

Western Carolina University
College of Applied Sciences
Department of Nursing

**Strategic Plan
2004-2008**

1. Environmental Scan

a. External Scan

Factor	Opportunity or Threat	Implications
1. Nursing Shortage	Opportunity	The current and predicted future shortage of nurses provides the department with rationale for continued growth. It is also anticipated there will be a greater need for BSN and MSN prepared nurses (Robert Wood Johnson Foundation, 2002; Southern Regional Education Board [SREB], 2002). The shortage is a nationally recognized problem that will negatively impact the health of an aging population and resources (in the form of grants, etc.) have been targeted by public and private agencies to deal with the issue; this provides the department with the opportunity to apply for increased external funding.
2. Nursing Faculty Shortage	Threat	The age of the average nursing faculty member is 52-53. Many faculty are retiring and few nurses are choosing nursing education as their specialty (SREB, 2002). University and colleges must also compete with the health care industry for master's or doctoral prepared nurses; the industry often provides better salary and benefit packages and makes the recruiting of scarce faculty even more difficult. This may negatively impact the department's ability to attract and retain experienced faculty.
3. Online Nursing Programs (RN to BSN and MSN)	Threat and Opportunity	Competition for RN to BSN and MSN students is keen. Many public and private universities are providing online programs to attract working nurses interested in BSN or graduate education. However, the department has implemented an online RN to BSN program to meet the demand in the region for accessible nursing education. As a public institution, WCU also remains cost competitive with many other public and private universities. The opportunity

		for growth in this area is strong, particularly in MSN education.
4. Increased Enrollment in Associate Degree Nursing (ADN) Programs/Clinical Site Saturation	Threat and Opportunity	In order to solve the nursing shortage, many ADN programs in the region are increasing enrollments. Increased enrollments further strain clinical agencies that are already saturated with students in nursing and other allied health programs. As the department of nursing expands, faculty will need to be more creative to meet the clinical education needs of its students. However, the department has a greater “footprint” in the region and more flexibility than most community colleges, providing an edge to the development of clinical experiences. The use of technology, such as the acquisition of a computer-based patient simulation lab, would also provide alternate clinical experiences for undergraduate and graduate students. In addition, an increased number of ADN graduates provide a potentially greater stream of students to our RN to BSN program.

b. Internal Scan

Factor	Opportunity or Threat	Implications
1. Enrollment and Graduation Trends	Opportunity and Threat	<p>-Enrollment in the undergraduate program has remained steady over the last 3-4 years; graduation rates are comparable to peer institutions. Interest in the pre-licensure undergraduate program continues to increase with an application ratio for available seats at 2:1; the caliber of applicants is also increasing providing an opportunity for growth. However, the recent increase in the number of declared pre-nursing majors has placed a significant strain on advisement in the department. Junior faculty currently advise 60-80 students each and this significant overload threatens the department’s ability to provide sound advisement and perform other required duties.</p> <p>- The department plans to increase the maximum number of students enrolled in the pre-licensure program from 90 to 120 (total Junior and Senior Years) by fall 2005. Any further enrollment growth is limited by facilities on the Cullowhee Campus.</p> <p>-Enrollment in the RN to BSN and remains steady. MSN (FNP) enrollment and</p>

		<p>graduation rates are comparable to our peer institution (UNC-Wilmington). As the need for BSN and MSN nurses continues to rise, the RN to BSN and MSN programs represent key areas for growth that are less dependent on traditional physical facilities. A needs assessment completed in 2003 (sent to all BSN prepared nurses in the region) indicated that other than the nurse educator track, there was significant interest in a MSN Adult Health Nurse Practitioner/Clinical Specialist Track with possible sub-specialties in oncology or other areas.</p>
<p>2. Facilities on the Cullowhee Campus</p>	<p>Threat</p>	<p>Facilities at the Cullowhee campus for the department are aging. Classroom and laboratory space is at a premium. The department has the use of only one dedicated classroom (Moore 201) and its utility is limited due to structural issues (columns in the middle of the room). The student furniture in Moore 201 is also in poor condition and inadequate for expansion in the number of students. The department must share the only large laboratory space with Emergency Medical Care and since both programs are growing, scheduling is becoming difficult. The age of the laboratory space does not lend itself to the installation of the latest technology to educate health professionals. Additionally, the flooring in Moore building is disintegrating and producing a safety hazard. The NC Board of Nursing also noted the facilities were inadequate to support future enrollment growth in the undergraduate (pre-licensure) program beyond what is currently planned (North Carolina Board of Nursing [NCBON] Report, October 8, 2003). In order to increase enrollment beyond what is planned, facilities at Cullowhee would need to be expanded to include 3 dedicated classrooms and 2 to 3 clinical practice laboratories.</p>
<p>3. Financial Resources</p>	<p>Threat</p>	<p>Nursing programs are expensive to operate and maintain. The funding level for BSN programs in the UNC system remains at a category 3 which is not sufficient for maintenance and growth. The department of nursing is split on two campuses that increase faculty travel costs to meetings and clinical sites. The move of the senior year undergraduate, RN to BSN, and MSN programs to Enka Campus, although essential, has also increased daily operating</p>

		expenses and threatens the department's ability to further invest in faculty enrichment, learning resources, and technology.
4. Technology	Threat and Opportunity	Nursing care environments are highly technological. In addition, the National Council Licensure Exam for RNs (NCLEX-RN) is administered through an increasingly sophisticated computer adaptive testing method. It is essential that nursing students be thoroughly exposed to technology in testing and patient care environments. Opportunities for grant funding exist for the purchase of computer labs for testing and computerized patient simulation labs. However, the possible lack of continual funding to maintain the technology may pose a threat.
5. Curriculum Revision/Review	Opportunity	Two years of assessment data, changing trends in nursing practice identified by faculty and the department's Advisory Board, newly revised accrediting body (CCNE) standards, and the NCBON move towards a reflective practice model for re-licensure have led the faculty to identify the need for undergraduate curriculum revision. The need for curriculum revision presents an opportunity for faculty to enhance the quality and standards of the program. Similar conditions provide an opportunity to review/revise the graduate (FNP) curriculum.

c. Values and Culture

Faculty in the department of nursing believe their major responsibility is guiding the learning process to foster the holistic development of undergraduate and graduate students. Further, faculty believe that nursing is an evolving practice discipline based on scholarship derived from theory, research, and experience. Faculty emphasize a holistic approach to caring in the human health experience across the life-span, exemplified by recognition of and appropriate interventions for human responses to actual or potential health concerns. This approach is facilitated by self-awareness, effective communication, and reflective, creative critical thinking.

Faculty and students are expected to demonstrate the spiritual and humanistic values of a caring profession. These include respect and concern for persons of diverse cultures and lifestyles, advocacy for social justice, and an ethic for public service. Within an atmosphere of mutual trust and respect, faculty and students exhibit integrity, honesty, and accountability for their own actions. Faculty encourage student participation in the processes of self-nurturance and life-long learning to promote and maintain professional growth.

The values and culture expressed by the faculty are consistent with that of the discipline and outlined in *Nursing's Social Policy Statement* (American Nurses Association, 2003).

2. Strategic Vision Statement

a. Mission

The purpose of the Department of Nursing (DON) is to educate professional nurses at the baccalaureate and graduate levels to address the health care needs of diverse populations in the western North Carolina region. In accordance with its primary mission of teaching, the Department provides a scholarly atmosphere that stimulates service, research, and creative activities by its faculty and students. In addition, the DON adheres to and supports the mission of Western Carolina University.

The increasing complexity of health care and health care delivery systems in today's society requires a professionally educated nursing workforce that can function in multiple health care settings and at all levels of practice. Therefore, the DON emphasizes nursing education at the baccalaureate and master's level based on a strong foundation of liberal arts and sciences. The baccalaureate graduate is a generalist who designs, provides, manages, and coordinates nursing care in a variety of health care settings. Master's education in nursing builds on this foundation and prepares nurses for specialist roles and doctoral education. Master's graduates prepared for an expanded scope of clinical practice demonstrate advanced assessment, diagnostic reasoning, and comprehensive intervention management for healthy and ill clients. Master's graduates prepared as educators demonstrate advanced competencies in curriculum design and evaluation and instructional strategies. Graduates at both levels effectively engage clients in health education and collaborate with other disciplines in promoting, preserving, and restoring health across the life-span. Graduates are involved in scholarly inquiry, life-long learning, and the application of nursing research. Graduates develop and enhance their roles in leadership of the profession and interdisciplinary management of health care while exhibiting autonomy appropriate to their level of practice. Faculty of the DON serves as mentors and role models to students as they themselves provide leadership to professional organizations and community-based service organizations at the regional and national level.

The faculty of the DON strongly supports service learning as a component of professional nursing education. Inherent in the nursing curricula of the DON are opportunities for students to engage in learning outside the traditional classroom and provide service to families and communities with health care needs in western North Carolina.

As the only state-supported nursing program with baccalaureate and master's programs in western North Carolina, the DON is committed to providing education to place-bound adults. Thus, the department supports and is actively involved in developing distance and web-based education.

b. Clientele

The DON serves undergraduate and graduate students through resident and distance education. The DON attracts high quality students from all over North Carolina and bordering states. Types of students include traditional and second-degree students seeking the BSN as entry into nursing practice (pre-licensure), registered nurses seeking the BSN (Capstone), MSN (FNP, Nurse Educator, or CRNA), or post-master's certificates (FNP or Nurse Educator).

-Enrollment:

	Current Enrollment – Fall 2005	Number of Students Accepted (Current)	Plans to Increase Enrollment
Track			
Pre-licensure BSN	116 (359 pre-nursing majors Spring 2006)	Maximum of 60 students accepted on annual basis (each fall)	Maximum of 60 students accepted on annual basis (each fall)
Accelerated BSN	0	0	Enroll 10 students beginning fall 2007
RN to BSN (Capstone)	45	No cap on admissions – students accepted on continuing basis. Average admission 25 to 27 students per academic year	Recruit and maintain a minimum of 40 to 70 actively enrolled students per academic year
MSN -FNP -Educator -CRNA	51	Maximum of 25 students accepted every year (10 for CRNA)	Maximum of 25 students accepted on Annual Basis (each fall) began Fall 2004 (15 FNP, 10 educator). Begin additional limited enrollment for FNP/Nurse Educator each spring (beginning Spring 2008). Annual enrollment of 10 for CRNA beginning Spring 2007 .

c. Programs and Services

-Major Programs:

The DON provides major educational programs at the undergraduate and graduate level; these programs include: (a) the undergraduate pre-licensure (basic) nursing program that prepares individuals to sit for the National Council Licensure Exam-RN (NCLEX-RN), (b) the RN to BSN (Capstone) program that provides baccalaureate education to Associate Degree and Diploma nurses, and (c) the Master's of Science in Nursing (MSN) and post-master's certificate that provides preparation for advanced practice roles as a Family Nurse Practitioner (FNP) or Nurse Educator. An additional track for the MSN program, the CRNA will begin January 2007. An RN to MSN entry option was also added spring 2006.

-Interdisciplinary Linkages:

The DON is involved in interdisciplinary education through linkages with the Department of Physical Therapy, the Department of Health Sciences, and the Department of Educational Leadership and Foundations.

-Services to External Communities:

Faculty in the DON maintain membership and serve in appropriate professional organizations. On an informal basis, many nursing faculty provide expertise related to health care issues as they serve on regional community service organizations such as Big Brothers/Big Sisters, the Western North Carolina AIDS Project, Buncombe County Board of Health, the MAHEC Diversity Health Career Workforce, the Bruce Drysdale Health Initiative, and the Appalachian Consortium Health Services Committee. The DON also sponsors Eta Psi, the only chapter of Sigma Theta Tau International in the region. Sigma Theta Tau International is the honor society for nursing. Eta Psi Chapter serves nurses in western North Carolina by providing grant funding for nursing research projects, providing a forum for disseminating newly developed research-based knowledge, and developing and supporting an international award-winning clinic that provides nursing care to the homeless at Asheville-Buncombe Community Christian Ministry.

-Student Advising:

The DON provides significant advising services to students at WCU. Faculty currently advise approximately 200 pre-nursing students, 116 basic undergraduate students, over 100 RN to BSN students, and 51 graduate students. Graduate faculty are also heavily involved with chairing and advising students as they conduct their research projects and theses.

-Proposed New Programs:

Although not a new program, the DON plans to continue development of online options for delivery of selected MSN core courses and the Nurse Educator track. The DON would also like to add additional tracks to the MSN program, develop an accelerated BSN program, as well as examine the feasibility of developing a Doctorate of Nursing Practice (DNP).

d. Comparative Advantages

As the only state-supported nursing program that provides baccalaureate and master's education in western North Carolina, the program has a geographic and cost advantage over private four year colleges or universities in the region and those available online.

e. Strategic Goals

Themes:

1. Improvement of student learning experiences.
2. Growth aligned with the thematic programs and priorities of the institution.
3. Extension of outreach and service to the region.
4. Faculty development.

Goals and Objectives:

1. Provide challenging and innovative quality curricula to prepare students to meet the health care needs of the region.

- A. Provide undergraduate education consistent with current health care demands.
 - B. Integrate innovative technologies for didactic and clinical instruction.
 - C. Continue to maintain and develop diverse clinical experiences.
 - D. Maintain approval and accreditation of programs through the North Carolina Board of Nursing and the Commission on Collegiate Nursing Education (CCNE), respectively.
 - E. Achieve accreditation for the new MSN/CRNA track from the Council on Accreditation (COA) for Nurse Anesthesia Educational Programs.
 - F. Maintain program evaluation plan to ensure quality.
 - G. Hire part-time undergraduate clinical faculty that are sufficient in number to offer quality instruction to students in complex care environments (below 1:10 ratio).
 - H. Explore reorganization of Junior Team to include a dedicated lab coordinator.
2. Extend the Department's reach to meet needs of distance learners.
 - A. Develop online undergraduate nursing and upper-division Liberal Studies electives.
 - B. Continue teleconferencing for RN to BSN students to practice oral presentations.
 - C. Stabilize and grow distance education hubs in the region for the RN to BSN program and MSN program
 - D. Explore development of Pre-licensure hubs (on-site) at Morganton and Cherokee
3. Expand programs to meet needs for baccalaureate and MSN nurses in the region.
 - A. Assess the need for development of additional MSN tracks (e.g., MSN/MHS degree with concentration in administration), and Doctorate of Nursing Practice (DNP). Examine potential partnerships with other universities in the development of the DNP.
 - B. Stabilize and grow the new MSN/CRNA track.
 - C. Assess the need for a second-degree accelerated BSN program.
 - D. Develop continuing education courses (CE) through Distance Education (with ANCC credentialing) consistent with our role and mission in the region.
 - E. Promote retention of RN to BSN and MSN students.
 - F. Improve classroom and clinical laboratory space on the Cullowhee campus.
 - G. Expand use of Enka laboratory space for evening and summer offerings.
 - H. Explore ways to meet new North Carolina Board of Nursing rule changes (requiring MSN and/or CE in Nursing Education) for nurse educator faculty in regional community colleges.
4. Support student success.
 - A. Provide quality advisement to pre-Nursing and Nursing majors
 - B. Foster student scholarship through involvement in service learning, academic collaboration, and research.
 - C. Continue to use community experts, retired nursing faculty, and resources to enhance instruction.
 - D. Explore strategies to promote alumni support, recognize outstanding alumni, and market programs.
5. Support faculty development as educators, leaders, scholars, and clinicians.
 - A. Utilize nurse/educator clinical track option for non-tenure track faculty as means for extended contracts, promotion, and salary increases.

- B. Seek continued funding for faculty's continuing education and research development needs (due to increased number of faculty, increased expense of travel, & conference fees).
- C. Continue to secure appropriate office space at Cullowhee and Enka as faculty grow in number.
- D. Develop research agenda intra-departmentally that represents shared faculty interests.
- E. Continue to explore joint appointments between faculty and health care institutions in the region.
- F. Explore opportunities with WCU's International Programs to promote "hands-on" learning for faculty, students, and alumni, for populations with health disparities in other countries such as Mexico and Central America.
- G. Maintain at least median salary levels for all faculty based on American Association of Colleges of Nursing (AACN) faculty salary data and regional industry data.
- H. Restructure the DON to better facilitate communication between faculty and increase the quality of service to students.
- I. Explore faculty clinical practice that incorporates applied scholarship.

III. Action Plan – 2006-2007

<i>1. Provide challenging and innovative quality curricula to prepare students to meet the health care needs of the region.</i>					
Objective	Action Plan	Resources Required	Responsible Person(s)	Timeline for Completion	Evaluation/Results
A. Provide undergraduate education consistent with current health care demands.	1) Continue to develop preceptor-guided learning in Junior & Senior years	1) Faculty time and preceptor training	1) Junior & Senior Teams	AY 2005-06 & beyond	
B. Integrate innovative technologies for didactic and clinical instruction.	1) Continue to develop Patient Simulation Lab at Enka Campus in partnership with area hospitals 2)Purchase Simulation Models for use in Junior year and train Junior faculty 3) Expand use of WestHealth Virtual Hospital beyond Nsg 460 & 461	1) \$30 – 35,000 2) \$1000 – 2000 3) Faculty time	1) DON partners, Alesia Carpenter (lab coordinator), Dept. Head 2) Dept. Head 3) Barbara St. John, Chuck Tucker, & other DON faculty	1) fall 2006 & ongoing 2) fall 2006 & ongoing 3) fall 2005 & ongoing	
C. Continue to maintain and develop diverse clinical experiences.	1) Continue to use Pardee Hospital M/S experiences 2)Explore use of Pardee & Broughton Hospitals to expand and enrich	1) Faculty travel & phone costs 2) Faculty travel & phone costs	1) Patti Angrasani 2) Jane Burns	1) Ongoing 2) Ongoing	

DON Strategic Plan 11

	<p>psychiatric/mental health clinical experiences</p> <p>3) Expand use of facilities and programs in Cherokee</p> <p>4) Seek continued grant support for clinical education sites</p> <p>5) Explore use of health care clinics such as ABCCM Medical Clinic, Good Samaritan Clinic, and the development of clinics for other populations (migrant workers)</p>	<p>3) Faculty travel & phone costs</p> <p>4) Continued funding of MAHEC Site Development for 2006-2007</p> <p>5) Faculty time & potential grant funding</p>	<p>3) Judy Mallory, Jean Hill, & other DON faculty</p> <p>4) DON faculty</p> <p>5) DON faculty</p>	<p>3) fall 2005 & ongoing</p> <p>4) fall 2005 & ongoing</p> <p>5) fall 2005 & ongoing</p>	
<p>D. Maintain approval and accreditation of programs through the North Carolina Board of Nursing (NCBON) and the Commission on Collegiate Nursing Education (CCNE), respectively.</p>	<p>1) Maintain NCBON approval status</p> <p>2) Begin writing self-study in Fall 2005 for CCNE accreditation visit Fall 2006</p>	<p>1) \$1000 -\$1500 per approval status cycle</p> <p>2) -\$2100 annual fee -\$5600 evaluation fee (\$1400 per team member)</p>	<p>1) Dept. Head and DON Faculty</p> <p>2) Dept. Head and DON Faculty</p>	<p>1) Ongoing</p> <p>2) Complete self study by end of spring 2006, prepare for visit Fall 2006</p>	<p>1) Continued Approval Status granted Fall 2003 – next review Fall 2006/2007 with CCNE visit</p>
<p>E. Achieve accreditation for the</p>	<p>1) Write and submit self-study</p>	<p>Approximately \$5000</p>	<p>Dr. Mary Karlet and Dept. Head</p>	<p>Spring 2006</p>	

DON Strategic Plan 12

new MSN/CRNA track from COA.	2) Prepare for COA visit				
F. Maintain program evaluation plan to ensure quality.	Establish & maintain Evaluation Committee in the DON to coordinate program evaluation plan		Dept. Head and selected DON faculty	fall 2004 & ongoing	
G. Hire part-time undergraduate faculty in sufficient numbers to keep clinical ratios below 1:10.	Maintain 2 part-time faculty each for Junior & Senior years	Costs: \$23,200.00 per semester	Dept. Head & Dean CAS	fall 2005 & ongoing	
H. Explore reorganization of Junior Team to include dedicated lab coordinator	Examine faculty staffing patterns and estimated costs	Faculty time - potential costs unknown	Dept. Head & Junior Team Director and faculty	fall 2006 & ongoing	

<i>2. Extend the Department's reach to meet needs of distance learners.</i>					
Objective	Action Plan	Resources Required	Responsible Person(s)	Timeline for Completion	Evaluation/Results
A. Develop online undergraduate nursing and upper-division Liberal Studies (LS) electives.	1) Review existing online courses and develop recommendations for future course offerings 2) Establish partnerships with Health Sciences and	Faculty time/release time	1) Curriculum committee 2) DON Faculty	1) fall 2005 & ongoing 2)spring 2005	

DON Strategic Plan 13

	<p>PT to offer upper-division LS courses (with new AS prefix)</p> <p>3) Based on faculty workload, offer LS courses on regular schedule to meet needs of undergraduate students</p>		<p>3) Dept. Head, DON Executive Council, DON Faculty</p>	<p>3) Beginning fall 2005 and ongoing</p>	
<p>B. Continue teleconferencing for RN to BSN students to practice oral presentations.</p>	<p>Retain present funding obtained in AY 2004-2005</p>	<p>\$1400 per semester</p>	<p>Dept. Head and Sharon Jacques</p>	<p>Beginning fall 2004 and ongoing</p>	
<p>C. Stabilize and grow Distance Education Hubs in the region for RN to BSN program and MSN program</p>	<p>1) Continue to develop Morganton hub in partnership with Western Piedmont Community College (WPCC) and WPCC -develop office space for faculty member at WPCC -market hub site to Morganton, Hickory, & northeast region 2) Continue to</p>	<p>1 & 2) faculty time (orientation & marketing, advising & enrolling students), faculty education & travel expenses</p>	<p>1 & 2) Dept. Head, Sharon Jacques, Cynthia Davis (Director, ADN program WPCC), Dean CAS, Dean Cont. Ed., Dr. Julia Wetmore, RN to BSN WPCC Hub Coordinator, Dr. Sharon Metcalfe, southwest Hub Coordinator</p>	<p>1 & 2) Beginning spring 2005 & ongoing</p>	

DON Strategic Plan 14

	develop southwest region as RN to BSN Hub 3) Offer all RN to BSN courses every semester to extend programs flexibility and meet student needs	3) Faculty time and expense	3) Dept. Head, Sharon Jacques, Deans of CAS and Cont. Ed., RN to BSN faculty	3) Beginning fall 2005 & ongoing	
E. Explore development of Pre-licensure hubs (on-site) at Morganton & Cherokee	1) Develop relationships with area officials and assess need in Cherokee & Morganton 2) Pursue HRSA & other grant funding for Cherokee site 3) Explore 2+2 option at WPCC in Morganton & ways to fund	-Faculty time, travel, postage, & marketing costs -Application time & costs to NCBON	Dept. Head, Judy Mallory, Jean Hill, & Cynthia Davis	Beginning spring 2005 & ongoing	

3. Expand programs to meet needs for baccalaureate and MSN nurses in the region.					
Objective	Action Plan	Resources Required	Responsible Person(s)	Timeline for Completion	Evaluation/Results
A. Assess the need for additional MSN tracks (MSN/MHS degree with	1) Complete needs survey and make recommendations for additional MSN track	Faculty time and funds	1) Dr. Jean Hill and Dr. Judy Mallory	1) AY 2006-2007	

DON Strategic Plan 15

concentration in administration), and Doctorate of Nursing Practice (DNP). Explore potential partnerships with other universities in the development of the DNP.	with timeline for development and implementation				
B. Stabilize and grow the new MSN/CRNA track.	A) Hire two part-time Associate Directors for the track B) Begin admission process summer 2006	Faculty time and salary costs	CRNA Director, Dr. Mary Karlet & Department Head	Spring 2006 and ongoing	
C. Assess the need for a second-degree accelerated BSN program	A) Examine pattern of pre-licensure admissions for last 3 years (numbers of students with previous degrees) B) Seek grant funding to develop program C) If found feasible with need and funding, develop program.	Faculty & staff time, program development and salary costs	Dept. Head	Spring 2006 and ongoing	A) 15 applicants for Fall 2004 24 applicants for Fall 2005 10 applicants for Fall 2006 had either BS/BA or Masters degrees B) Grant submitted by Dept. Head to GA for \$207,000, fully funded March 2006.
D. Develop continuing education (CE) courses through Distance Education (with ANCC	1) Assess need for CE courses, particularly for Advanced Practice Nurses 2) Pursue ANCC	Faculty time	Dept. Head, Pat Brown (Dean of Dist. Ed.), & Claire DeCristafaro	fall 2005 & ongoing	

DON Strategic Plan 16

credentialing) consistent with our role and mission in the region.	credentialing				
E. Promote retention of RN to BSN and MSN students.	1) Analyze factors related to retention of RN to BSN and MSN students 2) Increase flexibility of programs by offering courses more frequently and allowing students to slow programs of study		-MSN Team -RN to BSN Team -Student Affairs Committee	1) Fall 2004 & ongoing 2) Fall 2005 & ongoing	1) Personal factors most significant reason for attrition in both programs. Retention has increased significantly in MSN program by allowing students to slow progress of study.
F. Improve classroom and clinical laboratory space on the Cullowhee campus.	Lobby CAS Dean and Administration to support and improve classroom and clinical space	-2 Clinical Practice Laboratories with simulation manikins, & Pyxis Medication System -3 dedicated classrooms with full computerized presentation capabilities (one with capacity for 70 students), 7 dedicated	Dept. Head and DON Faculty	Fall 2004 & ongoing	

DON Strategic Plan 17

		seminar rooms -Computer and multimedia lab			
G. Expand use of Enka laboratory space for evening & summer offerings.	Assess needs as Simulation Lab develops		Alesia Carpenter, Lab Coordinator, DON faculty and others	Summer 2006 and ongoing	
H. Explore ways to meet new NCBON rule changes (requiring MSN and/or CE in Nursing Education) for nurse educator faculty in regional community colleges.	Work with MAHEC, Asheville-Buncombe Technical Community Colleges, and other to establish strategies to meet need	Faculty time	Dr. Judy Mallory and Dept. Head	Fall 2005 and ongoing	

4. Support Student Success.					
Objective	Action Plan	Resources Required	Responsible Person(s)	Timeline for Completion	Evaluation/Results
A. Provide quality advisement to pre-Nursing and Nursing majors.	1) Contact new pre-nursing majors within two weeks of declaration via letter (providing welcome, name of advisor, and contact information) 2) Seek continued funding for part-time advisors from Health Science faculty	2) \$8000 to \$10,000 per year	1) Junior level secretary 2) Dept. Head & CAS Dean	1) spring 2004 & ongoing 2) fall 2004 and ongoing	

DON Strategic Plan 18

<p>B. Foster student scholarship through involvement in service learning, academic collaboration, and research.</p>	<p>1) Develop use of ABCCM & Good Samaritan Medical Clinics as clinical sites 2) Continue to use Nsg 475 Perspectives of the Nursing Profession & other courses as a vehicle to establish service learning project for pre-licensure and RN to BSN students</p>	<p>Faculty time & travel funds</p>	<p>1) DON Faculty 2) DON Faculty & Curriculum Committee</p>	<p>1) fall 2005 and ongoing 2) fall 2004 and ongoing</p>	
<p>C. Continue to use community experts and resources to enhance instruction.</p>	<p>1) Develop adjunct faculty appointments for qualified experts in the community 2) Explore methods to recognize community experts who provide instruction to nursing students</p>	<p>2) Possible development of honorarium fund</p>	<p>1) Dept. Head 2) Dept. Head and DON Faculty</p>	<p>1) spring 2005 & ongoing 2) fall 2005 & ongoing</p>	
<p>D. Explore strategies to promote alumni support, recognize outstanding alumni, and market programs.</p>	<p>1) Publish annual newsletter to maintain connection with alumni 2) Explore methods to increase</p>	<p>1) \$500-800 in annual printing and mailing costs as well as computer scanner (\$1000)</p>	<p>Dept. Head and DON Faculty</p>	<p>1) spring 2005 & ongoing 2) fall 2004 and ongoing</p>	

DON Strategic Plan 19

	contributions to DON Development Fund 3) Continue to provide outstanding alumni award on a biannual basis			3) Ongoing	
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5. Support faculty development as educators, leaders, scholars, and clinicians.					
Objective	Action Plan	Resources Required	Responsible Person(s)	Timeline for Completion	Evaluation/Results
A. Utilize nurse/educator clinical track option for non-tenure track faculty as means for extended contracts, promotion, and salary increases.	Implement AFE guidelines		Dept. Head & DON Faculty	spring 2005 & ongoing	
B. Seek continued funding for faculty's continuing education and research development needs (due to increased number of faculty, increased expense of travel & conference fees).	1) Request increased funds for base budgets to support travel & continuing education needs 2) Request release time for faculty grant writing and research needs 3) Explore with Dean of CAS the possibility	2) Salary for faculty release 3) Funding for grant writer position	1) Dept. Head 2) Dept. Head & DON Faculty 3) Dept. Head	1) fall 2005 & ongoing 2) fall 2004 and ongoing 3) spring 2005 and ongoing	

DON Strategic Plan 20

	of developing a grant-writer position at the College level				
C. Secure appropriate office space at Cullowhee & Enka as faculty grow in number.	Work with CAS Dean & Director of Programs in Asheville	Office space & equipment	Dept. Head, CAS Dean, & Director of Asheville Programs	spring 2005 & ongoing	
D. Develop research agenda intra-departmentally that represents shared faculty interests.	Faculty to explore development & means to support	Possible time release, grant funding, etc.	DON faculty	fall 2005 & ongoing	
E. Continue to explore joint appointments between DON Faculty and health care institutions in the region.	1) Identify possible faculty and specific institutions that might support joint appointments 2) Develop strategy with Dean of CAS to approach institutions for joint appointments		1) Dept. Head and DON Faculty 2) Dept. Head	1) fall 2004 & ongoing 2) spring 2005 & ongoing	1) Joint appointment with faculty member from Western Piedmont Community College to began summer 2005 in conjunction with development of Distance Learning Hub for RN to BSN program in Morganton, NC; Alesia Carpenter, Simulation Lab Coordinator given joint appointment with WCU and Mission Hospitals

DON Strategic Plan 21

<p>F. Explore opportunities with WCU's International Programs (IP) to promote "hands on" learning for faculty, students, & alumni for populations with health disparities in other countries (e.g., Mexico or Central America).</p>	<p>Faculty to work with WCU IP</p>	<p>Faculty time & travel funds</p>	<p>Bonnie Garner, Dr. Judy Mallory, Dr. Sharon Metcalfe, & other DON faculty</p>	<p>spring 2005 & ongoing</p>	
<p>G. Maintain at least median salary levels for all DON faculty based on AACN faculty salary data and regional industry data.</p>	<p>1) Continue to monitor information related to median salary structures of faculty in southeast and the nation, as well as nurses in regional industry 2) Provide information to Dean of CAS and lobby for salary parity</p>		<p>1) Dept. Head & Faculty Affairs Committee 2) Dept. Head and Faculty Affairs Committee</p>	<p>1) Ongoing 2) Ongoing</p>	
<p>H. Restructure DON to better facilitate communication between faculty and increase the quality of service to students.</p>	<p>1) Explore structures that best promote Dept. Head and faculty's abilities to perform duties & responsibilities</p>	<p>1) Faculty time and costs</p>	<p>Dept. Head & DON faculty</p>	<p>Ongoing</p>	
<p>I. Explore faculty clinical practice that</p>	<p>Review TPR/AFE document to update</p>	<p>Faculty time</p>	<p>Faculty Affairs Committee</p>	<p>Spring 2006 and ongoing</p>	

DON Strategic Plan 22

incorporates applied scholarship.	standards for faculty scholarship and practice				
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