

**FY2008 DEPARTMENTAL ANNUAL REPORT
OF CONTINUOUS IMPROVEMENT**

**Department of NURSING
Fort Hays State University**

**Liane Connelly PhD, RN, CNAA, BC
Chair and Professor of Nursing
June 30, 2008**

DEPARTMENTAL OVERVIEW

The Department of Nursing (DON) at FHSU has been in existence since 1952. At this time, program offerings include the Bachelor of Science in Nursing (BSN) and the Master of Science in Nursing (MSN). Traditional undergraduate students are admitted based on specific criteria, and enter the upper division major starting with the first semester of the junior year. Registered nurses who hold the Associate Degree or Diploma in Nursing can complete the BSN through online delivery. Students have clinical opportunities for learning in rural and urban areas and travel up to 3 hours for quality clinical experiences. The BSN program includes over 650 clock hours of clinical, the overwhelming majority that are directly supervised by FHSU nursing faculty.

The Master of Science in Nursing includes three specialty tracks. The family nurse practitioner track prepares nurses for advanced practice in primary rural health care delivery. This program is delivered through a combination of face-to-face and distance learning technology methods. One regional grant (Dane G. Hansen) and one federal grant (Department of Health and Human Services) provide scholarship support and stipends to students who commit to work in primary healthcare services in the medically underserved areas of Kansas upon graduation. The nursing education track prepares nurses for roles as nursing faculty in schools of nursing. The Board of Regents grant currently provides scholarship support to nurses who agree to serve as nurse educators in the state of Kansas upon graduation. The nursing administration track prepares advanced nurses for roles in nursing administration in hospitals, and various other health care facilities. Nursing administration and nursing education students are eligible for federal traineeship scholarships through a commitment to work in rural underserved areas of Kansas upon graduation. Both of these tracks are entirely online.

The Department has experienced significant enrollment growth over the past 2-3 years as noted in the table below. During the 2006-2007 year, state funds were allocated to grow the programs to meet the demand for nurses in the state of Kansas. Starting with the fall of 2006, the department now admits up to 50% more qualified students in the on-campus BSN program each semester (30 students instead of 20 per semester). In addition, the department is prepared to increase the enrollment in the RN-BSN and the MSN program and has experienced some growth in these areas as well. Three additional faculty were hired in the summer of 2006 to support this rapid increase in enrollment through funds that were made available through action planning and strategic planning processes. During the summer of 2007, one part time faculty was hired to work exclusively in the Simulation Center. This was possible as a result of Board of Regent funding.

Simulation has become the new emphasis in learning professional nursing. The Department currently has 5 simulated manikins that are used in the learning process. As a result of state funding, room 116 was remodeled into a simulation center during this fiscal year, complete with rolling laptops for computerized medical record charting, a control room for simulation, a student preparation study room (CD, DVD, VCR, Computer equipped) 8 patient care rooms, a simulation IV area, and a large classroom that can be divided into two smaller classrooms. Room 166 has been remodeled into a mediated classroom that will seat up to 40 students. Room 114, which seats 26 students, is no longer be usable for nursing classes because of the small seating capacity.

Mission Statement Department of Nursing

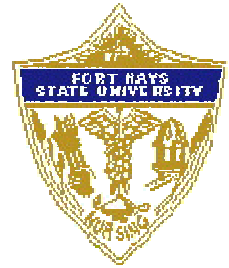
As a result of the year of the department initiative, the faculty of the department of nursing revised the mission and goals in the spring of 2006.

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.

Vision Statement

The department of nursing developed a vision statement in early 2006.

The Department of Nursing provides a nursing education program of excellence and distinction in this region of the US with graduates who are capable of caring for and changing the world. This is accomplished through the work of a magnet faculty unit that fosters teamwork, empowerment, and shared discovery.



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

Strategic planning and the development of action plans illustrate the implementation of these departmental goals. Each year the department meets for a strategic planning session retreat, which serves as the launch for specific action plans the following semester. The specific plans for implementation for this year are provided later in this document.

Departmental Highlights

Departmental Productivity and Other Distinctive Departmental Accomplishments

The faculty and staff in the Department of Nursing continue to be a team oriented unit. Faculty have adopted a team concept in teaching as well as in department functions of planning and carrying out the curriculum. In addition, faculty often participate in scholarly endeavors in a team. 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.

During the FY08 year, simulation has continued to be a focus area. During this year, the Simulation Task Force (STF) was developed for the purpose of creating a family of simulation. The family represents a typical family tree, with genetics infused throughout common disease processes. During the fall of 2008, we will introduce this family to the remaining faculty and nursing students so that student learning can be enhanced. The final goal of this project is to infuse simulation into the BSN and MSN curriculum. In addition, faculty attended conferences and workshops specific to simulation so that we can be prepared for this new phase of nursing education.

In addition, this year brought continued growth in programs. The department of nursing is adapting to large clinical and classroom sizes, yet is finding that we have a number of students who are not prepared for the rigor of nursing education. As a result, students are failing nursing courses and some have been dismissed from the program at a higher percentage than in the past. One quality initiative for this next year involves a focused course for students at risk, so that the opportunity to strengthen nursing study skills is provided.

This year we had the opportunity to hire one part time faculty member for the focused purpose of simulation center teaching. Brenda Weese served in this role and helped the faculty and students with laboratory learning. Dee Johnson was hired temporarily to replace Janet Willhaus, who was placed on one year of military deployment in September. The department is currently positioned well to sustain the growth of the programs. However, one need that is identified is the additional resources needed to help students at risk.

Department Performance Indicators

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Actual FY2007	Actual FY2008
Freshmen	53	55	63	61	61
Transfer Students	45	62	52	65	58
Majors					
Undergraduate (first majors/second majors)	261	344	372	414 6 2 gero	450 5
Graduate majors	62	58	69	65	73
MLS students	2	0	5	8	3
Major Retention	NA	Returned 2004=60. 61%	Returned 2005= 59.10%	Returned 2006= 62.6%	398 with 239 returning= 60.05%
Student Credit Hour					
Undergraduate	3080	3410	3618	4354	4717
Graduate	703	761	777	780	827
Faculty	17	17	19	21 total FTE=19	22 faculty FTE=19.5
Tenured or Tenure-track Faculty (Headcount)	12	14	13	16	16 (not counting chair)
Non Tenure-Track Faculty (Headcount)	5	3	3 Full-time temporary	3 full-time temporary	3 full time temporary
Other Faculty (Headcount/Sections Taught)	0	0	4 PT faculty (Moore-8 cr), (Nelson- 16 crs), (Rundell-6 crs), (Willhaus-13 crs)	4 PT faculty Doan- phased retiremt 6 cr Benjamin-6 cr. Manry-8 cr. Morgan-4 cr *1 PT position is open	4 PT Doan-6 cr Benjamin-6 cr Weese- simulation Heimerman-6 cr
Degrees Awarded					
Undergraduate degrees	36	42	53	59	60
Graduate degrees	8	8	15	7	6
Total Dept degrees	44	50	68	66	66
MLS degrees	0	0	0	1	1

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Actual FY2007	Actual FY2008
Scholarly Activity					
Number of books, book chapters, and refereed articles published	14	19	5	3	2
Percent of faculty publishing refereed books, chapters, or articles	8	18	13	18	20%
Number of non-refereed articles and presentations	47%	82%	31%	12/21 57%	1
Percent of faculty publishing non-refereed articles or presentations	5	8	7	10	5%
Number of scholarly performances and other creative activities	17%	23%	20%	10/21 47%	20
Percent of faculty in scholarly performances or other creative activities	26	33	17	18	19/22 total faculty =86%
Total number of external grant applications submitted/percent of faculty submitting	82%	88%	75%	11/21 52%	5 grants 10% of faculty wrote grants
Total number of external grant applications/percent funded	6/11%	9/11%	8/12%	5 12/21 57%	5 grants 100% of those who submitted were funded
	100%	100%	4 plus 4 pending 12%	4/42%	
Dollar amount of external grant applications/percent of faculty funded		\$63,844.	60,828.00		\$107,198.0 0/100%
Service Activity					
Percent of faculty meeting acceptable standard of service activity [NOTE: this percent includes faculty meeting exceptional standard of service activity.]	100%	100%	100%	100%	100%
Percent of faculty meeting exceptional standard of service activity	76%	100%	90%	71%	73.6%
Assurance of Student Learning					
Direct Outcome 1 <ul style="list-style-type: none"> NCLEX-RN first time pass rate 	81.25% (Dec 2003 only)	84%	69.4% May-Dec 05	89% past year 100% May 06 84% Dec 06	May 07=76.47% Dec=73.33 % Total 2007=74.9

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Actual FY2007	Actual FY2008
<p>Direct Outcome 2</p> <ul style="list-style-type: none"> New fy07 benchmark comparisons- number of students passing ACE exit exam (new for FY07) <p>Indirect Indicator 1</p> <ul style="list-style-type: none"> Overall Survey results from employers and alumni (new FY08) <p>Indirect Indicator 2</p> <ul style="list-style-type: none"> Feedback from student focus groups (new FY08) 	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	Changed measures 100%- Dec 06 and May 07 ---- ----	% 100% Employers comments are positive-low response rate BSN and MSN forum positive with suggestion for an orientation
Other Department Key Performance Indicators					
Outcome/Indicator 1 University and College Service-as measured by committee representation	41 committees represented by nursing faculty	74	30	54	37
Outcome/Indicator 2 Total Number of continuing education clock hours faculty attend each year	833.8	590.4	467 hours 52.125 average	346.9 16.51	590 hours/ 22 faculty=26 CE per faculty
Outcome/Indicator 3 Total number of presentations/papers/posters given each year	65	33	29	28	14
Number of Faculty Visiting Foreign Campuses	XX	XX	XX	XX	0
Number of Students (majors) Participating in Study Abroad and Exchange Programming	XX	XX	XX	XX	0

Department Quality Initiatives and Results

FY2008 Quality Initiatives	Results
1. Utilize resources to enhance research understanding and use of evidence based practice (helping students learn and DON goal #7)	1. We created time for faculty scholarship-one 4 hour block every month in which no meetings are scheduled; no classes held and no phone interruptions. Meet off site as needed to foster creative work. This was successful in helping faculty set aside time for creative work.
2. Explore the potential development of a certified simulation center at FHSU-DON. (helping students learn and DON goal # 3)	1. We had one person attend the Denver AACN Hot Topics conference April 22-24, 2007. (completed). The program specialist is exploring options for certification. The Department has developed simulation scenarios during the sp 08 semester which will be used starting fall 08. 2. Continue to support faculty who wish to further their understanding of simulation through conference attendance. This was met-about 8 faculty attended conferences on simulation this year. 3. Encourage faculty to develop simulation scenarios which may support scholarship goal identified by the DON. Completed through the task force work-see program specialist report.
3. Helping students learn-complete a testing audit/quality improvement project during the fy08 year (also fits DON goal #1,2,5)	1. Interested faculty to attend testing workshop at Baker August of 2007, develop testing groups for the year, develop benchmarks and use PDCA to follow through on this quality initiative. This goal is still underway.
4. Explore international/global nursing learning opportunities for students and faculty to be exposed to global nursing. (FHSU goal and DON goal # 5)	1. Seek information regarding international travel. Assess the impact of international students in the BSN and MSN curriculum. Seek to identify/support resources for international students. Assess the need for a course to prepare international students for nursing coursework in the US. We have made some progress in this area but have not finalized or met this goal at this time.
5. Renew/carry forward goal of fy06-retiring faculty and need to develop PhD prepared faculty	1. Seek funding to send key faculty back to school. Support of up to 40,000.00 needed for each faculty who completes the PhD. The funding was secured to send two faculty back for the PhD; one accepted and one declined.
6. Strategically manage and sustain growth	1. Seek funding as indicated for part time position in simulation center. This was accomplished with the Board of Regents funding. 2. Continue to develop clinical partnerships. 3. Evaluate and support quality admission criteria and decisions. The SLC has continued to evaluate admission standards-see SLC report in appendix.

FY2009 Quality Initiatives	Responsible Party, Resources, and Plan
Helping students learn complete a testing audit/quality improvement project during the fy09 year (also fits DON goal #1,2,5)	1. PLC will complete an audit on the testing process and will update during the fy09 year
Implement and evaluate the use of a success strategies in nursing course.	1. Rebecca Sander is developing a course for use with students who are at risk. This course will be required for a student who has one or two nursing course failures.
Implement and evaluate the simulation family for use in the BSN and MSN programs.	1. STF has developed the families. Dee Johnson will provide a workshop for integration of the families on August 18, 2008.

	2. Faculty will begin to use the simulation family as per curriculum plan.
Strategically manage and sustain growth	1. This is an ongoing goal.
Prepare for CCNE re-accreditation	<ol style="list-style-type: none"> 1. Chair develop master plan for self-study creation. 2. Chair attend CCNE training class March 08 and CCNE evaluator training June 08. 3. Create timeline that includes initial call for comments from faculty and community, writing draft document, and call for comment/editing from faculty and editors. 4. Submit self-study to Dean/Assistant Provost/Provost by the end of November 2008.

Institutional Quality Results

FY2008 University Initiatives	Department Activities/Results
Improve undergraduate student's writing abilities	The department of nursing provided information regarding current writing assignments. We have decided to not include this as a strategic goal at this time because we already have multiple writing data points in the programs.
Develop mobile computing teaching and learning environment	See# 3 above for FY08
Internationalize the campus and curriculum	See #4 above for FY08.
Strategically manage new enrollment opportunities	See #6 above for FY08.
Improve student learner outcomes in computing	See #3 above for FY08.

FY2009 STRATEGY AND OPPORTUNITIES FOR IMPROVEMENT

Departmental Reflection of Strengths, Needs, Opportunities, and Threats

Current Strengths	Current Needs
We have a committed core group of faculty We have had a successful two years of program growth.	We need to learn varied teaching and learning strategies and how to manage growth. The current NCLEX-RN pass rate is showing some variability. We need to address the learning needs of today's student-especially online "instant access" learning needs. We specifically discussed simulation incorporation in our January 2008 strategic session.
Future Opportunities	Future Threats
To sustain the increased capacity of our programs through additional State funding To enhance learning of today's learners through varied technologies and strategies. Specifically this has lead us to incorporate simulation into learning, and online teaching tools for online learners.	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

See FY09 Department Initiatives

Appendix A Affinity Diagrams-BSN

Strands	Program Outcomes	Curriculum	Assessment	Results	Action
<p>Leadership, as an evolving dynamic pattern, is the ability to motivate and inspire others to enhance health and the discipline of nursing.</p> <p>Theory is a systematic abstraction of reality that is organized by words or other symbols (C& K, 95).</p> <p>Research is a process of systematic inquiry. Multiple ways of knowing are valued. Research guides and is influenced by practice.</p> <p>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).</p> <p>Professionalism is the essence of values, attitudes, beliefs, behavior and actions.</p> <p>Communication is the interchange of information between, or among two or more individuals through a system of sending and receiving messages. There are</p>	<ol style="list-style-type: none"> 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 	<p>Pre-nursing course work in: Chemistry, English Comp. I, College Algebra, Psychology, Microbiology and lab, Foundations of Nursing, Statistics, Math Calculations, Human Growth & Development*, Abnormal Psychology*, Nutrition* English Comp. II, Oral Communication, Human Anatomy and Physiology, Physiology of Humans Lab. *not required for RN-BSN</p> <p><u>Curriculum</u> Semester 1</p> <p>NURS 310: Nursing Skills Lab NURS 311L: Nursing Practicum</p> <p>NURS 307: Pathophysiology II NURS 312: Nursing Concepts NURS 321: Health Care: Legal Aspects</p> <p>NURS 320: Health Care Ethics NURS 303: Health Assessment ... Lifespan NURS 303L: Health Assess... Lifespan Lab 1 NURS 340: Pharmacology</p> <p>Semester 2</p> <p>NURS 322: Nursing Inquiry NURS 330: Older Adult & the Family in Retirement NURS 330L: Older Adult ... Practicum NURS 332: Population-focused Care NURS 332L: Population ... Practicum</p> <p>NURS 491: Health Care System, Policy and Cost</p> <p>Semester 3 NURS 420: Young Adult and</p>	<p><u>INDIRECT Assessment-</u> 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.</p> <p>Traditional Oncampus Delivery</p> <p><u>DIRECT ASSESSMENT</u> <u>CTEE, CTLE, CTOE</u> which are each given at different intervals in the program, the</p> <p><u>ARNETT-CAT</u> exam which is given senior 1 and senior 2 semester to help determine likelihood for success on NCLEX-RN, and the</p> <p><u>NET</u> exam which is given to pre-nursing students to determine likelihood for success in the program (satisfactory score is required for admission).</p> <p><u>GPA</u> is also tracked at beginning of junior 1 semester and at graduation.</p> <p><u>CLINICAL PRACTICA EVALUATIONS-</u> 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.</p> <p>In particular, the senior clinical evaluation tool is reviewed for integration within the curriculum and clinical outcomes</p> <p>RN-BSN Delivery</p>	<p>6-08-The NET test standard was changed due to instrumentation changes.</p> <p>The ACE exam was initiated as a required test before graduation. All students have passed this test at this time.</p> <p>Students complain about the Excel course</p>	<p>6-08-Student Life Committee reviewed the NET exam and recommended that we change the score to 69 to reflect this change. -Students are encouraged to take college algebra before they take the NET. -Statistical tracking will occur this summer of 2008 with a statistical review to see if there is a trend between NET and NCLEX-RN. 6-08-KAPLAN review course started as a pilot for spring of 2008.</p> <p>-No action taken on the ARNETT second test at this time.</p>

<p>three forms of communication: verbal, nonverbal, and metacommunication (Craven & Hernle, 1996).</p> <p>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.</p> <p>Care Process is gathering information about health, analyzing and synthesizing data and making judgments about nursing interventions based on the findings.</p> <p>Learning is the gaining of knowledge by various methods, including practice, study and instruction (Craven & Hernle, 1996).</p> <p>Global Society is the ever-changing philosophical and/or actual milieu in which nursing education and nursing practice take place</p>	<p>members and the individual, family, aggregate or community to attain a state of health that is meaningful and manageable throughout the lifespan.</p> <ol style="list-style-type: none"> 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. 	<p>the</p> <p>Family Childbearing</p> <p>NURS 422: NURS 420L: Young Adult Family Pract. Child/Adolescent & the Parenting Family</p> <p>NURS 422L: Child/Adolescent ... Practicum -</p> <p>Semester 4</p> <p>NURS 430: Middle Aged Adult & the Launching Family</p> <p>NURS 430L: Middle Aged ... Practicum</p> <p>NURS 431: Integration of Professional Nsg</p> <p>NURS 431L: Internship</p> <p>Total Hours in the Major: 131</p> <p>Total Hours in the Major Traditional BSN: 131 RN-BSN: at least 124 with 30 resident credits from FHSU</p> <p>RN-BSN Delivery –the RN-BSN Delivery is based on the same philosophy, strands and outcomes, however course numbers differ.</p> <p>NURS 603 Health Assessment/Lab (3) NURS 307 Pathophysiology II (2) NURS 320 Ethics (1) NURS 321 Legal (1) NURS 491 Health Care System, Policy and Cost (2) NURS 612 Nursing Concepts (4) NURS 322 Nursing Inquiry (2) NURS 632 Population Focused Care (3) NURS 631/L Integration and Internship (3/3)</p> <table border="1" style="width: 100%;"> <tr> <td>Total</td> <td style="text-align: right;">24</td> </tr> <tr> <td>Plus pre-reqs Patho I, nursing transition and foundations of nursing</td> <td style="text-align: right;">6</td> </tr> <tr> <td></td> <td style="text-align: right;">30 total</td> </tr> </table> <p>hours</p> <p>RN-BSN students must have at least a total of 124 hours to graduate. Fort Hays State University’s residency requirement is 30 hours.</p>	Total	24	Plus pre-reqs Patho I, nursing transition and foundations of nursing	6		30 total	<p>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 in lieu of NET test.</p> <p>*RN-BSN students complete the ARNETT Community and ARNETT Leadership test starting fall of 2008</p>		
Total	24										
Plus pre-reqs Patho I, nursing transition and foundations of nursing	6										
	30 total										

MSN Affinity Diagram

<p>Upon completion of the Master of Science in Nursing program, the graduate will be able to:</p> <p>1. Professionalism</p>	<ul style="list-style-type: none"> • Demonstrate integrity in the profession. • Initiate self responsibility for continuous professional learning for role flexibility and transformation in harmony with changing needs of the healthcare system and global society 	<p>Core Courses: NURS 810: Developing Nursing Theories (3) NURS 811: Foundations for Advanced Nursing (3) NURS 812: Primary Health Promotion (2) NURS 814: Healthcare: Policy, Politics, Org. and Cost (2) NURS 817: Holistic Perspective and Health Potential (2) NURS 823: Advanced Nursing Practicum (1) *adm and education students only NURS 895: Research in nursing (3)</p>	<p>Student Data Students are surveyed upon graduation to measure their perceptions related to the meeting of the strands. This survey includes questions related to reading scholarly articles related to their discipline as well</p> <p><u>Indirect measure</u> EBI assessment will begin January 2007.</p> <p><u>Direct measure</u> Benchmark of 80% pass rate on first time takers on core comprehensive exams</p>	<p>We send out surveys but continue to have a low response rate</p> <p>The comps questions are in revision, with new questions planned for fall 2008</p> <p>Although EBI has an indirect assessment, we did not purchase this product after conversations with Asst Provost on relative merit of such tool.</p> <p>Core comps were not as positive as we hoped</p>	<p>We need to explore other alternatives to gathering employer information.</p> <p>The benchmark of 80% pass rate is newly established</p> <p>We are changing core comps process so that students have access to study for comps via a Bb site. There is now, no process for oral exams, only retake of a section that is failed.</p>
<p>2. Theory</p>	<ul style="list-style-type: none"> • Design theoretical models using abstract thinking in analyzing, evaluating, and synthesizing theories and patterns of nursing practice for improving healthcare outcomes. 	<p>Track Courses: Nursing Administration Track: NURS 861: Nursing Admin. in Complex Org. (3) NURS 862: Admin. Mgt. Nurses in Health Org.(3) NURS 876: Apprenticeship: Nursing Admin. (3) Elective: (3) NURS 899: Thesis (3)</p>	<p>Post Graduate Survey (one and five years) As recommended by AACN, students are surveyed at one and five years post graduation to solicit their perceptions related to the meeting of the. This survey includes questions related to reading scholarly articles and activities related to their discipline as well as community involvement, professional organization membership, use of databases, technology, and leadership, if they are certified, the legal status of their licensure, and their continuing education activity.</p>	<p>Theory. We note a concern from faculty about the students lack of use of a mid-range theory.</p>	<p>Plan to develop mid-range theory in the nurs 810 course</p>

<p>3. Research</p>	<ul style="list-style-type: none"> Employ systematic inquiry and research strategies to synthesize, evaluate and contribute to nursing knowledge that enhances evidence based nursing practice and health care. 	<p>Nursing Education Track: NURS 866: Teaching Strategies in Nursing (3) NURS 867: Apprenticeship: Teaching Strategies in Nursing (2) NURS 868: Curriculum Planning: Nursing Ed. (3) NURS 869: Apprenticeship: Nursing Ed. Curr. (1) NURS 870: Curriculum Evaluation: Nursing Ed. (3) NURS 899: Thesis (3)</p> <p>Family Nursing Practitioner Track: NURS 803: Advanced Health Assessment (2) NURS 803L: Advanced Health Assessment Lab (1) NURS 805: Advanced Pharmacology (3) NURS 806: Advanced Pathophysiology (3) NURS 816: Advanced Practice Roles in Primary Care (2) NURS 818: Primary Care of the Family (1)</p>	<p>Employer Survey The employers of our graduates are surveyed at the one and five year post graduation related to the following strands in our curriculum: Legal and ethical behavior Research and scholarly activity (may include quality improvement) Trending and application of research findings Use of databases Ability of graduate to communicate orally and in writing Ability of the graduate to function independently in their role</p>	<p>Research-Poor comps results in this area</p>	<p>New study procedure initiated to help with research comps results. We split comps into core and track comps Initiate comps review course New stats course developed online</p>
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<p>4. Leadership</p>	<ul style="list-style-type: none"> • Ability to orchestrate self and others in professional nursing practice while exhibiting leadership excellence. • Synthesis of masterly meta-communication in scholarly endeavors 	<p>NURS 819: Family and Community Preceptorship (1) NURS 821: Primary Care I: Mgmt. of Common Problems (3) NURS 824: Primary Care I: Preceptorship (3) NURS 825: Diagnostics and Procedures (1) NURS 826: Diagnostics & Procedures Precept.(1) NURS 832: Primary Care II: Mgmt. of Complex Problems (3) NURS 834: Primary Care II: Preceptorship (3) NURS 835: Primary Care Across the Lifespan (2) NURS 836: Nurse Precept. Across the Lifespan (2) NURS 897: Nurse Practitioner Project (2)</p>		<p>Leadership- Concern over student writing skills- Request SLC to review MAT/GRE? And what scores should be used.</p>	<p>MAT score determined -376 which is one standard deviation below the average score</p> <p>-Encourage students to use the online writing services</p> <p>-Possibly seek input from grad programs or grad school for comparison-PLC has report</p> <p>-University initiative on writing in process NURS 811 there is a course outcome on communication that we are sending first paper to safe assignment and smart thinking.</p> <p>-NURS 817, 812 and 810 and 874 core courses- writing and punctuation assignment test has been implemented. (early in the first 2 weeks)</p>
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<p>5. Advanced practice nursing roles</p>	<ul style="list-style-type: none"> Integrate theory and research from nursing and other disciplines with developing expertise in advanced practice nursing roles. 			<p>Advanced Practice Nursing Roles-Integration was not occurring</p> <p>We are also recommending that the STATS class become part of the curriculum for all three tracks, and to clarify that we ask students to take our STATS.</p>	<p>Research content was moved up in the curriculum in the new program, students are encouraged to do all core courses early</p> <hr/> <p>6-08 NURS 808 is now a part of the curriculum for all 3 tracks, it is no longer a pre-req.</p>
<p>6. Health care system</p>	<ul style="list-style-type: none"> Evaluate health care policy and finance to provide leadership in the health care system 			<p>Lack of content in old curriculum</p>	<p>Whole classes developed to address gaps NURS814</p>
<p>7. Wholistic View</p>	<ul style="list-style-type: none"> Design and appraise evidence-based advanced nursing strategies in diverse systems Manifest global perspectives through nursing roles with sensitive to human diversity and social issues 			<p>Lack of content in old curriculum</p>	<p>New Courses developed/ and old redesigned to address gaps</p>

Updated 6-13-06/rev. 12-5-06

Appendix B Nursing Department Staffing Plan

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Position Number	Projected Dept Needs	Faculty Member	Current Faculty Expertise	Teaching FTE	Current Rank	Degree	Track	Year Entered FHSU
118011001	Department Chair	Connelly, Liane	Nursing Administration	1.0	Professor	PhD	Tenured	1993
118011-008	General med-surg,	Doan, Jo Ann Wyatt, Chavonne	Basic skills, assessment Basic practicum, health assessment	.5 .5	Assoc. Prof Instructor	MSN MSN student	Tenured Temporary	1987 2008
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
118011-019	Clinical Pediatric and adult health	Melanie Heimerman	Medical Surgical, pediatrics	0.5	Instructor	MSN-or MSN-C	Temporary	2007
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
118011-018	Coordinator family nurse practitioner track	Ochs, Dorothy	Family nurse practitioner	1.0 re-assn. 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 mger, certified onc nurse, adult med/surgical nursing	1.0	Assistant Professor	MSN	Tenured	2002
118011-006	Psychiatric nursing, nursing theories	Schmidt, Sally	Nursing education	1.0	Assistant Professor	MSN	Tenured	1998
118011-007	Medical Surgical Nursing	Sonntag, Anissa	Family Nurse Practitioner	1.0	Assistant	MSN-FNP, BC	Temporary	2006
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	OPEN- SEARCH ONGOING	Psychology and nursing expertise, addictions nursing	1.0	Assistant/Associate Professor	PhD	Tenure track	
118011-22	Medical Surgical Nursing/ARNP	Jenny Manry	ARNP-Medical surgical	1.0- 9 mo.	Assistant	MSN	Tenure track	2007
118011-20	Program Specialist	Janet Willhaus Dee Johnson f07 due to deployment	Simulation, general practice-hired 6/20/06	1.0- 9 mo	Program Specialist	MSN-C	Temporary	2004 2006 current appt.
118011-21	Nursing Education/theory	Ward, Kathleen	Education/Administration, OB Nursing	1.0- 12 mo	Assistant	MSN	Tenure track starts fall08	2006
118011-032	Simulation faculty	Fall08-Johnson, f07 Weese	Simulation experience	0.5-9 mo	instructor	MSN	Temporary	2008

Appendix C Bibliography of Departmental Scholarly Activity

Faculty Name	Title of Publication
Benjamin, Mary	<p>Summer 2007 – disseminated thesis results to the participating facilities.</p> <p>Continue to work on article for submission to JOGNN relating to my thesis results.</p>
Connelly, Liane	<p>Connelly, L., Schumacher, C., & Siek, T. (2007). Infusing Evidence-Based Practice: Education and Practice Collaboration. Poster presentation at the Thirty-fourth Annual Conference, Professional Nurse Educator Group, October 19-21, Portland.</p> <p>Connelly, L. (2007). Faculty Reading Clubs. Poster presentation at the Thirty-fourth Annual Conference, Professional Nurse Educator Group, October 19-21, Portland.</p> <p>Manry, J. & Connelly, L. (2007) Clinical Nurse to Teaching Faculty. Poster presentation at the Thirty-fourth Annual Conference, Professional Nurse Educator Group, October 19-21, Portland.</p> <p>Connelly, L. & Schmidt, S. Unpublished manuscript. Evidence based practice in education: The academic audit.</p> <p>Sander, R. & Schmidt, S. & Connelly, L., A curricular review process to initiate program improvement (2007November, December). Peer reviewed/blind refereed Baccalaureate Education Conference. Royal Sonesta Hotel, New Orleans, LA</p>
Doan, Jo Ann	<p>Trible, K., Doan, J. Morgan, M. & Pfannenstiel, D. (2007). Diabetic Foot Screening Research Study. Grant proposal to the FHSU Graduate School, funded.</p> <p>Doan, J (2007) Granted additional research funding after submitting request to Department Chairperson.</p>
Groth, Billie	<p>Groth, B. & Hober, C. (2008, June). Towards Validated Skills Competency Exhibitions. Poster presentation for the 12th International Nursing Learning Resource Centers Conference, San Jose, CA.</p>
Heimerman, Melanie	<p>Continue Master's Level Classes: Fall 2007: N810 Spring 2008: N811</p>
Hober, Christine	<p>Hober, C., Tribble, K., & Willhaus, J. (2008, June). Academics: Simulation in Pediatric Nursing. Podium presentation, published abstract, peer reviewed, Denver, CO.</p> <p>Groth, B. & Hober, C.(2008, June). Towards Validated Skills Competency Exhibitions. Poster presentation for the 12th International Nursing Learning Resource Centers Conference, San Jose, CA.</p> <p>Hober, C. and Tribble, K. Teaching Clinical Nursing Care Using a Concept Map and Reflection Process. Currently in review.</p>
Insley, Carolyn	<p>Insley, C. & Ochs, D. (2008, February). Teaching Strategies for Integration of Health Assessment in Graduate and Undergraduate Education. Podium presentation, with published abstract at AACN Faculty Practice Conference Newport Beach, CA.</p>

Kells, Karolyn	Schmidt, S., & Kells, K. (2007, July). Development for Caring Process/Nursing Process curriculum benchmarks. Poster session presented at the 18 th Annual International Nursing Education Conference in the Rockies, Breckenridge, CO.
Koerner, Dianna	Riffel, K. & Koerner, D. (2007, August). Meshing the worlds of learning and reality. Refereed regional podium presentation at 8 th Annual Summer Institute on Distance Learning and Instructional Technology. Olathe, KS.
Manry, Jenny	Manry, J. & Connelly, L. (2007) Clinical Nurse to Teaching Faculty. Poster presentation at the Thirty-fourth Annual Conference, Professional Nurse Educator Group, October 19-21, Portland. Manry, J. & Ochs D. (2008). Teaching Suturing Proficiency through Simulation. Podium presentation at the NONPF conference Manry, J. (2008). Simulation as Art. Poster Presentation at the Nurse Educator Institute. Branson, MO. April 7-11 2008.
Moore, Carol	Working on publication K. Riffel, D. Ochs & C. Moore r/t ethics in nursing education
Morgan, Mary	Tribble, K., Doan, J. Morgan, M. & Pfannenstiel, D. (2007). Diabetic Foot Screening Research Study. Grant proposal to the FHSU Graduate School, funded.
Ochs, Dorothy	Insley, C. & Ochs, D. (2008, February). Teaching Strategies for Integration of Health Assessment in Graduate and Undergraduate Education. Podium presentation, with published abstract at AACN Faculty Practice Conference Newport Beach, CA. Ochs, D. (June 2007). Introducing PDAs into Nurse Practitioner Education. Symposium poster presentation presented at the 2007 American Academy of Nurse Practitioners National Conference, Indianapolis, Indiana. Manry, J. & Ochs D. (2008). Teaching Suturing Proficiency through Simulation. Podium presentation at the NONPF conference Working on publication K. Riffel, D. Ochs & C. Moore r/t ethics in nursing education
Riffel, Kim	Riffel, K. & Koerner, D. (2007, August). Meshing the worlds of learning and reality. Refereed regional podium presentation at 8 th Annual Summer Institute on Distance Learning and Instructional Technology. Olathe, KS. Working on publication K. Riffel, D. Ochs & C. Moore r/t ethics in nursing education. Willhaus, J., Riffel, K., & Ward, K. (2007, September). Improving nursing student assessment skills for mother and newborn care. Refereed International Poster Presentation with Published Abstract. SimTect 2007 Healthcare Simulation Conference. Brisbane Queensland, Australia. Grant awarded: Riffel, K. (2008). <i>Education as mentoring for teen moms</i> . March of Dimes.
Sander, Rebecca	Sander, R. & Schmidt, S. & Connelly, L., A curricular review process to initiate program improvement (2007 November, December). Peer reviewed/blind refereed Baccalaureate Education Conference. Royal Sonesta Hotel, New Orleans, LA Sander, R. (2008, February). The 'Virtual' Clinical Evaluation Tool, <i>Journal of Nursing Education</i> . Refereed national publication.
Sanko, Linda	
Schmidt, Sally	Sander, R. & Schmidt, S. & Connelly, L., A curricular review process to initiate program

	<p>improvement (2007, November, December). Peer reviewed/blind refereed Baccalaureate Education Conference. Royal Sonesta Hotel, New Orleans, LA.</p> <p>Schmidt, S. & Kells, K. (2007). Development for "caring process/nursing process" curriculum benchmarks. Peer reviewed/blind refereed. 18th Annual International Nurse Educators Conference in the Rockies. Greeley, CO.</p> <p>In Progress Connelly, L. & Schmidt, S. Unpublished manuscript. Evidence based practice in education: The academic audit.</p>
Sonntag, Anissa	
Trible, Karen	<p>Hober, C., Tribble, K., & Willhaus, J. (2008, June). Academics: Simulation in Pediatric Nursing. Podium presentation, published abstract, peer reviewed, Denver, CO.</p> <p>Publication: Hober, C. and Tribble, K. Teaching Clinical Nursing Care Using a Concept Map and Reflection Process. Currently in review.</p>
Ward, Kathleen	<p>Willhaus, J., Riffel, K., & Ward, K. (2007, September). Improving nursing student assessment skills for mother and newborn care. Refereed International Poster Presentation with Published Abstract. SimTect 2007 Healthcare Simulation Conference. Brisbane Queensland, Australia.</p> <p>Ward, K. (2008) PENDING Methodical or Imaginative Teaching Strategies for Clinical Preparation. Poster Presentation at American Association of Colleges of Nursing, Baccalaureate Education Conference in New Orleans, LA.</p> <p>Ward, K.(2008) PENDING Inspirational Motivation. Abstract submitted to <u>19th Nurse Educators Conference in the Rockies</u></p> <p>Ward, K. (2008). Romancing the Flame of Evidence-Based Practice in Nursing Students. Podium Presentation at 9th Annual EBP Conference Glendale, AZ.</p>
Willhaus, Janet	<p>Willhaus, J., Riffel, K., & Ward, K. (2007, September). Improving nursing student assessment skills for mother and newborn care. Refereed International Poster Presentation with Published Abstract. SimTect 2007 Healthcare Simulation Conference. Brisbane Queensland, Australia.</p> <p>Hober, C., Tribble, K., & Willhaus, J. (2008, June). Academics: Simulation in Pediatric Nursing. Podium presentation, published abstract, peer reviewed, Denver, CO.</p>

Appendix D Quality/Advising Coordinator Report

Sally D. Schmidt MSN, RN, Coordinator
End of Year Report
June 2008

Quality Activities:

Program Evaluations were mailed to five year and one year BSN and MSN graduates and graduates' employers in June 2007. Reports were prepared from the returned surveys and are available in the Coordinator of Quality & Prenursing Advisor office. Most survey respondents are employed fulltime in Kansas and reported satisfactory ability to perform the curricular outcomes of the program with exception of research activities. The graduates reported being satisfied with the education received. Employees' satisfaction was positive reflecting that the graduates performed expected tasks well. (See Attachment A).

Annual reports were completed for the Kansas State Board of Nursing (June 2007) American Association Colleges of Nursing (AACN), Ingram's and Peterson's Online Nursing Schools Survey (November 2007).

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, Pathophysiology I and Pathophysiology II grade, and NCLEX exam success or failure. This information will continue to be collected to assist in the departmental quality improvement initiatives. A beginning of the year report was presented to faculty on January 11, 2008. The Arnett Exit Exam was administered to second semester senior nursing students in November 2007 and April 2008. The information from the Arnett Exit Exam has been recorded in the SPSS data base for trending.

In December 2007 fifteen traditional students graduated with a Bachelor of Science in Nursing. Seventeen traditional students graduated May 2007 with a Bachelor of Science in Nursing. A total of thirty-two students were eligible to take the National Council Licensure Examination for Registered Nurses.

The NCLEX results are shown below.

Graduate Year	totals	fail	pass	percent
May 07	17	4	13	76.47 %
December 07	15	4	11	73.33%
May 07-Dec. 07	32	8	24	75%

Four graduate students successfully completed the Advanced Practice Registered Nurse, Board Certified Exam through the American Nurses Credentialing Center.

The Year of the Department was completed in April 2007 and provided faculty with valuable information to identify areas of the curriculum for improvements. A web curriculum survey was sent in March 2007 to 90 current nursing students to address any areas of overlap in curriculum content. The

results were reviewed by faculty and action was taken to improve in areas where content was identified to be repeated.

Advising Activities:

Advising activities involved advisement to prenursing students. Currently approximately 240 students have contacted the department and I have been assigned as the advisor. Of these approximately 90 have taken part in early registration for Summer 08 or Fall 08 courses. Freshman Tiger Registration involved approximately 59 students. Transfer Tiger Registration had 10 participants.

Attachment A

1-Year BSN Program Evaluation Questionnaire Results Summer 2007

41 sent, 5 questionnaires returned = 12% return

Results: Four graduates are employed full-time and one is employed part time. Four are employed in Kansas and one is employed in another state. All are employed in a hospital. Three report the present position as a staff or general duty nurse and two indicate a head nurse or assistant. Three are members of professional organizations. Three are members of Sigma Theta Tau two are members of ANA, and two belongs to additional professional organizations such as ACNM, ACCN, AABC, and KONL. Three 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. One of the graduates belongs to FHSU Alumni Association. All respondents carry professional liability insurance. Three indicate no post BSN degree or further educational plans, one is pursuing a MSN – FNP tract and another is working on CNM with plans to pursue a doctorate.

Comments: I greatly appreciate the opportunity to finish my RN to BSN online otherwise it would have been almost impossible. The program was accommodating for someone working fulltime. There is a disconnect feeling however when you never meet an instructor. I realize many can't as there were 2 from Oregon and one from Kansas City area in my class. Communication was good via email.

1-Year BSN Program Evaluation Graduate Nursing Activities Inventory Results Summer 2007

41 sent, 5 inventories returned = 12% 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 by one or more respondents.

Activity	Fair
5. Uses appropriate theories in the practice of professional nursing.	1
20. Uses nursing knowledge to care for clients across the lifespan*	1
26. Makes innovative use of physical and human resources to find optimum solutions to client care*	1
29. Provides effective care by adapting skills to care for disperse populations in and ever changing global society.*	1

* This student reported that she was an online student

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:			3		2
31. The overall quality of curriculum clinical content was:			4	1	
32. The overall quality of curriculum theory faculty was:			3		2
33. The overall quality of curriculum clinical faculty was:			3	1	1

Comments: I learned a tremendous amount by continuing my education through FHSU. I am a mature nontraditional student with several years of experience in nursing. The knowledge developed through FHSU helped me to become a better nurse.

I am an RN to BSN online grad so much of training not actually from FHSU. The RN to BSN program did appropriately build on my previous knowledge and experience to prepare me.

1-Year BSN Program Evaluation Employer Nursing Activities Inventory Results Summer 2007

41 sent, 4 inventories returned = 10% return

Results: Most employers reported the students perform the activities often or always and performs the activity well or excellent.

5-Year BSN Program Evaluation Questionnaire Results Summer 2007 Based on old Curriculum

45 sent, 7 questionnaires returned = 16% return

Results: Seven BSN graduates are working full-time. Five graduates work in Kansas and the other two work in other states. All report working in a hospital setting. Of the six respondents the following breakdown of present positions was given: five hold staff or general duty nurse position and one is a supervisor or assistant. Four are members of professional organizations and this includes three that are members of Sigma Theta Tau International. One reports belonging to AWHON. All report community activities as church/school. Two are members of FHSU Alumni Association. Five carry professional liability insurance and two do not. One of the respondents reports planning to pursue further education in nursing in three to five years. Three report continuing education through CEUs.

Comments about the Undergraduate Nursing Program: I came out with good knowledge of book material but little knowledge in the skill area. The best clinical rotation I had was with an instructor who still actually worked in the hospital setting, all others seemed lacking in updated skills/practices.

5-Year BSN Program Evaluation Graduate Nursing Activities Inventory Results Summer 2007

45 sent, 7 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 by five respondents as seldom or no opportunities to perform include: #28 suggests questions which would be meaningful topics for nursing research ; and #29 participates in research designed to improve health care. Most indicated they perform research activities as 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 #14 performs technical procedures safely oral suctioning, tracheostomy care, intravenous therapy, catheter care, dressing changes, etc., #15 Demonstrates understanding of the nature, purposes and effects of medication, and #19 functions calmly and competently in stressful situations, #34 Uses appropriate ANA Standards of Care as guide for nursing practice, and #37 Demonstrates self-confident.

- This is based on the older curriculum

Comments on your educational preparation for practice:

I do not feel like I learned Pharmacology while in nursing school (98-00) very well. Our teacher was not very good and I do not feel I took anything away from the class. But the internship (summer) was the best thing FHSU did to prepare me for my nursing career.

I felt like I was very well prepared and that FHSU has an excellent nursing program.

Needed more hands on training most of the clinical experiences are hit & miss. In my working experiences I felt like I could have benefited from more ER nursing.

5-Year BSN Program Evaluation Employer Nursing Activities Inventory Results Summer 2007

45 sent, 8 questionnaires returned = 18% 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. One employer reported that the graduate demonstrates knowledge of legal limits of nursing practice as fair and that FHSU did not provide sufficient background for this activity. All other inventory activities asking if FHSU provided sufficient background for the inventory were applied by responding employers as affirmatively. Some did not respond to all questions or indicated that they did not know.

Comments:

Unknown whether skills learned in ADN or BSN program.

This BSN functions well independently. She is the only RN and usually supervises 1 LPN or 1 CNA. She initiated the overhaul of our care plans and has become very active in our hospital disaster planning.

She is a great nurse and has grown much over the last year. I have only had her as a nurse the last year.

She is an awesome nurse. She has excelled at operating room nursing. It is not a specialty area that people adapt to quickly but she has done well through her orientation and has proven to be a strong asset to the orthopedic team. She gives individualized patient centered care and has demonstrated her flexibility and calmness in a stressful situation. We will take more like her that's for sure.

1-Year MSN Program Evaluation Questionnaire Results Summer 2007

11 sent, 0 questionnaires returned= 0% return

1-Year MSN Program Evaluation Graduate Nursing Activities Inventory Results Summer 2007

11 sent, 0 inventories returned = 0% return

1-Year MSN Program Evaluation Employer Nursing Activities Inventory Results Summer 2007

11 sent, 0 inventories returned= 0% return

5-Year MSN Program Evaluation Questionnaire Results Summer 2007

18 sent, 5 questionnaires returned=28% return

Results: One graduate is employed part-time and four are full-time. Of the five, one was FNP-track and served in that functional role, one was in education track, and three were in administration (with one reporting post masters in education). All graduates work in Kansas. One works as a nurse practitioner in a hospital medical and office physician practice. One graduate (education track) reports self-employed as an instructor of continuing education and the other administration /post masters education respondent works in a school of nursing as a faculty member. One of the administration track respondents reported working in a school of nursing as an administrator and the other administration track respondent works as a head nurse/nurse manager in a hospital setting. All are continuing education through workshops and seminars. All are members of Sigma Theta Tau International. Other professional organizations mentioned by respondents include National League for Nursing, American Nurses Association, American Organization of Nurse Executives, American Academy of Nurse Practitioners, and other professional affiliations. All reported community activities that include church, school or civic organizations, and social and service clubs. None of the graduates are members of FHSU Alumni Association. Three do not carry professional liability and two responded that they do. The nurse practitioner is currently certified as a nurse practitioner. One reported CEN certification and one is a certified Breastfeeding educator. The nurse practitioner responder indicated that 50% of the time is in the primary care clinic and 40 % of the time is spent in secondary care –ER, hospital rounds, with the remaining 10% of time in tertiary care. The nurse educator is self-employed as a continuing nurse educator. The post masters education graduate reports working as an assistant professor in a BSN,

ASCN accredited program. Sixty percent is classroom teaching, research activities twenty percent, and service activities twenty percent. One of the nursing administrator track graduates reported serving as a head nurse/nurse manager in a hospital with 100-199 employees and supervise 50-99 employees. Direct supervision accounts for 75% of the time with 15% involved in publicity and marketing, and 10% service. The other nursing administration graduate reported being in an administrative role (director) of a technical college with 50-99 employees and supervising 10-19 employees. The time distribution given was direct supervision 25%, equipment resource allocation 10%, research 5%, and day to day 60%.

Comments: I feel that when I graduated I was definitely lacking in advance level science, lab, and interpretation. I hope that the program is moving forward to strengthen these areas. We are expected to perform to the level of the MD and often times we do. I feel that the ARNP is extremely valuable and often times I am the only medical person in the whole county and have had to manage trauma, intubate, and ship patients. Your prep for these experiences is extremely important and will make all the difference. Thanks for the program.

5-Year MSN Program Evaluation Graduate Nursing Activities Inventory Results Summer 2007

18 sent, 5 inventories returned = 28% return

Results: The following data was gathered from all inventories (not all respondents answered all questions in the inventory):

Graduate Outcomes: Activities graduates of the MSN program are expected to be able to perform at the advanced practice level	How well can you perform this activity?			FHSU MSN Program provided sufficient background for this activity?	
	Well	Fair	Poor	Yes	No
The graduate:					
1. Conducts health/physical assessments independently, based on holistic models	4			4	
2. Analyzes integrative health status and makes accurate diagnoses	4			1	2
3. Plans and prioritizes care based on accepted theories and research.	4			4	
4. Directs implementation of care to address integrative needs of individuals, families, groups, community and society.	4			4	
5. Facilitates humanistic care that respects and addresses individual differences and cultural diversity	3	1		4	
6. Operationalizes the advocacy role within the broad health care arena	4			4	
7. Negotiates with others to overcome barriers within the health care systems to address client needs.	4			3	1
8. Makes innovative use of resources and referrals to find optimal solutions to client's needs	3	1		3	1
9. Competently actualizes advanced role in practice settings	5			5	
10. Compares current health care changes within the global society	4	1		4	
11. Evaluates nursing knowledge, advanced practice issues, and the health care system using systematic inquiry and research	4	1		4	
12. Conducts research independently and/or collaboratively in order to improve health care	3	1	1	4	
13. Applies appropriate research findings in Practice	4	1		4	
14. Analyzes situations and formulates new strategies for problem solving using different models, theories, or paradigms	4			2	1
15. Uses technology to network and share knowledge with colleagues, organizations and health professionals within the broad health care arena	2	2		3	1
16. Disseminates ideas effectively to others through written and oral communication	3	1		4	
17. Shares knowledge through presentations and/or publication	2	1	1	4	
18. Fulfills collaborative roles in advanced practice	4			4	
19. Serves as a consultant to nurses and other	4			3	1

health professionals to address integrative health needs of clients					
20. Demonstrates and adapts leadership and management strategies appropriately in the advanced practice role	4			2	1
21. Demonstrates legal and ethical responsibility as a professional	4			2	1
22. Assess professional learning needs and seeks ways to promote development in the advanced practice role	4			3	1
23. Displays professional integrity in the advanced practice role	4			3	1

Comments: I personally operate much more in a medical realm than in nursing research also I'm not driven to research. I feel I am a consumer of research and that I practice at an advanced level with great success. I enjoy my role as an ARNP and have been active as an advocate including with my senators. I know your working on the program and would like to see it continue to grow in excellence.

5-Year MSN Program Evaluation Employer Nursing Activities Inventory Results Summer 2007

18 sent, 2 inventories returned, = 11% return

Results: All employers scored the graduate as performing the activities well. No comments were given.

Report on Benchmark Measurements
Sally D. Schmidt MSN RN
Coordinator of Quality, Advising & Integrative Nursing
June 2008

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?

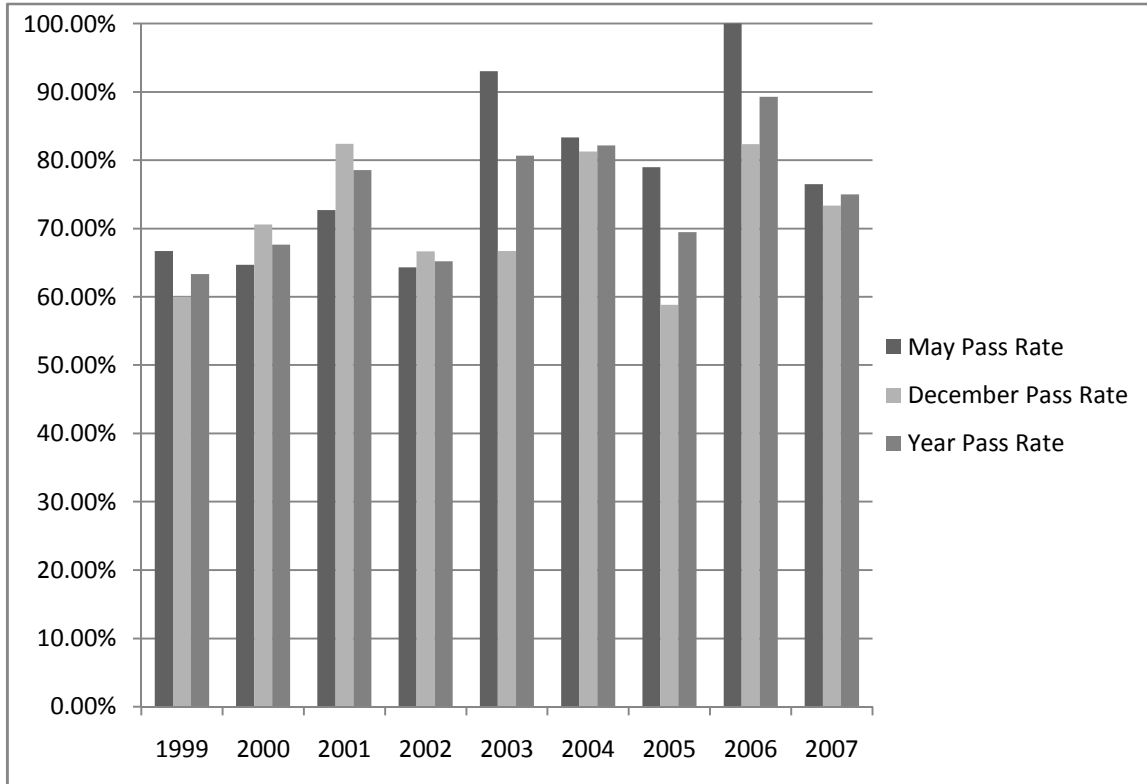
Measurement	Department of Nursing Benchmark	Mean Scores (Average) of Department of Nursing Undergraduate Students
NET n=319	60.00 *changed to 69.00 F08 admits	72.71
GPA 1 n=339	2.50	3.21
Patho I n=340	2.00	3.20
Patho II n=333	2.00	2.79
CTEE n=242	162.31	170.7
CTLE n=204	151.34	138.5
CTOE n=146	154.53	138.0
Arnett 1	-.28 to Pass NCLEX *	.2520
Arnett 2	-.28 to Pass NCLEX *	.9542
GPA 2 n=217	2.50	3.33
ACE n=77	128.37	128.8889

*** The new passing standard is -0.2100 logits on the NCLEX-RN logistic scale, 0.070 logits higher than the previous standard of -0.2800. The new passing standard will take effect on April 1, 2007, in conjunction with the 2007 NCLEX-RN® Test Plan.**

In addition students have the opportunity to take various content tests through the Arnett Development Corporation testing package. The following table provides aggregate results for the content testing.

Content Test	Mean Scores (Average) of Department of Nursing Undergraduate Students	Arnett Norming Data High	Arnett Norming Data Average	Arnett Norming Data Low
Leadership & Management	37.45 n = 44 Sr II semester	43	34.6	13
Psychiatric	61.02 n = 7 Sr 1 semester	84.7	66.1	8.3
Pediatric	57.20 n = 28 Sr 1 semester	75	56.7	25
Maternity	65.36 n = 30 Sr 1 semester	83.3	63.5	30.3
Med/Surg I Pre test	45.75 used during Jr I semester used Sp07	75.5	51.3	9.5
Med/Surg I Post test	52.50 used during Jr I semester used Sp07	75.5	51.3	9.5
Fundamentals	67.90 n = 55 Using F07 in Jr I	55.3	44	17.7
Pharmacology	60.00 n =33 Sr II semester	87	56.9	25

NCLEX PASS RATES FOR 1999 - 2007



Appendix E Faculty Life Committee

ANNUAL REPORT 2007-2008

Committee Members: Linda Sanko, chairperson, Karen Tribble, Sandy Tweed
Chris Hober, Jenny Manry and Dee Johnson

The committee successfully completed the assigned criteria for FLC on Gantt Master Schedule of Quality Improvement, and yearly goals assigned by the Chair.

Reviews of Research Proposals:

Reviewed one for faculty research

Reviewed fourteen packets for graduate students.

Finalized EFAM, EFAT, EFAP forms. EFAM pending approval of the dean.

Updated Faculty Handbook. Comparison of departmental faculty handbook with that of the university completed. Appropriate changes to Faculty Handbook were made. Will compare with AACN guidelines in fall 2008.

Diana Koerner (volunteer) continues to keep library resources current.

IRB & NREC forms. The university IRB reviewed the department forms and suggested no changes. Committee decided to keep current forms.

Position Description developed and approved. General Faculty position descriptions for full time, part-time and clinical faculty positions will be reviewed and or developed in fall of 2008.

Hosted two parties for faculty, staff, and students: Fall and Spring, included full faculty participation. Parties were huge success and appreciated by students and staff.

Sent flowers/plants to faculty members who were ill or had deaths in their families.

Goals for next year:

Continue preparation for CCNE

Comparison of DON Faculty Handbook with CCNE requirements

Continue to streamline and clarify NREC/IRB information.

Report prepared by: Linda Sanko, Chair

Appendix F Program Life Committee

Chair: Rebecca Sander RN MSN

The Department of Nursing Program Life Committee (PLC) met 7 times: September 10, 2007; October 15, 2007; November 12, 2007; February 11, 2008; February 18, 2008; March 11, 2008; and April 14, 2008.

Committee members for 2007-2008 included: Rebecca Sander, Chair, Dr. Karolyn Kells (on sabbatical spring semester), Sally Schmidt, Dorothy Ochs, Kathleen Ward and Janet Willhaus (deployed during academic year). Student representatives were: April Merrit (graduate student), Megan Riffle (Sr 2 fall semester); Blake Hillary (Jr 1 fall semester); Jessica Dortzweiler (Sr 2 spring semester) and Brad Morrison (Jr 2 semester).

Curricular Course Approvals:

- N104L from 2 credit hours to 3 credit hours
- Recommend rather than require N103 for all nursing students
- Enrollment block for RN to BSN students to not allow enrolling in N632 in the same semester as N631 and N631L
- Patho I and A&P are now approved by KSBN as prerequisites for N340
- Learning objectives for N420, N420L, N 422, N422L, N330, N330L N430, N430L approved
- N808 (statistics) counted as a part of the MSN major
- HG & D, nutrition, and abnormal psychology are no longer considered pre-nursing requirements for RN to BSN students
-

Course Approval Requests: A total of 25 course approval requests were reviewed.

New Policies:

- Change NCLEX policy requirement to remove wording of EXCEL review course
- Delete oral FNP retakes
- Ongoing: Preceptor policy/procedure
- Ongoing: policy statement to be added to handbook and clinical evaluation tools regarding unprofessional, disrespectful and inappropriate behavior of students

Curriculum:

- Change required NCLEX review course to Kaplan
- Completed web survey for all nursing students regarding presence of overlapping curricular content
- Ongoing: Exploring option of 5 semester curriculum
- Ongoing: review curricular content for additions, revisions or reassignment
- Ongoing: adding more clinical hours to Jr 2 semester
- Ongoing: increasing simulation experiences for all levels of nursing students

Textbooks: Approved all new textbook orders for spring, summer, and fall 2008

Benchmarking:

- Tabulating and reviewing benchmarking for undergraduate program (GPA, NET scores, science scores, critical thinking test scores, ARNETT scores, NCLEX passing scores, graduate and employer surveys) and presented to department faculty
- RN to BSN students will take the Leadership & Management and Community ARNETT exams for benchmarking

Appendix G Formative Nursing

Billie Groth, MSN, RN, Coordinator
End of Year Report
May, 2008

- A student roster was distributed to all faculty and students of that level each semester.
- Junior nursing representatives were elected to serve on Departmental Committees
- Worked with Sally Schmidt to get Arnett tests for this level set up for students to take.
- When it was discovered in June that the supplier that had been found in January was closing found another source for ordering the required uniform tops and arranged to get them embroidered for the students. Goodwin's Sporting Goods has made arrangements with Cherokee and can now order the scrub tops and then embroider them for the students.
- December 2007 progression of junior students: All of the first semester junior students progress to the second semester.
- May 2008 progression of junior students: Three nontraditional students withdrew from the nursing program for the semester. Three first semester juniors were not successful with the N310L course, one was not successful with the N311L course, two did not succeed in the N320 course, did not progress to the second semester junior courses, with conditional return when there might be space available in a future semester.
- Continued the duties of managing the immunizations, insurance, etc. information for all levels of the program.
- Continued with the duties of Chair of the Consortium Committee.

Appendix H Integrative Nursing

Sally D. Schmidt MSN, RN, Coordinator
End of Year Report
June 2008

- 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.
- Arnett Testing was conducted with Senior Nursing Students and included content tests for Pediatric, Maternal Child, Psychiatric, Leadership & Management, Pharmacological, Arnett Comprehensive Exit Exam, and Critical Thinking Outcome Exam. The aggregate scores were average.
- Excel Review Course was held November 2007 at Sternberg Museum and the Kaplan Review Course was piloted in April 2008 at Sternberg Museum. All second semester seniors were required to attend. The students participated in reviewing course materials and taking pre and post tests. The students were required to take the Arnett Comprehensive Exit Exam following the review. The students' scores were average to high. Kaplan testing was available for students after the review course to assist in preparation for the NCLEX.
- Employee recruitment of senior nursing students included personnel from Hays Medical Center and Trego Lemke Memorial Hospital. Breakfast was provided by the recruiters.
- 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 2007 progression of senior students: Two first semester senior students did not progress to second semester senior courses and repeated first semester senior theory and practicum course during the Spring 2008 term.
- Spring 2008 progression of senior students: Four first semester senior nursing students were dismissed from the program. Two second semester senior students withdrew from the program; three second semester senior students did not progress to second semester senior courses and will repeat the failed senior semester courses Fall 2008 term.

Appendix I Student Life Committee

Student Life Committee End of Year Report for Academic Year 2007 - 2008

The Student Life Committee (SLC) of the FHSU Department of Nursing met monthly during the academic year with two special meetings called in addition to the regular meetings. Members of the committee included: faculty members, Billie Groth, Carolyn Insley, Kim Riffel, Dianna Koerner, Dr. Carol Moore, Anissa Sonntag, and senior administrative assistant Joyce Dechant. Undergraduate student representative was Michelle Diekema, and Haley Webster was the alternate. Graduate student representative was Dana Tasset. Following is a summary of the actions taken by the SLC.

- MSN application due date will remain the same.
- Continue requiring CNA certifications for admission as stated in Student Handbook.
- Graduate Student Handbook revised and recommendation for approval submitted to DLC.
- Increased NET percentage from 60 to 69 for admission criteria. Student may take it once and retake it once to achieve a 69. This will start after January 2008 and will be effective for fall 2008 admission criteria.
- An ad hoc committee of summer faculty will review the MSN applicants under extenuating circumstances.
- Goodwin's Sporting Goods are now the source for getting scrub tops for clinicals. They will no longer embroider any scrub tops brought in from outside.
- Award of Excellence Scholarship has now gone to \$900 for students with an ACT of 21 or greater.
- Post Graduate process for admission is now in the Graduate Student Handbook.
- Undergraduate admissions for Spring 2008; 7 full admits, 22 conditional admits, 6 conditional waiting list, 4 denied and 5 not recommended. One student declined admission and replacement made, 2 admissions were rescinded. Twenty-eight accepted for admission. Three Jr. 1 students dropped out of the program for personal reasons early in the spring semester.
- RN-BSN admissions for spring 2008: 7 full admits, 10 conditional admits, 1 denial, and 9 not recommended.
- \$500 scholarship given in the spring 2008 semester for the sophomore pre-nursing student with highest GPA.
- Proposal sent to DLC requesting that for the RN-BSN student the following courses be removed from the list of required pre-requisites: Human Growth and Development, Nutrition, and Abnormal Psychology. Recommendation also made requiring English I and II and College Algebra for all RN-BSN students.
- Three MSN admissions were approved for Spring 2008.
- Validated that undergraduate students need to have a lab coat with FHSU Nursing Dept. patch on them. Recommendation sent to DLC that students wear lab coat and professional dress when going to the hospital to collect data instead of wearing their uniform.
- Reviewed applications for Fall 2008 MSN admission. No admissions granted at this time.
- Undergraduate admissions for Fall 2008; 2 full admits, 27 conditional admits, 7 not recommended, and 4 denied.
- RN-BSN admissions for Summer-Fall 2008; 9 full admits, 9 conditional admits, 6 not recommended at this time. 1 rescinded and 2 removed from consideration.

- A request was made that a clearer policy about students wearing tongue studs be written. After reviewing the current policy on wearing of jewelry, SLC decided that the current policy in the student handbook adequately covered this topic.
- Two students were recommended for dismissal from the program following subsequent failures after being allowed to return to the program.
- A recommendation was forwarded to the Department Chair offering the services of the Student Life Committee to develop a committee to help with organizing the Recognition Ceremony at the end of each semester.
- A special meeting was held to discuss the Student Handbook Policy regarding safety. It was determined that the policy was adequate and clearly addressed expectations of students. This meeting was called by request of a faculty member who also asked for consultation about the policy for academic dishonesty in the clinical setting. This policy was reviewed and determined to be adequate and clearly addressed expectations of students and actions for failure to comply with this policy.
- Review of Student Handbook regarding grade appeal and grievance policy was done in the spring of 08, it was determined that the policies did not need revision.
- Student Organizations: FHANS and NCF continue to be very active.
- Nursing Department scholarships were disbursed for academic year 2008 – 2009.
- A new scholarship was established this year in the name of Lurana Day.
- Student representatives from each level of the program were invited to attend various committee meetings. Participation varied.
- A special meeting was called in May following the end of the semester to discuss progression issues. Recommendations were forwarded to the Chair regarding progression of admitted students who had failed classes in the Spring 2008 semester. Students who were conditionally admitted for Fall 2008 were also reviewed and recommendations were forwarded to the Chair regarding admission status. A new remediation course being developed by the nursing department for Fall 2008 was recommended for appropriate students.

Submitted by,

Billie Groth, MSN, RN – co-chair

Carolyn Insley, MN,MS, RN – co-chair

Appendix J Coordinator of Recruitment

Report on Recruitment to Chair 2007-2008

In September DON participated in Career Fair at FHSU with a manned booth. New freshmen nursing students and N280 students were required to attend and there were very positive responses from most of them about attending. They found out about salaries and benefits they didn't know about—made them want to stay with nursing—71 students came to the booth.

In October, Dr. Kells attend the Hutchinson Community College career fair with me and it continues to be a good event for us to attend. I also attended the KSU career fair every other year and again there was poor attendance (5) so I do not plan on attending again in the future.

In late November, CRA received a list from admissions listing those students who applied to FHSU interested in nursing who had an ACT of 21 or higher. Faculty took those forms and then called these students in the evenings to see if they were coming to FHSU majoring in nursing. Faculty discussed AOE and University awards as applicable and answered students' questions.

We were awarded 35 Awards of Excellence (AOEs) scholarships for next year. CRA and Billie Groth worked to finalize the total number of recipients and as of the end of May, 32 AOEs have been awarded and accepted. A total of 70 applicants were processed in awarding the final number of AOEs this year. Two are yet to be sent award letters. There were 18 that never responded and 18 that rejected the nursing AOE.

Recruitment this whole last year was limited in direct travel. Heaviest contact with prospective students was at the KANS convention (139) and Day at the Legislature (183). I did attend the Washburn University career fair in the fall but will not attend in the future. I only had 13 come to my booth. Nursing students were in class the whole time my booth was open. The Bethel career fair has also been a good experience. This year I saw 67 ADN and BSN students.

This semester we again held the Nightingale Experience and it was again a big success. Plans for next year are already underway. Lesley and I worked to get out letters to 327 High School Counselors, 14 sponsors and 50 interested high school students by December 1. We had 22 junior/senior students attend. The low number had to do with several extenuating circumstances but in the long run was a good thing. We changed how we conducted the afternoon on Wednesday and for our pilot run on the "Survivor" activity which involved current student and faculty, 22 was just the right number. It proved to be a good event for those attending as evidenced by their evaluations, We also conducted a "in the dorm" activity of stuffing a FHSU tiger instead of going to a planned community event. This also received positive comments from students' evaluations. A video of this entire experience is on our nursing webpage and a CD of the pictures was sent to each Nightingale participant. Many thanks to our "inhouse" CD producer, Kathleen Ward, who spent many hours developing the CD.

In March, DK attended the Graduate Nurses Admission Professionals meeting held near Dallas Texas just prior to the NSNA convention. This group focuses on the current problems related to graduate admissions and we also addressed those of undergraduate in our discussions. DK was re-elected as secretary for this coming year. This group offered interesting strategies for recruitment that we might consider. This group maintains a vigorous listserv throughout the year on various recruitment/retention issues.

We had a good turn out for Tiger/Family Day!! We had at least 25 high schools students come through and brought their families for a tour.

In the fall, Dr. Connelly established an ad hoc committee on Marketing. It has met at least once or twice a month to develop strategic plan for marketing. The work has been slow. The first priority the committee set was to update the nursing website. So far the RN-BSN website has been updated. As for the traditional and graduate websites, they are in progress. This summer a new DON brochure/s is/are being developed. The committee is meeting for a full day of work in June, hopefully, with good results!

Summary Data on Recruitment:

During the school year, faculty was highly involved in seeing prospective undergraduate student, especially in attending SRP events, and graduate students. Sometimes this was strictly through email. Accurate accounting of this type of activity is limited. Joyce has been keeping a log of the students who come to campus and want a visit with a DON faculty member. This year faculty had personal interviews with over 166 prospective students. In addition, BSN and MSN packets were not distributed as in the past per request of Department Chair as information is on the Internet.

Undergraduate data related to significant increase in enrollment: (as best that can be determined by computing center and our records)

	2004—Data as of June 2005	2005—Data as of June 2006	2006—Data as of June 2007	2007—Data as of June 2008
Total number of pre-enrolled fall students majoring in undergraduate nursing (freshmen and sophomores)	104	104	143	153

Undergraduate data: (data from Admission's email)

	Fall 2005	Fall 2006	Fall 2007	Fall 2008 * estimate
Number of freshmen admitted	104	92	83	81
Number of freshman Enrolled	53	53	174	115
Number of transfers admitted	12	33	18	19

Number of transfers enrolled	4	12	5	10
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*Not all students may be pre-enrolled at this time—as of 5-08

MSN Graduate data related to significant increase in enrollment:

	2007	2008
Admitted	131	109
# Graduated so far from that year	7	14
Inactive	55	55
Progressing	76	54
Dismissed	1	1
Withdrew	?	12*

*Students don't always tell us if they withdraw.

Goals for 2007-2008:

To establish an effective budget for recruitment and advising RN-BSN students in Kansas and if possible nationally/internationally. ***Not met.***

To establish an effective marketing plan for nursing. ***In progress.***

To continue assessing whether to offer the RN-BSN program to the University of South Dakota and Greeley Community College. ***Decision made to allow these graduates to enter our RN-BSN as they wish. Marketing materials will be sent to these two academic schools.***

To seek approval to travel to sites in Kansas, especially in North East Kansas for potential undergraduate and graduate recruitment and/or for usefulness in advising RN-BSN students and graduate students. ***Not met.***

To update the DON website something like the CD we produced for easier access to DON information.

In progress.

To hold a orientation for the Community College DON and FSH Liaisons in October. ***Not met—cancelled due to poor return for attendance.***

Goals for 2008-2009:

To establish and implement an effective marketing plan.

To have the DON website entirely updated and strategies developed to make sure it stays that way.

To continue the graduate orientation day every other year or maybe consider to do it yearly.

To maintain consistency in what is told to, sent to or viewed by the students.

To develop a uniform email attachment letter for undergraduate, RN-BSN (done) and graduate inquires.

To assess why attrition rate has increased as the loss of each student should be evaluated as it does cost the DON a certain amount of money.

Respectfully submitted,

Dianna K. Koerner, Coordinator of Recruitment

Ad hoc Chair of Marketing Committee

**Appendix K Coordinator of Advanced Practice Nursing
Dorothy Ochs, Coordinator
2007-2008 Report**

Topic	Agency	Strand#	What-How	Met yes/no	Comments	Goals 2008/2009
Curriculum	KSBN	60-2-102	descript of ed facilities	Yes	As of 12/31/07, there was 100% pass rate of the FNP gduating students whom completed the ANCC National Certification exam	100% National Certification. Possible incorporate Research study analysis/reviews in FNP track courses.
Curriculum	KSBN	60-2-104c	instruction/clinical exp topics	Yes	N803 Advanced Health Assessment Lab continues to coordinate with Undergraduate Health Assessment. The Graduate Students presented/demonstrated the assessment of a body system to the entire class. Students expressed the need for further development of the courses N825/826 Diagnostic & Procedure and N835/836 Primary Care Across the Lifespan.	Continue to refine FNP track courses to avoid duplication and cover are content. Include aspects of a safe, effective environment in a preceptorship course. The discussion remains about combining the courses N812 Primary Health Promotion and N817 Holistic Perspective and Health Potential
Curriculum	NTF	III.D	clinical 500 hr minimum	Yes	Students did meet minimum total hour requirements. This was difficult to monitor utilizing current log in the past. As of Fall 2006, an electronic log was submitted through Blackboard weekly. This will be an excellent database for the future. With the new program there is a total of 675 clock hours.	N819 Family and Community Preceptorship 75 clock hours need to be further refined.

Ins commit	NTF	IV. B 2	Varied clinic experience	Yes	Student verbalized that there are too many clinical hours in the last two semesters. The majority of students are also working part-time or full-time.	Consideration has been given to the fact of eliminating the 2 year program or encouraging the employed student to consider the 3 or more year program. It has been discussed to offer preceptorship courses each semester. The students can individualize the preceptorship courses to their schedule.
Ins commit	NTF	IV. B 3	Diverse ed preceptors/APN	Yes	N826 Diagnostic & Procedure Preceptorship has expanded to include preceptorships in Emergency Room, Radiology, and a Laboratory site.	Continue to encourage diversity in preceptors.
Ins commit	NTF	IV. B 3 b	Preceptor qualifications	Yes	A Clinical Site Worksheet was developed to track the preceptor paperwork. The majority of students submitted the paperwork before beginning clinicals.	Continue to improve the current process, to assure that preceptors and clinics are approved before clinicals begin
Ins commit	NTF	IV. B 3a	credential of preceptor	Yes	Most of the students did submit a card containing credentials, proper name and address to the FNP Coordinator before clinicals.	Continue this process
Ins commit	NTF	IV.A 1	student fac ratio	Yes		
Ins commit	NTF	IV.A 2	facilities	No	Rooms 116 and 166 were remodeled and are very user friendly.	
Ins commit	NTF	IV.B	clinical resources	Yes	Each student submitted an electronic calendar of their choice on Blackboard. The Preceptee Actual Time Schedule was updated	
Ins commit	NTF	IV.B 1	site visit/ratio of visits	Yes	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.	Discussion suggested that students spend more time with instructors. Also individualize according to students needs/performance

Ins commit	NTF	IV.B 3 c	preceptor orientation	Yes	Students were instructed to present preceptor packet to preceptors, this was not always done.	Online preceptor web site needs to be updated
Perf outcome	NTF	VIA	Prog eval plan for FNP track	Yes		
Curriculum	NTF	VIA 1	Eval courses annually	Yes		
	NTF	VIA 3	Eval st each semester	Yes	Clinical Evaluation form completed on all FNP students each semester by each faculty member.	Still need to update evaluation forms to include new core competencies March 2006.
Curriculum	NTF	VIA 4	Cumm eval of st in clinical	Yes	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.	
Curriculum	NTF	VIA 5	eval clinical sites annually	No	Not all sites were evaluated in past year	Evaluate most sites each semester, maybe schedule visits monthly
Curriculum	NTF	VIA 5	eval preceptors annually	No	Preceptors were evaluated by students, but not all were evaluated by faculty	as above

Appendix L Clinical Partnerships

Billie Groth, MSN, RN, Coordinator
End of Year Report
May, 2008

- Assumed this position in the fall of 2006.
- Initiated the process of developing a contract with Sumner Regional Medical Center to be used for preceptors.
- Initiated the process of developing a contract with Lawrence Memorial Hospital to be used for preceptors. Student chose not to go there before process completed.
- Worked with Administrative Secretary in clarifying appropriateness of several preceptor resumes. These were special circumstances in which the resumes were accepted.

Appendix M Program Specialist Report

Janet Willhaus, Program Specialist was on military deployment from August 2007 through the submission of this report. It is anticipated that she will return from deployment for the start of the fall 2008 semester. During her absence, the Chair of the Department hired Dee Johnson MSN, RN full time to serve in the capacity of simulation faculty. Brenda Weese MSN-c, RN part time faculty, served in the program specialist role in terms of coordinating nursing faculty and students learning needs and use of the Simulation Center laboratory supplies. Although this deployment was sudden, the transition was smooth due the fact that Brenda Weese had prior working experience in the simulation center a few years ago.

The remodeling of the new Simulation Center began in May of 2007 and was completed in November of 2007, using the funds provided through the Board of Regents with a matching fund from FHSU. During the fall 2007 semester, the Center was utilized for classes although the installation of a folding wall in early November provided the opportunity for the large room to be split into two smaller areas, for the purpose of working with smaller learning clinical groups. This room has been well utilized.

Approximately 6-8 faculty attended sessions on the use of simulation in learning environments during the year. These sessions were held in Topeka, KS; Portland, Oregon; Wichita, KS; and California. Faculty were also encouraged to attend sessions on simulation while attending other conferences related to nursing education and practice. This effort has raised the general knowledge and awareness of simulation among a broader group of FHSU nursing faculty.

In January of 2008, a Simulation Task Force (STF) was developed for the purpose of creating a family tree and family of Simms (the Simmons family) to enhance student learning. In addition, the STF was given the charge to develop a procedure manual, a student orientation program, and a workshop on simulation for FHSU nursing faculty. The Chair of this Task Force was Jenny Manry, MSN-ARNP-FNP. Membership included, Melanie Heimerman, Brenda Weese, Christine Hober, Dee Johnson and Liane Connelly. At this time, the family stories and histories have been written and the procedure manual and student orientation program will be completed by August 18, 2008. Dee Johnson and Brenda Weese will serve as the faculty for the simulation workshop to be held in August.

Open lab times were schedule for students to utilize the Simulation Center this year. In addition, a graduate assistant was available to assist in practicing nursing skills. The simulation faculty also assisted the faculty with numerous simulated experiences for student learning. The simulation faculty also assisted the department of health and human performance in skill training for the athletic training certification.

Respectfully Submitted,

Liane Connelly PhD, RN, CNAA, BC
Chair and Professor of Nursing

Appendix N Coordinator of Nursing Education Track

Nursing Education Track
2007-2008 Report
Coordinator: Dr Karolyn Kells

The Nursing Education Track (NE Track) has continued to grow with 17 new graduate students admitted into the track during the 2007-2008 academic year. This growth is partial attributed to the Board of Regents' (BOR) continued financial support in 10 scholarships for NE Track students.

The NE Track had 3 students who fulfilled requirements and graduated during the past year. Considering the 59 graduate students who are admitted in the track, this graduating number should continue to rise. This increase in graduating NE Track students is also supported by those students who entered the track under the BOR scholarships, academic year 2006-2007. In addition 30 NE Track students were actively taking courses throughout the 2007-2008 academic year. This number is approximated $\frac{1}{2}$ of all nursing graduate students who are actively taking graduate nursing courses (see Figure 1).

During the past year all theory courses for the NE track; NURS 866, NURS 868 and NURS 870; were refined and completed for delivery via Internet. This was the first time that the new track courses utilized apprenticeship off-site, non-Fort Hays State University, contracts. A goal for academic year 2008-2009 is to refine these apprenticeship course off-site experiences: NURS 867 and NURS 869.

Appendix O Baccalaureate Outreach Delivery

RN-BSN 2007-2008 Annual Report

This report will speak to work initiated in four areas: 1. potential student information request workflow; 2. advanced standing procedures for graduating RN-BSN students; 3. website for RN-BSN information; and 4. data/status of current students.

1. Potential student information request workflow.

This is an area with opportunity for losing students because of the numerous points of entry into our system. While that increases the chances to attract students, it also creates potholes for frustration for students and advisors. A problem solving meeting with Joyce and Leslie in the front office resulted in a workflow process that included e-Quality staff. Treavor has been a wonderful asset to this process because he tracks the transcript requests. Collaboration with the Registrar's office is superb and we continue to work at serving our students as expeditiously as possible. The ability to access transcripts from Stroup Hall would facilitate this process remarkably. The workflow process isn't perfect but it has enhanced the communication among those individuals working with potential and current RN-BSN students.

2. The procedure to giving advanced standing credits, based on the articulation agreement between associate degree nursing programs and FHSU was cumbersome and poorly understood. A meeting was called to discuss the current procedure and to develop a more efficient process among the involved departments—Provost's office, Student Fiscal Services, the Registrar's office, and the nursing department. In summary, a very abbreviated process was established which reduced redundant work required from each department and the process will begin at the beginning of the students' graduation semester so they can use financial aid to pay for the transcription fees if available/needed, a significant benefit to the student. This new procedure will begin this fall, although it has a partial implementation in the middle of the spring semester.

3. RN-BSN website updating began almost a year ago and was put into service early this spring semester. This is a wonderful site to refer individuals to and I have used it when talking to prospective students—I have them pull up the site and guide them through the different areas to answer their questions. They then know where to go to get answers and they can refer to it later. The Marketing Committee was also instrumental in getting this initiative moving and much credit is given to Casey Rackaway.

4. The number of RNs completing the BSN requirements spring 2008 was 16. The number of RNs admitted to the BSN degree completion are 61--38 are actively pursuing the degree, 23 are not currently enrolled. We have a total of 242 students that are in various stages of completing the admission requirements—96 are enrolled, 146 are not enrolled this semester. Then there are 249 who have made contact at some time but only 7 are currently enrolled. Reasons for not enrolling include events such as surgery, personal issues (divorce), and financial. Documentation of contacts, some merely for more information is suspect and will be investigated. Contact via Hobsons since November 2007 has yielded 92 inquiries and via Nurs Email, 34 since February 2008.

Goals for 2008-2009

1. Review collection of data regarding contacts with the nursing department.
2. Make communication with those not enrolled each semester a priority.
3. E-mail Newsletter at the beginning of each semester to enhance communication.

Respectfully submitted,

Carol Moore PhD, ARNP
Assistant Professor of Nursing
Coordinator, RN-BSN Outreach

Appendix P Student Forums
FHSU Department of Nursing-MSN Forum
May 6, 2008
Minutes

*Fort Hays State University Department of Nursing
 BSN Student Forum-Friday, May 9, 2008*

- I. *Introduction and overview of goals for forum-Attendees, Dr. Liane Connelly, Elaine Diehl, Curtis Kramer, J1; Jill Beiser, S2; D'Layna Brening, S1; Angela Powers, S2; Heather McDonald, J2; Brad Morrison, J2*

- II. *Review of BSN program-an overview of the BSN program was presented by Dr. Connelly, including a review of the affinity diagram and the curriculum as well as some areas of potential changes as desired by the faculty. These proposed changes include changing to a 5 semester program, re-arranging the placement of the pathophysiology II course and health assessment course.*

- III. *Review of Data from student survey-the students were provided a copy of the assessment survey that was completed in the spring of 2008 by current BSN students. This survey documented where there are areas of overlap in the curriculum and how the curriculum builds according to the perceptions of the students completing the survey. Faculty have already received the results of this survey and were pleased to see that students recognize how some key concepts are stranded from simple to complex in the curriculum (research, mental health, leadership, community). Students attending the forum also commented related to the survey, and the general comments regarding the curriculum are included in this report.*

- IV. *Current plans and changes from this past year*
 - a. *Nursing inquiry-Dr. Connelly reported to the students in attendance that this course was moved in the 2007 year so that nurs 322 is offered in the junior 2 semester instead of the junior 1 semester. This evens out the courseload for students between these two semesters.*
 - b. *Nursing fundamental-it is currently being proposed to have this course change as a result of other potential curricular change.*
 - c. *Consideration of 5 semester pre-req/major*
 - d. *Brochure and web page-students were asked their views regarding the web page and the use of a brochure. They stated liked to see themselves-(students like them) on the web page, and to make sure the students had their uniforms on in some shots.*

- V. *Discussion of strengths and areas for improvement from students in attendance:*

Orientation-Students stated a need for an orientation to prepare students for the nursing major at the point of admission. Although the general education courses are interesting they are not the same rigor and level of expectation as the nursing major courses, and students are not prepared for this change in expectations. They felt that the concepts course could possibly be downsized a bit, and to add some orientation material in this course. This orientation could include how to communicate-for example, if you are now a professional living it. Students communicated that they feel overwhelmed the first semester and need help to prioritize and to learn how to manage multiple tasks. Students also

communicated the desire to have any course syllabus available about one week before classes start so that students can read it ahead of time and come to class the first day with questions. This helps them to organize and plan. The use of group projects was frustrating to some of the members of the forum. Theory-Related to complexity theory students communicated that this was not really communicated to them outside of just the application of the theory which appeared to be not very well organized, and therefore difficult to really understand. When students provide theory and tie to clinical cases in a presentation, having the faculty reinforce the theory helps them to understand how the theory works in practice.

Course placement-Students agreed that health assessment, pathophysiology II and pharmacology should be taken before the student begins clinical rotations. They also suggested that the senior 1 semester of OB-Peds is too heavy and that these courses could be split and combined in other semesters with other courses. For example, older adult and pediatrics, OB and community.

Teaching strategies-some faculty use students as teachers quite often. Although they understand the rationale behind this, they are expressed frustration because as learners they tend to not pay attention as well to their peers when they are teaching, so feel they are missing out important information. Faculty can help this process, by filling in what is missed in the student presentation and also by filling in the nursing theory that fits the situation.

Kaplan course-those who took the Kaplan course this semester (first time pilot) felt it was a tough course, but they liked the review and it gave them confidence.

Course evaluation-students requested that faculty consider the amount of points for a given assignment. Please provide points for work completed, and do not give assignments with no points. This means the students will not provide much effort for the assignment and will not learn as much.

Clinical assignments-student expressed an interest in spending more time in Larned and probably less time in the Ellis nursing home-there are many opportunities to learn mental health in the Larned facility. They would like more clinical hospital time in the junior 2 semester. In addition, they felt that having a "check off" day at the start of each semester (no points, no stress-just for practice) so they can practice specific skills before they start clinical.

Student Advisory Council-Student forum members indicated an interest in having a meeting with Dr. Connelly once or twice a semester for the purpose of learning about updates with programming, in a similar fashion to the yearly forums.

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- I. *Overview of goals for the forum*
 - a. *Dr Connelly called the forum to order at 4:30 PM on May 6th, 2008. This forum was held in the Memorial Union Meadowlark Room. MSN students Dana Tasset, Chavonne Wyatt and Bob Kline were in attendance.*
- II. *Introduction/review of the MSN programs-Dr. Connelly provided an overview of the MSN program with a focus on the FNP program and the core curriculum for all 3 tracks. Students were provided a handout of information that is sent to prospective students and were asked to evaluate the merit of this information and when it should be sequenced. Student indicated that a brochure would be helpful as a mailer, with other information on a link on the web page.*
 - a. *FNP-students recommend advising prospective students to take the program part time, and to basically limit advising of the FNP track as a full time program. It is too intensive for full time study. They also stated that a FNP orientation or a “meet and greet” event would be good each fall and spring.*
 - b. *NA-not discussed*
 - c. *NE-not discussed*
 - d. *Core curriculum-Students stated that nurs 810 and nurs 811 seem to overlap in content and requested that faculty complete a review to analyze this perceived overlap. In addition, it was communicated that 812 and 817 also seem to have some areas of overlap. The project in nurs 812 could be modified to include an actual community of interest so that a larger community could benefit.*
- III. *Current plans and changes from this past year*
 - a. *Stats-Dr. Connelly reported that nurs 808 stats will be taught in the fall and spring semester.*
 - b. *Sequencing of courses for FNP-4 courses have been moved in sequence (2 fall classes will become spring classes; 2 other spring classes will be fall classes) to allow students to have more opportunities for practicing skills while in the preceptorship portion of the program.*
 - c. *Comps and pass rate changes-Dr. Connelly reported that starting in the fall of 2008, the comp pass rate will be set at 80%. Faculty have worked to develop a comp review course that students can access once they have registered for comp exams. This course is available on Blackboard.*
- IV. *Discussion of strengths and areas for improvement*
 - a. *Brochure to be developed this summer-students were in agreement with this plan.*
 - b. *Regular advisory committee twice a semester-students were in agreement with this plan although they recognize that since we have an online program it is difficult to have face to face meetings with administration and education students.*

- c. *Offer 810 in the summer-Students agreed that having nurs 810 as a summer class would be of benefit for students just starting the program.*
- d. *Student orientation to the online format/FNP student role?-Students agreed this would be a good idea to initiate*

V. *Other general comments/suggestions from students:*

1. **Distance program – look into voucher or some sort of discount. Would it be possible to have a reduced rate to stay overnight somewhere in Hays, or on campus for the students who need to stay overnight one evening per week?*
2. *Health Assessment, NURS 803 –students communicated that having more differential diagnosis would be beneficial for this course.*
3. *Would it be possible to have a breakdown of clinical hours completed by specialty?*
4. *Students generally communicated a need to have help pulling together theory and practice, especially for the FNP track. Can they have assignments for example, that would help with this?*
5. *Students voiced a concern about assignments changing in courses after the semester starts and the syllabus is published. Dr. Connelly informed them that changing of a class assignment after the semester started was to be done by vote of the students in the class with rationale, since the syllabus serves as a learning agreement between student and faculty at the beginning of each semester.*

VI. *Adjournment-The meeting concluded at 5:45 PM.*

Appendix Q-Master Schedule of Quality Improvement

Topic	Agency	Stand	What/How	Who	schedule	2006 Finding/action	2007 Finding/action	2008 Finding/action	Resource room
Curriculum	AQIP	A	Helping St Learn	Chair		FY06 goal-2-06 we are working on PDA implementation, updates with art presenter, and are doing the MSN new curriculum integration		starting to use Dy Know in classes	this column will be used to develop what items will be located in resource for CCNE, KSBN review
Curriculum	CCNE	II.B	Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.			counseling, library, online services and oncampus services, online support	SMARTTHINKING and tutorial services for oncampus and distance students	new online tutorials available for all students with new program through the library-learning commons	
Curriculum	CCNE	II.C	The chief nurse administrator						
Curriculum	CCNE	II.C	is a registered nurse (RN);			yes	yes	yes	
Curriculum	CCNE	II.C	holds a graduate degree in nursing;			yes	yes	yes	
Curriculum	CCNE	II.C	is academically and experientially qualified to accomplish the mission, goals, and expected student and faculty outcomes;			CNAA, BC	CNAA,BC	CNAA, BC	
Curriculum	CCNE	II.C	is vested with the administrative authority to accomplish the mission, goals, and expected student and faculty outcomes; and			job description describes role	no change	no change	
Curriculum	CCNE	II.C	provides effective leadership to the nursing unit in achieving its mission, goals, and expected student and faculty outcomes.		yearly review by Dean	completed	completed	completed	
Curriculum	CCNE	II.D	Faculty members are: <input type="checkbox"/> sufficient in number to accomplish the mission, goals, and expected student and faculty outcomes;			Funding through KBOR through grant writing to increase faculty to meet the need. FHSU supported the addition of 3 faculty outside of this process, but we benefitted from the other grants. We successfully filled these positions	KSBOR again allocated funds for additional faculty, we added one part-time faculty for the simulation for the 2007-08 year	KSBOR again supported funds-we continued to retain the part time faculty for the lab for the 2008-09 year	

Curriculum	CCNE	II.D	academically prepared for the areas in which they teach; and			we hired faculty with clinical experience-one FNP, one nurse education specialty with OB experience and one person for simulation center	we hired one person for simulation center	mental health person departed suddenly in the middle of the spring semester of 2008	
Curriculum	CCNE	II.D	experientially prepared for the areas in which they teach.					gap identified for mental health with departure of faculty	
Curriculum	CCNE	II.E	When used by the program, preceptors, as an extension of faculty, are academically and experientially qualified for their role in assisting in the achievement of the mission, goals, and expected student outcomes.		every 5 years and as needed		the majority of preceptors are prepared at the same or higher level than the student they are assigned to work with. Some preceptors are experientially qualified; when possible a nurse with similar degree is assigned as preceptor	Spring 2008-We were notified that one preceptor completed paperwork but licensed lapsed after the learning process started; note sent to coordinators to review process for approval. Preceptor policies reviewed this year by PLC. 7/1/08 process initiated to purchase an automated notification system for license verification.	
Curriculum	CCNE	II.F	The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes.			faculty have 1000 per year to use for faculty development from the department, and up to 1000 per year from Provost funds	faculty have 1000 per year to use for faculty development from the department, and up to 1000 per year from Provost funds	faculty have 1000 per year to use for faculty development from the department, and up to 1000 per year from Provost funds. Fall of 2008, faculty will have 1500. The graduate school provides funds for research, department supports as possible.	
Curriculum	CCNE	III.A	The curriculum is developed, implemented, and revised to reflect clear statements of expected individual student learning outcomes that are congruent with the program's mission, goals, and expected student outcomes.		at least every 5 years; the affinity diagram is reviewed yearly in annual report		Year of department review completed for BSN and MSN program		

Curriculum	CCNE	III.B	Expected individual student learning outcomes are consistent with the roles for which the program is preparing its graduates. Curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum, expected individual student learning outcomes, and expected student outcomes.		at least every 5 years; the affinity diagram is reviewed yearly in annual report	essentials reviewed and strands re-evaluated-no change for BSN, new MSN curriculum initiated	Year of department review completed for BSN and MSN program	
Curriculum	CCNE	III.C	The curriculum is logically structured to achieve expected individual and aggregate student outcomes.				moved nursing inquiry at BSN level to jr 2 for more congenit understanding of research content	in process to move FNP clinical course plan sequencing; considering change for BSN program based on feedback from student forum and assessment data
Curriculum	CCNE	III.D	Teaching-learning practices and environments support the achievement of expected individual student learning outcomes.					
Curriculum	CCNE	III.E	The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest.			advisory board meeting held		advisory meeting planned August-08

Curriculum	CCNE	III.F	Individual student performance is evaluated by the faculty and reflects achievement of expected individual student learning outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.						
Curriculum	CCNE	III.G	Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement						
Curriculum	KSBN	60-17-104	fac/preceptor qualifications:	Chair					

Curriculum	KSBN	60-17-105a	Faculty responsibilities	Chair					
Curriculum	KSBN	60-17-105b	Curriculum requirements	PLC					
Curriculum	KSBN	60-17-107	ed facilities adequate	Chair					
Curriculum	KSBN	60-17-108	St policies	SLC					
Curriculum	KSBN	60-2-102	fac credentials/FTE	Chair					
Curriculum	KSBN	60-2-102	fac job description	FLC					
Curriculum	KSBN	60-2-102	fac orientation plan	Chair		2-22-06 orientation plan to dept and university is done	new plan used for second year with minor revisions	new plan used for third year	

Curriculum	KSBN	60-2-102	fac selection policies	Chair		affirmative action and specific search policies	we follow FHSU policies	we follow FHSU policies	
Curriculum	KSBN	60-2-102	test process and plan	PLC	X 07				
Curriculum	KSBN	60-2-103	Preceptor qualifications	Chair					
Curriculum	KSBN	60-2-104a	Faculty responsibilities	Chair					
Curriculum	KSBN	60-2-104b	Curriculum requirements	PLC	X				
Curriculum	KSBN	60-2-104c	instruction/clinical exp topics						

Curriculum	KSBN	60-2-104e	30cr nsg major	Chair		2/22/06 standard met-56 hr in BSN major			
Curriculum	KSBN	60-2-104f	plan for evaluation	Chair					
Curriculum	KSBN	60-2-105f	Observation 15% or less/total	Chair		annual report	annual report	annual report	
Curriculum	KSBN	60-2-105g	Preceptor 20% or less total	Chair		annual report	annual report	annual report	

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					
Curriculum	NCA	Step 1	Affinity-BSN	YOTD		8/14 1-4	updated yearly in annual report	updated yearly in annual report	
Curriculum	NCA	Step 1	Affinity-MSN	YOTD			updated yearly in annual report	updated yearly in annual report	
Curriculum	NCA	Step 1	dept phil statem	YOTD					
Curriculum	NCA	Step 1	essentials-do we comply?	YOTD					
Curriculum	NCA	Step 1	essentials-do we comply?	YOTD					

Curriculum	NCA	Step 1	MSN goals	YOTD					
Curriculum	NCA	Step 1	MSN philosophy	YOTD					
Curriculum	NCA	Step 1	organizing framework	YOTD					
Curriculum	NCA	Step 1	schematic step model	YOTD					
Curriculum	NCA	Step 2	BSN Courses (odd)	YOTD					
Curriculum	NCA	Step 2	Clinical Facilities	YOTD					
Curriculum	NCA	Step 2	Curricular evaluation BSN	YOTD					
Curriculum	NCA	Step 2	Curricular evaluation MSN	YOTD					
Curriculum	NCA	Step 2	MSN courses	YOTD					
Curriculum	NCA	Step 2	Schematic model BSN	YOTD					
Curriculum	NCA	Step 2	Schematic model MSN	YOTD					
Curriculum	NCA	Step 3	Teaching and learning	YOTD					
Curriculum	NCA	Step 4	test process and plan	YOTD					
Curriculum	NCA	Step 5	implement QI	YOTD					
Curriculum	NCA	Step 5	pass rates	YOTD					

Curriculum	NCA	Step 5	QI Report	YOTD					
Curriculum	NTF	I.B	clinical practice req	Chair					
Curriculum	NTF	II.B	NP inv in progress/grad	Chair					
Curriculum	NTF	III.A	NP inv in curriculum	Chair					
Curriculum	NTF	III.B	Curriculum requirements	PLC					
Curriculum	NTF	III.C	curriculum sequencing	DLC					
Curriculum	NTF	III.D	clinical 500 hr minimum	CAPN		see annual report for CAPN	see annual report for CAPN	see annual report for CAPN	
Curriculum	NTF	V.A	faculty credentials	Chair					
Curriculum	NTF	V.A 1	discipline specific credential	Chair		2/22/06-DO, JN, DR are FNP's, CM and LS are CNS	DO, JM, AS are FNP, CM and LS are CNS	DO, JM, AS are FNP, CM and LS are CNS	
Curriculum	NTF	V.A 2	licensure/certification required	Chair				purchasing automated process 7-1-08	
Curriculum	NTF	V.A 3	fac dev plan	Chair			JW for fall 2006	CW submitted for fall 2008; MH for fall 2007; JW completed MSN Dec 07	
Curriculum	NTF	V.B	nonFNP have prep	Chair		CNS-2-teaching content appropriate to education	CNS-2- teaching content appropriate to education	CNS-2- teaching content appropriate to education	
Curriculum	NTF	VI.A	Prog eval plan for FNP track	CAPN	every 5 years and as needed				
Curriculum	NTF	VI.A 1	Eval courses annually	CAPN		see annual report for CAPN	see annual report for CAPN	see annual report for CAPN	
Curriculum	NTF	VI.A 2	Eval fac comp annually	Chair					
Curriculum	NTF	VI.A 3	Eval st each semester	CAPN		see annual report for CAPN	see annual report or CAPN	see annual report for CAPN	
Curriculum	NTF	VI.A 5	eval preceptors annually	CAPN		see annual report for CAPN	see annual report or CAPN	see annual report for CAPN	
Curriculum	NTF	VI.B	formal curric review q5yr	PLC	every 5 years and as needed				
Curriculum		60-2-102	# of students by classes	Chair					
Curriculum	KSBN	60-2-106	ed facilities adequate	Chair					

Ins commit	CCNE	II	The parent institution demonstrates ongoing commitment and support for the nursing program. The institution makes available resources to enable the program to achieve its mission, goals, and expected aggregate student and faculty outcomes. The faculty, as a resource of the program, enables the achievement of the mission, goals, and expected aggregate student outcomes.			Starting this year the KSBOR has developed a 10-12 year plan to increase capacity of nursing programs through increasing # of faculty, scholarships for students and facilities upgrades. These will be allocated through grants. 7-06-FHSU nursing received funding to remodel and create a sim lab, and funds for scholarships for MSN-education students. All of these required a match from FHSU funds.	KSBOR again allocated funds for additional faculty, we added one part-time faculty for the simulation for the 2007-08 year	KSBOR again supported funds-we continued to retain the part time faculty for the lab for the 2008-09 year	
Ins commit	CCNE	II.A	Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of resources is reviewed periodically and resources are modified as needed.		yearly during strategic planning/action planning process	In order to complete the growth needed in KS, we will need additional funds and resources. Grants written for facilities upgrades summer of 2006, these were funded for the purpose of remodeling the lab into a simulation lab, scholarships for MSN students.	see above	see above	
Ins commit	KSBN	60-17-106	Clinical Facilities	PLC					
Ins commit	KSBN	60-2-102	# of students	Chair					
Ins commit	KSBN	60-2-102	3 yr budget data	Chair					
Ins commit	KSBN	60-2-102	budget process	Chair					
Ins commit	KSBN	60-2-102	descript of clinic facilities						
Ins commit	KSBN	60-2-102	legal body resp for program	Chair					
Ins commit	NTF	III.E	Post master's FNP requiremt	Chair					
Ins commit	NTF	IV. B 2	Varied clinic experience	CAPN		see annual report for CAPN	see annual report for CAPN	see annual report for CAPN	
Ins commit	NTF	IV. B 3	Diverse ed preceptors/APN	CAPN		see annual report for CAPN	see annual report for CAPN	see annual report for CAPN	
Ins commit	NTF	IV. B 3 b	Preceptor qualifications	CAPN		see annual report for CAPN	see annual report for CAPN	see annual report for CAPN	

Ins commit	NTF	IV. B 3a	credential of preceptor	CAPN		see annual report for CAPN	see annual report for CAPN	see annual report for CAPN	
Ins commit	NTF	IV.A	ins resources support program	Chair		see annual report for CAPN	see annual report for CAPN	see annual report for CAPN	
Ins commit	NTF	IV.A 1	student fac ratio	CAPN		see annual report for CAPN	see annual report for CAPN	see annual report for CAPN	
Ins commit	NTF	IV.A 2	facilities	CAPN		see annual report for CAPN	see annual report for CAPN	see annual report for CAPN	
Ins commit	NTF	IV.B	clinical resources	CAPN		see annual report for CAPN	see annual report for CAPN	see annual report for CAPN	
Ins commit	NTF	IV.B 1	site visit/ratio of visits	CAPN		see annual report for CAPN	see annual report for CAPN	see annual report for CAPN	
Org	CCNE	I	The mission, goals, and expected aggregate student and faculty outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program's mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.	Chair		Last met June 2005 and 2006; recommend bioterrorism content from KDHE		Adv council meets 8/08; mission, goals, student outcomes reviewed with YODA work in 2006-07. Next plan is for 2009-10; open admission for FHSU; select admission for DON, show committee structru and bylaws, student and faculty membership	committee list, bylaws, minutes of all 4 committees,
Org	CCNE	1.A	The mission, goals, and expected student outcomes are congruent with those of the parent institution and consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.	faculty	at least every 5 years-next formal review due 2011-12 year	The mission was reviewed and updated in February 2006			show FHSU mission and DON mission, show BSN and MSN goals-differ in goals, same in mission for DON, tie to standards (create table)
Org	CCNE	1.A	mission	faculty		The mission was reviewed and updated in February 2006			
Org	CCNE	1.A	goals	faculty		The goals were reviewed and updated in February 2006			

Org	CCNE	I.A	student outcomes	faculty		Student outcomes were reviewed 2006-07 with no changes for BSN-new MSN curriculum under approval	Year of the Department review of outcomes and courses completed with no change to outcomes for BSN.		
Org	CCNE	I.A	congruent with nursing standards	faculty			During the 2006-07 year, the Year of the Department Academic audit was completed, at this time we mapped the standards of practice to the program goals and strands for the BSN and the MSN programs		
Org	CCNE	I.B	The mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, to reflect: professional nursing standards and guidelines; and the needs and expectations of the community of interest.		at least every 5 years-next formal review due 2011-12 year	2-20-06 reviewed and updated by faculty	no change	no change	
Org	CCNE	I.C	Expected faculty outcomes in teaching, scholarship, service, and practice are congruent with the mission, goals, and expected student outcomes			60/20/20 is the standard expectation for faculty. Faculty can negotiate service or scholarship % when research or other special projects occur.	the merit, promotion and tenure tools in the nursing department are under revision	merit, tenure and promotion tools have been sent to the Dean and Provost for review (5-08) after 2 drafts and revisions during the 2006-07 year and 2007-08 year	
Org	CCNE	I.D	Faculty and students participate in program governance.	coordinators	yearly	some attendance decreased fall 2005-students did not know dates of meetings-meetings dates have been provided	student participation was fair in committee meetings; however students do participate through a yearly student forum with the Chair, and they communicate concerns and ideas for improvements, as well as outstanding areas of the programs informally to faculty, coordinators and Department Chair as needed.	coordinators secured student participation through a vote for reps in classes; meeting chairs informed students of meeting dates. Students asked Chair to post meeting dates on bulletin board also. RN-BSN and MSN students have a forum to discuss quality improvement opportunities	

Org	CCNE	I.E	Documents and publications are accurate. References to the program's offerings, outcomes, accreditation/approval status, academic calendar, recruitment and admission policies, grading policies, degree completion requirements, tuition, and fees are accurate.		at least yearly and as needed	handbooks reviewed sp 06	MSN and BSN handbook updated -	students do not always read the handbook although they sign a form stating they have read it. We need to remind them at the beginning of each semester to review handbook and to notify of updates-coordinators will complete this task. Marketing task force working on Web Page and brochure updates	handbooks on the web.
Org	CCNE	I.F	Academic policies of the parent institution and the nursing program are congruent. These policies support achievement of the mission, goals, and expected student outcomes. These policies are fair, equitable, and published and are reviewed and revised as necessary to foster program improvement. These policies include, but are not limited to, those related to student recruitment, admission, retention, and progression.			handbooks reviewed sp 06	MSN and BSN handbook updated -	when possible, links to the university policy are made	
Org	CCNE	I.G	There are established policies by which the nursing unit defines and reviews formal complaints.		yearly and as needed	formal grade appeal reviewed by Chair, no revisions needed-other policies reviewed with update sp06	policies reviewed and revised as necessary 2007	formal grade appeal reviewed with recommendations made	
Org	KSBN	60-17-103d	Resurvey: personel listing, fac minutes, handbooks, students records, policies and procedures, curriculum materials, budget, clinic contracts.	Chair					
Org	KSBN	60-2-102	fac bylaws	FLC					
Org	KSBN	60-2-102	fac/student ratios	Chair		2-22-061:10 clinical BSN; 1:6 clinical FNP	reported in annual report	reported in annual report	
Org	KSBN	60-2-102	nur adm responsibilities	Chair					
Org	NCA	Step 5	Survey	YOTD					
Org	NTF	1.A	Organization/Adm	Chair					

org	NTF	IV.B 3 c	preceptor orientation	CAPN		see annual report for CAPN	see annual report for CAPN	see annual report for CAPN	
Perf outcome	CCNE	IV.A	Surveys and other data sources are used to collect information about student, alumni, and employer satisfaction and demonstrated achievements of graduates. Collected data include, but are not limited to, graduation rates, NCLEX-RN® pass rates, certification examination pass rates, and employment rates, as appropriate.		yearly report from assessment coordinator	coordinator of assessment collects data about students for BSN and MSN program-see affinity diagram		3/08-new assessment for RN-BSN will be leadership and community content tests from ARNETT.	
Perf outcome	CCNE	IV.B	Aggregate student outcome data are analyzed and compared with expected student outcomes			our BSN students seem to struggle with reading comprehension; MSN students do not consistently do well on comps	NET scores for BSN-encourage students to complete comp I and II and college algebra before they take the NET; comps exams split into two days to try to improve testing	score for NET raised due to change in instrumentation. Plans to do logit regression for data points and NCLEX-RN pass rate; MSN comps rate score increased to 80%	
Perf outcome	CCNE	IV.C	Aggregate student outcome data provide evidence of the program's effectiveness in achieving its mission, goals, and expected outcomes.		yearly report from assessment coordinator	see annual report for assessment coordinator	see annual report for assessment coordinator	see annual report for assessment coordinator	
Perf outcome	CCNE	IV.D	Aggregate student outcome data are used, as appropriate, to foster ongoing program improvement.			data from reports are reviewed and then channeled to PLC for discussion/action	data from reports are reviewed and then channeled to PLC for discussion/action	data from reports are reviewed and then channeled to PLC for discussion/action	
Perf outcome	CCNE	IV.E	Aggregate faculty outcomes are consistent with and contribute to achievement of the program's mission, goals, and expected student outcomes.			university annual report	university annual report	university annual report	
Perf outcome	CCNE	IV.F	Information from formal complaints is used, as appropriate, to foster ongoing program improvement.			Chair keeps log and forwards action to committees as needed	Chair keeps log and forwards action to committees as needed	Chair keeps log and forwards action to committees as needed	
Perf outcome	CCNE	IV	Outcomes Survey	QI		response rate low			
Perf outcome	CCNE	IV	Pass rates	QI	X	annual report	annual report	annual report	

Perf outcome	CCNE	IV	QI Report	QI	X	annual report	annual report	annual report	
Perf outcome	CCNE	IV	St feedback	Chair	yearly	see minutes	see minutes	see minutes	
Perf outcome	CCNE	IV. B	st placement rates	Chair	X	99-100% placement rates			
Perf outcome	KSBN	60-2-102	current curriculum	PLC	X				
Perf outcome	KSBN	60-2-102	Data	Chair					
Perf outcome	KSBN	60-2-102	degree plan						
Perf outcome	KSBN	60-2-102	org chart	Chair					
Perf outcome	KSBN	60-2-102	pass rates above 75%	QI	yearly report from assessment coordinator				
Perf outcome	KSBN	60-2-102	Resurvey: personel listing, fac minutes, handbooks, students records, policies and procedures, curriculum materials, budget, clinic contracts.	Chair					
Perf outcome	NTF	VI.A 4	Cumm eval of st in clinical	CAPN		see annual report for CAPN	see annual report or CAPN	see annual report for CAPN	
Perf outcome	NTF	VI.A 5	eval clinical sites annually	CAPN		see annual report for CAPN	see annual report or CAPN	see annual report for CAPN	
Perf outcome	NTF	VI.C	summative eval plan of grad	PLC					
	AQIP	B	Accomp other goals			see annual report	see annual report	see annual report	
	AQIP	C	Underst stakeholders	Chair		advisory committee; student forums	advisory committee; student forums	advisory committee; student forums	
	AQIP	D	Valuing people	Chair					
	AQIP	E	Leading/communica	Chair					
	AQIP	F	Support Inst Operations	Chair					
	AQIP	G	Measure effectiveness	Chair		Fy06 goal-we have been involved in trying to secure 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	see annual report	see annual report	
	AQIP	H	Plan Cont Improvement	Chair		YODA			
	AQIP	I	Build C. Relationships						
	NTF	II.A	NP inv in admissions	Chair					