

2013-2018 University of Guam Academic Master Plan

Ina Diskubre, Setbe: To Enlighten, To Discover, To Serve

The University of Guam is a U.S. accredited, regional land Grant institution. It is dedicated to the search for and dissemination of knowledge, wisdom and truth. The University exists to serve its learners and the communities of Guam, Micronesia, and the neighboring regions of the Pacific and Asia. The University prepares learners for life by providing the opportunity to acquire knowledge, skills, attitudes, and abilities through the core curriculum, degree programs, research and outreach. At the Pacific crosscurrents of the East and West, the University of Guam provides a unique opportunity to discover and acquire indigenous and global knowledge.

The University of Guam is committed to continuous assessment of its programs to measure the effectiveness of student learning.

Core Commitments

The University of Guam's Academic Master Plan is dedicated toward strengthening the following Core Commitments:

- Academic Quality
- Student Success, Enrollment Growth, and Institutional Stature
- The Land Grant Mission and Engagement
- Institutional Effectiveness and Efficiency

These Core Commitments serve as the basis for strategic academic goals and corresponding objectives that are detailed below. The Academic Master Plan, upon endorsement of the UOG Faculty Senate, students, and administration, shall serve as the foundation for the University's Strategic Plan.

**Academic Master Plan
School of Nursing and Health Sciences
2013-2018
Core Commitments**

The University of Guam's Academic Master Plan is dedicated toward strengthening the following Core Commitments:

- Academic Quality
- Student Success, Enrollment Growth, and Institutional Stature
- The Land Grant Mission and Engagement
- Institutional Effectiveness and Efficiency

These Core Commitments and the Mission Statement of the School of Nursing and Health Sciences, serves as the basis for strategic academic goals and corresponding objectives that are detailed below.

Mission Statement: The School of Nursing and Health Sciences (SNHS) is committed to improving the health, fitness, and well-being of the people of Guam and the Western Pacific. To realize this mission the School of Nursing and Health Sciences:

1. Delivers programs designed to prepare graduates for the Nursing profession, Social Work, Exercise Science and Health Promotion, Public Health, and Pre-physical Therapy. The school provides ongoing educational development for members of the respective professions. The School fosters collaboration among the disciplines and facilitates inter-professional education.
2. Engages in collaborative research and creative endeavors focused on the needs of the people of Guam and the Western Pacific.
3. Builds positive community relationships and promotes empowerment of the community providing service learning activities to improve the health of people in Guam and the Micronesian area locally and through distance learning.

Strategic Academic Goals

1.0 Academic Quality

1.1 Demonstrated assessment of graduating seniors in their achievement of the following institutional student learning outcomes (SLOs): Written and oral communication; quantitative skills; critical thinking and problem-solving; information literacy; appreciation of cultural diversity; responsible use of knowledge, natural resources and technology; appreciation of the arts and sciences; and commitment to personal development and lifelong learning.

Strategies	Timeline	Required Resources	Outcome Indicators
Each program will assess seniors' demonstrated mastery of one ILO each year.	By the end of each academic year.	Funding provided by University Assessment Committee (UAC).	Completion of assessment report for each ILO.
Each program will assess students in each level (Sophomores, Juniors, Seniors) in achievement of student learning outcomes (SLOs) in accordance with the program's evaluation plan.	By the end of each academic year.	Faculty time as members of evaluation committees.	Completion of assessment reports submitted to University Assessment Committee annually.
All course SLOs are aligned with the PLOs and ILOs.	Ongoing each semester.	Faculty curriculum and evaluation committee time.	Completion of annual reports to UAC.
Implement HS specific critical thinking standardized test to assess: critical thinking and analytic skills.	AY 2014-2015	Lab fees for testing.	Test results and analysis.

Responsible individual(s)/unit(s):

Division chair, program coordinator, chair of Nursing Program Evaluation Committee, all course faculty.

1.2 Assurance of rigor, quality and consistency of expectations about student performance in the University of Guam's graduate programs. NOT APPLICABLE-NO GRADUATE PROGRAMS IN OUR SCHOOL.

Strategies	Timeline	Required Resources	Outcome Indicators

Responsible individual(s)/unit(s):

1.3 Linking academic programs' learning objectives to external benchmarks or to standards identified by professional organizations.

Strategies	Timeline	Required Resources	Outcome Indicators
Monitor Nursing graduate pass rates on the National Council Licensure Examination for Registered Nurses (NCLEX –RN).	Annually in Fall semesters and on an ongoing basis as graduates test. Report annually to accrediting body and Guam Board of Nurse Examiners.	Program specific human resources. National Council of State Boards of Nursing (NCSBN) reports funded via the School.	The program's three-year mean will be at or above the national mean for the same three-year period. Demonstrated in annual report to GBNE, and nursing accrediting body.
Each program develops a curriculum plan that meets national professional standards.	Ongoing.	Faculty human resources.	Demonstrated in program self study.
Program ensures learning objectives are linked to external benchmarks or standards.	Ongoing.	Faculty human resources.	Demonstrated achievement of benchmarks or standards in program self study.

Responsible individual(s)/unit(s): Dean, Division Chair, Program coordinator, faculty.

1.4 Assessment of meaning, quality and rigor in all undergraduate and graduate degree programs.

Strategies	Timeline	Required Resources	Outcome Indicators
Conduct surveys of graduate employment including employment in their field of study, pursuit of higher education.		Program specific resources to conduct surveys.	Employer satisfaction with graduate preparation for entry-level positions.
The curriculum will be developed and reviewed by the faculty on a regular basis to ensure integrity, rigor, meaning, and currency.	Ongoing.	Program resources: faculty participation in curriculum committee.	Demonstrated in curricular map of each program, and in self-study.
Practice learning environments for students supports the achievement of SLOs and PLOs.	Assess each semester, in each course.	Program resources for evaluation mechanisms.	Demonstrated in program self-study reports.

Ensure faculty members are academically and experientially qualified and maintain expertise in their areas of responsibility.	Ongoing during hire process and as part of load allocations.	Human Resources Office support. Search committee faculty resources.	Evidence in each faculty personnel file, CV, CFES.
Deliver and support career pathway in nursing, social work, and health sciences to prepare graduate for advancing education. (Continue to facilitate exit points for CNA and LPN and facilitate articulation to post baccalaureate programs for nursing and HS majors).	Ongoing.	Faculty and program resources.	Alumni database to document further education/career path).

Responsible individual(s)/unit(s): Division chair, faculty members.

1.5 Demonstrated implementation of improvements (closing the loop) as a result of assessment outcomes.

Strategies	Timeline	Required Resources	Outcome Indicators
Programs will implement specific action plans based on findings from ongoing assessment activities.	UAC annual assessment inventories due each academic year.	Faculty participation in curriculum and evaluation committees.	Demonstrated achievement of outcomes reported in annual reports to UAC.

Responsible individual(s)/unit(s): Division Chair, Dean, Program Evaluation committees/coordinators.

1.6 Fostering scholarship among all faculty, and among graduate faculty in particular.

Strategies	Timeline	Required Resources	Outcome Indicators
Support faculty scholarship including research development.	Annually as part of faculty CFES planning and evaluation	Faculty load allocations as appropriate. Travel funding by TakeCare contributions.	CFES plans; Program self-study reports including listing of faculty publications, presentations, grants.
Foster continued professional development through conference attendance, continuing education courses.	Annually as part of faculty CFES planning and evaluation.	Funding provided by TakeCare annual contributions and Dean's office funds.	CFES plans; Program self-study reports. Annual report to GBNE demonstrates ongoing

			faculty development for nursing program faculty.
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Responsible individual(s)/unit(s): Dean, Division Chair, faculty.

1.7 Developing distance education programs.

1.7.1 Assessing the viability of distance education (DE) courses and their integration into existing programs.

Strategies	Timeline	Required Resources	Outcome Indicators
Assess the viability of offering a SSBSN program to nurses in the Micronesian Region. (Must assess ACEN accreditation standards for distance education).	By end of 2016 AY.	Faculty human resources. Initial funding for needs assessment from AHEC supplemental grant.	Report on viability and strategic plan for distance education.
Programs will identify courses appropriate for distance education format. Faculty will develop identified courses.	Ongoing.	OLL funding in place. AHEC funding supporting course development for nursing program.	Increase in distance offerings (Nursing to implement one –two courses by AY 2015-2016.)

Responsible individual(s)/unit(s): Dean, faculty developing specific courses for DE.

1.8 Integrating an international experience within academic programs as part of gaining global/regional knowledge and understanding.

Strategies	Timeline	Required Resources	Outcome Indicators
Promote participation in available student exchange programs at UOG.	Ongoing.	Current exchange program funding.	List of students participating in programs.
Assess possibility of field studies/experiences for nursing, social work, and HS program students. Collaborate with PIP in development of exchange programs.	Ongoing.	Travel funds and funding of faculty time.	Implementation of field experiences demonstrated in catalog/course schedules.

Responsible individual(s)/unit(s): Division Chair, program coordinators, Dean.

2.0 Student Success, Enrollment Growth, and Institutional Stature

2.1 Enhance student retention and graduate rates (UOG Natural Choice Goal, The Strategic Plan – Assumptions and Planning Factors, August 8, 2011).

2.1.1 Fall to Fall Retention rates will improve by 2% for Freshman to Sophomore, targeting 75% as the goal.

2.1.1.1 Strengthen retention through University-level mentoring and augmented student support services.

Strategies	Timeline	Required Resources	Outcome Indicators
Encourage use of UOG student support services such as Writing Center.	Ongoing.	Course Fees.	Student use of Center.
Encourage students to participate in programs such as TRIO, KUBRE.	Ongoing.	Grant and UOG funding.	Student participation in programs.
Encourage students to utilize resources provided by RFK Library such as research databases, study areas, librarian support.	Ongoing.	Student fees to support RFK.	Student use of RFK resources.

Responsible individual(s)/unit(s):

2.1.1.2 Strengthen retention through college/school-level initiatives.

Strategies	Timeline	Required Resources	Outcome Indicators
Provide orientation session each semester for all programs For Pre-nursing students, strongly encourage students to submit Pre-Nursing applications during Freshman year in order to be assigned a Nursing advisor.	Ongoing.	Funding support from Dean's office.	Orientation sign-in sheets. Increased submission of pre-nursing student applications prior to sophomore Fall semester.
Promote student organizations such as the Student Nurses Association of Guam (SNAG) and Health Sciences Student Organization (HSSO) and facilitate/encourage affiliation with national student organizations (such as NSNA- National Student Nurses Assoc.).	Ongoing.	Student dues.	Documentation of student organization activities with Student Life Office, documentation in self study program reports.

Provide faculty advisors for student organizations.	Ongoing.	Faculty resources (service).	Student organization minutes, Faculty CFES.
Collaborate with national nursing honor society and assist in establishment of a Nursing Honor Society chapter on Guam.	Ongoing, with chapter establishment of Sigma Theta Tau by AY 20115-2016.	Faculty resources (service). Dean's office support for chapter activities (meeting space).	Documentation in self study report. Faculty CFES documenting participation on chapter board.
Collaborate with Area Health Education Center grant housed in SNHS to provide tutoring for nursing and health science students.	Ongoing.	AHEC funding. SNHS support of Program Director faculty position, office space.	AHEC program reports. Nursing Program self study.
Collaborate with FAO in providing student financial aid such as through the Nurse Training Program and Merit Scholarships. Develop program specific financial aid for SW and HS students.	Ongoing.	Financial aid funding.	Financial aid award granted.
Encourage student participation in TakeCare funded student scholarships.	Each semester.	TakeCare annual funding.	Number of student awards given.
Implement student transition courses during intercession and/or summer as recommended by Nursing Curriculum Committee.	Ongoing. Currently offered for each transition between Soph/Jr/Sr levels.	TakeCare funding for transition courses.	Increase retention by 2% each year until target achieved.
Monitor nursing student academic progress via Admissions and Academic Standards committee processes.	Ongoing.	Faculty resources. Committee service.	Increase retention by 2% each year until target achieved.
Monitor students at midterm with issuance of Notice of Unsatisfactory form to students in each nursing course. Refer at risk students for academic advisement.	Ongoing. Midterm evaluations each course/each semester.	Faculty resources.	Increase retention by 2% each year until target achieved.
Screen applicants to ensure academically qualified student are admitted (Nursing and SW program specific).	Ongoing.	Faculty resources.	Increase retention by 2% each year until target achieved.

Responsible individual(s)/unit(s): Dean, student organization advisors, student organization officers and members, faculty members, AHEC Program Director.

2.1.2 Fall to Fall Graduation rates will improve by at least 2% every year, targeting 35% as the goal.

2.1.2.1 Strengthen graduation rates through college/school-level initiatives.

Strategies	Timeline	Required Resources	Outcome Indicators
Review and revise admission criteria for HS programs.	Ongoing review with recommendation for revision by end of 2014-2015 AY.	Faculty resources.	Increase graduation rates by at least 2% each year until goal achieved.
Screen applicants to ensure academically qualified student are admitted (Nursing and SW program specific).	Ongoing.	Faculty resources.	Increase graduation rates by at least 2% each year until goal achieved.
Monitor nursing student academic progress via Admissions and Academic Standards committee processes.	Ongoing.	Faculty resources. Committee service.	Increase graduation rates by at least 2% each year until goal achieved.
Monitor students at midterm with issuance of Notice of Unsatisfactory form to students in each nursing course. Refer at risk students for academic advisement.	Ongoing. Midterm evaluations each course/each semester.	Faculty resources.	Increase graduation rates by at least 2% each year until goal achieved.
Provide faculty advisor to each nursing cohort for guidance and support.	Ongoing.	Faculty resources (service).	Increase graduation rates by at least 2% each year until goal achieved.
Implement student transition courses during intercession and/or summer as recommended by Nursing Curriculum Committee.	Ongoing. Currently offered for each transition between Soph/Jr/Sr levels.	TakeCare funding for transition courses.	Increase graduation rates by at least 2% each year until goal achieved.

Responsible individual(s)/unit(s): Dean, Division chair, faculty, AASC chair.

2.2 Strengthen quality student advisement.

2.2.1 Academic programs improve the quality of academic mentoring of students through faculty advisement training.

Strategies	Timeline	Required Resources	Outcome Indicators
Provide faculty advisement training.	Upon hire and ongoing.	Faculty resources/time for orientation.	Positive written evaluations of advisors by students.
Provide additional load allocation for advisement of students without an assigned advisor.	Ongoing.	Faculty load assignment of up to 0.25 FTE.	Workload form, Faculty advisor CFES.

Responsible individual(s)/unit(s): Dean, Division Chair.

2.2.2 Quality student advisement shall be augmented through peer advisement.

Strategies	Timeline	Required Resources	Outcome Indicators
Foster student organization mentoring programs such as via SNAG, HSSO, SWSA.	Ongoing.	Student organization fees, faculty service.	Minutes of student organizations, documentation in CFES, self study.

Responsible individual(s)/unit(s): Student organization faculty advisors.

2.3 Strengthen recruitment through the alignment of EMSS and academic schools'/colleges' initiatives.

2.3.1 Strengthen recruitment through college/school-level initiatives. *(Note: A Strategic Enrollment Plan (aka, Recruitment and Retention Plan) shall be aligned with this section of the UOG AMP.)*

Strategies	Timeline	Required Resources	Outcome Indicators
Implement school level Recruitment and Retention Plan.	Beginning AY 2013-2014, ongoing.	Faculty resources, Dean's office funding.	Increase recruitment into programs.
Evaluate school level Recruitment and Retention Plan.	Ongoing.	Faculty resources (committee work)	Increase recruitment into programs.
Encourage faculty and student organization participation in career day	Ongoing.	Faculty and student resources (service).	List of participation in career day events, CFES.

events at Guam public and private middle and high schools.			
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Responsible individual(s)/unit(s): Division Chair, Dean, faculty.

3.0 The Land Grant Mission and Engagement

3.1 Academic programs assess the relevance of their curricula, research and service, to civic learning, engaging diverse perspectives, and community needs.

Strategies	Timeline	Required Resources	Outcome Indicators
Program specific advisory committee meetings on a semi-annual or annual basis including stakeholders such as employers, faculty, community members.	Ongoing.	Dean's office support for meetings.	Meeting minutes.
Conduct employer surveys of graduates and graduate surveys to determine relevance of curricula, satisfaction with the program and obtain recommendations.	Ongoing.	Dean's office support for conducting surveys.	Reports to faculty committees of survey findings; documentation in self study reports.

Responsible individual(s)/unit(s): Dean, division chair, faculty.

3.2 Academic programs and research centers partner with local and federal partners, to the benefit of UOG students and the larger community.

Strategies	Timeline	Required Resources	Outcome Indicators
Develop infrastructure of research in SNHS: <ul style="list-style-type: none"> • Establish a Research Advisory Council at SNHS • Develop various research programs on health-related problems on Guam and the region (e.g., diabetes, mental illness, cancer, STD, aging, etc.). 	Develop RAC AY 2013, ongoing development and revision of research plan.	Faculty resources.	Minutes of RAC, reports of RAC to Faculty Business meetings. Faculty CFES. Student presentations locally, regionally of research projects.

<ul style="list-style-type: none"> Mentor students in research projects. 			
Collaborate with community nurses, social work, and health care professionals on research projects.	Ongoing.	Faculty resources.	Documentation in CFES, self study reports. Evidence through presentation of research.
<p>Offer Continuing Education and consultation locally and to the Western Pacific region:</p> <ul style="list-style-type: none"> Use technology to deliver continuing education to other islands. Serve as consultants, workshop leaders and speakers, bringing CE and professional expertise to nurses and other health care professionals in the region Serve as a provider for continuing education for nursing and health professions. 	Ongoing	Faculty resources. SNHS resource as a CE provider. AHEC grant supports faculty time for consultation, continuing education.	CE files. AHEC program reports document CE offerings.
Present research findings in local, national, and international publications.	Ongoing	Faculty resources.	Documentation in CFES, listing of faculty research and presentations.
<p>Provide leadership to raise standards, enhance health and well-being and promote collegiality between providers:</p> <ul style="list-style-type: none"> Participate in American Pacific Nursing Leaders Council (APNLC) activities as officers, committee members, and conference speakers. Initiate and promote health and well-being of community by 	Ongoing.	Faculty resources. Dean's office support of APNLC office.	Reports to APNLC, GBNE, ACEN. Minutes of boards/coalitions, faculty CFES documents participation and involvement.

<p>serving on various boards, including the Guam Board of Nurse Examiners (GBNE), Guam Cancer Trust Fund, Guam Decolonization Commission.</p> <ul style="list-style-type: none"> Actively participate and support local, national, and regional coalitions in mutually beneficial endeavors that enhance health and well-being of our island and regional residents. 			
<p>Support the Sally Tsuda PacifiCare Resource Center as a center for excellence in Guam and the region.</p>	<p>Ongoing.</p>	<p>Dean's office support of Resource center office.</p>	<p>Documentation in self study report.</p>
<p>Build positive community relationships and promote empowerment of the community by providing service learning activities to improve the health of people in Guam and the Micronesian area. Activities include:</p> <ul style="list-style-type: none"> Provide health screening and service learning activities each academic year in collaboration with community members and health agencies. Designate a faculty member to serve as the community service coordinator and point of contact for each academic year Evaluate the effectiveness of the community service activities in promoting opportunities for service learning and building 	<p>Ongoing.</p>	<p>Dean's office funding, faculty resources.</p>	<p>Documentation of outreach activities; evidence in CFES.</p>

community partnerships.			
Collaborate with SNHS student organizations in planning and implementing outreach activities to enhance student learning.	Ongoing.	Faculty resources as advisor.	Documentation of outreach activities; faculty CFES.

Responsible individual(s)/unit(s): Dean, Division Chair, Faculty members.

4.0 Institutional Effectiveness and Efficiency

4.1 Continue efforts to resize, redirect, and realign the University's base budget to live within its means; in particular, readjusting & rightsizing its portfolio of program offerings, determining the relative size and balance of those offerings, including realignment/discontinuation of programs.

Strategies	Timeline	Required Resources	Outcome Indicators
Ensure that fiscal, physical, and learning resources are sustainable and sufficient to achieve student learning outcomes and program outcomes.	Ongoing.	Dean, admin support.	Budget managed appropriately.
Implement G2G initiatives to increase programs in Health Sciences.	Ongoing.	Funding provided to increase HS faculty positions.	Increase enrollment in HS programs.
Implement G2G initiatives to realign programs: eliminate Associate Degree in Nursing program.	Effective AY 2014-2015.		Approval of program closure. Report to GBNE on program closure.

Responsible individual(s)/unit(s): Dean, HS program coordinator, and HS faculty.

(Note: President Underwood will initiate the Program Evaluation and Planning (PEP) Process early Fall 2013 as described in the document "The Road to the Great UOG/I Chalan Para I Ma'gas Na UOG." This review is "an evaluative process that will culminate in concrete plans for resources and activities for the UOG." Implementation of any planned changes will take place in Fall 2014.)

4.2 Enhancing UOG’s capacity for delivering self-supporting programs focused on work force development, distance education, and other extensions of its mission.

Strategies	Timeline	Required Resources	Outcome Indicators
<p>Offer Continuing Education and consultation locally and to the Western Pacific region:</p> <ul style="list-style-type: none"> •Use technology to deliver continuing education to other islands. •Serve as consultants, workshop leaders and speakers, bringing CE and professional expertise to nurses and other health care professionals in the region •Serve as a provider for continuing education for nursing and health professions. 	Ongoing.	Faculty resources. SNHS resource as a CE provider. AHEC grant supports faculty time for consultation, continuing education.	CE files. AHEC program reports document CE offerings.
Increase the number of online offerings.	Ongoing.	OLL funding available and AHEC funding to support course development and instructor resources.	Increased on line course offerings.

Responsible individual(s)/unit(s): Dean, Division chair, AHEC Program Director.

4.3 Collaboration among the schools and colleges in developing self-sustaining or net revenue-generating operations.

Strategies	Timeline	Required Resources	Outcome Indicators
Collaborate with OSP to develop other opportunities for revenue.	Ongoing.	Faculty resources.	Increase grant opportunities via OSP.
Continue to develop and provide revenue generating courses for professionals in Guam and the region (i.e. NCLEX review courses for public).	Ongoing.	Faculty resources. AHEC grant funding assisting in development of courses.	Increase revenue generating courses offered via PIP.

Responsible individual(s)/unit(s): Dean, AHEC Program Director, faculty.

4.4 Continue to diversify sources of revenue.,

Strategies	Timeline	Required Resources	Outcome Indicators
Obtain external funding to support continued enhancement of current programs, provision of community service learning opportunities, workforce development, and distance education for Guam and Micronesia.	Ongoing.	Faculty resources to develop grants and other funding sources.	Maintain or increase grant funding, increase donations and contracts.

Responsible individual(s)/unit(s): Dean, faculty.