FY2006 DEPARTMENTAL ANNUAL REPORT

OF CONTINUOUS IMPROVEMENT

Department of Nursing

Fort Hays State University

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Professor and Chair
June 30, 2006

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Departmental Overview

Departmental Mission and Vision Statements

Mission Statement Department of Nursing

As a result of the year of the department initiative, the faculty of the department of nursing revised the mission and goals in the spring of 2006. This report includes the updated version.

The mission of the Department of Nursing is to provide high quality liberal arts based undergraduate and graduate education utilizing the standards of professional nursing. A major commitment of the department focuses on using unique opportunities that may include scholarship, service, and health care delivery. Advanced informational technology is integral to serving the educational needs of diverse populations in various work environments. Technology serves as a link between the rural cultures of western Kansas and the diverse global community.

Departmental Goals

The overall goals of the Department of Nursing reflect the commitment to the mission of the department and are congruent with the mission statements of the university and college. The ordering of the goals does not indicate a hierarchical priority; all goals are viewed as being important for actualizing the department mission.

1. To prepare professional nurse generalists at the undergraduate level who are capable of practicing in various settings, and who possess the foundation for graduate study.
2. To prepare expert graduate level nurses in advanced nursing.
3. To offer a nursing curriculum using advanced informational technology.
4. To improve health care delivery.
5. To prepare faculty and graduates for the future needs of a global society, while integrating a humanistic understanding of diverse populations.
6. To use the expertise of faculty and students in providing public service activities.
7. To engage faculty and students in scholarly activities and to disseminate research findings for the benefit of society and the nursing discipline.

Approved 2/27/06 Department Life Committee

Departmental Highlights

Departmental Productivity and Other Distinctive Departmental Accomplishments

The faculty and staff in the Department of Nursing have carried out a number of projects and initiatives that require team work, and full participation of the group. New faculty who join our ranks comment on how well faculty and staff work together on projects. As we enter a phase in our Department organizational life in which more faculty will be retiring, this ability to work together in joint problem solving and mentoring becomes essential. It is to their credit and reputation as a healthy department culture, that we have had a number of interested prospective faculty for the current positions which have been created by this year's Legislative decision.

The Department of Nursing has been the leader in a number of initiatives and projects this year. One major piece has been the involvement of the Department at the State level as we provided information regarding nursing shortage issues. This annual report officially documents the success of this work, through the establishment of 3 new faculty positions to aid us in building capacity of our MSN and BSN programs. In addition, faculty have helped develop 2 grants to request funds from the State to create a simulation center and to create MSN scholarships to increase the supply of MSN educators.

In the spring of 2006, the new MSN curriculum was implemented. Students are now taking classes in the new curriculum, and faculty have been busy creating the details of these new courses. A special thank you to Dr. Karolyn Kells for her leadership as MSN curriculum leader during this transition. In addition, the following faculty are to be recognized for their work in new curriculum planning: Dr. Sandra Tweed, Dr. Carol Moore, Dorothy Ochs, Linda Sanko, and Judy Nelson. Feedback from students thus far is very positive, and we look forward to the continued unveiling of our MSN program.

The faculty who teach BSN courses has been active in the ACCESS Us initiative as the Department has offered coursework to RNs who are seeking a combination of online and face to face offerings for the completion of the degree. In addition, new benchmark criteria and assessment measures have been implemented the spring of 2006, with the goal of improving student first time pass rate on the NCLEX-RN exam.

The Department has been very actively working on the year of the department initiative and has rewritten departmental mission and goals, and is currently positioned to complete detailed course review and analysis in both the MSN and BSN programs. It is anticipated that work on the year of the department will conclude in May of 2007.

Individual faculty have also have been outstanding in a number of activities that help the Department maintain visibility in the regional, national and international community. **Sue Boos,** who retired at the end of the spring 2006 semester, served as Hays Head Start Health Advisory Committee member and also was instrumental in mentoring new faculty members. **Chris Hober** served as chair of the Research Day conference on Evidence Based Practice-which was very well attended, and also provided CPR in the community for 6 sessions. **Carolyn Insley** serves as a member of the Arts and Inspiration coalition at the Center for Life Experiences, which is a natural extension of her role in Gerontology. **Jo Ann Doan** provided Denver II training to Barton County Community College. **Kim Riffel** achieved certification as an ICCE-"international childbirth education association of certified childbirth educator" and also facilitated the nurses Christian fellowship to accomplish a mission trip to the Hurricane Katrina area to assist with housing demolition and rebuilding. **Dianna Koerner** received recognition for excellence in nursing continuing education from the Kansas State Nursing Association and completed Red Cross Disaster Training. She also sought and secured funding so that that 10 students and one faculty member could attend the NSNA convention. **Dr. Carol Moore** provided consulting work in LTC and analyzed systems in place in LTC, and is developing a new course in healthcare policy for the MSN program. **Dorothy Ochs** became the Coordinator of the Family Nurse Practitioner track. **Judy Nelson** revised the classes she taught in the FNP program, and participated in Tiger Call. **Linda Sanko** served as the chair of the KSNA council on education and the educational task force. **Dorothy Ochs** and **Janet Willhaus** gave a presentation on the use of PDAs for the FHSU community. **Rebecca Sander** taught 24 Continuing Education credits in the area of oncology nursing and lead a pilot program of student assistance/remediation in the area of test taking strategies. **Dr. Sandra Tweed** successfully lead 7 FNP students in their projects this year and also worked with her first FHSU thesis student to successful completion. **Janet Willhaus** serves in the military and also taught 6 CPR courses this year. **Sally Schmidt** served as delegate to the American Nurses Association House of Delegates. Eight faculty gave presentations outside of the US: **Karen Trible, Rebecca Sander, Christine Hober, Dr. Karolyn Kells, Diana Koerner, Billie Groth, Carolyn Insley, Sally Schmidt.** Faculty are also involved in the

community providing services such as Blood Pressure checks and screenings, Blood Sugar checks at Walgreens, serving on boards for long term care facilities, and state boards, and volunteer as Parish nurses in local churches.

Performance Indicators

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Goal FY 2007
Number of New Freshmen	53	55	63 *goal met	63
Number of Transfer Students	45	62	52 *goal met	50
Number of Majors				
Undergraduate (first majors/second majors)	261	344 5 (2nd majors)	372 *goal met	380
Graduate Departmental majors	62	58	69 *goal met	73
MLS students	2	0	5	
Student Credit Hour Production				
Undergraduate	3062	3405	3577	3750
Graduate	699	737	766	770
FTE Faculty (Headcount)	17	17	19	22
Tenured or Tenure Track Faculty (Headcount)	12	14	13	16
Non Tenure Track Faculty (Headcount)	5	3	3 Full-time temporary	3 new positions
Other Faculty (Headcount/Sections Taught)	0	0	4 PT faculty (Moore-8 cr), (Nelson-16 crs), (Rundell-6 crs), (Willhaus-13 crs)	2PT
Degrees Awarded Undergraduate Graduate	36 8	42 8	53 (27 plus dec 26)	55
Departmental degrees MLS degrees	0	0	15 0	15

Scholarly Activity (See Section IV for documentation requirement)			Actual fy06	Goal
Number of books, book chapters, and **refereed** articles published	14	19	5	5
Published abstracts	8	18	13	13
Percent of faculty publishing **refereed** books, chapters, or articles	47%	82%	31%	35%
Number of **non-refereed** articles and presentations	5	8	7	6
Percent of faculty publishing **non-refereed** articles or presentations	17%	23%	20%	25%
Number of scholarly performances and other creative activities	26	33	17	18
Percent of faculty in scholarly performances or other creative activities	82%	88%	75%	75%
Total number of external grant applications submitted / percent of faculty submitting	6/11%	9/11%	8/12%	8/15%
Total number of funded external grants / percent of faculty funded	100%	100% $63,844.00 11%	4 plus 4 pending 12% 60,828.00	5/15% 245,000.00
Service Activity				
Percent of faculty meeting acceptable standard of service activity	100%	100%	100%	100%
Percent of faculty meeting exceptional standard of service activity	76%	100%	90%	95%
Assurance of Student Learning Outcome/Indicator 1 First Time Pass Rate on NCLEX-RN	81.25% (Dec 2003 only)	84%	69.4% May-Dec 05	84%

	VC-3.94 OC-3.93 1-5 scale, 5=very high	VC-4.06 OC-3.85 1-5 scale 5=very high	VC-4.07 OC-3.97 1-5 scale 5=very high	VC-4.0 OC-4.0
Outcome/Indicator 2 Average departmental TEVAL score for student learning				
Other Departmental Key Performance Indicators				
Outcome/Indicator 1 University and College Service-as measured by committee representation	41 committees represented by nursing faculty	74	30	30
Outcome/Indicator 2 Total Number of continuing education clock hours faculty attend each year	833.8	590.4	467 hours 52.125 average	470
Outcome/Indicator 3 Total number of presentations/papers/posters given each year	65	33	29	30

Current Quality Initiatives and Results

Quality improvement provides the essential foundation for quality nursing education. We are required to measure our outcomes for accreditation as a nursing school, and have adopted the AQIP standard as we measure the quality of our programs, processes and structures.

FY 2006 Quality Initiatives	Results
Helping Students Learn 1. Service Learning-we plan to identify and investigate possible opportunities in the American Democracy Project and Service Learning in the Nursing Curriculum and will begin to implement service learning. 2. PDA implementation-we have purchased faculty PDAs this summer of 2005, and will have in-house inservice on usage this summer. 3. Course updates with *articulate* or *tegrity* software. Several faculty have attended the sessions to learn about this software. 4. Implement new MSN program	Helping Students Learn 1. We are beginning to incorporate service learning into the curriculum. One example is the use of the Mary Elizabeth home for students in NURS 420 Adult and Childbearing Family course. In addition, in NURS 422 course, students have a service learning project which is self selected with instructor approval. 2. PDA implementation-we had 3 training sessions, one in August and two in the spring semester, to review and problem solve the use and application of PDAs in the classroom and in clinical. Two faculty gave presentations related to PDA use for the FHSU community this year (Dorothy Ochs and Janet Willhaus). Faculty are beginning to use PDAs in the clinical setting with students, and some are using PDAs in the classroom setting as well. One grant has been submitted by faculty to purchase PDAs for students. 3. Articulate presenter-this is software that allows for audio streaming of narrative content into an online course. Faculty who teach the MSN and RN-BSN classes are starting to use this software, which is much more user friendly for students than the past technology we have used (TEGRITY). 4. The new MSN program is being implemented. Students have been advised into the new program, and existing students are being transitioned into the new program. Faculty are working on final course development and we are fine tuning assessment strategies for the program outcomes.
Measuring Effectiveness 5. Enrollment management- We are planning to do an analysis with strategies to manage burgeoning enrollment, and the impact on gen education and other departments as well as nursing. This includes attendance at the fall Regents/KSBN sponsored workshop on enrollment management. 6. Resources needed to deliver high quality education in the DON will be evaluated. 7. Retiring faculty-impact of retiring faculty over the next 5 years. Identify faculty wishing to pursue PhD-explore funding.	5. We have been active participants in the Legislative efforts this fiscal year and have been able to secure 3 full time positions which will start in the FY07 year (July 2006). Searches are underway to fill these positions so that we can more easily accommodate the growing student interest in nursing. 6. We have secured additional faculty positions, and have been assured that we will receive additional OOE (operating budget) funding to help with growing enrollment. In addition, we are writing 2 grants to help in 3 areas-scholarships, and facilities upgrades. 7. Retiring faculty-one faculty member has retired as of the end of this fiscal year, one faculty member is entering phased retirement. We are seeking one part time position to fill the one half position that is open related to the phased retirement. We are also exploring funding options to help committed FHSU nursing faculty who wish to pursue the PhD. The Regents scholarship program is a positive outcome of this year's legislative session which we hope to access for PhD education of some of our faculty. A different element of retirement of faculty is the aging of faculty. We are purchasing ergonomic chairs for faculty office to help decrease fatigue and back strain while working in an office environment.

FY 2007 Quality Initiatives	Resources and Plan
1. Helping Students Learn and 2. Planning for continuous improvement.	1. Our pass rate for NCLEX-RN dropped significantly in December of 2005 class. We have been tracking benchmark data for the last few years and can now make some departmental decisions related to this data. We can now do statistical correlations and begin to predict success of our students; with the intent of using intervention as needed to assist students at risk. 2. We are exploring the development of a course to help students with learning and test taking. 3. I am securing a role for a faculty member to work with students at risk. 4. I am securing a role for a faculty member to work with clinical placement based on Key competencies of each course outcomes. 5. I have secured a program specialist position-which is an individual MSN prepared, who can work with students as well as faculty in the development of psychomotor, cognitive and affective skills using simulation and other laboratory tools.
3. Accomplishing Distinctive Objectives	1. Program growth-as a result of State funding, the Department of Nursing is asked to grow the program by 25%. We plan to accomplish this across the BSN and MSN programs. 2. As a result of program growth, we have submitted grants to create a simulation center, and scholarships for MSN-education students.

Strategic Plan and Opportunities for Improvement for FY2007

Departmental Reflection of Strengths, Weaknesses, Opportunities, and Threats

Strengths	Weaknesses
We have a committed core group of faculty We are implementing a new MSN curriculum	We have faculty who are approaching retirement Student learning habits have changed, requiring a change in teaching methods. NCLEX-RN dropped December 2005
Opportunities	**Threats**
To increase capacity of our programs through additional State funding To enhance learning of today's learners through varied technologies and strategies	We must successfully plan changes considering the changing face of the nursing department, so that quality in education continues to be on the forefront of our work.

Opportunities for Improvement FY07

Short Term OFI	Resources Required	Expected Outcome and Completion Date
Improve NCLEX-RN pass rate	Testing services, legal counsel input	Improve pass rate by 10% by May of 2007 class
Implement MSN program	VC resource allocation for faculty course development	MSN program entirely prepared by May of 2007
Increase capacity of programs and improve learning strategies	Additional faculty, simulation center	New faculty will be hired by August 2006, grants have been written

Long Term Strategic Initiatives	Resources Required	Expected Outcome
Create positive planned succession and replacement as older baby boomers begin to seek retirement in the next 5 years	Resources needed to prepare more faculty at the doctoral level, and market to current nurses seeking MSN/education role	Successful transition of retiring senior faculty with well qualified junior faculty
Develop new funding and learning opportunities for student learning needs Support continuous quality improvement of the NCLEX-RN pass rate for the BSN graduates and MSN outcomes for practice.	Possible Community Based grants	New scholarships for nursing students, development of educational partnerships with HMC and other facilities Continue to meet or exceed benchmark set and readjusted as goals are met

Supporting Materials

BSN Affinity Diagram
Strands

Leadership, as an evolving dynamic pattern, is the ability to motivate and inspire others to enhance health and the discipline of nursing.

Theory is a systematic abstraction of reality that is organized by words or other symbols (C& K, 95).

Research is a process of systematic inquiry. Multiple ways of knowing are valued. Research guides and is influenced by practice.

Caring The art, practice and science of professional caring is not only central to nursing but is also complementary to the science of curing (Watson, 1985).

Professionalism is the essence of values, attitudes, beliefs, behavior and actions.

Communication is the interchange of information between, or among two or more individuals through a system of sending and receiving messages. There are three forms of communication: verbal, nonverbal, and metacommunication (Craven & Hernle, 1996).

Lifespan is the individualized state of developmental potential from birth to death encompassing the whole human being. The lifespan of a human being is influenced by life experiences.

Care Process is gathering information about health, analyzing and synthesizing data and making judgments about nursing interventions based on the findings.

Learning is the gaining of knowledge by various methods, including practice, study and instruction (Craven & Hernle, 1996).

Global Society is the ever-changing philosophical and/or actual milieu in which nursing education and nursing practice take place.

Program Outcomes

1) Demonstrate leader, leadership, and followership behaviors based on an analysis of the situation and an understanding of the social, political, and economic factors of humans, aggregates, and organizations.
2) Display the characteristics of a leader.
3) Value the role of the leader.
4) Use appropriate theories in the practice of professional nursing.
5) Use appropriate research in the practice of professional nursing.
6) Critique appropriate research in the practice of professional nursing.
7) Use the professional nursing knowledge base.
8) Access the professional nursing knowledge base.
9) Display professional caring through compassion, competence, confidence, conscience, commitment and comportment (Roach, 1984) which generates movement toward self growth and self-actualization (Bevis, 1998).
10) Display professionalism by asserting the right and responsibility to practice nursing through values, attitudes, beliefs, behaviors and actions.
11) Value the role of the professional organization and political policy making.
12) Collaborate with others for effective and therapeutic communication to interface with humans, family, aggregates or community to effect professional caring and positively influence health.
13) Use available technology to influence the discipline of nursing.
14) Collaborate with other health team members and the individual, family, aggregate or community to attain a state of health that is meaningful and manageable throughout the lifespan.
15) Incorporate a knowledge of lifespan in nursing practice.
16) Generate assessment of individuals, aggregates, and community through observation, interviews, inquiry, intuition and physical examination in a variety of settings based on the analysis and synthesis of information gathered.
17) Coordinate planning & delivery of care.
18) Make judgments about delivering care.
19) Implement, evaluate and initiate change in care as necessary.
20) Participate in an active self-directed lifelong learning growth process using multiple ways of knowing.
21) Appreciate a self-directed lifelong learning growth process.
22) Exhibit critical thinking in professional practice.
23) Collaborate to provide comprehensive nursing care in an ever-changing global society by utilizing and adapting skills to meet the health care needs of diverse aggregate/groups in a variety of situations.

Pre-nursing course work in:

Chemistry, English Comp. I, College Algebra, Psychology, Microbiology and lab, Foundations of Nursing, Statistics, Math Calculations, Human Growth & Development, English Comp. II, Oral Communication, Human Anatomy and Physiology, Physiology of Humans Lab.

Curriculum
Semester 1

NURS 310:	Nursing Skills Lab	2
NURS 311L:	Nursing Practicum	2
NURS 407:	Pathophysiology II	2
NURS 322:	Nursing Inquiry	2
NURS 312:	Nursing Concepts	3
NURS 321:	Health Care: Legal Aspects	1
NURS 320:	Health Care Ethics	1
NURS 303:	Health Assessment … Lifespan	2
NURS 303L:	Health Assess… Lifespan Lab	1
NURS 340:	Pharmacology	3
		19

Semester 2

NURS 330:	Older Adult & the Family in Retirement	4
NURS 330L:	Older Adult … Practicum	3
NURS 332:	Population-focused Care	2
NURS 332L:	Population … Practicum	1
NURS 491:	Health Care System, Policy and Cost	2
		12

Semester 3

NURS 420:	Young Adult and the Childbearing Family	3
NURS 420L:	Young Adult … Family Pract.	3
NURS 422:	Child/Adolescent & the Parenting Family	3
NURS 422L:	Child/Adolescent … Practicum	3
		12

Semester 4

NURS 430:	Middle Aged Adult & the Launching Family	4
NURS 430L:	Middle Aged … Practicum	
NURS 431:	Integration of Professional Nsg	
NURS 431L:	Internship	3
		13

Total Hours in the Major: 56

Assessment Approach and Methods

ALUMNI/EMPLOYER SURVEY-Alumni, and employers are surveyed one year after graduation and 5 years after graduation. EXTERNAL ADVISORY COMMITTEE-meets every year to inform the faculty/program, and ensure achievement of the expected results.
ASSESSMENT TESTS-

CTEE, CTLE, CTOE which are each given at different intervals in the program, the

ARNETT-CAT exam which is given senior 1 and senior 2 semester to help determine likelihood for success on NCLEX-RN, and the

NET exam which is given to pre-nursing students to determine likelihood for success in the program (satisfactory score is required for admission).

RN-BSN students have already taken the NCLEX-RN to practice as a registered nurse, and this serves as admission requirement to the RN-BSN delivery

CLINICAL PRACTICA EVALUATIONS-students must submit written evaluations of each clinical practicum experience and also are given an opportunity for an oral evaluation with faculty. Clinical feedback provides links from academic learning to applications in practice situations.

In particular, the senior clinical evaluation tool is reviewed for integration within the curriculum and clinical outcomes.

MSN AFFINITY DIAGRAM *UNDER REVISION*	Expected Learning outcomes	Curriculum	Assessment Approach and Methods

At graduation, masters nursing majors are:
KNOWLEDGABLE
  They possess the specialized advanced nursing knowledge to function in a global society & the foundation for doctoral study.
PROVIDERS OF ADVANCED CARE
  They provide advanced health care to address complex, interrelated needs of clients, families & communities, based on a matrix of scholarly & theoretical knowledge & competent specialized skills.
EFFECTIVE COMMUNICATORS
  They effectively communicate with clients & network with colleagues, organizations & health professionals within the broad health care arena.
RESEARCHERS
  They use systematic inquiry & research methods to improve advanced nursing care & add to the body of knowledge for the discipline.
 	
SPECIALIZED PROFESSIONALS
  They demonstrate ethically responsible & legally accountable advanced practice.
CRITICAL THINKERS
  They analyze complex situations & formulate new strategies for problem solving by innovative use of resources.
LEADERS AND COLLABORATORS
  They shape health care systems by leading, collaborating, & negotiating with other professionals to overcome barriers & address clients' needs.
CONSULTANTS
  They serve as a consultant to nurses & other health professionals to address integrative health needs of clients.
LIFELONG LEARNERS
  They are competent to assess professional learning needs & seek ways to promote development in the advanced practice role.
	Upon completion of the Master of Science in Nursing program, the graduate is able to:
	*1. deliver advanced nursing services by addressing integrative health states of individuals, families, groups, communities & society;
	 2. identify & implement the primary care roles in a rural society from a global perspective;
	*3. employ systematic inquiry & research methods in synthesizing & evaluating nursing knowledge to enhance the scientific basis of nursing & health care;
	*4. analyze & synthesize theoretical models for application in clinical practice;
	 5. advance the distribution of scientific nursing knowledge to professional organizations, colleagues, health professionals, & students through publications & presentations;
	*6. exhibit professional leadership & management in advanced nursing practice, education, or administration by collaborating & consulting with consumers, nurses & other health professionals; &
	*7. integrate new nursing knowledge into advanced nursing practice, & consistently add to the base of nursing knowledge through self responsibility for on-going professional learning.
	
	* = most important
		The curriculum builds on the competencies of the baccalaureate professional nurse & focuses on advanced nursing roles (nurse administrator, nurse educator, or family nurse practitioner), integrating theory, practice & research.
		CORE COURSES
		N 800 History & Philosophy of Nursing
		N 810 Developing Nursing Theories
		N 812 Primary Hlth. Prom. Across the Life Span
		N 815 Nursing Information Systems
		N 820 Developmental Potential of the Adult
		N 823 Community & Occup'l Practicum (NA/NE)
		RESEARCH COURSES
		N 895 Research in Nursing
		N 897 Nurse Practitioner Project (FNP)
		N 899 Thesis (NA/NE)
		 ADVANCED ROLE (students must take one track; may also have a *dual track* or do a *post-masters*)
		NURSING ADMINISTRATION (NA)
		N 861 Nursing Admin in Complex Org.
		N 862 Admin Mgt. Nurses in Hlth. Org.
		N 876 Apprenticeship: Nursing Admin.
		NURSING EDUCATION (NE)
		N 865 Curriculum Plng. & Eval. in Nsg. Ed.
		N 866 Teaching Strategies in Nursing
		N 876 Apprenticeship: Nursing Education
		FAMILY NURSE PRACTITIONER (FNP)
		N 803 Advanced Health Assessment
		N 803L Advanced Health Assessment Practicum
		N 805 Advanced Pharmacology
		N 806 Advanced Pathophysiology
		N 813 Primary Health Promotion Practicum
		N 816 Advanced Practice Role Development
		N 818 Primary Care of the Family
		N 821 Primary Care I: Mgmt. of Common Prob.
		N 832 Primary Care II: Mgmt. of Complex Prob.
		N 833 Adult & Aging Preceptorship
		N 843 Women's Health & Illness
		N 844 Child Health & Illness
		N 883 Gynecological/Obstetrical Preceptorship
		N 884 Newborn/Pediatric Preceptorship
		N 888 Nurse Practitioner Preceptorship
			Evidence of program effectiveness is shown in the evaluation of the expected results.
			NEEDS ASSESSMENT is conducted to determine trends/educational needs for professional nursing at the graduate level.
			ALUMNI & EMPLOYER SURVEY: All graduates & their employers are surveyed 1 yr post graduation (self-assessment); every 3 yrs College surveys last 3 yrs. Feedback from these surveys is used to improve the program.
			EXTERNAL ADVISORY COMMITTEE: Individual members provide feedback used to ensure achievement of the expected results.
			STUDENT PARTICIPATION IN CURRICULUM: Students serve as representatives on committees that review curriculum matters & provide feedback used to evaluate the curriculum.
			ASSESSMENT TESTS: The Miller Analogies Test (MAT) is used to assess the theoretical thinking ability of the potential student for admission & for advising. A Comprehensive Examination & a thesis or research project are used to evaluate students' abilities to integrate theory & research with advanced nursing concepts. Changes to the program are made when needed, based on students' performance. Graduates of the Family Nurse Practitioner & Nursing Administration Tracks are encouraged to take a national certification examination. There is currently no national examination for the Nursing Education Track.
			CLINICAL PRACTICA EVALUATIONS: Students must submit a written evaluation of each clinical practicum experience. Practica provide a link between academic learning & application of knowledge in advanced practice situations. Feedback from practica preceptors (MDs/DOs, FNPs, expert teachers, expert administrators) provides information for evaluating students' performance.
			RESEARCH: Students are required to submit an acceptable research thesis or project.

Appendix B Position Status Report-Department of Nursing

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Position Number	Projected Dept Needs	Faculty Member	Current Faculty Expertise	Assigned Instructional FTE	Current Rank (Date)	Degree	Track	Year Entered FHSU Service
118011001	Department Chair	Connelly, Liane	Nursing Administration	1.0	Professor	PhD	Tenured	1993
118011-008	General med-surg,	Doan, Jo Ann + PT person to fill	Basic nursing skills, assessment Part time search underway 6/22/06	.5 .5	Associate Professor	MSN	Tenured	1987
118011-004	Basic nursing skills	Groth, Billie	Basic Nursing skills, leadership	1.0	Associate Professor	MSN	Tenured	1997
118011-002	Community health, pediatrics, adult health	Hober, Christine	Basic nursing skills, pediatric, community certified and medical surgical nursing	1.0	Assistant Professor	MSN	Tenure track	2003
118011-016	Gerontology, health assessment	Insley, Carolyn	Physical assessment, Medical surgical nursing, gerontology	1.0	Associate Professor	MSN	Tenured	1997
118011-012	Theory development, nursing education	Kells, Karolyn	Nursing education, theory development	1.0	Associate Professor	PhD	Tenured	1996
118011-009	Basic nursing, theory	Koerner, Dianna	Nursing and counseling, distance learning	1.0	Professor	MN, MS	Tenured	1985
118011-010	Advanced practice CNS/FNP, theory, research-offered 5/9/06	Moore, Carol	CNS, adm experience	1.0	Assistant Professor	PhD	Tenure track	2006
118011-007	Pathophysiology nursing-	Morgan, Mary	Biology	0.4	Professor	PhD	Tenured	1981
118011-001	Advanced Practice Nursing	Nelson, Judy	Family Nurse Practitioner	0.5	Instructor	MSN	Temporary	2005
118011-018	Coordinator family nurse practitioner track	Ochs, Dorothy	Family nurse practitioner	1.0 reassigned time for practice	Assistant Professor	MSN	Tenure track f06	2000
118011-003	Maternal child nursing	Riffel, Kim	Nursing education, maternal child nursing	1.0	Associate Professor	MSN	Tenured	1998
118011-017	Nurse practitioner/CNS	Sanko, Linda	Clinical nurse specialist	1.0	Assistant Prof	MS, MN	Tenure track f06	2005
118011-013	High risk nursing	Sander, Rebecca	Certified case manager, certified oncology nurse, adult medical surgical nursing	1.0	Assistant Professor	MSN	Tenure track	2002
118011-006	Psychiatric nursing, nursing theories	Schmidt, Sally	Nursing education	1.0	Assistant Professor	MSN	Tenure track	1998
118011-011	Medical surgical and pediatric nursing	Trible, Karen	Nursing education, certified pediatric nurse	1.0	Assistant Professor	MSN	Tenure track f06	1996
118011-015	Health promotion, health systems, theory, research	Tweed, Sandra	Psychology and nursing expertise, addictions nursing	1.0	Associate Professor	PhD	Tenure track	2003
118011-007	Medical Surgical Nursing		Search underway 6/22/06	1.0	Assistant or Associate	MSN	Temporary	
118011-019	Advanced Practice FNP	J. Manry	Family Nurse Practitioner	0.5	Instructor	MSN-FNP	Temporary	2006
118011-20	Program Specialist	Janet Willhaus	Simulation, general practice-hired 6/20/06	1.0- 9 mo	Program Specialist	MSN-C	Temporary	2004 2006 current appt.
118011-22	Medical Surgical Nursing	New position	Search underway 6/22/06	1.0- 9 mo.	Assistant or Associate	MSN	Temporary	
118011-21	Nursing Education/theory	New position	Search underway 6/22/06	1.0- 12 mo	Assistant or Associate	PhD	Temporary	

Appendix C Bibliography of Departmental Scholarly Activity

Faculty Name	Title of Publication	Refereed
Sue Boos	Boos, S. C. (2005). Skin disorders. Chapter in C. K. Silkworth, M. J. Arnold, J. F. Harrigan & D. S. Zaiger (Eds.), *Individualized health care plans for the school nurse: Concepts, framework, issues, and applications for school nursing practice* (Chapter 68). North Branch, MN: Sunrise River Press.	X
Liane Connelly	Hober, C., Connelly, L., & Groth, B. (2005, July). *Mentoring Roadmaps: Community Partnerships.* Poster Session presented at the Sixteenth Annual International Nurse Educators Conference in the Rockies, Breckenridge CO.	X
	Hober, C., Connelly, L., & Groth, B. (2006, May). *Mentoring Roadmaps: Community Partnerships.* Poster Session presented at the Twenty-Fourth Annual International Computer and Technology Conference, Toronto, Canada.	X
Jo Ann Doan	None	
Billie Groth	Hober, C., Connelly, L., & Groth, B. (2005, July). *Mentoring Roadmaps: Community Partnerships.* Poster Session presented at the Sixteenth Annual International Nurse Educators Conference in the Rockies, Breckenridge CO.	X
	Koerner, D., Kells, K., Groth, B. & Insley, C. (2005, November). *Emotional Roller Coaster: A Grounded Theory of Student Nurses' First Clinical Experience.* Paper presented at the Third Pan-Pacific Nursing conference and The Fifth Hon Kong Nursing Symposium on Cancer Care, Hong Kong.	X
	Hober, C., Connelly, L., & Groth, B. (2006, May). *Mentoring Roadmaps: Community Partnerships.* Poster Session presented at the Twenty-Fourth Annual International Computer and Technology Conference, Toronto, Canada.	X
Christine Hober	Trible, K.A., & Hober, C. (2005, October). *Analyzing pediatric patients. Electronic concept mapping.* Refereed podium session, presented at the meeting of the 12th Annual Pediatric Nursing Conference. Best Practices in Pediatric Health Care, Akron, OH.	X
	Kells, K., & Hober, C. (2006, April). *Data for Evidence-Based Benchmarking in Graduate Nursing Education.* 3rd Annual Multidisciplinary Practice Conference, Fort Hays State University, Hays, KS**.**	X
	Trible, K.A., & Hober, C. (2006, 26-28 May). *Electronic concept mapping. Analyzing the pediatric patient.* Refereed podium session, presented at the meeting of the Rutgers Twenty-Fourth Annual International Nursing Computer and Technology Conference in Toronto, Ontario, Canada.	X

Faculty Name	Title of Publication	Refereed
Carolyn Insley	Presentation of research findings with published abstract: Koerner, D., Kells, K., Groth, B., & Insley, C. Emotional Roller Coaster: A Grounded Theory of Student Nurses' First Clinical Experience. The Third Pan-Pacific Nursing Conference and the Fifth Hong Kong Nursing Symposium on Cancer Care – Excellence in Nursing Practice Innovation and Creativity. November 11 – 12, 2005. Hong Kong.	X
Karolyn Kells	Schmidt, S., & Kells, K. (2006 , January). *Trending of Nursing Process.* Poster session presented at Faculty Development Institute, Miami, FL.	X
	Koerner, D., Kells, K., & Groth, B. (2005, November).. Poster *Emotional Rollercoaster: A grounded theory for Student Nurses' First Clinical Experience.* Podium presentation at the 3rd Pan-Pacific Conference, Hong Kong.	X
	Sally, S., & Kells, K. (2006, July)**.** *Evidence for Benchmarking of "Learning" Curriculum Strand..* Podium presentation at the 17th International Nursing Research Congress Focusing on Evidence-Based Practice, Montreal, Quebec.	X
	Kells, K., & Hober, C. (2006, April). *Data for Evidence-Based Benchmarking in Graduate Nursing Education.* 3rd Annual Multidisciplinary Practice Conference, Fort Hays State University, Hays, KS**.**	X
	Kells, K., & Koerner, D. (2006). Lessons learned: Morbid obesity patient care needs. *Kansas Nurse, 80*(10), 9, 12, 14.	X
Dianna Koerner	Kells,K. & Koerner, K. (2005). Lessons learned: Morbid obesity patient care needs. *The Kansas Nurse, 80*(10),12- 14.	X
	White,D., Berg, C., Hackler, D., Koerner, D., & Streit, V. (2005). A two-way street. *Journal of Emergency Medical Services, 30*(9), 68-69,70-71,73.	X
	Koerner,K. & Kells, K. *27 years of successful distance education for RNs at Fort Hays State University.* Presented at the 18th Annual Nurse Educators Conference in the Rockies, July, 2005.	X
	Koerner,K. & Riffell, K.. *Meshing the worlds of learning and reality.* Presented at the 18th Annual Nurse Educators Conference in the Rockies, July, 2005.	X
	Koerner, D., Kells, K., Groth, B., and Insley, C. *Emotional roller coaster: A grounded theory of student nurses' first clinical experience.* Presented at the Third Pan-Pacific Nursing Conference & the Fifth Hong Kong Nursing Symposium on Cancer Care, November, 2005	X

Faculty Name	Title of Publication	Refereed
Mary Morgan	None	
Dorothy Ochs	*Personal Data Assistants (PDA) Use in Teaching* FHSU-Department of Nursing Posters and Presentations for Research Week April 27, 2006. CTELT Brown Bag Luncheon Presentation: *Using PDAs in Teaching* with Janet Willhaus March 15, 2006.	
Carol Moore	Moore, C. (2005). Who will care for us? *Kansas Nurse*, 80(8).	X
Nelson, Judy	none	
Kim Riffel	Riffel, K. & Koerner, D. (2005, July). *Meshing the worlds of learning and reality.* Sixteenth Annual International Nurse Educators Conference. Breckenridge. CO. Riffel, K. (2006, June). *Nurturing young moms to be nurturing parents.* Regional Campus Compact Conference. Kansas City, MO.	X X
Sander, Rebecca	Abstract accepted for poster presentation at 24th Annual International Nursing Computer and Technology Conference in Toronto Canada.	X
Sally Schmidt	Schmidt, S. (2006). *Cheating an ethical concern. The Kansas Nurse, 81* (1), 1-2. Kells, K. & Schmidt, S. (2006). *Trending of nursing process.* Poster session presented at Mosby's Faculty Development Institute 2006, January 8-10, 2006 Miami, Florida. Kells, K. & Schmidt, S. (2006). *Benchmark development for admission criteria* Roundtable presentation at Third Annual Multidisciplinary Practice Conference "Evidence-Based Practice: Strategies to Improve Healthcare" April 14, 2006, Hays Medical Center, Hays, Kansas. Kells, K. & Schmidt, S. (2006). Evidence for benchmarking of "learning" curriculum strand. Podium presentation at 17th International Nursing Research Congress Focusing on Evidence-Based Practice July 19 -22, 2006, Montréal, Québec, Canada.	X X X X
Karen Trible	Trible, K.A., & Sanders, R. (2006, 26-28 May). *The "Virtual" clinical evaluation tool.* Refereed poster session, presented at the meeting of the Rutgers Twenty-Fourth Annual International Nursing Computer and Technology Conference in Toronto, Ontario, Canada. Trible, K.A., & Hober, C. (2006, 26-28 May). *Electronic concept mapping. Analyzing the pediatric patient.* Refereed podium session, presented at the meeting of the Rutgers Twenty-Fourth Annual International Nursing Computer and Technology Conference in Toronto, Ontario, Canada. Trible, K.A., & Hober, C. (2005, October). *Analyzing pediatric patients. Electronic concept mapping.* Refereed podium session, presented at the meeting of the 12th Annual Pediatric Nursing Conference. Best Practices in Pediatric	

Faculty Name	Title of Publication	Refereed
	Trible, K.A., Sander, R., & Blomberg, Ashley. (2005, July 21-23). *The "Virtual"clinical evaluation tool.* Refereed podium session, presented at the meeting of Sixteenth Annual Nurse Educators Conference, In the Rockies, Breckenridge, CO (unable to attend due to foot fracture).	X
	Trible, K.A., Sander, R., & Arnhold, L. (2005, July 21-23). *Critical analysis of pediatric nursing care: Concept mapping.* Refereed poster session, presented at the Sixteenth Annual Nurse Educators Conference, In the Rockies, Breckenridge, CO	X
Sandy Tweed	None (Two manuscripts in progress, but not completed)	

Appendix D
FORT HAYS STATE UNIVERSITY
DEPARTMENT OF NURSING
Master Schedule of Quality Improvement

Topic	Agency	Stand#	WhatHow	Who	J/Feb	M/Apr	M/June	Jy/Aug	Spt/Oct	N/Dec	Finding/action
Curriculum	KSBN	60-17-106	Clinical Facilities	PLC			X				
Curriculum	CCNE	III. D	Periodic eval-MSN and BSN every 3 years								
Curriculum	KSBN	60-2-102	descript of ed facilities	CAPN			X				KSBN report
Curriculum	KSBN	60-2-104c	instruction/clinical exp topics	CAPN			X				See appendix L
Curriculum	NTF	III.D	clinical 500 hr minimum	CAPN			X				See appendix L
Ins commit	NTF	IV. B 2	Varied clinic experience	CAPN			X				See appendix L
Ins commit	NTF	IV. B 3	Diverse ed preceptors/APN	CAPN			X				See appendix L
Ins commit	NTF	IV. B 3 b	Preceptor qualifications	CAPN			X				See appendix L
Ins commit	NTF	IV. B 3a	credential of preceptor	CAPN			X				See appendix L
Ins commit	NTF	IV.A 1	student fac ratio	CAPN			X				See appendix L
Ins commit	NTF	IV.A 2	facilities	CAPN			X				See appendix L
Ins commit	NTF	IV.B	clinical resources	CAPN			X				See appendix L
Ins commit	NTF	IV.B 1	site visit/ratio of visits	CAPN			X				See appendix L
Ins commit	NTF	IV.B 3 c	preceptor orientation	CAPN			X				See appendix L
Perf outcome	NTF	VI.A	Prog eval plan for FNP track	CAPN			X				See appendix L
Curriculum	NTF	VI.A 1	Eval courses annually	CAPN			X				See appendix L
	NTF	VI.A 3	Eval st each semester	CAPN			X				See appendix L
Curriculum	NTF	VI.A 4	Cumm eval of st in clinical	CAPN			X				See appendix L
Curriculum	NTF	VI.A 5	eval clinical sites annually	CAPN			X				See appendix L
Curriculum	NTF	VI.A 5	eval preceptors annually	CAPN			X				See appendix L

Topic	Agency	Stand#	WhatHow	Who	J/Feb	M/Apr	M/June	Jy/Aug	Spt/Oct	N/Dec	Finding/action
Curriculum	AQIP	A	Helping St Learn	Chair			X				FY06 goal-2-06 we are working on PDA implementation, updates with art presenter, and are doing the MSN new curriculum integration
Perf outcome	AQIP	B	Accomp other goals	Chair							NA
	AQIP	C	Underst stakeholders	Chair							NA
	AQIP	D	Valuing people	Chair							NA
	AQIP	E	Leading/communica	Chair							NA
	AQIP	F	Support Inst Operations	Chair							NA
	AQIP	G	Measure effectiveness	Chair			X				Fy06 goal-we have secured funds to increase enrollment through more faculty, are purchasing a new sim man for peds, and are working on mentoring of new faculty with retiring faculty-we are also strengthening benchmarking work and changes in admission and progression policies, and are piloting a new assessment process
	AQIP	H	Plan Cont Improvement	Chair				X			NA
Perf outcome	AQIP	I	Build C. Relationships	Chair							NA
Org	CCNE	I	accurate policies	Chair			X				We are updating handbooks

Topic	Agency	Stand#	WhatHow	Who	J/Feb	M/Apr	M/June	Jy/Aug	Spt/Oct	N/Dec	Finding/action
Org	CCNE	I	Advisory Cmtee-yrly mtg	Chair			X				Last met June 2005; recommend bioterrorism content from KDHE-next mtg 7/21/06
Org	CCNE	I	Elec Senators-documents fac involvement	Chair		X					yearly committee is being tracked
Org	CCNE	I	Org chart	Chair			X				Will be reviewed fy07
Org	CCNE	I. E	Documents and publications are accurate	Chair			X				DON procedure book update su 06
Org	CCNE	I. F	Policies of parent org and nursing are congruent	Chair			X				mission reviewed and revised YODA ongoing
Ins commit	CCNE	II	fac practice	Chair		X					3/15/06 DO and DR do faculty practice
Ins commit	CCNE	II. A	Parent org and dept support environ of faculty role	Chair		X C DLC		X			fac have 1000 per yr from dept and up to 1000 per yr from Provost. Many do request for funds
Ins commit	CCNE	II. B	Adequate instr technology	Chair				X			PDA for faculty, sim center grant request, PDA grant for students submitted
Ins commit	CCNE	II. B	Adequate staff	Chair		X					3 adm assistants
Ins commit	CCNE	II. B	Budget	Chair	X	X	X	X	X	X	40,000 fy06 is the same as last year. Proposal in State to increase funding-fy07 4500 more in OOE

Topic	Agency	Stand#	WhatHow	Who	J/Feb	M/Apr	M/June	Jy/Aug	Spt/Oct	N/Dec	Finding/action
Ins commit	CCNE	II. B	Ed facilities adequate	Chair				X			We use the action plan process-have secured funds for new equipment this year and sim center proposal
Ins commit	CCNE	II. D	CNO qualifications	Chair	X						meets qualifications
Ins commit	CCNE	II. E	Faculty qualifications and number	Chair		X					faculty meet qualifications
Perf outcome	CCNE	IV. A	Evaluation Plan	Chair			X				Developed and implemented sp 06
Perf outcome	CCNE	IV. B	St feedback	Chair		X (April)					Chair meets yearly with results provided to faculty
Perf outcome	CCNE	IV. B	St placement rates	Chair	X						99-100% placement rates
Org	CCNE	IV. E	Complaints (E)	Chair			X				New complaint log initiated sp 06
Perf outcome	CCNE	IV.D	serv/sch fac	Chair		X	X				merit and annual report completed each year
Curriculum	KSBN	60-17-102	initial accreditation	Chair							NA
Perf outcome	KSBN	60-17-103c	# students enrolled	Chair			X				see annual report data

Topic	Agency	Stand#	WhatHow	Who	J/Feb	M/Apr	M/June	Jy/Aug	Spt/Oct	N/Dec	Finding/action
Ins commit	KSBN	60-17-103c	budget process	Chair			X				KSBN report annually
Curriculum	KSBN	60-17-103c	ed facilities adequate	Chair				X			2-22-06 classroom space is adequate, lab is in need of upgrade to higher tech
Ins commit	KSBN	60-17-103c	fac degree plan	Chair		X					1 faculty has degree plan; all others have MSN or PhD
Curriculum	KSBN	60-17-103c	fac/preceptor information	Chair			X				KSBN report completed
Ins commit	KSBN	60-17-103c	legal body resp for program	Chair			X				
Ins commit	KSBN	60-17-103c	nur adm responsiblities	Chair			X				75% adm, 15% teaching, 5% service, 5% scholarship
Org	KSBN	60-17-103c	Org chart	Chair			X				see above
Perf outcome	KSBN	60-17-103c	re-survey: # of students	Chair			X				20th day data f05 and sp06, annual report
Curriculum	KSBN	60-17-103c	Clinical Facilities	Chair		X c coord					
Curriculum	KSBN	60-17-103c	current curriculum	Chair	X						
Curriculum	KSBN	60-17-103d	Resurvey: personel listing, fac minutes, handbooks, students records, policies and procedures, curriculum materials, budget, clinic contracts.	Chair			X				NA-we follow plan for update of policies, and have an updated contract sheet for facilties
Curriculum	KSBN	60-17-104	fac/preceptorqualifications:	Chair			X				Met

Topic	Agency	Stand#	WhatHow	Who	J/Feb	M/Apr	M/June	Jy/Aug	Spt/Oct	N/Dec	Finding/action
Ins commit	KSBN	60-17-105a	FNP program responsibilities	Chair		X					the new FNP track has been approved and has over 500 clinical hours
Perf outcome	KSBN	60-2-102	# of students	Chair			X				see data in annual report
Ins commit	KSBN	60-2-102	3 yr budget data	Chair			X				fy05 and fy06 no change in OOE; fy07 increase noted
Ins commit	KSBN	60-2-102	budget process	Chair			X				
Perf outcome	KSBN	60-2-102	Data	Chair			X				continuous data entry occurs with annual report and CCNE ongoing reports
Ins commit	KSBN	60-2-102	degree plan	Chair		X					one fac with degree plan
Ins commit	KSBN	60-2-102	fac credentials/FTE	Chair		X					21 FTE as of July 1, 2007
Ins commit	KSBN	60-2-102	fac orientation plan	Chair		X					2-22-06 orientation plan to dept and university is done- DON being revised
Ins commit	KSBN	60-2-102	fac selection policies	Chair			X				affirmative action and specific search policies
Ins commit	KSBN	60-2-102	fac/student ratios	Chair			X				2-22-06 1:10 clinical BSN; 1:6 clinical FNP
Org	KSBN	60-2-102	legal body resp for program	Chair			X				
Ins commit	KSBN	60-2-102	nur adm responsiblities	Chair			X				75% adm, 15% teaching, 5% service, 5% scholarship

Topic	Agency	Stand#	WhatHow	Who	J/Feb	M/Apr	M/June	Jy/Aug	Spt/Oct	N/Dec	Finding/action
Org	KSBN	60-2-102	org chart	Chair			X			X	
Curriculum	KSBN	60-2-102	Resurvey: personel listing, fac minutes, handbooks, students records, policies and procedures, curriculum materials, budget, clinic contracts.	Chair			X				follow plan for revisions
Curriculum	KSBN	60-2-103	Preceptor qualifications	Chair			X				submitted annually KSBN
Curriculum	KSBN	60-2-104a	Faculty curricular respons	Chair		X		X			YODA 2006-2007 year
Curriculum	KSBN	60-2-104e	30cr nsg major	Chair			X				2/22/06 standard met-56 hr in BSN major
Perf outcome	KSBN	60-2-104f	plan for evaluation	Chair							Developed and implemented sp 06
Curriculum	KSBN	60-2-105f	Observation 15% or less/total	Chair			X				KSBN report
Curriculum	KSBN	60-2-105g	Preceptor 20% or less total	Chair			X				KSBN report
Ins commit	KSBN	60-2-106	ed facilities adequate	Chair				X			need to create simulation center
Org	NTF	1.A	Organization/Adm	Chair						X	
Ins commit	NTF	1.B	clinical practice req	Chair			X				DO completes clinical practice, DR also has full time practice
org	NTF	II.A	NP inv in admissions	Chair				X			2-06 met
org	NTF	II.B	NP inv in progress/grad	Chair				X			2-06 met
Curriculum	NTF	III.A	NP inv in curriculum	Chair				X			2-06 yes
Curriculum	NTF	III.E	Post master's FNP requiremt	Chair							2-06 met

Topic	Agency	Stand#	WhatHow	Who	J/Feb	M/Apr	M/June	Jy/Aug	Spt/Oct	N/Dec	Finding/action
Ins commit	NTF	IV.A	ins resources support program	Chair				X			Budget for equipment and Wagner funds
org	NTF	V.A	faculty credentials	Chair			X				update spreadsheet q summer
	NTF	V.A 1	discipline specific credential	Chair			X				2/22/06-DO, JN, DR are FNPs, CM and LS are CNS
	NTF	V.A 2	licensure/certification required	Chair			X				met
	NTF	V.A 3	fac dev plan	Chair		X					merit
	NTF	V.B	nonFNP have prep	Chair			X				CNS-2-teaching content appropriate to education
	NTF	VI.A 2	Eval fac comp annually	Chair		X					annually in April
Perf outcome	KSBN	60-2-102	# of students by classes	Chair			X				see annual KSBN report
Org	CCNE	I	Dept framework	DLC	X even						YODA 2006-07 to review
Org	CCNE	I	Dept outcomes	DLC		X even					YODA 2006-07 to review
Org	CCNE	I	Dept Phil statem	DLC		X even					YODA 2006-07 to review
Curriculum	CCNE	I. A	End of life	DLC				X			
Org	CCNE	I. C	Mission periodically reviewed and revised as necessary for community of interest	DLC	X						Mission revised 2/06 per DLC involvement
Org	CCNE	I.A	Dept. mission/goals-consistent with parent and standards	DLC	X even						DLC revised 2/06-we use NTF, essentials, ANA, KSBN standards
Curriculum	CCNE	I.A	gerontology	DLC				X			YODA 2006-07 to review
Curriculum	CCNE	I.A	Healthy People 2010	DLC				X			YODA 2006-07 to review
org	CCNE	I.A	Essentials-do we comply?	DLC		X MSN		X BSN			YODA 2006-07 to review

Topic	Agency	Stand#	WhatHow	Who	J/Feb	M/Apr	M/June	Jy/Aug	Spt/Oct	N/Dec	Finding/action
Org	CCNE	I.B	Mission periodically reviewed and revised as necessary for standards	DLC	X even						2-20-06 reviewed and updated by faculty
Ins commit	CCNE	II. B	Clinical Facilities	DLC		X c coord					tool to assess sites for faculty
Curriculum	CCNE	III	Affinity	DLC	q even	X MSN		X BSN			sp 06 and sp 08
Curriculum	CCNE	III. A	phil BSN	DLC		X even					YODA 2006-07 to review
Curriculum	CCNE	III. A	phil MSN	DLC		X even					YODA 2006-07 to review
Curriculum	CCNE	III. B	Essent BSN	DLC		2006					YODA 2006-07 to review
Curriculum	CCNE	III. B	Essent MSN	DLC		2006					YODA 2006-07 to review
Curriculum	CCNE	III. C	BSN Courses (odd)	DLC		X	X	X	X	X	next review 09 yr
Curriculum	CCNE	III. C	Course placement	DLC			X				next review 09 yr
Curriculum	CCNE	III. C	MSN Courses (even)	DLC		X	X	X	X	X	next review 09 yr
Curriculum	CCNE	III. C	Pre-req BSN (odd)	DLC				X			next review 09 yr
Curriculum	CCNE	III. C	Schematic model BSN	DLC			X				06, 09
Curriculum	CCNE	III. C	Schematic model MSN	DLC			X				06, 09
Curriculum	CCNE	III. E	Outcomes/BSN	DLC			X				next review 09 yr
Curriculum	CCNE	III. E	Outcomes/MSN	DLC		X even					next review 09 yr
Curriculum	KSBN	60-17-105a,b	Curriculum requirements	DLC	X						YODA 2006-07 to review
Ins commit	KSBN	60-17-107	ed facilities adequate	DLC				X			need space for simulation for FNPs
Curriculum	KSBN	60-2-102	current curriculum	DLC	X						YODA 2006-07 to review
Curriculum	NTF	III.C	curriculum sequencing	DLC						X	YODA 2006-07 to review
Org	CCNE	I	Bylaws	FLC						X	
Org	CCNE	I	Fac Handbook	FLC		X sp 07					
Ins commit	CCNE	II. C	Library	FLC					X f 2006		check for adequacy
Perf outcome	CCNE	IV. D	Faculty eval tools	FLC			X sp 06				
Org	KSBN	60-2-102	fac bylaws	FLC						X f 06	

Topic	Agency	Stand#	WhatHow	Who	J/Feb	M/Apr	M/June	Jy/Aug	Spt/Oct	N/Dec	Finding/action
org	KSBN	60-2-102	fac job description	FLC		X sp 07					
Curriculum	KSBN	60-2-102	descript of clinic facilities	PLC		X					
Curriculum	KSBN	60-2-102	test process and plan	PLC	X 07						next review 09 yr
Curriculum	KSBN	60-2-104b	Curriculum requirements	PLC	X						
Curriculum	NTF	III.B	Curriculum requirements	PLC						X	
Curriculum	NTF	VI.B	formal curric review q5yr min	PLC			X 2006	X 2006	X 2006	X2006	next review 09 yr
Perf outcome	NTF	VI.C	summative eval plan of grad	PLC			X				QI??
Perf outcome	CCNE	IV. B	Cert pass rates	QI	X						see annual report QI
Perf outcome	CCNE	IV. B	Graduation Rates	QI	X						see annual report QI
Perf outcome	CCNE	IV. B	KSBN report	QI			X C chair				see annual report QI
Perf outcome	CCNE	IV. B	Outcomes Survey	QI			X				see annual report QI
Perf outcome	CCNE	IV. B	Pass rates	QI	X						see annual report QI
Perf outcome	CCNE	IV. C	QI Report	QI	X						see annual report QI
Perf outcome	KSBN	60-2-102	pass rates above 75%	QI	X						see annual report QI
Org	CCNE	I	St organizations	SLC		X					FHANS, NCF are active
Curriculum	CCNE	I. F	Grade appeal	SLC			X				reviewed by Chair 5/06 no revisions made
Curriculum	CCNE	I. F	Grievance policy	SLC			X				
Curriculum	CCNE	I. F	St Handbook BSN	SLC				X even			SLC reviewed sp06
Curriculum	CCNE	I. F	St Handbook MSN	SLC				X odd			SLC reviewed sp06
Curriculum	CCNE	I. F	St policies	SLC			X				SLC reviewed sp06
Org	CCNE	I.D	Faculty and Student partic in governance	SLC		X					Some attendance decreased fall 05-st did not know dates-Meeting dates have been provided via bb site 2/06

Topic	Agency	Stand#	WhatHow	Who	J/Feb	M/Apr	M/June	Jy/Aug	Spt/Oct	N/Dec	Finding/action
Ins commit	CCNE	II. C	Scholarships	SLC			X				new scholarships this year-Folsom, Schmidt, Byers and Doan
Curriculum	CCNE	III	Adm/retention reprt	SLC			X				2001-2005 the average retention rate was 90%
Perf outcome	CCNE	IV. C	Student Achievemt	SLC			X				Stroup Award awarded
Curriculum	KSBN	60-17-108	St policies	SLC							SLC reviewed sp06
Curriculum	KSBN	60-2-107	st.policies: generic students, transfer students, articulation, English proficiency, readmission, progression, counseling, student versus employee role, st participation, graduation, and licensure denial (BSN, MSN)	SLC			X				SLC reviewed sp06
Curriculum	NCA	Step 1	Affinity-BSN	YOTD				X ALL 8/14/06 10AM to 3PM			include assessment discussion too, what do we want to assess?
Curriculum	NCA	Step 1	Affinity-MSN	YOTD		X 4/17 12:30 to 3:30					
Curriculum	NCA	Step 1	dept phil statem	YOTD		X 3/27 1-4					Refer to MSN handbook, pages 13-17.Completed
Curriculum	NCA	Step 1	essentials MSN-do we comply?	YOTD		X 4/17 12:30 to 3:30					Read document ahead of time-this includes NTF, 2010 guidelines
Curriculum	NCA	Step 1	essentials BSN-do we comply?	YOTD				X ALL 8/14/06 10AM to 3PM			8/14 1-4 this includes the 2010, gerontology other standards, mass casuality
Curriculum	NCA	Step 1	MSN goals	YOTD		X 3/27 1-4					

Topic	Agency	Stand#	WhatHow	Who	J/Feb	M/Apr	M/June	Jy/Aug	Spt/Oct	N/Dec	Finding/action
Curriculum	NCA	Step 1	MSN philosophy	YOTD		X 3/27 1-4					updated sp06
Curriculum	NCA	Step 1	organizing framework	YOTD		X 3/27 1-4					
Curriculum	NCA	Step 1	schematic step model	YOTD		X 3/27 1-4					
Curriculum	NCA	Step 2	Clinical Facilities	YOTD		X					
Curriculum	NCA	Step 2	Curricular evaluation BSN	YOTD						X Dec TBD	handout and assignment to check web for other programs
Curriculum	NCA	Step 2	Curricular evaluation MSN	YOTD		set date as needed				X Dec TBD	handout and assignment to check web for other programs
Curriculum	NCA	Step 2	Schematic model BSN	YOTD				X ALL 8/14/06 10AM to 3PM			
Curriculum	NCA	Step 2	Schematic model MSN	YOTD			X 6/8				12 month faculty
Curriculum	NCA	Step 3	Teaching and learning	YOTD	X ALL 2/07						bring in assessment discussion
Curriculum	NCA	Step 3	MSN courses	YOTD		X	su06 arranged	X as needed TBD	X 9/18 1-4	X tent 11/20 1-4PM	12 month faculty teaching MSN
Curriculum	NCA	Step 3	BSN Courses (odd)	YOTD				X	X 9/18 1-4	tent 11/20 1-4PM	BSN faculty
Curriculum	NCA	Step 4	test process and plan	YOTD		X All 3/26/07 12:30 to 3:20					look at test plan for BSN
Curriculum	NCA	Step 5	implement QI	YOTD			X ALL 4/??07				
Curriculum	NCA	Step 5	pass rates	YOTD	X						
Curriculum	NCA	Step 5	QI Report	YOTD	X						
Curriculum	NCA	Step 5	Survey	YOTD			X				

Appendix E Reports

Coordinator of Quality & Prenursing Advising
Sally D. Schmidt MSN, RN
End of Year Report
May 31, 2006

Quality Activities:

Program Evaluations were mailed to five year and one year BSN and MSN graduates and graduates' employers in June 2005. Reports were prepared (see attachment #1) that reflect the results of the returned surveys. The majority of students reported ability to perform the curricular outcomes of the program and were satisfied with the education received. Research activities are seen as not well performed but many report no opportunity to engage in research activities.

Annual reports were completed for the Kansas State Board of Nursing (June 2005) American Association Colleges of Nursing (AACN), National League of Nursing, Ingram's and Peterson's Online Nursing Schools Survey (November 2005).

Undergraduate benchmark data was updated in SPSS and analysis of data was showing significance. Data includes the Nurse Entrance Test (NET) scores, GPA at admission to program and GPA at graduation, Critical Thinking Entrance Exam (CTEE), Critical Thinking Level Exam (CTLE), Critical Thinking Outcome Exam (CTOE), Arnett CAT scores of first semester seniors and second semester seniors, and NCLEX exam success or failure. This information will continue to be collected to assist in the departmental quality improvement initiatives. Reports regarding data were posted on the Department of Nursing Blackboard site for faculty to review. In addition, Arnett Exit Exam was administered to second semester senior nursing students in May 2006. The information will be recorded in the SPSS data base for trending.

A quality document was developed to be posted on the Fort Hays State Department of Nursing web site (see attachment #2).

NCLEX results were reported to the faculty. Possible initiatives to assist students at risk have been discussed. In addition, admission criteria will be evaluated and recommendations for changes in criteria will be discussed. The following table reflects the results for May 05 graduates and December 05 graduates.

year	Graduate/year	total	pass	percent
December '05-10/15		15	10	66.66%
May '06-15/19		19	15	78.95%
TOTAL		**34**	**25**	**73.52%**

Quality tips (Q-tips) were developed regarding the NET exam and Arnett Critical Thinking Exams. This handout was distributed to faculty and made available to students.
Graduate benchmarks are in the process of being identified. The graduate faculty have been reporting on the curriculum strands identified in the new courses of the MSN curriculum. Miller Analogy Test scores were entered into SPSS for trending. A representative from Educational Benchmark Incorporated (EBI) will conduct a telephone conference with graduate faculty (summer 2006) regarding the Master benchmark surveys that are available.

One graduate student has successfully completed the Advanced Practice Registered Nurse, Board Certified Exam through the American Nurses Credentialing Center.

Year of the Department tools have been posted for faculty to evaluate courses. The information obtained will be used for step two and three in the year of the department assessment of the curriculum.

Advising Activities:

Advising activities involved advisement to prenursing students. Currently approximately 295 students have contacted the department and I have been assigned as the advisor. Of these approximately 100 have taken part in early registration for summer and or fall courses. Tiger Registration involved approximately 50 students. An advising in-service was provided to nursing faculty.

Attachment #1

1-Year BSN Program Evaluation Questionnaire Results Summer 2005

18 sent, 8 questionnaires returned=44% return

Results: Seven graduates are employed full-time and one is unemployed. Four are employed in Kansas and three are employed in another state. Six are employed in a hospital, one in community health setting, and one graduate is in a school nurse setting. All report the present position as a staff or general duty nurse. Two are members of Sigma Theta Tau, two members of ANA, and five report no membership in a professional organization.

Seven report they are involved in church/school as community activities and one reports social and service organization while another reports no involvement in community activities. None of the graduates belong to FHSU Alumni Association. Six carry professional liability insurance and two do not. Seven indicate no post BSN degree but five indicate they plan to pursue additional education in nursing and one indicates no further plan and one may consider additional education. Currently five indicate they are not continuing education, one is in study for nurse practitioner, and one is continuing education through CEUs.

1-Year BSN Program Evaluation Graduate Nursing Activities Inventory Results Summer 2005

18 sent, 8 inventories returned=44% return

Results: Most respondents report they perform activities good or well and that FHSU did good or well to provide sufficient background for the performance activity. In addition the majority of participants report that the activity is performed often or always. Theory and research activities are performed less (seldom or occasionally). The following table shows the areas associated with how well FHSU provided sufficient background for the activity and were scored as fair or poor by one or more respondents.

The table below reflects the responses for the overall quality of curriculum and teaching faculty.

	Poor	Fair	Good	Well	Excellent
30. The overall quality of curriculum theory content was:		1	2	3	2
31. The overall quality of curriculum clinical content was:	1	1	3	1	2
32. The overall quality of curriculum theory faculty was:		2	1	3	2
33. The overall quality of curriculum clinical faculty was:		3	1	3	1

1-Year BSN Program Evaluation Employer Nursing Activities Inventory Results Summer 2005

18 sent, 0 inventories returned=0% return

5-Year BSN Program Evaluation Questionnaire Results Summer 2005

50 sent, 9 questionnaires returned = 18% return

Results: Six BSN graduates are working full-time, two are part-time and one is unemployed. Seven work in Kansas and the other works in another state. Six report working in a hospital setting, two in nursing home setting, and three report other settings.

Staff or general duty nurse position was reported by four, head nurse or assistant by two, and two others reported other positions. Four are members of professional organizations and include three that are members of Sigma Theta Tau International. One reports belonging to AWHONN and another graduate reports membership in AANP. All report community activities as church/school. Five are members of FHSU Alumni Association. Four carry professional liability insurance and five do not. One has earned a post BSN degree. None of the respondents report that they plan to pursue further education. Three report they continue education through CEUs.

5-Year BSN Program Evaluation Graduate Nursing Activities Inventory Results Summer 2005

50 sent, 8 questionnaires returned = 16% return
Results: The results of this survey indicate that the majority of graduates perform most of the nursing activities often and do have the opportunity to perform the activity in their practice role. Nursing activities reported as seldom or no opportunity to perform include: #9 makes innovative use of health agency resources to find optimum solutions to patient/client problems (4 respondents indicated seldom perform and 2 reported no opportunity); #10 plans for integration of patient needs and family needs (3 reported seldom perform); #26 shares appropriate research findings with nursing staff (5 reported seldom); #27 uses research findings in planning and implementing health care (6 respondents indicated seldom perform and 2 reported no opportunity); #28 suggests questions which would be meaningful topics for nursing research (7 respondents indicated seldom perform and 6 reported no opportunity); and #29 participates in research designed to improve health care (8 respondents indicated seldom perform and 7 reported no opportunity). Most indicated they perform research activities as well or fair with one reporting poor. Most activities were reported that FHSU provided sufficient background for the activity. One respondent indicated that FHSU did not provide sufficient background for #9 makes innovative use of health agency resources to find optimum solutions to patient/client problems, #15 demonstrates understanding of the nature, purposes and effects of medication, #19 functions calmly and competently in stressful situations, #20 evaluates the results of nursing care, #27 uses research findings in planning and implementing health care, #28 suggests questions which would be meaningful topics for nursing research, #33 uses Nursing Code of Ethics as a guide for nursing practice, #34 uses appropriate ANA Standards of Care as a guide for nursing practice, and #39 participates in Continuing Nursing Education. This is based on the older curriculum

5-Year BSN Program Evaluation Employer Nursing Activities Inventory Results Summer 2005

50 sent, 5 questionnaires returned = 10% return
Results: The majority of employers responded that the graduate performs the activity often and well. The exception to this is in the activities associated with research and the employer indicated the graduates seldom perform the activity but reports they do perform the activities well. In addition all employers that responded to the question if FHSU provided sufficient background for the activity did so affirmatively.

1-Year MSN Program Evaluation Questionnaire Results Summer 2005

8 sent, 3 questionnaires returned=38% return
Results: One respondent graduated from both the FNP and Administration track, one was a graduate of the education track and the other a FNP track graduate. One is employed part-time and two full-time. All are employed in Kansas. One is employed in a school of nursing and dialysis facility. Another is employed in a school of nursing and the other is in an office physician practice setting. One reported he/she hold positions as a nurse practitioner and nursing faculty that uses the majority of the graduate's time. One reported the present position is an administrator or assistant and the other graduate reported the position of nurse practitioner. All indicated continuing education through workshops and seminars. All are members only of American Nurses Association and Sigma Theta Tau International. The participants indicated they are involved in community activities such as church (2), social and service clubs (2), and school and civic organizations (1). One is a member of the FHSU Alumni Association. All graduates carry professional liability insurance. Two are currently certified nurse practitioners. The nurse practitioner track respondents indicated they are functioning in the role as a NP. With one indicting 80% time in primary care clinic, 10% in secondary care, and 10% in tertiary care. The other nurse practitioner is in a functional role of NP and in a primary care clinic 10% of the time, the other time is in a school of nursing setting. The other individual is working in a role of nurse administrator and is a director of nursing/vice president at a facility of 100-199 employees. The individual reports supervising 10-19

people. The time distribution is 78% direct supervision, 10 publicity/marketing, 10% equipment resource allocation, and 2% service. *The individual that reports working in the functional role of Nursing Administration responded that his/her specialty track was education.

1-Year MSN Program Evaluation Graduate Nursing Activities Inventory Results Summer 2005

8 sent, 3 inventories returned=38% return
Results: One graduate responded fair to all performance activities and reported that FHSU had provided sufficient background for all activities. Another graduate reported that performance activity #1 conducts health/physical assessments independently, based on holistic models and activity #2 analyzes integrative health status and makes accurate diagnoses is not applicable and another indicates that #10 conducts research independently and or collaboratively in order to improve health care is not applicable. This performance activity was also reported as performed fair by another respondent. Other performance activities reported as fair were #16 disseminates ideas effectively to others through written and oral communication and #17 shares knowledge through presentations and/or publications. One respondent reported that FHSU did not provide sufficient background for #2 analyzes integrative health status and makes accurate diagnoses but does perform this activity well.

1-Year MSN Program Evaluation Employer Nursing Activities Inventory Results Summer 2005

8 sent, 1 inventory returned=12% return
Results: The employer reported that most performance activities are performed well but did not indicate if FHSU provided sufficient background. In addition the employer marked several performance activities (1, 2, 3, 4, 7, 9 and 10) as NA and states "As I do not have a health background I find it difficult to answer the medical questions and have marked them NA."

5-Year MSN Program Evaluation Questionnaire Results Summer 2005

18 sent, 6 questionnaires returned=33% return
Results: One graduate is not employed and has retired, one is employed part-time, and four are full-time. Of the six, four were FNP-track and serve in that functional role and two were administration track students one is retired, one is serving in that functional role in executive administration. No education track students responded. Four students work in Kansas, one works in Missouri. One indicates working in a rural clinic, one works in a government setting, one works in a walk-in-clinic. Two work in an office physician setting and the other respondent indicated a hospital medical center setting. One indicated present position of administrator or assistant and the other four are currently in nurse practitioner position. One is seeking a post-graduate nurse practitioner certificate and the others indicated they are continuing education through workshops and seminars. Five are members of Sigma Theta Tau International, three belong to the American Nurses Association, two are members of the American Academy of Nurse Practitioners, two belong to other professional affiliations, and one is a member of the American Organization of Nurse Executives. One of the participants indicates they hold an office in the professional organization, while others are members only. All reported community activities that include four involved with church, three with school or civic organizations, and two with social and service clubs. Two are members of FHSU Alumni Association. One does not carry professional liability and four responded that they do. Four are certified as nurse practitioners. The nurse practitioner responders indicated that two spend 100% of their time in the primary care clinic, office calls, one reported 25% time spent in the primary care clinic and 75% in secondary care, and the other reported 50% time spent in the primary care clinic with 45% of time in secondary care, 2.5% in tertiary care, and 2.5% in family planning clinic. The nursing administrator track graduate is employed at a facility with 0-49 employees and supervises 1-9

employees. In addition 10% of time is direct supervision, 20% is with equipment resource allocation, and 70% is other but was not specified.

5-Year MSN Program Evaluation Graduate Nursing Activities Inventory Results Summer 2005

18 sent, 7 inventories returned=33% return
Results: Two graduates responded only to how well the graduates can perform the activity but not if FHSU MSN Program provided sufficient background for this activity. One of these graduates indicated that he/she perform all activities well. Two other graduates did not respond to all performance activities.

5-Year MSN Program Evaluation Employer Nursing Activities Inventory Results Summer 2005

18 sent, 3 inventories returned, 1 graduate retired so not applicable=18% return
Results: One employer indicated that #1* – #5* of the performance activities were not a part of the graduate's duties and that performance activity #9* and #13* were not answered because the graduate is not in a practice role. All other activities were answered as performed well and that FHSU program provided sufficient background for the activity. The other two employers scored all activities as performed well with sufficient background provided by the FHSU program.

1. Conducts health/physical assessments independently, based on holistic models
2. Analyzes integrative health status and makes accurate diagnoses
3. Plans and prioritizes care based on accepted theories and research.
4. Directs implementation of care to address integrative needs of individuals, families, groups, community and society.
5. Facilitates humanistic care that respects and addresses individual differences and cultural diversity
9. Competently actualizes advanced role in practice settings
13. Applies appropriate research findings in Practice

*Activities mentioned above are shown in the table

Fort Hays State University-Department of Nursing

Quality, why does it matter?

As a nursing student, you may wonder why you are asked to take a host of   nursing exams and tests that seem unrelated to your course content. As an   institution, Fort Hays State University uses a number of assessment activities to acquire   pertinent data related to student and faculty progress toward educational goals. The   Department of Nursing also gathers data, and uses this information to continually improve our teaching and learning environment. As a student, it is your responsibility to participate in any and all forms of assessment.

The Department of Nursing at Fort Hays State University is accredited by The Collegiate Commission on Nursing Education (CCNE), the accrediting body for baccalaureate and higher degree programs in nursing which is recognized by the US Department of Education.
http://www.aacn.nche.edu/Accreditation/AccreditedPrograms.htm

CCNE also requires that programs of nursing trend data regarding quality of programs and outcomes of students. Whenever assessment data is gathered, it is reported in an aggregate (group) manner. Data includes, but is not limited to, student, alumni, and employer satisfaction and demonstrated achievements of graduates; graduation rates, NCLEX-RN® pass rates, certification examination pass rates, and job placement rates.

In addition, program outcome data are analyzed to provide evidence of program effectiveness and are used to foster ongoing program improvement. Undergraduate assessment tests that are used by Fort Hays State University Department of Nursing include: Nurse Entrance Test (NET), a set of three critical thinking tests (Critical Thinking Entrance Exam, Critical Thinking Level Exam, Critical Thinking Outcome Exam), and the Arnett Computer Adapted Test. The NCLEX-RN pass rate (NCLEX) is analyzed for benchmarking and reporting purposes. The Arnett Comprehensive Exit Exam (ACE) will be given as a pilot beginning Spring 2006 to second semester senior nursing students.

The following grid illustrates when the specific test is given in the nursing curriculum.

Pre nursing	Junior 1	Junior 2	Senior 1	Senior 2	Post Graduation
NET	Critical thinking entrance exam (CTEE)	Critical thinking level exam (CTLE)	Arnett 1	Critical thinking outcome exam (CTOE)	NCLEX
				Arnett 2	(administered by the National Council)
				ACE	

The NET exam is given to pre nursing students. It provides an overview of the students' reading and math comprehension. Test taking skills and learning styles are assessed. Students who score low in reading comprehension may find it difficult to read the textbooks for nursing courses. The benchmark is .60.

Critical thinking tests are given at three points in time during the program. The first test measures general overall critical thinking (non-nursing specific). The second and third tests measure an increasing level of nursing specific critical thinking. As students become more familiar with nursing knowledge, national data reflects that scores often drop. The benchmark for the first test (CTEE) is 162.31. The second test (CTLE) is 151.34, and the third test benchmark (CTOE) is 154.53.

The Arnett computer adaptive test can be taken twice. This test measures the nursing knowledge and has a high reliability when compared to the National Council of State Boards of Nursing NCLEX-RN exam. Doing well on this test, indicates a higher probability or likelihood of student success on NCLEX-RN. The benchmark is a passing score (-.28). The ACE (Arnett comprehensive exam) tests the general level of nursing knowledge. It is based on the test plan developed by the National Council of State Boards of Nursing. The benchmark is under development by the Department of Nursing Faculty.

To learn more about specific group results in the Department of Nursing, please go to the nursing home page, and click on *Quality, why does it matter?*

Dr. Liane Connelly
Chair, Professor of Nursing
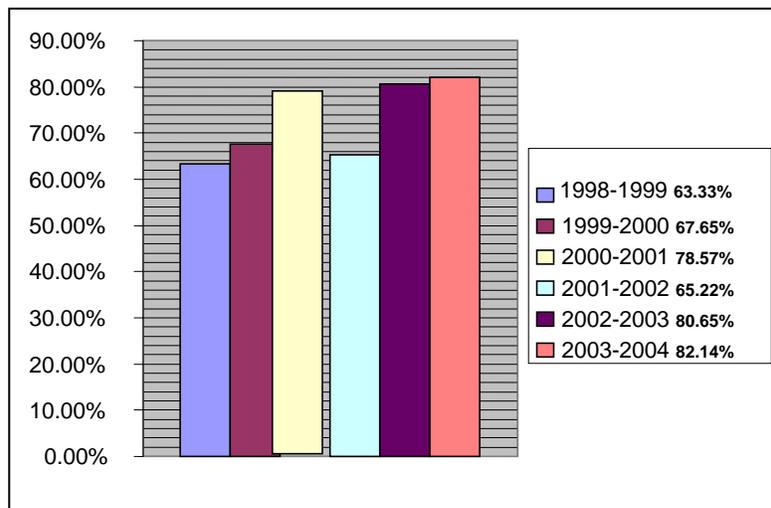Fort Hays State University
Department of Nursing

Appendix F
Report on Benchmark Measurements
Sally D. Schmidt MSN RN
Coordinator of Quality, Advising & Integrative Nursing

Benchmarks are used to compare ourselves with others. The Department of Nursing faculty have adopted benchmarks of the various assessments and data to assist in improving program outcomes.
How are we doing?

Measurement	Department of Nursing Benchmark	Mean Scores (Average) of Department of Nursing Undergraduate Students
NET	60.00	74.23
GPA 1	2.50	3.19
Patho I	2.00	2.96
Patho II	2.00	2.71
CTEE	162.31	175.69
CTLE	151.34	136.94
CTOE	154.53	130.63
Arnett 1	-.28 to Pass NCLEX	.24
Arnett 2	-.28 to Pass NCLEX	.99
GPA 2	2.50	3.34
ACE	* to be determined	

FHSU Department of Nursing BSN Graduate NCLEX-RN Percent Pass Rate

Legend:
- 1998-1999 **63.33%**
- 1999-2000 **67.65%**
- 2000-2001 **78.57%**
- 2001-2002 **65.22%**
- 2002-2003 **80.65%**
- 2003-2004 **82.14%**

Implications & Strategies

The Department of Nursing Students tend to score lower on critical thinking exams, NET, and first time Arnett testing in comparison to national standards. Our current strategies include implementation of test taking strategies across the curriculum as a pilot in Spring 2006. In addition, we individually counsel students at risk.

FACULTY LIFE COMMITTEE
ANNUAL REPORT 2005-2006

Membership of the committee:

       Sandra Tweed, Chair
       Jo Ann Doan, Secretary
       Karen Trible
       Linda Sanko
       Carolyn Insley (on medical leave at the beginning of the year)

Changes in Committee Members – Carolyn Insley was moved to Student Life Committee

Meetings were held:

       August and September – no meetings due to school calendar
       October 3, 2005
       November 14, 2005
       December 5, 2005
       January – no meeting due to school calendar
       February 5, 2006
       February 22, 2006
       March 6, 2006
       April 3, 2006
       May 1, 2006

Activities of Committee this year:

1. Continued to work EFAM, EFAP, and EFAT tools as well as Chronic Low Performance Tool. These were all approved by a unanimous vote in DLC meeting on March 27, 2006.

2. Library Liaison (though not a committee member) was Dianna Koerner. She kept faculty aware of books to add as well as added to the collection at Forsyth Library. Thank you Dianna.

3. NREC reviewed and approved the following graduate theses:

       Schirmer
       Benjamin
       Tanking
       Beauchamp
       Gobin
       Lynn

4. NREC reviewed and approved the following FNP projects:

   Zeigler (sent forward to University IRB)
   Whittom
   Philbrook
   Bulleigh-Earley
   Voss
   McCartney

4. Activities –

   Sent get-well plant to Carolyn Insley
   Arranged and hosted the following activities for faculty, staff and students.

      Halloween party
      Spring party
      Christmas treat table

5. Reviewed and made clarification to CE/Travel Policy Fund.

Goals for 2006-2007:

1. Use Gantt chart to stay on track with YODA and CCNE preparation/reports.
2. Review both DON Handbook and University Handbook to make sure they are in agreement.
3. Review of Essentials document as part of departmental review.

Report submitted May 8, 2006 by Jo Ann Doan, Secretary.

Appendix H
Department of Nursing
Program Life Committee
Chair, Rebecca Sander MSN, RN AOCN CCM

The Department of Nursing Program Life Committee (PLC) met 9 times: Sept. 12, 2005; October 10, 2005; November 14, 2005; December 12, 2005; January 18, 2006; February 13, 2006; March 6, 2006; April 10, 2006; and May 8, 2006.

Committee members for 2005-2006 included: Rebecca Sander, Chair; Dr. Karolyn Kells; Christine Hober; Sally Schmidt; Janet Willhaus; Dorothy Ochs and Dr. Carol Mooore. Student representatives were: Lynn Folsom, Graduate student; Jill Stutz; Desiree Lohmeier;, Kami Drendel; Megan Riffle; Camille Wehling.

New Course Approval:

- ➢ N632 Population Focused Care for the RN-3 cr hr
- ➢ NURS 808 Statistics for Health Professionals- 3 graduate cr hour
- ➢ N424/N426 Internship I and Internship II-3 cr hour each
- ➢ N631L changed from 3 credit hours to variable credit of 1 or 2 cr hour
- ➢ In committee: N612 change from 3 cr hr to 4 cr hr

Course Approval Requests: A total of 23 course approval requests were reviewed.

New Policies:

- ➢ Needle stick policy
- ➢ Background check policy
- ➢ Comps retake algorhythm
- ➢ New textbook approval algorithm
- ➢ Course approval request process after PLC review
- ➢ Graduate student transfer of courses after admission-6 cr hours allowed for transfer
- ➢ N874 (1 cr hr)must be taken for graduate students who are transferring stats from another university unless student has had SPSS and APA
- ➢ Clarifying policy regarding completing an Incomplete grade "I" for N631 and N631L

Curriculum:

- ➢ Obtained approval from Department faculty NCLEX review procedure for all students:
  - o 2 <u>required</u> review books
    - ▪ Saunders *Strategies for Success* for NCLEX
    - ▪ Saunders NCLEX-RN Review Book
  - o ARNETT required for Sr 1; optional for Sr 2
  - o ARNETT results to be placed in student advisee file
  - o Required NCLEX review course for Sr 2 followed by ACE EXIT exam
  - o Required remediation for ARNETT or ACE failures
  - o New course N444 for remediation-1 cr hour

- o Students will pay for ARNETT complete testing package ($99) which includes 11 content tests, ARNETT CAT, ACE EXIT exam, and 3 critical thinking tests
- ➢ Reviewed bioterrorism content in both RN and RN to BSN curriculum to check content areas and amount
- ➢ Ongoing: exploring impact of changing test passing rates from 70% to 75%
- ➢ Ongoing:
- ➢ Pursuing Par Score and Scantron program purchase to assist faculty with test item analysis
- ➢ Updating/revising clinical evaluation tools for final approval of pilot on-line clinical evaluation tools in fall 2006
- ➢ Recommended for purchase new AV equipment for Sim Man skills lab simulations
- ➢ Recommendations made to faculty regarding test security and cheating problems
- ➢ Sponsored brown bag luncheon for all faculty on advising of transfer and special student
- ➢ Program review regarding curriculum course review, stranding, etc. currently being consolidated with YODA project
- ➢ Exploring the possibility of offering CNA course summer 2007
- ➢ Student forum feedback changes:
  - o Lab values and pharmacology leveled throughout 4 semesters of program (lab list and pharm list given to lead instructors)
  - o EKG basic interpretation added to Jr 2 content
  - o Required sessions during all 4 semesters on test taking and studying strategies implemented first time this year

Textbooks

- ➢ Approved all new textbook orders for 2005-2006 academic year
- ➢ Reviewed copyright dates of current texts

Benchmarking

- ➢ Approve purchasing of EBI for graduate benchmarking starting 2006-2007 academic year (DLC approved)
- ➢ Current and updated semester benchmarking for undergraduate (GPA, NET scores, science scores, critical thinking test scores, ARNETT scores, NCLEX passing scores, graduate and employer surveys) being presented to department faculty
- ➢ Threading of strands & AACN essentials for BSN and MSN-ongoing. MSN currently working on weekly. BSN will be evaluated with YODA forms in fall 2006
- ➢ Recommended to continue to use MAT scores for pre-admission requirement but incorporate in to advising. GRE currently being discussed

Appendix I
Coordinator of Integrative Nursing
Sally D. Schmidt MSN, RN
End of Year Report
May 31, 2006

- The Blackboard site for senior students has been maintained and is used to provide important dates and announcements to first and second semester senior nursing students.

- Senior nursing student representatives were elected to serve on Department Committees.

- A student roster was distributed to faculty.

- On site Arnett testing was conducted October 2005. Twenty-five seniors participated in the Arnett Computer Adaptive Test. Arnett testing was conducted at Tomanek Hall, March 2006, 27 seniors participated in the Arnett Computer Adaptive Test. An Articulate presentation was posted on the Senior Blackboard Site for students to view regarding the Arnett Computer Adaptive Test. The presentation explained how the test is scored and the significance of the test. Tips to be successful on testing were given. The results were higher than previous years for first semester senior testers. The second semester seniors show significant improvement from their previous scores.

- Excel Review Course was held November 4, 11, 18 & December 2, 2005.
  Attendance of first semester seniors was sporadic, a few second semester seniors attended parts of the review course. A student from Missouri also attended the review course.
  Review Course was modified and held April 20, 21, 22, 2006 at Sternberg Museum. Second semester seniors were required to attend. First semester seniors were not required to attend. The students participated in reviewing course materials and taking pre and post tests. The students were required to take the Arnett Exit Exam following the review. The students' scores were average to high.

- Employee recruitment of senior nursing students included personnel from Hays Medical Center and Salina Regional Medical Center. Other hospitals and healthcare facilities invited students to inquire regarding employment opportunities by sending brochures and flyers.

- NCLEX and KSBN information was dispersed to second semester senior students. A short information session was held to assist students in completion of forms for NCLEX and board applications.

- Pictures for the Stroup Hall composite picture were arranged with Mitch Weber. Nursing pin order forms were distributed to students.

- December 2005 progression of senior students: One senior student withdrew from the program; three first semester senior students did not progress to second semester senior courses and repeated first semester senior theory and practicum course.

- Spring 2006 progression of senior students: One first semester senior nursing student took a leave of absence from the program; one second semester senior nursing student requested incompletes and made arrangements to finish courses in Fall 2006. At this time all students have progressed through the senior nursing courses.

ADMISSION/PROGRESSION

- Working on plans to switch the application for admission process to the website. Reference forms, the application form and information on admission requirements will move to one place on the nursing website for on-campus and outreach-RN admissions. Joyce is working with others on campus to develop the format & get it in place.

- Initiated adherence to posted admission application dates for admission decisions by SLC for all nursing programs. Deadline dates are Sept 1 (spring admits) and Feb 1 (summer & fall admits) for MSN applicants; Oct 1 (spring admits) and Mar 1 (summer & fall admits) for BSN students, both on-campus and outreach-RN. Files received after these dates may or may not be reviewed before the next application deadline date, depending on the circumstances. Faculty teaching pre-admission virtual college nursing courses are asked to include reminders of these dates in their course information. The dates are also listed on the website and in materials sent out to students.

- SLC Admission decisions:
    - The Registrar's Office will need to record pre-requisite course equivalencies before students transferring in hours will be considered for admission status. Advisors will need to work with the transcript analysts to see that this occurs, & get degree summaries updated, if they wish to have advisees considered for admission, whether on-campus or outreach RN.
    - For on-campus admission decisions, more weight will be given to science courses taken from a university vs a community college. Grades in the sciences will also be more heavily considered.
    - To ensure student verification that they have read the Student Handbook, this will become a part of the Admission Acceptance form. Joyce will track that these have been signed for all admitted UNS students. It will no longer be necessary to have a separate form as part of the handbook.

- SLC Progression decisions:
    - Recommendation clarifying in the Student Handbook that a grade of WF in a nursing course is considered the same as a grade of D or U for progression purposes was approved by DLC.
    - Worked on clearer designation of re-entry vs re-admission status for students who leave the nursing program for whatever reason. This will be a part of the Student Handbook revisions submitted for approval in the fall.

- Discussion in SLC regarding the practice of waiving College Algebra if a student has already taken Stats. College Algebra is a pre-req for Math 250 & Nurs 290, so most on-campus students will take it. But TA students do not have the College Algebra requirement for FHSU if they have taken Stats. Some members believe the algebra skills are different than the stats skills, & that algebra is essential in understanding spreadsheet formulas, etc. One member believes RNs don't need algebra skills if they are already practicing nurses. Would like to take this discussion to DLC for additional input.

- Discussion throughout the year r/t spring 05 DLC decision to require 3 hr EAC 103 course for new pre-nursing students with ACT scores below 20, and for pre-nursing students with GPAs lower than 2.5 after

their first FHSU semester. The GPA requirement was set to begin spring 06, and the ACT requirement fall 06. This was put on hold Jan 06 due to input from Dr. Connelly questioning the adequacy of the course. SLC would like to continue to pursue this, & learn more about the course & why it is offered if it will not help to strengthen students.

- Discussion regarding reconsideration of how we advise low performance pre-nursing students. Perhaps we need to stress other options more in our advisement of weak students, such as consideration of other nursing programs, thinking about the LPN-RN route, using the Kelly Center for career advisement, etc.

ENROLLMENT

- Problems were noted in student enrollments as files were reviewed for admission decisions each semester. Some students take courses out of sequence, i.e. Micro or A & P following Patho, students taking the * designated nursing courses too soon. Students may take the * courses during their admission semester or one semester before anticipated admission. But failure to adhere to policy has resulted in freshmen/sophomores enrolled in these courses not performing well. There are no blocks to prevent these from happening, it is up to the advisors to see that it doesn't. Because it is questionable how much of the essential information students actually get to carry through the curriculum if they do pass the courses, decision was made to send out advisor reminders before pre-enrollment each semester in the hope that this will correct the problem.

- SLC Recommendation that on-campus students be required to enroll in on-campus vs virtual college nursing courses was approved by DLC. The decision was based on instructor & student input that generic students perform better in the on-campus format, the hope that cheating opportunity is not as readily accessible in the on-campus courses, and the fact that outreach-RN students need the slots in the VC courses.

STUDENT UNIFORMS

- Problems have been noted in appearance of student pants. Recommendation to require black scrub pants, waist at natural waistline, legs hemmed, and bottoms not to touch the floor was approved by DLC.

- Due to complaint from one of the local suppliers for some portions of the student uniforms, work was begun in trying to simplify the uniform ordering process for students and the suppliers. Due to difficulty in accomplishing this, SLC is pursuing the possibility of ordering all parts of the nursing uniform from one supplier. The hope is for the supplier to arrange days where students could try on/ order uniforms in Stroup, & to have this in place by the end of the fall 2006 semester. Billie Groth has been coordinating this effort.

STUDENT HANDBOOK

- Work throughout the year on UNS Student Handbook updates, primarily for on-campus. Admissions work does not leave much time for this, so an extra meeting was scheduled in March, & members worked on it on their own time as well. Obsolete & incorrect information was noted. Need for clarification was noted in some areas. It was agreed that pricing updates for books and Nurse Packs are needed annually, because these change so rapidly. An updated version will be distributed for faculty review before approval, when committee work is completed.

- Reviewed cheating & course failure policies in the Student Handbook & identified adequacy of our policies, but a need to adhere to our own policies.

STUDENT SCHOLARSHIPS

- SLC task of deciding Hansen & traineeship funding awards for MSN students will be turned over to Dr. Connelly, who offered to take care of this. A report will be given to the committee after each award period.

- SLC member Dianna Koerner met with other faculty outside the committee to determine scholarship awards for next year. Advisors are encouraged to note that almost all students who apply for funding receive at least some, and some awards are very substantial. The application process is all online now.

RECRUITMENT

- Dianna reported successful recruitment efforts for the year. She has been instructed to step back recruitment efforts due to an abundance of students at the current time. Dr. Connelly has given the SLC the task of considering enrollment management in decision making. The number of slots were increased for on-campus admissions in fall 2006, & the SLC continues to work to fill them with the best candidates. Decisions will not be completed until after the summer term.

AWARDS

- Carolyn Insley coordinated the Stroup Awards for fall & spring semesters.

OTHER

- SLC Recommendation that we offer the C.N.A. course each summer due to increasingly limited availability to our students.
- Identified a need for review our syllabi to ensure that the latest policies are reflected for pre-reqs, who may take the courses, & when they may be taken (such as Patho, Pharm, VC courses). Perhaps this is a PLC issue?
- The SLC regrets that Sue Boos is retiring. It was noted that there will be a need for a faculty member next year to take over Sue's role in validating that clinical course requirements are met for students to begin clinicals each semester. Sue's work in this has dramatically reduced stressors for clinical instructors, and has greatly increased efficiency in this process.
- Thanks go out to Judy Nelson for offering to assist with SLC minutes this year, even though it was her first year on the committee.
- The committee greatly appreciates Joyce Dechant's work in organizing files for admission decisions, handling admissions correspondence, and helping the committee organize better. This has made a huge difference!

Coordinator of Recruitment- Dianna Koerner

Coordinator of Recruitment/Advising Annual Report:

Last summer went to 9 sites in South East Kansas on recruitment activities.

Recruitment curtailed this year from at the request of Chair. Only two major events attended with good response from attendees. One additional career fair attended in KC with fair attendance from hospital employees.

Calling prospective students and calling those with AOEs above 21 took several evenings. I spent additional time on evenings and Saturdays trying to contact those we did not find at home.

Nightingale experience was again a success.

We had the largest number of attendees coming to Stroup Hall on Tiger Day.

I attended career fair at TMP this spring by invitation.

Faculty did sign up for SRP activities.

Scholarship Report: This year over $96,000 in monies was awarded to our nursing students as scholarships for next year. So far 36 AOEs accepted by students for next year. We had 113 apply for AOEs. Only 2 were turned down for low ACT. There are 4 still pending. The rest we contacted and found out they were no longer interested or we were unable to make contact with them. As no one on the SLC committee helped with the awarding of DON scholarships, Carol Moore and Linda Sanko volunteered to help me.

DON Library Liaison to Forsyth Library: For this year, we have spent $4878.80 on purchasing periodicals, and $1639.90 on books. Additional requests for books were submitted in hopes that some other departments did not use all their allocations and those monies could be used to purchase more nursing texts like in previous years.

Appendix L
Coordinator of Advance Nursing Report
Dorothy Ochs

Findings from program review:

Advance the N803 Advanced Health Assessment to focus more on the advanced level of Diagnostic Reasoning and Decision making. Also consider coordinating with undergraduate health assessment for practice and teaching experience. 2) Possibly more emphasis on Infection control and safety throughout NP Track 3) Update Comps 4) Provide each student with Plan of Study at beginning of program

Students did meet minimum total hour requirements. This is difficult to monitor utilizing current log. Recommend Summary Log. The current process for clinical experiences was also time consuming to evaluate. Students duplicated preceptor evaluation tool for each preceptor. Many notebooks contained 3-4 duplicated tools. Next semester recommend using the same tool for all preceptors.

Classroom 166 inadequate. Audiovisual/computer inadequate. Prefer classroom 105 for PC II. In 103 it is difficult to visualize the screen. Also ITV does not visualize entire classroom.

Information on Preceptorship Agreement Form incomplete. Suggest combining with Preceptor Resume. Liability insurance statement is not documented.

Faculty supervision was mostly indirect. Students were required to spend at least 4hrs per semester in the local Family Healthcare Clinic with instructor. Student assessments of clinical experience were conducted at graduation. Recommend that these be done each semester. Site visits were not made to each facility.

Students were instructed to present preceptor packet to preceptors. Recommend further develop online preceptor web site

Faculty/Preceptor Clinical Evaluation Form. Each student must participate in at least 4hrs clinical with Instructor in local FHC clinic for direct evaluation. Completed evaluation is maintained in students file.

Appendix M
Year of the Department Update

During the spring semester of 2006 the Department began working on the year of the department. At this time, the mission, goals and nursing core philosophy have been revised. It is anticipated that the affinity diagrams will be finalized in the fall, and course review will be completed by February of 2007. The last steps of the year of the department process will occur in late spring of 2007.

Revised Department Of Nursing Core Philosophy

The Department of Nursing has adopted the following core philosophy. This Core Philosophy provides a basis for the undergraduate nursing and the graduate nursing philosophical statements.

Human: The human is the focus of interest for the discipline of nursing. Humans are considered as individuals and as aggregates or groups within a holistic framework.

Environment: Environment is a dynamic interplay among political, economical, technological, societal, and other influences in which a human, aggregates and/or groups interact concerning health care, health care delivery and/or systems.

Health: Health is a dynamic pandimensional state of being uniquely defined within a cultural context by individuals, aggregates, or society. Health is a focus of nursing attention, not as an end in itself, but as a means to life that is meaningful and manageable.

Nursing: Nursing is a unique body of science influencing the health of humans. The implementation of nursing science and the art of nursing is nursing practice. Therefore, nursing is a blend of both science and art.

Learning: Learning is a uniquely active process of lifelong growth that endures over time and includes multiple ways of knowing. The learner uses personal motivation and accepts responsibility to continue inquiry and develop competence.

Approved spring 2006, Department Life Committee