# FY22 Annual Report

Judy Neubrander, EdD, FNP-BC | Dean

# Table of Contents

# Illinois State University's Mennonite College of Nursing

## Mission Statement

Mennonite College of Nursing promotes excellence and innovation in education while striving to improve health locally and globally through exceptionally well-prepared nurses.

## Vision Statement

The vision of Mennonite College of Nursing is to be a community that sets the standard for excellence in nursing practice and education, changing the world one exceptionally well-prepared nurse at a time.

# Mennonite College of Nursing Strategic Goal Alignment with Educate • Connect • Elevate: Illinois State

Developed in 2018 through the spirit of shared governance, the Mennonite College of Nursing 2018-2023 Strategic Plan shapes the direction of human and fiscal resources. The strategic goals will serve as a guide for the College over this five-year period. Primary focuses for the College continue to be maintaining excellence, adapting to the changing healthcare climate, and preparing students to make a difference in our global society.

| 2018-2023 Educate, Connect, Elevate | MCN Strategic Goal 1: Teach Our Students with Excellence | MCN Strategic Goal 2: Strategically Grow Research and Scholarly Works | MCN Strategic Goal 3: Collaborate with Our Community | MCN Strategic Goal 4: Develop Diverse Clinical Experiences for Students | MCN Strategic Goal 5: Grow and Promote a Premier Institution of Nursing Excellence |
|---|---|---|---|---|---|
| ECE Goal 1: Enhance Strength and Stability | ✔ | ✔ | ✔ | ✔ | ✔ |
| ECE Goal 2: Foster Innovation | ✔ | ✔ | ✔ | ✔ | ✔ |
| ECE Goal 3: Nurture Diversity and Inclusion | ✔ | | ✔ | ✔ | ✔ |
| ECE Goal 4: Enrich Engagement | ✔ | ✔ | ✔ | ✔ | ✔ |

2018-2023
# Strategic Map

**Teach Our Students with Excellence** — OBJECTIVE 1
- Programs
- Curriculum
- Leadership and Development
- Technology

**Strategically Grow Research and Scholarly Works** — OBJECTIVE 2
- Reputation
- Focus
- Technology

## Mission

Mennonite College of Nursing promotes excellence and innovation in education while striving to improve health locally and globally through exceptionally well-prepared nurses.

**Collaborate with Our Community** — OBJECTIVE 3
- Strengthen and Develop Partnerships
- Develop Stronger Focus on Healthcare Delivery Outside of Acute Environment
- Capture and Highlight Community Service of College
- Strengthen Alumni Engagement

**Grow and Promote a Premier Institution of Nursing Excellence** — OBJECTIVE 5
- Culture
- Marketing
- Foundation Building
- Faculty and Staff Development and Funding
- 100th Anniversary Celebration
- Business Process Excellence

**Develop Diverse Clinical Experiences for Students** — OBJECTIVE 4
- Assure Varied Clinical Experiences
- Expand Clinical Partnerships
- Expand Role of Simulation Learning to Enhance Clinical Experiences

# Mennonite College of Nursing

## A. Mennonite College of Nursing Committees

MCN supports shared governance by authority of the University's Academic Senate. Under the umbrella of the College Council (CC) – comprised of tenured and tenure-track faculty, instructional assistant professors, and staff – standing committees serve to support the missions of the College and University. On average, committees meet monthly to accomplish shared goals.

College committees include:

- College Elections Committee (CEC)
- Prelicensure Curriculum Committee (PCC)
- Prelicensure Program Committee (PPC)
- RN to BSN Committee (RN to BSN)
- College Research Committee (CRC)

- Technology Steering Committee (TSC)
- Graduate Program and Curriculum Committee (GPCC)
- Simulation Committee (SC)
- College Faculty Status Committee (CFSC)
- Department Faculty Status Committee (DFSC)

The following committees, including external constituencies, also provide governance to the College:

- The MCN Dean's Council – consisting of the Dean, the Associate Dean for Academics, Associate Dean for Academic Support, and the Associate Dean for Research – provides oversight for College strategic goal development and resource management.
- The Mennonite Nurses Alumni Organization (MNAO) is led by a volunteer board of directors that works in tandem with College and University Alumni Relations staff to promote collaboration and fellowship among graduates and students at the College.
- The Strategy and Planning Council (SPC) is comprised of committed community members external to the College and provides strategic visioning, branding, outreach, development, and communication of strategic priorities to external constituencies.

## B. Mennonite College of Nursing:

## Faculty and Staff Headcount by Fiscal Year

The College continues to recruit and retain outstanding nurse educators and researchers despite national faculty shortages.

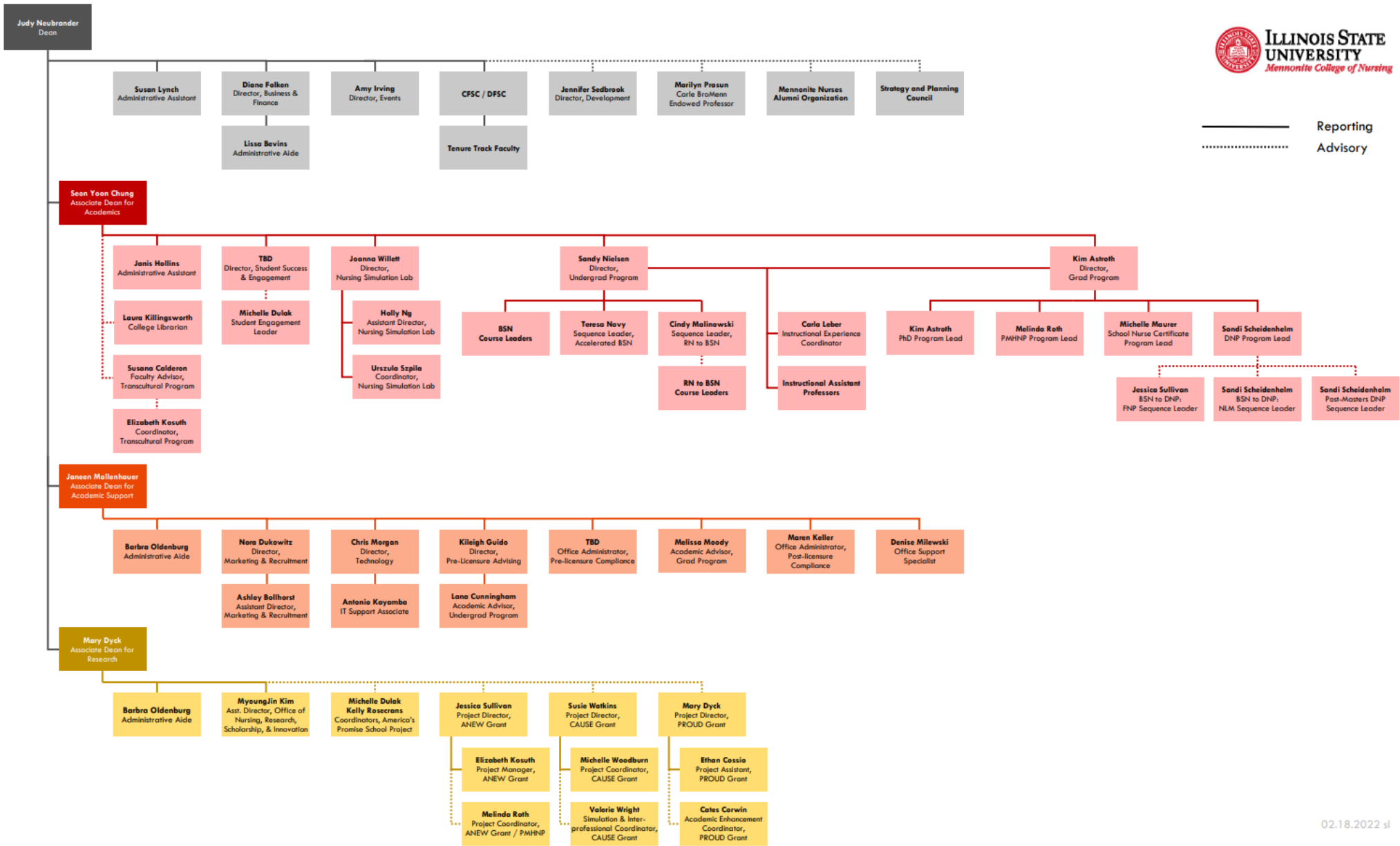|  | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022* |
|---|---|---|---|---|---|
| Full Time Tenured or Tenure-Track Faculty | 20 | 23 | 22 | 19 | 18 |
| Full-Time Instructional Assistant Professors | 17 | 18 | 21 | 24 | 22 |
| Part-Time Instructional Assistant Professors | 67 | 67 | 63 | 43** | 50 |
| Administrative Professional Staff | 8 | 9 | 10 | 10 | 7 |
| Civil Service Exempt Staff | 4 | 7 | 8 | 8 | 7 |
| Civil Service Non-Exempt Staff | 5 | 4 | 5 | 5 | 5 |
| **Total**** | 121 | 129 | 129 | 111 | 109 |

\*    As of spring 2022; does not include Extra Help positions

\*\*   Intentional decrease in PT NTT faculty due to hiring more FT faculty to support instruction

## C. College Building Locations and Utilization

The faculty and staff at Mennonite College of Nursing are currently spread across two buildings.  As the majority are located in Edwards Hall, the reality of anticipated new hires could result in doubling occupancy per single office space for some faculty by spring 2023.  A smaller number of faculty and staff are situated at the Nursing Simulation Lab.  With a target completion date of spring 2024, renovations to and expansion of the Nursing Simulation Lab will allow for additional faculty hires to meet the growth projections in the undergraduate program.  Located at the corner of Locust Street and Normal Avenue this modular building accommodates assessment labs, classrooms, patient simulation areas, and offices.  Students have access to this building from 7:30 a.m. – 8:00 p.m. Monday through Friday.

D. Mennonite College of Nursing: Organizational Chart



Illinois State University — Mennonite College of Nursing

**Judy Neubrander** — Dean

Reporting (solid line)
Advisory (dotted line)

Reporting to Dean (advisory):
- **Susan Lynch** — Administrative Assistant
- **Diane Folken** — Director, Business & Finance
  - **Lissa Bevins** — Administrative Aide
- **Amy Irving** — Director, Events
- **CFSC / DFSC**
  - **Tenure Track Faculty**
- **Jennifer Sedbrook** — Director, Development
- **Marilyn Prasun** — Carle BroMenn Endowed Professor
- **Mennonite Nurses Alumni Organization**
- **Strategy and Planning Council**

**Seon Yoon Chung** — Associate Dean for Academics
- **Janis Hollins** — Administrative Assistant
  - **Laura Killingsworth** — College Librarian
  - **Susana Calderon** — Faculty Advisor, Transcultural Program
    - **Elizabeth Kosuth** — Coordinator, Transcultural Program
- **TBD** — Director, Student Success & Engagement
  - **Michelle Dulak** — Student Engagement Leader
- **Joanna Willett** — Director, Nursing Simulation Lab
  - **Holly Ng** — Assistant Director, Nursing Simulation Lab
  - **Urszula Szpila** — Coordinator, Nursing Simulation Lab
- **Sandy Nielsen** — Director, Undergrad Program
  - **BSN Course Leaders**
  - **Teresa Novy** — Sequence Leader, Accelerated BSN
  - **Cindy Malinowski** — Sequence Leader, RN to BSN
    - **RN to BSN Course Leaders**
  - **Carla Leber** — Instructional Experience Coordinator
    - **Instructional Assistant Professors**
- **Kim Astroth** — Director, Grad Program
  - **Kim Astroth** — PhD Program Lead
  - **Melinda Roth** — PMHNP Program Lead
  - **Michelle Maurer** — School Nurse Certificate Program Lead
  - **Sandi Scheidenhelm** — DNP Program Lead
    - **Jessica Sullivan** — BSN to DNP: FNP Sequence Leader
    - **Sandi Scheidenhelm** — BSN to DNP: NLM Sequence Leader
    - **Sandi Scheidenhelm** — Post-Masters DNP Sequence Leader

**Janeen Mollenhauer** — Associate Dean for Academic Support
- **Barbra Oldenburg** — Administrative Aide
- **Nora Dukowitz** — Director, Marketing & Recruitment
  - **Ashley Bollhorst** — Assistant Director, Marketing & Recruitment
- **Chris Morgan** — Director, Technology
  - **Antonio Kayamba** — IT Support Associate
- **Kileigh Guido** — Director, Pre-Licensure Advising
  - **Lana Cunningham** — Academic Advisor, Undergrad Program
- **TBD** — Office Administrator, Pre-licensure Compliance
- **Melissa Moody** — Academic Advisor, Grad Program
- **Maren Keller** — Office Administrator, Post-licensure Compliance
- **Denise Milewski** — Office Support Specialist

**Mary Dyck** — Associate Dean for Research
- **Barbra Oldenburg** — Administrative Aide
- **MyoungJin Kim** — Asst. Director, Office of Nursing, Research, Scholarship, & Innovation
- **Michelle Dulak / Kelly Rosecrans** — Coordinators, America's Promise School Project
- **Jessica Sullivan** — Project Director, ANEW Grant
  - **Elizabeth Kosuth** — Project Manager, ANEW Grant
  - **Melinda Roth** — Project Coordinator, ANEW Grant / PMHNP
- **Susie Watkins** — Project Director, CAUSE Grant
  - **Michelle Woodburn** — Project Coordinator, CAUSE Grant
  - **Valerie Wright** — Simulation & Inter-professional Coordinator, CAUSE Grant
- **Mary Dyck** — Project Director, PROUD Grant
  - **Ethan Cassio** — Project Assistant, PROUD Grant
  - **Cates Corwin** — Academic Enhancement Coordinator, PROUD Grant

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# Accomplishments and Measures of Productivity for FY22

## A. COVID-19

Mennonite College of Nursing's response to the pandemic was swift. In March 2020, the College applied for and was granted $78,571 through the CAUSE COVID-19 Telehealth Education Project (CCTE), available only to HRSA CAUSE grantees. CCTE supported the development and implementation of telehealth and COVID-19 online learning modules to prepare nursing students to respond to the COVID-19 needs of the university and community and reduce the risk of spreading COVID-19.

The MCN COVID-19 Committee established in July 2020 has continued to meet weekly throughout the year to discuss university communications and to develop comprehensive protocols for MCN faculty, staff, and students. The committee works in collaboration with the offices of Student Affairs, Dean of Students, and Environmental Health and Safety, among others. The committee's oversight includes safety in the NSL and with clinical placement. The function of this committee is critical given the evolving nature of COVID-19 and the impact on student protocols for patient care. Consequently, MCN faculty and staff have the tools and knowledge they need to consistently model safe, responsible behavior in their classrooms and clinicals.

In August 2020 Dr. Jarvill spearheaded a related initiative to develop a campus-based contact tracing program. MCN students gained valuable experience in public health through their participation in the contact tracing program. Dr. Michelle Maurer assumed leadership for the program in spring 2021. Currently, university contact tracing is being maintained by the McLean County Health Department.

Under the direction of the Associate Dean for Academic Support and in collaboration with the Office of Environmental Health and Safety (EHS), numerous student protocols associated with N95 mask fit testing continue to be implemented with short notice.

Over 400 students have been fit tested through the EHS Office at ISU since the onset of COVID-19. These masks are critical in safeguarding students and patients from possible infection. University reports, which are run through Campus Solutions, allow MCN staff to check for student vaccination or SHIELD testing compliance necessary for clinical placement. Currently, 97% (N=418) of all MCN undergraduate students and 96% (N=49) of graduate students participating in a spring 2022 clinical, practicum, or residency are vaccinated.

Compared to intermittent disruption of clinical placements in FY21, the vast majority returned to face-to-face in FY22. As hospital units became increasingly populated with COVID-19 patients, and with the utmost safety protocols in place, agencies began to allow clinical groups to provide care for patients infected with the virus. Despite the demand on human resources, facilitating clinical immersion during a pandemic will afford students a unique perspective into the world of healthcare.

## B.  Student Admission, Enrollment, Retention, Degrees Conferred

With the anticipated expansion of the Nursing Simulation Lab, plans are underway to incrementally admit an additional 100 prelicensure students per year over the next several fiscal years. In spring 2022, undergraduate prelicensure enrollment hovers at 632, and by fall 2025 that number is expected to be over 1000. Despite initial concerns about the possible impact of COVID-19 on nursing enrollments for FY22, enrollment metrics remained stable.

As part of the College's strategic growth plan, fall 2021 FTIC enrollment targets were adapted to account for over 15% growth (i.e., from 150 to 173). This target was met with the same high-caliber students as in previous fiscal years. Proactive collaboration with Enrollment Management and Academic Services (EMAS) and key departments on campus was critical in planning for prerequisite seat needs over the next several fiscal years. As of this date, the College has admitted a competitive group of fall 2022 FTICs,

with earlier enrollment deposits consistent with pre-COVID-19 rates.  The average GPA for enrolled freshmen is approximately 3.95 with an average ACT of 27.  It should be noted that 70% of fall 2021 freshmen enrollees provided an ACT/SAT score when the University became test-optional for that admission term.

External transfer students for fall 2021 remained steady at 48, compared to 46 the prior fall.  Selections for the fall 2022 class are pending, with 3.5 times the number of applications as available seats.  The average admission GPA for this sequence is 3.78. A potential partnership with a healthcare institution in south-central Illinois has been in the works for the past year in collaboration with ISU's central administration.  If approved, an additional location for external transfers may be realized in that region.  As of this date, the memorandum of understanding is being reviewed by mutual legal teams.  A fall 2023 launch is anticipated following program approval and aggressive recruitment. Also in support of College growth, planned increases in the Accelerated Sequence are noted for the past two admission periods.  In summers 2018 and 2019, MCN enrolled 28 students compared to 39 in summer 2020 and 40 in summer 2021. Applications for summer 2022 remain open, with a target of enrolling 48 students.

In spring 2022 there are 461 undergraduate students and 24 graduate students engaged in learning activities in the nursing simulation lab.  In spring 2024 the lab will accommodate 570 undergraduate students and a stable 24 graduate students utilizing the space for learning and instruction following the completion of the renovation.  When at full undergraduate expansion, the renovated space will allow for over 800 students across a spring semester, which is the semester with the heaviest utilization.  Currently, the College will not be able to exceed 175 freshmen admits, 48 external transfers, and 48 accelerated admits yearly until the renovated space is available.

A slight decrease in the RN to BSN Sequence is noted for FY22 despite the establishment of dual admission (pathways) and dual enrollment (DE) partnerships with associate degree nursing programs and diploma programs in the state.  Since 2015 the number of partnerships with community colleges increased from four to 15.  They now include Heartland Community College, Illinois Central College, Illinois Valley

Community College, Parkland College, Graham Hospital School of Nursing, Southeastern Illinois College, Joliet Junior College, College of Lake County, Danville Area Community College, Elgin Community College, Kankakee Community College, Lake Land College, Lincoln Land Community College, Rend Lake College, and Richland Community College. To date, seven partnerships have included a formal partner signing ceremony at the partner institution with former President Dietz and Dean Neubrander in attendance. In addition, MCN is in the process of finalizing partnerships with City Colleges of Chicago, Sauk Valley College, and Triton College.

Considerable energy has been placed on growing dual admission and dual enrollment partnerships. Over time, and post-pandemic, it is anticipated that these partnerships will yield higher student enrollment rates.

Three newly adapted sequences for the Doctor of Nursing Practice (DNP) that launched in fall 2021 are intended to trigger higher enrollment numbers in sequences that can absorb the growth. The previous MSN-level FNP program has maintained a steady enrollment of 24-26 students each fall for the past five years. This target will remain the same moving forward in its DNP format. The previous NSA sequence has seen variations in enrollment, with a range of 9-20 admits over the past five years. PhD and DNP programs have seen enrollment numbers hover between 3-7 and 5-8, respectively. After its summer 2019 launch with 10 enrollees, the School Nurse Certificate Program enrolled 73 students for summer 2020 and 61 for summer 2021. The demand for this online program remains strong. With a cohort of 10, the post-masters Psychiatric Mental Health Certificate exceeded its target of six enrollees following the summer 2021 launch.

In spring 2022 the College was approved to begin offering the fully online BSN to PhD Sequence. Aggressive marketing and recruitment plans include automated email campaigns to MCN graduates, outreach to graduating MCN seniors, and social media posts and advertisements. The goal is to enroll a cohort of five students for fall 2022.

The following tables highlight student admission profiles and overall enrollment numbers by sequence.

| Undergraduate Admissions by Fiscal Year | | | | | |
|---|---|---|---|---|---|
| | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
| **Direct Admit Freshmen** | | | | | |
| Applications Received by Priority Filing 12/1 | 1089 | 1248 | 1674 | 1989 | 859* |
| Admitted | 356 | 380 | 371 | 451 | 477 |
| Average GPA of Enrolled | 3.89 | 3.84 | 4.0 | 4 | 3.8 |
| Average ACT of Enrolled^ | 27 | 27 | 28 | 27 | 25.4** |
| Enrolled | 130 | 139 | 143 | 137 | 173 |
| **External Transfers** | Changed admission terms to fall | **F'18** | **F'19** | **F'20** | **F'21** |
| Applications Received | N/A | 245 | 258 | 272 | 207 |
| Admitted | N/A | 42 | 57 | 52 | 56 |
| Average GPA of Enrolled | N/A | 3.86 | 3.81 | 3.78 | 3.69 |
| Enrolled | N/A | 40 | 47 | 46 | 48 |
| **Internal Transfers** | | | | | |
| Applications Received | 8 | 8 | 5 | 26 | 26 |
| Admitted | 0 | 1 | 0 | 2 | 2 |
| Average GPA of Enrolled | N/A | 4.0 | N/A | 3.80 | 3.35 |
| Average ACT of Enrolled | N/A | 31 | N/A | 21.5 | 24.5 |
| Enrolled | N/A | 1 | N/A | 2 | 1 |
| **Accelerated Option+** | **SU'18** | **SU'19** | **SU'20** | **SU'21** | **SU'22** |
| Applications Received | 114 | 83 | 131 | 133 | Pending |
| Admitted | 57 | 32 | 51 | 60 | Pending |
| Average GPA of Enrolled | 3.33 | 3.33 | 341 | 3.37 | Pending |
| Enrolled | 28 | 28 | 39 | 40 | Pending |
| **RN to BSN Sequence++** | | | | | |
| Applications Received | 45 | 76 | 79 | 91 | 63 |
| Admitted | 43 | 53 | 50 | 79 | 51 |
| Average GPA of Enrolled | 3.18 | 3.17 | 3.40 | 3.26 | 3.09 |
| Enrolled | 32 | 37 | 42 | 44 | 37 |

\*     By 12/1/21 priority filing; additional applications received after that date
\*\*     122 of 173 students submitted test-optional ACT/SAT scores
^     The ACT became test-optional beginning fall 2021.
\+     For students with a prior bachelor's degree
++     For current registered nurses seeking BSN completion in the online program

| Graduate Program Admissions by Fiscal Year | | | | | |
|---|---|---|---|---|---|
| | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
| **BSN to DNP (FNP Track) *** | | | | | F'21 |
| Applications Received | 56 | 59 | 61 | 63 | 52 |
| Qualified | 40 | 56 | 60 | 60 | 47 |
| Admitted | 24 | 25 | 24 | 24 | 24 |
| Enrolled | 24 | 25 | 24 | 24 | 22 |
| **BSN to DNP (NLM Track) **** | | | | | |
| Applications Received | 20 | 14 | 11 | 16 | 17 |
| Qualified | 20 | 10 | 9 | 15 | 14 |
| Admitted | 20 | 10 | 9 | 15 | 14 |
| Enrolled | 18 | 9 | 5 | 14 | 14 |
| **School Nurse Certificate ***** | | SU'19 | SU'20 | SU'21 | SU'22 |
| Applications Received | N/A | 11 | 90 | 76 | Pending |
| Qualified | N/A | 10 | 79 | 73 | Pending |
| Admitted | N/A | 10 | 79 | 73 | Pending |
| Enrolled | N/A | 10 | 73 | 61 | Pending |
| **Post-masters Mental Health Nurse Practitioner Certificate**** | | | | SU'21 | |
| Applications Received | N/A | N/A | N/A | 12 | Pending |
| Qualified | N/A | N/A | N/A | 12 | Pending |
| Admitted | N/A | N/A | N/A | 12 | Pending |
| Enrolled | N/A | N/A | N/A | 10 | Pending |
| **PhD** | | | | | F'21 |
| Applications Received | 4 | 4 | 6 | 7 | 7 |
| Qualified | 4 | 4 | 4 | 7 | 7 |
| Admitted | 4 | 4 | 4 | 7 | 7 |
| Enrolled | 4 | 3 | 4 | 7 | 3 |
| **DNP: Doctorate of Nursing Practice** | | | | | F'21 |
| Applications Received | 8 | 7 | 9 | 11 | 14 |
| Qualified | 8 | 7 | 9 | 9 | 13 |
| Admitted | 8 | 5 | 9 | 9 | 13 |
| Enrolled | 8 | 5 | 8 | 7 | 7 |

\*      Transitioned to BSN to DNP (FNP Track) from an MSN FNP Sequence in fall 2021
\*\*     Transitioned to BSN to DNP (NLM Track) from an MSN Nursing Systems Administration Sequence
        in fall 2021
\*\*\*    First cohort enrolled summer 2019

| Headcount Enrollment:  All Programs by Fiscal Year* | | | | | |
|---|---|---|---|---|---|
| | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | Spring 2022 |
| **Undergraduate Program** | | | | | |
| Prelicensure | 539 | 532 | 544 | 535 | 594 |
| RN to BSN | 36 | 56 | 66 | 75 | 67 |
| Accelerated | 17 | 26 | 24 | 37 | 38 |
| Total Undergraduate | 592 | 614 | 634 | 647 | 699 |
| **Graduate Program** | | | | | |
| Master's | 93 | 85 | 83 | 92 | 45** |
| PhD | 24 | 18 | 16 | 15 | 12 |
| DNP | 15 | 11 | 14 | 13 | 51** |
| **Certificates** | | | | | |
| FNP^ | N/A | N/A | N/A | N/A | 2 |
| PMHNP^^ | N/A | N/A | N/A | N/A | 10 |
| Total Graduate | 132 | 115 | 115 | 120 | 120 |
| **College Total** | | | | | |
| | 724 | 728 | 749 | 767 | 819 |

\*       Enrollment Headcount on 2/1

\*\*      MSN FNP and NSA Sequences transitioned to DNP Programs in fall 2021

^        FNP Certificate #'s were incorporated into MSN #'s until spring 2022 where they are now listed separately

^^      PMHNP Certificate 1st cohort enrolled in summer 2021

## Retention

Retention data drives programming and student engagement strategies.  Five-year retention rates for undergraduate and graduate students remain high in the mid 80 to high 90 percentile ranges when considering dismissals and withdraws.  The College continues to exceed the Commission on Collegiate Nursing Education (CCNE) expected program completion rate of 70% for both undergraduate and graduate students.  When only considering fall to spring retention rates for FTICs and external transfers, retention rates are an impressive 97.1% and 96%, respectively.  Additionally, the four-year graduation rate for 2021 MCN FTICs was 98.3%.

| Graduations/Degree by Program by Academic Year | | | | | |
|---|---|---|---|---|---|
| | 2017-2018 (SU/FA/SP) | 2018-2019 (SU/FA/SP) | 2019-2020 (SU/FA/SP) | 2020-2021 (SU/FA/SP) | 2021-2022 (SU/FA) |
| B.S. in Nursing (RN to BSN, Accelerated BSN, Traditional) | 179 | 180 | 183 | 217 | 76 |
| M.S. in Nursing | 31 | 32 | 27 | 30 | 7 |
| School Nurse Certificate | N/A | N/A | 9 | 73 | 60 |
| Post-Masters FNP Certificate** | N/A | N/A | N/A | 1 | 0 |
| PMHNP Certificate*** | N/A | N/A | N/A | 0 | 0 |
| PhD in Nursing | 5 | 6 | 4 | 1 | 1 |
| DNP in Nursing | 0 | 5 | 0 | 4 | 4 |
| Total | 215 | 223 | 223 | 326 | 148* |

\*      Does not include pending spring 2022 graduates that will add to this number

\*\*      Prior to FY21, these graduates were listed with the *M.S. in Nursing* graduation numbers

\*\*\*      First cohort was admitted in summer 2021; cohort is scheduled to graduate at the end of summer 2022

## C. Licensure Pass Rates

Mennonite College of Nursing undergraduate students achieved a 96% percent pass rate on the national nursing licensure examination (NCLEX-RN) for 2021, better than state (82%) and national (82%) averages.  Graduates of MCN's Family Nurse Practitioner (FNP) Sequence achieved a 100% pass rate on the national family nurse practitioner Certification examination in 2021.

| NCLEX-RN (National Council Licensure Examination for Registered Nurses) First Time Writer Pass Rates - By Calendar Year | | | | | |
|---|---|---|---|---|---|
| | 2017 (n=163) | 2018 (n=160) | 2019 (n=164) | 2020 (n=169) | 2021 (n=187) |
| MCN Pass Rate | 95% | 96% | 95% | 96% | 96% |
| Illinois Pass Rate | 86% | 88% | 88% | 88% | 82% |
| Nationwide Pass Rate | 87% | 88% | 88% | 87% | 82% |

| Family Nurse Practitioner Certification<br>First Time Writer Pass Rates<br>By Calendar Year | | | | | |
|---|---|---|---|---|---|
| | 2017 (n=24) | 2018 (n=24) | 2019 (n=24) | 2020 (n=22) | 2021 (n=24) |
| MCN Pass Rate | 100% | 100% | 96% | 95% | 100% |
| Nationwide Pass Rate | 82.9% | 86% | 86% | 87% | Not available |

# D. National Rankings

The online RN to BSN Sequence and the Nursing Systems Administration Sequence (i.e., now called Leadership Management) continue to be ranked by *U.S. News and World Reports* recognition of *Best Online Programs*. MCN's online RN to BSN Sequence ranked 19th in the country when combined with the university's Health Sciences major. The MSN program ranked 119th. While these fell slightly from the previous year's rankings of #14 and #108, respectively, they still reflect high-quality programs that ranked higher than several other schools for these prestigious honors. For perspective, the RN to BSN Sequence was ranked at #186 in the 2017 report. Bachelor's degree programs were rated on engagement, services and technologies, faculty credentials and training, and expert opinion.

# E. Faculty & Staff Accomplishments:
## Contributions, Awards, Publications, and Grants

The faculty and staff at Mennonite College of Nursing continue to excel in teaching, research, and service at the College level, University level, and via agency, state, and national recognition. In 2021, the faculty and staff listed below have received recognition for their professional contributions, awards, and nominations:

**Awards and Honors by Calendar Year**

- Blakeman, J. (2021). Clarence W. Sorensen Distinguished Dissertation Award, Illinois State University.

- Blakeman, J. (2021). Alumnus of the Year, Millikin University School of Nursing, Decatur, IL.

- Calderon, S. (2021). Research Initiative Award, Illinois State University.

- Calderon, S. (2021). Early Career Research Award, Mennonite College of Nursing, Illinois State University.

- Calderon, S. (2021). RISE Award, Illinois State University Covid Challenge Recognition.

- Chung, S. Y. (2021). 40 Under Forty Emerging Nurse Leaders, Illinois Nurses Foundation (INF).

- Dyck, M. J. (2021). Million Dollar Club, Illinois State University.

- Hammer, D. (2021). Nominated to serve on NANN (National Association of Neonatal Nurses) Small Grant Committee.

- Hammer, D. (May 9, 2021). Carle Foundation Nurses Week Essay Writing Contest Winner "In the Blink of an Eye".

- Hammer, D. (May 24, 2021). Carle BroMenn Way To Be Award.

- Kim, M. J. (2021). RISE to the COVID Challenge Recognition, Illinois State University.

- Mollenhauer, J. (February 2022- not calendar year). Distinguished Service Award for Administrative Professionals, Illinois State University.

- Novotny, N. (2021). RISE to the COVID Challenge Recognition.

- Pence, P. (2021). Dr. Kathleen A. Hogan Faculty Development Award, Mennonite College of Nursing, Illinois State University.

- Prasun, M. (2021). Researcher to Know, Illinois Science and Technology Coalition (ISTC).

- Reitz, O. E. (2021). RISE to the COVID Challenge Recognition, Illinois State University.

- Shropshire, M. (2021). Research Initiative Award. Research and Sponsored Programs at Illinois State University.

- Shropshire, M. (2021). Early Career Research Award. Mennonite College of Nursing at Illinois State University.
- Shropshire, M. (2021). IBHE Nurse Educator Fellowship. Illinois Higher Board of Education and the Center for Nursing.
- Sullivan, J. (2021). Graduate Program Teaching Excellence Award Recipient, Mennonite College of Nursing, Illinois State University.
- Sullivan, J. (2021). Million Dollar Club, Illinois State University.

**Publications by Calendar Year**

During calendar year 2021, Mennonite College of Nursing had 20 publications with an additional eight manuscripts in press and 21 manuscripts in review. While the number of manuscripts accepted and published during 2021 is lower than the 32 publications in 2020, the 21 manuscripts in review bode well for 2022 publications. Clearly, overall publication numbers are increasing considering the 22 publications in 2019, 25 in 2018, and 16 in 2017.

- Adelman-Mullally, T., Kerber, C., Reitz, O.E. & Kim, M.J. (2021, June 1). Alcohol abstinence self-efficacy and recovery using Alcoholics Anonymous: An integrative review of the literature. *Journal of Psychosocial Nursing, 59*(12) 33-39.
- Calderon, S., Chung, S.Y., Field, C., & Mortimer, N. (2021, May 14). Children tooth brushing behavior and oral microbiota: A pilot study. *MPI Oral, 1*(2), 112- 121; https://doi.org/10.3390/oral1020012
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## External Grants by Fiscal Year

The following table reflects the funded external grant amounts for the College for the past five fiscal years:

| External Grant Submissions and Award Funding Received by Fiscal Year | | | | | |
|---|---|---|---|---|---|
| | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
| New Submission Funding Requested (# of proposals) * | $1,372,919 (7) | $3,200,105 (8) | $852,365 (5) | $2,071,214.80 (13) | $4,404,109 (5) |
| Award Funding Received (# of awards) ** | $1,311,991 (7) | $2,140,449 (6) | $1,876,630 (5) | $1,965,475 (6) | $1,435,503 (7) |

\*     Per Associate Dean for Research
\*\*    Per MCN Director of Business and Finance

- A PROUD (i.e., pre-entry and retention opportunities for undergraduate diversity) grant was funded in the amount of $2 million from the U.S. Department of Health and Human Services, Health Resources and Services Administration (HRSA), to support developing diversity in the nursing workforce.  Of the total grant amount, $495,750 was awarded during FY21.  The grant end date was June 30, 2021, but the College was awarded a $386,400 extension for FY22.

- A $1.4 million Advanced Nursing Education Workforce (ANEW) grant from the Bureau of Health Workforce in the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services was awarded to the College on July 1, 2019.  The four-year grant ending in 2023 will provide $700,000 per year to prepare students enrolled in the Family Nurse Practitioner (FNP) Sequence of the graduate program to practice primary care in rural and underserved settings through academic and clinical training.  The grant will provide development opportunities for clinical preceptors and financial support for 30 FNP students per year.  Only fifty of these grants were awarded in the nation.
- The College received a $2.8 million Health Resources and Service Administration (HRSA) grant on July 1, 2018, to launch the Change Agents to the Underserved Service Education (CAUSE) project.  MCN is one of 42 universities nationwide and four universities in the state of Illinois to receive the four-year grant.  The project aims to increase the number of nurses working in primary care at the full scope of their license, improve the health and well-being of patients outside the hospital, prevent hospital readmission, and ultimately, coordinate care and management of chronic illness, mental health, and substance use issues.  The award amount for FY22 was $699,503.

## External Monetary Awards

- Blakeman, J. (7/31/21-7/31/22).  A nationwide study of emergency department nurses' acute coronary syndrome symptom knowledge and triage decisions, ENA, $6,000.
- Blakeman, J. (6/1/21-5/31/22). Acute Coronary Syndrome Symptoms, Sigma Theta Tau International, $3,000.
- Chung, S. (05/15/21-05/31/23). Effect of exercise training on inflammatory pathways in older adults with chronic kidney disease, ANNA, $15,000.
- Gulley, T. (5/24/21-4/30/22). Perception of tobacco use risk, maternal fetal attachment, and perceived stress as factors associated with tobacco use during pregnancy, Sigma Theta Tau - Xi Pi Chapter, $2,000.
- Nielsen, S. (7/1/21-6/30/22) Nurse Educator Fellow, Illinois Board of Higher Education. $10,000.

## Internal Monetary Awards

- Blakeman, J. – PI, Calderon, S., Kim, M., Prasun, M., Watkins, S., (7/1/21-6/30/22). Knowledge, attitudes, and beliefs related to acute coronary syndrome symptoms and perceived acute coronary syndrome risk in Spanish-speaking and English-speaking Hispanic and Latino/a//x individuals in the United States, University Research Grant, Illinois State University, $4,000.
- Hammer, D., (7/1/21-6/30/22). Impact of video recorded skills assessment on nursing student medication administration competence. University Research Grant, Sponsored by Illinois State University, $4,750.
- Johnson, B. (7/1/21-6/30/22) Gerontological Nursing Modules for Continuing Education Peer Review-. University Research Grant, Illinois State University, $1,125.
- Stockman, C. – PI, Ford, C., Peterson, K., (7/1/21-6/30/22). Nursing Faculty well-Being: A Focus Group Study, University Research Grant, Illinois State University, $800.
- Novotny, N., (7/1/21-6/30/22). Important behaviors for nursing student preceptee success in a capstone clinical course, SoTL URG, $5,000.
- Shropshire, M., (7/1/21-6/30/22). Research Initiative Award, $500.
- Wright, V., (7/1/21-6/30/22). Evaluation of the innovative card game "Collaborate: Learning IPE One Hand at a Time", SoTL Teaching Innovations Grant, $2,500.
- 2021 Summer Research Fellowships were awarded to:
  - Dr. John Blakeman $4,500.
  - Dr. Susana Calderon $5,000.
  - Dr. Nancy Novotny $4,500.

# F. Student Accomplishments

Mennonite College of Nursing undergraduate and graduate students support the Mission of the College and University through their involvement in a wide variety of organizations and activities, including scholar programs, leadership development and mentorship programs, nursing simulation support, research, and study abroad opportunities. Below is a summary of these activities:

**Student Scholars**

Between 2018 and 2021 the percent of Presidential Scholars in the nursing major has steadily increased from 1.96% (e.g., one of 51) to 10.24% (e.g., 17 of 166). The percent of University Scholars in the nursing major has ranged from 2.77%-12.04% during that same time period. In fall 2021, 23.76% (e.g., 169 of 711) of undergraduate nursing students were enrolled in the Honors Program, the highest in five years.

**Committees**

As part of the formal plan for College assessment, students are elected to serve on college council and each standing committee as outlined in the bylaws. Nine students have been elected this academic year to serve on their respective committees.

**Leadership Academy**

Twenty graduating seniors participated in the fourth annual senior Leadership Academy, led by Tom Carroll, former Executive Vice President, and Chief Administrative Officer at RR Donnelley. The free, not-for-credit program focuses on establishing a strong leadership philosophy and strengthening the newly graduated nurse's ability to lead others. The College offered the program despite the initial challenges presented by COVID-19 restrictions.

**Nursing Christian Fellowship**

MCN started a Nursing Christian Fellowship chapter at ISU two years ago. The chapter is also listed as a registered student organization. Under the direction of the faculty advisor, Dr. Valerie Wright, discussions focus on Christianity and the profession of nursing.

**Mentors**

Fourteen volunteer junior and senior peer mentors, referred to as Peer Support Persons (PSPs), are hired each year to support incoming nursing students at their orientation and throughout the academic year. They also assist at College recruitment events. Ten junior-

or senior-level peer tutors are hired each year to support students needing academic assistance. They provided over 60 hours of collective tutoring during the fall 2021 semester. These mentors and tutors support student retention efforts and content mastery.

**Nursing Simulation Lab (NSL) Support**

This past year nineteen senior students were hired into student worker roles to facilitate skills practice, assist in the psychomotor skills course, act as standardized patients in simulation, and assist the students in recording their skills competency exams. Four extra help staff members from the community also serve as standardized patients in the NSL each semester.

**Student Nurses Association (SNA)**

The Student Nurses Association supports focused service work through their yearly activities. This year SNA students volunteered at the Midwest Food Bank, created a nursing-themed homecoming float, and showed their MCN spirit while walking in the ISU homecoming parade. Holiday events promoted community and celebration. Multiple fundraisers helped support programming and activities. Before the end of the spring semester, SNA students will be hosting a Q & A session for nursing students living on their themed living-learning community floor in Hewitt Hall and will be participating in a group fitness exercise class and yoga on the quad.

**Research**

Four students (i.e. two DNP and two PhD) presented at the 2022 Midwest Nursing Research Society in March 2022.

Numerous graduate students are working with faculty on research studies. Some of these students are presenting at the Midwest Nursing Research Society as noted above. Two doctoral students are participating in the gerontological research circle given their research on older adults. Another undergraduate student is working with Dr. Marilyn Prasun and a PhD student on a learning needs assessment of nursing staff in long-term care facilities.

**Transcultural Nursing Experiences**

The College has a long-standing history of providing both undergraduate and graduate students the opportunity to examine nursing care in a location that is culturally different from central Illinois. Culturally and clinically diverse experiences across three unique locations serve as an avenue for personal and professional growth. The two-week immersions in May have included placements through the University of Panama in Panama City, Panama; the Vladimir Medical College in Vladimir, Russia; and the University of Campinas in Campinas, Brazil. The College has also hosted students from Russia and Brazil, typically during a two-week stay in the fall of each academic year.

Trips typically scheduled to Panama, Russia, and Brazil in May 2021 were canceled due to COVID-19. Additionally, faculty and students from Russia and Brazil were unable to visit the College during the fall 2021 semester due to continued concerns around the pandemic. Currently, conversations are underway to send a group of students to Panama in May 2022 depending on COVID-19 vaccination requirements and travel restrictions.

# G. Equity, Diversity, and Inclusion

In July 2017, MCN received a four-year, $2.0 million grant from the U.S. Department of Health and Human Resources – Health Resources and Services Administration. The purpose of this program is to increase recruitment, enrollment, retention, and graduation of nursing students from disadvantaged backgrounds by offering pre-entry and retention activities and professional development activities to encourage success in their educational programs. The PROUD program provides additional support to students through academic and peer support, mentoring, leadership, and financial support for those who qualify per the HRSA federal guidelines. Although the PROUD grant was scheduled to end on June 30, 2021, the College received a no-cost extension for a fifth year of funding until June 30, 2022.

Ten seniors from the PROUD Program graduated from the Prelicensure Sequence in May 2021 with an additional five accelerated program seniors graduating in August 2021. Of those 15 graduates, all have successfully passed the registered nursing licensure examination (NCLEX).

During the fourth year of the PROUD grant, MCN faculty, staff, and students participated in round two of the Learning Across Multidimensional Perspectives (LAMP) Climate and Culture Survey with the American Association of Colleges of Nursing (AACN). In many categories, MCN had over 10% more positive responses by students, faculty, and staff than the national data. In the category of climate and culture, there was a strong sense of community and cohesion. Staff responses that were 10% more negative than the national data included a need to address racial and ethnic diversity in the curriculum. In the category of fair treatment and discrimination, students, faculty, and staff had over 10% more positive responses than the national data, and survey participants felt that diverse students (e.g., male, students of color, LGBTQIA+, low-income) were treated fairly. Although, staff did note 10% more negative responses in the treatment of students aged 40 years and older. It should be noted that any negative responses by staff put MCN below the national data due to the low sample size. Responses from this survey will guide future conversation and programming.

One of the required goals of the PROUD grant was to implement a holistic admissions review for the prelicensure undergraduate program. During FY20, together with Enrollment Management at ISU, the College implemented a holistic admission review for FTICs in the prelicensure program beginning in fall 2020 for enrollment in fall 2021. This new process was successfully implemented, and there was an increase in the number of racially diverse students admitted into the program (e.g., see Chart 1). Since the implementation of the new process occurred during the pandemic, Enrollment Management chose not to make any changes in the program for the fall 2021 admissions process. An evaluation of the new process is in progress.

Accepted Students by Race 2018-2021
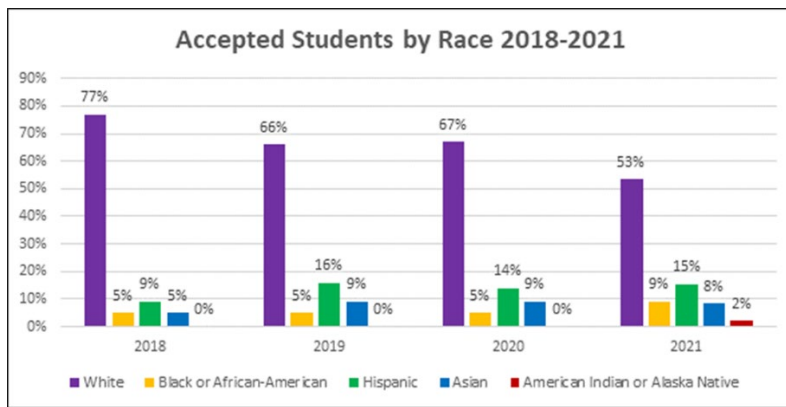
The PROUD mentoring program was continued in fall 2021 and spring 2022 with enrollees and mentors being matched based on similar interests. Financial aid in the amount of $101,250 was distributed to 30 students in the fall 2021 semester with spring 2022 distributions in progress. With the program coordinator having moved to the Chicago area in fall 2021 and with the grant set to end on June 30, 2022, a part-time program assistant was hired to manage the program for the remaining months.

Academic enhancement sessions for PROUD pivoted online in March 2020 due to the COVID-19 pandemic, but in FY22 events and programming moved to a mix of face-to-face and online events. Sessions are scheduled in advance via SignUpGenius.com, and a maximum of four students are allowed in any session. Academic enhancement activities afforded students the opportunity to work one-on-one with instructional assistant professor, Cates Corwin, for content tutoring and NCLEX preparation. In fall 2021, she spent at least 50 hours per month with students.

A celebration of the senior graduates from this program was held on April 15, 2021. The students received PROUD stoles to wear prior to the event to honor their achievements and completion of the program. A similar celebration is scheduled for April 14, 2022. The PROUD program has remained strong during this time, with only one student withdrawing in fall 2021. That student has now returned to both MCN and the PROUD program.

The director of the PROUD program participated in a 6-month program sponsored by the American Association of Colleges of Nursing (AACN), during which a faculty recruitment

capstone project was developed to increase diversity among tenure-track faculty. The recruitment process was revised based on the research for hiring diverse faculty and included the appointment of a diverse committee by the dean, modifications to the job descriptions to enhance diversity sentiment, and modifications to interview questions.

Comprised of both faculty and staff and in support of the Mission, the College established a Diversity, Equity, and Inclusion (DEI) Taskforce in fall 2020, to formalize conversation, training, and metrics around these important topics. Specifically, the task force is to develop proposals for programs and policies to increase equity, representation, and inclusion of students, faculty, and staff from diverse backgrounds, identities, and orientations. Goals include creating a College culture of equitability and inclusivity by encouraging social and educational opportunities, increasing the presence of minoritized and underrepresented faculty and staff, continuing to work with university partners to offer professional development to faculty and staff, increasing enrollment and graduation rates of minoritized and underrepresented students, and exploring ways to create academic enrichment and pipelines for high school students to enter nursing education.

In 2021, the DEI task force developed and distributed a newsletter to all MCN students, faculty, and staff that highlighted areas of awareness, education, and professional development as they relate to DEI. Currently, the task force is envisioning how MCN will support diverse students as the funding for the PROUD program grant ends on June 30, 2022. Discussions include the name of the program, structure, academic enhancement, mentoring, and scholarship development. In addition, the task force is redefining its mission, structure, responsibilities, and activities.

In the spring 2021 semester, faculty and staff were invited to attend an implicit bias workshop that helps explore the unconscious tendency to judge people based on past experiences and discover strategies to minimize bias in the classroom and in the workplace. Faculty and staff were also encouraged to attend the spring session of ISU's Culturally

Responsive Campus Community (Equity with a Mirror) Conference scheduled for March 19th.

The Mennonite College of Nursing Strategic Plan emphasizes the College's commitment to diversity and inclusion through defined College values: We value lifelong, curious learners and relationships with one another and our community.  We strive to improve health; demonstrate excellence in our work; provide service to and care for others; and display empathy, openness, advocacy, and purposeful action in an environment that welcomes diversity while promoting inclusion and the celebration of personal and professional accomplishments.

# H. Community Engagement

In support of community engagement, the College places around 418 undergraduate and 49 graduate students per each fall and spring semester in local and central-Illinois-based healthcare facilities.  Over two hundred and fifty clinical affiliation agreements have been established with agencies within a seventy-five-mile radius of Bloomington-Normal.  Partnerships include a variety of healthcare systems, not-for-profit, and advocacy organizations.  Clinical placements are mutually beneficial in that the partners provide learning opportunities for nursing students who might become future employees.  Nursing students have the advantage of exposure to multiple healthcare systems with varied clinical charting software and policies, creating a competitive edge for employment.

In order to support continuing education activities, the College worked with the Ohio Nurses Association to accredit MCN as an approved nursing continuing education provider through the American Nurses Credentialing Center in conjunction with Ohio Nurses Association.  The College must reapply in April 2024 for reaccreditation.  Collaborative

work with other colleges on campus will focus on filling gaps needed for continuing interprofessional education.

Several community partners in support of student clinical experiences, dual admission and dual enrollment programs, and research collaborations with the College will be highlighted in the Major Goal Accomplishments section to follow (i.e., section J).

## I.  Fundraising and Scholarships

In FY21, the College exceeded its fundraising goal of $1.04M, receiving a total of $1,505,203.08 in gifts and pledges.  This compares to a total of $3,097,824.25 received in FY20.  The FY22 fundraising goal is $2.3M. Data for FY22 will be available in the future Annual Consolidated Budget Report.

The Dean and the Development Director have worked diligently to cultivate new donors and share the College's vision for supporting a variety of scholarships and initiatives.  Below is a table that reflects the total gifts received by the College between 7/1/20 – 6/30/21.  It should be noted that the College established 9 new scholarships and created 10 new foundation accounts during this time period.

# ILLINOIS STATE UNIVERSITY
*Illinois' first public university*

**Fact Sheet, Fiscal Year 2021**

*July 1, 2020 to June 30, 2021*

**Mennonite College of Nursing**

## TOTAL PRODUCTION

| | |
|---|---|
| Foundation Gift Production | $1,486,203.08 |
| Sponsored Support | $19,000.00 |
| **Total** | **$1,505,203.08** |

## FOUNDATION GIFT PRODUCTION

**By constituent group**

| | |
|---|---|
| MCN alumni | $1,276,137.33 |
| Other ISU alumni | $70,345.75 |
| Corporations | $49,600.00 |
| Foundations | $4,550.00 |
| Friends | $85,570.00 |
| **Total** | **$1,486,203.08** |

**By purpose**

| | |
|---|---|
| Student | $1,117,755.13 |
| Faculty | $302,210.00 |
| Facility | $2,700.00 |
| Program | $63,537.95 |
| **Total** | **$1,486,203.08** |

**By type**

| | |
|---|---|
| Outright gifts | $193,515.90 |
| Pledge commitments | $99,232.50 |
| Revocable deferred gifts | $1,193,454.68 |
| Irrevocable deferred gifts | $0.00 |
| Gifts in kind | $0.00 |
| **Total** | **$1,486,203.08** |

**Foundation Gift Production**: Outright gifts; gifts in kind; pledge commitments; revocable and irrevocable deferred gifts to the Illinois State University Foundation.

**Sponsored Support**: Non-governmental grants received and administered by Illinois State University's Research and Sponsored Programs award management division.

## FOUNDATION SCHOLARSHIPS AND FUNDS

| | |
|---|---|
| Scholarship funds | 81 |
| Scholarships awarded | 126 |
| New scholarships established | 9 |
| Foundation funds | 127 |
| Foundation funds supported | 72 |
| New foundation funds created | 10 |

## ALUMNI STATISTICS

| | |
|---|---|
| MCN alumni donors to MCN | 197 |
| MCN alumni donors in Illinois | 150 |
| MCN alumni donors outside Illinois | 47 |
| Other ISU alumni donors to MCN | 113 |
| Other ISU alumni donors in Illinois | 95 |
| Other ISU alumni donors outside Illinois | 18 |
| MCN first-time alumni donors to MCN | 4 |
| Other first-time ISU alumni donors to MCN | 1 |
| Living MCN alumni | 5,362 |
| Living MCN alumni in Illinois | 3,429 |
| Living MCN alumni outside Illinois | 1,933 |

## FOUNDATION ENDOWMENT

| | |
|---|---|
| Annual spending distribution | $327,431.27 |
| Total endowment amount | $11,067,142.23 |

**Endowment Asset Allocation (University-wide)**



- Real Estate, Natural Resources, other 14.65%
- Marketable Equities 9.89%
- Private Equity 18.87%
- Public Equity 38.70%
- Fixed Income 17.89%

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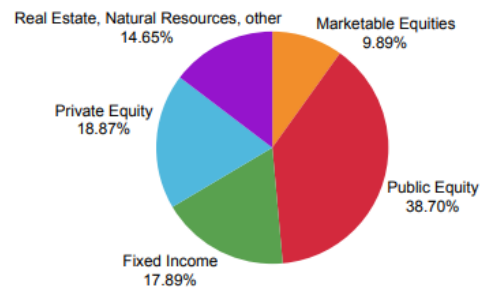
# J. Mennonite College of Nursing: Major Goal Accomplishments for Fiscal Year 2022

Below is a list of accomplishments for goals identified in the College's 2018-2023 Strategic Plan. The Strategic Goal will be reflected as "S" and the Objective as "O" followed by the Goal and its name for the benefit of easier navigation.

## Strategic Goal 1: Teach Our Students with Excellence

## Objective 1: Programs

**ONGOING** **S1, O1, Goal 1: Plan, manage and explore growth of new and current programs**

(responsible: DC, PCC, RN to BSN, GPCC)

Progress: Despite concerns about the possible impact of COVID-19 on nursing enrollments for FY22, the College remained stable, with growth noted in several sequences. Specific metrics were reviewed in detail in Section B (i.e. Student Admission, Enrollment, Retention, Degrees Conferred).

In spring 2022, the Graduate Program Curriculum Committee conducted a review of Nursing Leadership & Management (NLM), DNP post-masters, and School Nurse Certificate Programs. A review of the Psychiatric Mental Health Nurse Practitioner (PMHNP) Post-Masters Graduate Certificate is planned for spring 2023. During a course review, the committee examines a brief description of the course, the assignments, faculty recommendations, and student feedback with an eye toward strengthening the course.

On November 6, 2020, the College received confirmation that a proposal for a Psychiatric Mental Health Nurse Practitioner Post-Masters Graduate Certificate program had been approved at all curricular levels. With an effective date of May 17, 2021, the College worked quickly to build supplemental admission and marketing materials for a summer 2021 rollout. The College exceeded a target of six when enrolling a cohort of 10. Applications are currently being processed for summer 2022.

## Objective 2: Curriculum

**FY'22** **S1, O2, Goal 1: Holistic review and adjustment of undergraduate and graduate curricula; align to identified best practices, industry needs, licensure requirements, and accrediting agencies**

(responsible:  PCC, RN to BSN, GPCC)

Progress:  As part of the Plan for College Assessment (PCA), courses in undergraduate and graduate programs were holistically reviewed and adjusted by curriculum committees according to the defined three-year review schedule.  The curricular review process includes mapping the undergraduate curriculum to the American Association of Colleges of Nursing (AACN) Essentials released in fall 2021.  Complying with Essentials guidelines is imperative for both accreditation and meeting the needs of the healthcare industry, with a shift towards a competency-based curriculum that enables employers to know what to expect from graduates of entry-level or advanced-level nursing programs.

The Prelicensure Curriculum Committee (PCC) has completed prelicensure undergraduate course mapping to align to the Update 2021-AACN Essentials.  Collaboration between undergraduate faculty and committee members expended a significant amount of time.  Specific revisions are continuing in spring 2022 to address the components identified in fall 2021.  The RN to BSN Committee also reviewed the new AACN Essentials and identified gaps in the curriculum.  Over the next two years, updates will be made in order to close these gaps.

At the graduate level, the curriculum was reviewed for alignment with the new AACN Essentials with consideration of best practices, industry needs, licensure requirements, and accrediting agencies.  The Graduate Program Curriculum Committee (GPCC) awaits the final draft of the updated National Task Force Standards for Quality NP Education and will make additional curriculum revisions at a later date.

**FY'22** **S1, O2, Goal 2:  Integrate holistic health, vulnerable populations, cross-disciplinary experiences, and service into clinical experiences that align with curricula**

(responsible:  PCC, RN to BSN, GPCC)

Progress: The Prelicensure Curriculum Committee is reviewing the changes in the American Association of Colleges of Nursing Essentials and mapping them with courses to ascertain that the curriculum is in alignment with AACN recommendations.  As stated in Strategic Goal 1, Objective 2, Goal 1, the PCC has completed undergraduate course mapping.  All undergraduate courses are thoroughly reviewed on a three-year rotation and are regularly revisited by the committee on an ongoing basis.

As it concerns the Graduate Program Curriculum Committee, this goal will be moved to FY23.  The Committee is exploring opportunities for interdisciplinary courses at ISU and establishing cooperative agreements/consortiums with other schools of nursing.  One possibility is pathway programs with other schools of nursing that do not offer graduate programs.  The GPCC is also identifying the courses with an imperative to be taught by MCN nursing faculty rather than faculty from other disciplines.

This goal was completed for the RN to BSN Sequence during FY19 when the RN to BSN Committee conducted a review of where these topic areas fall within the nine courses offered in that sequence.

**ONGOING** **S1, O2, Goal 3: Integrate and utilize simulation learning experiences to enable greater clinical competence**
(responsible:  SC)
Progress:  In 2021, simulation experiences were integrated into learning opportunities within the classroom, lab instruction, and "routine" nursing clinical days.  Simulation experiences expanded to the classroom as nursing clinical judgment-forming activities, and the Nursing Simulation Lab (NSL) provided consultation and peer review, as well as equipment and, at times, space for these events.

The NUR 222 *Skills* course continues to use low-fidelity simulation in their course for skills-related training.  The NSL purchased or refurbished much of the necessary equipment such

as hospital beds, I.V. pumps, I.V. training arms, and several other trainer manikin models. Specifically, two additional medication dispense units were purchased to support more training opportunities for students learning safe medication administration. The NSL schedules, staffs, and supports nearly one thousand competency exam recording sessions each year for students to be evaluated without bias by course faculty. New in 2021, the NSL supported the use of a Virtual Reality (VR) anatomy application for the NUR 225 *Health Assessment* course to facilitate the correlation between anatomy and clinical findings.

The NSL provides a clinical simulation day as part of the clinical hours for each course with a clinical component in the undergraduate program. The simulation hospital unit for high-fidelity simulation is used every Monday, Wednesday, and Friday during the semester. In 2021, VRs were added to four undergraduate courses in addition to in-person simulation experiences. Graduate students in the FNP program also utilized VR simulations in fall 2021; these simulations were conducted through ANEW grant funds in a telehealth format using the Avkin telehealth platform.

**FY'22** **S1, O2, Goal 4: Align testing with NCLEX standards throughout undergraduate program**
(responsible: PCC)
Progress: All nursing student graduates must pass the National Council Licensure Examination (NCLEX) to practice as registered nurses. Nursing programs use the NCLEX pass rates of students from their program as a benchmark of success and those pass rates impact recruitment, employability of graduates, and accreditation. The college success plan requires students to complete practice mastery exams given prior to the completion of each semester to determine students' acquisition of knowledge and application of content areas. Mastery exams given during the students' final semester help determine readiness to take the NCLEX. Students requiring remediation for content deficits are encouraged to receive one-to-one mentoring from the director of student success and engagement, as well as from faculty.

**`ONGOING`** **S1, O2, Goal 5: Maintain standards of excellence using benchmark data, aspirant schools and NCLEX pass rates**

(responsible: ADA)

Progress: For 2021, MCN's NCLEX pass rate was 96%, compared to state pass rates of 82% and national pass rates of 82%. Pass rates for the FNP Certification Exam in 2021 were 100%. Results from surveys completed by graduating students in the areas of satisfaction, learning, and overall program effectiveness consistently demonstrate satisfactory performance. MCN is re-envisioning curriculum to maintain standards of excellence in accordance with evolving national licensure examinations and accreditation standards.

## Objective 3: Leadership & Development

**`FY'22`** **S1, O3, Goal 1: Integrate leadership development, service concepts, and work environment expectations into curriculum where appropriate**

(responsible: PCC, RN to BSN, GPCC)

Progress: In a previous year, the RN to BSN Committee reported on the completion of the work on this topic. A systematic review at the graduate level in January 2020 revealed that these topics are integrated in multiple places in the curriculum. Most recently the committee met to review the new AACN Essentials and plans to add content to the curriculum to meet the new standards.

**`FUTURE GOAL`** **S1, O3, Goal 2: Explore strategic campus-wide partnerships – MBA program; Public Health** (completed MBA analysis FY19) (future goal: Public Health)

(responsible: GPCC)

The Department of Health Sciences requested the College develop a biostatistics course as a required course for their proposed Master's in Public Health (MPH) program. The MCN Graduate Program & Curriculum Committee approved NUR 410 *Biostatistics* in December 2021. The course was scheduled to be reviewed by college council on February 1, 2022 and was subsequently approved. It was then sent to the university curriculum forms system for a 2-week review before being approved by the Director of the Graduate School. The course is

now part of the proposed MPH program, which is in the process of other University approvals and is expected to be approved sometime during FY22.

**ONGOING** **S1, O3, Goal 3: Conduct Leadership Academy**
(responsible: Dean)

Progress: There are 21 undergraduate participants in the FY22 Leadership Academy. Three alums from previous academies returned to share their experiences as new nurses. They were very positive and are persisting despite the pandemic. From their perspective, the challenges of being a new nurse during a pandemic were minimized because of what they learned in their Leadership Academy. Deliberate consideration was given to the employer and unit that they chose to ensure adequate support and a good fit. One of the graduates has already taken a leadership position and is thriving in her new role. Tom Carroll continues to lead the Academy with the assistance of Dean Neubrander and Dr. Valerie Wright.

**FY'22** **S1, O3, Goal 4: Evaluate the curriculum to assess gender-specific challenges for students and/or patients; develop plan to meet gaps**
(responsible: PCC, RN to BSN, GPCC)

Progress: In the undergraduate program, committees will continue to look at trends in attrition and retention and if/how gender plays a role to determine if additional support services are needed.

Over the past year, the College has been engaged in curriculum reviews at both the undergraduate and graduate levels. In the graduate program, the current curriculum is being aligned with the new AACN Essentials and will include consideration of gender-specific challenges for students and/or patients with a plan to address any gaps.

## Objective 4: Technology

**FY'22** **S1, O4, Goal 1: Explore new technologies--virtual reality (VR), robotics, telehealth, etc.**

(responsible: TSC, SC)

Progress:  MCN has integrated virtual reality technology into the simulation lab curriculum and continues to work with a vendor, UBISIM, to adapt VR scenarios to meet instructional needs under the oversight of the Simulation Committee.

In the summer of 2021, four desktops equipped to support VR were purchased, along with four Oculus Rift S controllers, and the nursing VR simulation software UbiSim.  Via VR, the NSL added more than a dozen simulation experiences to the undergraduate simulation program.  Student feedback from these experiences was positive.  An exploration of various VR controllers, software programs, and other technology continues.  Off-site and classroom VRs are also bringing learning to life.  For example, in NUR 225 *Health Assessment*, lab instructors can now show students 3-D, life-sized anatomy and pathophysiology that enhances their understanding of assessment findings.

Through the collaboration of Dr. Charles Edamala, Associate VP of Technology Solutions and Chief Info Officer at Illinois State, and Dr. Roy Magnuson of the College of Music, Dr. Magnuson and Joanna Willett submitted a grant to the Jump Trade Learning Center ARCHES program for the internal development of VR Medical Alarm Fatigue software. This software raises awareness of and increases adherence to countermeasures that reduce this common healthcare problem.  Again through an introduction from Dr. Charles Edamala, Dr. Cherill Stockmann and NSL staff are exploring a partnership with Access VR, a VR development company looking to build a virtual city complete with an interactive healthcare system in which nursing professionals or students could interact virtually with standardized participant clients.

Through the CAUSE grant, Dr. Susie Watkins purchased several TytoCare telehealth systems which are being used with students participating in the grant.  The College is exploring the use of this system in the undergraduate and graduate simulation programs as the grant sunsets.

**ONGOING**   **S1, O4, Goal 2:  Further develop online learning offerings, distance education, and methods to promote and support these offerings**

(responsible:  PCC, RN to BSN, GPCC)

Progress:  Quality Matters (QM), as supported by ISU's Center for Teaching and Learning (CTLT), is a nationally recognized program committed to scalable quality assurance, using research to drive rubric development, tools and best practices for online learning.  The College implemented a policy for fall 2018 requiring all faculty teaching in the online RN to BSN Sequence to complete Quality Matters (QM) training within one year of teaching in the online sequence.  To date, all RN to BSN faculty have completed QM training within this timeframe.

At the graduate level, the online DNP program review was completed and submitted to AACN in November 2021.  The Provost's Office approved an asynchronous BSN to PhD program in December 2021.  A program review for the NLM and PhD Sequences is needed.  The first cohort of the PMHNP certificate program has not yet completed the program; the next step will be to explore a full BSN to DNP PMHNP program.  A Certified Registered Nurse Anesthetist (CRNA) program is also being considered.

**ONGOING**   **S1, O4, Goal 3:  Further expand simulation learning; explore online simulation**

(responsible:  SC)

Progress:  The pandemic brought many challenges and ample opportunities for growth in the College's simulation program.  In the past year, the NSL integrated online simulations developed internally into the preparatory work required for entry into the live clinical simulation days.  These interactive scenarios take the learner virtually through clinical situations that encourage clinical judgment formation prior to the chance to perform these expected behaviors in the lab.  Additionally, with the purchase of the VR equipment described in Strategy 1, Objective 4, Goal 1, the NSL added more than a dozen simulation experiences to the undergraduate simulation program.  The NSL also purchased several new high-fidelity manikins that replaced aging equipment, including a new Laerdal newborn, two ACLS Laerdal men, and a Laerdal sim infant.  These manikins are used

repeatedly in multiple courses throughout the semester. Additional simulation experiences continue for CAUSE undergraduate students participating in the grant, led by Dr. Valerie Wright. In 2021, Dr. Wright developed or continued relationships with several other professions, facilitating interprofessional (IPE) simulations within the program.

Extra-help staff also supports learning in the NSL. Six registered nurses help with psychomotor skills labs and provide expert feedback for VR simulation. Retaining qualified RNs willing to assist in this space is an ongoing challenge, particularly as the rise in earnings for nurses working clinically during the pandemic drastically outpaced what could be offered for hourly compensation. One possible solution involves adjusting the NUR 222 *Skills* lab student-to-faculty from 8:1 to 16:1, but the conversation is ongoing as additional best solutions are explored.

There are 19 nursing student worker lab assistants employed at the NSL. Duties range from performing as standardized participants (SP) on simulation days, to assisting with lab tours, open houses, *Skills* labs and "blitz" experiences, to proctoring NUR 222 *Skills* recorded competency exams. There are also four additional community SP extra help staff who assist in the lab.

Also newly expanded in the lab are mandatory "skills blitz" one-hour experiences in which *all* undergraduate students renew their nursing skills paired with clinical judgment situations. Prior to 2020, these experiences were limited to students who had not recently completed an acute care clinical, but moving forward, with the pandemic's effect on clinical opportunities, this activity includes all undergraduates who have completed their NUR 222 *Skills* course.

In addition to the internal online simulations developed and implemented in the undergraduate simulation program, instructors of NUR 327 *Leadership* continued to use virtual leadership simulations as a clinical hour requirement. The virtual simulations provided by Shadow Health are used in the RN to BSN Sequence. Other scenarios

developed by Shadow Health for the traditional BSN Sequence as well as other options developed by ATI were also explored.  Cognizant of the needs of our curriculum and budget, similar virtual scenarios were developed using Nearpod, a software available through the broader University.  The software provided a means to create live simulations as well as alternate activities for learners who are unable to participate in VR for health reasons.  Finally, the CAUSE program purchased several TytoCare telehealth systems which they are using for students participating in the grant.

**COMPLETED** **S1, O4, Goal 4:  Develop digital testing (online testing platform)**
(responsible:  PCC)

Progress:  As of spring 2021, all MCN faculty are using ExamSoft as the primary assessment tool for traditional BSN courses.  Faculty report that the psychometrics provided by this tool are indispensable for providing timely and meaningful interventions for underperforming students.  Support for these services is a responsibility shared by MCN, Technology Solutions, CTLT, and the respective vendors.

## Strategic Goal 2:  Strategically Grow Research and Scholarly Works

### Objective 1: Reputation

**ONGOING** **S2, O1, Goal 1:  Hire faculty with competence and motivation to achieve desired quality and quantity of research; assess needs and impending retirements of current faculty**
(responsible:  DC)

Progress:  The College continues to focus on hiring nursing faculty who are expert clinical nurses and who have experience in teaching and research.  In addition, faculty who are hired into tenure-track positions need to be prepared to carry out original research and to maintain their scholarship at a high level.  For FY22, four new instructional assistant professors were hired.  Two retiring and one resigning (two TT, one NTT) faculty members left the university during this same term.  Additionally, with the need to hire several new

faculty members as part of the College's growth plan, faculty searches will be a focal point for FY23.  To date, three tenure-track faculty have been hired for fall 2022.

**FUTURE GOAL**   **S2, O1, Goal 2:  Consider faculty member for NIH Reviewer Training**
(responsible:  ADR)

Progress:  The Associate Dean for Research solicited interest in the NIH reviewer training but, given travel restrictions surrounding the pandemic, a final decision about attendance has not been made at this time.

**ONGOING**   **S2, O1, Goal 3:  Increase quantity and quality of externally funded research, projects, and publications; engage faculty on focus areas that are fundable**
(responsible:  ADR)

Progress:  Although COVID-19 has slowed down both grant applications and dissemination of research, the Associate Dean for Research continues to meet with tenure-track faculty on an ongoing basis to explore options for funding.  During calendar year 2021, the College had 20 publications with an additional eight manuscripts in press and 21 manuscripts in review.  While the numbers of manuscripts accepted and published during 2021 is lower than the 32 publications in 2020, the 21 manuscripts in review bode well for 2022 publications.  Clearly, overall publication numbers are increasing considering the 22 publications in 2019, 25 in 2018, and 16 in 2017.

**FY'22**   **S2, O1, Goal 4:  Using marketing strategies, develop alternative communication channels on research outcomes for internal and external audiences**
(responsible:  DMR)

Progress: The MCN marketing team continues to highlight the College's excellent faculty and student researchers via a comprehensive content strategy.  This strategy aims to showcase MCN across all channels, including social media, press releases, website content, digital advertising, and others as appropriate.  The most recent issue of MCN's *The Flame* magazine included a key article about the work of Dr. John Blakeman and Dr. Susana Calderon in researching heart health in the Latinx community, and there is a plan to prominently feature research stories in future issues of this publication.

## Objective 2: Focus

**ONGOING** ▷ **S2, O2, Goal 1: Hire and sustain tenure-track faculty that support research focus**

(responsible: DC)

Progress: The College continues to focus on hiring nursing faculty who have experience in teaching and research. Processes for hiring include pairing faculty with those most closely aligned with their research focus area.

## Objective 3: Technology

**ONGOING** ▷ **S2, O3, Goal 1: Leverage technology to enhance programs that require research**

(responsible: ADR, CRC, TSC)

Progress: MCN continues to partner with Technology Solutions to provide students with free access to SPSS through the University's virtual application infrastructure. MCN's Technology Steering Committee has undertaken a software usage study to determine what additional software, if any, is required to support research.

The Annual Research, Evidence-based and Innovation Symposium is now virtual using technology to reach a broader audience to include, students, faculty, clinical facilities/staff, and alumni. This approach has increased attendance and participation in the program and is serving to strengthen partner relationships and dissemination of current research.

Technology has also enhanced opportunities to receive and review grant and award applications by placing information online.

**COMPLETED** ▷ **S2, O3, Goal 2: Support large dataset studies**

Progress: Completed FY'19

**COMPLETED** S2, O3, Goal 3:  Develop simple and transparent tracking system for timelines on grant submissions, IRB protocol submissions, all current research projects – especially ones that are happening with our students

Progress:  Completed FY'19

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## Strategic Goal 3:  Collaborate with Our Community

### Objective 1:  Strengthen & Develop Partnerships

**ONGOING** S3, O1, Goal 1:  Explore health-related opportunities that help to educate our students and provide a benefit to the community – both on and off campus

(responsible:  APSP, ANEW, CAUSE)

Progress: The America's Promise Schools Project (APSP) is a project that continues to support the health and well-being of children in preschool through high school by placing undergraduate nursing students in urban and rural settings.  These partnerships are a benefit to the student and community.  Prelicensure students in the APSP program typically participate in several unique healthcare experiences during an academic year: administering the flu vaccine to students, faculty, and staff within the university population; EKG screening of high school students through the Young Hearts 4 Life program sponsored by Carle BroMenn Hospital; providing education on Project Happiness to third grade students at Grove Elementary School (which focuses on improving social emotional learning); conducting hearing and vision screenings; presenting hands-only CPR courses to high school students; and providing oral hygiene presentations to preschool and elementary-aged students.

Dr. Jessica Sullivan, Family Nurse Practitioner Sequence Leaders, has worked to explore more educational opportunities for NP students outside of the traditional clinical setting.

Family nurse practitioner (FNP) students are completing additional training about medication-assisted treatment to better serve people struggling with substance use disorder.

FNP students will be attending both the poverty and mass casualty simulations that are being hosted by MCN during spring 2022.  This education benefits the larger community by better preparing graduates to work with people from diverse backgrounds as well as people experiencing emergencies related to mass casualty events.

In March 2021, FNP students participated in a two-day, hands-on family practice skills workshop to learn about and practice several different procedures that are frequently done in the primary care setting, including suturing, splinting and casting, and incision and drainage, among many other skills.  This workshop will continue to be offered annually.  This opportunity provides a benefit to the community by better preparing graduates to be able to provide these services in primary care practices in the community and beyond.

Nurse practitioner students have also been invited to participate in Illinois Primary Health Care Association's virtual student program, "Understanding and Serving America's Underserved: An Introduction to Community Health Centers."  This program introduces students from the health professions to the work of community health centers (CHC) and teaches them about the vital services CHCs play in providing high quality care to historically under-resourced people in our communities.  The hope is that if they are better educated about the services they provide to historically marginalized populations, more graduates will choose to become employed in federally qualified health centers and community health centers.

The Change Agents to the Underserved Service Education (CAUSE) grant team has continued a successful partnership with three clinic partner agencies in 2021 (i.e., Community Health Care Clinic, Bloomington Primary Care, and Chestnut Family Health Center) to fund four Registered Nurses (RNs) to precept MCN student nurses in the care coordination and transition management Registered Nurse role.  In addition, the CAUSE team has enrolled and educated 73 MCN undergraduate BSN students into the student primary care registered nurse education program.  These students are committed to completing 150 clinical experience hours in community-based primary care clinics that serve

medically underserved patient populations.  The students have also committed to an extra eight-hour primary care workshop each semester within a four-semester timeframe to learn about how nurses are able to work within the full scope of their license in primary care within team-based care delivery models.  The CAUSE team delivered eight total workshops in 2021 (i.e., four per semester) and will continue this into spring 2022.

The CAUSE Director also collaborated with the Veterans Affairs Bloomington Clinic to host three CAUSE students in spring 2021 to deliver COVID-19 vaccines.  Finally, the Director collaborated with the Order of St Francis Healthcare Multi Specialty Group to host 16 CAUSE students in four of their OSF family practice clinic sites, along with eight students providing COVID-19 vaccines in spring of 2021 and two students providing influenza vaccines in fall of 2021.

Through their partnership with the Community Health Care Clinic, the CAUSE team is active in RN education.  On July 17th and 18th, 2021, they offered an intensive 2-day Motivational Interviewing Conference as a continuing education opportunity with 18 total attendees comprised of Registered Nurses, social workers, and advanced practice Registered Nurses.  The CAUSE team has developed, scheduled, and opened registration for the 2nd Annual ISU Symposium on Ambulatory Care for continuing education for the four CAUSE clinic partner RN preceptors and other community RNs.  The symposium agenda encouraged RNs to develop knowledge and skills with interprofessional education, ambulatory care nursing sensitive indicators, telehealth innovations, pharmacological chronic pain management, motivational interviewing, along with COVID-19 disease transmission, infection, control, and telephonic care management.

The CAUSE Primary Care RN Education Program was delivered a third time for two Bloomington Primary Care RNs in January 2021, and a fourth time in August 2021 for three Chestnut Family Health Center clinicians and one Community Health Center RN for continuing education units.

The CAUSE coordinator and project director also worked with Ohio Nurses Association to accredit MCN as an approved nursing continuing education provider through the American Nurses Credentialing Center in conjunction with Ohio Nurses Association through August 2024.  The College will reapply in April 2024 for reaccreditation.

**ONGOING** **S3, O1, Goal 2:  Offer health-related service experiences through cross-agency collaboration that develop leadership skills, and understanding of vulnerable and diverse populations**
(responsible:  APSP, ANEW, CAUSE, SEL)
Progress: Work conducted by the America's Promise School Project includes leading community health, wellness, and prevention events in partnership with other community organization.  These events focus on skills development in leadership, communication, project management, teamwork, cross discipline knowledge/collaboration, public speaking, and education.

The chair of the Change Agents to the Underserved Service Education (CAUSE) grant has held four quarterly CAUSE advisory board meetings in 2021 consisting of interprofessional community healthcare stakeholders to support and provide guidance for the CAUSE project.  This advisory board contains educators from Illinois State University's nutrition science, audiology, social work, health promotion & wellness, exercise science, AHEC, and Mennonite College of Nursing.

CAUSE director, Dr. Susie Watkins, collaborated with the MCN alumni organization to host a Midwest Food Bank volunteer opportunity for MCN CAUSE students, Student Nurse Association students, and MCN alumni members on February 10, 2022.  In addition, Dr. Watkins met with the Adult Recreation Center to begin a potential partnership with MCN RNs and students to provide nursing services for their members in Normal, Illinois. The development of the ANEW grant's Center for Senior Advocacy (CSA) continues to move forward with a new name:  McLean County Senior Resource Center (MCSRC).  The MCSRC steering committee has met consistently since February 2021.  The Steering

Committee is tasked with building a MCSRC that provides resources, information, and support to older adults throughout McLean County and escalates civic engagement opportunities for students and faculty. The committee is comprised of educators from ISU's sociology, psychology, civic engagement, and audiology units, as well as individuals with expertise in website development and content. In an effort to ensure that the MCSRC incorporates the needs of vulnerable and underserved populations, the following community organizations are each represented: The Immigration Project, Prairie Pride Coalition, Bloomington Housing Authority, Prairie Legal Services, Living Well United Center in LeRoy, the ARC Center in Normal, and social service agencies such as East Central Illinois Area Agency on Aging, Community Care Services, Synergy Home Care, and Faith in Action. Created with the committee's input, a website housed on MCN's research and initiatives page is scheduled to launch in February 2022. It will include a multitude of resources under the categories of places to start, health, basic needs, technology, inclusion, professional services, opportunities, and entertainment.

The MCSRC also includes an initiative to reduce social isolation among older adults with the Oasis Connections program, a curriculum developed specifically to train older adults on the use of technology. Community partners such as the Bloomington Housing Authority, Lexington Public Library, Bloomington Public Library, and the Living Well United Center conduct free classes on a range of technology topics such as introductions to computers, iPads, smartphones and privacy/security. Purchased by ANEW grant funds, the use of the curriculum and materials are free of charge to community partners. Instructors are older adult volunteers, an evidence-based approach to successful training of this population. FNP students will offer both the MCSRC website and Oasis Connections training opportunities as resources for the older adult patients.

FNP students are placed in a wide variety clinical experience settings that help them develop leadership skills and a deeper understanding of vulnerable and diverse populations. Some examples are federally qualified health centers, nurse practitioner-led rural health clinics, urgent care settings in medically underserved areas, health departments, Planned

Parenthood, community clinics that offer treatment for substance use disorder, nurse-led long term care coordination, and outpatient clinics for veterans.

## Objective 2: Develop Stronger Focus on Healthcare Delivery Outside of Acute Environment

**ONGOING** **S3, O2, Goal 1: Ensure curriculum teaches nursing's role in community health, public health, wellness/prevention, primary health care, end of life, ambulatory centers, and other non-hospital-based care**

(responsible: PCC, RN to BSN, GPCC)

Progress: Over the past year, the College has been engaged in curriculum reviews at both the undergraduate and graduate levels. In the graduate program, current curriculum is being aligned with the new AACN Essentials, including courses on community health, public health, wellness/prevention and end-of-life care. Graduate courses were mapped according to the new Essentials in December 2021 during the graduate faculty retreat and during kick-off day in January 2022. A graduate faculty retreat is tentatively scheduled for May 2022 to continue mapping.

The RN to BSN Curriculum Committee reviewed curriculum for this content, and as a result added content related to primary care and ambulatory care to NUR 226 *Concepts of Professional Nursing II* in spring 2021. The committee plans to consider enhancing this material with future curriculum changes in accordance with AACN Essentials requirements.

**ONGOING** **S3, O2, Goal 2: Lead community health, wellness, and prevention events in partnership with other community organizations -- focus skill development on leadership, communication, project management, teamwork, cross discipline knowledge/collaboration, public speaking, and education**

(responsible: APSP, ANEW, CAUSE)

With support from APSP, the ANEW grant, and the CAUSE grant, as outlined in previous goals, students gain experience with the challenges and needs that exist when providing healthcare in rural and underserved communities.

The Nursing Simulation Lab continues in its collaboration with Speech and Language pathology students to include online modules and simulation experiences. This learning opportunity accentuates the importance of interdisciplinary teamwork in the various healthcare fields.

Under the leadership of the (CAUSE) grant team, as reviewed in Strategic Goal 3, Objective 1, Goal 1, four Registered Nurses (RNs) have been educated to provide Care Coordination and Transition Management (CCTM) services at four community-based partner sites that serve medically underserved populations. These four RNs who are precepting 62 MCN prelicensure students in spring 2021 will focus their mentorship on a variety of leadership development and professional development concepts.

Students enrolled in NUR 317 *Nursing Care of Children* and NUR 329 *Public Health Nursing,* integrate health and wellness concepts in the community through their placement at central Illinois schools as part of the America's Promise School Project. They also support the administration of the ISU flu vaccine clinic in partnership with Student Health Services.

## Objective 3:  Capture and Highlight Community Service of College

**FY'22** ▸ **S3, O3, Goal 1:  Ensure nurse's role and responsibility in serving others is taught in curriculum**

(responsible:  ADA, PCC)

Progress:  MCN has completed initial mapping of our curriculum to the new Essential Competencies outlined by the American Association of Colleges of Nursing that include person-centered care, population health, and professionalism.  Nurses' accountability to the individual, society, and the profession is taught in the curriculum across programs and will continue to be included in the re-envisioned curriculum.

**COMPLETED** ▶ **S3, O3, Goal 2: Develop a mechanism to track faculty, staff, and student service work**

Progress: Completed FY19

**ONGOING** ▶ **S3, O3, Goal 3: Assess and track all service projects, work being done today, and maintain data**

(responsible: ADA)

Progress: In 2021, MCN piloted the Collaboratory system launched by Civic Engagement (CCE), which collects and reports community engagement and public service activities of faculty, staff, and students. The use of this new system was supported by and promoted through MCN's civic engagement ambassador and MCN's representative for the Civic Engagement Advisory Board. Faculty members continue to use Watermark Faculty Success (formerly Digital Measures) to enter service activities.

**ONGOING** ▶ **S3, O3, Goal 4: Highlight health-related service work by College in branding stories about the College**

(responsible: DMR)

Progress: Between July 1, 2021 and the date of this drafting, MCN published or was otherwise tagged in 22 branding stories on news.illinoisstate.edu. Those stories were viewed 25,252 times by unique users, although 14,000 of that number is related to COVID-19 updates. Stories featured research, grant initiatives, student highlights, and more. These stories were shared across social media platforms, broadening stories' reach, and expanding the MCN audience.

## Objective 4: Strengthen Alumni Engagement

**ONGOING** ▶ **S3, O4, Goal 1: Engage alumni in focus areas such as fund raising, developing clinical sites, collaborating on community service projects, assisting in classroom or simulation lab learning, and mentoring students in clinical settings and alumni relations**

(responsible: Dean)

Progress: The College continues to foster strong relationships with alumni both regionally and nationally. The Dean is in regular communication with alumni and friends of the College about all the things happening at MCN. Opportunities for partnering both financially and through volunteer community projects are a part of these communications. Alumni and friends of the College have served as standardized patients within the nursing simulation lab, volunteered with the Student Nurses Association at the Midwest Food Bank and served as mentors to our PROUD students.

## Strategic Goal 4: Develop Diverse Clinical Experiences for Students

### Objective 1: Assure Varied Clinical Experiences

**FY'22** **S4, O1, Goal 1: Offer experiences in diverse settings that align to industry shifts--outpatient and ambulatory environments, in-patient environments, mental health, chemical dependency, long-term care, end of life care, chronic disease care, and global health--assuring nursing students understand clinical practices beyond the traditional in-patient medical model**

(responsible: ADA, CAUSE, and all grant funded special initiatives)

Progress: As indicated in Strategic Goal 3, Objective 1, Goal 1, the Change Agents to the Underserved Service Education (CAUSE) grant provided education to four registered nurses (RNs) to provide care coordination and transition management (CCTM) services at the Community Health Care Clinic, Bloomington Primary Care, and Chestnut Family Health Center. Students participating in clinicals there are exposed to a diverse medically underserved population. Seventy-three MCN undergraduate BSN students were enrolled and educated in the student primary care nurse education program that involves 150 clinical experience hours in a facility that serves medically underserved patient populations.

The Family Nurse Practitioner program offers clinical experiences for nurse practitioner students in a variety of diverse settings, including outpatient primary care, urgent care, and specialty care; inpatient acute care; outpatient substance use disorder management; long-

term and palliative care; and occupational health care.  Outpatient primary care clinical locations include pediatrics, internal medicine, family practice, and gerontology.  Outpatient specialty clinical locations include women's health, otolaryngology, orthopedics, dermatology, neurology, and allergy, among several others.

The prelicensure program offers clinical experiences in outpatient and ambulatory environments, long-term care, mental health, chemical dependency, and chronic disease care through the CAUSE project, America's Promise project, Psychiatric and Mental Health Nursing, and NUR 229 *Adult Nursing I*.  MCN's newly launched post-master's psychiatric mental health nurse practitioner program offers additional mental health clinical experiences in neighboring clinical agencies, including telepsychiatry.

**ONGOING**    **S4, O1, Goal 2:  Develop simulation situations in environments beyond acute care for both undergraduate and graduate students**
(responsible: CAUSE, ANEW)
Progress:  The CAUSE Simulation and Interprofessional Education (IPE) coordinator, Dr. Valerie Wright, developed seven additional IPE simulation scenarios and an interactive IPE board game for the 73 CAUSE nursing students attending four primary care student nurse educational workshops.  The IPE coordinator also collaborated with the Bloomington Fire Department to offer the CAUSE students a mass casualty incident triage and "Stop the Bleed" training with local emergency medical technicians in fall 2021.

The CAUSE team collaborated with the ISU social work department to offer two more MCN Poverty Simulations in spring and fall 2021.  In fall 2021, ISU audiology and health promotion students were invited and 12 students attended in addition to the 14 MCN students.  This opportunity has expanded to include MCN family new practitioner students in spring 2022.  The CAUSE project team also collaborated with the ISU audiology department to develop three video-recorded IPE patient care scenarios that will be utilized for nursing and audiology students.

The CAUSE director offered the first telehealth skills training session for the TytoCare clinic product with 18 CAUSE students and faculty/staff. A simulation with two CAUSE students was piloted in fall 2021 for using the synchronous visit technology with a remote nurse practitioner.

FNP students are participating in newly developed virtual primary care simulation experiences with standardized patients from diverse backgrounds, including an adolescent with ADHD, a new mother with postpartum depression, a non-binary patient with major depression in a rural setting, and a young adult patient with a new diagnosis of breast cancer. These virtual simulation experiences will help better prepare graduates to serve people via telehealth, especially those with mental health concerns.

## Objective 2: Expand Clinical Partnerships

**ONGOING** **S4, O2, Goal 1: Expand partnerships beyond inpatient acute care settings, partner with other health-related organizations (health department, cancer clinic, hospice, long-term care settings, etc.), assure cross disciplinary/multi-disciplinary experiences**

(responsible: DUP, DGP)

Progress: Among the many facets of nursing education, the clinical arena has been most affected by the pandemic. COVID-19 has altered relationships with all clinical partners, with the result that maintenance rather than expansion has defined the past year. Additional personal protective equipment (PPE) has been required for multiple clinical sections, including fit testing for N95 masks and cyclical COVID-19 PCR testing even among the vaccinated. Facilities are exercising caution for the sake of their clients and this may continue to temporarily affect our ability to onboard new clinical sites. While we are vigilant in our efforts to seek new opportunities for our students, expansion is moving slowly for the time being. However, MCN is confident that as the pandemic eases, established clinical sites will be re-engaged and new sites will be identified.

Other unique clinical experiences for undergraduate students enrolled in NUR 329 *Public Health Nursing* include supporting the flu clinics through Student Health Services (SHS). For

the past several years the College and SHS have pooled human resources to provide the flu vaccine to the university community.  This collaboration allows students to learn the skill of administering the flu vaccine while being trained in a mass vaccination setting.

As outlined in Strategic Goal 1, Objective 4, Goal 1, graduate students have practicum/clinical experiences in a variety of inpatient and outpatient settings.  This often will depend on the student's geographical location and focus of the clinical/practicum experience.  This will become even more prominent with the recent implementation of the online asynchronous BSN to DNP program and upcoming BSN to PhD programs.  Additionally, the psychiatric mental health nurse practitioner (PMHNP) post master's certificate students are having telehealth experiences with their clients.  This is partly due to the changing landscape of healthcare provision, as well as a fewer number of PMHNP providers available to precept students in multiple locations.

Since 2019, the school nurse certification program has more than quadrupled enrollment, attesting to a growing need for certified school nurses.  These nurse students have their practicum experiences at school districts located throughout the state of Illinois.  The College has recently been in conversations with the Chicago Public School District to promote this program and become a preferred provider for school nurses in that district.  A cohort of 13 nurses has been approved for application to MCN's program in 2022 from Chicago Public Schools.

## Objective 3: Expand Role of Simulation Learning to Enhance Clinical Experiences

**ONGOING**  **S4, O3, Goal 1:  Utilize simulation to compliment coursework, expand research and publication opportunities, and model clinical best practice**

(responsible:  CAUSE)

Progress:  As outlined in detail in Strategy 3, Objective, Goal 2, the CAUSE team has been prolific in developing and executing various simulation scenarios and collaborating with other departments on campus to offer simulation experiences for their students along with

MCN's.  In addition, IPE coordinator, Dr. Valerie Wright, worked with the CAUSE director, Dr. Susie Watkins, and audiology faculty, Anthony Joseph, to develop a research proposal that was submitted and approved by the ISU IRB in partnership with Missouri State University faculty in health promotion.  Data collection is in process.  Finally, the CAUSE director worked with the Family Nurse Practitioner Sequence leader, Dr. Jessica Sullivan, to have two CAUSE MCN students participate and provide feedback in a psychiatric nursing simulation pilot utilizing Avkin company's support.

**ONGOING** **S4, O3, Goal 2:  Expand faculty simulation expertise to promote quality student simulation-based learning opportunities**

(responsible:  SC)

Progress:  Having well-trained simulation facilitators is a necessary component of high-quality simulation-based learning opportunities (INASCL, 2016).  Prior to fall 2020, simulation in the NSL was primarily facilitated by well-trained and well-practiced faculty who had dedicated workload for simulation.  In 2021, the facilitation of simulation for student learning experiences shifted to clinical faculty to maximize use of resources.  This transition for full-time faculty went well; however, offering high-quality training to part-time (PT) faculty who often have significant work commitments outside the College is challenging.  To develop our faculty, we offered in-seat two and a half hour bi-annual new faculty orientation trainings, and one-to-one virtual or in-person training as necessary.  As of late fall 2021 the NSL team developed a Reggienet lesson with recorded video instruction and assessments as a resource for those who can attend the live training and as a requirement for those who cannot.  This is a continued challenge in part because of the fluid employment status of PT faculty, and due to the infrequent use of simulation facilitation skills.  However, one positive outcome of this change is that the faculty who facilitate simulation are now starting to align their clinical experiences with similar debriefing tools, clinical judgment tools, and methods of debriefing that both prepares the student for simulation and enhances their overall development as a nurse professional.

In other areas, our NUR 222 *Skills* RN-extra help support has stabilized in 2021.  The addition of Ms. Urszula Szpila as simulation lab coordinator and Dr. Holly Ng as assistant director of the lab has greatly enhanced the daily operations and support of all activities within our simulation building and program.

**`ONGOING`** **S4, O3, Goal 3:  Explore additional spaces and opportunities to expand simulation programs**

(responsible:  SC)

Progress:  Research in the NSL continues to focus on topics relating to nursing simulation, and these findings will continue to shape best practices, publication opportunities, and scenario development.  In 2021, the lab increased use of standardized participants (SP) with wearable simulation technology such as the Avtone chest and Avkin I.V. arm, in place of manikin simulation interactions.  This enhances the realism of the simulation, providing easier transition of knowledge to practice in our learners.

To further enhance learning, we explored the possibility of "Sim on Site" and "Sim in the Classroom." A conversation with Carle BroMenn in Normal, Illinois is unfolding regarding the possible use of their simulation space.  Additionally, conversations through Dean Neubrander with Memorial Medical Center's mobile simulation lab have been initiated as possible options for "Sim on Site." "Sim in the Classroom" has been implemented in a handful of courses in the undergraduate program.  Future curriculum revision and continued collaboration with our course leaders will reinforce high-level-learning simulation opportunities within the classroom setting.  As CAUSE simulations continue, integration into our undergraduate program will continue as well.

Regarding additional space, the College secured an architectural firm for the building of our new simulation lab to be completed in 2024.  The SmithGroup, ISU facilities planning, the College of Nursing, and key stakeholders have made significant progress in the planning of a new twenty-thousand square foot facility that will enhance our present facility's simulation and learning opportunities.  At present, the design projects eight new high-fidelity simulation spaces with an equal number of debriefing areas, a new sixty-person flexible use learning space, twenty-eight staff offices which includes an inviting success center, and a 15% increase in student engagement spaces.  The current plans propose using the existing building with a moderate renovation and relocation to the northwest corner of its current site.

Strategic Goal 5:  Grow and Promote a Premier Institution of Nursing Excellence

## Objective 1:  Culture

**ONGOING**  **S5, O1, Goal 1:  Provide and communicate clear and simple job responsibilities for roles**

(responsible:  DC)

Progress:  Onboarding of new faculty, staff, and administrators includes a thorough overview of job responsibilities.  The goal is to provide timely resources, a month-by-month assessment of role functions, and sustained support by colleagues and supervisors.  Faculty mentoring programs and structured staff orientation templates aid these efforts.

At the recommendation of Collaborative Momentum Consultants, the College's organizational chart and reporting lines were reviewed by the Dean in a February 2022 college council.  The overview also included references to adaptations in part-time faculty evaluations and supervisor receipt of FMLA requests from the university's department of human resources.

Following the resignation of the director of student success and engagement in fall 2021, the College responded with an opportunity to take a closer look at the role.  Megan Rappleyea, who was accepted into the MCN administrator in residence program, will complete a project that will address strengths, opportunities, and weaknesses of the current student success structure.  A review of the literature, benchmarks, success data, and collaboration with other departments on campus will inform best practices and recommendations.

**ONGOING**  **S5, O1, Goal 2: Assess culture and job satisfaction through faculty and staff engagement and target areas for improvements**

(responsible:  Culture Committee)

Progress:  This goal was addressed in March of 2019 when a comprehensive culture survey was administered to all full and part-time faculty and staff members in March 2019.  The culture survey included aspects of the mission, vision, values, interactions with colleagues, involvement in decision-making, campus climate, workload, satisfaction with the College, and satisfaction with ISU as an employer.  The university assessment office collated all survey responses and provided results to the committee at the end of spring 2019.  An overview of themes was later reviewed in college council and work in this area then stalled.

With the impact of COVID-19 on instruction in spring 2020, the recommendations to address perceived challenges did not formalize.  Given the lack of currency of existing data, goals from the data will no longer be established.  A future survey will be distributed as needed with timely feedback of themes to the college community.

**ONGOING** **S5, O1, Goal 3:  Develop stronger faculty/staff connections and utilization** (responsible:  DC)

Progress:  Faculty and staff social activities typically foster engagement and collaboration.  They are very much a part of our College culture.  COVID-19 social distancing restrictions forced the adaptation of many in-person events.  Thanksgiving and holiday parties did occur in person with social distancing protocols at the forefront.

In a tradition that has continued for over a decade, connection is fostered by celebrating personal and professional accomplishments in a forum following college council.  The faculty and staff development series addressed in objective five below also fosters connections between College colleagues.

**ONGOING** **S5, O1, Goal 4:  Hire faculty and staff that align to culture and College's needs** (responsible:  DC)

Progress:  The College hired three instructional assistant professors during the past fiscal year.  Their roles support a variety of courses in the undergraduate program.  Dr. Sandy

Nielsen transitioned from her role as sequence leader for the undergraduate program to the director of the undergraduate program in fall 2021.

Staffing changes this past year occurred in the areas of nursing simulation, administrative support, technology, recruitment, and grant support. The three available positions in the Nursing Simulation lab, including the director, assistant director, and coordinator, were all hired in August 2021. Their successful onboarding was critical to continued positive student outcomes in the NSL. In the office of student services, a director of marketing and recruitment, an administrative aid, and a technology associate were hired. A key position in the student admissions and compliance area is currently vacated following the transition of this staff person into the administrative aid role. In the grant arena, one vacated support position was filled in fall 2021 while another was vacated in spring 2022. Keys to these successful transitions of faculty and staff to the College are a review of the College structure, role expectations, and College mission.

**ONGOING** **S5, O1, Goal 5: Consciously develop the culture elements that are meaningful; develop, foster, and hold people accountable to expected cultural norms**
(responsible: Culture Committee)
Progress: As a College we are ever evolving with cultural norms. Expectations are driven in part by administrators, by the acting college council chair, and by inviting feedback from College constituents. As the pandemic evolved, faculty and staff became more accustomed to virtual meeting formats and covering for each other when personal or family illness necessitated work absence. Accountability is stressed when virtually attending meetings that are also offered face-to-face.

As roles returned to campus for fall 2021 face-to-face instruction, some staff roles were approved by both the College and human resources to continue with a modified partial work-from-home agreement. An evaluation of the format at the end of the fall semester affirmed the functionality of the agreement and productivity of the staff.

As we enter an era of increased requests for flexible work environments and benefits, the University and College will need to keep a hand on the pulse of what our competitors have to offer if we want to continue to remain a viable option for those with many alternatives.

**ONGOING** **S5, O1, Goal 6:  Assess and consider purpose and outcomes of all meetings; improve efficiency and effectiveness of meetings to decrease frequency of meetings**

(responsible:  DC, Committee Chairs)

Progress:  Informal and formal feedback from those responsible for leading various College committees supports the belief that structure, accountability, and engagement drive meeting productivity.  Agenda items are sent prior to most meetings for member review and are based on strategic goals and high priority current events.  In fall 2021 the college council chair modified the format of college council meetings in the areas of consent agendas, personal celebrations, announcements, and use of Roberts Rules of order.

## Objective 2:  Marketing

**ONGOING** **S5, O2, Goal 1:  Curate and leverage content that illustrates MCN's value and nurtures relationships with students, community, and industry**

(responsible:  DMR)

➢ Use research excellence as a tool for attracting students and faculty; especially focusing on programs where growth is needed and is beneficial to the College

Progress:  College research has been incorporated into all of MCN's automated email campaigns and is used as a selling point in graduate program digital open house presentations and as a differentiator when talking to prospective students.  Research events hosted by the College are promoted publicly via press releases and on the ISU news feed, and are supported with promotional materials.

➢ Design, document, and implement a marketing and recruitment plan that is SMART (Specific, Measurable, Achievable, Relevant, and Time-bound)

Progress:  This goal was achieved in a prior fiscal year.  Modifications to the recruitment plan are made as need dictates.

In 2021, the College continued to focus on efforts to produce content relevant to key stakeholder groups, including students, alumni, the Bloomington-Normal community, and the industry, utilizing various platforms.  These platforms included both digital and traditional media as well as earned and paid coverage of programs, events, and more.  As in-person and on-the-ground recruitment returned to some degree with the changing status of the pandemic, the College built out additional physical collateral, such as program slicks for the College's certificate programs, and revised and reprinted existing materials with updated information and photography.  Still, virtual events remained and are anticipated to continue to be a valuable tool to connect with prospects going forward.  The College has hosted regular online events targeting traditional students, graduate students, and other groups on a weekly basis.  *The Flame* magazine returned to the traditional printed format this year, arriving in homes in March.  The marketing and recruitment staff continued to create and nurture relationships with media and campus partners.  These relationships position the College for success, in part, by identifying efficient and effective applications of resources.

**ONGOING** **S5, O2, Goal 2:  Recruit high caliber and diverse students, faculty, and staff**

(responsible: DC)

Progress: The College continues to utilize SLATE and Unbounce for recruitment efforts. Due to the easing of some COVID-19 restrictions, the College was able to restart some in-person recruitment activities, including those on campus, at community colleges, and at conferences.  Virtual recruitment events remain popular, with the marketing and recruitment team hosting or participating in several online options every month.

The College continues to attract outstanding faculty and staff to support our mission and operations.  As the national nursing shortage and strong competition for nurses in healthcare settings continue, attracting nurses to academia remains a challenge.  However, with personal outreach, Google Ads, and enhanced use of social media, MCN continues to attract and hire highly qualified candidates in all categories.

Research continues to be incorporated into MCN's automated email campaigns and used as a selling point for the College's graduate programs, especially the newly launched BSN to PhD offering. Research events and milestones are promoted publicly via press releases, the website, and social media.

**ONGOING** **S5, O2, Goal 3:  Increase brand awareness, perception, and affinity within Illinois; then expand beyond state**

(responsible:  DMR)

Progress: As the pandemic persisted into 2021, the College's marketing strategy continued to concentrate on enrollment for targeted sequences, with an eye focused on the growth model for the future.  As such, MCN continued to use paid digital advertisement with strategic targeting around feeder community colleges and hospitals where the MCN alumni base is robust.  There was also a focus on building awareness for the new BSN to PhD program in addition to putting a preliminary plan together for the marketing, recruitment, and establishment of an identity for a potential future prelicensure location external to Bloomington-Normal.

**ONGOING** **S5, O2, Goal 4:  Leverage technology and marketing automation**

(responsible:  DMR)

Progress:  The department of marketing and recruitment office continues to partner with the office of admissions by integrating SLATE with our departmental website to collect prospective student information.  MCN is also utilizing SLATE for email marketing to prospective students for all sequences and using the events capabilities in SLATE to host virtual recruitment events several times a month.  The College continues to build out a social media calendar to provide regular updates and information.  MCN also continues to use Unbounce to produce dynamic landing pages that assist with recruitment, coordinate with paid digital advertising, and feed information into SLATE.

## Objective 3:  Foundation Building

**FY'22** **S5, O3, Goal 1:  New Facility**

(responsible:  Dean)

- ➢ Create a vision for the building and begin planning
- ➢ Communicate and inspire the community, alumni, and donors with the possibilities
- ➢ Begin seeking commitments of financial support

Progress:  The new simulation lab is on schedule to be completed in May of 2024.  The project is in the design phase.  Presently, the engineers are determining how to relocate the current simulation building so that the new building can be built in front of the current building.  The design of the new building will allow the College to expand not only the number of students in our College, but also the depth and quality of the education provided.

**ONGOING** **S5, O3, Goal 2:  Funding and Financial Security**
(responsible:  Dean)
- ➢ ONGOING- Grow scholarships for students, faculty, and staff
- ➢ ONGOING- Seek novel and creative funding sources and solutions for the College
- ➢ FY'20 - Review funding allocations for IT and Marketing given strategic intentions (responsible: DC)
- ➢ FY'20- Track annual funding from research grants (responsible: CRC)

Progress:  Dean Neubrander is working with the Vice President of Finance and Planning, and the Associate Vice President for Academic Fiscal Management on funding for the growth of the MCN.  The agreement for the staffing is being revised to reflect the College's need for additional faculty and staff as we grow.  Our fundraising is on track, with our annual giving numbers up slightly.  We continue to meet with donors and prospects on a regular basis and are planning a mini-campaign for the new simulation building which will be a five-million-dollar campaign.

## Objective 4:  Faculty Outreach

**ONGOING** **S5, O4, Goal 1:  Increase awareness of expertise internally (to guest lecture in class or offer faculty development) and externally (to support outreach, partnership, and reputation)**
(responsible:  ADA)

Progress:  Faculty areas of expertise were identified through meetings and portfolio reviews and were leveraged to offer faculty development through presentations in meetings or continuing education activities.  Examples include presentations and activities in the areas of heart failure, sex and gender, primary care, internationalization, statistics, test writing practice, curriculum revision resiliency, and student success.  Prospects for increased internal awareness of expertise were provided through announcements of meeting agendas, professional development series, and through nominations for and participation in various service opportunities.

**ONGOING** **S5, O4, Goal 2:  Provide annual education event for nurses, community agencies, and other partners**

(responsible: ADA, CAUSE)

Progress:  The annual Mennonite College of Nursing preceptor workshop serves as a clinical update on a variety of common issues in primary care for MCN nurse practitioner preceptors and students.  In March 2022, three presenters shared their expertise on asthma; syncope and cardiac rhythm disturbances; and the use of screening, brief intervention, and referral to treatment for substance use disorder.  Past topics have included depression, anxiety, ADHD, diabetes medication management, hypertension, atrial fibrillation, common orthopedic complaints, substance use disorder, common dermatologic complaints, and primary care for people in the LGBTQIA+ community.  As outlined in Strategic Goal 3, Objective 1, Goal 2, this annual workshop allows preceptors to earn continuing education credit that may be applied to their RN licensure renewal process.

The APSP School Project also led a school nurse institute that focused on prioritized and relevant health, wellness, and prevention topics for the school nurses.  The America's Promise faculty collaborated with community organizations to lead presentations during this institute as well.

The Mennonite College of Nursing collaborated with the Office of International Studies and Programs to offer a spring 2021 International Seminar Series on COVID-19: International

Perspectives. Dr. Erin Reitz collaborated with Prairie Pride Coalition and Heartland Community College to organize a workshop for healthcare professionals that focused on health education about LGBTQIA+ elders.

## Objective 5: Faculty and Staff Development and Funding

**ONGOING** **S5, O5, Goal 1: Assess needs and deliver development to faculty and staff.**
(responsible: DC)

Progress: The faculty development series in fall 2021 and spring 2022 was focused on meeting the goals of the new Essential Competencies for professional nursing education released in April 2021 by the American Association of Colleges of Nursing that will shape the accreditation standards. To proactively plan for the new accreditation standards and transition to competency-based education, faculty have been attending bi-monthly sessions to learn the new Essentials and re-envision MCN's curriculum. These sessions have been led by MCN academic leadership and curriculum committee chairs.

In fall 2021, the College offered departmental workshops in consultation with CTLT relating to power and privilege. Other faculty and/or staff development held in fall 2021 and spring 2022 included topics relating to equity, diversity, and inclusion for students and patients; sex and gender; generational diversity; access and accommodation for students with special needs; supporting students using English as a second language; encouraging student excellence and success; and incorporating primary care, test writing practices, meaningful feedback, and new technology into teaching.

Annual retreats have been added for the Office of Student Services on an ongoing basis to foster team building, personal growth, and professional development among staff.

**FY'22** **S5, O5, Goal 2: Develop succession plans**
(responsible: DC)

Progress: Collaborative Momentum consultants hired in FY21 included an assessment of College academic leadership roles. Their feedback shaped position expectations for the

permanent director of undergraduate programs that was hired in August 2021. Sequence leader positions were also refined and communicated to the College.

With a twofold goal of providing professional development activities and mentoring faculty for potential leadership positions, a one-semester administrator in residence (AIR) program was implemented by the College for spring 2021. Two faculty were accepted into the inaugural program. Megan Rappleyea was accepted into the program for spring 2022. Activities include a 360 assessment and introduction to leadership roles in the College. The program culminates with a project related to a nursing interest area which is presented to college council. Ms. Rappleyea's project will include a thorough review of the literature and College data associated with nursing student success measures and benchmarks.

As the administrative team becomes aware of resignations or retirements, interim priorities are addressed while longer-term searches roll out. College administrators continue to nurture relationships with University, regional, and national healthcare providers so that as vacancies are created, interest in College positions might exist.

**ONGOING** **S5, O5, Goal 3: Redefine and implement a faculty mentoring program** (responsible: ADA)

Progress: New faculty orientation has been upgraded to leverage both in-person and online opportunities. A semester-long orientation program for new faculty and their mentors is under development. Professional development activities are offered in alignment with the University's framework for inclusive teaching excellence (FITE) model.

## Objective 6: 100th Anniversary Celebration

**COMPLETED** **S5, O6, Goal 1: Plan for celebration using opportunity to engage community, alumni, faculty, staff and students**

Progress: Complete FY'19

**COMPLETED** ▸ S5, O6, Goal 2:  Consider goals of Capital Campaign and link with anniversary celebration

Progress:  Complete FY'19

## Objective 7: Business Process Excellence

**FY'22** ▸ S5, O7, Goal 1:  Data

➢ **Assess and refine data to better understand finances, performance, growth, and other meaningful outcomes (e.g., enrollment, application, retention, diversity)**

(responsible:  AD-AS, BPE committee)

Progress:  Key staff from the College's office of student services, admissions, enterprise data & analytics, and PRPA offices began meeting in FY21 to discuss individualized reporting needs and how they might be created for our use.  Movement in FY22 was noted with the creation of some individualized reports for MCN staff use, but the need for customized data reporting currently exceeds reporting capabilities through COGNOS.  As new data needs relating to accreditation, grant writing, grant reporting, and other pertinent projects arise, MCN continues to meet with the offices that might be able to best provide it.  When automation is possible, reports are built.  When it is not, manual data calculation remains the standard.  A graduate assistant was hired in spring 2022 to help consolidate the multiple data points necessary to track student clinical registration, agency requirements, and student immunization compliance, as this data cannot be supported in COGNOS.

In fall 2019 MCN partnered with the office of admissions to automate the external transfer application process using Slate.  MCN is also utilizing SLATE for email marketing to prospective students for all sequences in addition to using SLATE's event capabilities to host virtual recruitment events several times a month.  These strategies will help inform enrollment metrics.

The Dean presented a strategic growth plan to Provost Tarhule in spring 2021 that included a comprehensive review of the faculty, staff, and other infrastructure needs associated with potential growth in targeted sequences.  This plan was modified and revisited in fall 2021

and spring 2022 based on a potential partnership with a healthcare entity in south central Illinois. Though promising, that partnership has not advanced as of this date. The growth plan includes a thorough analysis of the cost of instruction, prerequisite course demands, faculty and staff hiring, and nursing simulation laboratory needs. Multiple offices on campus have been involved in these proactive growth discussions.

The College administrative team led the annual faculty and staff spring 2022 Kick-Off Event with a review of the College's growth plan. Break-out sessions offered groups time to process and brainstorm additional infrastructure needs as the plan rolls out. Discussions focused on the faculty FTEs needed to support courses in each fall, spring, and summer semesters over four fiscal years, as well as the impact of growth on nursing simulation and staff positions.

**FY'22** **S5, O7, Goal 2: Processes**

➢ Assess and improve MCN business processes for streamlining, automation, and reporting accuracy

(responsible: AD-AS, BPE committee)

➢ Assess current systems for accuracy, and usefulness, and leverage automation for report generation

(responsible: AD-AS, BPE committee)

➢ Assess job duties and reduce overlap and redundancies

(responsible: DC)

Progress: Conversations this past year focused on the feasibility of streamlining the immunization tracking system through Campus Solutions. The MCN director of Technology worked with university staff to create milestones for immunizations in Campus Solutions. A testing platform was built for review by MCN staff in late March of 2021 with the goal of piloting it with a small Accelerated Sequence cohort admitted in May 2021. After weighing the benefits and risks of implementation, and after considering the work that needed to be immediately shifted to support pandemic-related clinical logistics, the project was indefinitely put on hold. In fall 2021, campus conversations alternatively turned to the hiring of a vendor to support campus-wide immunization tracking. Led by ISU legal

counsel, the associate dean for academic support will serve as the College representative to move this project along in fall 2022.

As reviewed in Strategic Goal 5, Objective 1, Goal 1, onboarding of new administrators and staff includes a thorough overview of job responsibilities. Additionally, the organizational chart, reporting lines, and roles were reviewed by the Dean in a February 2022 college council meeting. This recommendation came out of an analysis by Collaborative Momentum consultants that were hired, in part, to identify redundancies and gaps in current academic leadership positions.

**FY'22**   **S5, O7, Goal 3: Reporting**

(responsible: AD-AS and BPE committee)

➢ Identify MCN Scorecard with Key Process Indicators

➢ Assess reporting needs - seek automation, simplicity, and transparency

➢ Standardize reporting and report delivery

Progress: As identified in Strategic Goal 5, Objective 7, Goal 1, key staff from the College's student services, admissions, enterprise data & analytics, and PRPA offices have begun to meet to discuss individualized reporting needs and how they might be created for our use.

# Internal Reallocations and Reorganizations in Fiscal Year 2022

## A. Reallocations or Reorganizations, Including the Movement of Positions, Upgrade of Positions, Creation of New Positions, or Reallocation of Personnel or Operating Funds

Role reorganization and administrative structure continue to be evaluated and revised following changes in leadership positions. An assessment of infrastructure needs continues

with the onboarding of faculty and staff.  Below is a summary of human resource changes in FY22:

**Title Changes**

- There were no faculty title changes as a result of the ASPT process this past fiscal year.
- Kileigh Guido's title changed from Academic Advisor to Director of Prelicensure Advising on July 14, 2021.

**Fiscal Year 2022 New Hires and Replacement Positions**

- Urszula Szpila was hired as the Coordinator of the Nursing Simulation Lab on March 22, 2021.
- Sue Franzen transitions from MCN's Liaison Librarian to Interim Associate Dean for Public Services and Organizational Development on June 1, 2021, replacing former Associate Dean Chad Kakhl.
- Dr. Sandy Nielsen transitioned from her role as Sequence Leader for the Undergraduate program to the Director of the Undergraduate Program on August 2, 2021.
- Melissa Cavillo was hired as an instructional assistant professor on August 16, 2021.
- Dr. Holly Ng was hired as Assistant Director of the Nursing Simulation Lab on August 16, 2021.
- Joanna Willett was hired as Director of the MCN Nursing Simulation Lab on August 16, 2021.
- Nora Dukowitz was hired as Director of Marketing, replacing Emily McMahon, on September 29, 2021.
- Ethan Cossio was hired into the role of PROUD assistant on November 8, 2021.  He replaces Barb Stamets.
- Robin Trost was hired as an instructional assistant professor on January 1, 2022.
- Barbra Oldenburg transitioned from her role as Office Administrator to the Administrative Aide for the Associate Dean for Academic Support and Associate Dean for Research on January 24, 2022.

- Antonio Kayamba was hired as a Technology Associate, replacing Matt Rutherford, on February 14, 2022.
- Jodee Cesario was hired as the new Prelicensure Compliance Office Administrator on March 24, 2022.

**Fiscal Year 2022 Faculty and Staff Resignations**

- Jennifer Fritcher resigned from her role as Administrative Aide in the Office of Student Services on October 22, 2021.
- Matt Rutherford resigned from the IT Support Associate position on October 29, 2021.
- Barb Stamets resigned from her position as PROUD Coordinator on November 10, 2021.
- Becky Lamont retired from her position as Director of Student Success and Engagement on December 31, 2021.
- Dr. Cindy Kerber resigned from her tenure-track faculty position in December 2021.
- Cindy Malinowski will retire from her instructional assistant professor position in May 2022.
- Michelle Woodburn will resign from her CAUSE grant position in April 2022.
- Dr. Brenda Johnson will retire from her tenure-track faculty position in May 2022.
- Dr. Tina Fillman resigned from her position in May 2022.
- Carla Leber resigned from her Instructional Experience Coordinator position on April 8th, 2022.

**Fiscal Year 2022 New Positions**

- There were no new positions this fiscal year.

# B. Use of Additional Funds to Enhance Accomplishments and Productivity

The College continues to utilize part-time faculty to meet the instructional needs of the program offerings.  With the introduction of the FCR model in FY13, the RN to BSN, NSA, and DNP Sequences began operating under the online model.  Following a curriculum revision in fall 2021, the NSA Sequence in the MSN program was changed to a BSN to DNP Sequence:  NLM track.  The new School Nurse Certificate program enrolled its first cohort in summer 2019, and the PMHNP Certificate enrolled its first cohort in summer 2021. The BSN to DNP Sequence: NLM track, School Nurse Certificate program, and PMHNP Certificate program all follow the FCR model, and since summer 2018, the Accelerated Sequence has followed the on-campus model.

**Faculty Hiring Plan for Fall 2022**

Pending Provost approval, the College plans to search for five tenure-track faculty positions to start in FY23.  To date, the College has already secured three tenure-track faculty commitments with a fall 2022 start date.  Additionally, MCN will be hiring four instructional assistant professor positions for fall 2022.  This model is intended to represent replacement positions and does not reflect our growth model faculty needs.

**Enhancement Funding**

| Instructional Capacity FY22 | $126,000 |
|---|---|

**Strategic Budgeted Carryover (SBC) for FY22**

| Remodel EDW 305 | $48,368 |
|---|---|
| Remodel EDW 108 | $50,140 |
| Summer Faculty 2021 paid in FY22 | $205,650 |
| Digital Advertising in support of growth plan | $9,325 |
| Startup package for Endowed Professor for Research | $7,500 |
| FY21 IDC distribution not spent | $129,420 |

| | |
|---|---|
| FY22 Marketing Initiatives – support for strategic growth | $100,000 |
| Promotional Items | $6,531 |
| Chicago Clinical Site Growth Consultant | $10,000 |
| New facilities consultant, and fund raising for new facility | $9,850 |
| Retain Emeritus Undergraduate Director | $40,864 |
| FY21 URG – Allowed due to COVID-19 | $3,226 |
| Competency-based curriculum consultant | $60,000 |
| Extra Help for the Office of Student Services | $35,484 |
| Satellite Coordinator | $60,000 |
| Start Up Packages | $60,000 |
| Delayed Computer Order | $28,225 |
| Excess Materials Fee Funds | $67,685 |

## Provost Enhancement Funding – None for FY22

| | |
|---|---|
| There was no Provost Enhancement Funding to report on for FY22 | N/A |

## Academic Enhancement Funding

| | |
|---|---|
| FY22 | $87,100 |

## RERIP Funding

| | |
|---|---|
| FY22 | $25,000 |

## Summer Session Funding

| Item | Amount |
|---|---|
| Seventy-nine undergraduate and graduate sections were offered in the summer of 2021 | $333,494 |

**External Funding (New and Existing for FY22)**

The College received new grants as listed below for the direct use of supporting research, scholarship, and programs.  These funds were awarded from agencies as follows:

| Item | Amount |
|---|---|
| Sigma Theta Tau International (STTI), Xi Pi Chapter | $3,500 |
| Health and Human Services: Health Resources Services Administration-Advanced Nursing Education Workforce Program (ANEW) | $700,000 |
| Health and Human Services: Health Resources Services Administration-The PROUD Program: Increasing Undergraduate Diversity | $495,750 |
| Health and Human Services: Health Resources Services Administration-Change Agents to the Underserved; Service Education (CAUSE) | $687,654 |
| Health and Human Services: Health Resources Services Administration Change Agents to the Underserved Service Education COVID-19 Telehealth Education | $78,571 |

**Foundation Funds**

The FY22 foundation funds spent to date or in process total $302,767.

| Item | Amount |
|---|---|
| Student Scholarships | $241,788 |
| America's Promise School Project | $17,563 |
| Student Leadership Academy | $3,407 |
| Office of Nursing Research, Scholarship and Innovation | $20,742 |
| Carle BroMenn Endowed Professorship | $19,267 |

**Variance Funds**

| Item | Amount |
|---|---|
| General Revenue contract faculty buyouts for the Carle Endowed Professorship, PROUD Grant, the ANEW Grant, and the CAUSE Grant. | $293,614 |

**Academic Enhancement Technology Funds**

| Item | Amount |
|---|---|
| FY22 allocation will be used for technology support for Exam Soft and Success Plan | $13,141 |

**Internal Awards/University Research Grants**

| Item | Amount |
|---|---|
| Dr. Myoung Jin Kim | $4,000 |
| Drs. Brenda Johnson and Mary Dyck | $3,447 |
| Drs. Denise Hammer, Carla Pohl, and Peggy Jacobs | $3,680 |
| Drs. Melissa Jarvill and Marilyn Prasun | $1,200 |

**Other Funds/"51" Income funds expenditures**

| Item | Amount |
|---|---|
| Online student assessment instruments (ATI) | $138,292 |
| Nursing lab kits and lab supplies | $6,704 |
| ExamSoft online testing | $16,875 |

# Major Objectives for Fiscal Year 2023

## A. Mennonite College of Nursing: Strategic Goal Planning for FY23

On the next page is an outline of college goals represented in the Mennonite College of Nursing 2018-2023 Strategic Plan. Those goals completed in prior fiscal years are designated as completed, while others listed as a focal point for FY23 are listed as such. Goals to be addressed beyond FY23 and those that are on-going each year, though strategic, are also designated. See page 4 for the aligning of the Mennonite College of Nursing Strategic Plan with Illinois State University's *Educate•Connect•Elevate*. See page 85 for a guide to the abbreviations of committee and roles responsible for overseeing these goals.

# Strategic Goal 1: Teach Our Students with Excellence

Objective 1: Programs

- ➤ (Ongoing) Goal 1: Plan, manage and explore growth of new and current programs (responsible: DC, PCC, RN to BSN, GPCC)

Objective 2: Curriculum

**FY'23** Goal 1: Holistic review and adjustment of undergraduate and graduate curricula; align to identified best practices, industry needs, licensure requirements, and accrediting agencies (responsible: PCC, RN to BSN, GPCC)

**FY'23** Goal 2: Integrate holistic health, vulnerable populations, cross-disciplinary experiences, and service into clinical experiences that align with curricula (responsible: PCC, RN to BSN, GPCC)

- ➤ (Ongoing) Goal 3: Integrate and utilize simulation learning experiences to enable greater clinical competence (responsible: SC)

**FY'23** Goal 4: Align testing with NCLEX standards throughout undergraduate program (responsible: PCC)

- ➤ (Ongoing) Goal 5: Maintain standards of excellence using benchmark data, aspirant schools and NCLEX pass rates (responsible: ADA)

Objective 3: Leadership & Development

**FY'23** Goal 1: Integrate leadership development, service concepts, and work environment expectations into curriculum where appropriate (responsible: PCC, RN to BSN, GPCC)

- ➤ (Ongoing) Goal 2: Explore strategic campus-wide partnerships – MBA Program; Public Health (completed MBA analysis FY19) (future goal: Public Health) (responsible: GPCC)

- ➤ (Completed) Goal 3: Conduct Leadership Academy (responsible: Dean)

**FY'23** Goal 4: Evaluate the curriculum to assess gender-specific challenges for students and/or patients; develop plan to meet gaps (responsible: PCC, RN to BSN, GPCC)

Objective 4: Technology

**FY'23** Goal 1: Explore new technologies--virtual reality, robotics, telehealth, etc. (responsible: TSC, SC)

➢ (Ongoing) Goal 2: Further develop online learning offerings, distance education, and methods to promote and support these offerings (responsible: PCC, RN to BSN, GPCC)

➢ (Ongoing) Goal 3: Further expand simulation learning; explore online simulation (responsible: SC)

➢ (Completed) Goal 4: Develop digital testing (online testing platform) (responsible: PCC)

## Strategic Goal 2: Strategically Grow Research and Scholarly Works

Objective 1: Reputation

➢ (Completed) Goal 1: Hire faculty with competence and motivation to achieve desired quality and quantity of research; assess needs and impending retirements of current faculty (responsible: DC)

➢ (Ongoing) Goal 2: Consider faculty member for NIH Reviewer Training (responsible: ADR)

➢ (Ongoing) Goal 3: Increase quantity and quality of externally funded research, projects, and publications; engage faculty on focus areas that are fundable (responsible: ADR)

**FY'23** Goal 4: Using marketing strategies, develop alternative communication channels on research outcomes for internal and external audiences (responsible: DMR)

Objective 2: Focus

➢ (Completed) Goal 1: Hire and sustain tenure track faculty that support research focus (responsible: DC)

Objective 3: Technology

➢ (Ongoing) Goal 1: Leverage technology to enhance programs that require research (responsible: ADR, CRC, TSC)

➢ (Completed) Goal 2: Support large dataset studies

> (Completed) Goal 3: Develop simple and transparent tracking system for timelines on grant submissions, IRB protocol submissions, all current research projects – especially ones that are happening with our students

## Strategic Goal 3: Collaborate with Our Community

Objective 1: Strengthen & Develop Partnerships

> (Ongoing) Goal 1: Explore health-related opportunities that help to educate our students and provide a benefit to the community – both on and off campus (responsible: APSP, ANEW, CAUSE)

> (Ongoing) Goal 2: Offer health-related service experiences through cross-agency collaboration that develop leadership skills, and understanding of vulnerable and diverse populations (responsible: APSP, ANEW, CAUSE, SEL)

Objective 2: Develop Stronger Focus on Healthcare Delivery Outside of Acute Environment

> (Ongoing) Goal 1: Ensure curriculum teaches nursing's role in community health, public health, wellness/prevention, primary health care, end of life, ambulatory centers, and other non-hospital-based care (responsible: PCC, RN to BSN, GPCC)

> (Ongoing) Goal 2: Lead community health, wellness, and prevention events in partnership with other community organizations -- focus skill development on leadership, communication, project management, teamwork, cross discipline knowledge/collaboration, public speaking, and education (responsible: APSP, ANEW, CAUSE)

Objective 3: Capture and Highlight Community Service of College

**FY'23** Goal 1: Ensure nurse's role and responsibility in serving others is taught in curriculum (responsible: ADA, PCC)

> (Completed) Goal 2: Develop a mechanism to track faculty, staff, and student service work

> (Ongoing) Goal 3: Assess and track all service projects, work being done today, and maintain data (responsible: ADA)

> - (Completed) Goal 4:  Highlight health-related service work by College in branding stories about the College (responsible: DMR)

## Objective 4:  Strengthen Alumni Engagement

> - (Completed) Goal 1:  Engage alumni in focus areas such as fund raising, developing clinical sites, collaborating on community service projects, assisting in classroom or simulation lab learning, and mentoring students in clinical settings and alumni relations (responsible: Dean)

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## Strategic Goal 4: Develop Diverse Clinical Experiences for Students

### Objective 1:  Assure Varied Clinical Experiences

**FY'23** Goal 1: Offer experiences in diverse settings that align to industry shifts–outpatient and ambulatory environments, in-patient environments, mental health, chemical dependency, long-term care, end of life care, chronic disease care, and global health–assuring nursing students understand clinical practices beyond the traditional in-patient medical model (responsible: ADA, CAUSE, and all grant funded special initiatives)

> - (Ongoing) Goal 2:  Develop simulation situations in environments beyond acute care for both undergraduate and graduate students (responsible: CAUSE, ANEW)

### Objective 2:  Expand Clinical Partnerships

> - (Ongoing) Goal 1:  Expand partnerships beyond inpatient acute care settings, partner with other health-related organizations (health department, cancer clinic, hospice, long-term care settings, etc.), assure cross disciplinary/multi-disciplinary experiences (responsible: DUP, DGP)

### Objective 3:  Expand Role of Simulation Learning to Enhance Clinical Experiences

> - (Ongoing) Goal 1:  Utilize simulation to compliment coursework, expand research and publication opportunities, and model clinical best practice (responsible: CAUSE)

> - (Ongoing) Goal 2:  Expand faculty simulation expertise to promote quality student simulation-based learning opportunities (responsible: SC)

**FY'23** Goal 3:  Explore additional spaces and opportunities to expand simulation programs (responsible: SC)

**Strategic Goal 5: Grow and Promote a Premier Institution of Nursing Excellence**

Objective 1:  Culture

➢ (Ongoing) Goal 1:  Provide and communicate clear and simple job responsibilities for roles (responsible: DC)

➢ (Ongoing) Goal 2:  Assess culture and job satisfaction through faculty and staff engagement and target areas for improvements (responsible: Culture Committee)

➢ (Ongoing) Goal 3:  Develop stronger faculty/staff connections and utilization (responsible: DC)

➢ (Completed) Goal 4:  Hire faculty and staff that align to culture and College's needs (responsible: DC)

➢ (Did Not Achieve) Goal 5:  Consciously develop the culture elements that are meaningful; develop, foster, and hold people accountable to expected cultural norms (responsible: Culture Committee)
   o Review pages 61-62 of the F22 Annual Report for more information.

➢ (Ongoing) Goal 6:  Assess and consider purpose and outcomes of all meetings; improve efficiency and effectiveness of meetings to decrease frequency of meetings (responsible: DC, Committee Chairs)

Objective 2:  Marketing

➢ (Completed) Goal 1:  Curate and leverage content that illustrates MCN's value and nurtures relationships with students, community, and industry (responsible: DMR)
   o Use research excellence as a tool for attracting students and faculty; especially focusing on programs where growth is needed and beneficial to the college
   o Design, document, and implement a marketing and recruitment plan that is SMART (Specific, Measurable, Achievable, Relevant, and Time-bound)

➢ (Completed) Goal 2:  Recruit high caliber and diverse students, faculty, and staff (responsible: DC)

- ➤ (Completed) Goal 3: Increase brand awareness, perception, and affinity within Illinois; then expand beyond state (responsible: DMR)

- ➤ (Completed) Goal 4: Leverage technology and marketing automation (responsible: DMR)

## Objective 3: Foundation Building

**FY'23** ➤ Goal 1: New Facility (responsible: Dean)
- o Create a vision for the building and begin planning
- o Communicate and inspire the community, alumni, and donors with the possibilities
- o Begin seeking commitments of financial support

- ➤ (Ongoing) Goal 2: Funding and Financial Security (responsible: Dean)
  - o Grow scholarships for students, faculty, and staff
  - o Seek novel and creative funding sources and solutions for the College
  - o (Completed) Review funding allocations for IT and Marketing given strategic intentions (responsible: DC)
  - o Track annual funding from research grants (responsible: CRC)

## Objective 4: Faculty Outreach

- ➤ (Completed) Goal 1: Increase awareness of expertise internally (to guest lecture in class or offer faculty development) and externally (to support outreach, partnership and reputation) (responsible: ADA)

- ➤ (Ongoing) Goal 2: Provide annual education event for nurses, community agencies, and other partners (responsible: ADA, CAUSE)

## Objective 5: Faculty and Staff Development and Funding

- ➤ (Completed) Goal 1: Assess needs and deliver development to faculty and staff (responsible: DC)

- ➤ (Completed) Goal 2: Develop succession plans (responsible: DC)

- ➤ (Ongoing) Goal 3: Redefine and implement a faculty mentoring program (responsible: ADA)

## Objective 6: 100th Anniversary Celebration

- ➤ (Completed) Goal 1: Plan for celebration using opportunity to engage community, alumni, faculty, staff and students

> ➤ (Completed) Goal 2:  Consider goals of Capital Campaign and link with anniversary celebration
>
> Objective 7:  Business Process Excellence
>
> **FY'23** ▸ Goal 1:  Data
> - o Assess and refine data to better understand finances, performance, growth, and other meaningful outcomes (e.g. enrollment, application, retention, diversity) (responsible:  AD-AS, BPE committee)
>
> **FY'23** ▸ Goal 2:  Processes
> - o Assess and improve MCN business processes for streamlining, automation, and reporting accuracy (responsible: AD-AS, BPE committee)
> - o (Completed) Assess current systems for accuracy, and usefulness, and leverage automation for report generation (responsible: AD-AS, BPE committee)
> - o Assess job duties and reduce overlap and redundancies (responsible: DC)
>
> **FY'23** ▸ Goal 3:  Reporting (responsible: AD-AS and BPE committee)
> - o (No Longer a Goal) Identify MCN Scorecard with Key Performance Indicators
> - o (Completed) Assess reporting needs – seek automation, simplicity, and transparency
> - o Standardize reporting and report delivery

# B.  Strategic Budget Carry Over Requests for FY23

The College would like to SBC $40,864 from FY22 and move it to FY23 to hire a nurse educator to take over new faculty orientation. The College would also like to SBC $60,000 from FY22 to FY23 to hire a PT faculty for Tutoring RISE Coordinator and an Extra Help position for our Success Plan. The College would like to SBC $60,000 from FY22 to FY23 to hire a Student Recruiter for the Springfield location.  Lastly, the College would like to SBC $181,000 from FY22 to FY23 to carry out a long-term research plan.

# C. Committee Abbreviations

| Abbreviation | Committee / Role |
|---|---|
| ADA | Associate Dean for Academics |
| AD-AS | Associate Dean for Academic Support |
| ADR | Associate Dean for Research |
| ANEW | Advanced Nursing Education Workforce |
| APSP | America's Promise School Project |
| BPE | Business Process Excellence Committee |
| CAUSE | Change Agents for the Underserved: Service Education |
| CC | College Council |
| CRC | College Research Committee |
| DC | Deans Council |
| DGP | Director of Graduate Program |
| DMR | Director of Marketing and Recruitment |
| DUP | Director of Undergraduate Program |
| GPCC | Graduate Program Curriculum Committee |
| PCC | Prelicensure Curriculum Committee |
| PROUD | Pre-entry and Retention Opportunities for Undergraduate Diversity |
| RN to BSN | RN to BSN Curriculum and Program Committee |
| SC | Simulation Committee |
| SEL | Student Engagement Leader |
| TSC | Technology Steering Committee |
| TBD | To be determined |