



College of Health and Human Services

Strategic Plan 2002-2009

**Submitted to Interim Provost Walcott
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“The most significant contributions leaders make are not to today’s bottom line; they are to the long-term development of people and institutions who adapt, prosper, and grow”

Kouzes J. and Posner, B. (1995). *The Leadership Challenge: How to Keep Getting Extraordinary Things Done in Organizations*, San Francisco, CA: Jossey-Bass Publishers, 1995

“Health services research is a multidisciplinary field of inquiry, both basic and applied, that examines the use, costs, quality of care, accessibility, delivery, organization, and outcomes of health care services to increase knowledge and understanding of the structures, processes, and effects of health services for individuals and populations”.

Institute of Medicine, 1995

“The world of higher education is in the midst of accelerating...change...affecting the work of faculty members...(and) reshaping the process of teaching and learning...and the bases for evaluating students-and faculty-performance”

American Association of University Professors, www.aaup.org/spcintro.htm

“A paradigm shift is taking hold of American higher education...A college is an institution to produce learning... To say that the purpose of colleges is to provide instruction is like saying that General Motors’ business is to operate assembly lines or that the purpose of medical care is to fill hospital beds. We now see that our mission is not instruction but rather that of producing learning with every student by whatever means works best” (p. 13).

Barr, R. and Tagg, J., From Teaching to Learning – A New Paradigm for Higher Education, *Change*, November-December, 1995, 13-25...

Health and health care are concerns in every country and in every period of human history. The (health and human services) professions that we practice and teach...have important international, scientific, historical and ethical dimensions. ... Health care will increasingly be delivered to a multi-cultural population and global health issues will (continue to increase in) relevance for health and human services practices.

Report of the Task Force on Strategic Planning in International Health, College of Health and Human Services (initiated under former name of College of Nursing and Health Professions), UNC Charlotte, 2000.

I. INTRODUCTION: History and Description of College of Health and Human Services

The College of Nursing was established at UNC Charlotte in 1965 with a mission to offer an undergraduate nursing program (BSN) to prepare Registered Nurses (RN). In 1982, the mission of the College was expanded to include graduate nursing education, and the first clinical specialty concentration leading to an MSN degree was offered in Adult Health Nursing. Additional MSN specialty concentrations were developed in the 1980's and 1990's. The Pediatric Nursing (CNS) specialty was established in 1984 and was discontinued in 1995. The Psychiatric Mental Health Nursing (CNS) specialty was established in 1985. The Nursing Administration concentration, and the MSN/MBA in Nursing and Business Administration, were established in 1985 and discontinued in 1995 following a program revision, and the establishment of the dual degree MSN/NHA in Nursing and Health Administration in 1996. In 1988, the Nurse Anesthesia concentration was established as an MSN specialty in partnership with Carolinas Medical Center. In 1995, the Community Health Nursing (CNS) concentration and the Family Nurse Practitioner (FNP) concentrations were established. In 1999, the Adult Health Nursing concentration was revised as a blended role CNS/ANP program, establishing the second nurse practitioner program in the College.

In Fall 1992, the organizational structure of the College of Nursing was de-centralized with the creation of three academic nursing departments: Department of Family Nursing, Department of Community Nursing, and Department of Adult Health Nursing. The Office of Student Services was established in the College of Nursing in 1993.

In 1972, the Department of Health and Physical Education was established in the College of Education to offer health and physical education activity courses for University students. In 1993, the name of this academic Department changed to the Department of Health Promotion and Kinesiology. The masters program in Health Promotion was established in 1983 as a MEd degree program. The baccalaureate program in Health Fitness (BS) was established in 1994. The Health Promotion program was changed from an MEd to an MS degree program in 1997. A concentration in Athletic Training was added to the Health Fitness program in 2000, and in 2002, the Athletic Training program was approved as a separate BS degree program. In addition to academic programs, this department has continued to meet its mission to teach health education courses for elementary and secondary teachers and to offer activity service courses for undergraduates in the University.

The masters in Health Administration was established as an interdisciplinary MHA degree program in 1996 under the administrative management of the Graduate School. The administrative management of this program was transferred to the College of Nursing and Health Professions in 2001. In 1998, an undergraduate interdisciplinary minor in the health sciences was established and administratively managed in the Department of Health Promotion and Kinesiology.

In 1989, the undergraduate program in social work (BSW) was established in the Department of Sociology, Anthropology and Social Work in the College of Arts and Sciences. In 2000, the Department of Social Work was created as a separate academic unit in 2000, and the masters

degree program in Social Work (MSW) was established.

In the 1994-96 strategic planning in the University, health and health related programs and research was identified as one of the top 5 priority themes for UNC Charlotte for further development for the future. Based on this assessment, on July 1, 1996, the mission of the College of Nursing was expanded to establish the College of Nursing and Health Professions, a multidisciplinary college with health as its primary mission. The Department of Health Promotion and Kinesiology was transferred from the College of Education to the new college, bringing the Health Fitness and Health Promotion programs. The new college included the Department of Adult Health Nursing, and the Family and Community Nursing departments were merged to establish a Department of Family and Community Nursing. The Office of Health Research was established in the College in 1996 to strengthen centralized support for research and grantsmanship.

A University Health Commission, appointed by the Provost, presented its recommendations in July 2000. A major recommendation was to establish an academic college with health and humans services programs and research. In March 2002, the University Board of Trustees approved another major expansion of the college's mission by establishing the College of Health and Human Services. The College of Health and Human Services began its first year of operation in July 2002 with the following academic units: Department of Social Work (transferred from the College of Arts and Sciences), Department of Health Behavior and Administration (new academic department), Department of Kinesiology (re-structured Department of Health Promotion and Kinesiology), and the School of Nursing with the Department of Adult Health Nursing and the Department of Family and Community Nursing. The School of Nursing was the first academic school to be established at UNC Charlotte.

The College of Health and Human Services currently offers recognized educational programs that prepare health professionals for entry to practice and advanced practice in several broad areas to serve regional, state and national needs. In this strategic period, planning will be implemented for start-up of doctoral education in the College.

1. Generalist preparation in health and human service professions
2. Advanced practice preparation in health and human service professions
3. Health and wellness occupations
4. Primary health care specialties
5. Rehabilitative and chronic care health occupations
6. End-of-life and palliative care
7. Health administration and management
8. Doctoral preparation for research in health practices and health services delivery (in development this strategic period)

In addition to offering academic degree programs, the College offers non-degree continuing education programs for practicing professionals in the health and human services and related professions. Community outreach and research continue as priority components of the College mission and annual activities.

II. STRATEGIC PLANNING PROCESS IN COLLEGE

The academic planning process in the former College of Nursing and Health Professions utilized a variety of strategies during the 1990's to engage faculty and staff in strategic planning and to address specific priorities of each strategic planning period, for example, college-wide administrative and departmental retreats; discussion of trends and issues in health and human services professions; review of emergent University priorities; discussion of strategic planning issues and goals in Administrative Council, Chairs Council and Leadership Team; and presentation of the proposed College plan to the University community for discussion and input. Further, consultants have often been utilized for external review of new program initiatives, as well as focus/advisory groups from the community.

While academic planning for 2002-2009 began in 2001, priorities and energies were focused on transition planning to successfully achieve the re-organization of academic units in the new College of Health and Human Services that was planned to begin operations in July 2002. Transition issues and tasks completed were many, including creation of a new faculty governance system with new by-laws, new student handbooks for college and new programs, new faculty college handbook, re-focusing of the Office of Student Services to serve new programs, and shifting of resources from the Office of Research to provide services to faculty in other colleges who would be moving to a new college, notifying accreditation bodies of the academic re-organization, clinical contracts, recruiting materials, etc.

The College of Health and Human Services began operations July 1, 2002. When the Fall 2002 semester began, all re-organized academic units set a priority to complete strategic planning, considering the vision for the new College of Health and Human Services, and each of its academic departments for 2002-2009. *Each and every academic department in the new college had been re-organized in this major re-structuring!* The nursing programs and academic nursing departments were organized in a new academic School, requiring the creation of a new governance system for the School of Nursing. The Department of Kinesiology was re-focused in its mission, with some courses and faculty transferring to another department, and the masters program in Health Promotion changing to become an interdepartmental program. The Department of Social Work transferred to a new college from the College of Arts and Sciences, at a time of preparation for their self study of the MSW for candidacy review for accreditation (as well as strategic planning). The Department of Health Behavior and Administration was a completely new academic Department, beginning with faculty transferred from the Department of Psychology in the College of Arts and Sciences, Department of Health Promotion and Kinesiology, and some of the faculty in the Health Administration program, and part-time joint appointments with faculty in the School of Nursing and College of Business. The administrative management of the Health Administration program was transferred from the Dean of the College to the new Dept of Health Behavior and Administration. The MHA will continue as an interdisciplinary program, in contrast to a departmental program (MHA faculty currently are from three colleges).

In the current planning period, each academic department and school under the leadership of

the Director and/or Department Chair, engaged in academic planning discussions to draft a proposed plan for the academic unit. Drafts of school and department plans were presented and discussed by College's administrative council. The Information Technology Advisory Committee assumed leadership for updating the College's Strategic Plan for Information Technology for 2002-09. This committee has representatives from each academic department, as well as the College's Staff Council, Student Services Office and Central Administration. Based on institutional assessment of the goal to become an international university, a College Task Force on Strategic Planning for International Health was appointed by the Dean to provide leadership for developing a strategic plan in international health for 2002-2010. Drafts were submitted to faculty for review and input, and presented formally to all faculty for discussion during a Faculty Organization meeting.

All academic strategic plans were submitted to the Dean who developed a College-wide strategic plan for 2002-09. In addition to reviewing the proposals from the College units and the international task force and IT committee, as well as the University strategic priorities, the Dean participated in two retreats with other deans and campus administrators to present and discuss issues and ideas from each college. On October 16, 2002, the Dean presented the College's strategic plan to College faculty and staff and the University community for discussion and input. The Dean presented the College's written Strategic Plan report for 2002-09 to the Interim Provost on October 31, 2002. *The academic, scholarly and strategic planning work that has been accomplished in such a short span of time by each and every academic and support unit in the college is highly commendable, especially considering the major re-organization of the college and all its departments only 4 months ago!*

III. ASSUMPTIONS UNDERLYING STRATEGIC PLANNING FOR 2002-09

Assumptions on Instruction, Teaching and Academic Programs

A number of key assumptions derived from environmental assessments serve a major underlying working assumptions for the development of the College's strategic plan for 2002-2009.

1. A large percentage of students in College programs are from the state and region, and include many first generation College students, often with little previous experiences with other cultures.
2. The ratio of undergraduate to graduate students in the College will continue to exceed the 20% to 80% ratio in the University for graduate students to undergraduate students, with approximately 1/3 graduate students to 2/3 undergraduate students to meet regional and state needs for health and human services professionals.
3. Health and human services graduates can expect to practice in an increasingly multicultural and international environment. In the 2000-2010 decade, it will become increasingly vital for health and human service professionals to have a global health perspective and knowledge of world health issues and interactions,

in addition to the knowledge to deliver culturally relevant healthcare and human services to diverse groups.

4. The faculty can expect a continuing rapid pace of development in information technology in instruction as incoming students will increasingly be more technology-literate and expect more sophisticated applications of technology to increase access and enhance learning. Health care delivery systems in schools, health care institutions, industry and community settings will increasingly become more information technology dependent.
5. Increasing emphasis on interdisciplinary collaboration can be expected in the academic setting to respond to national initiatives for curriculum reform for the health and human services professions. The practice settings for health and human services professions in health care institutions, schools and other community settings also will become increasingly interdisciplinary and collaborative.
6. The College can expect to continue to evaluate needs to expand program access through distance education for selected health professions programs.
7. The College has a role in offering continuing education programs and co-sponsoring learning conferences to meet state and regional needs for practicing health and human services professionals to maintain currency of knowledge and updates in practice.
8. Ongoing changes in the scopes of practice for various professional groups during this period of transition in health care will require continual monitoring of changing standards for practice.
9. Doctoral programs are needed to meet national workforce needs for health professions researchers, administrators and higher education faculty. The College will progress in planning to implementation of doctoral education in this strategic period.
10. The College can expect to continue to critically review its system of evaluation to assess program outcomes, and to monitor environmental changes that have implications for the health and human services professions during the early 21st century.
11. The nursing shortage will continue through 2002-2009, including shortage of entry level registered nurses, advanced practice nurses, and nursing faculty.
12. E-learning courses and program options will continue to be attractive to selected groups in the health and human services, particularly in BSN completion and graduate levels.

13. The College is expected to grow steadily in health and human services programs at undergraduate, masters and doctoral levels, in numbers and diversity of faculty preparation, dependent upon resources.

Assumptions on Research

Environmental scanning resulted in the identification of several assumptions considered basic to strategic planning for research in 2002-2009, including:

1. The Charlotte metropolitan region will continue to develop as a major center for health care and health and human services research. Clinical and research partnerships with healthcare organizations in the region will increase research-funding success.
2. The University will continue its development from Doctoral/Research – Intensive status toward achieving Doctoral/Research University – Extensive status during this strategic period. The College will actively participate in contributing to this development.
3. Faculty workload in the College far exceeds typical expectations for workload in a health research college, and resources to support reducing faculty workload commensurate with an academic research unit must be allocated to enable the research mission goals to be fully achieved.
4. Because of the increasing emphasis on multi- and inter-disciplinary research by funding agencies, the faculty in the College can best position themselves for future funding by forging partnerships within the College, with community agencies, with other units within the University, and occasionally with other universities.
5. The availability of biostatisticians to participate as members of research teams cannot be underestimated in importance in order for research proposals to be competitive for external funding from one of the National Institutes of Health (NIH) divisions.
6. Faculty members will generally be more productive as researchers if they establish focused research programs that can be sustained over time.
7. In the best use of available resources, strategies should continue to be supported to enhance identified unit-focused research themes at College and department levels. Developing research priorities for the College include: health services research, chronic illness, end-of life care, effects of physical activity on health, family transitions and health, and health promotion and health behavior.
8. Health research funding has become an iterative process, with multiple submissions sometimes required prior to new investigators being successful in receiving external funding. Support needs to continue to support external reviews and revisions to facilitate funding success for new investigators. Strategies should

continue (e.g., Kerley Scholar consultation, budget preparation support, peer reviews, workshops) to facilitate the efforts of junior faculty in the development of successful programs of study to support their progress toward independent researcher status.

9. Strategies should continue to assist senior faculty in their continued quest for new knowledge, including shifts into new and more productive areas of research.
10. Doctoral programs and research productivity in an academic unit are highly interconnected.
11. Competitive graduate assistantships are one important means of attracting the kinds of graduate students who can help enhance a research culture in the College. This will require a more focused effort to incorporate graduate research assistant positions in proposals.
12. Although many factors must be balanced in hiring faculty, two important criteria for each new hire should be the research potential of the tenure track faculty member and whether/how the candidate will support the research emphasis of the unit.
13. Continuing emphasis should be given to establishing interdisciplinary research teams to address complex phenomena to advance the science of health and human behavior and clinical practices with individuals, families and communities.
14. The College can expect to continue to pursue external funding, and to develop partnerships in support of developing new program models, innovative demonstration projects, as well as new and expanded research programs. Federal funding for health sciences research is expected to be robust but increasingly competitive.
15. A fully staffed Office of Research in the College would greatly facilitate grantsmanship and grants management and research productivity.
16. The growing number of researchers in the College engaged in research on end-of-life issues provides strong support for planning a Center to be focused on end-of-life care.

Assumptions on Outreach and Community Service

1. College faculty participation in community service will continue at a high level of involvement.
2. College faculty will continue to be active in leadership positions in professional associations at local, state, national and international levels.

3. College of Health and Human Services will contribute to the community by offering outreach activities to the community and continuing education to practitioners.
4. Community services sponsored by the College will necessarily integrate service learning in educational programs and research to advance knowledge of service delivery, and further strengthen educational programs.
5. The College will continue to develop innovative partnerships with area institutions and agencies in mutual support of educational programs and research initiatives.

Assumptions Underlying Strategic Planning for International Programs

1. UNC Charlotte students are typically from this region, and include many first generation college students, with little previous experiences with other cultures.
2. The Charlotte metropolitan community is becoming an international city, with an increasing number of foreign firms establishing businesses here, and an increasing multicultural population.
3. Health care and human services will be delivered increasingly to a multi-cultural population, and global health issues will increase in relevance for practice in the health and human service professions.
4. The College of Health and Human Services has a base of internationalism on which to build strategic goals for the future (e.g., successful study abroad programs, course work in global health, successful appointment of a visiting professor from another country, a small cadre of faculty with experiences in international health and research).
5. There is a significant need in the region to expand faculty activities and student experiences in global health and opportunities to develop multicultural competencies.
6. There is strong interest from community stakeholders for the College to develop an increased emphasis on international health.
7. In addition to including global health as a component of degree programs, the College has a role to provide continuing education in international health for practicing professionals in the state and region.
8. Given the significant 400% growth of Hispanic populations in the state in the past decade, partnerships and programs with Mexico and Latin American should be the top priority for strategic planning in international health for the College of Health and Human Services for 2002-2009.

Other Underlying Assumptions

1. The Charlotte metropolitan community is becoming an international city, with an increasing number of foreign firms establishing businesses here, and an increasing multicultural population, with implications for student and faculty recruitment, curriculum, and professional practice in health and human services delivery systems.
2. Physical space is a current limiting factor for the College and its ability to meet its mission goals in teaching, service and research. The new CHHS building presently under design will significantly advance the ability of the College to meet its present mission.
3. In order to ensure that the College is able to continue to maintain the ability to meet future strategic goals and an expanding mission to prepare an educated workforce in the health and human services professions, and to advance research and development in health and human services, future planning should consider the construction of a second health building to house allied health programs, new doctoral programs, and educational and research labs and funded research programs.
4. The nursing shortage will require continuing efforts to address using existing resources and instructional technologies, and forging creative partnerships with area health institutions to increase the numbers of baccalaureate and graduate prepared nurses available for the state and region.
5. The new College will need to continue to seek/manage resources to provide centralized support for academic departments and school in the extensive evaluations needed for program evaluation and meeting accreditation standards. The CHHS must meet standards and regulatory requirements from multiple accreditation and regulatory bodies.
6. Among the critical University infrastructure and support issues to support the research mission are library resources; space for labs, graduate assistants, and data collection; biostatistical support; bridge funding; clerical and other staff support resources; GA positions (it is understood that RA positions cannot be funded with state funds); and pilot funding.

Ten Major Themes in 2002-2009 for College of Health and Human Services

Based on assessments and evaluations, major themes for the new College of Health and Human Services that may be expected to characterize the 2002-2009 strategic period include the following ten themes:

1. Developing culture that continues to foster multidisciplinary research and education

2. Faculty workload
3. Research
4. Transition to doctoral education
5. Accreditation
6. Nursing Shortage
7. Expansion of programming in international health
8. Outcome assessment and evaluation for continual improvement
9. Community outreach and partnerships
10. Solving immediate space problem -moving into new CHHS building

IV. PRIMARY COLLEGE GOAL, MISSION AND VISION STATEMENTS

Primary College Goal

The College of Health and Human Services (CHHS) aspires to excellence in educational programs, scholarship and research, and community service in human services and health sciences.

Vision Statement

The College of Health and Human Services promotes optimal health and high quality of health care and human services in the state and region through diversity and excellence in educational programs, research and community service including continuing education and clinical practice. The College recognizes the interdisciplinary nature of the health and human services professions, and contributes its creative resources in partnership with individuals and institutions in the region to address changing needs of health care and human services.

Mission Statement

The College of Health and Human Services offers professionally recognized and accessible undergraduate and graduate programs that are nationally and globally relevant, and responsive to changing health care needs in the state and region. The College achieves excellence through informed and effective teaching in its degree programs, continuing education, community outreach services and partnerships, professional activities and research to advance science and practice in the health and human services professions.

V. COLLEGE GOALS/OBJECTIVES AND EVALUATION/OUTCOME ASSESSMENT PLAN FOR STRATEGIC GOALS FOR 2002-2009

Strategic Plan for 2000-2007: Major Goals Achieved and in Progress

The year-end reports for the College of Nursing and Health Professions (former organizational structure) presented a progress evaluation of the strategic goals of the former College. Similarly, under the previous academic organization, the Department of Social Work annually completed annual reports of progress in the College of Arts and Sciences. A summary of major goals in the 2000-2007 strategic plan that were achieved are presented below. Goals in progress will be reported in updated goals in the strategic plan for 2002-2009, and updates reported in future annual reports.

1. The *undergraduate nursing BSN/RN-BSN program* was revised based on new general education requirements and changing scope of nursing practice issues. New program will be implemented with Freshman in Fall 2003; prenursing courses offered in 2004-2005; full nursing curriculum offered in Fall 2005.
2. The *Freshman/Sophomore Learning Community* for students at risk who are interested in a career in the health and human services was approved for implementation.
3. The Athletic Training program was revised from a concentration in the Health Fitness BS program to a separate *BS program in Athletic Training*. The AT degree program was approved in Spring 2002 and implemented in Fall 2002. A Director for the AT program was recruited and appointed in Fall 2002.
4. The *Graduate Certificate Program in Nursing Education* (post MSN or optional as MSN student) was approved for implementation in Spring 2003, and will be offered as a weekend program on Saturdays. This program was developed specifically in response to faculty shortage needs in the region and state for nursing faculty for associate degree programs and nursing staff education in hospitals.
5. The *RN BSN web-based program option* was successfully implemented in Fall 2001 with 27 students. An on-campus program option was also available.
6. The Community Health Nursing and Family Nurse Practitioner MSN concentrations were revised and implemented to include a *School Nurse program option*. Federal funding was received in the amount of \$500,000 to support this goal.
7. Administrative management of the *MHA Health Administration* program was transferred from the Graduate School to the College of Nursing and Health Professions on July 1, 2001. On July 1, 2002, administrative management of the MHA program was transferred from the Dean's Office to the new Department of Health Behavior and Administration, under the MHA Director. This program will remain an interdisciplinary program (currently faculty from College of Arts and Sciences and College of Business as well as College of Health and Human Services teach in this program).
8. The mission of the College of Nursing and Health Professions was expanded (and College was re-named to reflect its mission) to establish the *College of Health and Human Services*, effective July 1, 2002. Other units established or re-organized in July 2002 included:
 - The Department of Health Promotion and Kinesiology was restructured to establish the *Department of Kinesiology*.
 - A new *Department of Health Behavior and Administration* was established.
 - The nursing programs were organized in a *School of Nursing* with the Department of Adult Health Nursing and Department of Family and Community Nursing.
 - The *Department of Social Work* was moved from the College of Arts and Sciences to the College of Health and Human Services.

9. Recruitment has been implemented through a collaborative effort with the Department of Mathematics in the College of Arts and Sciences, and the College of Health and Human Services to recruit a biostatistician who will hold an academic appointment in the Department of Mathematics and teach masters and doctoral biostatistics courses and participate on health research teams. *The importance of this position to the college cannot be underestimated.*
10. Plans were implemented to appoint an endowed Visiting Kerley Professor to bring a senior nursing scholar to the campus to present her/his research to faculty and students and work with research teams in a defined scholarly area (2000-2001 and 2002-2003).
11. A database was developed and an annual assessment of scholarly productivity for the College was completed for a second year to monitor progress in various aspects of research and scholarly productivity (publication rates, grant submission rates, grant funding rates, etc.). For example, in 2001-02, in the former College of Nursing and Health Professions, 54% of full-time tenure-track faculty developed and submitted proposals for external funding, and 40% of proposals submitted were awarded external funding. In October, the College of Health and Human Services has approximately \$2 million in external funding and nearly \$3 million in current multiple year funding, with an additional \$6.5 million in grants submitted and currently under review. (See College annual reports for more benchmarks and measures to assess scholarly productivity.)
12. The nursing programs achieved a highly successful site visit and accreditation review by the Commission on Collegiate Nursing Education (CCNE) and were awarded a full ten years accreditation for undergraduate and graduate nursing programs till 2011.
13. Planning for the College's first PhD *program in Health Services Research* continues under the leadership of the Doctoral Steering Committee. To date, the Permission to Plan for this program has been completed and is submitted with this strategic plan update.

Proposed New Academic Programs and Programs in Development in 2002-2009

(See Tables following for complete list of proposed new programs and program initiatives under College Goal # 1.)

1. Permission to Plan for a multidisciplinary *PhD in Health Services Research* is requested in Fall 2002, followed by a Permission to Establish proposal in January 2004, and establishment of this doctoral program in August 2005.
2. The *PhD in Nursing Science* continues in development with the Permission to Plan request to be submitted Fall 2004, with the goal to establish in August 2007. The PhD in Nursing Science was a top priority recommendation in the University Health Commission Report in 2000, and the 2002-2007 strategic plan of the former College of Nursing and Health Professions.

3. Planning will continue in the new College to develop priorities and deadlines for the next PhD programs to be planned during the 2002-2009 strategic period
4. A feasibility study for an *MS in Athletic Training/Exercise Physiology* program will be completed in 2002-2004, and plans developed to implement this program in 2005.
5. There are already considerable strengths in the area of administration with the available Health Administration (MHA) and Nursing and Health Administration programs well established. In each of the health and human services professions and some of the specialty areas, administrators will be needed for the future workforce to manage health care systems, health maintenance organizations, group practices, armed forces, social services organizations, nursing homes and long-term care, etc. Programs available in the state are not currently sufficient to meet needs in a number of areas. This is a logical area of expansion, and a variety of additional program options may be needed to prepare administrators in a variety of areas in the health and human services professions. In 2002-2004, the College will focus on exploring needs and setting priorities for establishing new program options in administration (e.g., exploring need for certificate programs; new masters programs, and/or additional dual degree programs; or new undergraduate electives or programs in the area of management). Areas for exploration include such areas as *Social Work administration, Nursing Home Administration, Health Services Administration*. The strategic focus on international programming also suggests exploring a Certificate Program in *Healthcare Management for International Administrators*.
6. If progress is achieved in establishing a Comprehensive Cancer Center in partnership with CMC, feasibility study will be completed to establish an *Oncology Nursing* specialty concentration and/or palliative care concentration in the MSN program.
7. Plans will be developed to set priorities for planning *allied health programs* (undergraduate, graduate, certificate) during 2002-2009.

Academic Program Expansions and Revisions in 2002-2009

1. *Graduate Nursing Education Certificate program* will be developed as an on-line *web-based program* to enhance program access for nurses who are preparing to teach in associate degree programs or staff education.
2. *Enrollment in the RN BSN distance education web-based program* will be *expanded* to 60 in each cohort on a continuing basis by Fall 2004.
3. *Enrollment in the BSW* will be expanded to 100 by 2006.
4. *Health Promotion MS degree program* will be *revised* in 2002-2004 based on changing scope of practices, interest from the applicant pool, workforce needs, and standards for

practice.

Programs to Seek Initial Accreditation or Re-Accreditation in 2002-2009

1. *BS in Athletic Training* – initial accreditation by Joint Review Committee on Educational Programs in Athletic Training, National Association of Athletic Training (site visit in Spring 2003).
2. *MHA in Health Administration* program – initial accreditation by Accrediting Commission on Education for Health Services Administration (ACESHA) – (site visit likely 2004 although not yet scheduled, working through candidacy in 2003).
3. *BSN - Nursing* – Continuing approval by North Carolina Board of Nursing (Next review Spring 2004, although self-study and visit may not be necessary under new regulations for nationally accredited programs).
4. *Nurse Anesthesia MSN specialty concentration* – continuing accreditation by the Council on Accreditation of Nurse Anesthesia Programs (CANAP). (site visit Spring 2004).
5. *BSW – Social Work* – Continuing re-accreditation by Council on Social Work Education (CSWE) (next visit 2006, may be re-scheduled to coincide with next visit to MSW to get both programs on same review cycle.)
6. *MSW – Social Work* – initial accreditation by Council on Social Work Education (CSWE). (2nd annual commissioner visit Spring 2003; Full review for accreditation expected in 2004.

Proposed Research Centers

Center for Late-Life Long-Term Care

During the 2002-2009 strategic planning period, planning will continue to develop a Center for Late-Life Long-Term Care. The goal of the LLLTC Center will be to improve, through education and research, the lives of older individuals who are living in long-term care arrangements and approaching end-stage disease and terminal decline in their health status. An Academy for Late-Life Long-Term Care will be organized in 2003, and planning will proceed to further expand research capacity to progress to Center status. A full proposal for the Center is submitted with this strategic plan. In summary, some of the key points leading to the setting of this Center as the top College priority for a research center includes the following:

- 74 million baby boomers will begin to enter their senior years in the coming decade, many of whom also are caring for their parents who are already retired, with many in old age and long-term care arrangements.
- Knowledge advances and education of caregivers in long-term care is a significant and growing need in the nation if we are to provide effective, cost-effective, and humane care and care that maintains quality of life for our seniors who are in long-term care settings at the end of their lives.

- Federal priorities for funding research on end-of-life care is reflected in funding priorities at NIH and national foundations (e.g., Robert Wood Johnson).
- Late-life long-term care is a subset of the end-of-life focus, and is a concept introduced in the literature by faculty in the College of Health and Human Services (Travis & McAuley).
- The Dean Colvard Distinguished Professor of Nursing (Dr. Shirley Travis) has focused her research on late-life-long-term care. She is a Research Fellow this year at the Roselyn Carter Center. The RC Center has set a priority to focus on end-of-life care.
- Faculty in every academic department in the College of Health and Human Services (CHHS) has research related to aging, late-life and the end-of-life research focus.
- Each and every academic unit in the CHHS supports the Late-Life Long-Term Care Center proposal as the top research Center to be established.
- In addition to faculty researchers in the College of Health and Human Services who are interested in a LLLTC, six faculty from the College of Arts and Sciences and one faculty from the College of Business expressed interest in the proposed center and this research focus.
- The College of Health and Human Services has signed a partnership agreement with New South Hospice of Charlotte and Lincoln County to foster research and education in end-of-life care. This agency has contracts with the majority of nursing homes in the region to serve seniors who are in long-term care arrangements and who need end-of-life hospice services. Four research teams with faculty from four academic departments in the CHHS and New South staff are engaged in research projects. Other faculty serve on committees of this organization and the Dean currently chairs the New South Board of Directors. Agency staff provide instruction to students who have clinical experiences in this agency.

Other Potential Research Centers

Other potential research centers that faculty in the College of Health and Human Services are continuing to explore and/are interested in making a contribution to if centers are developed in the University, include the following:

- **Center for Health Services Research** – This proposed research center is CCHS' next priority Center for development following the LLLTC to be established in the 2004-2009 strategic period. This center relates to the proposed PhD in Health Services Research, is the next step in the development of the Academy of Health Services Research, and would be of interest to a variety of researchers in several colleges who are interested in health services research.
- **Center for International Health** – This was identified as a future potential center as the CHHS progresses in its development as an international health college.
- **Comprehensive Cancer Center** – Faculty in two departments in the CHHS have research related to this focus, including externally funded research, and could be active contributors to the center if it is established in collaboration with CMC.

There is interest in this proposed center in several academic units in the University.

- **Center for Parenting Research** (proposed by College of Education) – If this center is established in the future, there are faculty in two academic departments in the CHHS who are focusing their research on parenting.

**COLLEGE GOALS AND EVALUATION/OUTCOME
ASSESSMENT PLAN FOR 2002-2009**

The evaluation process of the College and its Departments is a continuous one that monitors each strategic goal of the College and its departments and support units/offices, and assesses annual benchmark targets achieved. The broad goals of the College are congruent with the College and University missions. *The first five categories in the model are established during the strategic planning process, and include goals, objectives and subgoals; effectiveness measures/measurement methods; person or group responsible; time frame for action or data collection; and the performance standard or benchmark set and/or date to be achieved (as appropriate).* *The last three categories in the model are reported as outcomes in annual assessments to evaluate the degree of achievement of goals, and include assessment findings and outcomes, percent of goal achieved, and comments and plan to incorporate findings. (See Departments and School and College annual reports for progress updates on assessment.)* Each academic school and department makes a contribution to College and University goals, and identifies other discipline-specific and unit-specific goals, measures, outcomes, etc. using the 8-category model for strategic planning and assessment. Assessment findings and outcomes reports are reviewed by the appropriate department, office, and or committee. Actions follow review of data.

College Goal # 1:

Offer academic programs that are accessible, nationally and internationally relevant, and responsive to changing needs and practices in health and human services, including attention to underserved populations, international studies, workforce needs and the changing scope of health and human services practices in the region, state, nation, and world.

SubGoals/Objectives	Effectiveness Measures/ Measurement Methods	Responsible Person (or person or group to provide leadership)	Time Frame for Action/ Data Collection	Performance Standard/ Benchmark (by Date)	Assessment Findings/ Outcomes	Percent of Goal Achieved	Com & P Inco Fine
Establish PhD in Health Services Research	Permission to Plan approved by University & UNC Office of President Permission to Establish approved by University & UNC Office of President PhD program in	Dean/ Doctoral Steering Committee/ Academic Depts in CHHS	Permission to Plan submitted Fall 2002 Permission to Establish submitted January 2004 PhD program	University & UNC Office of President approval - University & UNC Office of President approval Students admitted to PhD program Fall			

	Health Services Res established		established August 2005	2005			
Establish PhD in Nursing Science	<p>Permission to Plan approved by University & UNC Office of President</p> <p>Permission to Establish approved by University & UNC Office of President</p> <p>PhD program in Health Services Research established</p>	Dean/Director, School of Nursing/ Nursing Doctoral Steering Committee/ Nursing Depts	<p>Permission to Plan submitted Fall October 1, 2004</p> <p>Permission to Establish submitted January 2006</p> <p>PhD program established August 2007</p>	University & UNC Office of President approval - University & UNC Office of President approval Students admitted to PhD program Fall 2007			
Set priorities for Planning for additional PhD programs in 2006-2009 & target dates for submitting Permission to Plan	Plans/Priorities/Target Dates for submitting Permission to Plan proposals for PhD programs to follow the PhD in Health Services Research & PhD in Nursing Science will be completed in 2004-2005	Dean/Dept Chairs/School Director/Doctoral Planning Committees	2004-2005	Permission to Plan PhD programs submitted & approved for planning by Fall 2007			
Revise Health Promotion MS program	Health Promotion MS program revised in 2002-2003	Coordinator, MS in Health Promotion/Chair, Dept of Health Behavior & Administration	Feasibility study for major revision completed; Revision completed in Spring 2003 & submitted for approval	Revised program approved in College and University & Office of President if re-named by 2004.			
Establish MS in Athletic Training/Clinical Exercise Physiology	<p>Feasibility study completed & approved for planning: Permission to Plan is approved;</p> <p>Permission to Establish is approved by College & University;</p> <p>MS in Athletic Training/Clinical Exercise Physiology established</p>	Chair, Dept of Kinesiology	<p>Feasibility study completed Spring 2003; Permission to Plan submitted Fall 2003</p> <p>Permission to Establish submitted Fall 2004</p> <p>Program established by Fall 2005</p>	University & Office of President approval to establish program in Fall 2005			
Expand Program	Feasibility for	Chair, Dept of	New program	New Program			

Options in Administration for health and human services professionals	additional and new Program Options in Administration completed & new programs developed & approved in College & University	Social Work/Chair, Dept of Health Behavior and Administration/ Director, MHA, Director, School of Nursing, Coordinator, MHA/MSN	options in administration by 2005-2006	options approved & established to prepare administrators in health and human services by 2005-2006.			
Explore feasibility for MSN specialty concentrations in Palliative Care, and/or in Oncology Nursing.	Complete feasibility & planning as appropriate for new MSN concentrations relating to proposed Cancer Center and Long Term Care Center.	Director, School of Nursing/ Nursing Depts	Based on feasibility, complete planning for new MSN concentrations 2002-2004	Feasibility studies completed in 2003, and new MSN concentrations developed & submitted for College & University approval in 2004-2005			
Address the Nursing Shortage: (a) Increase # BSN enrollment (b) Increase RN-BSN enrollment in DE web-based cohort (c) Increase RN-BSN enrollment in on-campus cohort (d) Develop Nursing Ed Certif Program as on-line DE program	(a) Increase admissions to to BSN major (b) Increase admissions to RN-BSN on-line option (c) Increase admissions to RN-BSN on-campus option (d) Nursing Ed Certif Program available on line.	Director, School of Nursing/ Nursing Chairs	(a) by Fall 2004 (b) by Fall 2004 (c) by Fall 2004 (d) Spring 2003	(a) Admissions increased from 100 to 120 in BSN by Fall2004 (b) Adm. increased from 30-60 in RN-BSN on-line option by Fall 2004 (c) Adm. increased from 30 to 50 in RN-BSN on-campus option by Fall 2004 (d) Nursing Ed Cert Prog available on line by Spring 2003			
Increase enrollment in BSW	Increase admissions in BSW	Chair, Dept of Social Work	By 2003 to 40 By 2006 to 100	BSW admissions increased to 40 in 2003, and 100 in 2006			

Explore need & interest from applicant pool to expand on-line MHA courses & program options.	Action plan & target dates to achieve goal developed if decision to increase on-line options	Director, MHA & MHA faculty/Chair Dept of Health Behavior & Adm/Dean	2003-2004	Action Plan completed if decision is to expand on-line courses or program option			
Achieve Accreditation/Regulatory Goals:							
(a) Athletic Training BS program achieves initial accreditation from Joint Review Committee on Educational Programs in Athletic Training (NAAT)	(a) NAAT approval of initial accreditation status	(a) Director, AT/Chair, Dept of Kinesiology	(a) Fall 2003	(a) Initial NAAT accred by Spr 2004			
(b) Health Administration (MHA) interdisciplinary program achieves candidacy status from Accrediting Commission on Education for Health Services Admin (ACEHSA)	(b) ACEHSA approval of candidacy status for MHA program	(b) Director, MHA/MHA faculty/Chair, Dept of Health Beh & Admin	(b) 2003; on-site review for initial accreditation projected in 2004 – not yet scheduled	(b) ACEHSA Candidacy status for MHA by Fall 2003			
(c) BSN- nursing receives continuing approval from NC Board of Nursing	(c) NCBON awards continuing approval for BSN program	(c) Director, School of Nursing/Dept Chairs	(c) Next review Spring 04 – (site visit/ may not be required under new regulations (?))	(c) NCBON continuing approval of BSN program by Spr 2004			
(d) Achieve continuing accreditation of Nurse Anesthesia concentration in MSN program by Council on Accreditation of Nurse Anesthesia Programs (CANAP)	(d) CANAP awards continuing accreditation to Nurse Anesthesia specialty in MSN program	(d) Director, Nurse Anesthesia Clinical Program (CMC)/Chair, Adult Health Nursing/Director, School of Nursing	(d) CANAP continuing accreditation of Nurse Anes specialty (joint prog bet UNCC & CMC); site visit Spr 2004	(d) CANAP cont accred of Nurse Anes program conc. By Fall 2004			

(e) MSW - Achieve Accreditation by Council on Social Work Education (CSWE)	(e) CSWE awards initial accreditation by	(e) Chair, Dept of Social Work	(e) CSWE commissioner visit Spr 03; accreditation visit 2004	(e) Initial CSWE accred of MSW by Fall 2005			
(f) BSW – Achieve continuing CSWE accreditation	(f) CSWE awards continuing accred of BSW	(f) Chair, Dept of Social Work	(f) CSWE site visit 2006? (not yet scheduled)	(f) CSWE Continuing accred of BSW by 2006			
Develop Health Fitness Honors Program	Health Fitness Honors Program approved	Chair, Dept of Kinesiology	Honors program in Health Fitness approved and established by Fall 2004	Honors program in Health Fitness established by Fall 2004			
Increase enrollment in undergraduate Interdisciplinary Health Studies minor	Enrollment increased in Interdisciplinary Health Studies minor	Chair, Dept of Health Behavior and Administration/ Office of Student Services	Enrollment doubled by Fall 2004 over Fall 2002	Enrollment increased in undergraduate Interdisciplinary Health Studies minor			
Develop proposal for a 2 nd Freshman Scholars Learning Community for students interested in health research careers	Freshman Scholars Learning Community proposal approved for implementation	Associate Dean for Academic Affairs/Chair, Dept of Health Behavior & Administration	Proposal for Freshman Scholars Learning Community submitted by Fall 2004	Freshman Scholars Learning Community approved 2004-05			
Complete strategic plan for Office of Student Services based on Academic Plans of College/School and Depts for 2002-2009	Office of Student Services Strategic Plan for 2003-2009 completed (priorities for recruitment, records management, support for academic units in student services, use of e-technology)	Associate Dean for Academic Affairs/Office of Student Services/Student Services Advisory Committee	OSS Strategic Plan completed by Spring 2003	Strategic Plan for Office of Student Services implemented by Summer 2003			

College Goal # 2:

Increase research and scholarly productivity and grantsmanship in the College, including interdisciplinary and multidisciplinary research and collaboration in research and evaluation with community partners.

SubGoals/Objectives	Effectiveness Measures/ Measurement Methods	Responsible Person	Time Frame for Action/ Data Collection	Performance Standard/ Benchmark (by Date)	Assessment Findings/ Outcomes	Percent of Goal Achieved	Comm & Plan Incorpor Findings
Recruit an Associate Dean for Research	Successful recruitment of Assoc Dean to head Office of Research in CHHS	Dean/Research Advisory Committee/ Search Committee	Fall 2003	Obtain position from Univ; Recruit and appoint Associate Dean for Research by 2003			
Implement 3 rd year of College Scholarly Productivity Assessments	Range of measures developed (see attached, see also college annual reports)	Director of Research/Dean/ School Dir/ Dept Chairs	June 2003 and annually	College Performance standards assessed for each scholarly productivity goal (see attached Scholarly productivity measures & annual reports)			
Develop projected goals/benchmarks to achieve for each academic unit	Use scholarly productivity measures to assess annually	School Director/Dept Chairs	June 2004	Academic Unit Performance standards assessed for each scholarly productivity goal in each academic unit			
Complete assessment of research environment in College and implement action plan to further enhance research facilitation/funding success	Action plan to enhance research support in CHHS implemented	Dean/Research Advisory Committee/ Dept Chairs/Directors	Plan completed Spring 2003;	Implementation of plan to enhance research support 2003-2009			
Develop action plan to reduce faculty workload to research college expectations	Action plan to reduce faculty workload implemented	Dean/School Dir/Dept Chairs	Plan completed by Spring 2003	Initiate action plan to reduce faculty workload for tenure-track faculty with research active			

				programs to 9-6 in 2003-04, and 6-6 by 05-06			
Develop dedicated staff support to support program/outcome evaluation in College	Develop dedicated staff support in College's Office of Research to support academic depts in program outcome evaluation	Dean	Fall 2003	Assure dedicated staff support to academic depts to assist in program/outcome evaluation			
Complete action planning for College & Office of Research to further enhance research productivity based on assessment of research environment in 2002-03	Assessment of research environment and strategies for enhancing research completed; action planning completed and recommendations implemented	Dean/College Research Advisory Committee/Office of Health Research	Assessment of research environment completed in 2002-03; Action planning completed and implementation phased in 2003-09	Action Plan to further enhance research productivity implemented			

College Goal # 3:

Offer outreach and community services to the community, including individual community service contributions by faculty and staff, unit-sponsored outreach projects, and continuing education to practicing professionals.

SubGoals/Objectives	Effectiveness Measures/ Measurement Methods	Responsible Person	Time Frame for Action/ Data Collection	Performance Standard/ Benchmark (by Date)	Assessment Findings/ Outcomes	Percent of Goal Achieved	Comments & Plan to Incorporate Findings
Contribute individually to community service; offer unit community service projects	Number of faculty making community service contributions; serving on community boards; person served by unit projects	Dean/School Director/Dept Chairs collect unit data	annually	75% of faculty will make community service contributions each year person served in unit projected will equal number served in previous year	(See College annual reports for outcome data)		
Integrate Nursing Center for Health Promotion within	Benchmarks will be set Fall 2002	Director, School of Nursing/ Director of Nursing	2003-June 30, 2005 implementation	Achieve goals and benchmarks			

educational programs and research in School of Nursing		Center/Nursing Center Advisory Committee	and evaluation period	by June 2005			
Offer continuing education programs for practicing professionals in health & human services in partnership with area institutions and professional organizations	Participants evaluation and annual review: # CE programs, partnerships, professionals served, CE topics	Associate Dean for Academic Affairs/Director of Continuing Education	Ongoing	CE program participant evaluation after each program & review of all programs annually			
Continue to develop new partnerships for educational programming and research with area agencies and institutions	Expansion of number of partnerships for education and research	Dean/Associate Dean for Research/Associate Dean for Academic Affairs/School Director/Dept Chairs	Ongoing	Partnerships are reviewed on regular basis per contract & agreements; outcomes number of students served; number of joint publications & research initiatives funded			

College Goal # 4: STRETCH GOAL

Develop and implement a strategic action plan in the area of international health with targeted goals and actions for progressing to an international health college by 2010.

SubGoals/Objectives	Effectiveness Measures/ Measurement Methods	Responsible Person	Time Frame for Action/ Data Collection	Performance Standard/ Benchmark (by Date)	Assessment Findings/ Outcomes	Percent of Goal Achieved	Comments & Plan to Incorporate Findings
Develop priority focus in international affairs in Latin America and the delivery of care to Hispanic populations for international programs based on Report of the Task Force on International Health	Implement action plan to develop priority focus in College in international health studies in Latin America & delivery of care to Hispanic populations	Dean/Admin Council/Faculty Executive Committee/Depts	Action Plan completed by Fall 2003 Action Plan implemented 2003-2009	Action Plan to implement recommendations of the Task Force on International Health developed & approved in College by Fall 2003. Implementation in 2003-2009	See attached Strategic Plan Report from Task Force on International Health		

	in educational programs and research initiatives						
Conduct at least one study abroad program annually	Number of study abroad programs; number of participating students	Associate Dean for Academic Affairs	Annually	At least one study abroad program annually serving no less than 15 students			
Expand courses in global health or the delivery of health and human services to immigrant and international populations	Number of courses in college; number of enrolled students	School Director/Dept Chairs	Annually	Expand the number of courses by two focused on global health, or delivery of health and human services to immigrant & international populations			
Expand research initiatives in the area of international health or health or immigrant populations	Number of research initiatives on international health or health services delivery to immigrant populations.	School Director/Dept Chairs	Annually	Expand research initiatives/teams to explore international health			
Increase networking and partnerships and relationships with community leaders in local international communities	Number of expanded partnerships	Dean/School Director/Dept Chairs	Annually	Expand networking and partnerships with community leaders in international groups and immigrant populations			

VIII. STUDENT LEARNING OUTCOMES/OTHER STUDENT OUTCOMES

The College has identified specific indicators to assess student learning outcomes and other outcomes. These data are presented annually in annual reports and reviewed by College Leadership Team and academic Departments, School and committees. Data report for 2001-2002 is attached. Student outcomes assessed annually include performance on RN licensing exam for BSN graduates, performance on national certifying exam for nurse anesthetists graduates, success in first employment post-graduation for all program graduates, students perception of preparedness for first employment post-graduation, satisfaction with professional

positions post-graduation. Students have been followed up in three years, with additional assessments such as advanced degrees, satisfaction with professional positions. Employer assessments have been conducted for some programs. See annual reports for progress in assessments. During 2002-2004, the evaluation/assessment plans will be reviewed and updated following evaluations of data needed for all programs in the new college. See annual college and department reports, in addition to strategic plans for departments and school in the appendices for more information on assessment and evaluation. (The current College evaluation plan is available on request.)

VII. CONTRIBUTIONS TO UNIVERSITY PLANNING ELEMENTS 2002-09

College Goal #5:

Contribute to University Key Planning Elements in the 2004-2009 Academic Plan:

1. Trend of Enrollment
2. General Education

University Planning Element: <i>Trend of Increased Enrollment & General Education/</i> and College Goals	Effectiveness Measures/ Measurement Methods	Responsible Person	Time Frame for Action/ Data Collection	Performance Standard/ Benchmark (by Date)	Assessment Findings/ Outcomes	Percent of Goal Achieved	Comments & Plan to Incorporate Findings
1. Trend of Increased Enrollments:	Increase availability of class sections for activity courses for University students (pending funding)	Chair, Dept of Kinesiology	2002-09	Activity courses sections increased by 2004	Increased availability of activity courses		
	One Learning community has been approved for implementation, and a 2 nd will be developed during 04-09 Student services staff are currently engaged in teaching Freshman Seminars	Associate Dean for Academic Affairs	2002-09	1 st Learning community estab 2004	Learning comm.-unity estab		

2. General Education:	Faculty in several depts in the College will participate in teaching the Health Requirement course (pending funding)	Faculty assigned to teach Gen Ed Health course	School Director/ Dept Chairs	2004-09	College contrib.-uting to General Education course instruction		

14. Distance Education

University Planning Element: 3. <i>Distance Education/</i> College Goals	Effectiveness Measures/ Measurement Methods	Responsible Person	Time Frame for Action/ Data Collection	Performance Standard/ Benchmark (by Date)	Assessment Findings/ Outcomes	Percent of Goal Achieved	Comments & Plan to Incorporate Findings
Increase RN- BSN enrollment in DE web-based cohort	Increase admissions to RN-BSN on-line option	Director, School of Nursing/ Nursing Chairs	by Fall 2004	Adm. increased from 30-60 in RN-BSN on-line option by Fall 2004			
Develop Nursing Ed Certif Program as on-line DE program	Nursing Ed Certif Program available on line.		Spring 2003	Nursing Ed Cert Prog available on line by Spring 2003 to meet shortage of Associate Degree Nursing faculty in state			
Explore development of collaborative MSN concen-	Pending feasibility develop DE proposal for collaborat		Spring 2003	Program plan developed			

trations on-line with UNC CH, UNC G, ECU	ive MSN concentrations on-line						
Explore need & interest from applicant pool to expand on-line MHA courses & program options.	Action plan & target dates to achieve goal developed if decision to increase on-line options	Director, MHA & MHA faculty/Chair Dept of Health Behavior & Adm/Dean	2003-2004	Action Plan completed if decision is to expand on-line courses or program option			

4. Outreach and Engagement

University Planning Element: 4. Outreach & Engagement/ College Goals	Effectiveness Measures/ Measurement Methods	Responsible Person	Time Frame for Action/ Data Collection	Performance Standard/ Benchmark (by Date)	Assessment Findings/ Outcomes	Percent of Goal Achieved	Comments & Plan to Incorporate Findings
Con-tribute individually to community service; offer unit community service projects	Number of faculty making community service contributions; serving on community boards; persons served by academic units	Dean/School Director/ Deft Chairs collect unit data	annually	75% of faculty will make community service contributions annually Persons served in unit projects will equal number served in previous year	(See College annual reports for outcome data)		
Integrate Nursing Center for Health Promotion within School of Nursing educational programs & research	Benchmarks/goals will be set Fall 2002	Director, School of Nursing/ Director, Nursing Center/ Nursing Center Advisory Committee	Implement in 2003-2005	Evaluate achievement of goals & benchmarks			
Continue to offer continuing education programs for	Participants evaluation & annual review, # CE programs, partnerships,	Associate Dean for Academic Affairs/ Director of	Ongoing	CE program participant evaluation after each program &			

practicing professional in health & human services in partnership with area insitiutions & professional organizations	professionals served, CE topics	Continuing Education/ CE Advisory Committee		review of all programs annually			
Continue to expand partnerships for educational programming and research with area agencies & institutions for research & education, & service in health & human services	Expansion of number of partnerships in research and education	Dean/ Associate Dean for Academic Affairs/ School Director/ Dept Chairs	Ongoing	Partnerships are reviewed on regular basis per contract & agreements; outcomes number of students served; number of joint publications & research initiatives funded			

5. Research and Creative Activity

University Planning Element: 5. <i>Research & Creative Activity</i> / College Goals	Effectiveness Measures/ Measurement Methods	Responsible Person	Time Frame for Action/ Data Collection	Performance Standard/ Benchmark (by Date)	Assessment Findings/ Outcomes	Percent of Goal Achieved	Comments & Plan to Incorporate Findings
Recruit an Associate Dean for Research	Successful recruitment of Assoc Dean to head Office of Research in CHHS	Dean/ Research Advisory Committee/ Search Committee	Fall 2003	Obtain position from Univ; Recruit & appoint Associate Dean for Research by 2003			
Implement 3 rd Year of College Scholarly Productivity Assess-ments	Range of measures developed (see attached, see also college annual reports)	Director of Research/ Dean/School Director/ Dept Chairs	June 2003 and annually	College performance standards assessed for each scholarly productivity goal (see attached Scholarly productivity measures & annual reports)			
Develop	Use scholarly	School	June 2004	Academic			

projected goals/benchmarks to achieve for each academic unit	productivity measures to assess annually	Director/ Dept Chairs		Unit Performance standards assessed for each scholarly productivity goal in each academic unit			
Complete assessment of research environment in College & implement action plan to further enhance research facilitation/funding success	Action plan to enhance research support in CHHS implemented	Dean/ Research Advisory Committee/ Dept Chairs/ School Director	Plan completed Spring 2003	Implement plan to enhance research support 2003-2009			
Develop action plan to reduce faculty workload to research college expectations	Action plan to reduce faculty workload implemented	Dean/School Dir/ Dept Chairs	Plan completed by Spring 2003	Initiate action plan to reduce faculty workload for tenure-track faculty with research active programs to 9-6 in 2003-04, and 6-6 by 05-06			
Develop dedicated staff support to support program/outcome evaluation in College	Develop dedicated staff support in College's Office of Research to support academic depts. In program outcome evaluation for program review & accreditation	Dean	Fall 2003	Assure dedicated staff support to academic depts. To assist in program/outcome evaluation			
Complete action planning for College & Office of Research to further enhance research productivity consistent with research intensive health college	Assessment of research environment & strategies for enhancing research productivity completed; action planning completed & implemented	Dean/ College Research Advisory Committee/ Office of Health Research	Assessment of research environment completed in 2002-03; action plan phased in 2003-09	Action plan to further enhance research productivity implemented			

6. INTERNATIONAL - COLLEGE STRETCH GOAL

Develop and implement a strategic action plan in the area of international health with targeted goals and actions for progressing to an international health college by 2010.

University Planning Element: <i>International Health/</i> College Goals	Effectiveness Measures/ Measurement Methods	Responsible Person	Time Frame for Action/ Data Collection	Performance Standard/ Benchmark (by Date)	Assessment Findings/ Outcomes	Percent of Goal Achieved	Comments & Plan to Incorporate Findings
Develop priority focus in international affairs in Latin America and the delivery of care to Hispanic populations for international programs based on Report of the Task Force on International Health	Implement action plan to develop priority focus in College in international health studies in Latin America & delivery of care to Hispanic populations in educational programs and research initiatives	Dean/Admin Council/Faculty Executive Committee/Depts	Action Plan completed by Fall 2003 Action Plan implemented 2003-2009	Action Plan to implement recommendations of the Task Force on International Health developed & approved in College by Fall 2003. Implementation in 2003-2009	See attached Strategic Plan Report from Task Force on International Health		
Conduct at least one study abroad program annually	Number of study abroad programs; number of participating students	Associate Dean for Academic Affairs	Annually	At least one study abroad program annually serving no less than 15 students			
Expand courses in global health or the delivery of health and human services to immigrant and international populations	Number of courses in college; number of enrolled students	School Director/Dept Chairs	Annually	Expand the number of courses by two focused on global health, or delivery of health and human services to immigrant & international populations			
Expand research initiatives in the area of international health or health or immigrant populations	Number of research initiatives on international health or health services delivery to	School Director/Dept Chairs	Annually	Expand research initiatives/teams to explore international health			

	immigrant populations.						
Increase networking and partnerships and relationships with community leaders in local international communities	Number of expanded partnerships	Dean/School Director/Dept Chairs	Annually	Expand networking and partnerships with community leaders in international groups and immigrant populations			

7. University Planning Element: *Information Technology*

College of Health and Human Services Strategic Plan for 2002-2009 in Information Technology

1. Update on Technology Goals for 2002-2005

Practice and Pedagogy

1. **Goal: Implement the Nightingale Tracker for clinical instruction and supervision between students and faculty in Informatics nursing courses, as well as a Topics class devoted to the Tracker.** Update: **The Tracker has been used in a Topics class devoted to the Tracker that was taken by RN-BSN students (NURS4090, Spring 2002), and an information technology class for RN-BSN students (NURN4170, Summer and Fall 2001).**
2. **Goal:** Implement a secure database with web interface, in which students can record their clinical experiences without compromising patient security. Such a database will provide our students with an invaluable opportunity to learn database skills, serve as their student portfolio, and well as provide invaluable program data on the nature of our students' clinical experiences. **Update:** No progress to date.
3. **Goal:** Continue to maintain & equip College classrooms with multimedia technology and access to the Internet. Obtain sufficient additional operating budget to handle annual maintenance costs. **Update:** We continue to maintain projectors and other equipment in eight college-controlled classrooms in Colvard and Belk Gym (Colvard 2010, 2055, 2058, 2063; Belk 045, 227, 229, 232), plus the computer lab in Colvard 2060. We evaluate all classroom equipment for replacement or upgrading on an annual basis.
4. **Goal:** Explore the possibility of requiring all students admitted to College programs to have access to a personal PC with specific software requirements. **Update:** The Technology Planning Committee does not yet recommend this for all students. Distance Education students are already required to have convenient access to a specific type of computer and

software.

5. **Goal:** Plan to deliver on-line courses and Internet-assisted courses using University-maintained servers, as the appropriate servers become available. **Update:** Most course materials are provided on University-maintained servers, including the University web server and WebCT servers. The exception is streaming video and audio, a service which is only provided by a college-based server.
6. **Goal:** Increase the numbers of web-based assignments in both traditional and Internet-based courses. Increase the percentage of faculty who are routinely using multimedia instructional technology in the classroom, and faculty who are prepared to develop and teach Internet-based courses. Support campus initiatives to research best practices and to provide continuing education and support for faculty participating in these endeavors, especially through the Center for Teaching Excellence. Support campus initiatives to provide a well-defined faculty development program with incentives for faculty who are preparing to develop and teach on-line courses. **Update:** The number of faculty who are teaching traditional classroom-based courses, with supplementary materials and assignments provided via the Internet, is increasing steadily. Almost all faculty who teach in technology-equipped classrooms are using the provided equipment. Classroom training for web development software is now offered by the Campus Office of Information and Technology Services, while WebCT training is offered by the newly-formed Faculty Center for Teaching and e-Learning. A faculty development program, with incentives, has not yet been developed on this campus.
7. **Goal:** Revise our College course evaluation component to accommodate on-line programs. Compare on-campus versus off-campus modalities in terms of student completion rates, student outcomes, and student levels of satisfaction. **Update:** The course evaluations have not been revised. The existing course evaluations have been delivered via the same Internet courseware in which the course is delivered; this method has raised concerns among faculty about data confidentiality. Comparisons of on-campus and off-campus cohorts are not yet complete; plans are to survey students 6 months after graduation, which would be February 2003 for first cohort graduates.
8. **Goal:** Continue the on-line RN-BSN program past the two cohorts that are currently planned to begin in Fall 2001, dependent on assessed outcomes and available funding. Process two cohorts of Community Health and Adult Health Nursing graduate students via the distance-education programs currently planned to begin in Fall 2000. **Update:** The RN-BSN program has just enrolled its second cohort, and plans are to continue the program next year with a third cohort. The only MSN cohort will be the one that began classes in Fall 2000.
9. **Goal:** Develop for the College a library of on-line courseware, one for each class taught in a mandated on-line program, that can be customized by the faculty member who is currently teaching the class. Such a library will be created in campus-supported course management software packages(s), and maintained and updated regularly. **Update:** Such a library has been developed in WebCT for all courses offered in the Distance Education RN-BSN

program, and some of the courses offered in the DE MSN program.

Research

10. **Goal:** Continue to develop technology-assisted methodologies to assist faculty in the development and submission of grant proposals, the administration of grants, and collaboration of researchers, whether they are in-department, in-college, on-campus, or at other locations around the world. **Update:** Development of on-line budget/other required forms that faculty can fill out and download is in process. We have already developed on-line documents that faculty can use to get information about proposal procedures and items that are commonly used in proposal development, and we have provided online information about faculty members' research/clinical interests to help in collaboration of researchers.
11. **Goal:** Provide computers, access to research datasets, discipline-specific software in a lab environment, and biostatistical/analytical support services including programming support, to doctoral students in planned programs. Currently there are two planned doctoral programs in the College of Nursing and Health Professions: the Nursing Ph.D. program and the Health Promotion or Public Health Ph.D. program. If plans continue to progress for an expanded College of Health Professions or a new College of Health and Human Services, additional IT resources related to new graduate programs will be required in the very near future, including a PharmD and a Ph.D. in gerontology. **Update:** Proposed Ph.D. programs have changed. Regardless, we have been allocating older, displaced computers and printers from faculty and staff and the computer lab, to master's level Graduate and Research Assistants. These computers are fully capable of running the necessary data analysis and reporting software programs. The University already provides current versions of SPSS and SAS to faculty, staff, and students. In addition, the College has purchased network editions of other research-related software, and provided single-user copies of some programs in a central location accessible to all faculty and staff.

Operational

12. **Goal:** Continue to monitor and track progress in the diffusion of technology innovations to College faculty, staff, and students, for the purposes of reporting, planning for facilities and curriculum changes, and planning for faculty and staff education. **Update:** We completely revised our technology survey in 2002 in order to more accurately reflect self-reported computer skills. The new survey is also easier and faster to complete. We began administering the survey to some new students in Fall 2002, and will develop and implement a recurring administration plan by Spring 2003.
13. **Goal:** Increase Graduate Assistants in computer lab so that lab can be open 70 hours weekly. Expand the student computer lab, or add additional labs, as dictated by the needs of the College, which is expected to add several new degree programs. Continue upgrade and purchase hardware and software appropriately. **Update:** We still have two graduate assistants and are open for 39 hours a week. We now have 30 Windows-based workstations in the computer lab, an increase of 4 (two additional computers, and two replacing seldom-used Macintosh computers), which is currently sufficient for our needs. We upgrade software

when newer versions become available and are needed for pedagogic, student access, or technical reasons; we purchase new software as needed, especially for new programs.

14. **Goal:** Continue to implement groupware functions that will assist faculty, staff, and students in completion of collaborative projects. This will include integrated email/scheduling, document writing, knowledge databases, and a comprehensive health images and sounds database. **Update:** Integrated email and scheduling have been implemented with Microsoft Outlook, and usage is increasing; however, this function is used by less than half of employees. Collaborative document writing is implemented by enabling the Track Changes function in Microsoft Word; shared documents are passed back and forth by email or are accessed from a shared network directory. Knowledge databases and document management systems have not been implemented. Health-related images are organized into subject categories and provided to faculty and staff via the Novell Application Launcher and an image database workstation client (as of November 2002); keyword searches are not yet implemented due to technical constraints of the image database.
15. **Goal:** By beginning of Fall 2000, begin using a student services database that will enable faculty and administration to easily access and analyze data for: decision making on recruitment; twice-annual reporting by departments to the College administration; and required annual (Fall) reporting to state and national accrediting bodies. **Update:** The Student Services database, written in Access, was implemented beginning Fall 2000. We are working with Academic Computing to develop a semi-automated data download from the student records data warehouse that will eliminate much of the need for manual data entry of semester records and graduations.
16. **Goal:** Continue to meet campus standard for computer upgrades for faculty and staff, which is currently 25% upgrades annually. Continue to upgrade software as needed to remain current with the rest of campus. **Update:** We have increased our replacement rate to the current campus standard, which is 1/3 annual replacement. We met our goal in 2001 but did not meet it in 2002, due to the state budget freeze.
17. **Goal:** Continue to support faculty and staff development in the use of new and existing technology (including use of SIS in student advisement). Add additional personnel in health informatics as needed to support faculty, staff, students, and programs as they continue to expand their use of technology. **Update:** We offered workshops for our faculty and staff on Adobe Acrobat, a widely used program in our college, because ITS did not offer training; we do not offer workshops on topics that ITS covers in their workshop schedule. Informatics personnel continue to meet one-on-one with faculty and staff, to troubleshoot and for individual instruction. Graduate Assistants in the computer lab are heavily involved in implementing technology projects for the College. We have not hired additional informatics staff.
18. **Goal:** Continue to provide faculty and staff development during the year, in terms of planned on-on-one and small-group training opportunities that are tailored to meet the immediate practical needs of the faculty, as well as provide education on the larger issues involved in teaching with technology. Support the participation of faculty and staff in campus-provided

classes on supported software applications. **Update:** These functions are largely fulfilled by (1) computer application training offered by ITS, and (2) teaching with technology workshops and training opportunities offered by the Faculty Center for Teaching and e-Learning (FCTeL). We encourage faculty and staff, and their department chairs and supervisors, to take advantage of the classroom-based and computer-based learning opportunities that are offered by ITS and the FCTeL. However, as described in #17 above, we continue to meet one-on-one with faculty and staff, on an appointment basis, for troubleshooting and training purposes, and will continue to offer small workshops on immediate topics of concern.

2. At Request of Provost & CIO Karin Steinbrenner, “indicate how unit will enhance faculty, staff and students’ access to information technologies.”

Questions to consider:

1. To enhance teaching and learning or to better cope with increasing class sizes, will your faculty develop more online course content; use e-mail, chat rooms, or streaming video to support faculty-student communications; and/or take more advantage of existing web services (e.g., grades, advising)? What systems and support structure will help you with this?
Response: The most helpful system would be an electronic advising system that includes not only the information that is now in SIS, but also provides a way of electronically documenting advising notes and forms. The electronic documentation must be accessible to the adviser and Student Services staff from their offices or wherever they happen to be advising the student. In addition, one or more campus-supported servers to support streaming media would be very helpful in the support of current students and on-line courses. (One example for current students is that we are planning to videotape orientation sessions for prospective students in our upper-division programs, and provide a link on our Student Services website to the streaming video version, along with transcript, for students who live far away or have scheduling conflicts that prevent them from attending the orientation in person.)
2. Would your research benefit from Internet II connections, supercomputer access, other hardware/software resources or support staff? **Response:** As we add academic programs and faculty from 2004-2009, we would definitely benefit from additional support staff. Faculty who are doing health-related research require secure storage space for very large datasets, something we do not yet have; they will also require appropriate hardware and software for analysis. This hardware and software will require staff implementation and support, either at the University of the College level. It will also require procedures and systems to protect confidentiality of data, which is critical for research involving human subjects.
3. Would improved student computer and information literacy, extended student computer support, and/or student notebook ownership advance faculty’s willingness to use technology tools to support teaching? **Response:** Most students, both traditional and nontraditional students, would benefit from a class or other method of developing computer and information literacy. If all students had a notebook or other small computer that is connectable to the campus network (wired and/or wireless), and colleges had support staff devoted to developing and supporting their use in class, our faculty would definitely be willing to use

such tools. In tandem, we would greatly benefit from an additional support person who would be dedicated to investigating and implementing pedagogical technologies specifically for the classroom – supporting activities to improve students’ critical thinking and understanding of concepts that would not otherwise be possible.

4. Would your plans benefit from wireless access to the Internet? Where should it be available?
Response: As wireless speeds increase, our faculty are definitely interested in using wireless devices in the classroom and around campus. It should be available ubiquitously around campus, but priority should be made in classrooms, libraries, public seating areas both indoors and out, and dining areas. Especially in the health professions, Palm-type technology is becoming very common in the work place, as a method of communication and as a method of transmitting and acquiring data at the moment it is needed.
5. Would centralized PC/server management free up college IT coordinators to better support the educational mission of the college/library? **Response:** Definitely. A large percentage of college IT coordinators’ time goes into server purchase, installation, and maintenance, which reduces the time available for applying technology to pedagogical and research applications.
6. How important are classrooms equipped with digital video projection systems, Internet connections, or wireless access? What level of in-classroom technical support is required?
Response: We consider it critical that classrooms have projection systems, wired network connections, and wireless capability. The campus should develop and implement a baseline level of technology for each classroom, with an upgrade and replacement cycle, and technical support. Such a plan would take advantage of uniformity across the classrooms, which would reduce support costs and increase usability for faculty and students.
7. What other planning initiatives could campus information services help to facilitate?
Response: In addition to items mentioned above, an electronic document imaging and management system that will provide, among other things, collaborative document creation, version control and archiving.

Goals For Strategic Plan for 2002-2009

Practice and Pedagogy

1. **Goal:** Implement a secure database with web interface, in which students can record their clinical experiences without compromising patient security. Such a database will: provide our students with an invaluable opportunity to learn database skills; serve as our students’ portfolios; and provide valuable program data on the nature of our students’ clinical experiences.
2. **Goal:** Explore the possibility of requiring all students admitted to College programs to purchase a personal computing device. This might be a computer (in the case of DE students) or a hand-held wireless computing device (especially in the case of health professions students).

3. **Goal:** Promote sound use of instructional technology in several ways:
 - a. Support Faculty Center for Teaching and e-Learning in their charge to research best practices and to provide continuing education and support for teaching faculty.
 - b. Support campus initiatives to provide a well-defined faculty development program with incentives for faculty who are preparing to develop and teach on-line courses.
 - c. Support University efforts to provide centralized server purchase, implementation, and maintenance, for purposes of supporting Internet-based course materials; for example, streaming media server(s) to deliver audio and video course materials.
 - d. Support University in efforts to install, support, and update a baseline technology in all classrooms. Continue to maintain & equip College classrooms with multimedia technology and access to the Internet, with goal of simplifying and standardizing the user and maintenance controls in order to make the classrooms easier for faculty to use and for support staff to maintain. At least three classrooms in the new building will be outfitted with computers for students. Obtain sufficient additional operating budget to handle annual maintenance costs.
 - e. Purchase licenses & equipment to permit large-scale digitization and delivery of video and audio tapes via lab server. These would be available, upon successful authentication to the campus network, to any faculty or student in our college.
 - f. Increase the numbers of web-based interactive assignments in both traditional and Internet-based courses.
 - g. Increase the percentage of faculty who can use multimedia instructional technology in the classroom, and faculty who are prepared to develop and teach Internet-based courses.
4. **Goal:** Revise our College course evaluation component to accommodate on-line programs, and develop a delivery plan that makes it easy for students to complete the survey while maintaining confidentiality of data. (Such a system could also be used for many other confidential surveys.) Compare on-campus versus off-campus modalities in terms of student completion rates, student outcomes, and student levels of satisfaction.
5. **Goal:** Continue the on-line RN-BSN program past the two cohorts that began in Fall 2001 and Fall 2002, dependent on assessed outcomes and available funding. Evaluate other programs to determine demand and need for on-line delivery; if demand and need exists, develop such programs.
6. **Goal:** For mandated on-line programs, develop for the College a library of on-line courseware that can be customized by the faculty member who is currently teaching the class. Identify core courses that serve multiple programs, and develop a library of on-line versions of these courses that can be re-tooled as needed whenever the course is offered. Such libraries will be created in campus-supported course management software packages(s), and maintained and updated regularly.

RESEARCH

7. **Goal:** Continue to develop technology-assisted methodologies to assist faculty in the development and submission of grant proposals, the administration of grants, and collaboration of researchers, whether they are in-department, in-college, on-campus, or at other locations around the world.
8. **Goal:** Provide computers, access to research datasets, discipline-specific software in a lab environment, and biostatistical/analytical support services including programming support, to doctoral students in planned programs. (Currently the Health Services Research Ph.D. is being planned, with other programs in preliminary stages.)
9. **Goal:** Work with the campus community to develop policies and procedures to protect confidentiality of research data, which is especially important when dealing with data from human subjects.

OPERATIONAL

10. **Goal:** Continue to monitor and track progress in the diffusion of technology innovations to College faculty, staff, and students, for the purposes of reporting, planning for facilities and curriculum changes, and planning for faculty and staff education.
11. **Goal:** Increase Graduate Assistants in computer lab so that lab can be open 70 hours weekly. Expand the student computer lab, or add additional labs, as dictated by the needs of the College, which is expected to add several new degree programs. Continue to upgrade and purchase hardware and software appropriately.
12. **Goal:** Continue to implement groupware functions that will assist faculty, staff, and students in completion of collaborative projects. This will include integrated document imaging and management, knowledge databases, an electronic Student Advising system, and a comprehensive media (images and sounds) database. Support campus initiatives for a University-supported document imaging and management system.
13. **Goal:** Continue to upgrade the Student Services Access database that tracks college-specific student data for purposes of reporting to accrediting bodies. This will include importing data from the data warehouse to eliminate the need for manual entry of students' semester and graduation records.
14. **Goal:** Continue to meet campus standard for computer upgrades for faculty and staff, which is currently 33% upgrades annually. Continue to upgrade software as needed to remain current with the rest of campus.
15. **Goal:** Continue to support faculty and staff development in the use of new and existing technology. Add additional personnel in health informatics as needed to support faculty, staff, students, and programs as they continue to expand their use of technology.
16. **Goal:** Provide easy and convenient access to videoconferencing services.

VIII. USE OF ASSESSMENT DATA

Assessment findings and reports are reviewed by relevant academic departments and committees, College Leadership Team, and/or Office as appropriate as basis for decision making in continual improvement. If data analysis drops below targeted goal or benchmark, interventions are planned or goal is assessed for appropriateness. For example, if mean pass rates for graduates of the BSN program drops below 90, the School of Nursing initiates a special review and analysis of the factors that may have contributed to this decrease in pass rates, and institutes a plan to remedy situation. This action response has occurred in the past decade and pass rates returned to above the benchmark following the intervention. Data is utilized by the appropriate program faculty for decision making. This year, emphasis is on evaluating and updating plans for systematic data collection for health administration, social work and athletic training.

The Annual Assessment of Student Learning Outcomes and other Student Outcomes, and the Annual Assessment of Scholarly Productivity for 2001-2002 is attached for reference.

Submitted by Sue Marquis Bishop, Dean