# Nightingale College of Nursing Case Study

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The Nightingale College of Nursing Case Study was prepared for use in the 2009 Malcolm Baldrige National Quality Award Examiner Preparation Course. This case study describes a fictitious education organization. There is no connection between the fictitious Nightingale College of Nursing organization and any other organization, either named Nightingale College of Nursing or otherwise. Other organizations cited in the case study also are fictitious, except for several national and government organizations. Because the case study is developed to train Baldrige Examiners and others and to provide an example of the possible content of a Baldrige application, there are areas in the case study where Criteria requirements are not addressed. This case study is based on the *2009–2010 Education Criteria for Performance Excellence*.

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# Organization Charts

# Nightingale College of Nursing Organization Chart

**Dean**
Nancy Nunnin

**Development Director**
Robin Robberts

**Assistant to the Dean**
Maria Lovato

**Associate Dean — Dallas**
Susie Susman

- Baccalaureate Coordinator
  Kevin Goldsmith
  - Simulation/Clinical Learning Center Coordinator
  - Admissions Coordinator
  - Success Counselor
- Faculty

**Associate Dean — San Antonio**
Graciela Garcia

- Baccalaureate Coordinator
  Geri Press
  - Simulation/Clinical Learning Center Coordinator
  - Admissions Coordinator
  - Success Counselor
- RN-BSN/RN-MSN Coordinator
  Ann Jones
- Master's Coordinator
  Melanie Novak
- Doctoral Coordinator
  Michael Torres
- Research Director
  Maggie Vang
- Faculty

**Associate Dean — Freedom**
Frankie Fame

- Baccalaureate Coordinator
  Richard James
  - Simulation/Clinical Learning Center Coordinator
  - Admissions Coordinator
  - Success Counselor
- Master's Coordinator
  Darrell Tone
- Doctoral Coordinator
  Nancy Goode
- Research Director
  Wilma Royale
- Faculty

Key College Committees
- Admissions
- Curriculum
- Evaluation and Assessment
- Faculty Development
- Student Affairs

# Central Texas University Organization Chart

- Board of Regents
- President — Ann Aims
- General Counsel — Lawson Love

**VP Institutional Development — Frank Fundit**

**VP Finance & Administration — Carol Cash**
- Associate VP Human Resources — Kay Keeper
- Associate VP Facilities Management — Ken Keephouse
- Director Public Safety — Paul Police

**VP Information Technology — George Gaston**

**Director Admissions — Oscar Ortega**
- Director of Libraries — Marianne Marvel
- Director Enrollment Services — Regina Register

**VP Student Life — Dave Davidson**

**Director Financial Aid — Laurie Loaner**

**Provost & VP of Academic Affairs — Betsy Books**

**College Deans**
- **College of Nursing — Nancy Nunnin**
- College of Health Sciences — Steve Splint
- College of Professional Studies — Kay Kleen
- College of Arts & Sciences — Picasso Petty

**Associate VP Institutional Effectiveness & Research — Amy Assessor**

**Associate VP Undergraduate Studies — Toddy Times**

# Glossary
## of
## Terms and Abbreviations

# Glossary of Terms and Abbreviations

**4S**
Smith-Santini Satisfaction Survey (for students, alumni, and faculty and staff)

## A

**AA**
CTU Office of Academic Affairs (Provost's Office)

**AACN**
American Association of Colleges of Nursing

**AA/EO**
Affirmative Action/Equal Opportunity

**ACSE**
Assessment of College Student Engagement

**ADA**
Americans with Disabilities Act

**ADN**
Associate Degree in Nursing

**ANL**
American Nursing League

**ARCOSA**
Annual Report Card of Organizational Strategic Achievement

## B

**BBB**
Bouvier & Brown Benchmarking

**BR**
Board of Regents

**BSN**
Bachelor of Science in Nursing

## C

**CCNE**
Commission on Collegiate Nursing Education

**CE**
Continuing Education

**CEBE**
Code of Ethical and Behavioral Excellence

**CenTAUr**
Central Texas Authorized User

**CMP**
Complaint Management Process

**CMS**
Complaint Management System

**CNS**
Clinical Nurse Specialist

**CRE**
Classroom Resource Exchange

**CTU**
Central Texas University

## D

**DART**
Days Away/Restricted Time

**DNP**
Doctor of Nursing Practice

## E

**EEOC**
Equal Employment Opportunity Commission

**EPA**
Environmental Protection Agency

**ExCom**
Executive Committee

## F

**FERPA**
Family Education and Rights Privacy Act

**FTFE**
Full-time faculty equivalent

**FTSE**
Full-time student equivalent

**FY**
Fiscal Year

## G

**GPA**
grade point average

## H

**HEE**
Healthcare E-Exams

**HR**
Human Resources

**HVAC**
heating, ventilating, and air conditioning

## I

**IER**
CTU Office of Institutional Effectiveness and Research

**IT**
Information Technology

## K

**KPI**
Key Performance Indicator

## L

**LADDIE**
Learn, Analysis, Design, Development, Implement, Evaluate

**LBB**
Legislative Budget Board

**LIGHT**
Learning, Improvement, Growth, fiscal Health, and Talent

## M

**MC**
Modern College

**MSN**
Master of Science in Nursing

## N

**NCLEX**
National Council Licensure Examination

**NCON**
Nightingale College of Nursing

**NEPRP**
THECB Nursing Education Performance Recognition Program

**NETI**
NursEd Testing, Inc.

**NLNAC**
National League for Nursing Accrediting Commission

**NPAC**
Nursing Professional Administrative Council

## O

**OEHS**
Office of Employee Health and Safety

**ORP**
CTU Office of Research and Sponsored Programs

**OSHA**
Occupational Safety and Health Administration

## P

**PhD**
Doctor of Philosophy

## R

**RN**
Registered Nurse

**RTRP**
Round Table Review Process

## S

**SAC**
Student Affairs Committee

**SACS**
Southern Association of Colleges and Schools

**SCLC**
Simulation and Clinical Learning Center

**SHRP**
Strategic Human Resources Plan

**SPIE**
Student Perception of Instructional Effectiveness

**SPP**
Strategic Planning Process

**SSL**
Secure Sockets Layer

**T**

**TBN**
Texas Board of Nursing

**THECB**
Texas Higher Education Coordinating Board

**U**

**UCRT**
Undergraduate Curriculum Round Table

**V**

**VOC**
Voice of the Customer

**VP**
Vice President

**VPN**
Virtual Private Network

**W**

**WAN**
Wide Area Network

# Organizational Profile

# Preface: Organizational Profile

## P.1 Organizational Description

Central Texas University's (CTU's) Nightingale College of Nursing (NCON) was established in 1954 as an autonomous, degree-recommending unit, with a primary mission to provide undergraduate and graduate nursing education. NCON began as the Riverview School of Nursing, a diploma program established in 1914 and nationally accredited in 1950.

Today NCON offers nursing education on three Texas campuses: the main campus is located in Freedom, and two satellite campuses are in San Antonio and Dallas. The Commission on Collegiate Nursing Education (CCNE) accredits the baccalaureate and graduate degree nursing programs, while the Southern Association of Colleges and Schools (SACS) accredits the entire university. NCON is approved by the Texas Higher Education Coordinating Board (THECB) and is a member of the Council of Baccalaureate and Higher Degree Programs of the American Nursing League (ANL) and the American Association of Colleges of Nursing (AACN). The College of Nursing is one of four academic units of CTU; the others are the College of Professional Studies, College of Health Sciences, and College of Arts and Sciences.

In 1999, Dr. Nancy Nunnin was selected as dean of NCON by CTU's president, Dr. Ann Aims, who previously had worked with Dr. Nunnin and thought her role-model leadership would further NCON's vision of academic excellence.

**P.1a(1)** NCON offers baccalaureate, master's, and doctoral degree nursing programs. The college offers the Bachelor of Science in Nursing (BSN) through four programs: a traditional, on-campus program; an on-campus accelerated, second-degree program; a weekend second-degree program; and an online post-licensure (Registered Nurse [RN] to BSN) program.

The Master of Science in Nursing (MSN) degree is offered in the areas of clinical nurse specialist (CNS), which includes the specialties of adult health, pediatrics, and geriatrics; nurse practitioner, which includes the family, adult, and neonatal specialties; nursing education; and nursing systems management. The college offers MSN programs through both online and on-campus coursework. The master's in nursing systems management, for example, is offered on-campus, while the master's in nursing education is taught completely online. For nonbaccalaureate-prepared RNs returning to school, NCON offers an RN to MSN program with specialty tracks for advanced practice, nurse educator, and nursing administration.

In 1971, NCON began the first nursing doctoral program in the Southwest. In July 2007, THECB approved NCON to offer a Doctor of Nursing Practice (DNP), and the first cohort of DNP students began the program in summer 2008. The DNP program prepares nurse practitioners and certified nurse midwives to function as expert clinicians who integrate and evaluate evidenced-based practices in acute and primary care settings.

CTU provides the majority of student support through multiple learning resources, including effective student support services. Financial assistance in the form of scholarships, loans, assistantships, and traineeships is available for qualified students through CTU's Financial Aid Office. NCON's Graduate Committee awards federal nurse traineeships for full-time study, as well as university graduate teaching or research assistantship funds.

**P.1a(2)** The greatest strengths of NCON are the creativity, knowledge, and skills of its faculty, staff, and students. The mission of the college (Figure P.1-1) is heavily influenced by the work and words of Florence Nightingale, who said, "Let us be anxious to do well . . . , to value our training . . . , [and to be] good nurses, and never let us be ashamed of the name 'nurse.'"

NCON's core competencies are
- high-quality nursing instruction,
- effective use of instructional technology, and
- leading-edge nursing distance education.

These core competencies support NCON's mission of preparing nurses, as well as its vision and values (Figure P.1-1). They also align with CTU's mission to educate students to succeed as they pursue careers, research, or graduate study in the liberal arts, sciences, health, education, and business professions.

**Figure P.1-1  Mission, Vision, and Values**

| Mission | NCON's mission is to prepare nurses by<br>• fostering curiosity to learn through engaging students of all ages and ethnic groups in scholarship or inquiry and practice and dissemination thereof;<br>• serving the health care needs and issues of the people in Texas, the nation, and the world through collaborative practice, professional leadership, and integration of health promotion and disease prevention for the sake of patient care; and<br>• promoting lifelong learning and healthy communities in a time of rapid technological and societal change and commitment to the advancement of the nursing profession. |
|---------|---------|
| Vision | NCON will be an exemplar of excellence among schools of nursing through academic achievement, research and creativity, innovation, collaboration, and commitment to fiscal accountability. |
| Values | Collaboration          Competence<br>Compassion          Integrity<br>Quest for Knowledge |

**P.1a(3)** Commitment to excellence in teaching and preparing nurses to deliver high-quality patient care motivate the faculty and staff of NCON. It employs a total of 118 faculty and staff members: 97 full-time and part-time faculty members, including the dean of the college and her three associate deans, and 21 administrative and clerical staff members. NCON also uses more than 60 adjunct and loaned hospital faculty members. The nonunionized faculty is spread across rank and type, and all but two faculty members hold a doctorate. The full-time faculty is 96% female and 79.7% Caucasian. African Americans are the largest minority group (11.3%), followed by Hispanics and Asians at 7.0% and 2.0%, respectively. The composition of the faculty reflects NCON's efforts to increase its racial/ethnic diversity; nationally, African Americans represent only about 4% of nursing faculty members. The average age of NCON's faculty members is 51.

**P.1a(4)** NCON is housed in Feld Hall on the Freedom campus, a learning facility built in 1920 and fully renovated in 1997. A regular maintenance program has kept the building in excellent condition. Feld Hall houses all the nursing classrooms and faculty offices. NCON's satellite campuses in San Antonio and Dallas are housed in freestanding facilities shared with the College of Health Sciences. The Dallas campus has a two-story 50,000-square-foot facility designed to accommodate 650 students, with classrooms, a computer lab, a library, a reading room, a commuter work-study lounge, and a multipurpose lab with high-fidelity simulators, as well as a media-education room, administration and faculty offices, and a 240-seat auditorium. On the San Antonio campus, the state-of-the-art facility for teaching (dedicated in 2006) includes a Simulation and Clinical Learning Center (SCLC) with a computer lab set up for computer-based learning, online simulation software, and National Council Licensure Examination (NCLEX) review; skill task trainers; and adult, child, and infant high-fidelity human patient simulators. The college will soon be adding virtual reality and video streaming to its SCLC.

CTU strives to maximize the educational experience by using technology to share data and information. As a progressive college within CTU, NCON often serves as a pilot site for new technologies. Golden Fleece is CTU's data repository of campus transactions, including financials, student records, and Human Resources (HR) records. Approved users can access operational data stored in Golden Fleece. NCON has served as the pilot for Classroom Resource Exchange (CRE), an intranet-based user interface that allows approved users to run queries and generate reports from the operational data in Golden Fleece. NCON created CRE to serve four broad purposes:

(1) a teaching and learning tool that facilitates communication among campuses;

(2) an operational tool for managing curricula and student outcome information, including student portfolios;

(3) a faculty development resource, including a repository for faculty profiles and new faculty orientation; and

(4) an action plan development and deployment tool to monitor progress on college and individual goals.

CRE serves as a one-stop shop for NCON faculty and staff that provides access to academic information but also serves as a communication and knowledge management tool. Because of NCON's success using CRE to track daily operations and overall organizational performance, the College of Health Sciences has adopted CRE, and the College of Professional Studies will adopt it in fall 2010.

**P.1a(5)** NCON is governed by CTU policies and procedures under a larger umbrella of policies mandated by THECB, which monitors state reimbursement for programs and financial regulations. As a college within an accredited university, NCON is subject to SACS standards, including those for governance, educational programs, faculty, and financial resources. It also complies with federal regulations applicable to institutions of higher education, including those related to the Americans with Disabilities Act (ADA), the Family Education and Rights Privacy Act (FERPA), and the Occupational Safety and Health Administration (OSHA).

NCON's nursing accreditation agency, CCNE, requires mission-driven periodic assessment. In order to maintain its accreditations, NCON must attend to each standard area, including mission and governance, curriculum content and evaluation, institutional commitment and resources, student performance, and faculty accomplishments. Accreditation site visits occur on a ten-year cycle, with written reports submitted annually to ensure standards compliance and continuous improvement. The Texas Board of Nursing (TBN) approves NCON's nursing programs.

**P.1b(1)** CTU is governed by a Board of Regents (BR) composed of nine voting members and one nonvoting student member, all appointed by the governor. The voting members hold office for staggered terms of six years; the student regent serves a term of one year. The board, which meets quarterly, sets the budgetary and academic framework under which the university operates and is responsible for directly overseeing policies related to the university's financial, physical, and personnel affairs.

CTU is structured into five divisions (Academic Affairs, Finance and Administration, Student Life, Institutional Development, and Information Technology), each headed by a vice president (VP). The president works primarily through her Executive Committee (ExCom), which is composed of the president, the five division VPs, and the university's general counsel. The VP for Academic Affairs also serves as the provost of the university. The academic deans of the colleges report to the provost. CTU provides a $10.5 million budget based on student revenues that supports NCON faculty and staff salaries, equipment purchases, laboratory and clinic supplies, faculty development, and office supplies. The college supplements the university budget with an additional $1 million from grants and clinic revenues. New or innovative

projects may be funded by special requests to the college dean or university provost. Faculty members have access to the university's Center for Teaching Effectiveness, Office of Research and Sponsored Programs, and resources to support teaching with technology. Support is provided for faculty travel, scholarship, course support, and teaching innovations.

NCON's dean represents the college on the Academic Affairs Council, Dean's Council, and University Planning Council. The dean, three associate deans, and assistant to the dean make up the college's Dean's Council, which provides day-to-day operational oversight. NCON's Nursing Professional Administrative Council (NPAC, Figure 1.1-2), which includes Dean's Council members and CTU, faculty, student, partner, and supplier representatives, serves as the college's primary mission review and strategic planning group. Within NCON, there are four key faculty committees: Admissions, Curriculum, Faculty Development, and Evaluation and Assessment.

**P.1b(2)** Texas is NCON's primary market area, although it also draws students from the greater southwestern United States and from around the country in its online degree programs. NCON enrolled 2,493 students in fall 2008: 1,914 undergraduate students, 436 master's students, and 143 doctoral students. This enrollment represents a 5.5% increase in enrollment from fall 2007. NCON had 2,900 undergraduate nursing applicants with an average GPA of 3.8. Nearly 40% of undergraduate nursing students are minorities. Figure P.1-2 shows enrollment by degree program, gender, and ethnicity. The college's student population is over 90% female, nearly 50% Caucasian, 24% African American, 14% Hispanic, 10% Asian, and about 2% other ethnicities (including international students).

NCON segments its students into two primary categories: prospective and enrolled. Prospective students are described as those students who have applied but not matriculated into the college. Once students have matriculated, NCON further segments them to ensure that its academic and support program offerings address their needs and requirements, as described in Figure P.1-3.

Nursing students are required to complete practicum experiences in order to obtain professional licensure. Undergraduate and graduate students get practicum experiences in area hospitals, county health units, nursing homes, private physicians' offices, walk-in clinics, and state-level agencies. Students have input into the selection of sites for clinical experience to meet their specific learning needs and practice interests.

NCON has five key stakeholder groups in addition to students: the BR, feeder schools, employers and graduate schools, alumni/donors, and the community. The college has strong relationships with all of its key stakeholders and uses surveys, committees, forums, and affiliation agreements to identify and understand their needs and requirements (Figure P.1-4) and to build and strengthen these relationships.

**P.1b(3)** Key suppliers and the services they provide are outlined in Figure P.1-5. NCON's most important requirements for its suppliers include the timeliness and reliability of orders and services placed/scheduled and received, as well as competitive pricing and high-quality products and services. Annual contract reviews provide an opportunity to communicate with suppliers on these requirements and other issues. Many supplier contracts have been renegotiated in order to increase efficiency, provide additional revenues, and maximize limited resources. The bookstore contract was renegotiated to include a "virtual bookstore" to serve students on the San Antonio and Dallas campuses. In 2006, CTU expanded its contract with SmileServe International to include custodial maintenance for all three campuses, resulting in a savings of $160,000.

NCON considers its sites where students complete clinical practicums to be key partners that play critical roles in the college's learning-centered processes and in hiring graduates. These sites are predominately community and tertiary hospitals, particularly in San Antonio and Dallas, but also community clinics, school-based clinics, and private physician practices. To enhance communication and strengthen relationships, partners serve on an advisory council that advises the college on needed changes to curricula, procedural

**Figure P.1-2  Student Enrollment Demographics**

| Degree Program | Total Number of Students | Male | Female | Caucasian | African American | Hispanic | Asian | Other Ethnicities |
|---|---|---|---|---|---|---|---|---|
| BSN | 1,761 | 123 | 1,638 | 770 | 422 | 309 | 208 | 52 |
| RN to BSN | 153 | 11 | 142 | 64 | 59 | 15 | 11 | 4 |
| RN to MSN | 23 | 1 | 22 | 17 | 1 | 3 | 2 | 0 |
| Nurse Practitioner | 213 | 50 | 163 | 123 | 58 | 12 | 18 | 2 |
| Clinical Nurse Specialist | 92 | 4 | 88 | 76 | 7 | 5 | 3 | 1 |
| MS Nursing System Management | 36 | 0 | 36 | 26 | 5 | 3 | 0 | 2 |
| MS Nursing Education | 72 | 0 | 72 | 46 | 13 | 6 | 7 | 0 |
| PhD | 143 | 8 | 135 | 102 | 21 | 8 | 12 | 0 |

**Figure P.1-3  Key Student Requirements**

| Student Segment | Requirements |
|---|---|
| All students | Excellent instruction, flexible scheduling, placement, instructional support, advising, accessible faculty, technology |
| Transfer students | Orientation, assessment of capabilities, articulation of courses |
| Distance students | IT support, ability to ask questions and receive prompt responses |
| Minority students | Respect for diversity, sense of identity, and inclusion |
| International students | Assistance with visa status, orientation, sense of identity, and inclusion |
| Graduate students | Flexible scheduling |

**Figure P.1-4  Key Stakeholder Requirements**

| Stakeholder | Requirements |
|---|---|
| Board of Regents | Communication about current and future campus needs; meet state demand for nurses and nursing faculty; sound fiscal management; increased enrollments; maintained accreditation |
| Feeder schools, including K–12 schools and community colleges | Opportunities for input; regular communications about campus events; continuing education opportunities; knowledge of current and future admissions requirements; articulation agreements |
| Community | Support for community projects; educational resources and expertise |
| Employers and graduate schools | High quality, clinically competent pool of graduates; meet changing needs |
| Alumni/donors | Positive image and reputation; continued communication, including updates; employment opportunities; support for lifelong learning |

and technological developments, organizational needs and resources, and research and funding opportunities. NCON has affiliation agreements with all sites where students complete clinical practicums. Rather than each discipline having an agreement with each facility, in 2006 the college developed a standardized affiliation agreement to cover all clinical practice. Last year, the college initiated a formalized system with its partners that involved frequent one-on-one meetings between the dean and/or associate deans and key partner representatives (chief nursing officer, director of nursing education, and HR director) to share information and examine opportunities for improving joint performance. In addition, NCON has partnered with hospitals in Dallas and San Antonio for jointly funded faculty and practice roles,

**Figure P.1-5  Supplier Relationships**

| Suppliers | Services Provided |
|---|---|
| SmileServe International | On-campus dining and catering; custodial services |
| Radcliff and Samson | Campus bookstore |
| DeeGeeMan Corporation | HVAC and energy management |
| Southwest Super Services | Office supplies |
| Chickadee Health Supplies | Clinical supplies |
| NursEd Testing, Inc. | Testing services |

allowing NCON to hire faculty in hard-to-recruit positions, such as critical care and neonatal nursing.

NCON also views as partners key CTU divisions and departments that play an important supporting role in delivering its educational services (Figure P.1-6). Each partner plays a direct role pertaining to students in NCON's learning-centered processes. Formal monthly interdepartmental meetings, as well as regular informal interaction, provide opportunities for communicating on shared tasks, strengthening relationships, and discussing potential improvements.

## P.2 Organizational Situation

**P.2a(1)** NCON graduates the largest number of nurses in the state of Texas, which is its primary service area. The nursing marketplace is extremely competitive in the urban parts of Texas, where nursing students can choose among a number of state universities and several prominent private universities. Major competitors include the Alamo University College of Nursing, the Bluebonnet School of Nursing, Lake Buchanan Nursing College, and the San Antonio School of Nursing. Increasingly, competition for undergraduate and graduate students comes from universities offering "fast-

**Figure P.1-6  Key Internal Partners and Their Roles**

| |
|---|
| **Admissions:** With NCON, recruits students with high learning potential. |
| **Institutional Development:** Helps NCON build a financial resource base to support learning initiatives; provides communications and database support for alumni. |
| **Information Technology:** Provides technology infrastructure to support instruction and research; with NCON, identifies and implements new technologies to support superior instructional environment. |
| **Undergraduate Studies:** Offers lower-level courses on Freedom campus to prepare students for upper-division nursing courses on all campuses. |
| **Library:** Provides instructional resources and research support. |
| **Student Life:** Works with NCON to enrich the student experience. |

track" and online programs (e.g., the University of Talkeetna and Girdwood University).

**P.2a(2)** NCON's success is critically dependent on the following factors:

(1) its reputation as a student-focused college with a commitment to maintaining small class sizes, flexible course scheduling, and accessibility of its faculty to students;

(2) high-quality academic programs and a large number and variety of programs;

(3) moderate tuition rates, which represent a good value for the education a student receives; and

(4) agility in responding to changes desired by employers and the student body.

To help address the increasing demand for nurses and the shortage of nursing faculty members, NCON seeks opportunities to collaborate with other institutions. For example, NCON collaborates on a neonatal nurse practitioner program with the San Antonio School of Nursing.

**P.2a(3)** NCON and CTU use a number of sources of competitive and comparative data; for example, they provide information annually to the THECB data for peer comparisons within the state. NCON also obtains data from NursEd Testing, Inc; Healthcare E-Exams (HEE), Bouvier & Brown Benchmarking (BBB), Assessment of College Student Engagement (ACSE), and the Smith-Santini Satisfaction Survey (4S) of students, faculty and staff, and alumni. It also uses outside benchmarking for comparative data for its information technology (IT), HR, custodial, grounds, maintenance, and food services.

**P.2b** NCON has identified several strategic challenges that potentially affect the college's future performance or threaten its identified key success factors:

(1) grow enrollment while differentiating the college from its competition by producing exceptional student satisfaction and success;

(2) maintain financial viability and associated strategic initiatives: enrollment management, diversity, and integration of technology;

(3) increase capacity to meet workforce needs related to an aging nursing faculty, barriers to recruiting and retaining qualified faculty members, and under-representation of minority groups in the nursing faculty; and

(4) increase recruitment of male students and male and female students from minority communities; also increase retention and graduation of minority students.

NCON also has identified several strategic advantages related to the value that it adds to the state of Texas and the communities where it operates. These advantages support its organizational sustainability.

• **Reputation as a provider of BSN education:** As the largest provider of BSN-prepared nurses in Texas, NCON

provides multiple avenues of education to meet the need for entry-level professional nurses in a state where the projected nurse vacancy rate for 2015 is 45,000 and for 2020, 71,000.

• **Responsiveness to a changing education market:** NCON has demonstrated its ability for rapid response to changing market niche requirements by becoming the largest nursing doctoral program in the country at a time when nursing schools cite an insufficient number of faculty members as a reason for not accepting all qualified students. Further, it recently launched a DNP program.

• **Fiscally strong college within CTU:** While other Texas universities have faced declining enrollment and decreases in state support, CTU and NCON have made wise use of financial resources and grant funding to keep tuition relatively low while supporting state-of-the-art educational programming and faculty development initiatives.

• **Use of technology in education delivery:** NCON leads nursing schools in its use of patient simulation and other innovative technologies in the delivery of both on-site and online education.

• **Supportive alumni base:** NCON alumni consistently donate high levels of financial support and time.

**P.2c** NCON's commitment to an overall organizational focus on continuous performance improvement and the significant progress made toward development and deployment of this systematic approach have been driven externally and internally. As a parent organization, CTU requires a regular cycle of program review and evaluation. This requirement and NCON's commitment to maintaining programmatic accreditation are both strong external drivers. Internally, the drivers include a commitment of NCON's leadership to improving performance, balancing student/stakeholder needs, and effectively using a systematic strategic planning system, including a LIGHT Scorecard of key performance indicators (KPIs) designed around student/stakeholder requirements (Figures 2.2-1 and 4.1-1). In addition, use of the Baldrige Education Criteria for Performance Excellence focuses the organization on continual refinements of its processes to achieve desired results.

The college uses CTU's Roundtable Review Process (Figure 6.2-1) and standardized performance improvement model, Learn, Analysis, Design, Development, Implement, Evaluate (LADDIE, Figure 6.2-2), to design and improve systems and innovate processes. Roundtables are assigned accountability for developing action plans, milestones, and measures. They use LADDIE to solicit ideas from the faculty and staff, build on those ideas, and then execute appropriate actions. They also use NCON's listening/learning methods (see Category 3) to ensure programs and processes address student and other stakeholder requirements. NPAC monitors the results of the recommended improvements. The college also performs a self-study on each degree program every five years.

# Responses Addressing
# All Criteria Items

# Category 1: Leadership

## 1.1 Senior Leadership

CTU's BR delegates to NCON's senior leaders the responsibility to create and execute the interconnected tasks and activities required to achieve the college's mission, vision, values, and strategies. Shortly after joining the college, Dr. Nunnin refined NCON's management and governance structure to facilitate senior leaders' focus on performance improvement. Two key structures support the decision making of the organization (Figure 1.1-1): the Dean's Council, composed of the dean, associate deans, and assistant to the dean, which meets weekly, and the NPAC. The 15-member NPAC (Figure 1.1-2) includes the dean, associate deans, CTU representatives, campus director and coordinator representatives, faculty committee chairs, a student representative, and representatives from clinical partners and from suppliers. NPAC meets monthly via videoconference to preserve the one-college operational mode and to exercise agility to stay current and effective as changes occur in the competitive environment. The Dean's Council and NPAC allow senior leaders to quickly implement changes to work processes and systems in response to changing conditions.

**1.1a(1)** In 1999, the dean charged a taskforce with preparing a mission statement, as well as a related vision and values (Figure P.1-1), that reflected NCON's special role in preparing undergraduate and graduate students for a profession where the external forces on nursing practice and education are a source of continual change. The mission, vision, and values were affirmed by NCON's stakeholders and approved by the BR.

Annually, NCON's leadership reaffirms the mission, vision, and values as part of its Strategic Planning Process (SPP). In the 4S, questions on NCON's mission, vision, and values and on senior leadership communication have been added so college stakeholders can rate how effectively NCON lives up to them. A task force reviews survey results and recommends changes to the dean. The college's mission, vision, and values have been revised twice, each time giving greater emphasis to NCON's commitment to service.

Senior leaders deploy the mission, vision, and values to college faculty, staff, and stakeholders using multiple communication channels (e.g., committee meetings,
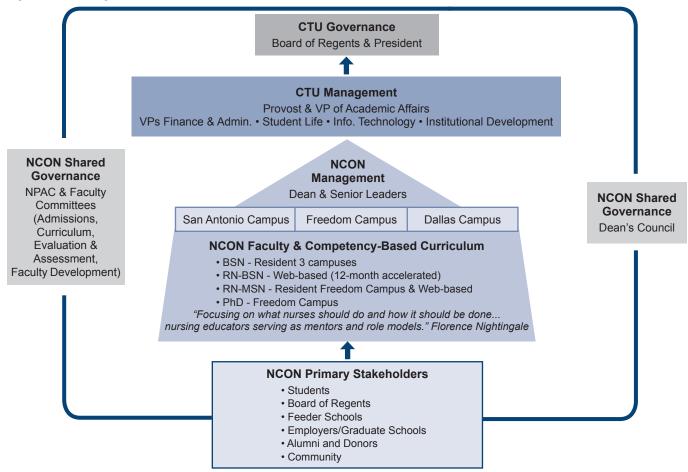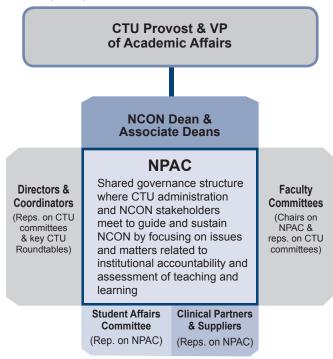
**Figure 1.1-1  Management and Governance Structure**

**Figure 1.1-2  Nursing Professional Administrative Council (NPAC)**



internal newsletters, NCON's Web site, recruitment materials, stakeholder forums). All Dean's Council and NPAC meeting minutes are published on CRE, NCON's internal communication tool accessible to faculty, administrative staff, students, and key stakeholders.

Senior leaders carry out their responsibilities in a manner that reflects their commitment to NCON's vision and values. Through their personal participation in preparing and implementing strategic initiatives to reach objectives and expected performance results, they help maintain an environment favorable to teaching and learning, including safety and equity. Senior leaders are constantly communicating with students, stakeholders, faculty and staff, suppliers, and partners to learn student and faculty/staff needs first-hand; promote NCON's expectation of quality from its partners and suppliers; and reinforce NCON's mission, vision, and values within the organization.

The annual 4S results show how effectively senior leaders' actions and communication techniques reflect their commitment to NCON's mission, vision, and values and encourage faculty and students to excel.

**1.1a(2)** The dean and other senior leaders are responsible for creating an environment that fosters and results in ethical and legal behavior. To ensure business is conducted in a legal and ethical manner, NPAC adopted a Code of Ethical and Behavioral Excellence (CEBE). The code is based on the CCNE Code of Conduct and Florence Nightingale's

guideline that nursing educators serve as mentors and role models. All faculty and staff are required to review and sign the CEBE annually.

The Ethics Committee, which includes faculty representatives from each campus and CTU's Associate VP for HR, monitors NCON's compliance with government and agency requirements and investigates and resolves ethical concerns. The committee submits an annual report to the dean on the state of NCON's ethical and legal compliance and sends a copy to CTU's provost.

A key element of maintaining and promoting an ethical environment is ethics education. Each month, senior leaders lead case-study sessions where a specific ethical or legal issue is discussed and a resolution proposed for NPAC's review. NPAC makes a final decision on the different proposals, and the results are posted on the CRE.

To personally promote an organizational environment that fosters, requires, and results in legal and ethical behavior, senior leaders are involved in the case-study sessions and monitor faculty and staff signing of the CEBE. Faculty and staff provide feedback on the value of the monthly case-study sessions.

**1.1a(3)** Senior leaders create a sustainable organization by using strategic and tactical planning processes, setting required results, balancing these results through the LIGHT Scorecard (Figure 4.1-1), and deploying action plans to ensure results are met. At its weekly meetings, the Dean's Council monitors NCON's performance and its progress on strategic objectives, using information from the LIGHT Scorecard and CRE. These reviews enable senior leaders to identify potential barriers and redirect human and financial resources, if necessary. Needed changes are recommended to NPAC for consideration and approval. In its monthly meetings, NPAC uses data from Golden Fleece, CRE, and the LIGHT Scorecard, along with recommendations from the Dean's Council and committees, to initiate action and make decisions.

Faculty committees, an important part of NCON's shared governance structure, provide a communications network between NCON faculty and its leadership (Figure 1.1-2). NCON has four permanent faculty committees (Admissions, Curriculum, Evaluation and Assessment, and Faculty Development) with functionally driven charges. Faculty committee representatives are responsible for making decisions for the faculty-at-large. Their main sources of data and information are the LIGHT Scorecard and CRE. Committee proposals and recommendations are submitted to the Dean's Council, NPAC, or associate deans for further action. NCON faculty members also serve on CTU committees.

The Student Affairs Committee (SAC) has student representatives who openly discuss their concerns and ideas with the dean. SAC has representation on NPAC.

Senior leaders create an environment for organizational learning throughout the year. Each fall, leaders share with all faculty and staff members the college's performance and priorities. The annual strategic planning retreat serves as a venue for partners and key stakeholders to learn about the strategic direction of the organization. Senior leaders foster an environment for workforce learning by serving as faculty for education, training, and workforce development opportunities, such as the ethics case-study sessions. In addition, the dean and associate deans rotate teaching a leadership course offered each semester as part of the graduate curriculum. NCON administrative staff and faculty can enroll in this course free of charge as part NCON's Mentorship and Career Progression Program.

NCON's senior leaders participate in succession planning and future development of organizational leaders through their involvement in evaluation and professional development activities. Each year, the dean rates one of her associate deans as the top performer. That person serves as the dean's proxy whenever she is absent. The dean also mentors associate deans by holding quarterly sessions with each one to discuss leadership themes. The associate deans assume the same mentorship practices with their program coordinators. Being mentored and serving as a mentor help develop and enhance leadership skills. Leaders annually attend the Texas Institute for Academic Leaders to enhance their planning, management, and leadership competencies.

**1.1b(1)** Senior leaders engage the workforce and encourage frank two-way communication through various communication methods, such as committee meetings, internal newsletters, NCON's Web site, recruitment materials, and stakeholder forums. To solicit concerns and innovative ideas on NCON's operations and the needs of the college, each spring the dean meets with faculty and student representatives on each campus in "listen-and-learn" lunch meetings, and each semester she holds faculty and student forums. The dean's findings are reviewed at NPAC meetings, and action is taken if deemed appropriate.

In 2002, NCON senior leaders introduced the CRE, a communication tool to support internal communication across campuses. Full- and part-time faculty members and staff use the CRE as their primary resource for conducting all academic business related to institutional accountability and student outcome assessment. CRE also is the portal that currently enrolled students and graduates use for communication, to access CTU software, and to create and maintain their own portfolios for academic and job placement purposes. A CRE Users Committee monitors the maintenance and currency of CRE and conducts a CRE User Satisfaction Survey to determine the system's effectiveness. Survey results (Figure 7.5-10) show that CRE users agreed that the system supports a culture of open and active communication and serves as an effective tool for communicating key decisions throughout NCON.

Senior leaders recognize high performance achieved throughout the college by conducting an annual Awards and Recognition of Excellence Program. Started in 2003, the program honors faculty and staff members for outstanding performance. In the last five years, NCON has presented more than 100 awards to its faculty and staff. Senior leaders also write thank-you notes to recognize specific actions and achievements, and they host the annual employee service awards dinner.

**1.1b(2)** Senior leaders create a focus on action through the SPP. Annually, senior leaders select KPIs and targets to align and integrate NCON's short- and longer-term goal setting. These KPIs make up the balanced five points of LIGHT Scorecard (Figure 4.1-1) and help the college balance student and stakeholder needs. The organizational priorities and expectations for achieving required results are explicitly communicated as part of the annual back-to-college meeting. The Dean's Council, NPAC, and faculty committees (Figure 1.1-3) monitor scorecard measures and use results to make decisions and initiate improvements to a system or a process. The dean meets monthly with CTU's provost, who offers other insights into the performance of the college and its senior leaders.

**Figure 1.1-3  NCON Leadership Councils and Committees**

| Leadership Team | Membership | Meetings | Knowledge Management Source |
|---|---|---|---|
| **Dean's Council** | Dean, associate deans, assistant to the dean | Weekly | LIGHT Scorecard, CRE, and recommendations from committees |
| **NPAC** | Dean, senior leaders, faculty and student reps., partner and supplier reps. | Monthly | LIGHT Scorecard, CRE, and recommendations from Dean's Council |
| **Campus Councils (on each campus)** | Associate dean, program coordinators, and faculty committee chairs | Monthly | LIGHT Scorecard and action plans |
| **Faculty Committees** | Faculty chair and members (Admissions, Curriculum, Evaluation and Assessment, Faculty Development, Graduate, CRE Users, Diversity) | Monthly | LIGHT Scorecard and action plans |
| **Student Affairs Committee** | Representatives from BSN and MSN programs | Monthly | CRE and NCON Web site |

Creating and balancing value for students and other stake-holders is achieved through the SPP and selection of KPIs. For employers, NCON constantly assesses and evaluates its teaching and learning environment to ensure graduates are adequately prepared. Employers are surveyed annually to compare the skills and knowledge of NCON's graduates relative to graduates of other nursing schools and to employers' needs. Students' expectation of receiving a high-quality but affordable education is monitored through the program review process in which NCON conducts self-study reviews and submits its findings to the provost, BR, and THECB.

## 1.2 Governance and Societal Responsibilities

**1.2a(1)** NCON has established multiple methods to review and achieve the following elements of its governance system, ensuring that it conducts its operations in an ethical manner and practices good citizenship:

- NCON achieves *accountability for management's actions* by evaluating its senior leaders' performance and linking these evaluations to salary increases (see 1.2a[2]). In addition, the dean's and associate deans' contracts stipulate their organizational responsibilities regarding budgets, external and internal audits, protection of students' and stakeholders' interests, and ethical behavior. Management accountability for NCON's organizational performance also is a key component of the self-study review in preparation for an on-site review every ten years to verify NCON is meeting SACS and CCNE accreditation standards, including those for administrative support, student outcomes, faculty performance, student service performance, and the quality of educational programs and research. Since SACS and CCNE periodically review and improve their accreditation standards, NCON periodically realigns its policies and procedures to ensure a pattern of improvement that complies with these standards.
- NCON's *fiscal accountability* is overseen by the fiscal policies and procedures of CTU and monitored by CTU's Finance and Administration Division and the university auditor. Also, NCON follows the State of Texas accounting procedures and fiscal controls that ensure *independence in internal and external audits*. Under this regulatory framework, audits of NCON by state auditors and CTU's internal and external auditors have produced no adverse reports.
- Published operations, selection, and disclosure policies by the BR maintain *transparency* for stakeholders. In addition, transparency to employees is ensured by sharing processes for and results of organizational performance reviews at all levels. CTU procedures require transparency by division of responsibility among multiple people to ensure that controls such as signature authorization are separated from system review responsibility. Adherence to various federal and state

regulations and CTU guidelines and policies ensures NCON *protects the interests of its stakeholders*.

**1.2a(2)** CTU and NCON have established a formal evaluation process that includes annual performance reviews of all senior leaders. In addition, the Board of Regents conducts an annual self-assessment and identifies areas for personal and board improvements. Each year, the provost reviews the dean's performance; the evaluation includes related survey results from associate deans, faculty, and administrative staff. The associate deans' evaluations include input from their respective campus faculty and administrative staff. A portion of all leaders' annual salary increases is tied to these evaluation results. Opportunities for improving the effectiveness of the leadership system are identified through performance evaluations and analysis of faculty and staff satisfaction survey results. Information from each of these inputs is used to identify elements needing improvement, translated into action plans and leadership expectations, and communicated via the CRE. For example, as a result of these evaluations, training was implemented to enhance conflict resolution among senior leaders and with faculty and staff. Senior leaders also improved communication with stakeholders by posting on the college's Web site a quarterly newsletter indicating NCON's progress on its short- and longer-term goals.

**1.2b(1)** To address adverse impacts on society related to education delivery and overall college operations, risks are assessed and addressed during the annual SPP. To prepare proactively for these concerns, including conserving natural resources, NCON implemented newly revised facilities/program planning; for its new San Antonio facility it used a "green principles" building design and received state recognition for its water-conserving landscaping, which included using grey water for grounds irrigation. To encourage use of public transportation, NCON worked with the San Antonio transportation agency to establish a campus bus stop, including two pick-up/drop-off points for special-needs passengers. It also negotiated discounted Dallas bus and rail pass rates for students and employees. In addition, NCON follows CTU's legal compliance policies and works with clinical partners and key CTU support services responsible for leading safety, regulatory, and legal programs to lessen risks associated with operations, including the disposal of hazardous materials. It partners with support services and SAC to encourage recycling.

To anticipate public concerns such as technological risks, public safety education, and environmental sustainability, senior leaders also collaborate with external groups (e.g., Chambers of Commerce, TBN, and THECB), who share results of ongoing environmental scans (e.g., information from focus groups, surveys, advisory committees, and community hearings).

NCON is actively involved with CCNE in shaping new accreditation standards to help it prepare proactively for its

concerns. NPAC worked with CCNE to establish criteria for maintaining sustainable development that are based on a review of ethical rules defining acceptable and unacceptable behavior toward stakeholders. NCON also uses findings from its listening and learning process and monitors developments in state policy. The dean assesses the impact of potential legislation, such as mandated staffing ratios, on NCON; determines areas of concern and engagement; and communicates the college's position to legislators and other stakeholders.

NCON works with its on-campus partners and external agencies to ensure compliance with regulatory, safety, accreditation, and legal requirements. Processes for hiring, employment issue resolution, and the fair treatment of students follow strict Affirmative Action/Equal Opportunity (AA/EO) guidelines. On health and safety issues, NCON strictly adheres to CTU regulations and guidelines to ensure the well-being of its students, faculty, staff, and members of the public while on campus. Figure 1.2-1 summarizes NCON's key processes, measures, and goals in these areas.

**1.2b(2)** Integrity is an essential college value and is deeply embedded in NCON's teaching and learning culture. Each course syllabus describes how a student should demonstrate high ethical standards in the pursuit of learning. NCON distributes a *Student Handbook* to all students stating the ethical behavior expected of them and outlining a detailed process for redress. Last year, NCON approved a student-designed honor code, now posted in each classroom.

NCON's *Faculty and Staff Handbook* addresses ethical behavior expectations and the CTU policies and procedures for monitoring the ethical behavior of faculty. These regulations extend to faculty research involving human subjects—projects that require approval from CTU's Institutional Review Board—as well as scholarly research. Employees receive training on ethical and social issues (e.g., sexual harassment and diversity) as part of orientation, through annual online training and monthly case study sessions, and as issues surface. NCON consults with the university's general counsel as issues arise.

Ethical behavior is also assured through the checks and balances and transparency inherent in NCON's shared governance structure. The dean charges the Ethics Committee with ensuring that senior leaders conduct their business responsibilities legally and ethically. The committee prepares

**Figure 1.2-1  Key Processes, Measures, and Goals for Meeting/Exceeding Regulations and Requirements**

| Areas | Agency/Group | Processes | Measures | Goals |
|---|---|---|---|---|
| Regulatory | State auditors, LBB OSHA | External & internal audits Safety training, safety audits | Compliance (7.6a[2]) Injuries (Fig. 7.4-13) Workers Comp. Claims (Fig. 7.4-15) Days Away/Restricted Time (Fig. 7.4-14) | 0 adverse findings 0 injuries 0 claims 0 days |
| | Public Safety Dir. | Campus police, education sessions | Crime rates (Fig. 7.6-4) | <15 incidents |
| | ADA | Facility review | % accessible facilities (Fig. 7.6-4) | 95% accessible |
| | EEOC FERPA | Hotline, education sessions Ethics Committee monitoring | Compliance (Fig. 7.6-4) Compliance (Fig. 7.6-4) | 0 violations 0 violations |
| Accreditation/ Approval | SACS and CCNE | On-site review, re-accreditation self-study & annual report | Meet/exceed requirements and standards (7.6[3], Fig. 7.5-6) | 10-year maximum accreditation |
| | THECB | On-Site and Desk Reviews | Compliance/review results (Fig. 7.6-5) | 0 findings, exceed standards |
| | TBN | Compliance audit | TBN requirements (Fig. 7.6-4) | Meet requirements |
| Ethics | Ethics & SAC Committees | Hotline, Ethics & SAC Committee monitoring | Ethical breaches (Fig. 7.6-7) | 0 violations |
| | | CEBE, Student/Faculty Handbooks, ethics education | % code signatures, % course attendance (Fig. 7.6-6) Stakeholder trust (Figs. 7.6-8 and 7.6-9) | 100% 5.8 rating and 98% |
| Risks/ Environmental concerns | EPA Environmental Committee | Safe disposal of hazardous wastes Recycling | % safe disposal (Fig. 7.6-10) % waste recycled (Fig. 7.6-10) | 100% 65% |

an annual report that is submitted to the provost, who reviews it with the dean. The committee also monitors and polices faculty and administrator ethics, while SAC monitors and polices student-related ethical issues. The committees monitor NCON logs that track and give an account of any ethical behavior breach by a student, faculty member, or administration member.

To help protect the university's academic integrity, NCON strictly adheres to university regulations and guidelines regarding the academic and legal requirements for degree conferral. It also maintains compliance with the legal constraints of software and hardware manufacturers and uses technology according to manufacturers' guidelines.

Ethical practices in all student/stakeholder interactions, including those with partners/suppliers, are accomplished through proactive education and corrective enforcement of policies, including those related to the Student Code of Conduct and Academic Honesty Statement, the CEBE, affirmative action, and vendor selection. Ethical behavior is reinforced through professional development and monitoring systems related to standards/risk management, ethical handling of public funds, public disclosure, conflict of interest, sexual harassment prevention and reporting, intercultural competence, copyright law compliance, and use of technology.

Potential ethical behavior issues can be reported anonymously to CTU's legal counsel, to any Ethics Committee member, or through an ethics hotline. The Ethics Committee investigates and seeks to resolve any potential ethical breach firmly and swiftly.

**1.2c(1)** As a public higher education organization dedicated to serving the health care needs of Texas, the nation, and the world, NCON integrates the consideration of societal well-being and benefit into all aspects of its strategy, processes, and operations. For example, this is a major factor in making decisions during the SPP (e.g., in establishing strategic objectives and prioritizing improvement projects) and in designing and managing its education and support processes. NCON makes critical contributions to the well-being of its communities by providing clinical services as part of its operations and investing in the health care of local communities.

**1.2c(2)** NCON's key communities are determined by the main geographic areas in which it operates (central Texas, Dallas, and San Antonio). It determines the specific areas for organizational involvement based on its mission elements of serving community health care needs and promoting healthy communities. Each year, the NPAC examines the college's community support activities in light of these factors and the most pressing health care needs of its communities. For example, in response to needs of hurricane Katrina evacuees, NCON's San Antonio Geriatric Clinic cared for 76 seniors in a local nursing home; faculty, staff, and students collected $2,218, as well as food and bottled water for evacuees; and a faculty member trained local nurses and physicians staffing evacuee shelters.

NCON students, faculty, and administrative staff (including senior leaders) support their communities by staffing health fairs, conducting health education in local elementary schools, and partnering with nonprofit agencies to conduct health promotion and prevention research. The largest support NCON provides in its communities is staffing walk-in clinics that provide needed health care—and provide students with an education in community service. Students and faculty staff the Student Wellness Center on the Freedom campus and operate clinics two days a week. In Dallas, NCON operates a Women's Clinic staffed by nurse practitioners; in San Antonio, it operates a multidisciplinary Geriatric Clinic with the Alamo School of Occupational and Physical Therapy. Senior leaders coordinate these activities, forge community partnerships for health services and education, and lead the annual campaign for United Way donations.
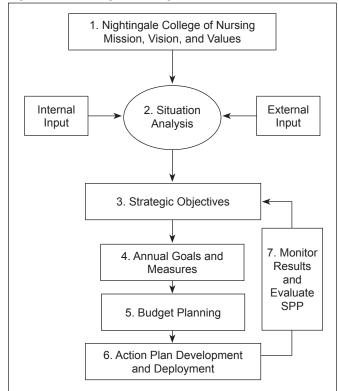
# Category 2: Strategic Planning

## 2.1 Strategy Development

**2.1a(1)** NCON's Strategic Plan and Strategic Planning Process (SPP) start with, and cascade down from, its mission, vision, and values (Figure P.1-1). The NPAC (Figure 1.1-2), which serves as NCON's primary strategic planning group, works with the dean to coordinate data collection for the SPP and coordinates the strategy retreat. NCON's strategies and planning processes are aligned with CTU's mission and values. The process is designed to capitalize on new and existing knowledge and input from all stakeholders.

The current SPP grew out of a series of planning sessions involving all NCON faculty and staff in 1999 that began with the development of the college mission, vision, and values and a recommended formal SPP. The college annually reaffirms its mission, vision, and values as part of the SPP. The systematic SPP conducted each year contains seven explicit steps (Figure 2.1-1) and includes a review of labor market trends and future requirements to identify performance gaps and prioritize key opportunities for NCON to successfully address nursing faculty shortages. Budget planning is included in the SPP to ensure that sufficient resources are

**Figure 2.1-1  Strategic Planning Process**

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│         ┌──────────────────────────────────┐                 │
│         │ 1. Nightingale College of Nursing│                 │
│         │    Mission, Vision, and Values   │                 │
│         └──────────────────────────────────┘                 │
│                         │                                    │
│  ┌──────────┐       ┌───────────┐       ┌──────────┐         │
│  │ Internal │──────▶│ 2.Situation│◀──────│ External │        │
│  │  Input   │       │  Analysis  │       │  Input   │        │
│  └──────────┘       └───────────┘       └──────────┘         │
│                         │                                    │
│         ┌──────────────────────────────┐   ┌──────────┐      │
│         │  3. Strategic Objectives     │◀──│ 7.Monitor│      │
│         └──────────────────────────────┘   │ Results  │      │
│              ┌──────────────────────┐      │   and    │      │
│              │ 4. Annual Goals and  │      │ Evaluate │      │
│              │    Measures          │      │   SPP    │      │
│              └──────────────────────┘      └──────────┘      │
│              ┌──────────────────────┐                        │
│              │ 5. Budget Planning   │                        │
│              └──────────────────────┘                        │
│         ┌──────────────────────────────┐                     │
│         │ 6. Action Plan Development   │                     │
│         │    and Deployment            │                     │
│         └──────────────────────────────┘                     │
└─────────────────────────────────────────────────────────────┘
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allocated to achieve the required results. NPAC identifies potential blind spots through the systematic use of data from a variety of sources, assessment of risks, and identification of tactics to mitigate the risks. Strategic challenges and advantages and core competencies are reviewed and/or determined at the annual strategy retreat. NPAC members rank the challenges, using data on higher education trends, market developments, changes in the competitive environment, stakeholder feedback, and NCON performance. For each challenge, the most important corresponding advantages are identified and discussed. To ensure sustainability, core competencies are then examined in light of the market and strategic challenges faced by the college.

NCON's five-year plan represents the college's longer-term planning horizon and chronicles sustained activities for major initiatives. It also coincides with the capital funding plan and development of institutional initiatives. The five-year plan is updated annually (as well as when conditions merit); the annual update leads to the development of a one-year tactical plan, which is the college's shorter-term planning time horizon. Time horizons for planning are set by balancing business requirements, efficiency of management resources, and areas of risk as part of the process of gathering feedback from participants to improve the SPP.

**2.1a(2)** Analysis performed as part of Step 2 of the SPP helps leaders evaluate strengths and weaknesses, identify opportunities and gaps, prepare the college for major shifts in customer or market needs, and respond to competitive

challenges. NCON uses information from internal and external sources (Figure 2.1-2), including a set of performance indicators to form the basis for plan development. During this step of the SPP, trend information is considered, including early shifts in technology, labor, and financial and competitive markets. Clinical partners provide trend information that includes early indicators of changes. This information serves as the basis for assessment completed during the annual strategy retreat, where NPAC members identify, discuss, reach consensus on, and rank order the organization's strengths, weaknesses, opportunities, and threats and evaluate long-term organizational sustainability.

Verifying the college's ability to execute the Strategic Plan begins with Step 5, when the college budgets resources required for projects. Once resources are allocated, detailed action plans are developed and deployed.

NCON has developed a set of KPIs, each of which links to a critical area within the college's processes. Senior leaders review these KPIs annually and revise them as necessary. The NPAC's annual review of KPI measures helps to determine whether current results confirm long-term expectations or require revised actions. It also ensures that the results tracked reflect the needs of different stakeholders, including students and the community. Goals may be revisited as needed, with corrective actions recommended to redirect resources to areas of opportunity.

**2.1b(1)** Figure 2.2-1 provides a summary of NCON's key strategic objectives, action plans, several related LIGHT Scorecard measures, and short- and longer-term goals for those measures. NCON's most important goals for 2013 include improving graduation rates to 92%, decreasing adjunct faculty turnover to 3.5%, and increasing Hispanic BSN student enrollment to 21%.

**2.1b(2)** NCON's strategic challenges, advantages, and core competencies are considered as part of the SPP and addressed through the delineation of specific strategic objectives and supporting goals (Figure 2.2-1). For example, NCON's strategic challenge of growing enrollment and the

**Figure 2.1-2  Key Inputs for Environmental Scan**

| Internal Input | External Input |
|---|---|
| **Source** | **Source** |
| Students, faculty, and staff | Employers |
| Student services | Alumni and donors |
| CTU administration | Partners |
| HR system | THECB |
| KPI results | CCNE |
| **Input** | **Input** |
| Current strategies | Market analysis |
| Strengths/weaknesses | Technology |
| Innovation/improvement | Competitive environment |
|    suggestions | Economic, societal, and |
| |    employment trends |

**Figure 2.2-1  Summary of Key Long-Term Strategies and Short-Term Action Plans**

| Strategic Objectives | Key Action Plans | LIGHT Scorecard Measures | Current and Projected Performance | | | | |
|---|---|---|---|---|---|---|---|
| | | | *Comp. Data Source* | *2008* | *2009* | *2013* | *Results Figures* |
| Build a high-achieving student population | Monitor and improve success for target student groups (5 action plans) | Learning | NCLEX | 90% | 91% | 92% | Figure 7.1-1 NCLEX Pass Rates |
| | | | THECB | 88.6% | 89% | 92% | Figure 7.1-5 Graduation Rates |
| | Provide proactive student services to address student learning needs (4 action plans) | | 4S | 5.66 | 5.76 | 5.80 | Figure 7.2-1 Student Satisfaction |
| | | | THECB | 97% | 98% | 99% | Figure 7.1-9 BSN Placement Rate |
| Maintain a high-quality faculty | Increase retention of adjunct and other faculty members (2 action plans) | Improve-ment | 4S | 5.4 | 5.5 | 5.8 | Figure 7.4-1 Faculty Satisfaction |
| | | | | 6% | 5.5% | 3.5% | Figure 7.4-5 Adjunct Faculty Turnover |
| Build a reputation of programmatic excellence | Meet and exceed internal and external requirements (3 action plans) | Growth | CCNE | 94% | 95% | 97% | Figure 7.5-6 CCNE Self-Assessment: Undergraduate Program Quality/ Effectiveness |
| | | | | 89% | 91% | 93% | |
| | | | | 97% | 99% | 99% | |
| | Recruit and retain minority students (2 action plans) | | | 94% | 95% | 97% | |
| | | | THECB | 1,914 | 2,100 | 2,300 | Figure 7.3-8 Undergraduate Enrollment |
| | | | THECB | 17% | 18% | 21% | Figure 7.3-9 Hispanic BSN Enrollment |
| Maintain adequate financial resources | Remain fiscally responsible and sound (3 action plans) | Fiscal Health | THECB | 10.7% | 10.5% | 9.8% | Figure 7.3-3 Administrative Costs as a Percentage of Operating Budget |
| | | | THECB | $875,000 | $785,000 | $910,000 | Figure 7.3-4 Research Expenditures |
| | | | | $34,000 | $33,000 | $40,000 | Figure 7.3-5 Alumni Donations |
| Maintain a high-quality faculty | Provide comprehensive professional development for faculty and staff (2 action plans) | Talent | | 400 hrs. | 405 hrs. | 450 hrs. | Figure 7.4-6 Continuing Education Credits |

related strategic advantage of its reputation as a provider of BSN education are addressed through the strategic objective to build a reputation of programmatic excellence. Likewise, the strategic challenge of maintaining financial viability and the related advantage of being a fiscally strong college within CTU are addressed by the strategic objective to maintain adequate financial resources. Its core competency of high-quality nursing instruction is supported by the strategic objective to maintain a high-quality faculty, and effective use of instructional technology and leading-edge distance learning are included in the objective to build a reputation of programmatic excellence.

To ensure that strategic objectives balance short- and longer-term challenges and opportunities, each year the Dean's Council and NPAC identify priorities and associated resource allocations required to achieve one-year targets. Then the president and Board of Regents review this information in the larger framework of progress toward addressing longer-term challenges. In addition, during the SPP, a wide range of student and stakeholder input (Figure 2.1-2) is gathered and analyzed to ensure that all stakeholders' needs are considered and balanced. Suggestions for improvement and innovation are gathered as part of ongoing stakeholder and faculty/staff input; considered and prioritized during Step 2 of the SPP

and as part of the resource allocation process; and addressed through strategic objectives, action plans, and LIGHT Scorecard measures (often under the Improvement category).

## 2.2 Strategy Deployment

**2.2a(1)** A summary of key action plans is provided in Figure 2.2-1; detailed plans are available on-site. Short-term (one-year) action plans are developed to achieve annual performance goals and are executed by committees or project teams. Longer-term (two-to-five-year) action plans are developed for strategic initiatives that focus on addressing NCON's long-term strategic initiatives. These plans are supported by descriptions that provide direction and measures that provide scope, as well as operational details to deploy them.

**2.2a(2)** Action plan development and deployment are established during Step 6 of the SPP. Associate deans develop the initial set of activities, measures, timelines, and accountabilities, and the NPAC, with the Dean's Council, sets performance targets for both short- and long-term action plans. Action plans are deployed throughout the college and to appropriate university departments and people by committees and ad-hoc teams, which also execute the plans to ensure key strategic objectives are met. The committees and teams use the Roundtable Review Process (Figure 6.2-1) and LADDIE (Figure 6.2-2), as appropriate, to help execute action plans. Relevant action plans are deployed to suppliers during meetings with their representatives and to clinical partners through the Advisory Council and regular one-on-one meetings.

The NPAC, the Dean's Council, and committees monitor key performance data in-cycle as it becomes available. Associate deans monitor progress toward their local objectives and adjust action plans accordingly. Progress on action plans is regularly monitored through the LIGHT Scorecard (Figures 2.2-1 and 4.1-1), which contains measurable objectives for students, employees, internal processes, and learning with long- and short-term time frames. Action plan results are the focus of Dean's Council meetings; plans are reviewed and progress is updated monthly for NPAC review. To exercise strategic controls, progress on longer-term objectives is monitored through the creation of incremental objectives in each key area. The NPAC obtains annual performance data from the college's databases and from CTU's Office of Institutional Effectiveness and Research.

Planning timelines differ, with instructional faculty planning on a semester-based calendar that focuses on teaching and learning responsibilities directed by institutional priorities. NCON action plans may include human, financial, and other resource requirements, as well as professional development.

**2.2a(3)** Budget planning is incorporated into the SPP (Step 5). Draft budgets are submitted by associate deans, who then work with the dean to prepare a budget for the college.

This proposal is then reviewed by CTU's administration and submitted for review and approval by the Board of Regents. To maintain adequate financial resources to meet current obligations and support program excellence, NCON continuously works with CTU's Finance and Administration Division to effectively manage the state budgeting process, and it works closely with the CTU Development Division to increase the level of external program support (e.g., scholarships, faculty endowments, naming opportunities). These efforts include increased communications and interaction with NCON alumni, who play a major role in fundraising.

The KPIs are adjusted as needed to align with the strategic objectives. A year ago, for example, state budget cuts required the college to make midyear adjustments in spending plans, as well as planning priorities. See Figures 7.6-1–7.6-2 for accomplishment of strategy and action plans from 2004 through 2008.

**2.2a(4)** Through the Dean's Council and NPAC monthly reviews of the scorecard and environmental scanning feedback, senior leaders can recognize circumstances that may require a shift in current plans or rapid execution of new plans. Action plan reviews and real-time class schedule analysis involve program coordinators and committees, who can rapidly deploy changes. Any member of NPAC can call an exception review if progress is not sufficient or in response to a change in the competitive environment. If NCON needs a new action plan, the dean communicates with the appropriate committee to initiate one. That committee or a project team will use the Roundtable Review Process to establish and execute an action plan.

**2.2a(5)** HR plans are aligned with the SPP. For example, to help achieve the strategic objective of maintaining a high-quality faculty, the Strategic Plan stipulates that a nine-hour instructional load be offered to academic faculty who are actively publishing their research, and it includes steps to increase the level of faculty development (e.g., support for professional development, including incentive funds for rewarding high performance). The Strategic Human Resources Plan (SHRP) supports this strategic objective through processes to retain high-quality persons and, when needed, recruit high-quality replacements.

NCON's key HR plans include (1) a focus on strong academic and/or professional credentials; (2) a recruiting process led by the program coordinator and faculty; (3) an orientation program for new faculty, with additional mentoring by senior faculty; (4) privately-funded summer research support; (5) instructional improvement funding for the purchase of books, periodicals, and other materials to enhance instructional performance; (6) an extended learning program that offers training in areas such as online instruction skills; (7) special topics training for all faculty and staff; (8) support for attendance at academic conferences and seminars; and (9) an evaluation process that provides incentives for strong teaching performance.

To address any impacts on the workforce or changes in workforce capability and capacity needs, all levels of leadership have been trained on how to take higher-level plans and translate them into action plans. Problems and/or potential problem areas are identified and discussed by the college's leadership team and communicated to program coordinators and directors and their reports. Also, at the same time, coordinators and directors are encouraged to identify emerging HR issues.

The dean, associate deans, and program coordinators have an "open-door" policy that allows and encourages all employees to bring issues to their attention without fear of retaliation. The dean also conducts rounding of all units on a monthly basis and holds quarterly town hall meetings with faculty and staff in every location to discuss progress on strategic directions and identify emerging issues with input from faculty and staff.

**2.2a(6)** The key scorecard measures for tracking progress on action plans are presented in Figures 2.2-1 and 4.1-1. Performance on these measures is reviewed by the Dean's Council and NPAC at every meeting, and the overall progress and effectiveness of action plans in achieving

strategic objectives are reviewed by the Dean's Council. The measurement system reinforces organizational alignment through its incorporation into the SPP; during this process, input from and involvement of students and other stakeholders ensures that all elements of the Strategic Plan, including the measurement system, cover appropriate deployment areas and groups. The use of the LIGHT Scorecard and cascading of the measurement and performance review system through such mechanisms as teams, committees, and one-on-one meetings facilitates organizational alignment and deployment.

**2.2b.** Figure 2.2-1 shows performance projections for strategic objectives for one- and five-year time frames. The projections are based on prior performance, progress toward goals, environmental scans, and comparisons to other nursing schools. Comparisons are available primarily for financial measures, faculty and staff satisfaction, and student satisfaction. The NPAC is constantly monitoring NCON's strategic position and assessing short- and longer-term projected impacts on strategy. Each month, in addition to its review of the scorecard (2.2a[6]), the Dean's Council prepares a status report that is distributed to all faculty and staff and reviewed with CTU's administration.

# Category 3: Customer Focus

## 3.1 Customer Engagement

**3.1a(1)** NCON's mission, vision, and values—and its core competencies—serve as the foundation for determining and innovating educational programs, offerings, and services to meet the requirements and exceed the expectations of its students and other stakeholders. Preparing nurses to successfully serve the diverse health care needs and issues of the people in Texas, the nation, and the world requires a broad range of experience and expertise that can best be provided by offering a variety of nursing programs, including traditional upper-division undergraduate BSN and accelerated second-degree BSN programs, as well as MSN and doctoral degree programs. The college's Web-enhanced and totally online degree programs build on its core competencies of effective use of instructional technology and leading-edge nursing distance education.

Each year the NPAC, in collaboration with CTU's ExCom, reviews NCON's current and potential educational programs, offerings, and services, including opportunities for innovation. It uses information gathered through the college's student/stakeholder requirement identification process (3.2c[2]) to consider potential changes in the requirements of students and other stakeholders and to determine whether related changes should be made to the college's programs, offerings, and services. The NPAC also considers major decision drivers to help ensure that any changes or innovations meet the respective needs of students and other stakeholders

(Figure 3.1-1). For example, through this review process, NCON identified the need for alternative instructional delivery methods, such as Web-enhanced courses, to expand its relationships with current students. Likewise, the addition of pre-college programs was a strategy to attract new students linked to the enrollment decision driver. The recommendations of the NPAC are reviewed by CTU's Academic Affairs Division and NCON's Curriculum Committee, and they are discussed and finalized during the annual SPP. Identified improvements and innovations are incorporated into the Roundtable Review Process (Figure 6.2-1) and implemented through the development and deployment of action plans by senior leadership, faculty, staff, and key partners.

**3.1a(2)** The Service Lamplighter Team, an NCON faculty and staff group, conducts a quarterly review of information from surveys and other listening/learning methods (Figures 3.2-1 and 3.2-4) related to students' and stakeholders' key support requirements. In coordination with the Curriculum Committee, it then analyzes this information to determine the most effective mechanisms to meet those requirements and facilitate use of NCON's educational programs, offerings, and services. Recommendations from this review are incorporated into Step 2 of the SPP (Figure 2.1-1) and deployed to appropriate faculty, staff, partners, and suppliers through action plans.

In 2002, poor student performance results, especially for minority students, indicated the need for an overall coordinator

**Figure 3.1-1 Decision Drivers for Programs, Offerings, and Services**

| Student/ Stakeholder Group | Decision Drivers | Programs, Offerings, and Services |
|---|---|---|
| Prospective Students, Feeder Schools, BR | Enrollment | Pre-college programs through partnerships with area K–12 schools and community colleges |
| Current Students, BR | Student Success | Web-enhanced courses; RN-BSN and MSN online programs |
| Alumni/ Donors, BR | Financial Performance | Programs and research funded by donations and grants |
| Community, Feeder Schools, BR | Enrollment | Collaboration with area community colleges and local hospitals for loaned faculty and practicum experiences |
| Employers, BR | Student Success | Post-graduation intern-ship program |

to support students' use of the college's programs and offerings; the position of success counselor and a Student Success Program were established at each campus. Success counselors and assistant counselors provide one-on-one counseling for identified at-risk students, as well as tutoring, mentoring, and career advising for individuals and groups. Student performance and satisfaction of minority students (Figures 7.1-6 and 7.2-2) improved significantly after implementation of this program. These services begin before the student's first semester and continue for at least one year following graduation. The counselors also coordinate with personnel in enrollment, student placement, financial aid, and registration to keep abreast of and facilitate these processes for students.

NCON has established similar points of personal contact for other stakeholder groups. Alumni and other donors can ask questions of or provide suggestions to the NCON Development Director through a designated Web page, e-mail, or telephone, as well as at one-on-one meetings and biannual luncheons. Admissions coordinators communicate with feeder schools through quarterly in-person meetings, as well as via telephone, a Web page, and e-mail. The provost serves as the contact point for BR members. All colleges send updated information to her for posting on the board's interactive Web page. Quarterly BR meetings are supplemented by deans' presentations on any substantial issues or changes.

Other communication mechanisms for student and other stakeholder support include the Central Texas Authorized User (CenTAUr) Student List Serve, Research Days, and a Best Practice Sharing Day. Recently, capitalizing on increasing use of the Internet for researching degree programs,

NCON greatly reduced the need for printed brochures by implementing an interactive Web site with a blog for prospective students to pose questions to students currently enrolled in various degree programs. In addition, the NCON SAC, which includes student representatives, provides a venue to discuss and address evolving issues. The committee also coordinates its activities with the CTU Student Life Division. Both of these units also support NCON's diverse student body through their work with extracurricular organizations for Hispanic, African American, Asian, and international students.

**3.1a(3)** NCON uses a variety of methods to keep its approaches for identifying and innovating its educational programs, offerings, and services and providing support for students and stakeholders current with the college's—and CTU's—needs and directions. Annually, the Service Lamplighter Team and NPAC use the Baldrige self-assessment process; feedback from the state Baldrige-based award process; research of best practices from Baldrige and other benchmark organizations; and interviews of staff, faculty, and students to evaluate current approaches and gather information on possible alternatives or additions. Faculty involvement in professional organizations and collaborative research projects is another source of information. During the SPP, NPAC analyzes the recommendations resulting from this review, identifies beneficial changes, and incorporates them into the Strategic Plan.

**3.1b(1)** Through the integration of its student- and stakeholder-focused mission, vision, and values into all aspects of its operations, NCON has built a culture that fosters customer engagement and facilitates a consistently positive experience for its students and other stakeholders. For example, NCON's key work processes are based on the college's student-centered mission. Likewise, NCON has designed its workforce performance management system (5.1a[3]) to support its vision, mission, and values. Annual evaluations of faculty and staff are linked to the mission to promote lifelong learning and healthy communities, the vision to be an exemplar of excellence among schools of nursing, and the values of competence and quest for knowledge. As a result, rewards and recognition (Figure 5.1-1) are related to superior, innovative performance; faculty pay is linked to instructional performance, as well as community service; and customer service is a major element in staff performance evaluations.

**3.1b(2)** NCON's approach to building and managing relationships with different student segments and stakeholder groups focuses primarily on ease of access and continuous support from application to graduation. For example, easy scheduling of informal campus visits and pre-college programs in partnership with area high schools and community colleges help attract and establish a relationship with prospective students and their families. Working with community colleges in Dallas and San Antonio led to alignment between BSN course requirements and Associate Degree in

Nursing (ADN) course offerings, allowing a nearly seamless matriculation for students into NCON's BSN program from community colleges. Soon after a student is accepted, contact with an assigned advisor facilitates the enrollment process, and orientation sessions and presentations by the dean ease the transition process to the college environment. Post-graduation contact, including communication with the success counselors and the Development Director, help sustain the relationship.

Inclusion of students and other stakeholders on a variety of committees, low student-faculty ratios, and an open-door policy for access to faculty and staff increase engagement. For example, student, alumni, and employer representation on NCON's Curriculum Committee is ongoing and continually solicited. Broad committee representation helps programs evolve to meet and exceed changing needs. Committee representation also demonstrates faculty commitment to student development and respect for student opinions and ideas. Low faculty-to-student ratios allow for a higher level of student/faculty interaction, both in and out of the classroom, leading to increased engagement and improved understanding of student expectations. Graduate and undergraduate students have an individual faculty advisor with whom they can discuss issues, and all students must meet with an advisor to receive their registration permission.

NCON is continually improving its approaches to build relationships with employers, including formal partnerships. For example, a partnership with the largest hospital in San Antonio has resulted in tuition reduction and employer payment of tuition and fees for the hospital's nursing students. In addition, NCON has partnered with hospitals in Dallas and San Antonio for jointly funded faculty and practice roles, allowing NCON to hire faculty in hard-to-recruit positions, such as critical care and neonatal nursing. Sites where students complete clinical practicums play a major role in hiring graduates, as well as in their education. NCON has implemented affiliation agreements with all these sites. Last year, the college instituted a formalized system with its partners that includes frequent one-on-one meetings between the dean and/or associate deans and key partner representatives (chief nursing officer, director of nursing education, director of human resources) to share information and examine opportunities for improving joint performance.

**3.1b(3)** Approaches to building relationships are kept current through periodic review and assessment by the ExCom and the Dean's Council of information gathered from members' involvement in professional organizations, from nursing education literature, and from research on best practices of role-model organizations. NPAC then determines which methods should provide the most effective means of understanding and responding to the needs and requirements of NCON's student and stakeholder groups. Quarterly evaluation of specific questions from the various surveys and listening tools by the Service Lamplighter Team, as well as monthly analysis of customer complaint data by

the Service Beacons, an NCON student and faculty group, provide real-time linkage to customers' responses to NCON's relationship-building approaches.

During Step 2 of the annual SPP, a more formal assessment allows for broader investigation of engagement methods, including identifying student and stakeholder requirements and using this information to develop improved program/service features. Planned improvements are institutionalized and shared with other parts of the organization, as described in 2.2a(4), and through use of the LIGHT Scorecard (Figure 2.2-1). Figure 3.1-2 lists improvements that have been implemented as a result of evaluations.

## 3.2 Voice of the Customer

**3.2a(1,2)** Consistent with its philosophy of supporting its students through all phases of their relationship with the college, NCON uses a variety of mechanisms to obtain actionable information and feedback on its educational programs, offerings, and services; student and stakeholder support; and transactions. The mechanisms include both formal and informal channels and are categorized by student and stakeholder groups.

Figures 3.2-1 and 3.2-3 provide examples of some of the mechanisms used and how they vary by stakeholder group and for successive relationship stages. For example, employers give feedback via an annual assessment tool, on-site focus groups are used to gather input from international and transfer students, and online forums are used for distance students. Information from feeder schools and prospective students is gained through a feeder school survey, parent and student visits, and an interactive Web site. The Graduate Performance Feedback Process tracks graduates' employment success from the perspective of the employer and the student (Figures 7.2-8 and 7.2-9) and provides a summary analysis of this information, which allows NCON to make meaningful changes in curricula or approaches.

A variety of surveys, including a six-month and one-year alumni survey, enable NCON to follow up with students and stakeholders on the quality of its programs, offerings, services, support, and transactions. Information on students and stakeholders of competitors is gained through surveys that include competitive data, as well as through partnerships

**Figure 3.1-2  Improvements to Building Relationships**

| Evaluation Method | Changes Implemented |
| --- | --- |
| Program Evaluations | Added online, in-course evaluation process |
| Customer Complaint Data | Assigned responsibility for face-to-face debrief sessions for key customers |
| SPP, Step 2 | Implemented concepts from several 2007 Baldrige Award recipients |

**Figure 3.2-1  Student/Stakeholder Listening and Learning Methods**

| Group | Listening/Learning Method |
|---|---|
| Prospective Students | • Interactive college Web site<br>• Student application<br>• Lamplighter Orientation Sessions<br>• Dean's presentations<br>• Parent/student visits |
| Current Students | • CenTAUr Student List Serve<br>• Student Affairs Committee<br>• 4S and ACSE<br>• AACN and BBB surveys<br>• SPIE<br>• Research Days/Best Practice Sharing Day<br>• Biannual student forums<br>• Focus groups<br>• Course evaluations |
| Board of Regents | • Quarterly meetings<br>• Updates to Web page<br>• Dean's presentations |
| Community, Feeder Schools | • Program evaluations<br>• Student Experience Feedback Process<br>• Meetings<br>• Interactive Web page |
| Alumni/ Donors | • 4S: alumni satisfaction<br>• Program donation analysis<br>• AACN nursing education assessments<br>• Meetings<br>• Interactive Web page |
| Employers | • AACN/BBB Performance Feedback Process<br>• Student employment placement statistics |

**Figure 3.2-2  Complaint Management Process**

| Step | Process |
|---|---|
| 1 | Receive complaint (e.g., via online or paper submission, face-to-face, in meetings or forums). |
| 2 | Analyze and log complaint into CMS. |
| 3 | Contact submitter for further information (if needed). |
| 4 | Assign responsibility and resolve. |
| 5 | Reassign to supervisor (if needed). |
| 6 | Follow up with submitter. |
| 7 | Document and initiate improvement process. |
| 8 | Document and close. |
| 9 | Aggregate data and review for improvement opportunity. |

7.2-5 shows the improvement in satisfaction with timely response to complaints since implementation of the system.

All CTU employees are trained to work with customers to provide immediate support and resolution whenever possible. When complaints cannot be immediately resolved, a resolution and follow-up plan is developed. The division closest to the problem is notified, and resolution processes are managed by the appropriate division VP. Issue review; recommended steps to be taken, including process improvement actions; and feedback to the customer are documented within the CMS. For students wishing to appeal a grade, the process has been shortened to two steps that begin after the student has addressed his or her concern with the faculty member. A three-person resolution panel composed of a faculty member, student, and staff member reviews the grade from the student's and faculty member's perspectives and determines whether the grade should be adjusted.

Information and/or complaint data are captured and aggregated through the CMS, which also enables segmentation by customer groups (for students, by program type: BSN, MSN, and PhD nursing programs), campus, time period, category, and severity. To minimize customer dissatisfaction and, as appropriate, loss of positive referrals, systematic complaint analysis for any issues open for greater than 24 hours is conducted at weekly meetings of the Service Beacons. Following further analysis of service and complaint/suggestion data by the Service Lamplighter Team and the Service Beacons to determine systemic issues and root causes, recommendations are incorporated into LADDIE and the Roundtable Review Process (Figures 6.2-1 and 6.2-2). For example, through this process, the KNIGHTS Standards of Teaching Excellence (Figure 3.2-4) were implemented as guidelines for providing educational services that will meet student requirements. Any resulting changes are monitored by NPAC through the LIGHT Scorecard (Figure 2.2-1). Satisfaction with complaint managment has shown steady improvement since the program was initiated (Figure 7.2-5).

and other collaborative activities in the community. NCON uses information from all these sources to prioritize objectives in its SPP, identify areas for improvement, and respond to students' and stakeholders' concerns and changing requirements.

**3.2a(3)** CTU's Student Code of Conduct outlines the formal grievance procedure for students to lodge complaints against faculty, staff, or other students. Similar policies govern employee complaints. The college's process aligns with that of the university, which uses a systematic Complaint Management Process (CMP; Figure 3.2-2). Utilization of different categories and classifications provides NCON with the ability to isolate, aggregate, and analyze data specific to NCON's students and other stakeholders. The nine-step process implemented in 2004 for complaint management and resolution (Figure 3.2-2) is modeled after a process used by a Baldrige Award recipient. This process provides customer access, timely resolution, customer follow-up, and complaint tracking. Division VPs have primary responsibility for managing customer complaints. All complaints received are entered into the electronic Complaint Management System (CMS), and responsibility is assigned for resolution of the process. Figure

**Figure 3.2-3  Sample of Survey Instruments**

| Determination method | Stakeholder Segment | Frequency | Sample size | Objectivity/ validity | Comparison | Major focus |
|---|---|---|---|---|---|---|
| 4S: Alumni | Alumni | Annual | All | External | Segmented; Nat. top 10% | Satisfaction/ dissatisfaction |
| 4S: Students | Current students | Annual | Varies | External | Segmented; Nat. top 10% | Satisfaction/ dissatisfaction |
| ACSE | Current students | Annual | Varies | External | Segmented; Nat. top 10% | Student engagement |
| Practicum Satisfaction Survey | Current students | Midway and at completion | All | Academic Affairs | Segmented; N/A | Satisfaction/ dissatisfaction; competencies |
| AACN/BBB: BSN & MSN Exit Assessment | Graduating students | Annual | All | External | Segmented | Learning outcomes, effectiveness, & the overall educational experience |
| AACN/BBB Nursing Employer Assessment | Employers, businesses | Annual | All | External | Segmented | Effectiveness in preparing graduates for a nursing career |
| Community Survey | Recipients of community services | Quarterly | Target 30–40% return rate | Institutional Development | Segmented; N/A | Satisfaction/ dissatisfaction; competencies |
| Feeder School Survey | K–12 schools and community colleges | Annual | 50% | Academic Affairs | Segmented, N/A | Satisfaction/ dissatisfaction |
| Post-Placement Survey | Alumni | 6 months & 1 year post-placement | All | Student Development | Segmented; Year-to-year peer group | Satisfaction/ dissatisfaction; effectiveness |

**3.2b(1)** NCON uses multiple methods to determine student and stakeholder satisfaction and engagement. In addition to online and traditional surveys and exit interviews, leaders regularly review student enrollment, retention, and graduation trends, as well as complaint/suggestion data, to assess NCON's performance and identify opportunities for systemic improvement. Response rates from various student segments and stakeholder groups are monitored to determine the most effective methods for each group. For example, for students who use NCON's SCLC, methods that allow feedback via remote processes yield a far greater response rate than face-to-face methods.

Formal surveys include the ACSE for students and 4S for students and alumni. For areas where a nursing-specific tool is more appropriate, NCON uses surveys co-developed by BBB and AACN. These assessment tools include an evaluation of the clinical experience, the clinical agency and its suitability to meet course objectives, and the clinical faculty. Gender, ethnicity, and other demographic variables are included in the analysis provided by BBB. NCON also surveys students midway through their practicum experience and at its completion to identify any areas in need of improvement. Figure 3.2-3 provides a sample of survey

**Figure 3.2-4  Standards of Teaching Excellence: KNIGHTS**

| Requirement | Processes/Services |
|---|---|
| **K**nowledge management and instructional support | Competence-Based Curriculum Model |
| **N**ew student orientation (transfer students) | Lamplighter Orientation Sessions |
| **I**nstructional excellence | CTU Committee on Teaching Effectiveness Roundtable Review |
| **G**uidance from faculty | Mentor and professional role model standard |
| **H**onor diversity, respect for the individual | Mission, vision, and values; ethical operating principles |
| **T**echnology | CRE; SCLC; CenTAUr List Serve |
| **S**cheduling flexibility | Web-enhanced courses; RN-BSN and MSN totally online programs |

instruments used to determine various stakeholders' satisfaction and engagement. Outside benchmarking is also used for feedback on IT, HR, custodial, grounds, maintenance, and food services.

The 4S alumni survey includes an assessment of graduates' employment and the degree to which they felt the nursing program prepared them for success in their careers. These surveys are segmented by graduation year and by program. In addition, an exit assessment is conducted for graduating BSN and MSN students, and alumni are surveyed six months and one year following their job placement.

Survey results, after review by the ExCom and the Dean's Council, are analyzed by NPAC in Step 2 of the SPP. In addition, committees (e.g., the Curriculum Committee) review data relevant to their areas, the Service Lamplighter Team reviews all service-related data, and recommendations from these analyses are incorporated into the formal improvement process, described in Category 6.

Examples of recent decisions based on satisfaction data include a partnership with local hospitals to provide jointly funded faculty in difficult-to-recruit positions due to concerns with student-to-faculty ratios during practicum and internship programs, and the addition of virtual reality and video streaming to the SCLC to increase student satisfaction in that area.

**3.2b(2)** The 4S instruments provide comparisons with a national sample, as well as with a group of peer schools selected by NCON, allowing the college to compare satisfaction relative to competitors. In addition, the nationally normalized ACSE data on student behavior and effective educational practice allow the college to benchmark its performance against over 600 colleges and universities.

As part of the review and analysis process (see 3.2b[1]), NPAC considers NCON's comparative/competitive performance when assessing satisfaction/dissatisfaction results, developing action plans, and setting goals. During the Service Lamplighter Team data review, the services that are not rated at the level of the national norm or higher are recommended for the LADDIE process.

**3.2b(3)** In addition to student and stakeholder dissatisfaction data collected, reviewed, and analyzed through its systematic CMP (3.2a[3]), as well as through surveys and other feedback methods (Figures 3.2-1 and 3.2-3), NCON collects actionable information through the Student Perception of Instructional Effectiveness (SPIE). Recognizing that typical end-of-course evaluations do not allow for current student dissatisfaction to be addressed in a timely fashion, the college conducts a mid-semester SPIE—a course evaluation that includes open-ended questions about the student's experience. Submitted anonymously, these evaluations are reviewed by individual faculty members; for courses with sections taught by different faculty, the instructional team meets to identify needed improvements and develop

a collaborative plan to implement them. For example, in response to mid-semester student feedback on the content and approach of assigned textbooks for NURS 300, the professor supplemented the books with current articles from nursing journals. Likewise, the integration of nursing leader icons into NURS 320, Policy and Politics, was a direct result of students' requests to meet "successful nurses" of diverse backgrounds.

**3.2c(1)** NCON determines its markets first of all by adhering to guidelines established by the state of Texas for CTU. Therefore, its primary service area and market segment is Texas—specifically central Texas (Freedom, Waco, Austin, and Fort Hood) and, through its satellite campuses, Dallas and San Antonio. However, during the 2003 strategic retreat, NCON identified secondary markets based on its strategic advantage of using technology in education delivery. This advantage has enabled NCON to draw students from the greater southwestern United States and from around the country for its online degree programs.

Based on its mission, vision, and values, NCON identifies its students and stakeholders as people currently and potentially impacted by the quality of the education provided. Therefore, its primary student segments are prospective and enrolled students. However, starting with the 2000 SPP, NCON has refined these segments to reflect changing enrollment trends. Subsegments currently are transfer, distance, minority, international, and graduate students. Likewise, the college's stakeholder segments evolved to include both internal and external groups essential for the accomplishment of NCON's mission: the BR that guides CTU and the college, K–12 schools and community colleges that are the source of future students, the communities that NCON serves, employers and graduate schools who depend on high-quality graduates, and alumni and other donors who support the college with time and money.

Using information from its multiple listening, learning, and feedback mechanisms (Figures 3.2-1 and 3.2-3), as well as input from the ExCom and the Dean's Council, NPAC discusses current and potential student/stakeholder groups and market segments during the environmental scan of the SPP (Step 2) and targets groups to pursue for current and future programs, offerings, and services. Organizational decision drivers (Figure 3.1-1) provide the framework for making this determination.

**3.2c(2)** Likewise, to identify current and emerging student and stakeholder requirements, NCON uses information from its surveys and listening/learning posts. In addition, the Service Beacons confirm current or identify new requirements during their review of complaint data. NCON also holds annual on-site and online focus groups with its diverse student subsegments and stakeholder groups to help identify their specific requirements. The Student Affairs Committee reviews the information on student requirements from these multiple sources and prepares a report on the findings.

During the SPP, information from all these different sources is analyzed; identified requirements are adjusted as needed; and they are aligned with related processes, strategic objectives, and action plans. Emerging requirements are used to identify possible changes in programs, services, and offerings. In addition, the Service Beacons adjust the KNIGHTS (Figure 3.2-4) to reflect any changes in requirements.

**3.2c(3)** During Step 2 of the SPP, NCON analyzes information gathered on students, stakeholders, and markets, as well as information on its programs, offerings, and services. It

then uses the Roundtable Review Process (Figure 6.2-1) and LADDIE (Figure 6.2-2) to improve marketing and increase its focus on students and stakeholders.

**3.2c(4)** NCON uses multiple methods to keep its approaches current for listening to its students and stakeholders; determining their satisfaction, dissatisfaction, and engagement; and using related data. For example, it uses professional conferences and workshops, nursing education literature, and information on role-model organizations.

# Category 4: Measurement, Analysis, and Knowledge Management

## 4.1 Measurement, Analysis, and Improvement of Organizational Performance

**4.1a(1)** KPIs and other data and information for tracking daily operations and overall organizational performance are reviewed and selected annually by the NPAC as part of the SPP (Figure 2.1-1). Key organizational performance measures are outlined in the LIGHT Scorecard Measures in Figure 4.1-1, and regulatory, accreditation, and ethical measures are listed in Figure 1.2-1. The budgetary and financial (fiscal health) measures are used for short-term (one-year) and longer-term (five-year) evaluations.

During the environmental scan, the SAC, the Curriculum Committee, and the Faculty Development Committee review and give recommendations on measures related to their specific areas, and the Evaluation and Assessment Committee conducts a comprehensive review of measures and other data. NPAC also gathers input from the Dean's Council and members of the ExCom, such as the VPs of IT and Academic Affairs. During the SPP, NPAC uses this feedback to help determine the most effective measures of organizational performance and progress on strategic objectives (Step 3) and action plans (Step 6), in alignment with NCON's mission, vision, and values. Before the measures are finalized in the LIGHT Scorecard, NCON and CTU senior leaders do a final review to ensure they address core competencies, as well as strategic challenges, and balance the needs of students and stakeholders. The Dean's Council, NPAC, and the faculty committees also consider the effectiveness of measures in their monthly review of LIGHT Scorecard results.

The universitywide Golden Fleece electronic system serves as a central repository for collecting, tracking, and integrating data, including financial information, student records, and HR records. NCON uses the CRE, an Internet-based user interface, to generate reports from the operational data in Golden Fleece. Through this system, NCON deploys action plans and tracks LIGHT Scorecard KPIs, communicates among campuses and with various stakeholder groups, and

**Figure 4.1-1  Five Points of LIGHT Measures (KPIs)**

| LEARNING | |
| --- | --- |
| NCLEX-RN Pass Rates | Figure 7.1-1 |
| Specialty Certification Exam Pass Rates | Figure 7.1-2 |
| Student Satisfaction | Figures 7.2-1–7.2-6 |
| Student Engagement | Figures 7.2-7–7.2-8 |
| Graduation Rates | Figures 7.1-5–7.1-7 |
| Cumulative GPA | Figure 7.1-8 |
| Student Retention | Figures 7.1-3–7.1-4 |
| BSN Placement Rate | Figure 7.1-9 |
| **IMPROVEMENT** | |
| Workforce Satisfaction | Figures 7.4-1–7.4-3 |
| Workforce Turnover | Figure 7.4-5 |
| Improvement/Innovation Projects | Figure 7.5-3 |
| CCNE Self-Assessment Results | Figure 7.5-6 |
| **GROWTH** | |
| Enrollment by Program | Figure 7.3-8 |
| Enrollment by Gender and Ethnicity | Figure 7.3-9 |
| Credit Hours | Figures 7.3-6–7.3-7 |
| **Fiscal HEALTH (Budget and Finance)** | |
| Tuition and Fees | Figure 7.3-1 |
| Administrative Costs | Figure 7.3-3 |
| Research Expenditures | Figure 7.3-4 |
| Alumni Donations | Figure 7.3-5 |
| **TALENT** | |
| Training Participation and Effectiveness | Figure 7.4-7 |
| CE Credits | Figure 7.4-6 |
| FTSE/FTFE Ratio | Figure 7.4-9 |

manages curricula and student outcome information. The wide deployment and accessibility of CRE facilitate the use of data and information for fact-based decision making, including gathering recommendations for and prioritizing improvements and innovations.

**4.1a(2)** To ensure that its comparative data most effectively support organizational and strategic decision making and innovation, NCON selects sources that provide information on peer organizations, including competitors; similar student groups; similar programs and services; and role-model organizations. Sources of comparative and competitive data are described in P.2a(3). In conjunction with its review of performance measures, NPAC conducts an annual review of comparative data sources, using input from the Evaluation and Assessment Committee and the ExCom.

The 4S for students, alumni, and faculty provides comparisons to regional and national benchmarks. Other sources of national comparisons include the CCNE assessment, which provides information on similar students and programs; the ACSE, and the BBB survey. NCLEX results include both state and national comparisons. THECB data provide comparisons to peers within NCON's primary market and the state of Texas, as well as to a state average.

Comparative data are a key element in NCON's review of KPIs to assess organizational performance and progress on its strategic objectives in the context of its peers and other high-performing colleges. These data guide the college

**Figure 4.1-2  Review of Organizational Performance**

| Weekly | • Dean's Council Meeting |
|---|---|
| Monthly | • NPAC<br>• Clinical partner meetings<br>• Performance improvement teams<br>• Department meetings<br>• Tactical and strategic plans<br>• Dean's report<br>• Customer complaint data analysis by Service Beacons |
| Each Semester | • Regulatory and ethical compliance<br>• Graduate performance feedback<br>• Faculty and student forums |
| Annual | • 4S for students, alumni, and faculty and staff<br>• ACSE<br>• Annual evaluations of the NPAC and the dean<br>• Self-study reviews<br>• State quality award feedback report<br>• Nursing Employer Assessment<br>• Program Review Process<br>• Feeder School Survey<br>• Environmental Scan (SPP, Step 2)<br>• Dean's Listen-and-Learn Luncheons |

in identifying current gaps and areas for improvement or innovation, as well as in setting fact-based goals for future performance.

**4.1a(3)** NCON keeps its performance measurement system current with educational needs and directions through its annual and monthly reviews of KPIs to ensure they align with current accreditation and regulatory requirements, educational and operational needs, and the financial and competitive environment. The monthly reviews enable rapid detection of and response to any changes in these areas.

To keep abreast of potential changes, NCON maintains representation on national nursing boards that are driving CCNE and other quality initiatives. To address specific needs for each campus, associate deans' involvement in partnerships and professional organizations in their communities keeps them informed of any changes that may need to be addressed in the performance measurement system. Input from these sources is exchanged at the weekly Dean's Council meetings.

**4.1b** To review and analyze its performance and capabilities, NCON uses an organization-wide, systematic approach. The Dean's Council, NPAC, and committees use a wide variety of data, information, and reports to review organizational performance on an ongoing basis (Figure 4.1-2). These groups frequently identify issues that require further analysis and investigation; depending on the indicator, assistance may be requested from CTU faculty and staff in IT, institutional effectiveness, finance, and other areas.

Within the context of the five points of LIGHT (Figure 4.1-1), the college reviews and assesses its KPIs, as well as its performance against other colleges and its progress toward achieving SPP initiatives. Using the Roundtable Review Process (Figure 6.2-1) and LADDIE (Figure 6.2-2), NCON evaluates results to determine if actions are having the intended impact on strategic and operational goal achievement. This process is designed to improve monitoring and performance at all levels of NCON.

Traditional analysis and improvement tools, including Pareto charts, run charts, trending reports, and decision matrices, are used during performance reviews. NCON Roundtables validate KPI findings by collecting more specific data on formative processes following the implementation of improvements.

The use of data to review performance and make decisions is critical to NCON's success. KPI results are monitored on an ongoing basis to drive early identification of trends and quick response to changes in performance. The posting and sharing of results are encouraged through the CRE and department bulletin boards that include college goals, program goals, and performance toward both types of goals.

**4.1c** As part of the SPP, NPAC uses organizational performance review findings to identify and prioritize opportunities for improvement and innovation. Prioritization is based on

several criteria, including support of the college's mission; the importance of gaps between current and targeted performance, as well as between NCON's and competitors' performance; and the ratio of cost to benefit. Results of this analysis are then identified as opportunities for improvement or innovation. When opportunities for continuous improvement are identified, NCON uses the Roundtable Review Process and LADDIE to make improvements. Breakthrough improvements and innovations usually are addressed through cross-functional teams that include partners and suppliers when appropriate.

Priorities for improvement and innovation, as well as resulting action plans, are deployed throughout the college and to appropriate CTU personnel through a variety of communication methods, including meetings of councils and committees (Figure 1.1-3), process improvement teams, and cross-functional teams. They also are accessible through Golden Fleece and the CRE. Student engagement and student retention are priority measures for NCON, as they leverage performance in other areas, including student achievement. Frequent communication of formative results (e.g., weekly student/teaching module results) and priorities for improvement throughout the organization via e-mail helps NCON quickly make any needed adjustments to ensure effective teaching.

In addition, collaborative work groups at the CTU level help NCON innovate and implement process improvements related to KPIs, such as teaching effectiveness, use of technology in the classroom, workforce safety, enrollment processes, and student retention. These university initiatives for practice guidelines and process improvements related to comparative data on key measures allow NCON to rapidly respond to changing educational approaches, implement best practices, and address challenges in the education service environment.

The Dean's Council conducts regularly scheduled meetings with hospitals and other partners, including feeder schools, to discuss needs, opportunities, priorities, and future plans, as well as assess current performance. Meetings with suppliers are held biannually and as needed to discuss priorities related to their services. On-going clinical partner meetings provide a systematic opportunity to communicate and involve the clinical partners in Roundtable improvement efforts.

## 4.2 Management of Information, Knowledge, and Information Technology

**4.2a(1)** NCON has developed a wide variety of processes to ensure the accuracy, integrity, reliability, timeliness, security, and confidentiality of its data, information, and organizational knowledge. The Dean's Council and the IT VP oversee data management for the college. To address issues surrounding accuracy, NCON uses CTU IT quality-control processes

for databases that are provided by the university. Systems are sampled using re-abstraction to ensure reliability.

Audits are conducted regularly to ensure accuracy, integrity, and reliability. Database design attributes define acceptable data and increase the reliability of data. Standardized industry definitions also are used to ensure reliability and accuracy. Associate deans are responsible for reviewing and ensuring the accuracy of data within their scope of responsibility. When questions of accuracy are raised during analysis and discussions, data are reevaluated before drawing conclusions and implementing process improvements.

Since the majority of NCON's performance and satisfaction data are collected by surveys developed by outside organizations (e.g., 4S, BBB, ACSE), the reliability of these instruments is a key factor in their selection. Members of the Evaluation and Assessment Committee have established—and monitor—procedures for administering surveys to further ensure their integrity.

Timeliness is enhanced by rapid uploading of and/or access to data through Golden Fleece, the CRE, and the Wide Area Network (WAN). The IT Department follows a defined schedule for uploading data as they become available, enabling approved users to access real-time financial, student outcome, and other data; to run real-time queries; and to generate reports.

To address security and confidentiality, NCON's electronic systems require user IDs and passwords, include firewalls, and have restricted user access and local database restrictions. In addition, to ensure ethical compliance, faculty, staff, and students sign a confidentiality statement as part of the CEBE and Student Code of Conduct. Further, each month the IT Department conducts federally recommended procedures for monitoring access and takes action when appropriate. The Ethics Committee deploys procedures for and monitors compliance with federal regulations, such as FERPA, related to the confidentiality of data.

**4.2a(2)** NCON makes data and information available through a variety of methods tailored to the needs of the organization, its workforce, students, stakeholders, partners, and suppliers. Through Golden Fleece, which includes numerous system-wide databases that warehouse different types of data and information, NCON faculty and staff members have access to educational information necessary to effectively teach and advise students. This platform has approved security mechanisms allowing faculty, associate deans, and administrative staff to access the databases and compile data relevant to their job responsibilities. Faculty and staff also can access student information online via secure portals in CRE. For example, faculty and appropriate educational support staff members have access to an electronic student record to help make timely decisions that have a positive impact on student achievement. All NCON computers are connected to a WAN,

which allows faculty and staff to access most applications anywhere in the world via a secure Internet interface. The Admissions Department verifies transcripts and other information using electronic applications. In addition, hard copy reports are delivered via interoffice mail and fax machines, and information is exchanged at on-campus and virtual committee, council, and team meetings.

Students and other stakeholders access education information, clinical learning resources, and other information through multiple listening and learning mechanisms (Figure 3.2-1). These include the college's interactive Web site and intranet access to CRE. Current and prospective students also receive e-mail newsletters with NCON event information and information regarding student services.

NCON's suppliers and partners obtain information through NPAC, Advisory Council, and other meetings; inclusion in performance improvement and other teams, as appropriate; an interactive Web page; and participation in relevant KPI performance reviews. Other communication methods include electronic file transfer, fax, postal mail, and e-mail.

**4.2a(3)** A key strength of NCON is its ability to capture and adopt knowledge learned internally and externally. The collection and transfer of workforce knowledge is accomplished primarily through internal reporting mechanisms, documentation of processes (including improvement processes), and the SPP, which includes comprehensive aggregation and documentation of knowledge from NCON staff and faculty. In addition, knowledge is transferred to new employees through mentoring programs and from departing employees through a systematic transition process (see 5.1b[2]).

Knowledge is transferred to and from students and stakeholders through NCON's multiple listening and learning methods (Figure 3.2-1), surveys (Figure 3.2-3), and mechanisms for information exchange (4.2a[2]). Knowledge is exchanged with suppliers and partners through documentation of shared projects and processes, as well as the mechanisms cited in 4.2a(2).

NCON's systematic processes for tracking organizational performance, including comparisons to peers and benchmark organizations, facilitate the identification of best practices of potential interest to the college. In addition, NCON solicits best practices through its Web site and multiple forums, and its annual Best Practice Sharing Day provides a venue to share ideas generated internally and externally. NCON and CTU senior leaders, faculty, and staff also share best practices learned at meetings and conferences of various professional organizations. The Roundtable Review Process and LADDIE, as well as designated cross-functional teams, enable the rapid implementation of best practices throughout the organization.

Knowledge collected through CTU's and NCON's data reporting structure, including the use of Golden Fleece

and CRE, generate information that NCON systematically considers in Step 2 of the SPP and uses to establish strategic objectives, action plans, measures, and goals.

**4.2b(1)** The security and reliability of NCON's software and hardware are ensured through CTU IT policies and procedures, which are aligned with federal regulations. These processes address system monitoring, collect data on performance metrics, implement communications redundancy, create a system of security via various firewalls, and install protection against power fluctuations and viruses. Close monitoring and continuous updating provide reliable, secure, and user-friendly access to data and information. A five-year equipment replacement plan helps NCON keep hardware current with emerging technology and changing user needs. Software packages are reviewed by both CTU and NCON to ensure products match user needs and requirements.

The IT Department works with NCON faculty, support staff, and deans to enhance user accessibility and efficiency. These technicians have higher-education backgrounds, so they understand the needs of the workforce. To best meet the unique software user needs of NCON, a case justification process is used by NCON and CTU staff to make exceptions to university data systems. The SAC and Roundtables provide feedback to IT staff to help keep software systems current with user needs.

To ensure the security of IT systems, NCON has evolved to a 180-day password switching process for end users. Further, Virtual Private Network (VPN) and Secure Sockets Layer (SSL) technology requires a secure identification card. These cards are assigned to specific individuals and have algorithmic passwords that are specific to each card and change every 60 seconds.

**4.2b(2)** NCON has a fully deployed and continuously improved emergency preparedness plan. This process ensures that spare equipment is stored in a secure location and is available for hotswaps or configurations. All data and programs are backed up and maintained off-site in another state in case of a need for restoration during or following an emergency. System restores could be accomplished within 24 hours. Downtime procedures are kept current in case of an emergency that would limit the ability to restore systems electronically.

**4.2b(3)** In conjunction with the equipment replacement plan, a rolling three-year IT strategy plan addresses changes in hardware and software needed to keep them current with educational services needs and emerging technology. CTU has fully deployed a university strategy for implementation of new technology, such as wireless classrooms and electronic whiteboards. Electronic student records were implemented in 2002 as part of this plan. These improvements are included in the CTU budget and often are financed through grants and endowments.

IT continually evaluates CTU's and NCON's information mechanisms, hardware, and software against emerging products to determine what will best meet the needs of the colleges, faculty, and students in the future. In this process, IT considers feedback from the NCON IT Help Desk and

NCON user survey, as well as a user satisfaction survey conducted biannually by the CRE Users Committee. This committee also monitors the maintenance and currency of CRE and proposes upgrades as needed.

# Category 5: Workforce Focus

## 5.1 Workforce Engagement

**5.1a(1)** In 2002, a faculty and staff taskforce explored key factors that led to workforce engagement and satisfaction for NCON faculty and staff members. To make this determination, the taskforce reviewed and analyzed information gathered through the existing workforce survey, focus groups with various workforce segments, and exit interviews. Based on this information, NCON decided to switch to the Smith-Santini Satisfaction Survey (4S) for workforce members, which allows the college to select questions that most closely relate to these key factors; collect data specific to workforce segments, as well as length of tenure and location; and compare results to peer organizations and a national benchmark.

During the annual SPP, key satisfaction and engagement factors are compared against current information gathered through the 4S, faculty forums, exit interviews, and faculty and staff performance evaluation meetings. The results have validated the effectiveness of the 4S in gathering feedback on these factors but have resulted in changes in the questions presented in the survey.

**5.1a(2)** Open communication characterizes NCON's culture. Leaders, including the dean, have an "open-door" policy for all employees. The dean conducts regular rounding of all units, as well as town hall meetings with faculty and staff, to encourage dialogue and exchange ideas. On all three campuses, faculty offices are arranged in pods around a common open area, encouraging communication.

NCON fosters a culture of high performance and engagement through a variety of approaches (Figure 5.1-1), including basing its workforce performance management system (5.1a[3]) and workforce development approach (5.1b) on these characteristics. In addition, NCON actively solicits and uses input from all types of faculty and staff members in its planning, performance review, improvement, and innovation efforts through their participation in NPAC, committees, improvement teams, and other groups. For example, in 1997, CTU's Division of Institutional Effectiveness developed the Roundtable Review and LADDIE improvement processes (Figures 6.2-1–6.2-2), which involve faculty and staff in improvement and innovation through brainstorming, multiple voting, cause-effect diagrams, and other tools.

**5.1a(3)** NCON's workforce performance management system, including its reward and recognition practices, supports high performance and workforce engagement through its foundation on the college's mission, vision, and values. Specifically, annual faculty and staff evaluations are linked to the mission to promote lifelong learning and healthy communities; the vision to be an exemplar of excellence; and the values of competence, collaboration, compassion, and quest for knowledge. For example, annual faculty and staff performance evaluations include incentives for exceptional teaching and performance; one-third of the annual salary-raise pool is tied to merit performance for those who exceed stated expectations. Faculty members are evaluated on instructional performance, professional activity, and service to key communities. Instruction receives the highest weight (45%), and faculty members select the weight for the other elements.

Supervisors translate organization- or department-level plans into individual action plans that are evaluated in annual performance evaluations. To ensure a focus on student performance and feedback, all faculty evaluations are linked to the KNIGHTS Standards of Teaching Excellence (Figure 3.2-4), and student performance directly impacts faculty merit pay increases. Faculty evaluations reward the effective use of technology, innovation, and improvement in course

**Figure 5.1-1  Culture of High Performance & Engagement\***

- Roundtable Review and LADDIE
- Committees
- Improvement teams
- NPAC meetings
- College/division meetings
- KNIGHTS Standards of Teaching Excellence
- Performance evaluations
- Faculty and staff Member of the Year
- Merit increases (tenured, nontenured)
- New faculty and staff orientation
- Faculty and staff selection
- Faculty and staff development

*\*more information available on-site*

**Figure 5.1-2  Workforce Reward and Recognition Methods**

| Award | Promotes | Decision to Award | Workforce Category |
|---|---|---|---|
| Professor of the Year Award | High-quality teaching | Students | Faculty |
| NCON Scholar of the Year | Faculty scholarship | Faculty | Faculty |
| Innovative Instruction Award | Innovation in teaching | Faculty | Faculty |
| Summer Research Award | Faculty scholarship | Dean | Faculty |
| Young Investigator Award | Faculty scholarship with students | Dean | Faculty/student pairs |
| Master Teacher Award | High-quality teaching | Dean | Faculty |
| Faculty Service Award | Excellence in service | Dean | Faculty |
| Outstanding Role Model Award | Excellence in student support | Students | Staff and faculty |
| Employee of the Year | Excellence in job performance | Dean | Staff |
| Student as Customer Award | Excellence in customer service | Students | Staff |

content and delivery with professional development funds. Faculty members also are evaluated on their maintenance of instructional currency, and clinical faculty validate their knowledge and skills through annual recertifications. Individuals must supply evidence of continuing education when licenses are renewed.

**Figure 5.1-3  Workforce Learning/Development System**

| Area | Examples |
|---|---|
| Learning and Development Opportunities | Student teaching effectiveness<br>Student advising effectiveness |
| Licensure and Credentialing | Clinical licenses |
| Core Competencies & Strategic Plans | Enrollment growth<br>Enrollment diversity |
| Performance Improvement | LADDIE methodology<br>Roundtable Review Process |
| Technological Change | Remote teaching using technology<br>Clinical equipment implementation |
| Skill Development | Discipline-specific orientation<br>New staff mentoring/coaching<br>Methods for providing feedback to at-risk students |
| Transfer of Knowledge | College Research Days<br>Faculty office arrangements<br>Cross-training |
| Reinforcement of New Skills | Clinical student-to-student partners<br>Faculty shadowing |

Annual evaluations for staff members focus on excellence in customer service, effectiveness, and technology skill development. Those whose performance exceeds expectations receive merit pay increases. Top five-percent performers within the college and across the university receive professional development funds for seminars, software, or job-related technology requirements. Bonuses are available to staff members who complete certificates and participate in the Career Ladder Program. Selected groups, such as student recruitment personnel, have a "pay-for-performance" incentive plan, which rewards performance measures that are tied to the success of college growth indicators.

Multiple reward and recognition methods (Figure 5.1-2) also support high performance and foster engagement; they are presented during the Annual Awards and Recognition of Excellence Program and the annual Employee Service Awards Dinner.

**5.1b(1)** As part of the resource allocation/prioritization process in the annual SPP, learning and development initiatives within the Strategic Human Resources Plan (SHRP) are reviewed and adjusted to build on NCON's core competencies, help address its strategic challenges, and carry out its action plans. For example, in 2005, NCON incorporated a doctoral education track to address its strategic challenge of a nursing faculty shortage. The track includes courses on pedagogical aspects of academic nursing and enables students to teach their own classes. Progress on learning and development initiatives (Figure 5.1-3) is monitored at Dean's Council and Faculty Development Committee meetings.

NCON's learning and development system supports improvement and innovation in two major ways: (1) faculty and staff receive training on the Roundtable Review Process and the LADDIE Design and Improvement Process, and (2) HR works with improvement teams to implement any

training needed to execute improved or new processes. HR and the Faculty Development Committee also collaborate with the IT and Academic Affairs Divisions to provide training on new education or technology developments.

To promote ethical behavior and business practices, NCON provides a variety of education and training sessions to leaders, faculty, and staff members. Orientation sessions for new faculty and staff members include education on ethical issues, a review of the CEBE and *Faculty and Staff Handbook,* and a discussion of social issues, such as sexual harassment and diversity. In addition, mandatory online ethics training is provided annually for all faculty and staff. Education sessions on current ethical business issues and practices are provided annually and as needed to the Board of Regents, the ExCom, and all Dean's Councils. Also, monthly ethical case-study sessions provide hands-on ethical training for senior leaders who conduct the sessions and for faculty and staff who provide feedback on the issues.

Based on analysis during the SPP (5.1b[2]), NCON develops its learning and development delivery mechanisms to most effectively meet diverse needs. These include online and on-campus training sessions, training delivered with clinical and other partners, coaching and mentoring, and on-the-job training. The ExCom annually identifies education/training to support leadership development and learning (Figure 5.1-4), which is implemented through courses, external training, and conference attendance, as well as mentoring and work-related experiences. At back-to-college meetings held each semester, which are designed to increase organizational knowledge and promote performance improvement, leaders discuss and analyze current performance, action plan status, and planned improvements. Through the faculty evaluation process, the dean identifies her top-performing associate dean, who then has the opportunity to participate in university-level activities and represent the college in her absence.

The workforce learning and development system (Figure 5.1-3) starts with an orientation process that helps new faculty make the transition to the NCON environment through sessions on performance evaluation guidelines, student advising tools and procedures, and technology support systems, among others. This program supplements CTU's day-long orientation session, which is geared to campuswide issues, such as employee benefits. The college provides nursing faculty certificate programs related to the Standards of Teaching Excellence, as well as a summer institute focused on research skills. HR and IT, along with the Division of Institutional Effectiveness, support workforce development through over 50 intranet courses. NCON partners with IT on a week-long summer institute in online teaching that includes time for hands-on course development and provides continuing education (CE) credits. As staff members participate in technology training, they undergo certification testing that is noted in their performance reviews.

**Figure 5.1-4  Leadership Learning/Development System**

| Area | Examples |
|---|---|
| Personal Leadership Attributes | Faculty development action plans/ performance reviews |
| Developing Organizational Knowledge | Universitywide organizational effectiveness sharing<br>Dean's Council<br>Research Days<br>Best Practice Sharing Day<br>Weekly Dean's Newsletter<br>Quarterly Research Bulletin<br>ExCom meetings |
| Ethical Practices | Accreditation training<br>University audits<br>CCNE training<br>CTU orientation<br>Monthly case study sessions |
| Core Competencies & Strategic Action Plans | College/division meetings<br>Annual SPP<br>Aging faculty/workforce<br>Minority student recruitment, advising, and graduation |
| Performance Improvement & Innovation | Baldrige self-assessment<br>State quality award feedback cycle |
| Leadership Development | Electronic administrator educational offerings<br>Core competencies for ExCom/Deans |

Faculty members attend and present at professional conferences and seminars, which keeps them current in their fields and abreast of sectorwide innovations and developments. Staff training helps individuals keep their skills up-to-date and prepares them for promotional opportunities.

**5.1b(2**) To ensure that its learning and development system meets the needs of the college and all members of its workforce, NCON considers input from multiple sources during its SPP. Information on college needs is gathered from collegewide performance indicators, educational outcomes, alumni and community feedback, and meetings with clinical sites. These priorities are then linked with individual faculty and staff development needs identified by faculty, staff, and their managers and supervisors during the annual workforce performance evaluation process (5.1a[3]). Supervisors work with their employees to develop a training and education plan that supports their individual goals, as well as organizational action plans and goals. In 2006, NCON adopted the Dickinson-Hobbs Faculty Development Model, which includes a matrix to identify individual needs and the resources (on- or off-campus) to address them, as well as goals for the coming year.

A key part of the learning and development system is ensuring that the accumulated knowledge of departing employees is passed on through a systematic transition process. In 2006, NCON created a Mentor Teacher Program that links new faculty with retiring faculty to facilitate development and promote knowledge transfer. For staff members, trained backups are designated for a continuum of knowledge of tasks and procedures. When a staff member retires or leaves NCON, efforts are made to overlap with the replacement.

Mentoring, faculty "shadowing," and cross-training help reinforce new knowledge and skills while faculty and staff are on the job. In addition, as part of the midyear performance review and the annual performance evaluation, faculty/staff and their supervisors evaluate whether training has improved job skills.

**5.1b(3)** Each course for faculty/staff offered within the university includes a participant feedback form to assess satisfaction with content and delivery and to identify opportunities for improvement. Faculty and staff also are invited to provide general feedback and recommendations on training programs. In addition, NCON evaluates achievement of job-specific performance goals related to training, such as the attainment of CE credits or a certification level for current software programs. Data such as results from employer and alumni surveys and student performance on the NCLEX are reviewed as indicators of whether workforce and leader education and training have translated to improved organizational performance.

The ExCom and Dean's Council continuously evaluate NCON's learning systems to determine their contribution to goal achievement. As needed, the system is adjusted to ensure learning and development mechanisms support NCON's goals.

**5.1b(4)** Career progression is managed by the faculty/staff performance evaluation process and a nontenure, contract system. These processes identify high-performing individuals who exemplify behaviors aligned with NCON's vision and mission. NCON's Career Ladder Program offers internal opportunities for career progression and development of new skills, while its Student Loan Reimbursement Program helps faculty and staff access external development resources. Leadership succession planning takes place through development of faculty and opportunities to advance to the dean's level (see also 1.1a[3] and 5.1b[1]). Program coordinator positions at NCON are filled through faculty rotation, with an initial three-year term renewable for one consecutive term.

In 2005, to further its commitment to a student-focused, results-oriented culture, NCON began awarding three-year faculty contracts to new hires rather than following the tenure track. The contract system now includes 35% of the faculty. Remaining faculty members are tenured or in tenure-track positions. Those who successfully pass the midtenure review in their third year can opt to continue the tenure

process or move to the contract system. Tenured faculty members undergo a comprehensive review every three years to assess their performance in instruction, professional activity, and service.

Faculty certification and licensure are established at the time of hire, and employment references are contacted. College policy requires that instructors maintain appropriate licensure and specialty certification—which CCNE refers to as instructional currency. Faculty members maintain their currency through professional activity (conference presentations and attendance) and professional services (clinical competency, CE requirements). To meet SAC accreditation requirements, NCON uses CTU's performance review process to track faculty certifications.

**5.1c(1, 2)** NCON's primary mechanism for determining faculty and staff satisfaction and engagement is the annual 4S survey [5.1a(1)]. ExCom provides survey data to each college dean and division VP, who develop a summary of their analyses and recommendations for future actions. Appropriate program coordinators and faculty/staff committees also review the findings and provide feedback. During the SPP, NPAC uses this information, as well as data on workforce turnover, complaints/grievances, and safety, to help determine strategic initiatives and associated action plans.

To gather ongoing information on faculty and staff satisfaction and engagement, NCON uses feedback from mentors of new faculty members, NPAC, forums, committees, and cross-functional teams. The dean periodically meets separately with NPAC's faculty and staff representatives, and she holds faculty meetings each semester about college and universitywide issues, including engagement and satisfaction. Exit interviews with departing faculty and staff, led by the Associate VP of HR or another senior leader, explore factors that affect workforce engagement. Unfavorable comments are informally aggregated and considered as opportunities for improvement. In addition, faculty and staff are encouraged to use informal methods, such as the open-door policy and e-mail, for communicating concerns to the administration.

Through its LIGHT Scorecard, NCON closely monitors several employee-focused indicators (Figure 5.1-5). Ongoing

**Figure 5.1-5  Key Workforce Measures**

| Measure | Figure |
|---|---|
| Workforce Turnover | 7.4-5 |
| Workforce Development | 7.4-6–7.4-7 |
| Workforce Satisfaction | 7.4-1–7.4-3 |
| Days Away/Restricted Time | 7.4-14 |
| Workforce Safety | 7.4-12–7.4-13 |

**Figure 5.2-1  Workforce Capability/Capacity**

| Area | Processes |
|---|---|
| Recruit | Brainstorm through Diversity Committee<br>Develop future RN faculty using the PhD program<br>Hold recruitment fairs<br>Advertise locally and regionally<br>Continue Visiting Scholar Program<br>Advertise in minority publications<br>Give bonus for referring faculty and staff who are hired<br>Post openings internally<br>Give sign-on bonus to PhD-trained RN faculty |
| Hire | Faculty participation in interviews and selection<br>Pre-employment physical<br>Background checks<br>Degree/certification verification |
| Replace | Position approvals from President/Provost/VP Finance and Administration |
| Retain | Market salary adjustments<br>Faculty mentors<br>Internal position postings<br>Continuing education<br>Rewards and recognition<br>Employee benefits<br>Tuition reimbursement/student loan program |
| Increase Diversity | Perform annual comparison to surrounding communities<br>Recruit and hire applicants from diverse backgrounds<br>Provide new faculty/staff orientation<br>Participate on college/department committees (clinical/nonclinical)<br>Collaborate with external community agencies |

ExCom and Dean's Council scorecard reviews help NCON quickly identify and address any areas needing improvement.

## 5.2 Workforce Environment

**5.2a(1)** During the SPP, faculty and staff capability and capacity are evaluated to identify NCON's ability to meet stakeholder requirements and carry out action plans. Findings are incorporated into the SHRP, and the Associate VP of HR drafts related action plans. If new faculty knowledge or training is required, HR establishes plans to develop current faculty or recruit new faculty, and NPAC monitors their progress during monthly reviews. The Dean's Council also works with HR to determine ongoing enrollment and staffing fluctuations and initiate the hiring process as needed.

Some aspects of workforce capacity are regulated by THECB, SACS, TBN, and CCNE. TBN sets a ratio of ten students to a faculty member for each clinical practicum.

Each semester, NCON assesses faculty capability and capacity, using regulatory benchmarks to ensure that faculty ratios keep pace with enrollment. Workforce improvement plans are integrated into accreditation processes to ensure NCON meets its objective of continually meeting or exceeding standards.

**5.2a(2)** Nursing schools across the country are facing a shortage of qualified faculty. This challenge, compounded by the intense competition for faculty among nursing schools in Texas, has made the acquisition and retention of faculty one of NCON's strategic priorities. The college has developed a variety of systematic processes to recruit, hire, replace, and retain faculty members, including strategies to increase the number of minority faculty members (Figure 5.2-1).

Working with HR, NCON systematically recruits and hires new faculty and staff based on needs determined through the SPP and current trends in retention and turnover. To attract the best faculty candidates, NCON advertises for open positions locally and through national higher education and nursing journals. It also holds annual faculty recruitment fairs on all three campuses and has established a Visiting Scholar Program to broaden its recruitment approach. The college works with current master's-prepared faculty in completing their doctorates, and it recruits military nurses educated at the master's and doctoral levels to join NCON's faculty when they complete military service. In addition, NCON supports its faculty's pursuit of doctoral degrees through a federally supported Nurse Faculty Loan Program.

NCON actively seeks a diverse faculty and staff. It advertises positions in publications geared to minority groups, as well as through ethnic and minority professional associations. In 2005, NCON founded a Diversity Committee that focuses on strategies to recruit minority individuals, performs an annual comparison of NCON's diversity to that of its communities, and formulates action plans as needed.

The CTU HR Department manages the hiring process and ensures state and other regulations are followed. Candidates for positions are interviewed by a team of faculty and/or staff members, whose recommendations are forwarded to the Dean and HR for final decisions. Candidates also are interviewed by a team of NCON senior leaders, including members of the Dean's Council.

Strategies to retain faculty and staff begin as soon as the person is hired. Deans appoint high-performing, competent faculty and staff to train new hires and serve as mentors. Mentors contact new faculty members before their starting date to answer any questions, and they continue to serve as a resource throughout the first year. All new faculty and staff members participate in an extensive orientation session during their first week at NCON, and they are encouraged to participate in cross-functional teams and committees to increase their engagement and knowledge.

**5.2a(3)** NCON's approach to organizing and managing its workforce is based on effectively accomplishing its student-focused mission, vision, and values and its key work processes (Figure 6.1-1). Most of NCON's support processes (e.g., HR, student enrollment, registration, financial aid) and the staff members who carry out these processes are managed by CTU. While CTU's provost and other senior leaders provide oversight, NCON manages faculty members and the day-to-day operation of its learning-centered processes. On each campus, faculty members are managed by program coordinators and directors for NCON's educational programs (e.g., baccalaureate coordinators, research directors). This division of responsibility allows NCON to focus on its core competencies related to providing outstanding nursing education.

Another key approach is NCON's extensive use of cross-functional councils, teams, and committees, which engage diverse workforce groups in college planning and decision making. For example, during the SPP, faculty members on NPAC are involved in reviewing strategic challenges, identifying strategic objectives to address them, and drafting action plans. Faculty members on committees participate in providing input on strategic planning and other processes, and they help deploy action plans. Roundtables use faculty and staff members who are most knowledgeable about and affected by proposed improvements to carry out the review and improvement process. The use of these "front-line" cross-functional groups across the organization also facilitates rapid response to any changes in organizational needs.

**5.2a(4)** Preparing the workforce for unanticipated changes is a difficult task. When enrollment is high, overload pay is offered to faculty members who teach extra classes. Adjunct faculty are used during times of high enrollment and to cover extended faculty absences. In times of low enrollment, faculty members are not guaranteed summer pay. Survey feedback verified that teaching overloads can reduce faculty engagement and satisfaction; therefore, when the workforce is stretched, the ExCom and Dean's Council explore alternative solutions (e.g., teaching partnerships) before asking faculty for additional work.

**5.2b(1)** Workforce health, safety, and security are addressed largely through universitywide programs for workplace safety and employee wellness. No distinctions are made between faculty and staff in policies or procedures in these areas. The Office of Employee Health and Safety (OEHS) conducts periodic facilities inspections for compliance with health and safety policies and regulations.

NCON's key measures for workforce health, safety, and security include workplace injuries (Safety and Health, Figure 7.4-13), Days Away/Restricted Time (Figure 7.4-14), workers' compensation claims (Figure 7.4-15), and campus crime rates (Figure 7.6-4). Goals for these measures are shown in Figure 1.2-1. Health, safety, and security measures are tracked through the LIGHT Scorecard and continuously monitored to assess how related processes are performing. Violations and other issues are investigated to determine the root cause and tracked closely until resolution.

NCON also works with OEHS and its clinical partners to ensure that health and safety requirements (e.g., tuberculosis screening and vaccination) are followed during clinical practicums. Clinical instructors are screened for criminal backgrounds, in addition to verification of licensure and education.

NCON's concern for the health of its workforce extends to any injuries suffered while in the clinical or classroom setting. Faculty and staff members may ask OEHS to perform ergonomic reviews of their work areas. Injuries are reported to the dean's office, which facilitates confidential treatment, and reviewed by a physician specializing in occupational medicine.

The campus police department uses multiple methods to ensure safety and security for the NCON community. It conducts regular facilities inspections, patrols campus grounds, monitors campus emergency telephone systems, and provides escorts to cars. Following the Virginia Tech tragedy in April 2007, CTU implemented a system that quickly alerts the university community of security risks via cell phones, land lines, and the Internet. In addition, NCON has revised its shared services agreement with CTU Facilities and Operations to balance students' needs for after-hours access with personal safety and resource security.

**5.2b(2)** CTU's HR Department administers the employee benefits program, which includes funded retirement plans, as well as voluntary tax-deferred retirement options. A variety of health insurance plans are available, including those with vision, dental, and prescription coverage, as well as flexible spending options. Other insurance plans cover long-term disability, long-term care, travel accidents, and accidental death and dismemberment. All plans offer varying coverage, deductibles, and co-pays to meet individual needs. HR also offers a comprehensive employee-assistance program for faculty, staff, and household members and free flu immunizations. These benefits are an important factor in employee recruitment and retention.

# Category 6: Process Management

## 6.1 Work Systems

**6.1a(1)** NCON designs its overall work systems to include both vertical management and horizontal work system teams and process-focused structures. The vertical structure consists of direct reporting relationships, beginning with the university provost and cascading through the dean, associate deans, and program coordinators. It is designed to create clear operational accountability and budget responsibility. The horizontal structure consists of faculty and staff committees and teams that cross the college. All full-time faculty and staff serve on committees. Part-time faculty are invited but not required to serve on committees.

The committee structure is aligned around key work processes, such as distance education or curriculum design. Committees provide governance for processes and set the expectations and standards for operations and deployment of processes that occur across educational programs. Committee members also oversee the design, innovation, and improvement of their specific processes, and they review process performance during regularly scheduled meetings. The use of committees enables best practices to be coordinated across the college to ensure that processes are consistently implemented and improvements are made collegewide—and sometimes, universitywide. Designated committees and committee membership are assessed annually based on the coming year's focus and the skills needed. This approach allows NCON to design and innovate work systems and key processes with committee members who have responsibility for these areas across the college. Potential improvements or innovations to the overall work systems are reviewed annually by ExCom and by NPAC during the SPP.

Another key element of NCON's work systems is its partnership with a variety of organizations for students' clinical practicums. These partners are integrated with the college's other work systems through representation on an advisory council and frequent meetings with CTU and NCON leaders.

The CTU ExCom decides which work processes across the university will use external resources. However, NCON committees and the Dean's Council make recommendations concerning the college's specific work processes (see 6.1a[2]).

**6.1a(2)** The relationship of NCON's core competencies to its mission, competitive environment, and action plans is closely reviewed using the Roundtable Review Process (Figure 6.2-1). In particular, the college looks carefully at what processes support its core competencies and retains those processes within the college, while processes less critical to delivering student and stakeholder value can be external to the college, with strong linkages to its internal partners. For example, NCON's core competencies of high-quality nursing instruction and the effective use of instructional technology are integral to all of NCON's learning-centered processes, and its core competency of leading-edge nursing distance education has become a key work process.

**6.1b(1)** NCON's key work processes are shown in Figure 6.1-1. All key work processes at the college level are directly related to NCON's student-centered mission and core competencies. By focusing on student learning and the delivery of student value, NCON provides the state of Texas with the best possible nurses, resulting in overall value to all stakeholders and, in turn, to financial and organizational success and sustainability.

**6.1b(2)** Key work process requirements (Figure 6.1-1) are determined through multiple inputs, including information from students, faculty, staff, stakeholders, and partners. Faculty members offer input regarding curriculum, technology, and evaluation processes to appropriate committees. Student input can be voiced through SAC meetings with the dean, student evaluations at the end of each course, or informal conversations with faculty members and student success advisors. The BBB survey and the 4S for faculty, students, and alumni provide additional input. Key stakeholders and partners provide input through their activities and working relationships with NCON. Input from these sources is analyzed by the appropriate committees, followed by evaluation and improvement of processes using the Roundtable Review Process (Figure 6.2-1) and LADDIE (Figure 6.2-2).

Other considerations are THECB requirements, as well as standards for SACS and (critical for NCON's learning-centered processes) CCNE accreditation. While CCNE accreditation site visits occur only every ten years, to ensure continuous readiness and accomplishment of these key work process requirements, NCON performs a self-assessment on an accredited program each year. Assessment standards are set using a large base of students and stakeholders, suppliers, partners, and collaborators, and they are reviewed to ensure they reflect the changing needs of the community.

While many of NCON's key work processes are aligned with the standards developed through CCNE, the college also places a strong emphasis on instructional technology and distance learning, which provide a competitive advantage. Questions related to these core competencies were added to the BBB assessment instruments to provide NCON with effective information to guide progress in these areas. BBB results specific to NCON key work processes are presented in Figures 7.5-7–7.5-8.

To promote the engagement of its students in active learning, NCON uses the input described above to determine the most
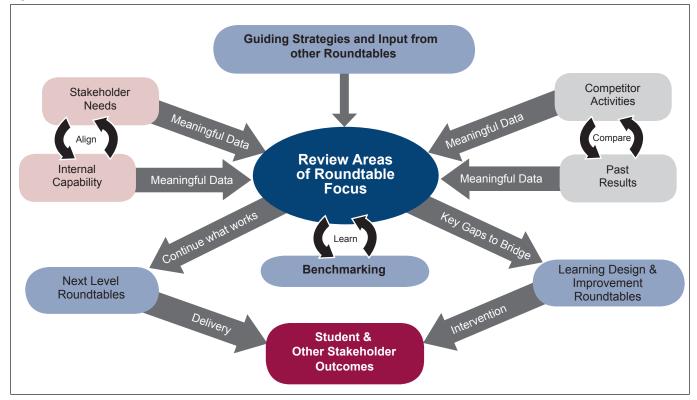
**Figure 6.1-1  Key Work Processes**

| Key Work Processes | Requirements | In-Process Measures | Measures | Examples of Innovation |
|---|---|---|---|---|
| **Nursing Classroom Education** | Improved learning | Review of course objectives Amount and types of oral communica- tion Exams | NCLEX results CCNE self- assessment BBB End-of-course evaluations Master's GPA requirements Graduation rates | Use of "Ask-a-Nurse" call monitoring from clinical partners during class through tele- phone technology |
| **Nursing Distance Education** | Improved learning | Review of course objectives | CCNE self- assessment BBB End-of-course evaluations Master's GPA requirements Graduation rates | Use of haptic technology to allow distance learners to use the sense of touch in virtual simulations |
| **Nursing Field Education** | Improved learning and skills | Preceptor evaluations | NCLEX results Graduation rates CCNE self- assessment BBB | Partnership with Gemini Home Health Sys- tems to create ride-along practicum (Mobile Nurse) for home nursing visits enhanced with cellular computing technology to connect students real-time with distant instructors |
| **Nursing Field Care** | Effective caregiving | Number of assessments completed | Amount of charity care provided BBB | Policy to have all college faculty participate in off-site practicum care delivery |
| **Nursing Curriculum Design** | High learning effective- ness | Program evalu- ation plans | NCLEX results Graduation rates BBB | Improvement of the LADDIE curriculum design process to accelerate curriculum design and improvement. LADDIE featured as a best practice at CCNE sharing conference |
| **Enrollment, Student Placement, Finan- cial Aid, Advising, Registration (NCON Students)** | Improved satisfaction | Transactional survey | 4S (segmented to NCON students), BBB | Addition of individual career potential and development advice questions to all Practicum Feedback and end-of-term instructor assess- ments (during grading) |
| **Student Success** | Improved learning | Student feedback | NCLEX results Job placement rate BBB Employer satisfaction | Use of leading-edge "customer service" technologies to enhance distance learners' 24-hour connection to qualified tutoring and counseling resources |

effective education delivery methods for its various student segments and courses, and it incorporates this consideration into the design of its key work processes. The combination of interactive course formats and small class sizes enhances faculty members' ability to anticipate, prepare for, and meet individual differences in student learning rates and styles. For example, classes include lectures, discussions, and small group exercises to engage all students. NCON also uses tech- nology (e.g., online testing and course delivery, high-fidelity patient simulators) to enhance engagement. In addition, the Student Success Program helps engage and address the needs of English as a Second Language students, and a skills lab is available to students whenever the campus is open.

Students at the undergraduate and master's levels complete clinical practicums either in small cohorts or individually. Class sizes for nursing undergraduate core courses range from 18 to 24 students, clinicals are capped at 10 students per instructor, and master's and doctoral classes generally have 10 students. Small class sizes enable faculty members to assess students' comprehension and learning through class interaction and to meet with students outside of class for one- on-one or small group discussions on course material.

**6.1c** NCON adheres to the comprehensive emergency preparedness plans developed and overseen by the CTU Director of Public Safety. The Emergency Response Plan

**Figure 6.2-1  Roundtable Review Process**



includes policies and procedures to ensure the continuity of operations in the event of weather-related emergencies, as well as those related to fire, hazardous materials, demonstrations, and possible bomb threats. Employees at each campus participate in regularly scheduled emergency drills and training. All off-campus courses require students and faculty to become familiar with safety and emergency procedures in each location or partner facility. NCON emphasizes prevention, especially in situations where students may be exposed to disease or biohazards. Therefore, the nursing curriculum covers safety considerations well in advance of potential exposure and reiterates these concepts often to ensure students and faculty understand them and can act quickly and correctly.

NCON also participates in emergency preparedness plans for the clinics it operates at each campus. For example, the college partners in the operation of the Freedom campus clinic with the Fort Hood Medical Unit and has established procedures for quick staffing and operation of that clinic in case of an emergency. In the days following Hurricane Katrina, regional medical facilities were overloaded due to increased injuries and the decrease of medical center capacity along the Gulf Coast. NCON staff and students were able to alleviate some of the capacity problems by operating the Freedom clinic to accommodate triple the normal patient load. While the clinic did not care for seriously injured patients, by attending to patients with minor injuries, it was able to free up resources in area hospitals for those in greater need.

To ensure the continued operation of its online courses, in collaboration with CTU's IT Division, NCON has developed and implemented a robust prevention, management, continuity, and recovery plan for its technology systems (see 4.2b[2]). NCON faculty and staff provide their input on innovations and improvements by serving on CTU's IT and Distance Education Committees.

## 6.2 Work Processes

**6.2a** NCON designs and innovates its work processes to meet key requirements using the Roundtable Review Process (Figure 6.2-1) and LADDIE (Figure 6.2-2). Adopted by CTU in 1997 to design, manage, and improve work systems and processes, these systematic methods are taught during new faculty and staff orientation, as well as at various times during the school year. The Roundtable Review Process is used by committees and project teams executing action plans. These groups use LADDIE in the design and innovation of learning and nonlearning work systems and processes.

The responsibility for design and innovation resides with committees and the Dean's Council through the oversight of Roundtables. During the Development phase of LADDIE, new technology, organizational knowledge, and the need for agility are incorporated into process design, as well as consideration of improvements in cycle time, productivity, cost control, and other efficiency and effectiveness factors. For example, curriculum approval cycle time has been reduced

**Figure 6.2-2 LADDIE Design and Improvement Process**

| Phase | Steps |
|---|---|
| **L**earning | Based on an environmental review, determine if there is a need for a learning or system design, redesign, or improvement. |
| **A**nalysis | Clarify the system or instructional problem, establish goals and objectives, and identify attributes of the current state. |
| **D**esign | Establish system or learning objectives, identify assessment instruments, and implement system design and/or lesson planning and media selection. |
| **D**evelopment | Create, assemble, and test the new system or the content assets created in the design phase, and integrate technologies. Review feedback on the project and revise as necessary. |
| **I**mplementation | Develop a procedure for training the teachers and the learners (or the system users) and deploying the new/changed curriculum or system. |
| **E**valuation | Conduct formative evaluation at each stage of the LADDIE process. Conduct summative evaluation through tests or observations specific to the curriculum or system, using feedback from the users. |

**Figure 6.2-3 Work Process Assessment Methods**

| Source | Assessment Method |
|---|---|
| NCLEX | Licensure pass rate of graduates |
| 4S | Third-party survey of students, faculty and staff, and alumni |
| 4S Funnel | Transcript/enrollment analysis measuring student retention and student progress against key program milestones |
| CCNE | Annual degree program self-assessment against CCNE accreditation standards |
| BBB | Annual surveys of graduating students, employers, and faculty and staff |
| Course Evaluations | Surveys of students at midpoint and end of semester for each class, with additional questions for distance learning courses |

through a recently streamlined system at the university level, which NCON leveraged to reduce the cycle time for developing and implementing new courses (from 12 months to 4 months) and for moving courses from traditional-classroom to distance-learning formats. This reduction enhances NCON's ability to quickly align its curricula with changing nursing practices and employer needs (e.g., it recently added a surgical nursing elective to provide students with exposure to operating room nursing).

The Roundtable Review Process also ensures NCON's ability to sustain the relevance of instruction as techniques and technologies evolve. Further, NCON's focus on distance learning is a cost-efficient yet effective learning strategy for students and the college. It also is a key enabler for sustaining alumni engagement by providing education on new developments in nursing to those in practice. NCON addresses the sequencing and linkages among its courses through the development and strict enforcement of course prerequisites, lock-step cohort progression through the undergraduate nursing curriculum, and a course numbering system that guides graduate students on sequencing their degree components.

**6.2b(1)** To ensure that the implementation of its key work processes addresses design requirements, NCON uses the Roundtable Review Process and LADDIE, which cover policy development, deployment, and training. In managing

these processes, NCON ensures they meet design requirements by establishing ownership, metrics, and accountability for them. Performance is managed by monitoring in-process and outcome measures (Figure 6.1-1) for processes throughout the work systems. Following course syllabi requirements on a day-to-day basis also helps ensure key process requirements are met. Course syllabi are aligned with curriculum and technology processes.

Because NCON's key work processes are centered on student learning, the college uses multiple assessment methods (Figure 6.2-3) for both formative and summative measures of student achievement to control and improve these processes. Formative measures, which are key in-process measures used in managing NCON's learning-centered processes, include exams, enforcement of prerequisites, and course assignments. Summative measures include final grades and standard end-of-course evaluations and exams, as well as undergraduate students' performance on the NCLEX. Results, including comparisons to other schools in Texas and national benchmarks, are used to improve curricula and student support.

The Dean's Council, NPAC, and committees monitor both in-process and end-of-process indicators. Timely feedback is gathered from students, advisory groups, faculty, staff, and other stakeholders through course evaluations, alumni surveys, annual advisory group meetings, and BBB results. Student, faculty, and clinical partner inputs are used to fine-tune course offerings and program delivery mechanisms.

**6.2b(2)** To reduce variability in the implementation of its work processes, NCON uses systematic processes that include all appropriate stakeholders and are deployed throughout the organization. NCON work processes are designed based on student and other stakeholder input

received through listening and learning methods described in Category 3. Each work process is subject to the Roundtable Review Process during meetings of the NPAC and other faculty/stakeholder venues. The Roundtable Review Process requires consideration of purpose (design requirements) and results to determine gaps and opportunities. Corrective actions and improvements are initiated through project teams. Stakeholder needs are also formally considered in relation to internal capabilities when determining gaps. Following the steps of the LADDIE process (Figure 6.2-2) ensures that key work processes are systematically designed, implemented, and deployed to all appropriate parties, reducing their variability.

NCON monitors the performance of each work process to detect and respond to changes that may introduce variations in student learning. For example, while the annual program CCNE self-assessment process is calibrated to an 80% score as meeting accreditation requirements, NCON addresses any score trending downward, as well as scores below 90%, for attention, rather than waiting for CCNE noncompliances.

Such proactive and continuous monitoring of key processes helps NCON minimize costs of inspections, tests, and process or performance audits. In addition, many of these costs are reduced by universitywide inspections or audits that diminish or eliminate the need for campus- or college-level audits. Likewise, the university has an ongoing relationship with 4S and BBB that NCON leverages to gather data specific to NCON students. The use of standard assessment criteria from CCNE, BBB, and 4S also minimizes the cost to develop and deploy assessments. The systematic LADDIE process, including tests during the development phase, helps prevent errors and rework. Constant monitoring of work processes facilitates the early identification and resolution of any errors or other problems.

**6.2c** Continuous improvement of work processes occurs through the use of the Roundtable Review Process and LADDIE. The university adopted these models to help faculty and staff think through problems and processes in an effective way that results in better student outcomes. In addition, the Dean's Council, in collaboration with the CTU provost, conducts an annual review of the college's educational programs, services, and offerings to identify any needed improvements, additions, or deletions. Information on new programs or offerings, including comparisons to similar colleges, is gathered during the SPP environmental scan and is evaluated by the Curriculum Committee, as well as NPAC.

As described above (6.2b[1]), formative and summative assessment measures are incorporated into the evaluation phase of the LADDIE process and into the LIGHT Scorecard. These measures are monitored as part of the monthly LIGHT Scorecard reviews by NPAC, the Dean's Council, and faculty committees.

Any areas for work process improvement identified through these reviews or the Roundtable Review Process are addressed through LADDIE by a team with appropriate knowledge and skills for the project. Because NCON is considered a pioneer in improvement, it receives strong resource and funding support from the university for improvement projects. Improvements and lessons learned are shared through NCON's cross-functional and cross-level representation on Roundtables, LADDIE teams, committees, and councils, as well as through Golden Fleece and the CRE. These mechanisms allow strategies and tactics to be cascaded downward, while learning and innovations may be cascaded upward for greater deployment.

# Category 7: Results

## 7.1 Student Learning Outcomes

**7.1a** Student learning, the first of NCON's LIGHT scorecard areas, is not only essential for measuring progress on the strategic objective of building a high-achieving student population but is also a critical element of NCON's mission and vision.

NCON assesses student learning through a variety of measures, including NCLEX-RN pass rates, student retention, graduation rates, and job placement. Performance projections presented in this and other Results Items are marked with an asterisk.

One of the key learning indicators of the quality of undergraduate nursing programs is the performance of its

graduates on the NCLEX. For NCON, NCLEX measures the student learning outcomes of its largest segment of students, undergraduate students (P.1b[2]). Results for the first-time pass rate on the NCLEX-RN examination (Figure 7.1-1) show sustained improvement, with 2008 rates exceeding the state and national percentages and equaling or surpassing its three top competitors in the state.

In addition, NCON students have achieved consistently high pass rates on certification exams in their specialties (Figure 7.1-2). In 2008, the performance levels of NCON students equaled or surpassed those of the college's top competitor in all but one specialty program.

**Figure 7.1-1 NCLEX-RN Pass Rates**



**Figure 7.1-3 Retention Rates by Gender/Ethnicity**
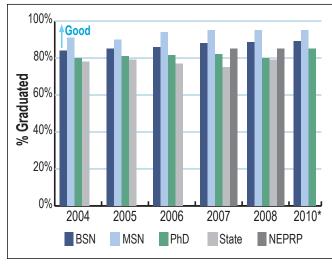
|  |  | 2005 | 2006 | 2007 | 2008 |
|---|---|---|---|---|---|
| **Male** | BSN | 75% | 79% | 83% | 85% |
|  | MSN | 87% | 87% | 88% | 91% |
|  | PhD | 75% | 76% | 77% | 84% |
| **Female** | BSN | 83% | 86% | 90% | 93% |
|  | MSN | 79% | 80% | 81% | 83% |
|  | PhD | 75% | 77% | 80% | 85% |
| **Caucasian** | BSN | 88% | 90% | 90% | 91% |
|  | MSN | 97% | 95% | 96% | 97% |
|  | PhD | 85% | 85% | 87% | 87% |
| **African American** | BSN | 79% | 81% | 83% | 89% |
|  | MSN | 84% | 80% | 90% | 93% |
|  | PhD | 76% | 79% | 78% | 81% |
| **Hispanic** | BSN | 73% | 77% | 79% | 81% |
|  | MSN | 72% | 74% | 76% | 77% |
|  | PhD | 79% | 81% | 82% | 83% |
| **Asian** | BSN | 96% | 93% | 94% | 97% |
|  | MSN | 94% | 96% | 95% | 98% |
|  | PhD | 94% | 95% | 95% | 96% |

Another critical outcome and strategic challenge for NCON is successfully enrolling, retaining, and graduating not only entry-level nurses but also master's and doctoral degree students in order to meet the community needs of more nursing clinicians and leaders in the clinical setting, as well as more nursing faculty for higher education. More specifically, NCON strives to increase its recruitment rates for male and minority students and its retention and graduation rates for minority students.

In addition to increasing its enrollment for most of these student segments (Figures 7.3-8–7.3-9), NCON has increased both its retention and graduation rates. The first academic year can be a critical one in determining students' ultimate success and graduation. The rate of student retention for the first full academic year (Figures 7.1-3 and 7.1-4) has improved for all students—and in particular for male and minority students (a strategic challenge). The overall retention rate also compares favorably with the college's top competitors and the overall state level. These improved retention rates reflect the positive impact of establishing on each campus a Student Success Program and student success counselors who provide academic and personal counseling and tutoring.

To be eligible for the THECB Nursing Education Performance Recognition Program (NEPRP), nursing schools

**Figure 7.1-4 Comparative Retention Rate**



**Figure 7.1-2 Specialty Certification Exam Pass Rates**

| Specialty Program | 2004 | 2005 | 2006 | 2007 | 2008 | 2009* | Peer 1 (2008) |
|---|---|---|---|---|---|---|---|
| Adult Nurse Practitioner | 95% | 96% | 97% | 94% | 98% | 99% | 98% |
| Family Nurse Practitioner | 96% | 98% | 100% | 98% | 100% | 100% | 99% |
| Neonatal Nurse Practitioner | 93% | 95% | 97% | 95% | 96% | 97% | 97% |
| Adult Health CNS | 94% | 96% | 93% | 97% | 98% | 98% | 97% |
| Pediatrics CNS | 96% | 95% | 97% | 99% | 100% | 100% | 98% |
| Geriatrics CNS | 92% | 92% | 94% | 95% | 97% | 98% | 97% |

**Figure 7.1-5 NCON Graduation Rates: Degree Programs**



**Figure 7.1-6 Graduation Rates by Gender and Ethnicity**
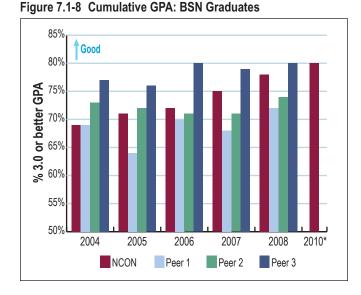
| | | 2005 | 2006 | 2007 | 2008 |
|---|---|---|---|---|---|
| **Male** | **BSN** | 69% | 74%% | 77% | 82% |
| | **MSN** | 81% | 83% | 84% | 87% |
| | **PhD** | 70% | 71% | 73% | 79% |
| **Female** | **BSN** | 78% | 81% | 86% | 89% |
| | **MSN** | 93% | 92% | 93% | 94% |
| | **PhD** | 77% | 78% | 82% | 83% |
| **Caucasian** | **BSN** | 88% | 90% | 91% | 93% |
| | **MSN** | 95% | 97% | 98% | 97% |
| | **PhD** | 85% | 86% | 85% | 84% |
| **African American** | **BSN** | 75% | 77% | 79% | 85% |
| | **MSN** | 80% | 83% | 86% | 89% |
| | **PhD** | 76% | 79% | 78% | 79% |
| **Hispanic** | **BSN** | 73% | 78% | 81% | 86% |
| | **MSN** | 81% | 80% | 87% | 90% |
| | **PhD** | 74% | 78% | 78% | 80% |
| **Asian** | **BSN** | 92% | 90% | 91% | 94% |
| | **MSN** | 92% | 95% | 93% | 97% |
| | **PhD** | 92% | 91% | 92% | 93% |

must have an 85% or higher NCLEX pass rate and an 85% or higher graduation rate. For the past five years, NCON's NCLEX-RN pass rate has exceeded this level (Figure 7.1-1), and for the past four years NCON's BSN and MSN graduation rates have equaled or exceeded it (Figure 7.1-5). NCON's graduation rates also have consistently exceeded the overall state graduation rate. While graduation rates for PhD programs have not equaled the performance levels of the BSN and MSN programs, the success of the new DNP program is contributing to higher first-year retention rates in this area (Figure 7.1-3) and is expected to result in improved PhD graduation rates.

Also in alignment with improved retention rates, graduation rates for males and minority groups show significant improvement (Figure 7.1-6).

In addition, NCON demonstrates consistently high levels and improving rates for both program completion and graduation rates for its student segments of distance learners, transfer students, and international students (Figure 7.1-7). NCONs results have consistently outperformed the state rates for these groups. To address the unique challenges and lagging program completion rates of international students, in 2006 NCON implemented a mentoring program in which U.S. students help orient and answer questions for their foreign peers.

NCON tracks its students' grade point averages (GPAs) as a key measure of its learning-centered processes and of NCON's progress on its strategic objective to build a high-achieving student population. In particular, it tracks the percentage of its BSN graduates who achieve or exceed a cumulative 3.0 GPA—a requirement for admissions to master's nursing programs that is linked to NCON's challenge of increasing the number of graduate nursing students. NCON's performance on this measure (Figure 7.1-8) shows

steady improvement for the past five years, surpassing two of its three top competitors since 2006.

One of the most important student learning outcomes at NCON is to ensure that students acquire the skills, expertise, and passion they will need to best serve the variety of health care needs and issues of the people in Texas and elsewhere.

**Figure 7.1-7 Program Completion/Graduation Rate: Other Student Segments**

**Figure 7.1-8  Cumulative GPA: BSN Graduates**



**Figure 7.1-9  Baccalaureate Degree Placement Rate**



NCON conducts six-month and one-year follow-up surveys of baccalaureate degree graduates to determine whether they have found a job in their chosen professional area. Survey results (Figure 7.1-9) show NCON's graduates ahead of the statewide comparison for five years in a row.

A similar survey is sent to students who have received master's or doctoral degrees that includes the item, "The degree I earned at NCON has been a significant benefit in being hired for a job or improving my ability to perform my job." The percentage of respondents who answered "agree" or "strongly agree" has been above 90% since 2005 (Figure 7.1-10).

NCON also evaluates its students' learning from the perspective of their employers. An item on the annual employers' survey asks respondents to rate on a scale of 1 to 6 the skills

and knowledge of employees who are NCON graduates and those who are graduates of NCON's top competitors. NCON has consistently outperformed two out of its three top competitors in this area and has equaled or surpassed the rating of its top competitor for the past three years (Figure 7.1-11). NCON has similar favorable results from its overall employer assessment (Figure 7.2-12) and community overall evaluation (Figure 7.2-13).

**Figure 7.1-10  Job-Related Benefits of MSN and PhD Degrees**



**Figure 7.1-11  Employers' Rating of Graduates' Skills and Knowledge**

**Figure 7.2-1  Student Satisfaction in Key Areas (4S)**

| | 2004 | 2005 | 2006 | 2007 | 2008 | 2009* |
|---|---|---|---|---|---|---|
| **Overall satisfaction** | | | | | | |
| NCON | 4.84 | 5.05 | 5.32 | 5.49 | 5.66 | 5.76 |
| Top Peer | 4.97 | 5.23 | 5.15 | 5.05 | 5.17 | 5.21 |
| National Top 10% | 4.89 | 5.02 | 5.08 | 5.12 | 5.19 | 5.26 |
| **Would enroll again** | | | | | | |
| NCON | 4.91 | 5.07 | 5.33 | 5.41 | 5.53 | 5.61 |
| Top Peer | 4.9 | 5.11 | 5.29 | 5.22 | 5.25 | 5.28 |
| National Top 10% | 5.02 | 5.12 | 5.15 | 5.08 | 4.49 | 4.63 |
| **Expectations met** | | | | | | |
| NCON | 5.16 | 5.24 | 5.36 | 5.32 | 5.43 | 5.51 |
| Top Peer | 4.99 | 5.19 | 5.16 | 5.21 | 5.17 | 5.22 |
| National Top 10% | 5.19 | 5.28 | 5.11 | 5.14 | 5.18 | 5.23 |

## 7.2 Customer-Focused Outcomes

**7.2a(1)** Student and stakeholder satisfaction are key to maintaining NCON's reputation as a student-focused college with high-quality academic programs and moderate tuition rates—critical success factors. NCON is proud of its sustained high levels of student and stakeholder satisfaction.

Figures 7.2-1–7.2-3 provide a summary of results from the 4S for students on several key satisfaction factors. The 4S uses a 6-point scale, with 6 being the highest level of satisfaction. Comparisons are to the 4S national top 10% level and to NCON's top competitor. (Additional comparative data are available on-site.) Performance projections in these and other figures are marked with an asterisk.

Figure 7.2-2 provides key results for student satisfaction by academic program, as well as for the satisfaction of NCON's transfer, international, and distance student segments.

Figure 7.2-3 illustrates sustained high and/or steadily improving satisfaction levels for students of all ethnicities. These results are linked to NCON's strategic challenge of increasing the recruitment, retention, and graduation rates of minority students (see Figures 7.3-9, 7.1-3, and 7.1-6). To address this challenge, in 2004, the college added success counselors on each campus to provide one-on-one counseling, tutoring, mentoring, and career-advising for at-risk students.

Other key requirements identified through analysis of customer feedback include instructional excellence, scheduling flexibility, the accessibility of instructors, and the use of technology to enhance course availability and variety. Many online student support tools are now available, including online live tutoring, eMentoring, student-initiated online study groups and project teams, and minimovies providing 24/7 supplementary instruction. Survey results (Figure 7.2-4) demonstrate increasing satisfaction with all these elements.

Figure 7.2-5 provides results from an annual universitywide survey of students' perceptions of the quality of support services on each of NCON's campuses. Results reflect the percentage of respondents who indicated they were "highly satisfied." Results for student segments and compared to other CTU programs are available on-site.

The electronic Complaint Management System (CMS) was implemented in 2005 to expedite obtaining information on issues of concern to students and other stakeholders. Responses to the 4S statements "means are readily available for students to express complaints" and "this institution provides timely responses to student complaints" (Figure 7.2-6) show steady improvement since that time.

**7.2a(2)** NCON assesses its success in building relationships with its students and stakeholders, as well as increasing their engagement, through a variety of methods. The college's high levels of student retention and graduation, including increases in these measures for minority students, indicate its success in these areas (Figures 7.1-3–7.1-7). In addition, the annual ACSE measures students' curricular, extracurricular, and overall engagement. Results in Figure 7.2-7 show improving overall levels for "highly engaged" student segments, with the 2008 level for all students (75%) surpassing the national top 10% level (74%). After survey results for 2004 showed that increasing students' engagement required new approaches—particularly for distance students—NCON implemented improvements. These included a student blog and faculty training on increasing student engagement in the learning process (e.g., through optional study sessions and one-on-one discussions).

ACSE results also demonstrate that NCON students have high levels of engagement related to specific curricular and extracurricular aspects of their college experience (Figure 7.2-8): social and sports activities; campus life, which includes opportunities for student employment; interaction

**Figure 7.2-2  Student Satisfaction by Academic Program and Other Segments (4S)**

| | 2004 | 2005 | 2006 | 2007 | 2008 | 2009* |
|---|---|---|---|---|---|---|
| **Overall Satisfaction** | | | | | | |
| BSN | 4.89 | 4.96 | 5.13 | 5.29 | 5.32 | 5.35 |
| MSN | 5.08 | 5.19 | 5.32 | 5.45 | 5.66 | 5.74 |
| PhD | 5.32 | 5.14 | 5.27 | 5.38 | 5.44 | 5.52 |
| Distance students | 4.41 | 4.46 | 4.49 | 4.95 | 5.27 | 5.31 |
| Transfer students | 5.22 | 5.26 | 5.29 | 5.31 | 5.34 | 5.35 |
| International students | 4.72 | 4.74 | 4.77 | 4.71 | 4.82 | 4.85 |
| **Would enroll again** | | | | | | |
| BSN | 5.13 | 5.22 | 5.36 | 5.43 | 5.53 | 5.58 |
| MSN | 5.26 | 5.45 | 5.56 | 5.71 | 5.89 | 5.92 |
| PhD | 5.26 | 5.33 | 5.42 | 5.57 | 5.60 | 5.63 |
| Distance students | 4.62 | 4.66 | 4.71 | 4.74 | 5.10 | 5.20 |
| Transfer students | 5.06 | 5.11 | 5.13 | 5.18 | 5.23 | 5.27 |
| International students | 4.69 | 4.72 | 4.76 | 4.81 | 4.88 | 4.93 |
| **Expectations met** | | | | | | |
| BSN | 5.17 | 5.26 | 5.31 | 5.38 | 5.49 | 5.54 |
| MSN | 5.19 | 5.23 | 5.31 | 5.46 | 5.55 | 5.59 |
| PhD | 5.29 | 5.34 | 5.46 | 5.45 | 5.57 | 5.62 |
| Distance students | 4.43 | 4.52 | 4.59 | 4.62 | 4.95 | 5.10 |
| Transfer students | 4.55 | 4.59 | 5.06 | 5.11 | 5.13 | 5.17 |
| International students | 4.43 | 4.46 | 4.51 | 4.54 | 4.57 | 4.62 |

**Figure 7.2-3  Student Satisfaction by Ethnicity (4S)**

| | 2004 | 2005 | 2006 | 2007 | 2008 | 2009* |
|---|---|---|---|---|---|---|
| **Overall Satisfaction** | | | | | | |
| Caucasian | 5.33 | 5.41 | 5.64 | 5.74 | 5.89 | 5.99 |
| African American | 4.71 | 4.79 | 4.73 | 4.88 | 4.84 | 4.87 |
| Hispanic | 5.39 | 5.47 | 5.51 | 5.64 | 5.64 | 5.69 |
| Asian | 5.53 | 5.59 | 5.66 | 5.72 | 5.78 | 5.83 |
| Other | 4.84 | 4.99 | 5.1 | 5.17 | 5.25 | 5.30 |
| **Would enroll again** | | | | | | |
| Caucasian | 5.19 | 5.28 | 5.43 | 5.51 | 5.66 | 5.71 |
| African American | 4.98 | 5.06 | 5.18 | 5.26 | 5.35 | 5.40 |
| Hispanic | 5.32 | 5.46 | 5.51 | 5.68 | 5.78 | 5.88 |
| Asian | 4.88 | 4.97 | 5.16 | 5.18 | 5.25 | 5.32 |
| Other | 4.91 | 4.98 | 5.12 | 5.15 | 5.18 | 5.21 |
| **Expectations met** | | | | | | |
| Caucasian | 5.03 | 5.18 | 5.26 | 5.41 | 5.55 | 5.63 |
| African American | 4.82 | 4.93 | 5.05 | 5.17 | 5.28 | 5.34 |
| Hispanic | 4.97 | 5.06 | 5.18 | 5.29 | 5.44 | 5.56 |
| Asian | 5.36 | 5.42 | 5.54 | 5.61 | 5.68 | 5.74 |
| Other | 5.08 | 5.11 | 5.13 | 5.23 | 5.25 | 5.29 |

**Figure 7.2-4  Satisfaction With Curricula/Instruction (4S)**



Rating (y-axis 0–6), x-axis years 2005, 2006, 2007, 2008, 2009*

Legend:
- Quality of Instruction
- Scheduling Flexibility
- Instructor Accessibility
- Online Courses
- Variety of Courses

**Figure 7.2-5  Satisfaction With Support Services**

| | 2004 | 2005 | 2006 | 2007 | 2008 |
|---|---|---|---|---|---|
| **Library** | | | | | |
| Freedom | 72% | 74% | 78% | 77% | 73% |
| San Antonio | 78% | 76% | 72% | 72% | 73% |
| Dallas | 73% | 74% | 85% | 83% | 83% |
| **Bookstore** | | | | | |
| Freedom | 68% | 70% | 70% | 71% | 72% |
| San Antonio | 73% | 72% | 74% | 75% | 76% |
| Dallas | 72% | 73% | 83% | 81% | 83% |
| **Food Services** | | | | | |
| Freedom | 67% | 68% | 70% | 69% | 72% |
| San Antonio | 71% | 72% | 70% | 69% | 72% |
| Dallas | 73% | 75% | 86% | 84% | 85% |
| **IT Assistance** | | | | | |
| Freedom | 83% | 86% | 87% | 88% | 90% |
| San Antonio | 85% | 87% | 84% | 85% | 86% |
| Dallas | 82% | 83% | 85% | 85% | 86% |

with other students, including participation in online and campus student forums, clubs, committees, and study groups; and interaction with faculty. NCON's low student-to-faculty ratios (Figure 7.4-10) facilitate greater interaction and engagement.

While support provided during a student's time on campus is critical, the purpose of providing educational services is to ensure that students have the skills and knowledge they will need after graduation. BSN and MSN graduates are surveyed annually to assess their continuing engagement with NCON. Among the key survey items are "I would recommend NCON to a friend" and "NCON was a worthwhile

**Figure 7.2-6  Satisfaction With Complaint Management (4S)**

| | 2004 | 2005 | 2006 | 2007 | 2008 |
|---|---|---|---|---|---|
| **Availability** | | | | | |
| NCON | 4.85 | 5.25 | 5.75 | 5.78 | 5.89 |
| Top Peer | 5.30 | 5.15 | 5.65 | 5.50 | 5.75 |
| National Top 10% | 5.40 | 5.25 | 5.17 | 5.25 | 5.55 |
| **Timely Response** | | | | | |
| NCON | 4.80 | 5.05 | 5.32 | 5.49 | 5.66 |
| Top Peer | 4.89 | 5.23 | 5.15 | 5.05 | 5.17 |
| National Top 10% | 5.00 | 5.22 | 5.18 | 5.25 | 5.13 |

**Figure 7.2-7  Student Engagement by Segment (ACSE)**



% highly engaged (y-axis 0%–100%), x-axis years 2004, 2005, 2006, 2007, 2008, 2009*

Legend:
- Distance Students
- Traditional Students
- International Students
- Transfer
- National Top 10%

**Figure 7.2-8  Curricular/Extracurricular Student Engagement (ACSE)**



% highly engaged (y-axis 0%–100%), x-axis years 2004, 2005, 2006, 2007, 2008

Legend:
- Social/Sports Activities
- Campus Life
- Student Interaction
- Interaction With Faculty

investment in my future." Results (Figure 7.2-9) show that the percentage of respondents who "strongly agree" with these statements has increased over time, reflecting significant advances in program quality coupled with tuition that compares favorably with peer colleges (Figure 7.3-1).

**Figure 7.2-9  Alumni Exit Assessment (BBB)**

| | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009* |
|---|---|---|---|---|---|---|---|
| **Recommend to friend** | | | | | | | |
| BSN | 67% | 65% | 70% | 67% | 69% | 72% | 73% |
| MSN | 65% | 63% | 68% | 69% | 71% | 70% | 71% |
| Overall | 66% | 64% | 69% | 68% | 70% | 71% | 72% |
| Peer 1 | 65% | 66% | 67% | 62% | 63% | 65% | |
| **Worthwhile investment** | | | | | | | |
| BSN | 68% | 66% | 69% | 67% | 69% | 69% | 71% |
| MSN | 70% | 69% | 72% | 69% | 72% | 70% | 73% |
| Overall | 69% | 68% | 71% | 68% | 71% | 69.5% | 73% |
| Peer 1 | 68% | 69% | 68% | 70% | 66% | 67% | |

**Figure 7.2-10  Alumni Survey**

| | 2006* | 2006** | 2007* | 2007** | 2008* | 2008** |
|---|---|---|---|---|---|---|
| **Employment Satisfaction** | | | | | | |
| BSN | 4.97 | 5.04 | 5.11 | 5.15 | 5.26 | 5.30 |
| MSN | 5.06 | 5.18 | 5.27 | 5.33 | 5.42 | 5.45 |
| PhD | 4.98 | 5.03 | 5.10 | 5.18 | 5.20 | 5.25 |
| National Top 10% | 5.18 | 5.25 | 5.21 | 5.23 | 5.20 | 5.21 |
| **Employment Preparation** | | | | | | |
| BSN | 5.25 | 5.25 | 5.66 | 5.68 | 5.68 | 5.70 |
| MSN | 5.27 | 5.28 | 5.34 | 5.4 | 5.48 | 5.51 |
| PhD | 5.30 | 5.34 | 5.29 | 5.33 | 5.40 | 5.45 |
| National Top 10% | 5.23 | 5.28 | 5.21 | 5.27 | 5.25 | 5.30 |

\* 6 months, \*\*12 months

In addition, recent graduates are surveyed at six months and one year postplacement. The survey, based on a scale of 1–6, includes an assessment of alumni's satisfaction with their employment and the extent to which the nursing program prepared them for career success (Figure 7.2-10). Results typically show improvement from the 6-month to the 12-month survey (respondents indicate this is due to a larger perspective with time), as well as improvement from year to year.

NCON considers sites where students complete clinical practicums to be key partners. These sites play critical roles in the college's learning-centered processes, as well as in the employment of graduates. Practicum satisfaction surveys emphasize satisfaction with student preparation, with the college's level of support provided during the practicum, and with practicum faculty (Figure 7.2-11). Results reflect the percentage of "satisfied" or "very satisfied" responses. Segmented results are available on-site.

Employers and community members also are regarded as key customers. Results from NCON's annual survey of employers (Figure 7.2-12) show favorable comparisons to its

top competitors and a high percentage of respondents who were "satisfied" or "very satisfied" with NCON's preparation of its graduates. Annual aggegation of results from NCON's quarterly community survey also demonstrates high levels of satisfaction with NCON and its graduates (Figure 7.2-13).

**Figure 7.2-11  Practicum Satisfaction (NCON-Internal)**

**Figure 7.2-12  Employer Assessment (BBB)**



**Figure 7.2-13  Community Overall Evaluation (NCON-Internal)**



Survey respondents include recipients of NCON's community services.

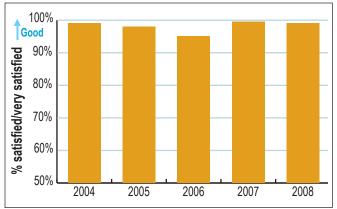# 7.3 Budgetary, Financial, and Market Outcomes

**7.3a(1)** While other universities within Texas have faced declining enrollment and decreases in state support, CTU and NCON have made wise use of financial resources to support state-of-the-art educational programming and faculty development initiatives. The financial indicators that are managed by the Dean's Council and NPAC include affordability, administrative costs, and research expenditures.

One of NCON's strategic advantages is providing a high-quality education at an affordable cost. Figure 7.3-1 shows that NCON's average tuition and fees per semester have been lower than its top competitors' since 2005. When the state of Texas allowed state institutions to begin setting their own tuition rates in 2004, many schools significantly increased their tuition; however, CTU and NCON have continued to

show fiscal responsibility, maintaining a moderate growth rate. NCON also offers exceptional value to students; despite its low tuition and fees, the college manages to keep its student/faculty ratio low (Figure 7.4-10), allowing for a higher level of student/faculty interaction and individual attention. Performance projections in figures are marked with an asterisk.

A key measure of financial performance that both supports and is correlated with one of NCON's strategic objectives (i.e., build a high-achieving student population) is the ability to offer and award undergraduate nursing scholarships and to attract external sources of scholarship funding. Figure 7.3-2 illustrates the increase in total scholarship dollars awarded and the increase in the average amount of a scholarship award from 2003 to 2008.

In support of its focus on student learning, NCON strives to expend the largest possible proportion of its available resources on instruction and other student-learning processes. In particular, it strives to keep the percentage of administrative costs to the total operating budget low through efficiencies and continuous improvement. NCON has outperformed its main competitors on this measure since 2006 (Figure 7.3-3). As a result, NCON consistently outperforms its budget and is able to allocate unspent budget

**Figure 7.3-1  Average Tuition and Fees**



**Figure 7.3-2  NCON Student Scholarship Awards**

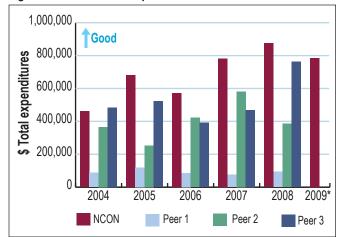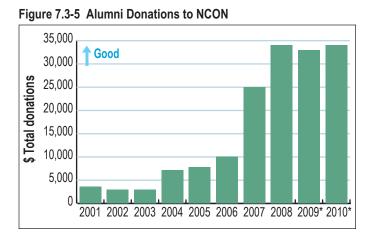| | # Awarded | Total $ | Average Award $ |
|---|---|---|---|
| 2003 | 37 | $ 63,048 | $1,704 |
| 2004 | 55 | $121,880 | $2,216 |
| 2005 | 95 | $238,925 | $2,515 |
| 2006 | 120 | $333,000 | $2,775 |
| 2007 | 150 | $424,350 | $2,829 |
| 2008 | 200 | $634,800 | $3,174 |
| 2009* | 220 | $770,000 | $3,500 |

**Figure 7.3-3  Administrative Costs as a Percentage of Operating Budget**
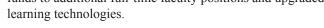


**Figure 7.3-4  Research Expenditures**



funds to additional full-time faculty positions and upgraded learning technologies.

Grant funding is a priority for NCON. Faculty conduct research to expand field and organizational knowledge, identify best practices, and enhance the student learning experience. While faculty members at NCON have a heavy teaching load, they also are committed to research and regularly submit grants for funding by federal and state agencies and private foundations. NCON's research expenditures (Figure 7.3-4) show a steady increase and compare favorably to its top competitors, including two other state colleges (peer 2 and peer 3). However, information gathered by NCON's senior leaders indicates a decrease in 2009 funding, reflecting the current nationwide economic challenges. This anticipated decrease is being addressed in preliminary 2009 action plans related to fiscal health measures.

NCON alumni are able to donate to the university or directly to the college through a contribution to its Friends account. In 2006, NCON worked closely with the development office to update its alumni records and provide an opportunity for online donations to its Friends account. The significant

increases in alumni donations (Figure 7.3-5) reflect these improvements, and, despite downturns in the economy, donations are projected to be sustained at or near current levels.

**7.3a(2)** NCON measures its market share and growth by two main indicators: enrollment and semester credit hours. Figure 7.3-6 shows an increase in the total number of fall semester credit hours for undergraduate RN programs, which include the traditional BSN program and the RN-BSN program. NCON has exceeded its top competitors since 2004, the first year competitive data were tracked. Figure 7.3-7 shows an increase in the total number of fall semester credit hours for graduate programs (master's and doctoral degree programs), with NCON's performance equaling or exceeding that of its closest competitors since 2005.

Enrollment tracked overall and by program (Figure 7.3-8) shows a continuing increase for the baccalaureate, master's, and doctoral degree programs. Preliminary action plans for 2009 include an expansion of online courses for RN to MSN students to address the decreasing enrollment for this program by enhancing accessibility. While enrollment overall in

**Figure 7.3-5  Alumni Donations to NCON**



**Figure 7.3-6  Credit Hours for Undergraduate Programs**

**Figure 7.3.7  Credit Hours for Graduate Programs**



**Figure 7.3-9  Enrollment by Gender and Ethnicity**

| | | 2005 | 2006 | 2007 | 2008 | 2009* |
|---|---|---|---|---|---|---|
| **Male** | BSN | 5% | 5% | 6% | 7% | 9% |
| | MSN | 7% | 5% | 11% | 13% | 14% |
| | PhD | 3% | 4% | 5% | 6% | 7% |
| **Female** | BSN | 95% | 95% | 94% | 93% | 91% |
| | MSN | 93% | 95% | 89% | 87% | 86% |
| | PhD | 97% | 96% | 95% | 94% | 93% |
| **Caucasian** | BSN | 62% | 57% | 51% | 44% | 42% |
| | MSN | 72% | 69% | 66% | 66% | 61% |
| | PhD | 77% | 72% | 73% | 71% | 68% |
| **African American** | BSN | 18% | 20% | 23% | 25% | 26% |
| | MSN | 16% | 17% | 16% | 19% | 20% |
| | PhD | 13% | 15% | 13% | 15% | 15% |
| **Hispanic** | BSN | 13% | 15% | 17% | 17% | 18% |
| | MSN | 4% | 6% | 7% | 7% | 9% |
| | PhD | 4% | 5% | 6% | 6% | 7% |
| **Asian** | BSN | 4% | 6% | 7% | 11% | 12% |
| | MSN | 5% | 6% | 8% | 7% | 8% |
| | PhD | 5% | 7% | 6% | 8% | 9% |
| **Other Ethnicities** | BSN | 3% | 2% | 2% | 3% | 2% |
| | MSN | 3% | 2% | 3% | 1% | 2% |
| | PhD | 1% | 1% | 2% | 0% | 1% |

the nurse practitioner program has steadily increased, enrollment in specialty areas varies. For example, while enrollment in most of the specialty areas has increased and NCON added an acute care nurse practitioner program in 2008 to meet growing interest in this area, enrollment has declined in the family and pediatrics nurse practitioner programs (a sectorwide trend). These declining programs are considered essential for meeting community health care needs for family health and will be reassessed in the 2009 SPP.

Enrollment rates for men and for men and women from minority communities—an NCON strategic challenge—continue to increase (Figure 7.3-9). This improvement reflects the success of NCON's increased recruitment activities.

In summer 2008, NCON entered a new market, admitting its first class of DNP students: 20 students selected from 140 applicants. For 2009, it anticipates admitting 25 students from over 150 applicants.

## 7.4 Workforce-Focused Outcomes

**7.4a(1)** Workforce satisfaction and engagement are critical to creating an environment for achievement of NCON's mission and vision and fulfillment of its values. A satisfied, engaged workforce focuses on student achievement, has
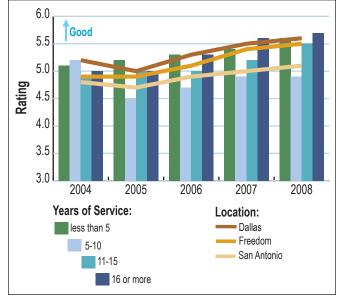
**7.3-8  NCON Enrollment by Program**

| | 2004 | 2004 Peer 1 | 2005 | 2006 | 2007 | 2008 | 2008 Peer 1 |
|---|---|---|---|---|---|---|---|
| **BSN** | 958 | 1,106 | 1,283 | 1,179 | 1,416 | 1,761 | 1,212 |
| **RN to BSN** | 88 | 103 | 89 | 131 | 149 | 153 | 122 |
| **RN to MSN** | 29 | 28 | 34 | 30 | 26 | 23 | 17 |
| **MSN: Nurse Practitioner** | 163 | 157 | 191 | 184 | 198 | 213 | 186 |
| **MSN: Clinical Nurse Specialist** | 36 | 45 | 43 | 77 | 83 | 92 | 53 |
| **MS Nursing Education** | 24 | 52 | 33 | 57 | 68 | 72 | 68 |
| **MS Nursing System Management** | 15 | 21 | 21 | 25 | 24 | 36 | 25 |
| **PhD** | 119 | 93 | 120 | 125 | 140 | 143 | 110 |
| **Total** | 1,432 | 1,605 | 1,814 | 1,808 | 2,104 | 2,493 | 1,793 |

**Figure 7.4-1  Workforce Satisfaction by Segments (4S)**

|  | 2004 | 2005 | 2006 | 2007 | 2008 | 2009* |
|---|---|---|---|---|---|---|
| Faculty |  |  |  |  |  |  |
|   Tenured | 5.2 | 5.1 | 5.6 | 5.7 | 5.7 | 5.8 |
|   Nontenured | 5.3 | 5.4 | 5.6 | 5.5 | 5.6 | 5.7 |
|   Adjunct | 4.4 | 4.3 | 4.5 | 4.8 | 4.9 | 5.0 |
|   Overall | 4.9 | 4.9 | 5.2 | 5.3 | 5.4 | 5.5 |
| Staff | 4.9 | 4.8 | 5.0 | 5.2 | 5.3 | 5.3 |
| Workforce Overall | 5.0 | 4.9 | 5.1 | 5.3 | 5.4 | 5.5 |
| National Top 10% | 5.5 | 5.6 | 5.6 | 5.5 | 5.6 |  |
| Peer 1 | 4.6 | 4.8 | 4.8 | 5 | 5 |  |

**Figure 7.4-2  Workforce Satisfaction by Service Length and Location (4S)**



**Figure 7.4-3  Satisfaction with Benefits (4S)**



**Figure 7.4-4  Onboarding Effectiveness**



low turnover, increases teaching effectiveness, and works together successfully.

Results from the annual 4S for overall faculty and staff satisfaction (Figures 7.4-1 and 7.4-2) demonstrate steady improvement in the satisfaction of the college's faculty and staff from 2004 to 2008, comparing favorably to its top competitor and approaching the national top 10%. This increase is attributed to the workforce's growing commitment to NCON's mission of preparing nurses, serving health care needs, and promoting lifelong learning and healthy communities (Figure P.1-1). Results from the 4S are on a 6-point scale, with 6 being the highest level. Performance projections in these and other figures are marked with an asterisk.

Feedback from faculty and staff has indicated that benefits are a key factor in workforce satisfaction. Results from the 4S on this factor (Figure 7.4-3) show sustained high levels of satisfaction for faculty members and increasing satisfaction for staff members.

Results from the 4S for faculty and staff indicate the effectiveness of onboarding in engaging those newly hired into the NCON community. Onboarding includes orientation, mentoring, and on-the-job training. Overall ratings for this approach have improved by about 10% since 2004 (Figure 7.4-4).

NCON also tracks faculty and staff retention (Figure 7.4-5) as a key indicator of workforce engagement. The college has reduced overall turnover significantly since 2005, outperforming its top competitor and CTU. The higher turnover percentages for adjunct faculty reflect a sectorwide challenge, as well as one of NCON's improvement areas, which the college is addressing through several action plans (Figure 2.2-1).

**7.4a(2)** A key approach to achieving high standards for teaching excellence at NCON is workforce development. NCON encourages faculty members to continue their quest for lifelong learning by taking classes and, where appropriate, pursuing doctoral degrees. While all faculty and staff are encouraged to take part in continuing education, NCON
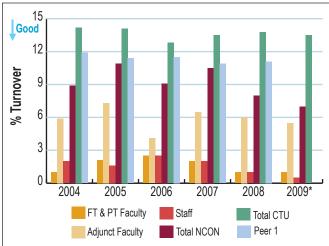
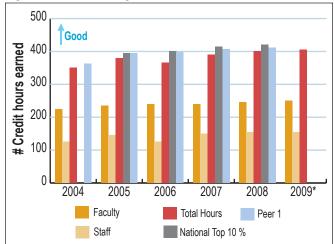**Figure 7.4-5  Workforce Turnover**



**Figure 7.4-6  Continuing Education Credits**



**Figure 7.4-7  Training Participation and Effectiveness**

| | 2005 | | 2006 | | 2007 | | 2008 | |
|---|---|---|---|---|---|---|---|---|
| | Partic. | Effec. | Partic. | Effec. | Partic. | Effec. | Partic. | Effec. |
| Orientation (Faculty and Staff) | 99% | 4.4 | 98% | 4.6 | 100% | 4.5 | 100% | 4.8 |
| Teaching Effectiveness (Faculty) | 88% | 4.0 | 95% | 4.5 | 97% | 4.8 | 99% | 4.7 |
| Leadership (Faculty and Staff) | 28% | 4.3 | 26% | 4.1 | 36% | 4.7 | 38% | 4.5 |
| Technology (Faculty and Staff) | 75% | 4.4 | 79% | 4.5 | 77% | 4.6 | 78% | 4.6 |
| Roundtable Review Process and LADDIE (Faculty & Staff) | 72% | 4.4 | 71% | 4.4 | 71% | 4.5 | 73% | 4.6 |

gives development opportunities as a reward for high-performance work. From 2004 to 2008, continuing education credit hours earned by NCON's workforce increased nearly 15%, narrowing the gap between NCON and its national and peer comparisons (Figure 7.4-6).

In addition, NCON and CTU provide a variety of training to increase the skills and knowledge of the workforce. Figure 7.4-7 shows the percentage of NCON's faculty and staff who have participated in key training classes, as well as their evaluation of the effectiveness of the training (on a scale of 1 to 5, with 5 the highest level). Participation in ethics training is shown in Figure 7.6-6.

To support workforce development, NCON has increased funds for tuition reimbursement and encouraged its faculty and staff to participate (Figure 7.4-8). This approach is in line with the college's strategic objective to maintain a high-quality workforce. Reimbursement funds used by faculty and staff members increased by nearly one-third from 2004 to 2008.

NCON's Career Ladder Program (Figure 7.4-9) is a key mechanism for workforce and leader development. Results show sustained improvement from 2004 to 2008 for faculty and staff participation in the program, as well as for the

number of participants who were promoted to a higher level (for a staff member, the next level might be a college administrator; for a faculty member, it might mean becoming a full professor).

**7.4a(3)** One of NCON's priorities is maintaining a sufficient number of faculty members to keep the student/faculty ratio
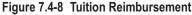
**Figure 7.4-8  Tuition Reimbursement**

**Figure 7.4-9  Career Ladder Program**

|  | 2004 | 2005 | 2006 | 2007 | 2008 | 2009* |
|---|---|---|---|---|---|---|
| **# of Participants** |  |  |  |  |  |  |
| Faculty | 28 | 36 | 41 | 53 | 62 | 65 |
| Staff | 3 | 5 | 8 | 9 | 9 | 10 |
| **# Promoted to Next Level** |  |  |  |  |  |  |
| Faculty | 21 | 30 | 37 | 48 | 58 | 62 |
| Staff | 1 | 3 | 6 | 8 | 7 | 9 |

**Figure 7.4-10  FTSE/FTFE Classroom Ratio**

|  | 2004 | 2005 | 2006 | 2007 | 2008 | 2009* |
|---|---|---|---|---|---|---|
| NCON | 20:1 | 19:1 | 19:1 | 18:1 | 17:1: | 17:1 |
| Peer 1 | 24:01 | 25:1 | 25:1 | 26:1 | 27: 1 |  |
| Peer 2 | 20:1 | 20:01 | 22:1 | 22:1 | 23:1 |  |
| Peer 3 | 33:1 | 34:1 | 30:1 | 27:1 | 27:1 |  |

**Figure 7.4-11  Faculty and Staff Capacity**

|  | 2004 | 2005 | 2006 | 2007 | 2008 | 2009* |
|---|---|---|---|---|---|---|
| Faculty |  |  |  |  |  |  |
| Full-Time | 37 | 42 | 48 | 54 | 53 | 54 |
| Part-Time | 21 | 26 | 36 | 40 | 44 | 45 |
| Adjunct/Loaned | 56 | 66 | 64 | 58 | 60 | 61 |
| Total | 114 | 134 | 148 | 152 | 157 | 160 |
| Staff | 16 | 19 | 20 | 21 | 21 | 21 |

low (Figure 7.4-10), allowing for a higher level of student-faculty interaction and individual attention. In clinical settings, such as practicums, NCON has consistently kept its student/faculty ratio below the 10:1 ratio stipulated by TBN, with a current ratio of 7:1. In classroom settings, due to its innovative recruitment and retention strategies, NCON has been able to improve its full-time student/full-time faculty ratio during a period when many of its peers are facing faculty shortages.

Figure 7.4-11 shows sustained or increasing capacity for full-time and part-time faculty, as well as for its administrative and clerical staff. The decreasing levels for adjunct faculty are related to higher turnover rates for this workforce segment (Figure 7.4-5).

In addition to increasing workforce capability by providing training and support for continuing education and other courses, NCON addresses the college's and the sector's strategic challenge of a nursing faculty shortage through such strategies as the doctoral education track (5.1b[1]). As a result, the percentage of faculty members with a doctoral degree has increased from 89% in 2003 to 98% in 2008.

**7.4a(4)** NCON supports its workforce by providing a climate that is conducive to workforce engagement and ensures the safety and health of its faculty and staff. The diverse workforce benefits provided to NCON's workforce have resulted in high levels of satisfaction (Figure 7.4-3). Likewise, 4S results demonstrate that NCON's multiple safety and security mechanisms have resulted in favorable responses to "I feel safe on the job" (Figure 7.4-12).

Results for several key measures related to employees' health and safety on campus and in clinical settings show positive trends and favorable comparisons to NCON's top competitor (Figure 7.4-13). NCON saw a relatively large number of back injuries in 2004, reflecting the addition of four geriatric courses to the curriculum. That year, a Roundtable Review Process was implemented to address opportunities for improvement in the workforce environment. As a result, NCON implemented extensive health and safety training, including guidance on safe lifting practices. Since that time, back and other injuries have steadily decreased. The percentage of employees receiving flu shots has also increased; free flu shots are available for all employees and recommended for NCON employees involved in clinical settings. In addition, all clinical faculty are screened for tuberculosis.

NCON also shows improving performance on two other safety measures: the days away from work due to employee injuries/restricted time (DART) rate (Figure 7.4-14) and money paid for workers' compensation claims (Figure 7.4-15). The peer comparisons in the latter figure are competitors with similar-size workforces.
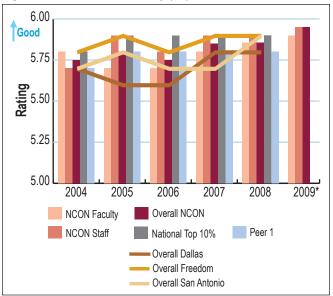
**Figure 7.4-12  Workforce Safety (4S)**

**Figure 7.4-13  Safety and Health**

| | | 2004 | 2005 | 2006 | 2007 | 2008 | 2009* |
|---|---|---|---|---|---|---|---|
| **Back Injuries:** | NCON | 9 | 3 | 2 | 0 | 1 | 0 |
| | Peer 1 | 5 | 4 | 6 | 2 | 2 | |
| **Needle Sticks:** | NCON | 8 | 5 | 3 | 1 | 1 | 0 |
| | Peer 1 | 3 | 4 | 5 | 2 | 1 | |
| **Hand/Wrist/Arm Injuries:** | NCON | 3 | 1 | 2 | 1 | 0 | 0 |
| | Peer 1 | 2 | 2 | 1 | 1 | 0 | |
| **Flu Shots:** | NCON | 35% | 38% | 46% | 63% | 67% | 70% |
| | Peer 1 | 45% | 52% | 48% | 55% | 58% | |

**Figure 7.4-14  Days Away/Restricted Time (DART)**



**Figure 7.4-15  Money Paid for Workers' Compensation Claims**



**Figure 7.5-1  Number of Initiatives and Faculty Slots Funded Each Year**

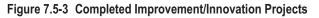| | 2004 | 2005 | 2006 | 2007 | 2008 | 2009* |
|---|---|---|---|---|---|---|
| **Technology:** | | | | | | |
| NCON | 2 | 4 | 6 | 5 | 4 | 3 |
| Health Sciences | 4 | 4 | 5 | 3 | 4 | 2 |
| Professional Studies | 3 | 2 | 3 | 2 | 1 | 1 |
| Arts & Sciences | 3 | 3 | 2 | 1 | 0 | 0 |
| **Facilities:** | | | | | | |
| NCON | 1 | 3 | 4 | 3 | 2 | 1 |
| Health Sciences | 2 | 2 | 4 | 3 | 1 | 1 |
| Professional Studies | 3 | 2 | 3 | 1 | 0 | 1 |
| Arts & Sciences | | | | | 0 | 0 |
| **Faculty:** | | | | | | |
| NCON | 3 | 13 | 9 | 8 | 5 | 4 |
| Health Sciences | 5 | 4 | 4 | 3 | 3 | 2 |
| Professional Studies | 6 | 3 | 3 | 4 | 4 | 2 |
| Arts & Sciences | 7 | 6 | 5 | 5 | 4 | 3 |

# 7.5 Process Effectiveness Outcomes

**7.5a(1)** NCON assesses the effectiveness of the vertical management element of its work systems by tracking the number of initiatives funded by CTU each year for technology and new/improved facilities, as well as the number of new faculty slots approved (Figure 7.5-1). As a high-performing CTU college with increasing enrollment, NCON has equaled or surpassed the other CTU colleges on these measures since 2005. Peformance projections in figures are marked with an asterisk.
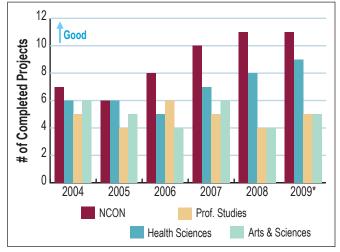
The effectiveness of NCON's horizontal work system structure is reflected in the increasing participation of faculty and students on process-focused committees and teams (Figure 7.5-2). Since 2006, full-time faculty members have been required to participate on at least one committee; participation of other faculty and of students is voluntary.

In addition, the number of improvement and innovation projects successfully completed by Roundtable Review/LADDIE and other teams has steadily increased and compares favorably with results for

**Figure 7.5-2  Participation in Committees and Teams**

|  | 2004 | 2005 | 2006 | 2007 | 2008 | 2009* |
|---|---|---|---|---|---|---|
| **Committees** |  |  |  |  |  |  |
| Full-Time Faculty | 89% | 93% | 100% | 100% | 100% | 100% |
| Part-Time Faculty | 45% | 41% | 38% | 47% | 48% | 49% |
| Adjunct Faculty | 18% | 15% | 19% | 20% | 22% | 23% |
| Students | 4% | 3% | 4% | 4% | 5% | 5% |
| **Teams** |  |  |  |  |  |  |
| Full-Time Faculty | 74% | 78% | 81% | 88% | 89% | 90% |
| Part-Time Faculty | 33% | 31% | 30% | 35% | 34% | 35% |
| Adjunct Faculty | 23% | 20% | 24% | 28% | 29% | 30% |
| Students | 5% | 6% | 4% | 6% | 7% | 7% |

**Figure 7.5-3  Completed Improvement/Innovation Projects**



**7.5a(2)** In addition to assessing the effectiveness of its learning-centered processes through learning outcomes, such as NCLEX pass rates (Figure 7.1-1), cumulative GPAs (Figure 7.1-8), and graduation rates (Figures 7.1-5–7.1-7), NCON uses data related to CCNE standards gathered during its annual CCNE self-asssessment (Figure 7.5-6). While the CCNE self-assessment process is calibrated to an 80% score as meeting accreditation requirements, NCON identifies for improvement any scores below 90% or trending downward. Scores in all but one area have consistently exceeded the 90% level, and all areas outperform the 2008 comparison—a top competitor with similar programs and students.

NCON's students evaluate the effectiveness of the college's work processes through the BBB survey (Figure 7.5-7). The percentage of students responding that processes were "highly effective" has increased over time, and current performance surpasses that of the peer comparisons (top competitors with similar programs) in all but two areas. Sustained high performance levels for the student success

other CTU colleges (Figure 7.5-3). For examples of innovations resulting from team projects, see Figure 6.1-1.

The effectiveness of NCON's practicum partnerships, another key work system element, is reflected in the high levels of satisfaction shown in survey results (Figure 7.2-11). In addition, the college has increased the number of clinical practicum sites available for students and, as a result, improved the percentage of students being placed in the site that is their first choice (Figure 7.5-4).

To help assess the effectiveness of the Emergency Preparedness Plan, at the end of each emergency drill, participants fill out a survey evaluating its effectiveness. Figure 7.5-5 shows improving percentages for NCON participants who rated the drills "highly effective" at each campus, as well as increasing percentages of employees who completed emergency-related training.

**Figure 7.5-4  Clinical Practicums**

|  | 2004 | 2005 | 2006 | 2007 | 2008 | 2009* |
|---|---|---|---|---|---|---|
| **Sites Available** |  |  |  |  |  |  |
| Freedom | 32 | 38 | 40 | 43 | 43 | 44 |
| Dallas | 40 | 46 | 55 | 60 | 62 | 62 |
| San Antonio | 13 | 13 | 17 | 21 | 27 | 28 |
| **Total** | **85** | **97** | **112** | **124** | **132** | **134** |
| Peer 1 | 95 | 95 | 97 | 98 | 98 |  |
| **First-Choice Placement** |  |  |  |  |  |  |
| Freedom | 82% | 85% | 87% | 90% | 93% | 94% |
| Dallas | 87% | 88% | 93% | 95% | 97% | 97% |
| San Antonio | 80% | 78% | 85% | 86% | 89% | 90% |
| **Total** | **83%** | **75%** | **88%** | **90%** | **93%** | **94%** |

**Figure 7.5-5 Emergency Training and Drills**

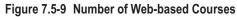| | 2004 | 2005 | 2006 | 2007 | 2008 | 2009* |
|---|---|---|---|---|---|---|
| **Training Completion** | | | | | | |
| Freedom | 85% | 88% | 83% | 90% | 92% | 93% |
| Dallas | 87% | 86% | 88% | 89% | 91% | 92% |
| San Antonio | 78% | 80% | 83% | 81% | 84% | 85% |
| **Total** | **83%** | **85%** | **85%** | **87%** | **89%** | **90%** |
| **Drills "Highly Effective"** | | | | | | |
| Freedom | 79% | 84% | 86% | 89% | 87% | 88% |
| Dallas | 83% | 81% | 84% | 83% | 85% | 86% |
| San Antonio | 75% | 73% | 78% | 79% | 81% | 82% |
| **Total** | **79%** | **79%** | **83%** | **84%** | **84%** | **85%** |

**Figure 7.5-6 Program Quality and Effectiveness (CCNE Self-Assessment)**

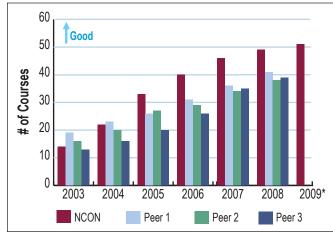| | 2004 | 2005 | 2006 | 2007 | 2008 | 2009* | Peer 1 | CCNE |
|---|---|---|---|---|---|---|---|---|
| **Undergraduate** | | | | | | | | |
| I. Program Quality: Mission and Governance | 91% | 91% | 92% | 94% | **94%** | 95% | 92% | 80% |
| II. Program Quality: Institutional Commitment and Resources | 82% | 86% | 87% | 87% | **89%** | 91% | 88% | 80% |
| III. Program Quality: Curriculum, Teaching-Learning Practices, and Individual Student Learning Outcomes | 96% | 97% | 97% | 98% | **97%** | 99% | 93% | 80% |
| IV. Program Effectiveness: Aggregate Student Performance and Faculty Accomplishments | 91% | 89% | 93% | 95% | **94%** | 95% | 93% | 80% |
| **Graduate** | | | | | | | | |
| I. Program Quality: Program Faculty | 92% | 95% | 98% | 97% | **98%** | 98% | 96% | 80% |
| II. Program Quality: Institutional Commitment and Resources | 92% | 88% | 93% | 95% | **96%** | 96% | 94% | 80% |
| III. Program Quality: Curriculum | 98% | 99% | 98% | 98% | **99%** | 98% | 96% | 80% |
| IV. Program Effectiveness | 99% | 99% | 99% | 99% | **99%** | 99% | 95% | 80% |

**Figure 7.5-7 Student Evaluation of Process Effectiveness (BBB)**

| Key Work Process | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009* | Peer 1 | Peer 2 |
|---|---|---|---|---|---|---|---|---|---|
| Nursing Classroom Education | 75% | 77% | 74% | 76% | 77% | **79%** | *80%* | 79% | 73% |
| Nursing Distance Education | 76% | 75% | 79% | 81% | 82% | **83%** | *84%* | 78% | 75% |
| Instructional Technology | 75% | 78% | 77% | 81% | 83% | **84%** | *85%* | 79% | 72% |
| Nursing Field Education | 78% | 81% | 79% | 80% | 79% | **81%** | *82%* | 79% | 73% |
| Nursing Field Care | 73% | 75% | 78% | 75% | 79% | **82%** | *82%* | 80% | 72% |
| Nursing Curriculum Design | 75% | 73% | 74% | 78% | 78% | **78%** | *79%* | 79% | 71% |
| Enrollment, Student Placement, Financial Aid, Advising, Registration (NCON Students) | 68% | 71% | 67% | 73% | 74% | **74%** | *75%* | 75% | 68% |
| Student Success (NCON Students) | 80% | 84% | 81% | 86% | 85% | **86%** | *86%* | 79% | 69% |

**Figure 7.5-8  Workforce Evaluation of Process Effectiveness (BBB)**

| Key Work Process | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009* | Peer 1 | Peer 2 |
|---|---|---|---|---|---|---|---|---|---|
| **Faculty** | | | | | | | | | |
| Nursing Classroom Education | 78% | 77% | 81% | 84% | 83% | **85%** | *85%* | 81% | 78% |
| Nursing Distance Education | 68% | 67% | 73% | 75% | 76% | **79%** | *80%* | 75% | 72% |
| Instructional Technology | 69% | 73% | 78% | 77% | 81% | **83%** | *84%* | 76% | 71% |
| Nursing Field Education | 81% | 80% | 79% | 80% | 82% | **83%** | *84%* | 81% | 79% |
| Nursing Field Care | 76% | 75% | 77% | 78% | 78% | **80%** | *81%* | 81% | 78% |
| Nursing Curriculum Design | 72% | 73% | 72% | 78% | 83% | **84%** | *84%* | 78% | 76% |
| Student Placement, Advising | 70% | 71% | 73% | 77% | 76% | **78%** | *79%* | 80% | 72% |
| Student Success (Faculty and Staff) | 78% | 80% | 79% | 83% | 81% | **82%** | *82%* | 80% | 70% |
| **Staff** | | | | | | | | | |
| Nursing Classroom Education | 71% | 73% | 70% | 74% | 79% | **78%** | *79%* | 76% | 71% |
| Nursing Distance Education | 73% | 76% | 79% | 78% | 80% | **82%** | *82%* | 76% | 69% |
| Instructional Technology | 69% | 72% | 71% | 74% | 76% | **78%** | *79%* | 77% | 71% |
| Nursing Field Education | 68% | 72% | 69% | 73% | 75% | **76%** | *77%* | 76% | 72% |
| Nursing Field Care | 71% | 73% | 74% | 72% | 71% | **74%** | *75%* | 76% | 68% |
| Enrollment, Student Placement, Financial Aid, Registration | 66% | 68% | 72% | 70% | 75% | **79%** | *79%* | 78% | 76% |
| Student Success | 70% | 73% | 76% | 75% | 79% | **79%** | *80%* | 77% | 73% |

**Figure 7.5-9  Number of Web-based Courses**



process, which includes tutoring and counseling, reflect the 2002 addition of success counselors and a Student Success Program, as well as the 2006 implementation of 24-hour counseling and tutoring resources for distance students.

NCON's faculty and staff also evaluate the effectiveness of the college's work processes. Figure 7.5-8 shows steady improvement for both faculty and staff responses.

During NCON's 2003 SPP, the environmental scan indicated that the availability of high-quality online nursing programs was emerging as an important student and stakeholder requirement. NCON formed a cross-functional team to explore opportunities and propose action plans. As a result, NCON has not only increased the number of Web-based programs it provides (Figure 7.5-9) but also the program completion rates of distance students (Figure 7.1-7), reflecting the quality and effectiveness of these programs. Comparisons for the number of programs are to NCON's top three competitors.

The introduction of the CRE in 2002 is another example of using technology to facilitate work processes. NCON conducts an annual CRE user satisfaction survey to help evaluate the system's effectiveness. While early results reflect users' adjustment to the new system, as well as some initial technical problems, user training and LADDIE improvement projects have addressed these problems. Survey results (Figure 7.5-10) show the percentage of users who "strongly agree" that the system is easy to use, reliable, and helpful in accomplishing their work.

Improvements and innovations resulting from LADDIE projects also have improved the cycle time and cost effectiveness

**Figure 7.5-10  CRE User Satisfaction**

| | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009* |
|---|---|---|---|---|---|---|---|---|
| **Easy to Use** | 25% | 38% | 49% | 58% | 55% | 78% | 83% | 85% |
| **Reliable** | 22% | 39% | 47% | 54% | 62% | 80% | 86% | 87% |
| **Helpful** | 26% | 33% | 44% | 59% | 69% | 83% | 89% | 89% |
| **Overall** | **24%** | **37%** | **47%** | **57%** | **62%** | **80%** | **86%** | **87%** |

**Figure 7.5-11  Cost and Cycle-Time Reductions**

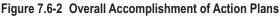|  | Cycle Time | Cost Reduction |
|---|---|---|
| **Curriculum Design** | 32% | 15% |
| **Registration** | 41% | 36% |
| **Enrollment** | 35% | 23% |
| **Student Placement** | 23% | 17% |
| **Financial Aid** | 21% | 16% |

of many work processes. Figure 7.5-11 gives examples of the percentage of cycle time and cost reductions achieved from 2004 to 2008 for several key work processes. Curriculum design results reflect process efficiencies following a LAD-DIE project. Registration and enrollment results indicate the success of expanding and improving online services and processing in these areas. Student placement improvements reflect enhanced online and in-person coordination with practicum partners, and financial aid results reflect an improvement project initiated by NCON and carried out in collaboration with CTU.
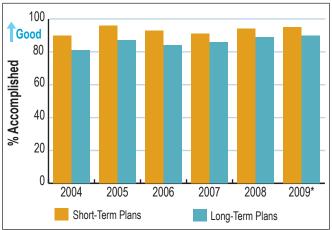
## 7.6 Leadership Outcomes

**7.6a(1)** Using the LIGHT Scorecard and CRE, NCON regularly monitors progress toward the accomplishment of its organizational strategy and action plans, including meeting its strategic objectives and improving performance. Figure 7.6-1 summarizes NCON's effectiveness in accomplishing short-and long term action plans related to its 2008 strategic objectives, and Figure 7.6-2 shows the college's overall accomplishment of its short- and long-term action plans for the past five years. Additional data on all measures, including

projected performance, are reported in Figure 2.2-1 and elsewhere in Category 7. Performance projections in figures are marked with an asterisk.

**7.6a(2)** NCON demonstrates favorable outcomes for its key measures of fiscal accountability. The college has never had a qualified audit (opinion with reservations), and in the past five years, there have been zero adverse findings from state auditors or CTU auditors. Figure 7.6-3 shows NCON's performance on internal audits. CTU's financial policies require responses to all issues identified in the internal audit

**Figure 7.6-2  Overall Accomplishment of Action Plans**



**Figure 7.6-3  Internal Audit Findings**

|  | 2004 | 2005 | 2006 | 2007 | 2008 | 2009* |
|---|---|---|---|---|---|---|
| **# of Issues** | 2 | 1 | 0 | 1 | 0 | 0 |
| **# Not Resolved** | 0 | 0 | NA | 0 | NA | NA |

**Figure 7.6-1  2008 Accomplishment of Strategy and Action Plans**

| Strategic Objectives | Action Plans | % Short-Term Completed | % Long-Term Completed | Reference |
|---|---|---|---|---|
| Build a high-achieving student population | Monitor and improve success for target student groups (5 action plans) | 98% | 90% | Figures 7.1-1, 7.1-5, and 7.1-6 |
|  | Provide proactive student services to address student learning needs (4 action plans) | 95% | 89% | Figures 7.2-1 and 7.1-9 |
| Maintain a high-quality faculty | Increase retention of adjunct and other faculty members (2 action plans) | 88% | 85% | Figures 7.4-1 and 7.4-5 |
| Build a reputation of programmatic excellence | Meet and exceed internal and external requirements (3 action plans) | 92% | 87% | Figure 7.5-6 |
|  | Recruit and retain minority students (2 action plans) | 94% | 91% | Figures 7.3-9 and 7.1-3 |
| Maintain adequate financial resources | Remain fiscally responsible and sound (3 action plans) | 100% | 93% | Figures 7.3-3–7.3-5 |
| Maintain a high-quality faculty | Provide comprehensive professional development for faculty and staff (2 action plans) | 89% | 85% | Figures 7.4-6–7.4-9 |

**Figure 7.6-4  Key Measures of Regulatory, Safety, and Legal Compliance**

| | Measure | 2005 | 2006 | 2007 | 2008 | 2009* |
|---|---|---|---|---|---|---|
| **EPA** | # violations | 0 | 0 | 0 | 0 | 0 |
| **TBN** | # noncompliances | 0 | 0 | 0 | 0 | 0 |
| **Crime rates** | # incidents | 23 | 25 | 19 | 16 | 15 |
| **ADA** | % accessible facilities | 90% | 93% | 93% | 94% | 95% |
| **EEOC** | # violations | 0 | 0 | 0 | 0 | 0 |
| **FERPA** | # violations | 0 | 0 | 0 | 0 | 0 |

**Figure 7.6-5  THECB Review Results**

| | 2005 (on-site) | 2006 (desk review) | 2007 (desk review) | 2008 (desk review) |
|---|---|---|---|---|
| **Standards to be met** | 11 | 12 | 12 | 12 |
| **Standards met** | 10 | 10 | 11 | 12 |
| **# of programs** | 8 | 9 | 9 | 10 |
| **# of exemplary programs** | 1 | 1 | 2 | 3 |

key results from NCON's annual CCNE self-assessment. Additional self-assessment results are available on-site. Key results for THECB on-site and desk reviews are shown in Figure 7.6-5.

**7.6a(4)** NCON' s emphasis on ethical behavior is reflected in several results areas. Each year, all faculty and staff sign the CEBE and complete the annual online training, and an increasing percentage of faculty and staff are attending the monthly ethics case-study sessions (Figure 7.6-6). In addition, all new faculty and staff receive ethics training as part of their orientation sessions.

The Ethics Committee monitors breaches in ethical behavior by senior leaders, faculty, and staff, while SAC monitors ethical issues related to students. Both entities must certify resolution before closure of the log item. Figure 7.6-7

be reported by the appropriate unit within 14 days, with all issues resolved within 30 days. In the last five years, NCON has always met this target.

As required by CTU's budget-monitoring policy, all cost center managers must review their assigned budgets with their supervisors every two weeks. The dean is required to monitor NCON's budget with CTU's budget manager every month. Any lapses in this practice must be reported to the CTU VP of Finance. NCON has not reported a missed session in three years.

**7.6a(3)** Results for measures of regulatory, safety, and legal compliance (Figure 7.6-4) reflect NCON's focus on not only meeting but exceeding all government and agency requirements. Results for OSHA and other safety measures are in Figures 7.4-12–7.4-14. In 2004, NCON's SACS accreditation was fully affirmed and extended until 2014. Likewise, the college received the maximum 10-year CCNE accreditation in 2003; the next accreditation will be in 2013. Figure 7.5-6 shows

**Figure 7.6-7  Breaches of Ethical Behavior: Reporting, Confirmation, and Resolution**

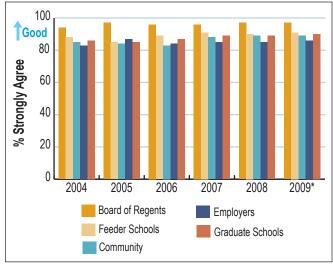| Ethical Behavior Measures | 2004 | 2005 | 2006 | 2007 | 2008 | 2009* |
|---|---|---|---|---|---|---|
| **Ethics Hotline tips** | 14 | 16 | 22 | 24 | 23 | 25 |
| **Complaints from other sources** | 8 | 8 | 9 | 6 | 12 | 10 |
| **Complaints against senior leaders, faculty, or staff** | | | | | | |
| Received | 11 | 11 | 13 | 14 | 16 | 15 |
| Confirmed and resolved | 7 | 6 | 7 | 4 | 4 | 3 |
| **Complaints against students** | | | | | | |
| Received | 11 | 13 | 18 | 16 | 19 | 20 |
| Confirmed and resolved | 8 | 9 | 8 | 7 | 5 | 5 |

**Figure 7.6-6  Faculty and Staff Participation in Ethical Behavior Activities**

| Activity | 2004 | 2005 | 2006 | 2007 | 2008 | 2009* | 2010* |
|---|---|---|---|---|---|---|---|
| **Signed and returned CEBE form** | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| **Completed online ethics training** | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| **Attended ethics case study sessions** | 92% | 93% | 94% | 95% | 97% | 99% | 100% |

**Figure 7.6-8  Student and Alumni Trust in Senior Leaders/Governance (4S)**

|  | 2004 | 2005 | 2005 | 2007 | 2008 | 2009* |
|---|---|---|---|---|---|---|
| **Students** | 5.58 | 5.72 | 5.70 | 5.66 | 5.73 | 5.75 |
| **Alumni** | 5.70 | 5.66 | 5.79 | 5.75 | 5.81 | 5.83 |
| **Total** | **5.64** | **5.69** | **5.75** | **5.70** | **5.77** | **5.79** |
| **Top Peer** | 5.71 | 5.69 | 5.72 | 5.68 | 5.70 | |
| **National Top 10%** | 5.73 | 5.71 | 5.72 | 5.73 | 5.72 | |

**Figure 7.6-9  Other Stakeholders' Trust in Senior Leaders/Governance**



**Figure 7.6-11  Support of Key Communities**

| Year | Health Fairs | Health Programs In Local Schools | Local Clinics (Patients Served) | United Way Donations |
|---|---|---|---|---|
| **2004** | 3 | 21 | 2 (1,361) | $8,250 |
| **2005** | 3 | 20 | 3 (1,654)* | $9,500 |
| **2006** | 5 | 24 | 3 (1,701)* | $10,750 |
| **2007** | 6 | 24 | 3 (1,851) | $11,800 |
| **2008** | 6 | 24 | 3 (1,888) | $12,100 |

*Helped with Katrina evacuees.

system. Results from the 4S for students and alumni (ranked on a six-point scale with six the most favorable) show high-ranking responses to the item on trust in senior leaders and the governance of the organization (Figure 7.6-8). In addition, current overall results for this item exceed that of the national comparison and NCON's top competitor.

Results from the BBB survey of employers and NCON's survey of its Board of Regents, feeder schools, graduate schools, and the community demonstrate similar high levels of trust. Figure 7.6-9 shows the percentage of respondents who "strongly agree" that they trust NCON's senior leaders and governance system.

**7.6a(5)** Safe disposal of hazardous waste is a key element of NCON's societal responsibilities. The college works with CTU support services and with its clinical partners to address this environmental concern. Likewise, NCON collaborates with support services and SAC to increase recycling. Figure 7.6-10 shows NCON's improved performance in these areas and favorable levels compared to two top peers with similar-sized organizations.

In alignment with its mission, NCON is dedicated to supporting its key communities—and in particular, serving the health needs of its communities. Results shown in Figure 7.6-11 reflect the college's increasing commitment to its identified community support activities.

shows a steadily decreasing number of confirmed violations, indicating the success of NCON's strategies to promote ethical behavior. Breaches of ethical behavior can be reported through the ethics hotline, to CTU's legal counsel, or to an Ethics or SAC Committee member. Increases in complaints and hotline tips reflect NCON's emphasis in ethics training on reporting any possible ethical concerns.

Results from several surveys demonstrate that NCON's stakeholders trust the college's senior leaders and governance

**Figure 7.6-10  Addressing Environmental Concerns**

|  | 2004 | 2005 | 2006 | 2007 | 2008 | 2009* |
|---|---|---|---|---|---|---|
| **% Safe Disposal of Hazardous Material** | | | | | | |
| NCON | 95% | 98% | 99% | 100% | 100% | 100% |
| Peer 1 | 96% | 97% | 95% | 98% | 100% | |
| Peer 2 | 91% | 93% | 96% | 95% | 97% | |
| **% of Waste Recycled** | | | | | | |
| NCON | 48% | 50% | 55% | 58% | 61% | 63% |
| Peer 1 | 55% | 56% | 53% | 57% | 58% | |
| Peer 2 | 46% | 49% | 51% | 55% | 53% | |