

## Strategic Plan

### DEPARTMENT OF NURSING

#### Section 1 Department/Program/Center Description

##### 1.1.1 Mission, vision, and goals

The Department of Nursing is within a consortium with St. Olaf College's Department of Nursing called the Minnesota Intercollegiate Nursing Consortium (MINC). The four full time faculty at Gustavus and one part-time administrative assistant join five full time faculty at St. Olaf (and a full time MINC administrative assistant) who jointly plan, coordinate, and implement the nursing curriculum guided by professional nursing standards as well as the philosophy and purposes of the governing institutions. We are assisted by clinical and lab facilitators employed by the colleges to assist with the teaching of clinical and laboratory skills. The department admits 24 students (48 total juniors and seniors) each year to progress through two years of the nursing curriculum. Completing a nursing major qualifies the graduates to sit for the national licensing exam to become a Registered Nurse (RN). There are 11 course equivalents in the major in addition to nine pre-requisite courses that may also fulfill Gustavus general education requirements.

The curriculum is congruent with the mission statement, philosophy and conceptual framework of the consortium and provides teaching-learning experiences that facilitate the achievement of the program goals and curriculum outcomes as described in our MINC Faculty Handbook.

Mission Statement: MINC is dedicated to preparing professional nurses within the settings of two cooperating Christian liberal arts colleges of the Lutheran tradition. The program combines the value system of the individual and a liberal arts education with the acquisition of professional knowledge and nursing skills. The educational environment integrates development of the whole person, a commitment to life long learning and service to others.

The purpose of the program is to prepare graduates to provide and coordinate nursing care for individuals, families, and communities within standards of professional practice utilizing the Neuman Systems Model (see attached). This professional care requires that each member foster abilities to think critically, communicate effectively, and implement therapeutic nursing interventions within the sociocultural, spiritual, and developmental context of patient situations.

MINC's vision is dedicated to preparing entry level professional nurses for a variety of roles in health care settings as well as for graduate study. Changes in the health care field require the curriculum to be modified by providing new strategies in teaching/learning (i.e. the use of simulation manikins) to prepare our graduates for the increasing complexity of the RN role. Those changes also require that graduates represent

the population as a whole and understand the cultural dimension of health and healing as integral to providing care.

The baccalaureate curriculum builds upon a foundation of the arts, sciences, and humanities. The philosophy of the MINC program articulates that a broad liberal arts education provides a framework for the professional nurse. Based upon dimensions of nursing as articulated in the MINC philosophy, course work in the sciences and humanities provide a foundation for the upper division nursing program curriculum. Nursing courses foster development of in-depth knowledge in the area of study comprising of about one third of the student's education. The remaining two thirds provides study in the liberal arts designed to encourage in students a breadth of knowledge. Each of the governing institutions identifies a distribution of general education courses required for graduation. These courses broadly represent the liberal arts and are from the fields of biology, chemistry, psychology, sociology, and nutrition. Additionally, a supporting course in ethics is required prior to graduation.

#### Goals of the program:

- 1) Present a dynamic, contemporary curriculum that prepares individuals who are eligible for licensure by examination as a registered nurse, entry level professional practice upon licensure, and graduate study.
- 2) Recruit and retain qualified and diverse faculty committed to baccalaureate nursing education at the upper division level in a Christian liberal arts setting.
- 3) Recruit and retain qualified and diverse students committed to the profession of nursing, who value the liberal arts as an essential foundation to the art and science of professional nursing practice
- 4) Acquire and allocate fiscal, faculty, physical, clinical, library and learning resources to achieve the mission of the program.
- 5) Maintain a nursing program that meets quality standards of state and national professional nursing agencies.

### **1.2 Programs**

The Nursing Department provides a major in nursing. In addition, faculty have taught in FTS, international J-term courses, courses in nutrition, parenting and human wellness research that are open to the general student population.

### **1.3 Support relationships**

The Departments of Biology, Chemistry, Psychology, Sociology, HES, Religion, Nursing and Philosophy provide the pre-requisite courses nursing students need. These departments have been helpful and flexible in offering these courses at times that work well for potential nursing majors. The Education, HES, Nursing IT liaison, (Joyce

Aarsvold) is instrumental in providing technical support and initiating ideas that facilitate innovation in the classroom, classroom management via Moodle, and video conferencing that saves time and money as the Gustavus Nursing Department meets with our St. Olaf colleagues.

## **Section 2 Strategic Review - External Analysis**

### **2.1 Strategic issues**

1) Trends in the Discipline - The most significant trends in the discipline are the aging of practicing nurses and nursing faculty. As current nurses begin to retire over the next ten years there will be increasing pressure to graduate nurses to replace them. The aging of nursing faculty is equally and intricately involved in this trend as the average age is approximately 50 years of age. Competition for Masters and PhD prepared faculty among programs looking to increase their enrollments to meet societal demands will impact every program. The opportunities presented are that Baccalaureate graduates in nursing are sought after for employment and have many opportunities to proceed on to graduate school for academic careers.

2) Social Trends – the aging baby boomers, diversity of patients, and increasing acuity of all patients add to the need for increased numbers of professional nurses and the responsibility of case management specialties. With the increased focus on global health issues and transcultural competence, nursing majors have the opportunity to move beyond traditional spheres of caregiving. The need for professional nurse involvement in advocacy and/or hands-on experiences with international health initiatives is imperative. Increased focus on prevention and health promotion is an opportunity for improved health care of the population. At the same time there is increasing need for educators to help graduates prioritize and provide all the information needed to address complex social issues.

3) Current and Future Students – there has been a significant increase in interest in the major over the past several years with applications twice the available number of places in the nursing program. The opportunities presented by this are that the students are highly motivated and confident which enhances the nurse workforce. As faculty, the department is working toward a program that creates an atmosphere of learning for our students that were not born in the United States. Conversations have begun to pair ESL nursing student alumni to work with current students. Using new technology it might be possible to make that happen no matter where alumni are located. Culturally diverse students enrich our program and the discipline of nursing needs their voice and involvement.

Having technological competence assists nursing majors to easily acquire the skills needed in the workplace, particularly with the electronic medical records now becoming ubiquitous in health care agencies.

4) The Economy – Increased tuition as well as decreased grant and funding sources are inevitable results of a faltering economy. Opportunities presented are for

common partnerships to acquire needed technology. Recruitment of faculty is further complicated by the salary disparities between staff nurses in clinical settings and nurse educators. While this is true for many professions – practice vs. academics – the advantages of the academic world for nurses are many, including shaping the future nursing workforce in response to current needs, trends and values.

5) Funding sources - as noted, grant and funding sources shrink in a depressed economy and competition for available funding is increasing. The challenge presented is for faculty in a highly content driven and tight curriculum to find time to seek and write grants. Another consideration is the amount of time nursing faculty spend in clinical teaching as calculated into credit load. Currently 3.5 hours of clinical teaching is equivalent to 1 hour of classroom teaching. Faculty with high clinical course loads have necessarily far less time than counterparts in other disciplines to devote time to other scholarly activities including grant writing. Hiring clinical adjunct faculty would assist nursing faculty to have the time to devote to important and necessary endeavors such as this.

6) Accrediting Bodies – the Minnesota Board of Nursing and the Commission on Collegiate Nursing Education are both accrediting bodies with requirements, content and skills that must be met. Opportunities within those requirements keep faculty abreast of ever changing needs within nursing curricula. MINC underwent a review in the Fall of 2008 by both and was successful in achieving accreditation for the next 10 years.

7) Technology – the ever increasing complexity of technology (electronic medical records, high tech patient environments, constant communication via text, cell, iPod, moodle class organization systems, etc. increase the expectation to incorporate these into the curriculum and the presentation of classroom content. An opportunity that is currently being pursued is the use of simulation manikins that would have the ability to give each student the opportunity to deal with complex health situations that cannot be provided in a health care facility. Educational technologies also may provide the opportunity for guest lectures via teleconferencing and the ability to podcast classroom sessions for review and enhancement of student learning. Challenges include overextending students with technology offerings that are available.

8) Other Academic Programs – the nursing program is dependent on other departments' offering of pre-requisite courses. If those offerings change it puts more stress on our department to meet those needs. For example, the decision of HES to reduce the credit for Nutrition (formally 1 full credit, now .5) requires that the Nutrition course offered in nursing will be stressed to have enough places to meet the needs of pre-nursing students. Interdisciplinary collaboration is an opportunity to pursue, though time and schedules are often a barrier to effective collaboration opportunities.

### **Strategic Review - Internal Analysis**

1) Planning, Leadership and Decision-Making - The department engages in frequent routine planning conversations. Monthly department meetings are held in addition to bi-weekly meetings with MINC colleagues at St. Olaf. In addition, there is a

full week workshop at the end of May to evaluate spring semester and plan for the next full academic year. At the end of fall semester there is also a full day workshop to evaluate fall semester courses and refine plans for spring.

With four full time faculty housed in the same location with classroom, laboratory and administrative assistance all in one wing of Mattson Hall, the use of personnel and curricular resources is excellent. Clinical teaching off campus on Tuesdays and Thursdays in different locations presents a challenge to meet with each other on a daily basis and be available for on-campus and off-campus activities.

Decision making is theoretically and often practically decentralized as the MINC faculty organization discusses items related to governance, students and curriculum and makes decisions together. Departmental decisions are made following input and consensus by all of the department members. The quality of decisions is considered to be of optimal reflecting a well developed, high quality nursing program. Morale is high within the department with good relationships among its members. Students feel free to bring forth concerns, and evaluations of faculty responsiveness to their concerns are high. If conflict arises, individuals share their concerns respectfully either in person or at departmental meetings. Strengths of the decision making are that there is one voice with camaraderie, team approach and congenial feelings among us. A weakness is that communication between campuses is not always consistent or easy. Change is difficult to implement at times because of two colleges involved and their different governing bodies.

2) Curriculum and Instruction – For each of the four full time faculty, five of six course loads are devoted to the nursing major. Each faculty member has 12 advisees all of which are nursing majors currently in the program. Occasionally a pre-nursing student will be an advisee if his/her FTS instructor goes on leave, for example. When an FTS is taught by a member of the nursing department 16-18 additional advisees are included.

Distinctive aspects of our program include team teaching within the department and with St. Olaf colleagues affording the students to have a faculty member with the most expertise in a given curricular area. It is also beneficial for faculty to have team members work together to garner new ideas and teaching strategies. Other distinctive features of MINC is the availability of rural and urban clinical agencies to enhance the clinical teaching/learning experience. Themes or curricular threads enhance the areas of research, cultural competence, holism, ethics and critical thinking. Major requirements are strongly influenced and guided by our accrediting agencies.

Good teaching is regarded as highly important and is evidenced by a variety of instructional strategies, small class sizes to increase participation, faculty experience in core areas, application of theory to practice in clinical course components, research leading to evidence based interventions, case studies and collaboration in teaching and exam preparation. Close proximity to one another within the department enable informal conversations about best teaching strategies and these occur quite frequently . In addition, faculty have frequently participated in summer institutes for professional development,

faculty service learning seminars to foreign countries (Northern Ireland, Guatemala, Cuba and Namibia), and attendance at “Teachers Talking” as often as possible (though they are often held on off-campus clinical days) Faculty frequently attend continuing education opportunities and conferences in their specialty areas.

Staffing needs for the present and the future include the ability to retain a competent lab facilitator who teaches hands-on skills in the lab. Changeover in this position has been fairly frequent due to it being a non-faculty position. Master’s students hired as lab facilitators complete their degrees and move to other full time faculty positions. In addition, keeping highly skilled clinical facilitators in hospital settings is essential. Faculty function in this role in some courses, but rely on facilitators to do the actual bedside teaching as they focus on course development, implementation and evaluation roles. Adding a 5<sup>th</sup> full time faculty position would increase flexibility for course offerings and possibly allowing for increased student enrollment. Clinical site accommodation of more students is a challenge, but simulation manikins would be beneficial to help increase enrollment. For example, the simulation lab could offer clinical day rotations through patient simulation. As innovation with technology could potentially allow for increasing numbers admitted to the major, it would also need a committed faculty person to organize and manage the learning experiences with simulation.

As with the trend of aging faculty, three pending retirements in the consortium (one at Gustavus) in the next three years will require re-assignment of content on both campuses. With the exception of Child Health, the Gustavus nursing faculty will be able to cover the content area affected by those retirements.

Identified strengths are the collaboration possible within the consortium and faculty teaching in areas of expertise based their specific education and experiential backgrounds. Energy and enthusiasm are the norms within the department enhanced by mutual respect and collaboration which is evident to the students as well.

Weaknesses identified include the need for a course in Pharmacology. The constraints on faculty teaching courses in the major precludes more course offerings to the general student population. A Pharmacology course would benefit not only nursing students, but those considering pre-med, physical therapy and health fitness majors.

Highly important, but not yet implemented due to budget constraints, is the inclusion of highly sophisticated simulation manikins to enhance clinical learning in a controlled laboratory setting. A challenge within MINC is to be sure that resources are the same on both campuses so that the use of simulation is equivalent. Funding will likely require the collaboration of community players in each location.

3) Financial Resources and Facilities - The Department Chair along with the administrative assistant manage the department’s budget. Decisions about how the budget is spent is essentially done by the Chair, but faculty are given copies of the budget lines and have input if they so desire. Many expenses are fixed or faculty submit RFP’s as

needed (primarily for clinical expenses, most often travel). The administrative assistant manages the expenses on a monthly basis and shares a copy with the Chair. The spreadsheet that shows the budget details for the past three years is very helpful in determining changes for the following year.

The department is housed in Mattson Hall which is approximately 4 years old and in excellent condition. The lab is somewhat small, especially if MINC were able to acquire sophisticated simulation equipment. The tables in the classroom are not conducive to group work and we would prefer chairs for flexibility of classroom activities. In the lab, the manikins are old and falling apart. Some of the hospital beds do not work in the up/down fashion that is important depending on nursing skills being used. Identified items for new or replacement equipment include a set of “clickers” dedicated to Mattson Hall, a new desktop computer for our administrative assistant and importantly, upgraded low fidelity manikins and high fidelity simulation manikins. Hospital beds in the laboratory are also in need of upgrade. In addition we have identified new ways of using upgraded videoconferencing components to facilitate meetings and incorporate some new distant learning opportunities. We have identified HRSA as a potential funding opportunity but have not had the time to pursue them as yet.

The college adequately funds the basic operation of our department and most needed items for our curriculum. The simulation manikins, because of their expense are not able to be purchased even with alumni funds. These capital expenses are the ones we most need to improve the way we conduct clinical teaching. Another budget item that the department would like included as a line item is supporting students’ registration fees for those who go to NCUR. The department has seen increasing numbers of students in the past few years be accepted and participating. This is seen as highly valuable as research is an essential component of professional nursing. Evidence based practice is highly valued in provision of professional nursing care.

4) Student Recruitment and Promoting the Department – This is perhaps our strongest “suit” as the nursing major has become a very popular draw for new students coming to Gustavus and the retention of those who want to pursue this profession. Over the past two years, the application pool has exceeded the ability to accept students nearly 2:1. We have upgraded our web site to be current and interesting for information related to the program. Faculty descriptions and the opportunities available to nursing students in terms of travel, employment and reputation are now included. The department works closely with admissions to identify students who indicate an interest in nursing during their initial registration. Meetings with potential majors are held twice a year and advertised through the Gustavus- 1 and the FTS faculty listserv. Each member of our department is involved in Admission office events. Faculty are assigned to each event at the beginning of the year to be sure that nursing’s presence is provided for all recruitment activities. Additional recruitment of nursing students has not been necessary due to our already large applicant pool.

The Nursing Department makes itself visible on campus in a variety of ways. Members serve on major committees each year including the Senate, Curriculum Committee, Personnel Committee, Program Assessment and Development Committee, the Honor Board and the Faculty Review Committee. In addition, two faculty participated in the Health and Wellness workgroup supporting the Strategic Initiative. Members of the department have been involved in numerous summer institutes and faculty development and have brought guests to campus for the Lecture Series. There is active participation in admissions events, and summer registration always has nursing faculty present.

In terms of student recruitment, participation is as noted above. The Gustavus Nursing department maintains a quality program with an excellent reputation. A weakness is that the department cannot promise a place in the major for every qualified student, and given the shortage of nurses today, that is an unfortunate circumstance.

## **2.2 Barriers**

MINC is one of only two baccalaureate programs in the State that does not have an updated simulation lab. The lab is barely adequate due to malfunctioning equipment and basic manikins that are pieced together sometimes with tape. Students who view our lab and compare it to others may very well decide on a different college to pursue this degree. The manikins are essential for the future of teaching complex clinical decision-making without the fear of adversely affecting a real patient. Critical thinking and prioritizing using this type of technology is much enhanced over traditional teaching-learning methods. Funding is clearly the barrier to procuring this equipment. There is no budget line to replace/renew equipment such as this. The students pay an extra \$1100 per year that includes costs for their lab kits which contain their non-reusable supplies for learning lab skills. The MINC budget is limited in obtaining durable lab supplies needed each year.

Due to the time commitment of clinical teaching (up to 16 hours or more a week for 1.5 course load), nursing faculty's student contact hours are much higher than in many other majors. The clear impact is a real lack of sufficient time for research and professional development. The ability to hire a 5<sup>th</sup> full time faculty would relieve this time pressure and allow the department to serve the college community in general in additional ways. Hiring of additional faculty is also a challenge due to the declining numbers of qualified faculty applicants and the competition for effective nurse educators with other schools of nursing, particularly those in more urban areas. Salary comparisons with other private and public universities puts Gustavus at a distinct disadvantage for attracting a larger applicant pool.

While we have a good record in retention of accepted students from diverse backgrounds, there are other minority students who qualify but are not in the top 24 competing for places in the program. We use an application process that does not rely solely on grade point average but also includes an essay and an interview. We look at content and meaning in those components which often overcomes more average GPA's. As a consortium we have continually tried to find ways to assist ESL/minority students to

achieve success. When ESL students are admitted, they tend to do well in the program, but often fail the licensing exam on the first or even second try. Eventually, most do pass and become registered nurses and that is the most important goal, but our challenge is how to help them achieve that on the first try. Pass rates for first time test takers is the one reported to the state. The native language and culture of students are only two of many factors but they are considered as we review any pass rates less than 100% for each graduating class. Overall support for ESL students at both colleges may be an area for improvement as we go forward.

### **Section 3 Strategic Initiatives and Recommendations**

#### ***1) Simulation Lab – Strategic Goal/Initiatives 1.1 and 1.7***

Program Goal #1 - Present a dynamic, contemporary curriculum that prepares individuals who are eligible for licensure by examination as a registered nurse, entry level professional practice upon licensure, and graduate study.

Program Goal #4 Acquire and allocate fiscal, faculty, physical, clinical, library and learning resources to achieve the mission of the program.

Recommendation: Faculty and the college work together to determine the most effective type of simulation lab and identify funding sources. Additionally, they should determine the ways that it could be used for more than one department. Preliminary conversations with HES provide evidence that the lab could be utilized within their curriculum as well. A physical move of the nursing department to a remodeled Lund Center would create the physical environment to share expensive but necessary equipment. There would also be the potential to share simulation with the community as well, such as Rivers Edge Hospital, nursing homes, home health agencies, ambulance service, etc.

#### ***2) Use of Videoconferencing technology - Strategic Goal/Initiatives 2.6, 3.1***

Program Goal #1 - Present a dynamic, contemporary curriculum that prepares individuals who are eligible for licensure by examination as a registered nurse, entry level professional practice upon licensure, and graduate study.

Program Goal #4 - Acquire and allocate fiscal, faculty, physical, clinical, library and learning resources to achieve the mission of the program.

Recommendation: The enhanced technology available for long distance interactions has many possibilities, among them the ability to have experts from other colleges or health care organizations guest “lecture” to our students from remote locations. For instance, a Mayo nurse researcher could discuss his/her work and implications for practice to a nursing research class via this format.

Creative interactions between faculty and opportunities for a different kind of team teaching between our two campuses would also be a benefit for innovative teaching/learning. Practically speaking, meetings held between the two campuses without the need for the time and expense of travel is possible.

Bringing the stories of an ethnically diverse patient population and workforce into the classroom for interactive discussions via this technology would be possible and greatly enhance the variety of experiences needed for our students to increase their cultural competency.

**3) *Recruit and retain qualified and diverse faculty– Strategic Goal/Initiatives 5.3***

Program Goal #2 - Recruit and retain qualified and diverse faculty committed to baccalaureate nursing education at the upper division level in a Christian liberal arts setting.

Program Goal #4 - Acquire and allocate fiscal, faculty, physical, clinical, library and learning resources to achieve the mission of the program.

Recommendation: As noted above, compensation comparisons with other colleges has been a disadvantage when recruiting faculty to full and part time positions. Graduate prepared professional nurses find salaries at health care institutions far higher than in academia and competition for them is often compensation based. The aging and impending retirements of current nursing faculty are not being adequately replaced by younger professionals. Yet the demand for nursing education is high. Creative ideas for attracting highly qualified faculty are needed. Included are up-to-date facilities as discussed above, course loads that allow time for scholarship and service, and compensation that is fair and reasonable as professional nurses move from clinical to academic environments.

**4) *Provide academic support for diverse student population – Strategic Goal/Initiative 1.5, 3.1.***

Program Goal #3 - Recruit and retain qualified and diverse students committed to the profession of nursing, who value the liberal arts as an essential foundation to the art and science of professional nursing practice

Recommendation: Diversity in the demographics in patient populations should and must be reflected in the nursing workforce caring for them. Recruitment of minority students interested in nursing and providing college services for their success and retention is an essential goal. The college in conjunction with academic departments should identify the academic and social support needs of diverse student populations to insure their success, and work diligently to meet those needs.

**5) *Provide opportunities for nursing students to engage the world – Strategic Goal/Initiatives 3.1, 4.3***

Program Goal #5 - Maintain a nursing program that meets quality standards of state and national professional nursing agencies.

While this program goal is broad and encompasses many aspects of the nursing curriculum, the faculty is particularly committed to inter-cultural understanding as an outgrowth of the sense of vocation and reflective practice. Nurses, by the very nature of the profession strive to demonstrate those values. The teaching of cultural competence is a quality standard in our national accrediting agencies.

Providing international travel experiences to Tanzania in three of the last four years, in partnership with the St. Paul Synod's programs and relationships within Tanzania, students have had an opportunity to enhance their understanding of health in a cultural context. They have been able to see their lives in perspective as compared to a third world country struggling to feed, educate and provide health care with severely limited resources. A service trip to Guatemala over spring break a few years ago was also an attempt to broaden the worldview of students and see the possibilities of service that they, with their particular skills, can offer. The Recommendation is to continue to provide the support and resources necessary to sustain the offering of international travel particularly to third world countries, and domestic experiences that meet this value and goal in the nursing program

#### **Section 4      Assessment**

##### **Simulation Lab – Strategic Goal/Initiatives 1.1 and 1.7**

##### **Use of Videoconferencing technology - Strategic Goal/Initiatives 2.6, 3.1**

**Program Goal #1 - Present a dynamic, contemporary curriculum that prepares individuals who are eligible for licensure by examination as a registered nurse, entry level professional practice upon licensure, and graduate study.**

**Program Goal #4 Acquire and allocate fiscal, faculty, physical, clinical, library and learning resources to achieve the mission of the program.**

In order to demonstrate that we have achieved these goals:

- realize an effective simulation lab where faculty are proficient in teaching relevant skills for all four levels of the nursing curriculum.
- take advantage of and be successful in the grant writing assistance of the Video Guidance company to purchase and incorporate the advantages of distance conferencing to provide enhanced learning opportunities for students and more efficient use of team teaching and interaction among the faculty on two campuses.
- partner with other health related departments on campus to create a
- learning environment that utilizes resources effectively and that creates an
- academic learning environment that is enhanced by the partnerships that
- logically go together for physical components and the opportunity for

- interdisciplinary work.

- **Recruit and retain qualified and diverse faculty– Strategic Goal/Initiatives 5.3**

**Program Goal #2 - Recruit and retain qualified and diverse faculty committed to baccalaureate nursing education at the upper division level in a Christian liberal arts setting.**

**Program Goal #4 - Acquire and allocate fiscal, *faculty*, physical, clinical, library and learning resources to achieve the mission of the program.**

In order to demonstrate that we have achieved these goals:

- hire qualified and diverse faculty to fill upcoming tenure track searches in the next 5 years.
- increase FTE of nursing department faculty by 1

- **Provide academic support for diverse student population – Strategic Goal/Initiative 1.5, 3.1.**

**Program Goal #3 - Recruit and retain qualified and diverse students committed to the profession of nursing, who value the liberal arts as an essential foundation to the art and science of professional nursing practice**

In order to demonstrate that we have achieved Goal 3:

- assure qualified students from diverse backgrounds who apply to the program will be included in future nursing class cohorts.
- partner with the college in identifying those supports needed for minority students' success in passing the licensure exam on the first try

**Provide opportunities for nursing students to engage the world – Strategic Goal/Initiatives 3.1, 4.3**

**Program Goal #5 - Maintain a nursing program that meets quality standards of state and national professional nursing agencies.**

In order to demonstrate that we have achieved Goal #5:

- continue to offer international nursing courses in third world countries at least every other year
- develop and implement additional domestic opportunities for students to engage with diverse populations, supported by relevant classroom experiences to increase cultural competence