

2024-25 SONHI Committee Goals & Action Steps

Note: Purpose statements, goals, and action steps may be adjusted throughout the year.

Community

Committee Purpose: Serves as the decision-making body of the SONHI. Provides a mechanism by which issues pertaining to the SONHI may be managed in an efficient, creative, and effective manner. Provides a brave and safe forum that promotes radical listening, open communication, free expression, and the exchange of ideas among faculty, staff, and students, as well as enhances the SONHI's commitment to diversity, equity, and inclusion goals with shared accountability. Provides an organizational process to support the professional growth and development of faculty, staff, and students.

2024-25 Chair: Tim Winslea

2024-25 Committee Goals & Key Action Steps:

Goal #1: Support the implementation of the SONHI Action Plan for Change to Address Structural Inequity (APCASI).

Action Step:

- A. Provide forums to enhance and support diversity, equity, and inclusion.
- B. Ensure the SONHI Community receives progress and evaluation reports on the implementation of the SONHI APCASI

Goal #2: Provide the Community with timely information about initiatives, issues, development activities, and proposals.

Action Steps:

- A. Manage the SONHI Community Moodle page
 - B. Process CQI proposals
 - C. Plan and facilitate SONHI Community meetings
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Diversity, Equity, and Inclusion Committee

Committee Purpose: Create and foster a just culture of belonging that eliminates barriers to diversity, equity, and inclusion within the UPSONHI.

2024-25 Chair: Dr. Toyin Olukotun

2024-25 Committee Goals & Key Action Steps:

Goal #1: Enhance commitment to meeting our school's DEI goals for students, faculty, and staff with shared accountability with the university. (*APCASI Goal 1*)

Action Steps:

- A. Lead the review and revision of the SONHI's APCASI.
- B. Evaluate on a scheduled timeline and establish an ongoing review process of the SONHI APCASI to provide transparency for the SONHI faculty, staff and students on its progress

- C. Create a dashboard on the SONHI website to reflect current statistics in terms of diversity (collaborate with the assessment and accreditation manager)
- D. Establish diversity goals that are reflective of the upcoming Portland pool of students. Portland Public Schools is only 55% white. Additionally, consider representation of the region, not just of Portland or the state of Oregon.
- E. Host ongoing student focus groups to have them envision and provide input to the DEI goals for the SONHI
- F. Establish a monthly meeting with OIEDI and include a member from the different departments across campus to meet regularly and report on progress of goals [*Note: The frequency of meetings may be adjusted as necessary/appropriate*]
- G. Process CQI proposals (if applicable)

Goal #2: Engage in radical listening to raise the voices of those who are often silenced and unheard. (*APCASI Goal 2*)

Action Steps:

- A. Manage the anonymous bias reporting system for students that was implemented in Spring 2021
- B. Create Intentional Listening Groups to use radical listening and commit to amplifying BIPOC and LGBTQIA+ voices
- C. Strengthen academic advising and encourage faculty to create brave spaces for their advisees through the use of holistic advising
- D. Create space with ongoing BIPOC and LGBTQIA+ Town Halls. Offer Town Halls led by BIPOC and LGBTQIA+ faculty and staff, as well as Town Halls led by the DEI Student Subcommittee.

Goal #3: Provide mandatory foundational learning opportunities for the faculty and staff of the SONHI grounded in racial and social justice that will create an anti-racist culture of equity and inclusivity (*APCASI Goal 3*)

Action Steps:

- A. Continue the DEI Social Justice Book Club and DEI Social Justice Study Group (to be coordinated by the DEI Education Programs Subcommittee)
- B. Focus on curricular oversight and the ways in which the curriculum causes harm and perpetuates racism and bias (to be coordinated by the DEI Curriculum Subcommittee)
- C. Review SONHI courses and look at how BIPOC and LGBTQIA+ are presented in each course and provide feedback to faculty (to be coordinated by the DEI Curriculum Subcommittee)
- D. Review reports of DEI-related changes made in the BSN, IHW/PHW, and DNP program courses based on Spring 2024, Summer 2024, and Fall 2024 course summaries (reports provided by the assessment and accreditation manager)

Goal #4: Broadly share the work of the UPSONHI Diversity, Equity, & Inclusion (DEI) Committee. (*APCASI Goal 10*)

Action Steps:

- A. Collaborate with the OIEDI to highlight the DEI Committee and DEI Student Subcommittee
- B. Review the SONHI DEI Committee webpage and work with the SONHI web manager to make any necessary updates or revisions

DEI Subcommittees:

- **Education:** This subcommittee helps in the preparation of faculty, staff and students to create and sustain a culture of equity and inclusion. There is an ongoing Social Justice Study Group (created by Dr. Ruha Benjamin) through weekly meetings, connecting current events to historical processes and individual experiences to institutional policies, exercising a sociological imagination to not only analyze but transform ourselves and the world around them.
 - **Curriculum:** This subcommittee leads the evaluation and implementation of DEI initiatives throughout the curriculum. The subcommittee has performed a literature search focusing on how diversity and inclusion are actualized within nursing curricula and is working to identify a tool to review courses for best practices in diversity and inclusion.
 - **Student:** This subcommittee aims to prepare students to create and sustain a culture of equity and inclusion. To build the members' own foundation of knowledge, the DEI Student Subcommittee offers student town halls and workshops throughout the academic year to help transform themselves and the world around them.
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BSN Curriculum Committee

Committee Purpose: Responsible for leading the monitoring, structuring, evaluation, and continuous quality improvement of the BSN program of study. The committee monitors the content and structure of curriculum, the sequence of the program of study, and the courses taught. The committee oversees curricular fidelity and integrity, and ensures professional standards are integrated in the curriculum.

2024-25 Chair: Kaleigh Barnett

2024-25 Committee Goals & Key Action Steps:

Goal #1: Support the implementation of the SONHI Action Plan for Change to Address Structural Inequity.

Action Step:

- A. Ensure all BSN curricular decisions are made through the lens of diversity, equity, and inclusion.

Goal #2: Lead the monitoring and continuous quality improvement of the BSN program of study.

Action Steps:

- A. Monitor the content, structure, and sequence of the BSN program of study and propose improvements:
 - Conduct syllabi reviews for Fall 2024 and Spring 2025
 - Conduct course summary assessments for Spring 2024, Summer 2024, and Fall 2024
 - Conduct annual curriculum content audit/tracking (e.g. HIV/AIDS, Pain, Communication)
 - Define “concept exemplar” and complete the mapping of an exemplar for each concept in the BSN program curriculum
 - Process BSN program CQI proposals
- B. Ensure the BSN program of study reflects current, relevant professional nursing standards and guidelines:
 - Maintain and continuously update all professional nursing standards crosswalks
- C. Evaluate BSN program assessment practices and policies:

- Review the 2024 Analysis of NCLEX Program Reports from Mountain Measurement and write a summary and recommendations
- Analyze the 2024 RN Licensure Tracking Sheet and write a summary and recommendations

Task Forces:

Assessment and Evaluation: Ensure that BSN assessment and evaluation practices align with and reflect best education and meet our diverse needs. Assess BSN student readiness for RN licensure and practice, as well as performance on the NCLEX-RN licensure exam. Provide accreditors with evidence of a rigorous, effective BSN program.

Action Steps: Monitor the achievement of the following BSN program effectiveness outcomes/benchmarks*:

- A. 70% program completion rate
- B. 100% of students passing their final practicum course
- C. 100% of graduating students meeting all degree requirements
- D. 4.30 teaching effectiveness average
- E. 80% total NCLEX pass rate for CCNE
- F. 75% first-time -or- 90% total NCLEX pass rate for OSBN
- G. 70% employment rate within 1 year of graduation
- H. 90% of graduating students satisfied with preparation
- I. 90% of graduating students would recommend the BSN program to others
- J. 5% of graduating students gave a presented/published during their program

**Note: Revisions to the outcomes/benchmarks for B, C, D, H, I, and J will be discussed in Fall 2024.*

Academic Progression and Success: Review and propose BSN program policies, procedures, and student support services to allow for maximum retention and/or student transition success.

Action Steps:

- A. Re-examine and improve BSN exams and courses. *(APCASI Goal 6)*
 - Review and revise the SONHI Exam Resources Moodle page
- B. Conduct BSN student focus groups regarding program experience
- C. Examine other BSN policies, procedures, and student support needs as identified by the Committee *(APCASI Goal 6)*

I/PHW Curriculum Committee

Committee Purpose: Responsible for leading the monitoring, structuring, evaluation, and continuous quality improvement of the IHW/PHW program of study. This committee monitors content and structure of curriculum, the sequence of the program of study, and the courses taught. This committee oversees curricular fidelity and integrity, and ensures professional standards are integrated in the curriculum.

2024-25 Chair: Tanya Bachman

2024-25 Committee Goals & Key Action Steps:

Goal #1: Support the implementation of the SONHI Action Plan for Change to Address Structural Inequity.

Action Step:

- A. Ensure that all IHW/PHW curricular decisions are made through the lens of diversity, equity, and inclusion.

Goal #2: Lead the monitoring and continuous quality improvement of the IHW/PHW program of study and propose improvements.

Action Steps:

- A. Monitor the content, structure, and sequence of the IHW/PHW program of study and propose improvements:
 - Conduct syllabi reviews for Fall 2024 and Spring 2025
 - Conduct course summary assessments for Spring 2024 & Fall 2024
 - Examine the anatomy and physiology requirements for the BS-PHW program
 - Write course descriptions and outcomes for PHW 303, 304, 306, and 308
 - Ensure IHW courses are added as PHW courses in the 2025-26 University Bulletin
 - Ensure IHW courses previously offered as electives are added as permanent PHW courses in the 2025-26 University Bulletin
 - Monitor the Integrative Health Coaching program for post-baccalaureate students (continuing education)
 - Process IHW/PHW program CQI proposals
- B. Ensure the IHW/PHW program of study reflects current, relevant professional nursing standards and guidelines.
 - Monitor BS-IHW/PHW graduate eligibility for the Certified Health Educator Specialist (CHES) exam
 - Monitor NBHWC requirements to ensure ongoing Integrative Health Coaching program approval/compliance
- C. Evaluate IHW/PHW program assessment practices and policies.
 - Evaluate the grade of "D" as the standard for passing IHW/PHW courses

Task Forces:

Assessment and Evaluation: Ensure that BS-IHW/PHW assessment and evaluation practices align with and reflect best education and meet our diverse needs. Assess Health Coaching student readiness for national Health Coaching certification and practice, as well as performance on the NBHWC certifying exam. Provide accreditors with evidence of a rigorous, effective BS-IHW/PHW program.

Action Steps: Monitor the achievement of the following IHW/PHW program effectiveness outcomes/benchmarks*:

- A. 70% program completion rate
- B. 100% of students passing their final practicum course
- C. 100% of graduating students meeting all degree requirements
- D. 4.30 teaching effectiveness average
- E. 70% employed in the field of health and wellness or accepted to/enrolled in further education (ay level) within 1 year of graduation
- F. 90% of graduating students satisfied with preparation

G. 90% of graduating students would recommend the IHW program to others

**Note: Revisions to the outcomes/benchmarks for B, C, D, F, and G will be discussed in Fall 2024.*

Academic Progression and Success: Review and propose IHW/PHW program policies, procedures, and student support services to allow for maximum retention and/or student transition success.

Action Steps:

1. Conduct IHW/PHW student focus groups regarding program experience.
 2. Examine other IHW/PHW program policies, procedures, and student support needs as identified by the Committee.
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Graduate Curriculum Committee

Committee Purpose: Responsible for leading the monitoring, structuring, evaluation, and continuous quality improvement of the graduate-level programs of study. This committee monitors content and structure of curriculum, the sequence of the program of study, and the courses taught. This committee oversees curricular fidelity and integrity, and ensures professional standards are integrated in the curriculum.

2024-25 Chair: Dr. Esther Gravis

2024-25 Committee Goals & Key Action Steps:

Goal #1: Support the implementation of the SONHI Action Plan for Change to Address Structural Inequity.

Action Step:

- A. Ensure that all graduate curricular decisions are made through the lens of diversity, equity, and inclusion.

Goal #2: Lead the monitoring and continuous quality improvement of the DNP program of study.

Action Steps:

- A. Monitor the content, structure, and sequence of the DNP program of study and propose improvements:
 - o Conduct syllabi reviews for Fall 2024 and Spring 2025
 - o Conduct Year 3 course reviews (for courses relevant to the revised curriculum)
 - o Complete annual cultural competency content audit/tracking
 - o Propose and approve a revised DNP-FNP program of study (course sequence, titles, credits, descriptions, and outcomes)
 - o Convert topical outlines to clinical exemplars on the "All DNP Course Info" document
 - o Process DNP program CQI proposals
- B. Ensure the DNP program of study reflects current, relevant professional nursing standards and guidelines:
 - o Maintain and continuously update all professional nursing standards crosswalks for the program of study being phased-out
 - o Crosswalk the 2021 AACN Essentials *concepts* to course outcomes in the *revised* DNP program of study

- Crosswalk the 2021 AACN Essentials *competencies* to course outcomes in the *revised* DNP program of study
 - Crosswalk the 2022 NONPF NP Core Competencies to the *revised* DNP program of study
 - Crosswalk the NONPF FNP Competencies to the *revised* DNP program of study
 - Crosswalk the AACN G-CARES to the *revised* DNP program of study
 - Crosswalk the NCIPH Integrative Health Competencies to the *revised* DNP program of study
 - Crosswalk the revised DNP program outcomes to the DNP course outcomes (approved in Spring 2024) in the *revised* program of study
 - Crosswalk the revised DNP program outcomes (approved in Spring 2024) to the 2021 AACN Essentials domains
- C. Evaluate DNP program assessment practices and policies:
- Revise the face-to-face weekend immersion attendance policy
 - Revise the “Clinical Learning Activities Map” for the revised program of study
 - Explore revisions to the DNP program delivery model
 - Review and revise the DNP course waiver and transfer credit policies
 - Explore revisions to the clinical evaluation tool for the revised curriculum

Task Forces:

Assessment and Evaluation: Ensure that DNP program assessment and evaluation practices align with and reflect best education and meet our diverse needs. Assess student readiness for NP certification and practice, as well as performance on the national NP certifying exams. Provide accreditors with evidence of a rigorous, effective DNP program.

Action Steps: Monitor the achievement of the following DNP program effectiveness outcomes/benchmarks*:

- A. 70% program completion rate
- B. 100% of students passing their final practicum course
- C. 100% of graduating students meeting all degree requirements
- D. 4.30 teaching effectiveness average
- E. 80% first-time national NP certification exam pass
- F. 70% employed within 1 year of graduation
- G. 90% of graduating students satisfied with preparation
- H. 90% of graduating students would recommend the DNP program to others
- I. 5% of graduating students gave a presented/published during their program

**Note: Revisions to the outcomes/benchmarks for B, C, D, G, H and I will be discussed in Fall 2024.*

Academic Progression and Success: Review and propose graduate program policies, procedures, and student support services to allow for maximum retention and/or student transition success.

Action Steps:

- A. Review/revise graduate writing and other student evaluation rubrics.
- B. Monitor the implementation of Amplify.
- C. Conduct DNP student focus groups regarding program experience.
- D. Examine other DNP program policies, procedures, and student support needs as identified by the Committee.