College of Health & Human Services  
2006-07 Annual Achievement Report

The College of Health & Human Services is constantly striving to improve its academic programs, support services, and facilities. Routine review and assessment help to identify areas that could be improved. This report will summarize items identified during routine assessments as needing improvement, and the plan implemented to improve the item. This report will focus on those implement plans that resulted in improvements during the AY 2006-07.

1. Curriculum mapping in the ASN program as required by specialized accreditation determined that NSG 1131, Basic Nursing Practicum (3 hrs) students needed more time exposed to hands-on learning experiences in clinical settings. The ASN faculty proposed the combining of the NSG 1130 – Basic Nursing Concepts I (1hr) and NSG 1131 (3 hrs) into one 4 semester hour practicum course. Practicum courses require 2 class hours for each credit hour, therefore, 8 contact hours of practical learning experience would now be provided rather than the previous 6 hours. After the proper approval process, the 4 credit hour practicum hours was offered in the spring of 2006. Student progression at this level has increased. The number of failures in NSG 1130 and NSG 1131 during the 4 semesters preceding the implementation of the new policy was 65 (from Spring 2004 through Fall 2005). The number of failures in the revised NSG 1131 (which includes content of the previous NSG 1130) in the 4 semesters since the implementation of the new policy is 21 (from Spring 2006 through Fall 2007). This is a 68% decrease in the number of failures.

2. Discussions of the ASN Program faculty identified that students not successful in NSG 2253 – Maternal –Child Nursing were having problems with only one component of the course (either the maternal-infant portion or the pediatric portion). Faculty theorized that too much material was being covered in this one three credit hour course for optimal learning and understanding. The plan involved dividing the course into two 2-hr courses, Maternal-Infant Nursing and Nursing of Children. After approval through the appropriate channels, the two new courses were approved for implementation in the Spring of 2005. The classes were taught for the first time in the fall semester of 2006. Student failures in these components of the ASN program are down. Though the number of failures in the Maternal-Infant and Nursing of Children have not decreased, subjective data depicts that faculty as well as students are more pleased with having the course separated into 2 courses.

3. Faculty and nursing administration identified the need to update and improve the student computer laboratory in 2005. An inventory of existing equipment in student computer labs revealed outdated computers positioned on non-ergonomic tables. A SON technology ad hoc committee was formed to identify technological needs for each program. The budget was reviewed for resources to update computers and tables in the computer lab. After cost projections, student lab fees were identified as a funding source and allowed to accumulate in order to
purchase the new equipment needed. In May 2007, updated computers and new computer tables with pull-out and adjustable keyboard trays were requested for the computer lab and installed in August 2007. The result is an updated computer lab that more effectively and ergonomically serves the needs of students in the Colleveview building.

4. Broken mannequins and outdated equipment in the Nursing skills lab resulted in the formation of a SON technology ad hoc committee to identify the most urgent needs for nursing labs in 2005. In fall 2005, the nursing lab coordinator completed an inventory of existing equipment and mannequins and compiled a list of needs. Appropriate resources for funding were identified. An ADECA grant was awarded in August 2006 for $115,000 which allowed for the purchase of two computerized human patient simulators (CHPS), one for the Troy campus and one for the Montgomery campus, along with patient care modules and faculty training for the simulators. New adult, pediatric, and infant mannequins along with an IV pump (the first one in the lab), a feeding pump, and electronic blood pressure machine and three laptops were purchased with lab money. The CHPS was received and placed in a secure classroom for use in teaching in January 2006. Formal training of faculty was completed in May 2007. The simulator has been used to stimulate realistic critical thinking and problem-solving.

5. The physical facilities of the nursing skill lab lacked adequate privacy, electrical outlets and sinks for optimal functionality. The SON faculty, facilitated by the lab coordinator, compiled a list of needed improvements in the skills lab that would improve the flow of traffic and learning environment in the nursing skills lab. In February 2007, a request was made and approved for $20,000 in renovations to the skills lab (creation of wall for privacy, installation of additional electrical outlets, addition of new sinks and appropriate faucets). Work was completed during the summer of 2007. The physical improvements in the nursing skills lab have facilitated teaching and learning in the nursing skills lab.

6. The noise of large groups of nursing students congregating in one study area just outside classroom in the Colleveview building had begun to present some problems. To prevent visiting, and to promote more study, it was proposed in the Fall 2006 that tables for individual or small group study be placed at numerous places throughout the building. As lab monies became available, tables and chairs were purchased. In the late summer, five different student study areas were established with wireless internet capabilities.

7. NASSM accreditation standards required a re-examination of internship standards and expectations in SFM. The internship packet was revised and updated in 2006 and has been implemented since Spring 2007.

8. After adopting the Praxis II as the state wide assessment for teacher certification, the Alabama State Department of Education modified its requirement for certification during summer 2005. The Health & Physical education faculty recognized the need to modify their curriculum to fall in line with the new state requirements. Faculty engaged in curriculum mapping to identify courses meeting certain state requirements. The modified course curricula were implemented in the Fall 2006.
9. High interest and enrollment in the Sport & Fitness Management program by students from non-related fields was perceived by faculty to be an obstacle to teaching programs at the level of graduate rigor. A plan to identify the areas of greatest concern resulted in the determination of four courses that were identified as undergraduate prerequisites for admission to the SFM graduate courses: statistics, sport administration, sport law, sport marketing. Beginning in Fall 06 applicants were advised to complete these undergraduate courses prior to enrolling in the similar graduate level course.

10. Students were not performing well on their national boards in the written simulation portion. It was theorized that ATE students have little skill or practice in critical thinking and problem solving. A plan to include critical thinking and problem solving elements into all ATE was devised and implemented in Spring 2006. Additionally, reasoning skills were taught by instructors along with a logical progression of problem solving. Instructors have engaged students in lectures by asking “What would you do? Why?” National Boards pass rate improved from 80% in Fall 2006 to 87% in Fall 2007.

11. The Social Work program was placed on conditional status with the Council of Social Work Education in October 2005, pending evidence that evaluation is ongoing and that results of study and evaluation are utilized in program improvements. During the 05-06 AY faculty revised measurement procedures and submitted its plan to the Commission on Accreditation in October 2006. In November 2006, a modified site visit confirmed that the plan had been implemented. At the January 2007 meeting, the Commission restored the program to full accredited status.