Goal	Program	Audience	SON Activity	Content	LT and ST Goals
Goal 4a: Develop, implement and assess an institutional diversity plan that defines and sets clear metrics for diversity of faculty, staff and students.	UG	Undergraduate	Increase enrollment of diverse (includes disadvantaged background) students	Using models from CRNA-3D, COMPASS, and DREAMWORK grant efforts, develop plan to increase diversity; Visit area high schools, hospitals, extended care facilities to reach minorites	models provided from grant narrative: CRNA-3D, COMPASS, and DREAMWORK (grant staff to provide narrative strategy to responsible group); Chatt State info
Goal 4a: Develop, implement and assess an institutional diversity plan that defines and sets clear metrics for diversity of faculty, staff and students.	UG	Undergraduate	Develop retention plans for diverse students; Best practices of care for diverse students	Review retention action plans from models in CRNA-3D, COMPASS, and DREAMWORK;	models provided from grant narrative: CRNA-3D, COMPASS, and DREAMWORK (grant staff to provide narrative strategy to responsible group)
Goal 4a: Develop, implement and assess an institutional diversity plan that defines and sets clear metrics for diversity of faculty, staff and students.	UG	Undergraduate	Document demographics of applicants and students	Develop spreadsheet with demographics for race, ethnicity, gender, culture, disabilities, economic disadvantaged groups, and first generation college students for applicants and enrolled undergraduate students; Report with stats for program	Spreadsheet with demographics (to be developed)

Goal	Program	Audience	SON Activity	Content	LT and ST Goals
Goal 4a: Develop, implement and assess an institutional diversity plan that defines and sets clear metrics for diversity of faculty, staff and students.	UG	Undergraduate	Track benchmarks of success (admission, retention, graduation, NCLEX pass)	Develop spreadsheet with admission, retention, graduation, and pass rate information	Report on stats for SON programs via spreadsheet information
Goal 4a: Develop, implement and assess an institutional diversity plan that defines and sets clear metrics for diversity of faculty, staff and students.	UG	Undergraduate	Enhance curriculum to include "Best practices related to care of diverse groups"	Course content in the use of Ethnopharm agents in NURS 2160, 4560, 5800 and other courses as appropriate; Education regarding recognition, reduction, and elimination of health disparities among vulnerable populations	Courses in BSN

Goal	Program	Audience	SON Activity	Content	LT and ST Goals
Goal 4b: Enhance and expand international partnerships that lead to more international students and faculty at UTC and increased opportunities for UTC students, faculty and staff to have international experiences	UG	Undergraduate	Continue to engage partnerships for service learning through international exchange and trips	Through the international studies department, identify opportunities for faculty and students such as partnership with Children's Nutrition Program of Haiti, UTC Physical Therapy, HHP, ISL	Discuss opportunities with these groups

Goal	Program	Audience	SON Activity	Content	LT and ST Goals
Goal 4a: Develop, implement and assess an institutional diversity plan that defines and sets clear metrics for diversity of faculty, staff and students.	CRNA	Graduate CRNA	Increase diversity among applicants and enrolled students (includes disadvantaged background)	Recruit ICU nurses by hosting info sessions in major urban areas in SE where there are more diverse nurses; Go to hospitals with more diverse nurses to post advertisements about our programs and info sessions; Attend/Recruit at Workshops and Conferences with a higher percentage minority attendance (Black Nurses Association; Hispanic Nurses Association); Partner with CRNA Diversity Program for prospective applicants; Host Workshop for minority ICU nurses interested in pursing CRNA credential; Partner with HBCUs to host info sessions; Email minority prospective applicants about info sessions and local Workshop(s); Boost social media presence/include diverse student images; Stay in constant contact with prospective students; Include diverse student and faculty images on website AND ALL recruitment materials; Advertise scholarship for disadvantaged and/or minority students; Partner with OED for events to recruit; Partner with Chamber of Commerce in	Narrative from CRNA-3D grant; Powerpoint presentations developed by grant staff about the CRNA Program; New program flyers; Posters for info sessions; Table Cloth, Recruitment Banner; Articles for publication

Goal	Program	Audience	SON Activity	Content	LT and ST Goals
Goal 4a: Develop, implement and assess an institutional diversity plan that defines and sets clear metrics for diversity of faculty, staff and students.	CRNA	Graduate CRNA	Develop retention plans for diverse students; Best practices for care	Diversity-specific mentorship plan in place where diverse students are paired with a minority CRNA mentor; Partnership with OED for support; Advertisement of minority-owned businesses in Chattanooga and minority-specific events for prospective students (and current students through the multicultural affairs office); Further retention software integrated for retaking learning modules throughout program; Testing in-place to identify difficulty early-on and begin with early retention efforts	CRNA Mentorship Plan Overview and full document; software
Goal 4a: Develop, implement and assess an institutional diversity plan that defines and sets clear metrics for diversity of faculty, staff and students.	CRNA	Graduate CRNA	Document demographics of applicants and students	Keep track of all applicant and student information from application to interview to enrollment to graduation.	Education Background Survey for all applicants and enrolled students; Survey for applicants who turned down admission; Exit Survey from graduating seniors: Reports for trends and factors for signficance
Goal 4a: Develop, implement and assess an institutional diversity plan that defines and sets clear metrics for diversity of faculty, staff and students.	CRNA	Graduate CRNA	Track benchmarks of success (admission, retention, graduation, CRNA certification)	Keep track of all applicant and student information from application to interview to enrollment to graduation.	Education Background Survey for all applicants and enrolled students; Survey for applicants who turned down admission; Exit Survey from graduating seniors: Reports for trends and factors for signficance

Goal	Program	Audience	SON Activity	Content	LT and ST Goals
Goal 4a: Develop, implement and assess an institutional diversity plan that defines and sets clear metrics for diversity of faculty, staff and students.	CRNA	Graduate CRNA	Enhance curriculum to include "Best practices related to care of diverse groups"	Course content in the use of Ethnopharm agents in NURS 2160, 4560, 5800 and other courses as appropriate; Education regarding recognition, reduction, and elimination of health disparities among vulnerable populations	Courses in MSN CRNA/ syllabus
Goal 4b: Enhance and expand international partnerships that lead to more international students and faculty at UTC and increased opportunities for UTC students, faculty and staff to have international experiences.	CRNA	Graduate CRNA	Continue to engage partnerships for service learning through international exchange and trips	Review past international clinical trips and past partnerships; Present future international clinical opportunities on timeline for next three years; Partner with multi-cultural clubs on campus; Recruit at diverse nursing association conferences to draw international nurses who are currently in the U.S.; Write articles/Posters/research and post-pictures of international clinical experiences to advertise opportunities (and have other students learn from them)	Ecuador trip of 2013; Mercy Ships Madagascar trip 2015; Future Mercy Ships clinical trips; Recruitment at Hispanic Nurses Association Conf; Recruitment with Philippine Nurses Association

Goal	Program	Audience	SON Activity	Content	LT and ST Goals
Goal 4a: Develop, implement and assess an institutional diversity plan that defines and sets clear metrics for diversity of faculty, staff and students.	NP	Graduate FNP	Increase diversity among applicants and enrolled students (includes disadvantaged background)	In an effort to increase diversity among applicants to the Nurse Practitioner program, NP staff will engage students through the following activities: • Define minority with regards to our specific program • Participate in recruitment opportunities at state, regional, and national Nursing conferences • Partner with the Office Multicultural Affairs to help identify students who are currently pursuing an BSN degree • Connect with institutions that have been designated as a Historically Black College with BSN programs or Universities with large minority populations with BSN programs • Schedule campus visits to meet with graduating BSN students throughout the state and region • Connect with students through our online portal request for additional information • Develop articles for submission to local newspapers, industry magazines, and social media that highlight diversity opportunities through the NP program • Assist with the recruitment into	• PowerPoint presentations detailing the NP program • Flyers • Recruitment packets • Articles for publications • Information sessions • Open House

Goal	Program	Audience	SON Activity	Content	LT and ST Goals
Goal 4a: Develop, implement and assess an institutional diversity plan that defines and sets clear metrics for diversity of faculty, staff and students.	NP	Graduate FNP	Develop retention plans for diverse students	• Work with the BSN and Gateway program on creating a transition pathway for enrollment after undergraduate graduation • Create a mentoring program pairing new NP students with Sr. level NP students in the program • Develop opportunities for all NP students to engage in meaningful hands on learning opportunities within the community • Connect minority students with resources both on campus (Office of Multicultural Affairs and Office of Equity and Diversity) and within the community (Chattanooga Chamber of Commerce)	• Develop student satisfaction surveys • Identify students who are struggling academically and provide appropriate services to assist • Connect students with Campus resources to address identified concerns • Partner with the Office of Counseling and Personal Development Center to provide students with information about managing stress, study skills development, time management skills, and other counseling services
Goal 4a: Develop, implement and assess an institutional diversity plan that defines and sets clear metrics for diversity of faculty, staff and students.	NP	Graduate FNP	Document demographics of applicants and students	• Maintain a database with all students who have requested information through the NP website • Maintain a database with all students who have applied to the NP program	Education Background Survey for all applicants and enrolled students; Survey for applicants who turned down admission; Exit Survey from graduating seniors

Goal	Program	Audience	SON Activity	Content	LT and ST Goals
Goal 4a: Develop, implement and assess an institutional diversity plan that defines and sets clear metrics for diversity of faculty, staff and students.	NP	Graduate FNP	Track benchmarks of success (admission, retention, graduation, CRNA certification)	• Compile program enrollment from the past 5 years in order to detect trends • Compare current academic year outcomes to past years	Education Background Survey for all applicants and enrolled students; Survey for applicants who turned down admission; Exit Survey from graduating seniors
Goal 4a: Develop, implement and assess an institutional diversity plan that defines and sets clear metrics for diversity of faculty, staff and students.	NP	Graduate FNP	Enhance curriculum to include "Best practices related to care of diverse groups"	Course content in the use of Ethnopharm agents in NURS 2160, 4560, 5800 and other courses as appropriate; Education regarding recognition, reduction, and elimination of health disparities among vulnerable populations	Courses in MSN FNP

Goal	Program	Audience	SON Activity	Content	LT and ST Goals
Goal 4b: Enhance and expand international partnerships that lead to more international students and faculty at UTC and increased opportunities for UTC students, faculty and staff to have international experiences.	NP	Graduate FNP	Continue to engage partnerships for service learning through international exchange and trips	Through the international studies department, identify opportunities for faculty and students such as partnership with Children's Nutrition Program of Haiti, UTC Physical Therapy, HHP, ISL	Discuss opportunities with these groups
Goal 4a: Develop, implement and assess an institutional diversity plan that defines and sets clear metrics for diversity of faculty, staff and students.	DNP: NAS	DNP	Increase diversity among applicants and enrolled students (includes disadvantaged background)	Using models from CRNA-3D, COMPASS, and DREAMWORK grant efforts, develop plan to increase diversity	models provided from grant narrative: CRNA-3D, COMPASS, and DREAMWORK (grant staff to provide narrative strategy to responsible group)

Goal	Program	Audience	SON Activity	Content	LT and ST Goals
Goal 4a: Develop, implement and assess an institutional diversity plan that defines and sets clear metrics for diversity of faculty, staff and students.	DNP: NAS	DNP	Develop retention plans for diverse students; Best practices for care	• Work with the BSN and Gateway, MSN programs on creating a transition pathway for enrollment after undergraduate graduation • Create a mentoring program pairing new DNP students with Sr. level DNP students in the program • Connect minority students with resources (Office of Multicultural Affairs and Office of Equity and Diversity)	• Develop student satisfaction surveys • Identify students who are struggling academically and provide appropriate services to assist • Connect students with Campus resources to address identified concerns • Partner with the Office of Counseling and Personal Development Center to provide students with information about managing stress, study skills development, time management skills, and other counseling services
Goal 4a: Develop, implement and assess an institutional diversity plan that defines and sets clear metrics for diversity of faculty, staff and students.	DNP: NAS	DNP	Document demographics of applicants and students	• Maintain a database with all students who have requested information through the DNP website • Maintain a database with all students who have applied to the NP program	Education Background Survey for all applicants and enrolled students; Survey for applicants who turned down admission; Exit Survey from graduating seniors
Goal 4a: Develop, implement and assess an institutional diversity plan that defines and sets clear metrics for diversity of faculty, staff and students.	DNP: NAS	DNP	Track benchmarks of success (admission, retention, graduation, CRNA certification)	• Compile program enrollment from the past 5 years in order to detect trends • Compare current academic year outcomes to past years	Education Background Survey for all applicants and enrolled students; Survey for applicants who turned down admission; Exit Survey from graduating seniors

Goal	Program	Audience	SON Activity	Content	LT and ST Goals
Goal 4b: Enhance and expand international partnerships that lead to more international students and faculty at UTC and increased opportunities for UTC students, faculty and staff to have international experiences.	DNP: NAS	DNP	Continue to engage partnerships for service learning through international exchange and trips	Through the international studies department, identify opportunities for faculty and students such as partnership with Children's Nutrition Program of Haiti, UTC Physical Therapy, HHP, ISL	Discuss opportunities with these groups
Goal 4a: Develop, implement and assess an institutional diversity plan that defines and sets clear metrics for diversity of faculty, staff and students.	DNP: PM	DNP	Increase diversity among applicants and enrolled students (includes disadvantaged background)	Using models from CRNA-3D, COMPASS, and DREAMWORK grant efforts, develop plan to increase diversity	models provided from grant narrative: CRNA-3D, COMPASS, and DREAMWORK (grant staff to provide narrative strategy to responsible group)

Goal	Program	Audience	SON Activity	Content	LT and ST Goals
Goal 4a: Develop, implement and assess an institutional diversity plan that defines and sets clear metrics for diversity of faculty, staff and students.	DNP: PM	DNP	Develop retention plans for diverse students; Best practices for care	• Work with the BSN and Gateway, MSN programs on creating a transition pathway for enrollment after undergraduate graduation • Create a mentoring program pairing new DNP students with Sr. level DNP students in the program • Connect minority students with resources (Office of Multicultural Affairs and Office of Equity and Diversity)	• Develop student satisfaction surveys • Identify students who are struggling academically and provide appropriate services to assist • Connect students with Campus resources to address identified concerns • Partner with the Office of Counseling and Personal Development Center to provide students with information about managing stress, study skills development, time management skills, and other counseling services
Goal 4a: Develop, implement and assess an institutional diversity plan that defines and sets clear metrics for diversity of faculty, staff and students.	DNP: PM	DNP	Document demographics of applicants and students	• Maintain a database with all students who have requested information through the DNP website • Maintain a database with all students who have applied to the NP program	Education Background Survey for all applicants and enrolled students; Survey for applicants who turned down admission; Exit Survey from graduating seniors
Goal 4a: Develop, implement and assess an institutional diversity plan that defines and sets clear metrics for diversity of faculty, staff and students.	DNP: PM	DNP	Track benchmarks of success (admission, retention, graduation, CRNA certification)	• Compile program enrollment from the past 5 years in order to detect trends • Compare current academic year outcomes to past years	Education Background Survey for all applicants and enrolled students; Survey for applicants who turned down admission; Exit Survey from graduating seniors

Goal	Program	Audience	SON Activity	Content	LT and ST Goals
Goal 4b: Enhance and expand international partnerships that lead to more international students and faculty at UTC and increased opportunities for UTC students, faculty and staff to have international experiences.	DNP: PM	DNP	Continue to engage partnerships for service learning through international exchange and trips	Through the international studies department, identify opportunities for faculty and students such as partnership with Children's Nutrition Program of Haiti, UTC Physical Therapy, HHP, ISL	Discuss opportunities with these groups
Approved SON Faculty Committee, 10/11/16					

Action Items	Measurement	Responsible Group	Standards	Review Date
	Document and track all visits, info sessions, recruitment materials	April Anderson, Sarah Wright, Emily Martin		Fall and Spring
	Track retention; Strategy action plans	April Anderson, Sarah Wright, Emily Martin		Fall 2016
		April Anderson, Sarah Wright, Emily Martin, and Michelle Rosano		Fall and Spring

Action Items	Measurement	Responsible Group	Standards	Review Date
	track and update spreadsheet with current info each semester	April Anderson, Sarah Wright, and Emily Martin		Fall and Spring
	Course evaluation	April Anderson, Sarah Wright, and Emily Martin		Each semester

Action Items	Measurement	Responsible Group	Standards	Review Date
		Kristin Labs in International Programs Office, Amy Levi, Susan Thul, Robin Pearlstein in SON, Shewanee Howard-Baptiste in HHP, June Hanks in PT		Summer

Action Items	Measurement	Responsible Group	Standards	Review Date
	Documentation of all recruitment conf visits and info sessions (including number of people in attendance); Track applicant demographics with survey; Track enrolled student info with survey (IRB-approved); (Anaylze path from recruitment-applicant-interview-enrolled-graduation)	Robin Sturnes; Marclyn Porter; Farron Kilburn		In-progress since Dec. 2014

Action Items	Measurement	Responsible Group	Standards	Review Date
	HSRT pre-program testing and post-program; Documenting student retention efforts for those struggling in program academically or clincally from enrollment through graduation; track mentorship; track post-grad reflections	Linda Hill; Robin Sturnes; Marclyn Porter; Farron Kilburn		In-progress: HSRT; documenting studet retention efforts; post-graduate reflections on program To-begin Summer 2016: Mentorship tracking
	Education Background Survey for all applicants and enrolled students; Survey for applicants who turned down admission; Exit Survey from graduating seniors	Marclyn Porter; Christopher Pell		In-progress since Dec. 2014
	Education Background Survey for all applicants and enrolled students; Survey for applicants who turned down admission; Exit Survey from graduating seniors	Marclyn Porter; Christopher Pell		In-progress since Dec. 2014

Action Items	Measurement	Responsible Group	Standards	Review Date
	Course evaluation/syllabus	Linda Hill; Marcy Porter; Other MSN CRNA faculty		In-progress
	Documentation of past international trip opportunities	Linda Hill; Ray Alonge; Robin Sturnes		In Progress; Plan update on 5/1/2016

Action Items	Measurement	Responsible Group	Standards	Review Date
	• Document recruitment visits • Track the number of direct contacts (people who are spoken to) • Track indirect contact (people who approach the table, take information but do not speak to a recruiter) • Track the number of information packets distributed • Track the number of individuals who provide email address for more information	Mark Harvey		ongoing

Action Items	Measurement	Responsible Group	Standards	Review Date
	HSRT pre-program testing and post-program; Documenting student retention efforts for those struggling in program academically or clincally from enrollment through graduation; track mentorship; track post-grad reflections	Mark Harvey, Emily Martin		on-going review each semester
	Education Background Survey for all applicants and enrolled students; Survey for applicants who turned down admission; Exit Survey from graduating seniors	Mark Harvey , Emily Martin		Each semester

Action Items	Measurement	Responsible Group	Standards	Review Date
	Education Background Survey for all applicants and enrolled students; Survey for applicants who turned down admission; Exit Survey from graduating seniors	Dr. Chris Smith, Dr. Gwen Carlton, Mark Harvey		Each Year
	Course evaluation	FNP Faculty; COMPASS grant staff?		Each semester

Action Items	Measurement	Responsible Group	Standards	Review Date
		Kristin Labs in International Programs Office, Amy Levi, Susan Thul, Robin Pearlstein in SON, Shewanee Howard-Baptiste in HHP, June Hanks in PT		
	Document and track all visits, info sessions, recruitment materials	Sarah Wright,		

Action Items	Measurement	Responsible Group	Standards	Review Date
	HSRT pre-program testing and post-program; Documenting student retention efforts for those struggling in program academically or clincally from enrollment through graduation; track mentorship; track post-grad reflections			on-going review each semester
	Education Background Survey for all applicants and enrolled students; Survey for applicants who turned down admission; Exit Survey from graduating seniors			Each Semester
	Education Background Survey for all applicants and enrolled students; Survey for applicants who turned down admission; Exit Survey from graduating seniors			Each Year

Action Items	Measurement	Responsible Group	Standards	Review Date
	Document and track all partnerships and trips	Kristin Labs in International Programs Office, Appropriate SON Faculty (Susan Thul?)		Summer
	Document and track all visits, info sessions, recruitment materials	Sarah Wright,		

Action Items	Measurement	Responsible Group	Standards	Review Date
	HSRT pre-program testing and post-program; Documenting student retention efforts for those struggling in program academically or clincally from enrollment through graduation; track mentorship; track post-grad reflections			on-going review each semester
	Education Background Survey for all applicants and enrolled students; Survey for applicants who turned down admission; Exit Survey from graduating seniors			Each semester
	Education Background Survey for all applicants and enrolled students; Survey for applicants who turned down admission; Exit Survey from graduating seniors			Each Year

Action Items	Measurement	Responsible Group	Standards	Review Date
	Document and track all partnerships and trips	Kristin Labs in International Programs Office, Appropriate SON Faculty (Susan Thul?)		Summer