignments are based on expertise and credentials. The number of courses assigned and the number of courses taught reflect average expectations for all School of Nursing faculty. Three areas of teaching performance are based on presented evidence and include new courses developed, approved curriculum revisions, innovations in teaching, and use of appropriate technology.

Presently, the School of Nursing (Noble Hall) is equipped for wireless technology, two class rooms are smart classrooms, and access is provided for overhead projectors, and LCD projectors. Laptop computers are available for faculty use. The campus nursing competency laboratories are equipped with visual aids, computer assisted software, simulations for intravenous catheterization, a simulation manikin and a minimum of five other manikins, along with care models from useful for anatomy lessons to model examination. Faculty workstations are equipped with computer hardware and software as needed by the faculty. A computer lab

coordinator and a competency lab coordinator are available to assist faculty with teaching needs.

Each faculty member is expected to advise students. Advisement hours are included in the assignment for all full time faculty. Evidence is presented in the faculty member's annual report of advisement issues, student contact, resolution to problems and student enhancement. Two advising workshops are held annually by the Director of Student Services for the School of Nursing. Faculty is expected to attend those workshops to receive a minimum for average rating in the area of advising and workshop attendance. Faculty may present additional evidence in support of teaching effectiveness.

2. (Discovery) Research and scholarly productivity and creative activities

Research, scholarly productivity and creative activities are evaluated in the School of Nursing as research performance, creative works, professional growth and related activities. Faculty is expected to publish as a major element of scholarly productivity. This activity is not limited to journal publications but includes submission of proposals. It is expected that all full time faculty submit proposals. Participation in professional organizations is expected of all faculty. The School of Nursing and the

university provide multiple opportunities for attending scholarly presentations. Attendance is supported with approval by the Dean in advance for off-campus professional meetings. Faculty presenting papers, symposia, and posters receive priority funding/support when available.

Creative works are evaluated based on presented evidence in the faculty annual reports. It includes but is not limited to teaching/learning modules developed and case studies developed and presented through simulations. Other examples include concept mapping as a learning strategy for conceptually representing nursing care.

Faculty is expected to work collaboratively. Additionally, they are expected to collaborate with other schools or departments. They can review proposals, manuscripts, book chapters, and books and be expert consultants. This performance is evaluated based on evidence presented.

Faculty are expected to hold membership and actively participate in professional organizations. Under the umbrella of the School of Nursing membership, all faculty are members of the National League for Nursing. The School of Nursing has its own chapter of Sigma Theta Tau International Honor Society of Nursing (Mu Tau). Faculty are encouraged to seek election into this organization. Opportunities are available on the university campus for participation and membership in numerous

professional organizations. Faculty may also provide evidence of other scholarly activities such as art exhibits or ethnographic studies.

3. (Engagement) – Service activities

Engagement for the School of Nursing is evaluated as university and community service. Faculty are expected to serve on School of Nursing committees. Each faculty is assigned to at least two committees at the end of their first year of appointment as a faculty member. Faculty are expected to serve on at least one university committee. Opportunities exist for volunteer, elected and appointed committee membership. Faculty have opportunities to serve and volunteer in the community. These activities may be accomplished via board memberships, community service organization memberships, tutoring programs, or future nurses health career clubs. Faculty may also advise student organizations. There are four student organizations in the School of Nursing that offer opportunities for student organization advisement.

Faculty also have opportunities to participate in recruitment activities for the university and the school. Participation is evaluated based on the number of faculty recruitment activities. Other university and community service activities are based on evidence presented by the faculty. All activities are evaluated based on evidence presented throughout the year or during the faculty annual evaluation.



Appendix B presents in summative form the systematic plan for program evaluation for faculty and the criteria/definition of full and part-time faculty. It provides a view of faculty evaluation criteria. Included in Appendix B is the Performance Evaluation for faculty. This evaluation lists expectations as satisfactory to exemplary for all faculty ranks.

B. Faculty Profile

1. Highest Degree Earned

- a. Non-nursing PhD = 9
- b. Nursing PhD = 3
- c. MSN = 13
- d. MPH (Part-time) = 1

2. Rank and Tenure

- a. Tenured faculty PhD = 4
- b. Tenure professor = 1
- c. Tenured Associate Professor = 3

3. Age Ranges

- a. 50 – 59 = 14 (Full-time)
- b. 40 – 49 = 5 (Full-time)
- c. 30 – 39 = 3 (Full-time)
- d. 60 – 69 = 2 (Full-time)
- e. 60 - 69 = 1 (Part-time)

4. Sex

a. Males

- 1. 50 – 59 = 1
- 2. 60 – 69 years = 1

b. Females

- 1. 50 - 59 = 13
- 2. 40 - 49 = 5
- 3. 30 – 39 = 3
- 4. 60 – 69 = 2

5. Race
  - a. People of Color = 18 (17 females: 1 male)
  - b. Non-people of Color = 6 (5 females: 1 male)

V. Student Learning Goals (See Appendix D)

VI. Progress Toward University Mission

A. Access (past three years)

1. Enrollment patterns and trends (age, sex, race: Tables 2, 3, 4, 5, 6, 7, 8

Table 2.

North Carolina A&T State University  
School of Nursing  
Enrollment by Ethnic Origin  
Spring 2005

Ethnic Origin	Total
Black	461
Hispanic	4
Native American	1
Other	4
White	41
Not Identified	7
Grand Total	518

Table 3

North Carolina A&T State University  
School of Nursing  
Enrollment by Gender  
Spring 2005

Gender	Total
Female	489
Male	29
Grand Total	518

Table 4

North Carolina A&T State University  
 School of Nursing  
 Enrollment by Age  
 Spring 2005

Age	Total
18	61
19	126
20	70
21	51
22	40
23	26
24	14
25	5
26	5
27	8
28	7
29	5
30	13
31	5
32	10
33	9
34	1
35	8
36	3
37	5
38	2
39	8
40	4
41	3
42	5
43	4
44	3
45	4
46	2
47	2
48	2
50	2
51	2
53	3
57	1
Grant Total	518

Table 5

North Carolina A&T State University  
 School of Nursing  
 Enrollment by Ethnic Origin  
 Spring 2004

Ethnic Origin	Total
Black	409
Hispanic	4
Native American	2
Other	4
White	40
Not Identified	6
Grand Total	467

Table 6

North Carolina A&T State University  
 School of Nursing  
 Enrollment by Gender  
 Spring 2004

Gender	Total
Female	439
Male	26
Grand Total	467

Table 7  
 North Carolina A&T State University  
 School of Nursing  
 Enrollment by Age  
 Spring 2004

Age	Total
18	51
19	103
20	74
21	47
22	42
23	25
24	15
25	5
26	3
27	11
28	5
29	4
30	7
31	2
32	8
33	8
34	1
35	5
36	2
37	1
38	5
39	8
40	4
41	3
42	3
43	6
44	1
45	2
46	2
47	1
48	3
50	1
51	2
53	1
54	1
56	1
58	1
62	1
Grant Total	467

Table 8

North Carolina A&T State University  
 School of Nursing  
 Enrollment by Ethnic Origin  
 Spring 2003

Ethnic Origin	Total
Black	428
Hispanic	3
Native American	2
Other	7
White	43
Not Identified	0
Grand Total	486

Table 9

North Carolina A&T State University  
 School of Nursing  
 Enrollment by Gender  
 Spring 2003

Gender	Total
Female	464
Male	22
Grand Total	486

Table 10  
 North Carolina A&T State University  
 School of Nursing  
 Enrollment by Age  
 Spring 2003

Age	Total
17	9
18	135
19	75
20	66
21	60
22	20
23	10
24	5
25	7
26	9
27	7
28	9
29	4
30	2
31	5
32	7
33	5
34	4
35	2
36	3
37	4
38	3
39	3
40	2
41	6
42	1
43	3
44	4
45	3
46	2
47	1
48	1
49	3
51	1
52	2
53	2
56	1
Grant Total	486



B. Enrollment of undergraduate transfers = 195

2. Enrollment in degree credit distance learning

a. 2005 - NURS 100 = 22

b. 2003 – NURS 100 = 12

Table 11

North Carolina A&T State University  
School of Nursing  
Awarding of Degree by Year  
Spring 2003 - 2005

Year	Number of Degrees
2005	68
2004	47
2003	55

VI. A. Access (past three years)

1. Enrollment patterns and trends

a. Average age 18-23

2. Enrollment of Undergraduate transfers

a. Spring 2005 – 195

3. Enrollment in degree credit distance learning

a. 2003: NURS 100 - 22

b. 2005: NURS 100 - 12

4. Awarding of degrees

- a. 2003: 55
- b. 2004: 47
- c. 2005: 69

B. Faculty Development

1. Discovery (Organized Research)

- Number of applications = 25
- Number of awards or grants and total amount = approximately \$4,500,000.00 from 2003-2007.

2. Engagement in public community service

School of Nursing community activities:

2004-Current	Member, Children, Adolescence Bipolar Foundation (CABF)
2004	Fundraiser-Triad Health Project
2004	Aggie Day at the Capital, Raleigh, NC, June 2004
2004	Promoting Life through health, safety, and education sponsored by NCA&TSU School of Nursing, December 4, 2004
2004	Recruitment fair, NCA&TSU December 9, 2004
2005	Assisted with Communities in Conflict, A Cultural Studies Symposium, March 2005
2004	Parish Nurse Council (Greensboro)
1999-2005	National League for Nursing Accrediting Commission site Visitor
1999-Current	Member-Triad Health Project (Community AIDS Organization)
2004-2005	Organ donation for Dr. Martin Luther King Parade
1999-Current	Volunteer, North Carolina Health Occupation Students of America (HOSA) Annual Conference
1999-Current	LINKS, Inc., Services to Youth
1999-Current	Prevent Blindness America
2005	Diabetes Walk-a-Thon 2004-2005

2002-2005	American Heart Association Walk-a-Thon
2002	Volunteer-Domestic preparedness, chemical weapons full-scale exercise. Greensboro, NC
2004-2006	Advisory Board, Hospice and Palliative Care
2004-2006	Advisory Board , Adult Center for Enrichment ACE (2004-2006)
2004-2005	Planning Board for Leadership Greensboro
2000	Wesley Long Foundation
2000	Wesley Foundation Finance Committee
2000	Town of Yanceyville Planning Board
2000	Caswell County Transportation Development Planning Board
2000-Current	FNP for Hispanic Clinic (occasionally regular medical clinics) at Davidson Medical Ministries in Lexington, NC. Serves low-income clients without Medicare, Medicaid, or private insurance
2000-Current	Perform sports physicals for the Special Olympics in Davidson County.
2000-Current	Advisory Board for Faith in Action Coalition (Parrish Nurse) program at Lexington Memorial Hospital
1998-2004	Member of FCHD "Be healthy Coalition." Developed walking maps for Winston-Salem weekly exercise groups, participated in discussion for several grants to improve health of residents in Forsyth County
2001-Present	Collaborate with MD's, Pas, Pharmacists, Social Workers and other nurses at Davidson Medical Ministries
2003-2004	Worked with WFU School of Medicine on Caprela Grant (MD, Research Design specialist, Translator and Research Associate)
2002-2003	Worked with the Northwest AHEC, WFU School of Medicine personnel to equip an assessment lab for refresher, generic, and FNP students
2002-2003	Worked with Medical Librarians to develop the Handheld Technology grant
1999-Current	University of North Carolina @ Chapel Hill, Department of Psychology Advisory Board
2003-Current	North Carolina A&T State University and Johns Hopkins University Schools of Nursing Center on Health Disparities Research Executive Committee
2003-2005	Campaign Chair for School of Nursing United Way Campaign
2003-2004	North Carolina A&T State University School of Nursing liaison/facilitator for Jackson (Mississippi) Heart TRAIN (Training for Research Awareness in Nursing) Program
2005	March of Dimes Walk-a-Thon
2003-Current	Zeta Phi Beta Sorority, Inc., Z-HOPE Project (Zetas Helping other People Excel)
2004	University Recruitment
2001-2002	The Association for Retarded Citizens Advisory Board

2001-2003 Crisis Response Team, New Garden Friends School  
 2004 CPR Instructor for city child care workers  
 1994-2005 Centenary United Methodist Church: Annual Conference, Pastor Parrish Relations Committee, Greensboro District Committee to hire parish nurse)

### 3. Other Scholarly Activities

#### Presentations:

Harris, L. and Cody-Connor, C. Evaluation of the Senior Prescription Drug Assistance Program in Minority Communities, National Black Nurse's Association Annual Institute and Conference, San Francisco, CA, August 2004

Harris, L. North Carolina Strategy for Meeting Prescription Drug Needs for Underserved Elderly. 20<sup>th</sup> Educational Meeting and Conference of the Association for Gerontology and Human Development in HBCU's, Atlanta, GA. June 12-14, 2003

Lundrigan, C. Research Day at North Carolina A&T State University School of Nursing "Caprela Grant," Greensboro, NC

Lundrigan, C. Mountain AHEC "NC Rules and Regulations for (NP) Prescriptive Authority," October 2004

Lundrigan, C. "Health Disparities in African-Americans" for faculty and staff of grant-funded Program at WSSU

Marsh, L. North Carolina A&T State University/Johns Hopkins University pilot partner, LaToya Marsh, was a guest on "Listen Up!! Talking Tobacco in Your Community," Quit smoking programs: The cost and cure – WNAA-FM 90.1 radio. Ms. Marsh discussed the effects of smoking on infant mortality, April 6, 2005.

Marsh, L. Poster presentation – Academy for Teaching and Learning Teaching Showcase – *Sharing Our Best Work*, April 28, 2005.

- McIntosh, L. & Walton-Moss, B. *Health perceptions among Black and White pregnant women with drug dependence.* Howard University College of Pharmacy, Nursing and Allied Health Services Eleventh Research Conference "Beyond Dialogue: Translating Findings into Action." Washington, DC March 23<sup>rd</sup>, 2005.
- McIntosh, L. *Narrative research.* Seventh Annual Research Day Conference In collaboration with NCA&TSON/Johns Hopkins University SON Center on Health Disparities. "Reducing Health Disparities in Vulnerable Populations." Greensboro, NC October 8<sup>th</sup>, 2004
- McQueen, L. Sigma Theta Tau 38<sup>th</sup> Biennial Convention, "A Collaborative Interdisciplinary Research Project Provides a Broader Perspective to issues in the Recruitment and Retention of Hispanic Nursing Students," November 2005
- University of North Carolina State at Chapel Hill, Southeastern Associations of Educational Studies (SEAESV) "Situating Ourselves as Critical Pedagogues," February 2005
- Research Day Conference October 2004, "Interdisciplinary Faculty Use of Interpretative Narrative Research to Examine the Educational Experiences of a Hispanic Nurse.
- Research Day Conference, October 2004, "Hispanic Nurse's Struggle for Academic Success: A Case Study."
- Published presentation for American Educational Sites Association (AESA), Pittsburgh, PA, Fall 2002 conference: "Reconstructing Popular Culture Using Critical Pedagogy."
- American Education Research Association (AERA) Chicago, Illinois; April 2003. "Connecting Women's

Voices: A Symposium in the Intersection of Gender, Race, and Class.

Paulsen, D.

*International Nursing in Ghana West Africa*. Seventh Annual Research Day Conference, Division of Research and Economic Development, Greensboro, North Carolina, April 2004.

*The Parish Nurse* Sixth Annual Research Day Conference, Division of Research and Economic Development, Greensboro, North Carolina, April 2003.

Sousa, V.

Sousa, V.D., Zauszniewski, J.A., Mendes, I.A.C., & Zanetti, M.L. (Accepted – Will present November 2005). *Semantic equivalency, validity, reliability of the Portuguese version of the depressive cognition scale*. Sigma Theta Tau International – 38<sup>th</sup> Biennial Convention, November 12-16, 2005, Indianapolis, IN

Sousa, V.D. (2004). Success for diabetes self-care management. North Carolina Agricultural and Technical State University, Annual Research Appreciation Day, Greensboro, NC 2005.

Sousa, V. D. & Zauszniewski, J.A., *The development of a conceptual framework for chronic diseases self-care management*. Midwest Nursing Research Society, 29<sup>th</sup> Annual Research Conference, April 1-4, 2005, Cincinnati, OH

Sousa, V. D., (2004). Success for diabetes self-care management. North Carolina Agricultural and Technical State University, 7<sup>th</sup> Annual Research Day Conference, Greensboro, NC

Ward-Murray, E.M., Whitaker, V.B. & Byrd, G.S.

*Challenges in implementing research in vulnerable populations*. Howard University College of Pharmacy, Nursing and Allied Health Services' Eleventh Annual Research Conference, "Beyond Dialogue: Translating Findings Into Action." Washington, D.C., March 23, 2005.

- Whitaker, V.B., Ward-Murray, E.M. & Byrd, G.S. *Decreasing health disparities: Novel approaches and novel results.* Sixteenth Annual Conference on African-American Culture and Experience. "African-American Health Issues." The University of North Carolina at Greensboro, NC., February 23-24, 2005.
- Whitaker, V.B., Ward-Murray, E.M., & Byrd, G.S. *Non-traditional strategies for eliminating health disparities.* Seventh Annual Research Day Conference in collaboration with NC A&T School of Nursing/Johns Hopkins University SON Center on Health Disparities, "Reducing Health Disparities in Vulnerable Populations, Greensboro, NC, October 8, 2004.

Publications:

- Adams, V. W. & Price Lea, P. J. (2004). A critical need for a more diverse nursing workforce. *North Carolina Medical Journal*, 65 (2), 98-100.
- Bolton, L. B., Bennett, C., Richards, H., Gary, F., Harris, L., Millon-Underwood, S., and Williams, B. (2001). Nursing Research priorities of the National Black Nurses Association, *Nursing Outlook*, 49 (6), 258-262.
- Harris, L., Belyea, M., Mishel, M., Germino, B., Summer, S. (2003). "Issues in Revising Research Instruments for Use in Southern and African American Populations, *Journal of National Black Nurses Association*, 14 (2) 81-89.
- McQueen, L., Shelton, P., Zimmerman, L. (2004), A Collective Community Approach to Preparing Nursing Students for the NCLEX-RN Examination. *Association of Black Nursing Faculty*, 15 (3)
- McQueen, L., Shelton, P., Zimmerman, L. (2004), The Role of Historically Black Colleges and Universities in the Inclusion and Education of Hispanic Nursing Students. *Association of Black Nursing Faculty*, 15 (3), 51-53.
- McQueen, L., Shelton, P., Zimmerman, L. (2005), *Journal of Nursing Education*, "Using Interpretive Narrative Research Methodology in Interdisciplinary Research Project." (Decision pending).
- Sousa, V. D., Zauszniewski, J. A., & Musil, C. M., Price Lea, P. J., & Davis, S. A. (In press). The Relationships among self-care agency, self-efficacy, self-care, and glycemic control. *Theory and Research for Nursing Practice*.

Huang, C.Y., Sousa, V. D., Hwang M. Y., & Tu, S. Y. (In press). Depressive symptoms and learned resourcefulness among Taiwanese female adolescents. *Archive of Psychiatric Nursing*.

Sousa, V. D., Zauszniewski, J. A., McDonald, A. P, Musil, C. M., & Sharon, E. M. (2004). Testing a conceptual framework for diabetes self-care management. *Research and Theory for Nursing Practice, 18* (4), 293-316

Sousa, V. D., Zauszniewski, J. A., & Musil, C. M (2004). How to determine whether a convenience sample represents the population. *Applied Nursing Research, 17* (2), 130-133.

Whitaker, R. & Whitaker, V. B. (2004). Angle-closure glaucoma in E.J. Higginbotham and D.A. Lee (Eds.). *Clinical Guide to Glaucoma Management*. Butterworth Heinemann, MA (Chapter addresses an ocular disparity).

#### Honors and Awards

Sousa, V. 2005	Fellow, National Institute of Nursing Research, National Institute of Health, Bethesda, MD
2003	Ph.D. Dean's Legacy Award winner, Frances Payne Bolton School of Nursing Case Western Reserve University, Cleveland, OH
2002	Listed in the directory of certified nurses, pages: 187 & 862, American Nurses Credentialing Center, Washington, DC
2002 – Present	Member, editorial review board of the Online Brazilian Journal of Nursing, ISSN 1676-4285, Niteroi, RJ, Brazil
2002 – Present	Member, editorial review board of nursing, Brazilian Edition, SGMJ 401542, Sao Paulo, SP, Brazil
2004 – Present	Member, editorial review board of Saude Coletiva, ISSN 1806-3365, Sao Paulo, Brazil
2005	Member, abstract review board, 38 <sup>th</sup> Sigma Theta Tau International Biennial Convention, Scientific Section, Indianapolis, IN
2005	School of Nursing, Rookie of the Year Researcher
Shelton, P. 2004	NC A&T State University School of Nursing Outstanding Faculty NC A&T State University Teacher of the Year
Harris, L. 2005	School of Nursing Outstanding Faculty
Whitaker, V. 2005	School of Nursing nominee for Max Garner Award
	Seven (7) faculty inducted into Phi Kappa Phi National Honor



	<p>Society 2003-2005  Harris, L.  McIntosh, L.  Shelton, P.  Ward-Murray, M.  Whitaker, V. B.  Wilson, S.  Price-Lea, P.</p> <p>Two (2) faculty are inducted Fellows of the American Academy of Nurses, the highest honor a nurse is selected for:  Von Best Whitaker, Ph.D., RN, FAAN  Lorna H. Harris, Ph.D., RN, FAAN</p> <p>Two (2) faculty are inducted members of the coveted Consortium of Doctors, an organization that selects, inducts, and honors Black women of accomplishment who have earned doctorates (Ph.D., J.D., Ed.D., M.D., O.D., etc.).</p>
	<p>Von Best Whitaker, Ph.D., RN, FAAN  Lorna H. Harris, Ph.D., RN, FAAN</p>

C. Interdisciplinary Activities

1. Futures Venture Fund, North Carolina A&T State University "Closing Health Disparities gaps by improving lifestyle behaviors," Project Investigators: Dr. Mary Smith, School of Arts and Sciences, Biology Department, North Carolina A&T State University, Co-Investigators: Dr. Goldie S. Byrd, Department of Biology, Dr. Von Best Whitaker, School of Nursing, North Carolina A&T State University
2. Dr. Patricia Shelton, was funded by NCA&TSU Futures Venture Fund to launch in collaboration with the NC A&T School of Business Advertising Department and the Guilford County Department of Public Health "Health Awareness in Our Community: Reducing Infant Mortality." Dr. Shelton's work highlights the disparities that exist between majority and minority and other vulnerable populations in infant mortality rates. This effort resulted in a media event (TV, radio, press, etc.) and an unveiling

of billboards and bus ads throughout the city of Greensboro stating "Healthy Babies=Healthy Communities," April 13, 2005.

3. Community Health Chat Sessions: Dr. Von B. Whitaker was a guest on WNAA-FM 90.1 and discussed disparities in vision health, in particular glaucoma. She also discussed the nursing shortage and the nation's health, March 2004.
4. Mrs. Helen Spriggs and Cathy Badgett attended "Faces of a Healthy Future: National Conference to End Health Disparities" sponsored by the Maya Angelou Center on Minority Health and Winston Salem State University School of Health Sciences, September 27 – 29, 2005.
5. Dr. Monica Ward-Murray chaired the 7<sup>th</sup> Annual School of Nursing Research Day Conference Planning Committee. The conference was held October 8, 2004. The conference was entitled: "Reducing Health Disparities in Vulnerable Populations." Planning committee members were: Drs. Von Best Whitaker, Carol Lundrigan, Sonja Wilson and Mrs. Donna Paulsen. Participating Center Scholars were: Maud Acquah, Jennifer Harrison and Kimberly Wright. These faculty and students were also members of the poster evaluation committee. Nursing Research (NUR 524) class, under the direction of Dr. Valmi Sousa, presented approximately 10 posters. Including students and registrants, approximately 35 posters were displayed and numerous papers presented. Attendance was approximately 375.
6. Dr. Von B. Whitaker was invited to speak about the NCA&TSON Center on Health Disparities Research during the Moses Cone Health System magnate hospital review February 2005. Moses Cone Health System is the second largest health system in the piedmont.
7. Drs. McIntosh, Sousa, McQueen and Harris displayed research posters during NCA&T Research Appreciation Day sponsored by the Division of Research and Economic Development April 20, 2005.
8. Dr. Von B. Whitaker co-wrote the January 2005 research newsletter for the Moses Cone Health System.

9. Dr. Jacquelyn Campbell (JHU) spoke to NCA&T School of Nursing communications class about domestic violence and domestic violence research.
  10. The Center on Health Disparities and Research at North Carolina A&T State University collaborated and supported NCA&TSU 10<sup>th</sup> Annual Life and Physical Sciences Research Symposium featuring Dr. David Satcher, former US Surgeon General and Director of the National Center for Primary Care at Morehouse School of Medicine, Atlanta, GA, entitled " A Three Dimensional Model for Closing the Health Disparities Gap and the Importance of Diversity in Clinical Trials", February 25, 2005.
  11. Community Outreach through Awareness days provided opportunities for collaboration between the NCA&TSU SON Center on Health Disparities Research, the university, community, and affiliates. Awareness Days provide education and dissemination of information on various health topics to patients and families, community members, students, and faculty. Presentations included: Glaucoma – by Dr. Von B. Whitaker, April 2004 and Testicular and Prostate Cancer – by Drs. Patricia Shelton and Sonja Wilson, June 24.
  12. Drs. Sousa, V., McQueen, L., & Harris, L. "N. C. A&T Researchers: Unlimited Potential." Research Appreciation Day the Division of Research & Economic Development, April 20, 2005.
- Center on Health Disparities Research faculty mentee/mentor Helen Spriggs implemented an interdisciplinary Brown Bag luncheon series during the months of March and April 2005. Issues addressed included:
    - Sick Buildings/Health Solutions ( Dept. of Architectural Engineering)
    - Herbs, Pills, and Toxic Waste. Why my community? (Dept. of Chemical Engineering)
    - Influence of TV on Childhood Behavior – Violence? (Dept. of Psychiatric/Mental Health Nursing)
    - Cutting: A self-inflicted pain. Bullying: A little hurts a lot (Dept. of Psychiatric/Mental Health Nursing)
    - Health and Human Services for the homeless ( Dept. of Psychology and Social Work)

North Carolina A&T State University celebrated its annual African American History month in February with several events. The North Carolina A&T State University School of Nursing sponsored Dr. Cheryl Taylor, Director of Research at Southern University, New Orleans, LA. Dr. Taylor's presentation entitled "Nursing's culturally competent health practices to reduce health disparities" was open to the university community and the Greensboro community.

North Carolina A&T State University  
&  
Johns Hopkins University  
Schools of Nursing  
Center on Health Disparities Research in Underserved Populations Pilot Studies  
Dr. Von B. Whitaker, P. I., (NCA&TSU)  
Dr. Fannie Gaston-Johansson, P.I., (JHU)

Year 01

1. Pilot Title: *"Passport to Health: Reducing Violence Related Disparities"*  
Investigators: Phyllis Sharps, PhD, RN (JHUSON)  
Patricia Price Lea, PhD, RN (NCA&T SON)  
Funded Amount: \$20,000 Date Awarded 9/2002 (See comment below)  
(Effective January 1, 2004, Patricia Price Lea authorized the entire funded amount of \$20,000 to remain at JHUSON to complete all study data collection at the JHUSON location)  
Sr. Research Advisor: Jacqueline Campbell, PhD, RN, FAAN
  
2. Pilot Title: *"Relationship among Individual Characteristics, Level of Adherence to Treatment Program and Birth Outcomes Among Low Income Pregnant Women in Substance Abuse Treatment"*  
Investigators: Benita Walton-Moss, DNSc, RNCS, FNP (JHUSON)  
Linda McIntosh, PhD, MSN, RN (NCA&T SON)  
Funded Amount: \$20,000, funded by Johns Hopkins. Date Awarded: 9/2002  
Sr. Research Advisor: Miyong Kim, PhD, RN, FAAN
  
3. Pilot Title: *"Discovering a lay (emic) model of physical activity of African American Elders with Chronic Health Conditions Living in Faith- Based or Residential Communities"*  
Investigators: Mary K. Cresci, PhD, RN (JHUSON)  
Eileen Jackson, PhD, RN (NCA&TSUSON, no longer with the university)  
Funded Amount: \$20,000 Date Awarded: 9/2002  
Sr. Research Advisor: Victoria Mock, DNSc, RN, AOCN, FAAN

Year 02

4. Pilot Title: *"African American Women's Breast Cancer Treatment QOL"*  
Investigators: Phyllis Morgan, PhD, RN, FNP (JHUSON)  
Sandra Hicks, MSN (NCA&T SON)  
Funded Amount: \$20,000 Date Awarded: 11/25/03  
Sr. Research Advisors: Victoria Mock, DNSc, RN, AOCN, FAAN  
Fannie Gaston-Johansson, DrMedSc, RN, FAAN
5. Pilot Title: *"Measuring Barriers to Leaving Violent Partner Relationships"*  
Investigators: Daniel Sheridan, PhD, RN, JHUSON  
LaToya Marsh, MSN, RN (NCA&TSUSON)  
Status of Award: Approved for Funding 11/25/03 \$20,000 pending responses to CHDR Panel Review Comments/Recommendations; original NCA&TSON match left institution)  
Sr. Research Advisor: Jacqueline Campbell, PhD, RN, FAAN
6. Pilot Title: *"Screening African American Males for Prostate Cancer"*  
Investigators: Anne Belcher, PhD, RN, AOCN, FAAN (JHUSON)  
Patricia Shelton, PhD, RN (NCA&T SON)  
Status of Award: Pending  
Sr. Research Advisors: Fannie Gaston-Johansson, DrMedSc, RN, FAAN  
Victoria Mock, DNSc, RN, AOCN, FAAN

Year 03

7. Pilot Title: *"Substance Abuse or Spirituality with Recovery as the Outcome"*  
Investigators: Joan Kub, PhD, RN, CS (JHUSON)  
Linda McIntosh, PhD, RN (NCA&T SON)  
Status of Award: Pending  
Sr. Research Advisor: Jacqueline Campbell, PhD, RN, FAAN

8. Pilot Title: *"Increasing Compliance of Eyeglass Use for Children 12 to 14 years of age"*  
 Investigators: Von Best Whitaker, PhD, RN, FAAN (NCA&T SON)  
 Marion D'Lugoff, MSN, RN (Doctoral Student) (JHUSON)  
 Status of Award: Pending  
 Sr. Research Advisor: Von Best Whitaker, PhD, RN, FAAN
9. Pilot Title: *"Health Status and Function of African American Patients at Post Discharge"*  
 Investigators: Linda Rose, PhD, RN (JHUSON)  
 Linda Gerson, PhD, RN (JHUSON)  
 Helen Spriggs, MSN, MPH, RN, FNP (Doctoral Student) (NCA&TSON)  
 Status of Award: Pending  
 Sr. Research Advisor: Linda Rose, PhD, RN
10. Pilot Title: *"African American Elders' and Family Member's Perceptions of Elder Maltreatment"*  
 Investigators: Janet Selway, (JHUSON)  
 Crystal Cody Connor, MSN, RN (Doctoral Student) (NCA&TSON)  
 Status of Award: Pending  
 Sr. Research Advisor: Von Best Whitaker, PhD, RN, FAAN
11. Pilot Title: *"Predictors of Low-income Workers' Job Sustainability: Health Status, Health Insurance, Social Competence and Job Characteristics"*  
 Investigators: Shirley Van Zandt, MS, MPH, CRNP (Doctoral Student) (JHUSON)  
 Carol Lundrigan, PhD, RN (NCA&TSU)  
 Status of Award: Pending  
 Sr. Research Advisor: Jacqueline Campbell, PhD, RN, FAAN
12. Pilot Title: *"Long-term Effects of Breastfeeding Support in Low Income Children"*  
 Investigators: Anne (Nancy) Woods, PhD, CNM (JHUSON)  
 Linda C. Pugh, PhD, RNC, FAAN (JHUSON)  
 Glenna Lebby Barnes, BSN, RN, MSW, PhD (NCA&T)  
 Status of Award: Pending

Sr. Research Advisor: Fannie Gaston-Johansson, DrMedSc, RN, FAAN

VII. Identify the overall trends, strengths, threats and challenges of the program and strategies to address the challenges

Faculty continue to validate the nursing curriculum as proactive developers to provide students with skills and competencies necessary to successfully practice in today's global society. The School of Nursing faculty Academic Programs Committee continues to monitor the curriculum with annual updates and reports during monthly faculty meetings. An increase in the use of technology in the classroom, campus laboratories, and clinical practice sites has increased. We must evaluate the use of pedagogies that permit distance education as well as the continued use of technology to reach all nursing students. Course content is mapped every five years to determine currency. It is modified as approved by the faculty.

External factors that tend to affect curriculum include, but are not limited to sociopolitical, environmental and economic characteristics. Some of these characteristics include rapidly occurring complex problems such as bioterrorism, homelessness, demographic revolutions, the technological explosion, globalization, environmental changes, global and domestic violence, teen pregnancy, and emerging infectious diseases. Nurses must have clinical knowledge related to biological agents, as well as the skills to address the



emotional stress in the face of war and perceived vulnerability. This preparation includes attention to environmental issues and includes epidemiology. Other issues include attention to all demographic changes such as age, migration, community growth patterns, and ethnic/racial composition.

#### Issues in higher education

Nursing faculty remain aware of the three “A” issues in education. These issues are affordability, access and accountability. All fee structures and requirements that include cost are presented, reviewed and approved by the faculty. The nursing faculty members in the School of Nursing are aware that more than 85% of our students receive need based financial assistance. To that end we evaluate objectively additional fees imposed on our students. Surveys are completed from other SON programs to determine how they address the issue of student fees before final decisions are approved.

Opportunities are provided through flexible program offerings that permit students to navigate the nursing program. Some students such as those on release for two years to earn a BSN take selected nursing courses with a distance education format. All students receive free university supported e-mail. The time of course offerings have been modified to permit evening courses. We have revisited weekend course offerings but, student requests have not been sufficient to warrant weekend courses.

As a school, Nursing is accountable at the university level, the state level and national level. The School of Nursing is cognizant of, and has as its major goal, the need to increase student success as first time writers of the NLCEX-RN and to increase the number of graduates from the program.

#### Issues of the nursing profession

Consumers today have greater access to information on health issues via the internet. Thus, the health care profession is rapidly becoming a consumer-driven entity. Nursing faculty and students are aware of this trend and encourage health care consumers to become empowered. Management of health issues occurs through an evidenced based focus which under girds the curriculum. Technology use has been encouraged with e-textbooks and 24 hour access to information. The Leadership and Management course provides the context for budgeting knowledge and cost saving strategies from a management perspective that includes maximizing human capital while providing safe, quality and effective nursing care.

The projected national nursing shortage is a reality that is lived by graduates of the program. There is 100% placement as RNs after NCLEX-RN success. Faculty have positioned the School of Nursing to accept and educate additional students through the use of technology. Examples of technology use include simulations such as "cath-sims", an IV simulation training manikin. The

use of simulations provides additional opportunities for education, training and practice.

Faculty construct learning experiences reflective of nursing's agenda for the future that includes "Ten Domains for Action", delivery systems, diversity, economic value, education, leadership and planning, policy, professional culture, public relations/communication, recruitment/retention and an appropriate work environment. The intentional efforts continue to include diverse opinions from stakeholders for nursing. Many stakeholders are represented on the School of Nursing Advisory board.

The projected shortage of nurses dwarfs the shortage of prepared nursing faculty to teach nursing students. It is noted that more than 85% of faculty will retire in the next five years (AACN, 2004). To combat the shortage, the School of Nursing seeks potential nursing faculty from the ranks of experienced and new faculty consistently. A new interdisciplinary masters program in nursing will afford the opportunity to hire and continue the education of nurses at the doctoral level. The match of the proposed MSN program fits with the university's new PhD program in Energy and Environmental Studies. The masters program is in the planning stage having completed and submitted the request to plan.

Nursing deserves a program of study that is compatible with contemporary health care. The program must be flexible and relevant for emerging circumstances and needs. The School of Nursing at North Carolina

A&T State University strives to provide such a program for its students, staff and faculty.

# **APPENDIX D**

## **STUDENT LEARNING GOALS**

Form A

North Carolina A&T State University

Department/School: North Carolina A&T State University School of Nursing

Program Name: School of Nursing (BS)

I. Program-Level Student Learning Goals

Please use this form to list the student learning goals for all programs in your department/school or attach a list. Use a separate sheet for each program and note that you may have fewer or more goals that space is allotted for here. If needed, make copies of this form.

- |  |
|--|
| 1. Assimilate knowledge from physical, biological, psychosocial, the liberal arts, nursing theories, and particularly Roy's adaptation model, as foundation to provide nursing care to clients in a variety of settings. |
| 2. Utilize the nursing process with skills of critical thinking to assist clients in achieving adaptation.   |
| 3. Utilize nursing theories and related research findings to enhance professional nursing practice.  |
| 4. Develop leadership and management abilities in the practice of professional nursing and in effecting change.  |

5. Assume the role of client advocate, teacher, facilitator, collaborator, and coordinator with other health care to meet the health needs of society.
6. Assume responsibility and accountability for professional nursing actions, their outcome and enhancing professional nurse practice.
7. Demonstrate personal and professional growth as individuals and citizens.
8. Develop professional values, ethical, moral, legal and political aspects of the practice of nursing
9. Develop technological skills to assist learning, to deliver and document patient care, and to provide professional nursing services.

Other Programs Outcome Goals such as job placement, graduate school enrollment, success on licensing exams; development of workplace skills such as dependability, initiative, leadership, group-working skills; commitment to citizenship; program satisfaction and job satisfaction: persistence and time to degree, etc. Be specific, e. g., "At least ¼ of each graduating class will apply to graduate school."

1.
2.

Form B

North Carolina A&T State University

Department/School: North Carolina A&T State University School of Nursing

Program Name: School of Nursing

II. Evaluation Methods

*In each row, please list methods (measurements used); then identify those methods (measurements) that will be used within the next year or so.*

Commercially Available Tests/Surveys

Commercially Available Tests/Surveys	
Nurse Entrance Exam NET - Next administering - 2/2006	Arnett Computer Adaptive Testing - 4/2006
Nursing Care of Adults I - Next administering - 12/2005	Mosby's RN Assessment Test – 4/2006
Nursing Care of Adults II - Next administering - 4/2006	RN Assessment (ERI)
Nursing Care of the Childbearing Family – 12/2005 – 4/2006	
Nursing Care of Children– 12/2005 – 4/2006	
Community Health Nursing - 12/2005 – 4/2006	



Form C

North Carolina A&T State University

Department/School: North Carolina A&T State University School of Nursing

Program Name: School of Nursing

III. Evaluation Methods

*List methods (qualitative and/or quantitative) and whether these will be used again.*

Locally Developed Methods	
Career Choices in Nursing Paper - Freshman	Poster Board Display – Sophomores - Spring
Philosophy in Nursing Paper – Freshman	Clinical Care Plans – Sophomores, Juniors, Senior Year
Community group analysis freshman year 2 <sup>nd</sup> Semester	Concept Mapping – Junior & Senior Year
Mid-Semester and end of semester comprehensive exam	Behavioral Health Care Plan – Spring
Cultural Diversity Paper – Fall semester - Sophomore	Epidemiology Paper – Senior Year
Elder Care Issue Paper – Sophomore Year - Spring	Health Issues Paper – Senior Year – Fall Semester
Teaching Project for the Elderly Simulated – Sophomore-Spring	Echogram Community Paper – Senior Year
Genogram – Sophomore – Spring	

Form D

North Carolina A&T State University

Department/School: North Carolina A&T State University School of Nursing

Program Name: School of Nursing

II. Major Finds and Changes Made to Program as a Result of Assessing Goals

*Please list the major finds and program improvements made as a result of assessing student learning and programs outcome goals. Link the finds to the method used.*

1. The NET examination administered 2002 and 2003 to Sophomores indicated students has problems in the areas of reading comprehension, learning style and testing. Student workshop on reading comprehension learning style and test taking were conducted Fall 2004.
2. Content areas from the National Council Licensure Examination for Registered Nurses (NCLEX-RN) reflected on the Mosby Assess Test, Arnett Computer Adaptive test and Education Resources, Inc. (ERI) were reviewed and those below were the national average were identified by faculty in 2002, 2003, and 2004. Changes were made in courses and the curriculum. As a result of change result of changes in curriculum students overall score on the Mosby Assess Test increased from 59% in 2002 to 65% in 2005.
3. Evaluation of student comments requesting a pharmacology course and low scores on standardized exams in pharmacology resulted in the development of an elective course in Pharmacology. Scores have increased from 50% in 2002 to 71% in 2005.
4. Results of analysis of the NCLEX-RN pass rate over a 4-year period and outside consultants resulted in a change of testing vendors to Education Resources, Inc. A recommendation was approved by faculty. Students must pass the end of course examination at the national average in adult health, (NURS 400 and NURS 410), Psyc Mental Health Nursing (NURS 412), Nursing of the Child-Bearing Family (NURS 500) and Community Health Nursing (NURS 510).
5. Results of Analysis of NCLEX-RN score over several years. External consultants recommendations and end of program exit interview from students resulted in a curriculum review which started in 2002.

**North Carolina A&T State University School of Nursing**

**Performance Expectations for Clinical, Tenure and Post-Tenure Review**

**Teaching Performance**

Name: \_\_\_\_\_

Item	Clinical Faculty	Assistant Professor		Associate Professor		Professor		Exemplary University Average + .4
	Satisfactory University Average ± .3	Exemplary Above Average	Satisfactory University Average ± .3	Exemplary Above Average	Satisfactory University Average ± .3	Exemplary University Average ± .3	Satisfactory University Average ± .3	
<b>Student Evaluations</b>	Average	Above Average	Average	Above Average	Above Average	Superior	Above Average	Superior
<b>Peer Evaluations</b>	Average	Above Average	Average	Above Average	Above Average	Superior	Above Average	Superior
<b>Course Leader Evaluations</b>	Average	Above Average	Average	Above Average	Above Average	Superior	Above Average	Superior
<b>Courses Taught</b>	Actual Number	Actual Number	Actual Number	Actual Number	Actual Number	Actual Number	Actual Number	Actual Number
<b>New Courses/Curriculum Development or Revision</b>	Evidence	Evidence	Evidence	Evidence	Evidence	Evidence	Evidence	Evidence
<b>Innovations in Teaching</b>	Evidence	Evidence	Evidence	Evidence	Evidence	Evidence	Evidence	Evidence
<b>Use of Appropriate Technology in Class</b>	Evidence	Evidence	Evidence	Evidence	Evidence	Evidence	Evidence	Evidence
<b>Teaching Advising and Technology Workshops Attended</b>	Minimum 2	> 2	Minimum 2	> 2	Minimum 2	> 2	At least 3	> 3
<b>Student Advisement (Undergraduate)</b>	Evidence	Evidence	Evidence	Evidence	Evidence	Evidence	Evidence	Evidence
<b>Other</b>	Evidence	Evidence	Evidence	Evidence	Evidence	Evidence	Evidence	Evidence

Comments: \_\_\_\_\_

\_\_\_\_\_

**North Carolina A&T State University School of Nursing**

**Performance Expectations  
Clinical, Tenure and Post-Tenure Review**

**Research Performance, Creative Works, Professional Growth, and Related Activities**

Item	Clinical Faculty		Assistant Professor		Associate Professor		Professor	
	Satisfactory	Exemplary	Satisfactory	Exemplary	Satisfactory	Exemplary	Satisfactory	Exemplary
Referred Publications	1	> 3	2 – 3	> 3	3 – 4	> 4	4 – 5	> 5
Non-Referred Publications	1	> 3	2 – 3	> 3	3 – 4	> 4	4 – 5	> 5
Proposals Funded <sup>1</sup>	1	> 3	2 – 3	> 3	3 – 4	> 4	4 – 5	> 5
Proposals submitted <sup>1</sup>	Minimum 2	> 4	Minimum 4	> 4	At least 5	> 5	At least 5	> 5
Professional Meetings Attended	Minimum 2	> 3	Minimum 3	> 3	At least 5	> 5	At least 5	> 5
Paper and Poster Presentations <sup>2</sup>	At least 2	> 3	At least 3	> 3	At least 5	> 5	At least 5	> 5
Creative Work	Evidence	Evidence	Evidence	Evidence	Evidence	Evidence	Evidence	Evidence
Proposals/Manuscripts Reviewed	At least 2	> 4	At least 4	> 4	At least 5	> 5	At least 5	> 5
Professional Memberships)	Actual Number	Actual Number	Actual Number	Actual Number	Actual Number	Actual Number	Actual Number	Actual Number
Role(s) in Professional Organizations	Evidence	Evidence	Evidence	Evidence	Evidence	Evidence	Evidence	Evidence
Number of Citations	Actual Number	Actual Number	Actual Number	Actual Number	Actual Number	Actual Number	Actual Number	Actual Number
Patents/Copyrights, Applied/Received	Actual Number	Actual Number	Actual Number	Actual Number	Actual Number	Actual Number	Actual Number	Actual Number
Other	Evidence	Evidence	Evidence	Evidence	Evidence	Evidence	Evidence	Evidence

**Comments:** \_\_\_\_\_

<sup>1</sup>Includes those funded/submitted as either PI or Co-PI

<sup>2</sup>Includes those presented as either author or Co-Author

**North Carolina A&T State University School of Nursing**

**Performance Expectations  
Clinical, Tenure and Post-Tenure Review**

**University and Community Service**

Item	Clinical Faculty		Assistant Professor		Associate Professor		Professor	
	Satisfactory	Exemplary	Satisfactory	Exemplary	Satisfactory	Exemplary	Satisfactory	Exemplary
<b>Department/School Committees</b>	At least 2	> 2	At least 2	> 2	At least 3	> 5	At least 3	> 5
<b>University Committees</b>	At least 1	> 2	At least 1	> 2	At least 2	> 4	At least 2	> 4
<b>Board Memberships</b>	Actual Number	Actual Number	Actual Number	Actual Number	Actual Number	Actual Number	Actual Number	Actual Number
<b>Member in Community Organizations</b>	Actual Number	Actual Number	Actual Number	Actual Number	Actual Number	Actual Number	Actual Number	Actual Number
<b>Community Volunteerism</b>	Evidence	Evidence	Evidence	Evidence	Evidence	Evidence	Evidence	Evidence
<b>Student Organization Advised</b>	Actual Number	Actual Number	Actual Number	Actual Number	Actual Number	Actual Number	Actual Number	Actual Number
<b>Recruitment Activities</b>	Actual Number	Actual Number	Actual Number	Actual Number	Actual Number	Actual Number	Actual Number	Actual Number
<b>Participation in Future Nursing/Health Areas</b>	Evidence	Evidence	Evidence	Evidence	Evidence	Evidence	Evidence	Evidence
<b>Other</b>	Evidence	Evidence	Evidence	Evidence	Evidence	Evidence	Evidence	Evidence

**Comments:** \_\_\_\_\_