Executive Summary

Blueprint for Academic Excellence
College of Nursing
AY2020-2021

Introduction

The UofSC Nursing graduates more nurses than any other program in SC and has emerged as one of the largest, premier US nursing programs. As the flagship CON for SC, we have a multi-pronged mission of teaching, research/scholarship, practice/service, and policy. The college offers 2 undergraduate programs across 3 campuses, 4 master's programs, 4 post-master's certificate programs, and 2 doctoral programs. In Fall 2019, we allowed a measured increase in BSN enrollment in lower and upper division, and had a slight decline in graduate enrollment. The college had a record year in NCLEX pass rates, US News #1 public ranking (Master's online), and quality and excellence in our operations.

We continue to have a shortage of nursing faculty (college, state, nationally) and have outgrown our space which has impacted our capacity to grow additional programs. With aggressive faculty recruitment in Spring (2020), we expect to fill our faculty lines for Fall, 2020.

Highlights

1. May 2018, December 2018, May 2019 BSN Cohort 100% NCLEX pass rate.
2. Ranked #1 public (#2 overall) US News for Master's Online Nursing Programs.
3. Moved 49 slots in past 5 yrs to top #30 Best Graduate Nursing US News (#79 2014)
4. Increasing diversity among faculty and graduate students; Hired AD DEI
5. Space deficiencies

Jeannette Andrews Dean and Helen Gurley Wolford Professor of College of Nursing

Table Of Content

Foundation for Academic Excellence

Mission Statement

UofSC Nursing provides nationally recognized educational programs and advances science, practice, and policy to optimize health for all.

Updated: 03/14/2018

Vision Statement

To be a preeminent College of Nursing of distinction that pioneers innovation, leadership, and excellence.

Updated: 03/14/2018

Values Statement

Diversity, Inclusivity, Commitment, Caring, Integrity, Respect, Professionalism

Updated: 03/14/2018

Goals - Looking Back
No goals have been entered for this section.

Goals - Real Time

Goals for the current Academic Year.

Goal 1 - People and Environment

Goal Statement	Promote a vibrant, respectful, and caring environment that recruits, retains, and fosters development of an inclusive and talented community of students, faculty and staff. **Objective 1:** Cultivate a community of development and mentorship. **Objective 2:** Foster a collaborative, diverse, and equitable climate with respect for individual contributions. **Objective 3:** Align faculty, staff, students and organizational resources to meet our strategic goals.
Linkage to University Goal	• Educating the Thinkers and Leaders of Tomorrow • Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners • Spurring Knowledge and Creation • Building Inclusive and Inspiring Communities • Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Cultivating our community with diverse, collaborative faculty, staff and students while enhancing the resources for our community enables our college to provide nationally recognized educational programs to advance science, practice and policy. Our goal is to continually focus on our objectives so that we can strive to be a preeminent college of nursing. We pay particular attention to our values, incorporating diversity, inclusivity, commitment, caring, integrity, respect and professionalism in our efforts to develop our environment, people and resources while respecting individualism.
Status	Progressing as expected (multi-year goal)
Action Plan	1. Enhance internal and external faculty and staff development opportunities, including mentoring plan for new faculty 2. Revise Clinical Track Promotion Criteria to be consistent with peer Colleges of Nursing 3. Increase nominations for awards, especially national/international awards 4. Increase diversity and inclusion among faculty, staff, students 5. Enhance resource provision (philanthropy, grants, partnerships)

	6. Procure additional space; renovate current space to meet teaching/learning needs 7. Maintain competitive/equitable salaries for faculty and staff
Achievements	1. Completed 5th-floor office renovation and moved in (August) to add net 9 new offices 2. Staff Council re-launched 3. Created Staff Professional Development Initiative 4. Expanding LEAD professional development training and tracking 5. Increased investment in professional development travel by 31k / 20% (179k vs 148k) 6. Designated space for students - Student Study Rooms added throughout the building 7. Room 423 Innovation Room (for faculty, staff, students) funded and in progress 8. Funded architectural design and feasibility study for building addition 9. Updated conference room technology 10. Funded merit-based raises for faculty and staff 11. Funded 2% raises for employees under 100k and $600 bonus for employees under 70k 12. 2nd ADA and gender-neutral restroom – funding secured and construction to begin in Spring 13. Recognition Card program launched and continuing 14. Bottle Filler filtered water stations on each floor in progress 15. Added noise-canceling system to 2nd and 3rd floor to enhance FERPA and HIPPA security 16. Added security cameras to each floor 17. Added panic buttons to each floor 18. Faculty staff and student highlights to social media 19. Internal faculty development offerings: 2 monthly writing clubs; 3 visiting scholars in past year; awarded two $10k internal small grant mechanisms for DNP/PhD Faculty; awarded three $5k internal grant mechanisms for teaching innovations; two $50k internal grant mechanisms for nursing/engineering research. External faculty development includes professional conference and mentor related travel; hosted NLN simulation workshop. External editorial service added for faculty grants and publications. 20. Two faculty sent to NLN writing workshop. 21. Two-day workshop for faculty by external expert, Dr. Diane Billings. 1) Item writing analysis and test analysis, new generation NCLEX 2) preparation for Certified Nurse Educator's exam. Faculty received prep book, reimbursed for registration if successfully pass exam (2 faculty have passed

	since workshop). 22. Tenure and Promotions criteria are being revised. 23. Dr. Dail elected to Council for the Advancement of Nursing Science, Councilor of Programs (national office).
Resources Utilized	1-Used internal $$ for classroom and office renovations; indirect dollars from FRIP for internal grant mechanisms and research related faculty development (visiting scholars). 2-Foundation/endowment funds for internal teaching grants (i.e., Helen Gurley Wolford) and select faculty development (multiple accounts). Foundation accounts have nearly doubled since 2011 ($3.3M to > 6 million). 3-University funds to enhance classroom technology; bathroom upgrades. 4-Increased partner sponsorship of events (Providence Health, Palmetto Health, University Health System). 5- 300% increase in growth of graduate students (tuition) from 2013-2018, with tuition differential for advanced practice nurses.
Goal Continuation	We spent one academic year (2017-2018) revising our strategic plan (2018-2022). This goal has been our priority goal, established by our faculty and staff. We will continue this goal. Each year, during our faculty/staff retreat, we revisit strategies for the upcoming school year.
Goal Upcoming Plans	1-A priority is space to house our expanding students, faculty, and staff. 2-Continue to enhance faculty and staff development and continue to enhance resources for the our thriving college. 3-Continue progression for Clinical Track Faculty for promotion (especially to Associate and Full Professor). 4-Hire 10+ new faculty hires (critical shortage of faculty in college, state, and nationally).
Resources Needed	1-Added new faculty lines to accommodate new programs being initiated (RN-MSN, MSN Nursing Education Consortium, DNP CRNA program in collaboration with SOM). 2-Seek funding for expansion of Williams Brice College of Nursing

	Building to meet mission (philanthropy, legislative, university). 3-Continued University offerings to enhance diversity, equity, inclusivity. 4-Continued University offerings of Center for Teaching Excellence, HR/Provost programs for supervisors/leaders for faculty and staff development.
Goal Notes	From AD of Finance & Operations: We solicit feedback in various forms (meetings & surveys) to build on our strong culture & environment. We have made meaningful progress especially in the areas of pay for performance, building infrastructure/ space, employee recognition, staff council, security & prof. devel. From Associate Dean of Faculty: Faculty scholarly productivity has increased through participation in writing clubs and collaboration with colleagues. One on one mentoring has increased grant submissions and successful publications. Faculty are excited about progression and volunteer for projects. We find more opportunities than there are faculty to participate in these opportunities

Goals - Real Time

Goal Statement	Incorporate innovative best practices in student-centered learning and achieve excellence in educational programs to prepare transformative and culturally competent nurses. This goal will be met by the incorporating the following four objectives: **Objective 1**: Utilize emerging technology to deliver progressive program offerings to enhance workforce readiness. **Objective 2**: Integrate concepts of population health, health promotion and social determinants of health using interprofessional learning experiences. **Objective 3**: Prepare nurses to conduct scientific research and lead healthcare improvement through evidence-based scholarship. **Objective 4**: Recruit and graduate highly qualified students from diverse backgrounds.
Linkage to University Goal	• Educating the Thinkers and Leaders of Tomorrow • Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners • Spurring Knowledge and Creation • Building Inclusive and Inspiring Communities • Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	The College of Nursing education goal aligns with the mission and vision to support expanded student centered environments within the unit while also preparing through educational program excellence the next generation of transformative nursing workforce. This preparation includes using emerging technology while integrating social determinants, interprofessional learning experiences, telehealth interfaces and adaptive learning platforms that actively engage the learner. Our values of diversity, inclusivity, commitment, caring, integrity, respect and professionalism are embedded within every educational offering.
Status	Progressing as expected (multi-year goal)
Action Plan	1. Curricular revision focusing on pathways to "on time" degree achievement and workforce readiness 2. Focus on improved systems to engage students, especially online students, and seek alumni feedback and input to programs 3. Strategic growth plans for new programs based on workforce needs, clinical training site and preceptor availability, and new state regulations for distant education (MSN,DNP)

Goals - Real Time

<table>
<tr>
<td></td>
<td>
4. Move to holistic admission process for all programs
5. The transition of Salkehatchie program to Beaufort campus
6. Long term plan for Lancaster campus and faculty
</td>
<td></td>
</tr>
<tr>
<td>Achievements</td>
<td>

1. Focus on growth in MEPN and RN-BSN program.
2. MSN clinical track enrollment decreased this past yr due to: a) state regulations across US for distant education of APRNS- now enrolling in 17 approved states (vs. 26 in past). b) workforce saturation in the midlands c)increased competition of out of state and distance accessible programs.
3. PhD program was re-envisioned in Fall 2018 as an "executive model" to meet working adults needs and a significant recruitment effort led to 7 new PhD students including 2 RWJ Nursing Scholars starting in Fall 2018 and 8 new PhD students in Fall 2019.
4. With revised curricula, MSN and Doctoral time to graduation continues to improve and attrition in the programs is at an all time low.
5. Associate Dean on Curricular Leadership Committee at NONPF
6. Increasing partnership with Walmart care clinics and the Cooperative FQHC providing 40 clinical placements for FNP experiential learning.
7. Top 12% in NCLEX pass rates in US. First attempt NCLEX past rate 100% for three consecutive BSN cohort. First attempt 2019 MSN FNP was 96%, 2018 PMHNP and AGACNP pending.
8. Master's Online programs rankings by US News & World Report was #2 (2020)/#1 public, #6 (2019) and #5 (2018).
9. DNP program ranked #32 by US News (#44 in previous year).
10. Graduate Nursing program ranked #30 by US News (moved 49 slots since 2014/#79).
11. Site review of PhD program in March 2019 for SACC compliance metrics.
12. Mid cycle CCNE review for DNP program submitted June 2019; Accreditation visit for all programs scheduled 2021.
13. 19 graduates GLD.
14. 3rd yr of Smart Start Honors Program. 14 students per cohort.
15. MSN Nursing Informatics Program approved. Recruiting Director. First cohort Fall 2020.
16. MEPN program approved at the UofSC BOT, CHE and anticipated on-site SC BON review Spring 2020.
17. Collaborating with SOM to offer 8 courses for DNP/CRNA starting in 2021
18. BSN - DNP option will be open again for enrollment in 2020, currently 44 applicants and 30 admissions.
19. Initiated live actors/standardized patients in simulation for both UG and graduate students 2 years ago. Offering face to face immersions for MSN clinical programs each semester.

</td>
<td></td>
</tr>
</table>

	20. Holistic admission for UG program will begin with the Fall 2021 upper division application cycle. 21. Faculty group presented social determinants of health integration across the curriculum as a PACESETTER presentation at the Fall SREB conference and via Web conference in February 2020. 22. DNP Nurse Exec Director and ADGS implemented process change for DNP projects and held DNP minicamp in August 2019. 23. All PhD students funded first two years - work with funded investigator as RA. 24. Student posters for CON Research/Scholarship Day; Discover USC. 25. Funded 7 students to SNRS in Spring 2020;10 PhD students attended CANS Conference in Fall, 2019. 26. Dean supports SNA student leaders to state conference and national conference each year. 27. Working with Prisma Health to establish UAP program with UG nursing students. 28. Telehealth project continues; anticipating additional funding by BCBS to expand to FNP, AGACNP, and NA students. 29. Held NTF writing retreat for faculty with external consultant for clinical APRN program directors. 30. Held CCNE kickoff for writing groups with external consultant for standard III and standard IV in February 2020. 31. Revised program outcomes objectives for the BSN, MSN, DNP and PHD programs.	
Resources Utilized	1. Internal CON communications working with central communications to redesign web with focus on graduate programs rolled out in Summer 2019. 2. AD Academics, Assistant Dean Undergraduate Program, Assistant Dean Graduate Programs, Program Directors, Director Student Affairs, Director OnLine Learning, faculty, staff. 3. External reviewers for PhD program. 4. External consultants for NTF and CCNE writing. 5. Collaboration with Provost office for new programs and distributed learning. 6. Student scholarships, endowments, scholarship funds 7. Simulation equipment, staff, live actors/standardized patients 8. Duke Grant to train Simulation leaders in nursing programs across state (Graham PI) 9. ANEW grant and NFLP for student stipend support (Ribar PI) 10. BC/BS telehealth integration across the curriculum (Baliko PI/Ribar Co-PI)	
Goal Continuation	New academic programs that have been approved at the CON and are at various stages of university or CHE approval include an "Entry to Practice MSN" (anticipate Spring 2021), restarting	

	the post-BSN to DNP in Summer 2020, and Post-Master's Certificate and MSN in Nursing Informatics (Fall 2020) MSN. Exploration of other program offerings such as an RN to MSN in response to local clinical partners need for "beside nursing leaders." Continue to expand with measured graduate enrollment in both existing programs and new program offerings highlighted above, as space allows.
Goal Upcoming Plans	1. Continue with plan to implement holistic admissions in the BSN upper division process and further define graduate holistic admission processes. 2. Implement a revised evaluation plan in preparation for accreditation site visit 2021. 3. Revise program outcomes for the MSN, CGS, DNP and PhD programs to incorporate the new mission and vision of the CON. 4. Continue to revise crosswalks for the all BSN, MSN and DNP courses to reflect curricular revisions. 5. Implement CCNE writing plan and submit self-study by 1/21/2021 for the BSN, MSN, APRN CGS and DNP programs. 6. Revise and expand the use of high-quality simulation where appropriate. 7. Continue to lobby state entities for nonpayment of clinical sites. 8. Continue to support faculty for CNE certification. 9. Identify academic wins to report and support team in win identification.
Resources Needed	1. Additional faculty to meet expansion of graduate programs 2. Space 3. CCNE consultant for self-study critique 4. Funds for support of academic program director's engagement in professional meetings 5. Funds for support of academic staff development
Goal Notes	Increasing pressure by clinical systems/providers for the CON to pay for APRN preceptor experiences.

Goals - Real Time

Goal Statement	Lead and accelerate high impact, innovative, nationally recognized research and scholarship, consistent with UofSC Nursing's values. **Objective 1:** Grow and optimize infrastructure to support research excellence. **Objective 2:** Cultivate and enrich collaborative research and scholarship to advance scientific knowledge. **Objective 3:** Develop and expand research centers to improve health equity and outcomes.
Linkage to University Goal	• Educating the Thinkers and Leaders of Tomorrow • Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners • Spurring Knowledge and Creation • Building Inclusive and Inspiring Communities • Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	The CON's research goals fit with the overall mission to provide nationally recognized educational programs and advances science, practice, and policy to optimize health for all. The goals fit with the vision to be a preeminent CON of distinction that pioneers innovation, leadership and excellence. Our research efforts will be guided by the values of diversity, inclusivity, commitment, caring, integrity, respect and professionalism.
Status	Progressing as expected (multi-year goal)
Action Plan	1. Individual mentoring of faculty to develop grant applications 2. Weekly Office of Research (OR) newsletter listing funding and training opportunities 3. OR staff support for budget development and assembling of grant applications 4. Invited workshops by national experts 5. Faculty support for grant writing workshops and specialty training 6. Research exchange for all faculty 7. CON seed funds for pilot proposals
Achievements	1. Per Blue Ridge Institute for Medical Research, USC Columbia ranking in 2019 was #36 (#36 previous year). 2. Peer Reviewed Publications: 51 (19 TT Faculty: 15 1st authored, 39 other; total 54). 3. NIH Submissions: 14 total; a decrease of 6 from FY2018. 4. Total Grant Submissions: 43, reflecting an increase of 9 from FY2018

<table>
<tr><td></td><td>

5. Total Grant Submission Dollars: $11,875,166, a decrease of $20,899,572 from FY 2018
6. Research Awards: 38
7. Research Awards:
    1. Research, Extramural: $2,562,897
    2. Research, Intramural: $25,500
    3. Research, Total: $2,588,397
    4. Education and Practice Awards Total: $691,164
8. Total Funding: $3,279,561
9. Grant Total Expenditures (Research, Education and Practice) for TT/tenured faculty only: $2,254,487.76
    1. Research: $1,954,352.78
    2. Education and Practice: $300,134.98
10. Grant Total Expenditures (Research, Education and Practice) for all faculty tracks: $3,137,942.21
11. 2 Magellan Scholars Funded
12. Research Exchange offered to promote collaborations with DNP and PhD faculty (clinical track and tenure track faculty).
13. Visiting scholar - research methodology during past year.
14. Faculty writing workshop held (UNC Chapel Hill faculty led).
15. Smart State Center, Advancing Chronic care Outcomes through Research & iNnovation (ACORN) refined mission/vision and webpage materials.

</td><td></td></tr>
</table>

Resources Utilized	1. Office of Research (Assoc. Dean, pre-award and post-award staff). 2. CON funds to support research collaborations across faculty tracks. 3. CON's indirects to support start-up packages for new hires along with provost support.
Goal Continuation	We plan to continue to hire tenure-track/tenured faculty and faculty for the SmartState Center. Current faculty are strongly encouraged and supported in submitting competitive grant applications and publishing in strong peer-reviewed journals.
Goal Upcoming Plans	We plan to continue many of the initiatives described earlier: individual mentoring of faculty, workshops by national experts, seed funds for pilot proposals, faculty support for advanced training to enhance their research skills and expertise, incentivizing PIs and providing competitive start-up packages for new hires. Writing clubs will be on-going to facilitate publications. SmartState Chair plans to hire one faculty and one-post-doctoral fellow. We plan to recruit additional tenure-track/tenured faculty.
Resources Needed	Start-up funding for new faculty hires.
Goal Notes	The CON aims at improving our NIH ranking and is committed to

	this goal. Over the past year, the CON secured another K23 award from NIH (Dr. Demetrius Abshire) and a R03 award from AHRQ (Dr. Nate Bell). TT/tenured faculty receive strong and consistent messages to submit quality applications for national-level funding. In addition to individual mentoring, junior faculty receive mock reviews of grant applications prior to submission and senior faculty obtain external written reviews of their applications. Faculty have participated in larger grant applications (e.g., U54) and training grants submitted from other units.

Goals - Real Time

Goal Statement	Advance pioneering clinical practice innovations and faculty practice expertise. **Objective 1:** Enhance infrastructure to expand faculty practice sites, interdisciplinary student learning, and professional service opportunities. **Objective 2:** Innovate health care delivery models to increase access to care for underserved populations across the lifespan. **Objective 3:** Optimize the long-term sustainability of Carolina Family Practice.
Linkage to University Goal	• Educating the Thinkers and Leaders of Tomorrow • Spurring Knowledge and Creation • Building Inclusive and Inspiring Communities • Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	
Status	Progressing as expected (multi-year goal)
Action Plan	1-Establish new clinical sites for new Advanced Practice faculty participating in faculty practice. 2-Obtain HRSA and other grants to support APRN programs and faculty initiatives. 3-Expand telehealth offerings, and Center for Connected Health. 4-Annual Practice Conference sponsored by CON Practice Council. 5-Continue to expand clinical site availability for MSN and DNP clinical tracks. 6-Support legislation and other initiatives for Preceptor Tax Credit in SC.
Achievements	1. Hired new Associate Dean of Practice, Dr. Joy Deupree 2. CON managed,Carolina Family Practice, transitioned to Prisma Health 2019. 3. Nurse Practitioner faculty continue to practice in specialty area, in concordance with our accreditation requirements for certified NPs. 4. With new leadership, will further explore opportunities for faculty practice. 5. Two grants, HRSA and BCBS, facilitate training of NPs in telehealth, which is an area we continue to expand. 6. Preceptor Tax Initiative passed in state legislature, signed by Governor. This was a statewide effort of medical and nursing schools.

Goals - Real Time

Resources Utilized	1-AD practice, Asst Dean Operations, Director Carolina Family Practice, faculty, staff, CON Practice Council. 2-Grant funding (HRSA and foundations). 3-PH-USC Medical Group
Goal Continuation	Ongoing
Goal Upcoming Plans	1-Continue to expand practice sites for students and faculty practice 2-Continue to pursue grant funding to support practice initiatives
Resources Needed	1-Continued grant funded and faculty practice revenue
Goal Notes	

Goals - Real Time

Goal Statement	Cultivate and expand regional, national, and global initiatives to leverage nursing to meet diverse needs throughout healthcare. **Objective 1:** Increase leadership capacity and effectiveness to address individual and organizational goals. **Objective 2:** Expand and develop strategic partnerships with external providers, organizations, the academic community, domestically and globally. **Objective 3:** Transform healthcare through innovation, collaborations, and policy.
Linkage to University Goal	• Educating the Thinkers and Leaders of Tomorrow • Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners • Spurring Knowledge and Creation • Building Inclusive and Inspiring Communities • Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	The Center for Nursing Leadership, a state-wide organization that works with nursing & healthcare organizations across SC, continues to develop & strengthen partnerships across the state. Through the Cockcroft leadership program and Chief Nursing Officer (CNO) forum, we focus on developing leadership skills, addressing information needs & developing strategic initiatives that can be shared across organizations. By using strategic partnerships, we have aligned with nurses & healthcare organizations to address the needs of nurses & patients. By bringing partners & multiple sources of data together, we inform & facilitate practice changes, improve organizational & population outcomes.
Status	Progressing as expected (multi-year goal)
Action Plan	We are working with nursing and healthcare organizations (e.g., South Carolina Hospital Association, Board of Nursing, and Department of Health) across the state to address common goals and needs of the state including addressing the nursing shortage and improving retention among nurses; expanding the scope of advanced nursing practice and pre-RN students; developing leadership skills and competencies among mid-level and executive nurse leaders; developing strategies to address the nursing faculty shortage; and improving health across populations. We are using multiple databases and collaborative partnerships to inform state and organizational policy.
Achievements	We continue to lead statewide nursing workforce analyses and

are partnering with health systems using big databases across state and private organizations to inform decision making for policy makers and improved health care delivery through white papers, annual survey-based reports, and using data and consensus to address policy barriers. As part of this work, we are leading a state-wide coalition to harmonize different data sources to achieve consensus on the number of available nurses in the workforce and the unmet demand for nurses throughout healthcare organizations. Our partnership coalition has expanded to SCNA and DHEC to continue previous work and address the faculty and nursing shortage.

The Center for Nursing Leadership continues its partnerships with Chief Nursing Officers and academic institutions to identify undergraduate and graduate student projects meet organizational needs, national requirements, and student educational requirements that cannot be achieved within the expertise and resources within organizations themselves. Relatedly, we have initiated an inventory of innovative initiatives lead by our partners within their organization, that can be shared with other organizations within the state to capitalize on shared successes.

Through the Excellence in Nursing Consortium, CNL staff are working with the largest health system in the state to transform nursing care practice and patient outcomes associated with discharge planning to decrease preventable readmissions by combining applied translational research, evidence-based practice, and quality improvement to decrease preventable readmissions to achieve organizational cost savings and improve patient outcomes. By standardizing nursing assessment prior to patient discharge, the rate of readmissions among assessed patients being discharged home fell by 1.85% of all discharges home (a number exceeding almost 400 among a highly vulnerable population). Through this partnership, opportunities for several system improvements were identified to improve consistency throughout the system, including improved communication among clinicians prior to patient discharge and institutionalizing the assessment tools into required assessment for all patients being discharged home. The multi-site research lead by the CNL and conducted at this health system is being leverage by the system to achieve national recognition for excellence. Additionally, a dashboard of assessment and readiness for discharge was developed and is now utilized across care units within the system.

The Amy V. Cockcroft leadership development program continues to develop mid-level and executive nurse leaders throughout the state, North Carolina and Georgia. A steady participation through

	the competitive application process has yielded representatives from academia, hospitals, and state agencies. The program continues to adapt to learner needs and healthcare trends.
Resources Utilized	During the past year, the CNL supported the Annual Leadership Summit, the Cockcroft Leadership program, and the Viana McCown Leadership program from its CON budget. We were able to leverage the Excellence in Nursing Consortium contract to obtain health system wide data without cost to the CNL.
Goal Continuation	The merger of Prisma Health and the resizing of its workforce delayed the initiation of planned analytics. However, now that the data have been recently obtained, the analytic plans have been initiated and collaborative grant writing has ensued for the continuation of the partnership and expansion to additional sites of care.
Goal Upcoming Plans	We continue to use the multiple big databases we have obtained to leverage additional databases in our work with strategic partners to pursue grant opportunities, white papers, additional collaborations, and peer-reviewed publications. We will continue to build and strengthen our partnerships to address the faculty and nursing shortage within the state, particularly with SCHA to ensure there are state-funded resources. We will continue to analyze our databases and apply advanced analytics for care transition dashboards to subsequently market to other healthcare systems. We will continue our work with interdisciplinary teams to further build our big data infrastructure and capabilities. Will expand efforts to market the Crockcroft leadership program to the Southeastern region and identify strategies to expand beyond the current market. We will continue to expand the reach of the Excellence in Nursing Consortium.
Resources Needed	Plan to increase CNL staff with grants, fees for service contracts, and increased student involvement continues. Utilization of undergraduate students, at a lower cost, has facilitated the work of the CNL and extended the capacity of the CNL Director. Additional funding to support the development of a leadership development initiative for front line clinicians can be disseminated nationally. The use of a data analyst as a temporary employee has accelerated the acquisition of the linkage of big databases. The CNL needs to hire an additional person for 20 hours per week to facilitate the supply and demand surveys and CEU processing due to the reduced hours of staff. We continue to utilize opportunities for leveraging resources at no or low cost, but would be extremely challenged to continue our success and achieve planned goals with any budget reductions.
Goal Notes	We are leading statewide analyses on preventable post-

	discharge utilization to inform decision making at the point of care & across care transitions for improved health care delivery. Preliminary analysis of the RN supply & demand within the state indicates a difference that exceeds federal estimates. Since 2008, initiatives lead by the CNL w/ partners successfully increased the % of nurses w/ bachelor's degrees from 39 to 53%, exceeding the state's goal of 50% by the year 2020. The CNL has a collaborative partnership agreement w/ the largest health system in the state & other health organizations for data sharing, data analyses, and interventional strategies to measurably improve patient and nursing outcomes over the next several years.

Goals - Looking Ahead
No goals have been entered for this section.

Academic Programs

Program Rankings

Academic programs that were nationally ranked or received external recognition during the Academic Year.

US News & World Report:
2020 Best On-line Masters Programs - #2 overall and #1 public university (improved from #6 in ranking 2019).

2020 Best Doctor of Nursing Practice Programs - #32 overall (improved from #44 ranking in 2019.)

2019 Graduate Nursing Program - #30 overall (#39 last year; #70 in 2014).

Undergraduate Nursing Programs are not ranked by US News & World Report. NCLEX ranking in top 12% of US. 3-4 consecutive cohorts with 100% first time pass rates: May 2018 NCLEX pass rate = 100% first time pass rate. December 2018 NCLEX pass rate = 100% first time pass rate. May 2019 NCLEX pass rate = 100% first time pass rate. December 2019 = 100% pass rate (still unofficial at this time).

Instructional Modalities

Innovations and changes to Instructional Modalities in unit's programmatic and course offerings that were implemented during the Academic Year.

1. BSN program is 25% online; 75% face to face didactic courses; Approximately 750 hours clinical site training.
2. RN-BSN is online, with clinical component in clinical settings.
3. MSN Clinical Tracks, Post Masters Clinical Track, and DNP Clinical Track provide online didactic instruction, with face to face simulation and other clinical learning immersions on campus, and required direct and indirect clinical hours dependent on track/certification requirements.
4. MSN Nursing Administration and Nursing Informatics provide online didactic instruction.
5. DNP (non-clinical track) didactic is online and indirect clinical component dependent on GAP Analysis. All DNP tracks meet the minimum 1000 clinical hours as outlined by AACN.
6. PhD is an executive face to face instruction (Friday/Saturday monthly) model.
7. Initiated online exams through ProctorU in all graduate courses to authenticate exam takers and ensure academic integrity of online assessments, while still offering flexible options for testing to working and geographically dispersed student population.
8. Introduced a two-tier simulation in specialty courses for PMHNP and FNP students to enable students to practice interviewing patients with psychiatric disorders, arriving at probable diagnoses and decisions about treatment. The first tier consisted of several online text-based simulation-type exercises allowing student to practice the steps in diagnostic interviewing and clinical decision-making. These low-cost exercises prepared students for participating in a more complex simulation with a standardized patient conducted through telehealth technology in the PMHNP program and with F2F simulated patients in the FNP program. The Telehealth simulation was recorded and the recordings were made available to students and clinical faculty for review and evaluation of professional competencies.

Academic Programs

9. Continued use of Examsoft secure online testing to provide the opportunity for online testing similar to NCLEX. Additional benefits include increased testing security, exam review tools and non-WIFI dependent testing.
10. Rotational clinical instruction for the Psychiatric nursing course at the undergraduate level. This change allows students to experience clinical sites across the care continuum vs placed in a single organization.
11. The addition of standardized live patients in simulation in both undergraduate and graduate courses.

Program Launches

Academic Programs that were newly launched during the Academic Year; those that received required approvals but which had not yet enrolled students are not included.

1. MSN and PMC Nursing Informatics now approved. Recruiting Director. Scheduled launch Fall 2020 – application is open.
2. 2-Under Development:
   1. Entry into Practice MSN - Approved by UofSC BOT, CHE and pending on-site review by the SC BON spring 2020. Planned enrollment January, 2021.
   2. Collaboration with School of Medicine for DNP/CRNA program. CON to teach 8 courses in curriculum (to start 2021).
3. In third year of Smart Start Honors Program. 24 students in each of past three cohorts.

Program Terminations

Academic Programs that were newly terminated or discontinued during the Academic Year.

None

Academic Initiatives

Experiential Learning for Undergraduates
Initiatives, improvements, challenges, and progress with Experiential Learning at the Undergraduate level.

1. Nursing has high proportions of experiential learning, due to the nature of the training in both undergraduate and graduate programs. (See community engagement for volunteer and partnering clinical agencies that provide experiential learning for students).
2. Implemented a series of online authentic learning activities (virtual medication administration rounds) in the undergraduate pharmacology course to provide students with opportunities to practice making clinical decisions related to medication administration. These exercises involve multiple patients and require students to assume the role of the nurse, analyze clinical situations and prioritize nursing care.
3. The undergraduate program registered their first course NURS 435 with the university office of experiential learning.
4. Introduction of the simulated electronic health record (EHR) provides the learner with a simulated patient to practice using EHR data to impact patient care and outcomes.
5. Introduction of GoReact software in NURS 704 to provide video recording and simultaneous feedback for student performance (adaptive learning technology).

Experiential Learning For Graduate Students
Initiatives, improvements, challenges, and progress with Experiential Learning at the Graduate or Professional level.

Implementation of GoReact software for students' video recording and simultaneous on video point of feedback from faculty. This software will provide an ease of use platform for faculty to provide feedback at the point of performance for students in training for health assessment skills.

Affordability
Assessment of affordability and efforts to address affordability.

Graduate nursing programs are expensive and the faculty at the CON realize this cost. Faculty have made an effort to streamline costs by coordinating text across courses, activity engaging students to improve time to graduation, streamlining curricular plans so students qualify to financial aid each semester and only take courses required for their plan of study. Two grants were awarded Nurse Faculty Loan Prepayment Program (NFLP) and Advanced Nursing Education Workforce (ANEW) were awarded by HRSA both provide students financial support via tuition, books and stipend.

Academic Initiatives

Undergraduate: With the additional costs of expanded program technology such as ATI and Examsoft, faculty are streamlining their textbook lists and offering open source materials when appropriate.

Reputation Enhancement

Contributions and achievements that enhance the reputation of UofSC Columbia regionally and nationally.

1. Article published Nursing Outlook highlighting the Rebuilding of Historical Research Intensive College of Nursing.
2. Magazine sent to national audiences at least once per year (past 4 years) to members of the Academy of Nursing, Nursing Deans across US. Also sent to alumni, university and regional stakeholders, clinical partners.
3. Monthly e-newsletter to alumni, stakeholders
4. Faculty travel/podiums national and international
5. Faculty awards (national/international), with special emphasis on American Academy of Nurse Practitioners, National Academy of Practice
6. Continued improving rankings US News; NIH. 100% NCLEX pass rate.
7. Dean and faculty serve on national organizations (American Association Colleges of Nursing, Academy of Nursing, Society Behavioral Medicine, NIH study sections
8. Showcased teaching innovations (social determinants of health, online caring behaviors and pre-immersion models) at the College of Nursing at two university-wide teaching forums and at the online patient visits at the at ANCC and NONPF conferences.
9. Dean Andrews hosted a Fall open house event that focused on all the nursing programs and student scholarship activities.
10. Dean and faculty serving on local, state, regional boards and task forces.
11. Increasing attempts to engage alumni (see alumni section).
12. Planned manuscripts on teaching innovations in social determinants of health, pre-immersion modules for doctoral success and distance accessible OSCE.
13. A team led by Drs. Dail and Jones to submit NLN Center of Teaching Excellence.

Challenges

Challenges and resource needs anticipated for the current and upcoming Academic Years, not noted elsewhere in this report and/or those which merit additional attention.

1. A significant challenge to experiential learning for the graduate program is complying with each state board of nursing rules for all states that we currently admit students. In Spring 2020, the CON led by Dean Andrews has begun an initiative to address fee for service at clinical sites for both undergraduate and graduate course offerings. Due to state BON restrictions in other states, the CON no longer accepts students from every state because of the multitude of compliance standards. A map was developed to help guide students and is located at https://www.sc.edu/study/colleges_schools/nursing/academic_programs/accreditation.phpThe NCSBN has recently developed a web link as well outlining APRN educational regulation found at https://www.ncsbn.org/13662.htmThe CON has limited

admission to 18 states for APRN program and an additional 3 states for non-APRN graduate programs.
2. The increasing pressure for fee payment by the CON for clinical preceptors access imposed by clinical entities is limiting the variety of settings as well as the number of students we can accept per cohort. We have improved clinical placements because of the support of the Director of Clinical Partnerships and active engagement of the Program Directors.
3. Adaptively learning products widely available for undergraduate students are limited for the graduate level student and if available, are not purely adaptive and can be cost prohibitive.
4. Undergraduate nursing continues to struggle securing enough masters prepared clinical faculty to conduct clinical rotations due to faculty shortage however have used keen networking in order to continue to provide for students educational needs.
5. The RN-BSN program continues to struggle with a timely admission process due to delays with the undergraduate admission office process. Direct program director marketing at technical schools will be introduced this year to work to increase enrollment.
6. Faculty shortage, with approximately one third to half of applicants having substandard education, consistent with R1 university. Innovative marketing and incentives plans, as well as mentoring TFAC and other adjunct faculty will be employed to meet workforce demands.

Faculty Population

Faculty Employment by Track and Title

The following data was provided by UofSC's Office of Institutional Research, Assessment, and Analytics.

Table 1. Faculty Employment by Track and Title.

	Fall 2019	Fall 2018	Fall 2017
Tenure-track Faculty	18	20	17
Professor, with tenure	5	4	4
Associate Professor, with tenure	8	8	7
Assistant Professor	5	8	6
Librarian, with tenure	0	0	0
Research Faculty	1	2	2
Research Professor	1	1	1
Research Associate Professor	0	0	1
Research Assistant Professor	0	1	0
Clinical/instructional Faculty	30	32	27
Clinical Professor	0	0	0
Clinical Associate Professor	7	10	10
Clinical Assistant Professor	23	21	17
Instructor	0	1	0
Lecturer	0	0	0
Visiting	0	0	0
Adjunct Faculty	82	85	69

Faculty Population

Faculty Diversity by Gender and Race/Ethnicity

Note: UofSC follows US Department of Education IPEDS/ National Center for Education Statistics guidance for collecting and reporting race and ethnicity. See

https://nces.ed.gov/ipeds/Section/collecting_re

Table 2. Faculty Diversity by Gender and Race/Ethnicity.

	Fall 2019	**Fall 2018**	**Fall 2017**
Gender	50	55	49
Female	45	47	45
Male	5	8	4
Race/Ethnicity	50	55	49
American Indian/Alaska Native	0	0	0
Asian	1	1	1
Black or African American	8	11	7
Hispanic or Latino	2	1	1
Native Hawaiian or Other Pacific Islander	0	0	0
Nonresident Alien	0	0	0
Two or More Races	1	1	1
Unknown Race/Ethnicity	0	0	0
White	38	41	39

Illustrations 1 and 2 (below) portray this data visually.

Faculty Population

Illustration 1. Faculty Diversity by Gender

2019 Faculty Gender
Male Female

2018 Faculty Gender
Male Female

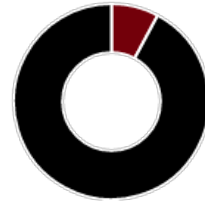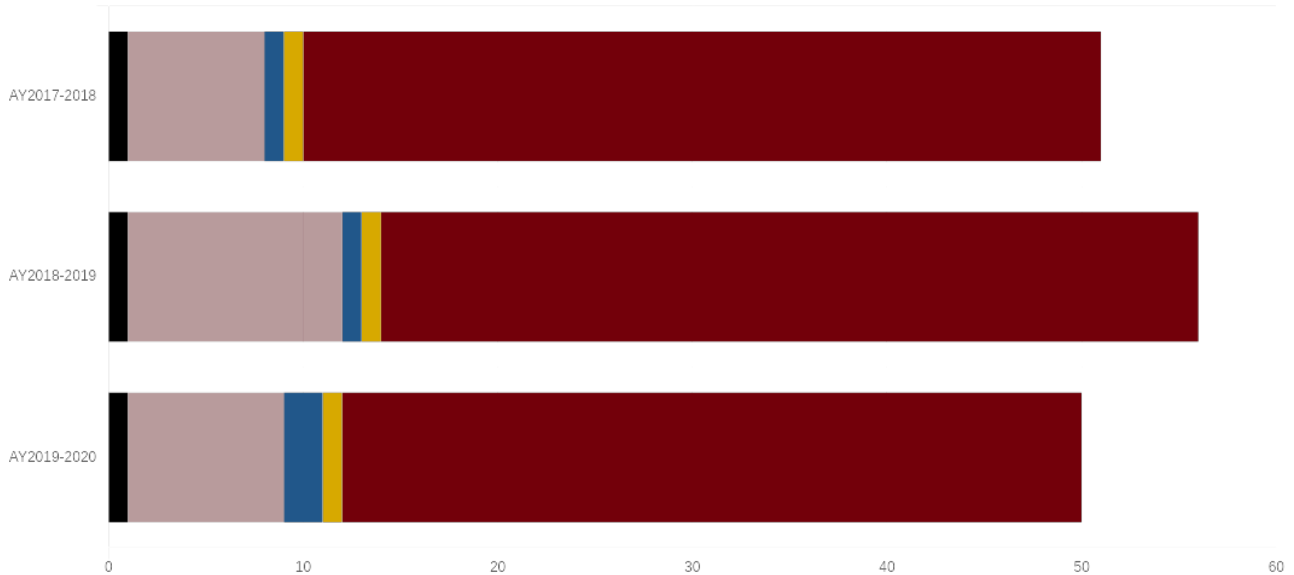### 2017 Faculty Gender
Male Female

Illustration 2. Faculty Diversity by Race & Ethnicity

American Indian/Alaskan Native   Asian   Black   Hispanic   Native Hawaiian or Other Pacific Islander   Nonresident Alien   Two Or More Races   Unknown Race   White

AY2017-2018

AY2018-2019

AY2019-2020

0   10   20   30   40   50   60

Faculty Information

Research and Scholarly Activity

Please refer to Appendix 3, which provides detailed information from the Office of the Vice President for Research, department of Information Technology and Data Management, including:
1) The total number and amount of externally sponsored research proposal submissions by funding source for the appropriate Fiscal Year.
2) Summary of externally sponsored research awards by funding source for the appropriate Fiscal Year. Total extramural funding processed through Sponsored Awards Management (SAM) in the Fiscal Year, and federal extramural funding processed through SAM in the Fiscal Year. (Available at: http://sam.research.sc.edu/awards.html) Amount of sponsored research funding per faculty member for the appropriate fiscal year (by rank, type of funding; e.g., federal, state, etc., and by department if applicable).
3) Number of patents, disclosures, and licensing agreements for three most recent Fiscal Years.

See attached academic analytics, research productivity.

*Peer institutions:

- **University of Florida**
- **University of Kentucky**
- **University of Massachusetts Amherst**
- **University of Missouri**
- **University of Tennessee**
- **University of Virginia**

Faculty Development

Efforts at Faculty Development, including investments, activities, incentives, objectives, and outcomes. Optional

To incentivize faculty to become PIs, an indirect cost-sharing plan is offered. Faculty collaborate with other departments such as the Public Health, Social Work, Pharmacy and Arts & Sciences. Research collaboration with Engineering and Computing has been growing steadily. We offer opportunities for faculty in the two colleges to learn about mutual interests & offered a collaborative seed fund initiative to support joint pilot proposals. We continue to support & foster collaboration across the tenured/tenure track, research faculty & clinical tracks through research exchange events, pilot funds & writing workshops. Faculty are encouraged to apply for advanced research training & attend grant writing workshops.

Attendance at these trainings and workshops is funded by start-up packages, incentive funds and the Office of Research (OR). Each academic year, a national expert on new methodologies in behavioral science is invited to present a workshop and meet with individual faculty on consultation on their grant applications: Dr. Billie Nahun-Shani from the Univ. of Michigan presented on adaptive interventions (Fall 2019). In addition, faculty and students are invited to attend a monthly Research Forum series, organized by the OR wherein junior and senior faculty & other stakeholders in research present on topics relevant to nursing science.

The OR distributes a weekly e-newsletter to all faculty listing funding announcements &

Faculty Information

training opportunities. Faculty submitting grant applications are provided support in preparing their budgets, assembling the grant package & submission through USCeRA by the OR Program Coordinator. To strengthen the competitiveness of grant submissions, the ADR provides jr faculty a mock review of their applications to federal agencies (e.g., NIH, AHRQ) & funds written reviews by scientists of grant applications submitted by sr faculty.

The Office of Faculty Affairs (OFA) has offered multiple opportunities to grow faculty professionally throughout the year. In both the fall and spring semesters, writing clubs offer faculty an opportunity to share their future publications, receive feedback and give feedback to others. An editorial service was added this year which enhanced faculty's abilities to achieve publication. We have had 6 manuscripts submitted (many had multiple faculty members as co-authors). To date, only 1 publication has been published (1 yes, 2 no, and 3 that I have not heard back from). Two faculty were sponsored to attend the NLN Writing conference. The OFA sponsored a two-day workshop for all faculty with an expert in instructional test item writing, Dr. Diane Billings. Faculty were given instruction on the new NCLEX exam questions as well as test item writing and analysis. Day two was a workshop on preparation for the Certified Nurse Educator's Exam (CNE) and faculty received a book on preparing for this exam. As an incentive, faculty were offered reimbursement for registration for the CNE exam if passed. Two faculty passed this exam in 2019 after this workshop.

The OFA is dedicated to supporting individual growth & meeting the needs of the faculty. To do this, each new faculty member is assigned two mentors. One focuses on scholarship while the other is a teaching mentor. This helps the new faculty become well rounded and successful in all areas of responsibility. A new faculty orientation Blackboard site was created and a new hire checklist is under development to help faculty seamlessly transition into their role. They both offer faculty information on college logistics from ordering a lab coat to knowing where to find their class schedules. In collaboration with other departments and units across campus, the CON is also participating in demo sessions to learn about PeopleGrove, a mentorship platform. This platform creates a centralized mentor program at USC which benefits students, faculty, staff and alumni.

OFA is partnering with the academics department to assess individual faculty needs to produce individualized plans utilizing CTE, university and the CON resources to facilitate faculty development in instructional delivery and curriculum redesign. Workload effort is made available to faculty new to teaching to enable their participation in academic development. The CON has a strong commitment to personal growth and building leadership within the faculty. The clinical track promotion criteria were revised to encourage faculty progression by increasing clarity and understanding of the criteria. The tenure track promotion criteria are currently being revised as well. The OFA sponsored two highly motivated faculty for the Amy V. Cockcroft Fellowship for Leadership Development.

Other Activity

Efforts at Faculty Development, including investments, activities, incentives, objectives, and outcomes. Optional

- Dail, Robin: OFA Strategic Funds Grant, August 7, 2018
- Helen Gurley Wolford Creativity/Innovation Funds

Faculty Information

- College of Nursing pilot award projects (200k investment)
- Multiple faculty and staff attended the Women's Leadership Institute - developing women in higher education
- Dr. Pinto's office has sponsored multiple pilot award projects

Teaching

Faculty to Student Ratio

The following data was provided by UofSC's Office of Institutional Research, Assessment, and Analytics.

The formula used to compute the ratio uses data from Faculty Population by Track and Title and Student Enrollment by Time Basis, as follows:

$$\frac{(Total\ Full\text{-}time\ Students + 1/3\ Part\text{-}time\ Students)}{((Total\ Tenure\text{-}track\ Faculty + Total\ Research\ Faculty + Total\ Clinical/Instructional\ Faculty) + (1/3\ Adjunct\ Faculty))}$$

Table 4. Faculty-to-Student Ratio.

	Fall 2019	Fall 2018	Fall 2017
Analysis of Ratio	01:19	01:17.0	1:17.6

Analysis of Ratio

Analysis of the ratio, agreement with the data, and plans for the future to impact this ratio.

Due to the national nursing faculty shortage, we are struggling to keep our faculty to student ratio at a nationally competitive level. Because of accreditation requirements, we must hire adjunct faculty to keep our preceptor to student ratio at an acceptable level.
Fall 2019 = 1:19
Fall 2018 = 1:17
Fall 2017 = 1:21
Fall 2016 = 1:23

Student Recruiting and Retention

Student Recruitment
Efforts, including specific actions, to recruit students into College/School programs.

- Recruitment efforts include visiting collegiate schools, hospital systems, exhibiting at statewide APRN conference, SC Student Nurses Association Annual Convention, National Student Nurses Association Convention, regional conference (Southern Nursing Research Society, Southeastern Faculty Development Conference), national meetings (Magnet Conference, National Organization Nurse Practitioner Faculty Conference, American Academy of Nurse Practitioner Conference) and hosting recruitment tables at CON and university events (Fall Expo, Discover UofSC).
- Advertisements in state nursing publications (Palmetto Nurse, SCNA) for graduate students.
- Advertisements in national conferences' program guides for doctoral graduate students (NP organizations, doctoral conferences).
- Dean's Scholarship opportunities for new PhD students and DNP students.
- Robert Woods Johnson Scholarship opportunity for new PhD student. While our focus has primarily been on recruiting RN-BSN and graduate students, we continue to promote our "Smart Start" Nursing Honors program to recruit top honors freshman candidates into nursing.
- UofSC Lancaster nursing faculty provide recruitment for local high school students in their communities to recruit BSN students into their respective sites.
- Continued usage of social media such as Facebook, Instagram, and twitter to attract students to our programs.
- Continued refinement of website to ensure accurate program information.
- Maintained national ranking for U.S. News and World report
- Host multiple online information sessions for all graduate programs and add in RN to BSN sessions.

Student Retention
Efforts at retaining current students in College/School programs.

- Students move efficiently through the programs due to curriculum changes previously approved
- Changes to data enrollment management system to refine student degree plans to be more user-friendly regarding clinical hour course requirements.
- Identifying and managing at-risk students and providing resources in support of at-risk students
- CVS Grant, NFPL, Advanced Nursing Education Workforce (ANEW) Grant opportunities for continuing students
- Student outreach between semester for those not enrolled to determine barriers for enrollment and work to retain students
- Director of Clinical Partnership pulls projections for upcoming clinical students reaching out one semester ahead to facilitate placements and work through barriers for placements.
- Formalized clinical placement opportunities with Walmart Care Clinics and Cooperative Health

Student Recruiting and Retention

- Increasing engagement with online graduate students to include face to face immersions, socials, whitecoat ceremony.

Student Enrollment & Outcomes

The following data was provided by UofSC's Office of Institutional Research, Assessment, and Analytics.

Note: Student enrollment and outcomes data are calculated by headcount on the basis of primary program of student only.

Student Enrollment by Level & Classification

Table 5. Student Enrollment by Level & Classification.

	Fall 2019	**Fall 2018**	**Fall 2017**
Undergraduate Enrollment			
Freshman	402	394	378
Sophomore	330	314	265
Junior	240	213	196
Senior	357	330	328
Sub Total	1329	1253	1167
Graduate Enrollment			
Masters	370	443	476
Doctoral	62	79	107
Graduate Certificate	0	15	35
Sub Total	432	537	618
Professional Enrollment			
Medicine	0	0	0
Law	0	0	0
PharmD	0	0	0
Sub Total	0	0	0
Total Enrollment (All Levels)	1761	1790	1785

Student Enrollment & Outcomes

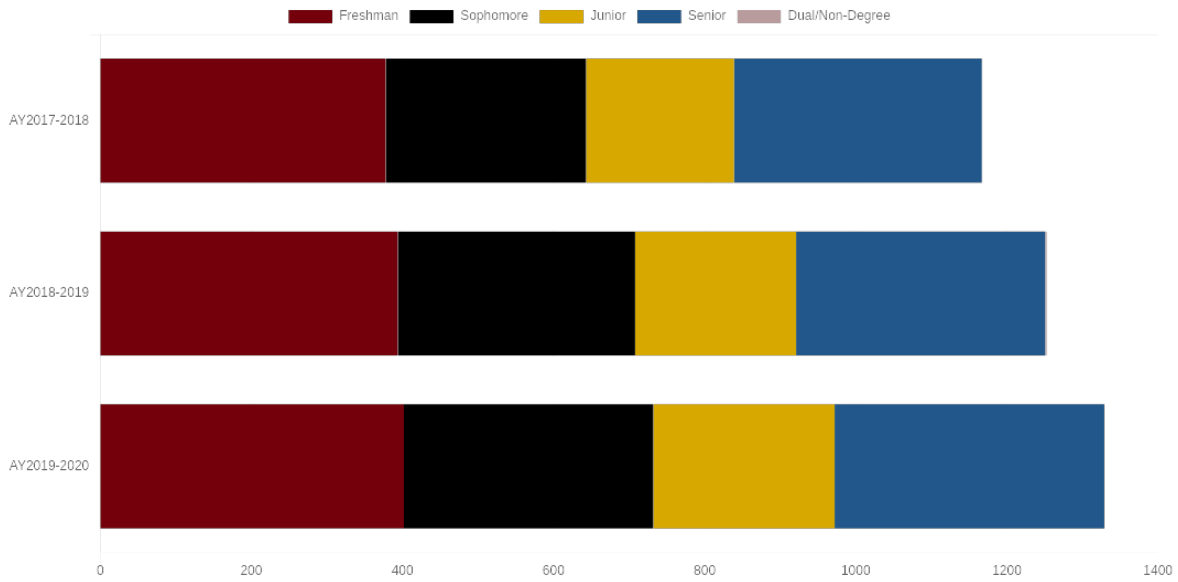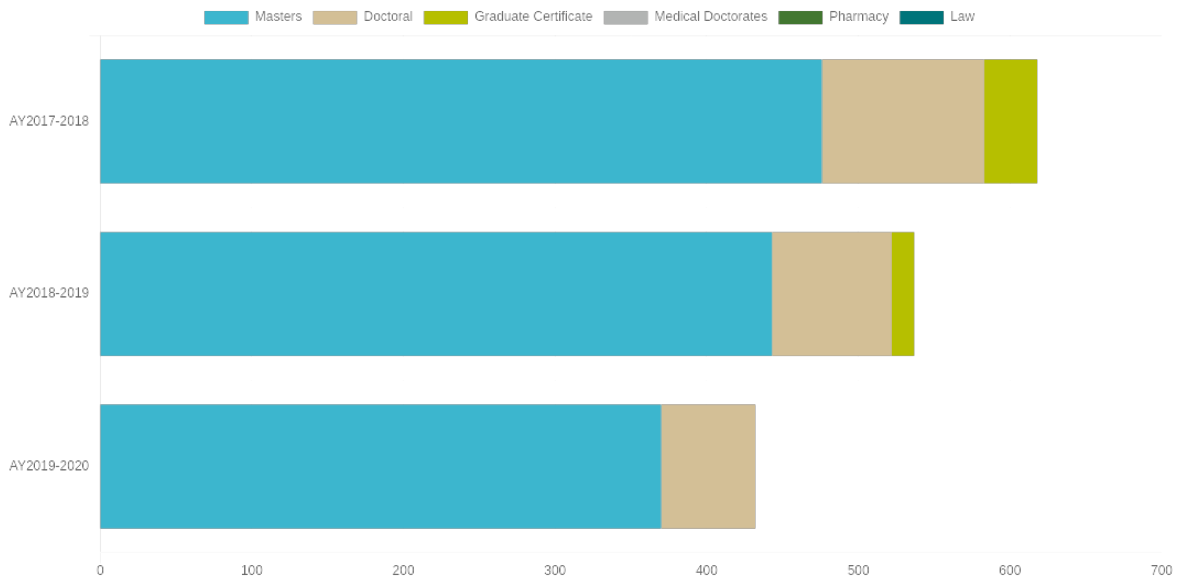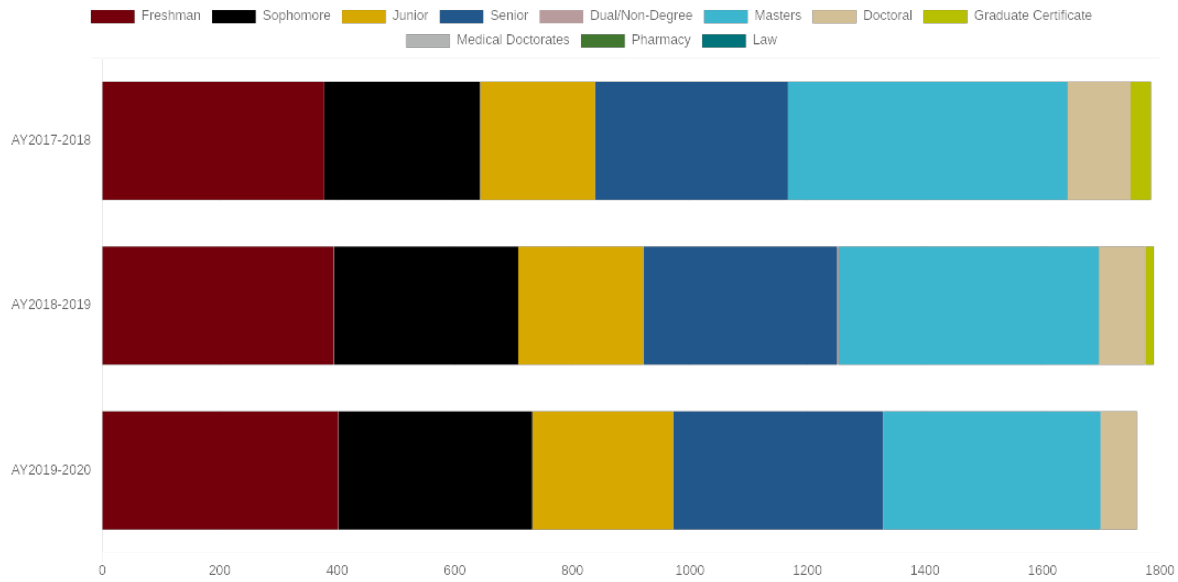## Illustration 3. Undergraduate Student Enrollment by Classification

Illustration 4. Graduate/Professional Student Enrollment by Classification

Student Enrollment & Outcomes

Illustration 5. Total Student Enrollment by Classification (All Levels)

Enrollment by Time Status
Table 6. Student Enrollment by Level and Time Status.

|	Fall 2019	Fall 2018	Fall 2017
Undergraduate	1329	1252	1167
Full-Time	1276	1182	1084
Part-Time	53	70	83
Graduate/Professional	432	538	618
Full-Time	45	103	211
Part-Time	387	435	407
Total - All Levels	1761	1790	1785
Full-Time	1321	1285	1295
Part-Time	387	435	407

Student Enrollment & Outcomes

Student Diversity by Gender
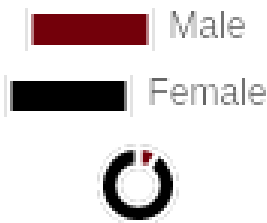
Table 7. Student Enrollment by Gender.

	Fall 2019	Fall 2018	Fall 2017
Undergraduate	1329	1252	1167
Female	1230	1141	1070
Male	99	111	97
Graduate/Professional	432	538	618
Female	379	487	554
Male	53	51	64

Illustration 6. Undergraduate Student Diversity by Gender

2019 Undergrad Gender

Male
Female
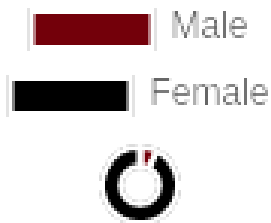
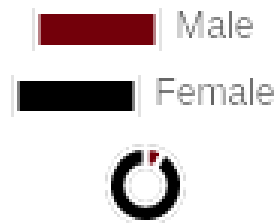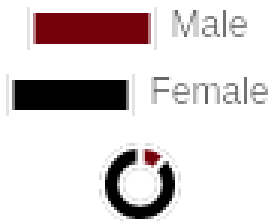**2018 Undergrad Gender**
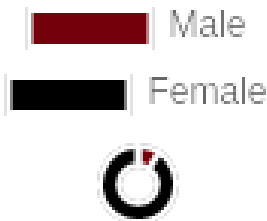
Male
Female

2017 Undergrad Gender

Male
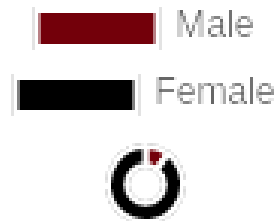Female

Illustration 7. Graduate/Professional Student Diversity by Gender

2019 Graduate Gender

Male
Female

2018 Graduate Gender

Male
Female

2017 Graduate Gender

Male
Female

Student Enrollment & Outcomes

Student Diversity by Race/Ethnicity
Table 8. Student Enrollment by Race/Ethnicity.

	Fall 2019	Fall 2018	Fall 2017
Undergraduate	1329	432	1252
American Indian/Alaska Native	2	3	2
Asian	29	23	20
Black or African	92	91	69
Hispanic or Latino	66	47	36
Native Hawaiian or Other Pacific Islander	1	1	1
Nonresident Alien	2	1	4
Two or More Races	59	52	47
Unknown Race/Ethnicity	6	10	10
White	1072	1024	978
Graduate/Professional		538	618
American Indian/Alaska Native	1	1	2
Asian	7	8	10
Black or African	62	73	89
Hispanic or Latino	9	11	13
Native Hawaiian or Other Pacific Islander	1	1	1
Nonresident Alien	3	2	1
Two or More Races	11	13	15
Unknown Race/Ethnicity	11	7	6
White	327	422	481

Student Enrollment & Outcomes

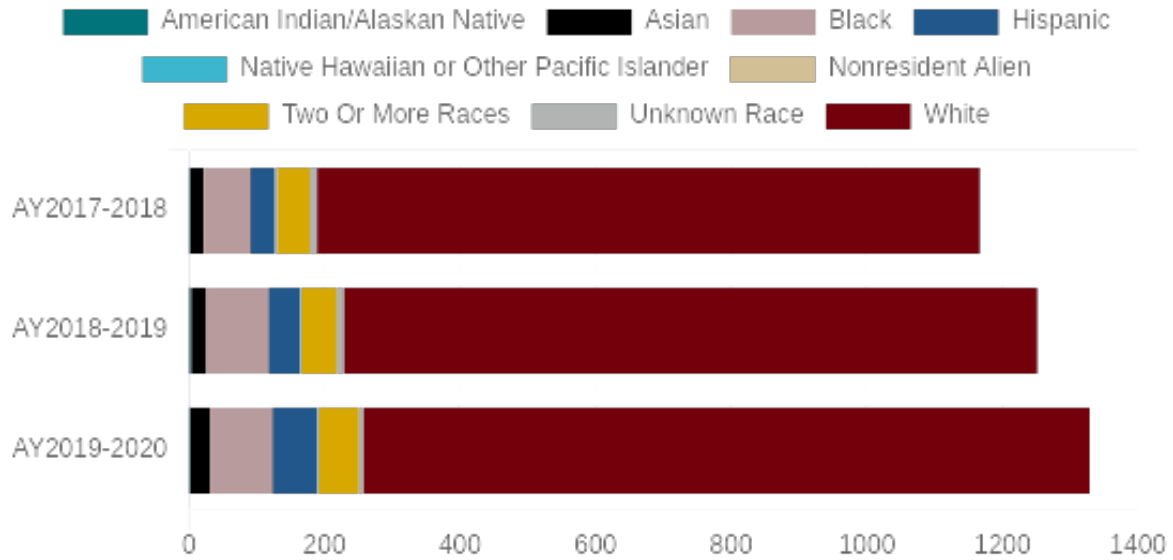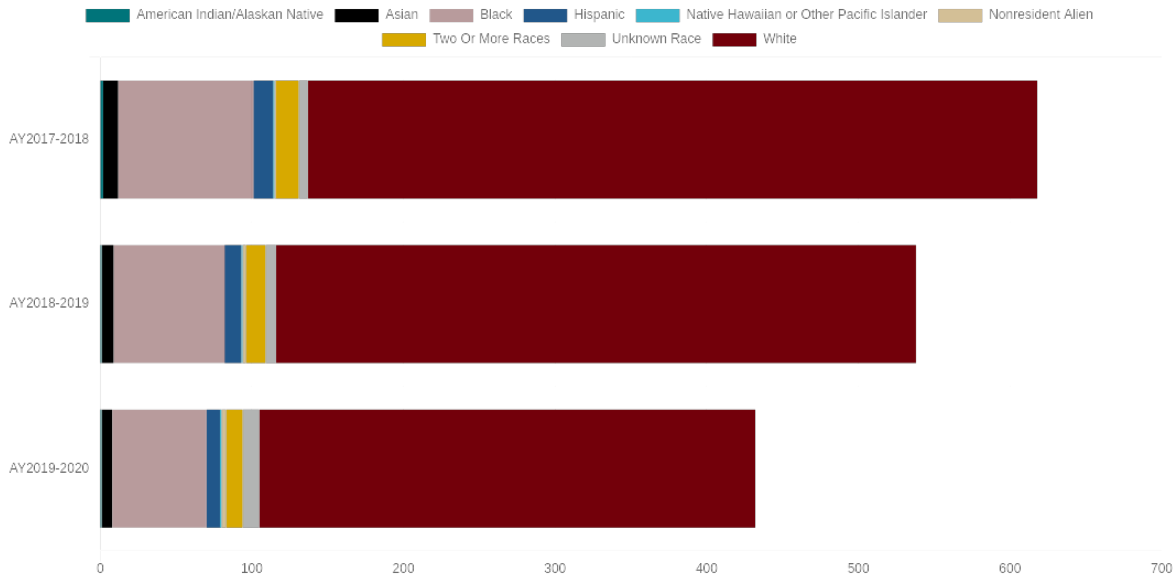**Illustration 8. Undergraduate Student Diversity by Race/Ethnicity**

Illustration 9. Graduate/Professional Student Diversity by Race/Ethnicity
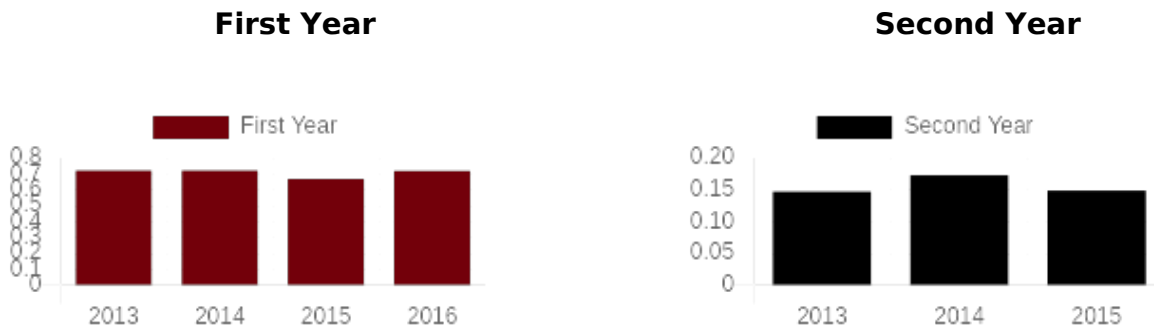
Student Enrollment & Outcomes

Undergraduate Retention

Table 9. Undergraduate Retention Rates for First-time Full-time Student Cohorts

	First Year	Second Year
Fall 2017 Cohort	69.4%	19%
Fall 2016 Cohort	72.2%	14.9%
Fall 2015 Cohort	66.9%	17.3%
Fall 2015 Cohort	72.4%	14.8%

Illustration 10. Undergraduate Retention, First and Second Year

First Year

Second Year

Student Completions
Graduation Rate - Undergraduate

Table 10. Undergraduate Graduation Rates for First-time Full-time Student Cohorts at 4-, 5-, and 6 Years.

	Fall 2011	Fall 2010	Fall 2009
4-Year Same	40.1%	46.2%	55%
4-Year Diff	16.6%	14.9%	12.8%
4-Year Total	16.6%	14.9%	12.8%
5-Year Same	44.4%	47.7%	55%
5-Year Diff	26.4%	22.5%	22%
5-Year Total	70.8%	70.2%	77%
6-Year Same	44.4%	47.7%	55.5%

Student Enrollment & Outcomes

6-Year Diff	27.4%	24%	23.4%
6-Year Total	71.8%	71.7%	78.9%

Student Enrollment & Outcomes

Degrees Awarded by Level

Table 11. Degrees Awarded by Level.

	AY2019-2020	AY2018-2019	AY2017-2018
Associates Degree		0	0
Bachelors		224	205
Masters		232	185
Doctoral		32	28
Medical		0	0
Law		0	0
Pharmacy Doctorate		0	0
Graduate Certificate		14	24

Illustration 11. Degrees Awarded by Level
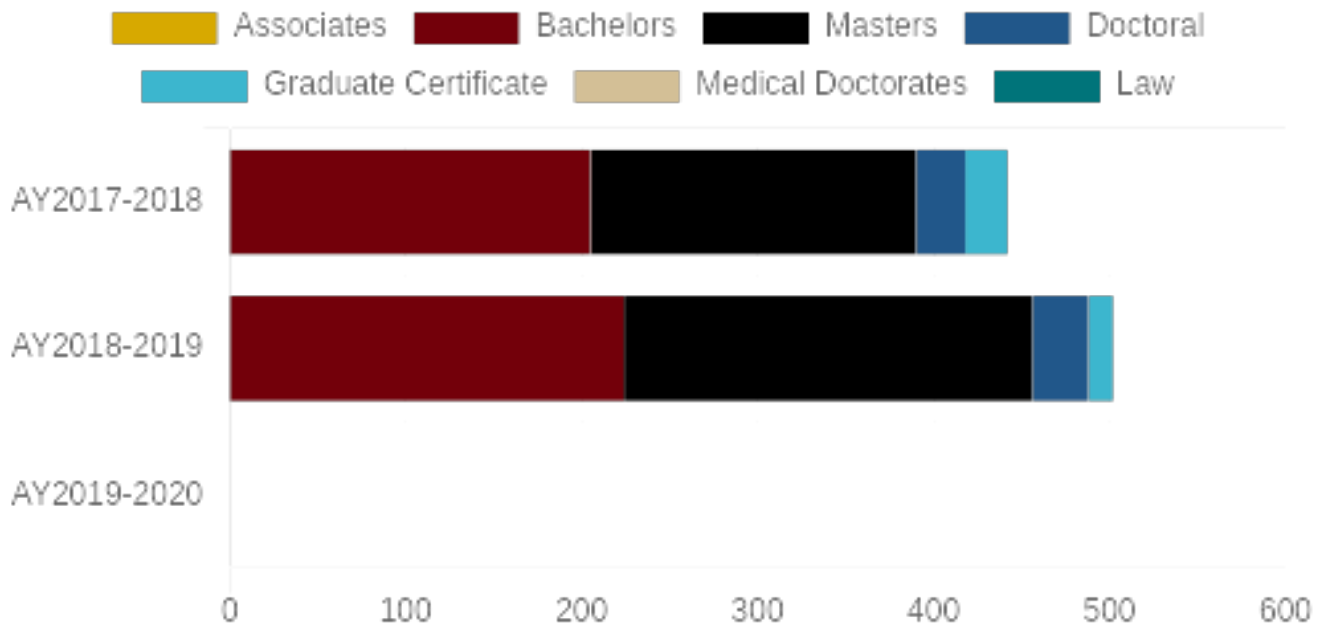
Faculty Awards Nominations

Faculty nominated for the following awards in the categories of Research, Service, Teaching, or Other.

Research Award Nominations

Recipient(s)	Award	Organization
Wickersham, Karen	Victoria Mock New Investigator Award	Oncology Nursing Society
Abshire, Demetrius	James E. Clyburn Emerging Leader in Public Health and Health Disparities Research Award	James E. Clyburn Foundation

Service Award Nominations

Recipient(s)	Award	Organization
Creed, Joan	Ada B. Thomas Outstanding Advisor	University of South Carolina

Teaching Award Nominations

Recipient(s)	Award	Organization
Tavakoli, Abbas	Outstanding Teacher	University 101
Dawson, Robin	Michael J. Mungo Undergraduate Teaching Award	University of South Carolina
Dawson, Robin	Emerging Leader in Nursing Education	Southern Research Education Board - CCNE

Other Award Nominations

Recipient(s)	Award	Organization
Heiney, Sue	Audrey Hepburn Contribution to Health and Welfare of Children	Sigma Theta Tau

Faculty Awards Received

Faculty of CON were recognized for their professional accomplishments in the categories of Research, Service, and Teaching.

Research Awards

Recipient(s)	Award	Organization
Corbett, Cindy	Senior Scholar Award	College of Nursing
Jackson, Joynelle	Innovation Award	USC College of Nursing
Tavakoli, Abbas	SAS Global Forum Faculty Scholarship Award	SAS
Creed, Joan	Best Graduate Research Poster	College of Nursing
Dawson, Robin	James E. Clybern Emerging Leader in Public Health and Health Disparities Research Award	James E. Clybern Foundation
Abshire, Demetrius	Steven P. Hooker Research Award for Outstanding Research	American Public Health
Heiney, Sue	Best Faculty Research Mentor	College of Nursing
Donevant, Sara	Distinguished Abstract	Midwest Nursing Research Society

Faculty Awards Received

Service Awards

Recipient(s)	Award	Organization
Hein, Liam	Atlantic Fellow for Health Equity	Atlantic Institute/ Rhodes Trust
Creed, Joan	Community Engagement	College of Nursing
Heiney, Sue	Collegiality and Collaboration Award	College of Nursing
Heiney, Sue	Ruth and Rally Seigler Spirit of Giving	College of Nursing
Mitchell, Sheryl	American Association of Nurse Practitioners Fellow	American Association of Nurse Practitioners
Felder, Tisha	40 Under 40 Leader in Health Award	National Minority Quality Forum

Faculty Awards Received

Teaching Awards

Recipient(s)	Award	Organization
Abshire, Demetrius	Outstanding Undergraduate Teaching Award	College of Nursing
Mitchell, Sheryl	Clinical Practice Teaching Award	University of South Carolina

Faculty Awards Received

Other Awards

Recipient(s)	Award	Organization
Jackson, Joynelle	Innovation Award	College of Nursing
Beaver, Lindy	Palmetto Gold	SC Nurses Foundation
Dievendorf, Amy	Palmetto Gold	SC Nurses Foundation
Felder, Tisha	40 Under 40 Leaders in Health Award	National Minority Quality Forum
Graham, Crystal	Palmetto Gold	SC Nurses Foundation
Harris, Eboni	Palmetto Gold	SC Nurses Foundation
Hughes, Ronda	Palmetto Gold	SC Nurses Foundation

Alumni Engagement & Fundraising

Alumni

Substantial activities, engagements, and initiatives with alumni, focusing on relationships and activities with alumni.

During FY20, events hosted by the Office of Development and Alumni Relations in an effort to engage and cultivate our alumni include:

- Family Weekend social event on September 27, 2019
- Alumni Council fall meeting on November 1, 2019
- Night'nTales Homecoming event on November 1, 2019
- Alumni Meet and Greet in Augusta, GA, on December 18, 2019
- Alumni social at men's basketball game on February 8, 2020
- Alumni Council spring meeting on March 31, 2020
- Class of 1966 annual reunion luncheon on April 3, 2020

During FY21, the following events are planned:

- Family Weekend social event, fall 2020
- Alumni Homecoming event on October 23, 2020
- Alumni Council fall 2020 meeting, date TBD
- Alumni Council spring 2021 meeting, date TBD
- Celebrate Nursing Gala and Silent Auction, spring 2021
- Other events TBD

During the Night'nTales Homecoming event, the College of Nursing awards two alumni awards, the Outstanding Nurse Alumnus award for alumni graduating with their first degree from the college more than 10 years prior and/or practicing in the nursing field for more than 10 years; and Outstanding Young Nurse Alumnus award for alumni graduating with their first degree from the college in the past 10 years and working 10 years or less in the nursing field. The recipients are selected by the Alumni Council through a blind review process. The recipients and their guests are invited to the fall alumni event for the recognition. These awards are given by Dean Jeannette Andrews with students introducing each recipient.

The College of Nursing's Alumni Council consists of 23 members and will welcome more in July 2020. This council serves as advocates who encourage and maintain a relationship between alumni and the college, advise the college on alumni programming, promote and cultivate leadership and support and advocate the needs and concerns of College of Nursing alumni. This council will have several initiatives, including an alumni mentoring program and workplace alumni groups. Alumni Council members each have a $100 per year financial commitment to the college for the length of their membership. In addition to this, the Alumni Council will annually select and sponsor a fundraising initiative that will be used in annual giving solicitations. The FY21 project will be selected at the council's March 31, 2020 meeting.

In May 2020, in conjunction with the Alumni Council's mentoring task force, the college launched an alumnus-to-alumnus mentoring program with a focus on recent alumni (1-3 years out) being paired with experienced alumni (5-10+ years out) for a mentoring relationship

Alumni Engagement & Fundraising

focusing on career development, emotional skills, and any other areas of need for mentees. The program will continue to grow in FY21.

We encourage alumni to remain in touch with the college via a monthly email newsletter, annual magazine and social media outlets such as Facebook, Twitter and Instagram. Alumni news is shared regularly across all platforms. Permanent contact information is gathered from graduating undergraduate and graduate students across all programs, with a graduation gift made available from the Office of Alumni Engagement. The gift is a small pad-folio with a pen and a "keep in touch" handout with links to our online platforms.

Development, Fundraising and Gifts

Substantial development initiatives and outcomes, including Fundraising and Gifts.

IN FY 2019, the CON raised $1.7 million.

Student Support- With 1,329 undergraduate students and 432 graduate students, the college provided over $474,000 in scholarship and fellowship support to 190 students from Summer 2019 to Spring 2020.

Support from Donors and Alumni- Dean's Circle Society luncheon was held in October 2019 at the Palmetto Club for 39 members. The College of Nursing Dean's Circle, a special recognition society, is a prestigious group of individuals including former deans, donors, and alumni that give $1,000 or more annually. These gifts are designated to a variety of funds within the CON to include the Dean's Discretionary Fund as chosen by the donor. Members are recognized by the Dean at annual luncheons, events, e-newsletters, and the website.

 Top 5 Fundraising Priorities for FY20:

1. Endowed Professorships (7)
2. Naming Opportunities
3. Student Scholarships
4. Dean's Circle Society Giving
5. Additional Space Needed – CON Building

Faculty Support- With over 125 faculty members and accepting more students each year, faculty and staff support is one of our greatest priorities. Support from alumni and donors helps us attract the best in the field.

- $75 supports a professional membership
- $200 sends faculty to an in-state conference
- $1,500 sends faculty to represent the college at an out of state conference
- $5,000 supports database research
- Note: Dean's Circle - $1,000 is popular giving level by donors for various designated funds

Donor Relations/Communication – The CON continues to disseminate newsworthy events, announcements, accomplishments and highlights through appropriate channels to include in FY20: monthly e-newsletter with 8,760 recipients, social media (Facebook 4,929 likes,

Alumni Engagement & Fundraising

Instagram 1,410 followers, Twitter 1,070 followers, and website feature stories). The annual printed magazine was mailed to over 10,000. A donor wall on the second lobby recognizes contributions, as does the Simulation Gamecock Plaque on the first-floor lobby.

Community Engagement

Community Engagements and Community - Based Activities

Community engagement and community based research, scholarship, outreach, service or volunteerism conducted, including activities at the local, state, regional national and international levels.

Many of our faculty are highly involved in their local communities and also volunteer with national organizations (American Heart Association, Relay for Life, etc).

We have several faculty (Andrews, Felder, Heiney, Messias) who incorporate community-based participatory research/community engaged research with vulnerable populations - whether in public housing neighborhoods, rural hospitals, rural federally qualified clinics, and other community locations.

There are community engagement activities for education/recruitment purposes, mostly for high school students (visiting the simulation lab), community events at high schools at Salkehatchie and Lancaster.

We currently have a Blue Cross/Blue Shield grant to recruit rural BSN or MSN prepared nurses from rural areas in SC and providing tuition scholarship for the psychiatric mental health program.

In regards to practice, we work with rural health clinics to provide mental health services via telehealth delivery in our psychiatric mental health nurse practitioner program.

We also have several faculty who practice in rural health clinics (I.e., Kershaw Community Medical Clinic) and child advocacy center in Aiken, SC (serving Barnwell, Saluda, Edgefield counties).

National/International:
Faculty provide consultation on community engagement/community engaged research to include England, Ireland, and Sierra Leone.

Our undergraduate students provided volunteer and/or clinical service throughout the state in all the major hospital systems. Our students also serve the state in hospice centers, the Department of Mental Health, and in behavioral health centers.

Approximately 70% of our NP students rotate through a rural health clinic, with at least 50% choosing employment in rural health settings in South Carolina after graduation. Our graduate students provided volunteer and/or clinical service typically in their home region; which is throughout South Carolina and across the US.

Community Perceptions

Community Engagement

How unit assesses community perceptions of engagement, as well as impact of community engagement on students, faculty, community and the institution.

Evaluations are conducted when a student has a community service site (part of course evaluations). We send evaluations to our clinical partners and alumni every 3 years as part of our accreditation process.

Incentivizing Faculty Engagement

Policies and practices for incentivizing and recognizing community engagement in teaching and learning, research, and creative activity.

We provide 10% time allotment to FT faculty for service.

Collaborations

Internal Collaborations

Our most significant academic collaborations and multidisciplinary efforts characterized as internal to the University.

The College of Nursing works closely with several colleges and offices across campus:

- Arnold School of Public Health
- College of Engineering and Computing
- School of Medicine
- College of Social Work
- College of Pharmacy
- Psychology Department
- Interprofessional Education
- Research Consortium on Children and Families
- Library Science
- Darla Moore School of Business
- College of Education
- Center for Teaching Excellence
- Honors College
- Institute for Families in Society

External Collaborations

Our most significant academic collaborations and multidisciplinary efforts characterized as external to the University.

**This list is not exhaustive, yet represents data compiled for other recent inventories in past few months.
South Carolina:

- Medical University of South Carolina
- SC Oncology Association
- SC Cancer Alliance
- Coalition for Access to Health Care
- USC Beaufort, Aiken, Upstate nursing programs
- Clemson University
- SC AHEC
- SC DHEC
- Workforce for Health Task Group
- SC Office for Healthcare Workforce Advisory Board
- Prisma Health - executive nursing, Children's Cancer Center, and various other offices
- SC Nurses Foundation
- Care Coordination Institute
- Community Medical Clinic of Kershaw County
- Choose Well Foundation
- Cooperative Health, formerly known as Eau Claire Cooperative Health

Collaborations

- SC Office of Rural Health
- Tri-County Health Network
- Alliance for Healthier SC

USA:

- American Association of Management Services
- American Association of Colleges of Nursing
- American Association of Nurse Practitioners
- American Society of Nephrology
- Augusta University
- Health Equity Leadership Institute, University of Wisconsin-Madison
- Johns Hopkins University
- Marquette University
- Memorial Sloan Kettering Cancer Center
- SAMHA Minority Fellowship Program
- Southern Regional Education Board
- St. Lukes Rehabilitation Institute, Spokane, Washington
- University of Georgia
- University of Kentucky
- University of Michigan Ann Arbor
- University of Southern Indiana
- Washington State University - College of Nursing and College of Medicine
- Duke Foundation
- University of Iowa

International:

- Evangelische Hochschule University Nuremberg
- King's College London - School of Medical Education
- University of Sierra Leone - College of Medicine and Allied Sciences
- InHolland University
- Atlantic Insitute/Rhodes Trust

Equity and Diversity Plan

Improve Under-Represented Minority (URM) Student Enrollment

In order to evaluate diversity in the CON, the College must work with the University to collect better (and more data about the identity characteristics Improve Under-Represented Minority (URM) Student Enrollment (character limit – 5000)This includes pipeline programs for K-12 and URM graduate students.

Undergraduate

- Develop and increase scholarship that attract and support UR students to consider and choose nursing
- Develop and/or expand pipeline programs focused on inspiring UR, K-12 students to consider nursing as a career option
- Develop a targeted recruitment campaign (and strategies) for UR high school students to discover and consider nursing

Graduate

- Increase stipends for all doctoral students with specific resources for UR nursing students
- Increase the number of BA/MA accelerated UR student in programs such as the MEPN in collaboration with in-state HBCUs

Improve The Number Of Full-Time URM Faculty Across Academic Units

- Develop and fund targeted UR hiring in the CON
- Encourage and support post-doctoral fellowships for recent UR graduates in the CON and nationally
- Develop a doctoral sharing consortium with regional R1 and/or other SEC nursing programs
- Develop, support, and implement a policy and program for required bias training for all faculty who review tenure and promotion files in the CON

Enhance Outcomes For URM Undergraduate and Graduate/Professional Students

Develop and implement strategies to target and increase the number of undergraduate UR students who participate in research and other experiential learning opportunities in the CON

Improve Post-Graduate Outcomes For URM Undergraduate and Graduate/Professional Students

Equity and Diversity Plan

Increase the engagement of students, faculty, staff, administrators in Equity and Inclusion

- Enhance and support accountability for engagement in the CON community
- Develop a systematic mentoring program within the CON

Improve The Sense Of Inclusion Amongst All University Community Members

- Provide additional opportunities for faculty and staff dialogue during Walking Circles and Small CONversations
- Support initiatives and programs that promote diversity, equity, and inclusion in the CON
- Continue to develop and fund the Carolina Cares Cupboard to align with CON community needs
- Track and support holistic admissions (or progression) across all programs in the CON
- Support and fund programming to enhance content on health equity and social determinants of health in the CON
- Systematically evaluate salary equity within the CON
- Create more transparency and equity in faculty workloads
- Support and require a diversity, equity, and inclusion statement in all course syllabi

Concluding Remarks

Quantitative Outcomes

Explain any surprises regarding data provided in the quantitative outcomes modules throughout this report.

The CON is one of 1725 accredited nursing programs in the US and 32 programs in South Carolina. For the second term in a row, our faculty have served as President of the South Carolina Nurses Association, and one of our students is the President of the South Carolina Student Nurses Association.

Record year for:
1) NCLEX - 100% 1st time pass rate for 3 consecutive cohorts
2) Rankings -#1 public (#2 overall) Best Master's Online Program -USC News: #30 Graduate Nursing Program US News & World Report (Moving 49 slots in 5 years); In top 30's NIH ranking for CON (not ranked 5 years ago)
3) Research and grant funding
4) Faculty productivity
5) Philanthropy gifts

Other:
- Ist Macy Scholar award (Dr. Jenerette).
- First Fullbright to CON in at least 15 years (Dr. Jaja)

Cool Stuff

Describe innovations, happy accidents, good news, etc. that occurred within your unit not noted elsewhere in your reporting.

Our cool stuff evolves around innovative teaching, including virtual simulations, new adaptive learning tools, integration of social determinants of health into curriculum, and innovations in online learning.

We continue our collaboration with the College of Engineering and Computing, to include data science/Big Data approaches to health, developing GPS applications for opioid substance abusers, developing warning devices and temperature monitoring devices with premature neonates, and several health promoting apps. We plan to publish this unique collaboration in the near future.

Our telehealth training with NPs, Social Work, and Pharmacy students is a unique model, originating from our Center for Connected Health. We want to continue to push the bar with telehealth access to rural and underserved areas to promote access to health care.

Our international collaborations are growing with Sierre Leone, and reciprocal exchanges with InHolland University.

Appendix 3. Research & Scholarly Activity

College of Nursing
Summary of Awards

SAM ACTIVITY	FY2015	FY2016	FY2017	FY2018	FY2019	% Change (Avg.15-18) & FY2019
Division Award Totals	*2,490,033*	*2,304,683*	*2,623,326*	*3,977,524*	*3,042,943*	*6.8*
Source						
Federal	2,035,360	2,055,920	1,591,538	1,748,119	2,283,096	22.9
Private	426,195	248,763	1,008,846	2,193,405	759,847	(21.6)
State/Local	28,478	0	22,942	0	0	(100.0)
Proposals						
Submissions	22	39	32	31	36	16.1
Dollars Requested	3,669,358	5,640,067	6,830,306	5,055,149	5,865,640	10.7

Awards by Source 5 Year Average