

**FY2011 DEPARTMENTAL ANNUAL REPORT
OF CONTINUOUS IMPROVEMENT**

**Department of Nursing
Fort Hays State University**

Carol Moore PhD, APRN, CNS
Interim Chair and Assistant Professor of Nursing
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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 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 online delivery with clinical placements near the student's home. 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 FNP track is moving quickly towards an all online delivery with the exception of the use of "intensives" each semester for the purpose of assessing the hands on skill level of the students. These "intensives" are 1-2 days in length and occur once each semester per preceptored course. The nursing education track is all online, and 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 is all online, and prepares advanced nurses for roles in nursing administration in hospitals, and various other health care facilities. Students in all three specialty tracks are eligible for federal traineeship scholarships through a commitment to work in rural underserved areas of Kansas upon graduation. With the arrival of the funded federal grant this year, students now qualify for the HRSA grant as full time or part time graduate students.

The Department has experienced an increased enrollment during the past year. The MSN program continues to grow as well as the RN-BSN program, both exceeding the number of spaces available in courses. The oncampus program has admitted a full class for the fall 2011 semester.

With budget cuts, the Department of Nursing lost 1.5 FTE for the FY10 year, which comes at a difficult time for the nation's health and the surge in enrollment in both the undergraduate and graduate student enrollments. Current projections for nurses in the coming years continues to grow, yet faculty retirements are expected to increase nationwide, further illustrating the need for more nurses and nurse faculty. The Department of Nursing remains steadfast in the goal of supporting outstanding faculty for advanced education. During the 2011 fiscal year, three faculty are actively engaged in advanced education (two DNP and one PhD student). Support from the College of Health and Life Sciences and the University are appreciated, in addition to the support that faculty receive in the Department for their advanced education.

Simulation continues to be fully integrated into the BSN curriculum. Faculty members are using simulation for clinical experiences as well as preparation for clinical experiences. All nursing students in the BSN program practice basic nursing skills in the simulation center before they provide care to "real" patients. Students report that this approach helps them increase their confidence level when working with individuals and families with health care needs. Faculty members report that errors are observed and corrected in the simulation center; thereby decreasing errors in the "live" clinical environment. We are pleased to report the receipt of Congressional funding for the purchase of a new Sim Man 3G, which will allow us to use the latest in simulation technology for our students.

Mission Statement Department of Nursing

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.

6/06

Vision Statement

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. 6/06



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. This planning typically occurs in January of each year, but because of the resignation of the chair, these meetings did not occur. A comprehensive review of the program, both undergraduate and graduate, will commence with the hiring of a new chairperson.

Department Productivity and Distinctive Accomplishments

The Department of Nursing was successful in earning re-accreditation and licensure approval from the Commission on Collegiate Nursing Education (CCNE) and the Kansas State Board of Nursing (KSBN) in the spring of 2009, which was formalized during the October 2009 CCNE meeting in Washington, DC. Both the CCNE and KSBN made site visits March 9-11, 2009, which resulted in favorable written reports by both agencies that stated that all requirements for accreditation and re-licensure were met, and that no concerns or deficiencies were noted. Professional accreditation and KSBN approval status remain in effect for ten (10) years.

Faculty productivity for scholarship and service were outstanding for this year. Frequently, nursing faculty work in a collaborative manner to jointly write abstracts, present papers, and write manuscripts (see table below). Service continues to be a strength of the Department, with an impressive listing of

faculty involvement in nearly every level of university, community, state, national and professional arenas.

I. DEPARTMENTAL PERFORMANCE METRICS

A. Department Performance Indicators

Key Performance Indicator	FY2007	FY2008	FY2009	FY2010	FY2011
Freshmen	61	61	57	59	67
Transfer Students	65	58	55	55	69
Undergraduate (first majors/second majors) [20 TH DAY FALL SEMESTER, HEADCOUNT OF FIRST MAJORS, HEADCOUNT OF SECOND MAJORS]	414/6	450/5	407/3	389/4	455/2
Graduate Majors	65	73	67	81	108
MLS Majors [8	3	5	8	7
Major Retention	62.60%	60.05%	59.48%	53.89%	58.70%
Undergraduate Student Credit Hours	4266	4591	4106	3685	4224
Graduate Student Credit Hours	762	800	939	1031	1469
Tenured or Tenure-track Faculty (Headcount)	16	16	17	16	16
Non Tenure-Track Faculty (Headcount)	4	5	4	2	6
Other Faculty (Headcount/Sections Taught)	4 =2 FTE	4 =2 FTE	4 =2FTE	3 =1.5 FTE	
Undergraduate Degrees	59	60	80	60	64
Graduate Degrees	7	14	12	8	24
<i>Improvements: We are in the process of making a system change so that we are more available to early prospective students who call and email for information. This includes the use of adm assistant staff and a streamlined process and communication pathway for beginning questions from prospective students. In addition, we have created coordinators for programs who can assist in the early transition to enrollment.</i>					
Number of books, book chapters, and refereed articles published	5	3	2	2	2
Percent of faculty publishing refereed books, chapters, or articles [PERCENT OF FACULTY PUBLISHING FOR FY2008 (FACULTY PUBLISHING/TOTAL FACULTY)]	13%	18%	20%	19%	10%
Number of non-refereed articles and presentations	7	10	1	2	2
Percent of faculty publishing non-refereed articles or presentations	20%	47%	5%	9.5%	10%
Number of scholarly performances and other creative activities	17	18	19	25	26
Percent of faculty in scholarly performances or other creative activities [PERCENT OF FACULTY IN CREATIVE SCHOLARSHIP (FACULTY PERFORMING CREATIVE ACTIVITY/ TOTAL FACULTY)]	17%	18%	85%	71%	80%
Total number of external grant applications	75%	11/21	5/10%	2/4%	6/5%

Key Performance Indicator	FY2007	FY2008	FY2009	FY2010	FY2011
submitted/percent of faculty submitting [TOTAL NUMBER OF EXTERNAL GRANT APPLICATIONS/PERCENT FUNDED]		52%		(one person)	(One person)
Total number of funded external grants/percent of faculty funded [DOLLAR AMOUNT OF EXTERNAL GRANT APPLICATIONS, PERCENT OF FACULTY FUNDED]	4/42%	5/100%	2/100%	6/** 865,520 requested, 2 fully funded, 4 are pending	8/*** 41,355 received, the total amount requested is not available
Briefly note 2-3 improvements over the last year prompted from the above scholarly/creative activities indicators. **Six grants were written this year, results for four federal grants are pending-the other two were funded. ***Eight grants were written this year, it is unknown the amounts requested for five of the grants and the status of those grants. The three grants that were funded and money received totals 41,355.					
	FY2007	FY2008	FY2009	FY2010	FY2011
Direct Outcome 1 <i>NCLEX-RN first time pass rate</i>	21/28 75%	27/34 79.4%	30/35 85.7%	Dec grads only- 95% pass rate	Dec/May 2010 grads 96.15%
Direct Outcome 2 <i>New fy 07 measure-percent of students passing ACE exit exam</i>	100%- -----	100%	100%	100%	No data available
Indirect Indicator 1 To be determined by faculty retreat		Chang ed for fy2010			No data available
Indirect Indicator 2 <i>Feedback from student focus groups</i>	-----	BSN, MSN positi ve reque st orient	BSN, MSN positive	Positive, need for more effective feedback	No data available
Dept senior students' Level of Academic Challenge [FHSU LAC SCORE, DEPT LAC SCORE]	54.14 61.33	53.87 55.91	54.65 61.32	55.9 67.41	56.4 66.99
Dept senior students' Active and Collaborative Learning [FHSU ACL SCORE, DEPT ACL SCORE]	44.61 41.16	45.85 41.05	45.34 53.68	46.1 58.21	43.9 47.65
Dept senior students' Student-Faculty Interaction [FHSU SFI SCORE, DEPT SFI SCORE]	44.19 44.67	44.73 46.06	45.34 48.67	41.0 49.94	38.5 42.12
Dept senior students' Enriching Educational Experiences [FHSU EEE SCORE, DEPT EEE SCORE]	33.44 34.17	34.09 30.35	34.72 37.92	34.0 35.17	32.9 34.80
Dept senior students' Supportive Campus Environment [FHSU SCE SCORE, DEPT SCE SCORE]	59.06 58.85	57.30 50.44	59.57 57.25	60.3 60.62	60.8 59.86
Number of NSSE participants [NUMBER OF DEPT SR STUDENTS, PERCENT RETURN]	42 45%	22 20.6%	21 19.6%	38 40%	23 27.7%

Key Performance Indicator	FY2007	FY2008	FY2009	FY2010	FY2011
Outcome/Indicator 1 University and College Service –as measured by committee representation	54	37	75 (campus committees-no duplication)	22 university committees	
Outcome/Indicator 2 Total number of papers/posters/presentations given each year	28	14	31	30	
<i>Department continues to be actively involved in scholarship and service.</i>					

C. Department Quality Initiatives and Results

FY2012 Quality Initiatives	Results
Helping students learn-revise BSN curriculum in light of new AACN Essentials for BSN education	The program life committee is in process of a minor curriculum change at the undergraduate level. A report was scheduled to be submitted to the Dept chair by December 2010, but the process stalled.
Helping students learn-continue to explore the use of a successful strategies course in nursing and the use of simulation to aid in the understanding of nursing content.	The Successful Strategies course has been modified from a 2 hour class, to 2, one hour classes. The use of simulation to aid in this process has not been completed at this time. Review of the outcomes of this class is necessary.
Strategically manage and maintain recruitment and retention of nursing students in the BSN and MSN programs	New coordinator positions have been created to help with communication, recruitment and retention of students in the BSN and MSN programs. These positions must be evaluated for effectiveness. The prospective student counselor position that was created for the purpose of assisting students must be reviewed because this is not working in the manner as presented.

FY2012 Quality Initiatives	Responsible Party, Resources, and Plan
Improve feedback to students.	The previous Department Chair reported meeting with faculty to assess current feedback plans and strategies for improving feedback. The unofficial report was faculty believed there was improvement in this area. This would be an ongoing effort.
Improve the process of communication with prospective students	The previous Department Chair appointed one administrative assistant to serve as prospective student counselor for the purpose of enhancing communication with new students. This person is to be the contact person for prospective students and will assist students as they compile their admission materials. This must be re-evaluated because faculty continue to field questions from prospective students per telephone and in person and provide tours of the building.
Increase opportunities for	Continue to support clinical experiences in native American areas,

students and faculty to have a cross-cultural or international experience.	international clinical experiences. Continue to support faculty travel for diverse and international experiences for scholarship, service, and teaching activities.
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D. Institutional Quality Results

FY2011 University Initiatives	Department Activities/Results
Increase access and retention for Hispanic students	We continue to provide the Nightingale project, which draws students from all areas, including SW Kansas schools. The Nightingale project was done during the summer this year, usually this occurs in the spring. An informal evaluation was conducted with overwhelmingly positive feedback to continue.
Increase the quantity and quality of K-12 teachers educated	We did not participate in this goal
Improve undergraduate students' foundational skills	We did not participate in this goal
Enhance physical wellness of students, faculty, and staff	The population focused care course continues to provide wellness education to the community, including the FHSU community, during the course.
Internationalize the campus and curriculum	Undergraduate students were provided the opportunity to participate in a clinical trip to Chili this fiscal year and New Mexico and to Brazil the previous year. Plans are underway to develop a trip to Italy next year and return to New Mexico during spring break.

II. FY2010 STRATEGY AND OPPORTUNITIES FOR IMPROVEMENT

A. Departmental Reflection of Strengths, Needs, Opportunities, and Threats

Current Strengths	Current Needs
We are developing new faculty who are strong in clinical skills, while we are encouraging teaching skill development. A combination of both is important to our practice discipline.	We continue to struggle to meet the changing needs of our student body. Many are educationally disadvantaged and need additional support. We continue to experience recruitment challenges to fill instructor positions.
Future Opportunities	Future Threats
We have opportunities for international work, and the development of new programs and partnerships.	Financial constraints. Hiring of qualified faculty with pending retirements of current faculty.

B. Opportunities for Improvement

Opportunity for Improvement	Resources Required	Expected Result and Completion Date
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Revise the BSN Curriculum	We have the resources internally to revise the curriculum at this time	This process was put on hold pending arrival of a new department chairperson
Review and revise MSN Curriculum	We have the resources to revise at this time.	This process was put on hold pending arrival of a new department chairperson

Appendix A-BSN and MSN Affinity Diagrams
AFFINITY DIAGRAM
Liberal Education
FHSU General Education Program

I. Foundational Studies

Analysis and Communication (15 hours required)
 Personal Well-Being (3 hours required)
 Science, Social and Behavioral
 Upper Division Integrative Course (3 hours required)

II. Liberal Arts (37 hours required)

A. International Studies (6 hours required)
B. Distribution (28 hours required) [Humanities, Math and Natural

Pre-nursing Courses Taken Along with General Education Courses

Chemistry, English Comp I and II, College Algebra, Psychology, Microbiology with lab, Foundations of Nursing, Statistics, Math Calculation, Human Growth and Development, Abnormal Psychology*, Nutrition, Oral Communication, Human Anatomy & Physiology, Physiology of Humans Lab, Sociology, Pathophysiology I not required for RN-BSN **Assessment: CLA; NSSE; NET; GPA**
Nursing Curriculum Plan

Fall Semester		Cr.	Junior Year	Spring Semester		Cr.
Nursing Skills Lab	310L	2		Nursing Inquiry	322	2
Nursing Practicum	311L	2		Older Adult & the Family in Retirement	330	4
*Pathophysiology II	307	2		Older Adult & Family Practicum	330L	3
Nursing Concepts	312	3		Population Focused Care	332	2
*Health Care Legal	321	1		Population Focused Care Practicum	332L	1
*Health Care Ethics	320	1		*Health Care System Policy & Cost	491	2
Health Assessment	303	2		Total		14
Health Assessment Practicum	303L	1				
Pharmacology	340	3				
	Total	13-				
		17				
			Senior Year			
Young Adult & Childbearing Family	420	3		Middle Adult & the Launching Family	430	4
Young Adult & Childbearing Pract.	420L	3		Middle Adult & the Launching Family Pract.	430L	3
Child/Adol./& Parenting Family	422	3		Integration of Professional Nursing	431	3
Child/Adol./& Parenting Family	422L	3		Internship	431L	3
	Total	12		Total		13

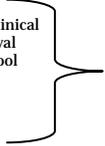
*May be taken before admission

Foundational Curriculum Information

1. Pre-nursing courses fold into the FHSU General Education courses. All strands in the undergraduate nursing curriculum acknowledge the role and value of a liberal education. Strands were identified and all courses were developed from these. Although the BSN AACN Essentials are listed in the left hand, first column, these are so intertwined within the strands and courses that only the primary and key components are listed here. Those essentials that are starred and in italics are the primary components for that named strand; the key components are bolded.

BSN Essentials 1998	Strands	Program Outcomes Junior Level	Program Outcomes Senior Level	Direct Key Assessment	Benchmark
Professional Values -Caring -Altruism -Autonomy -Human Dignity -Integrity -Social Justice Core Competencies <i>**Communication</i> -Critical thinking <i>**Technical skills</i> Core Knowledge Role Development <i>**Designer/Manager/ Coordinator of Care</i>	Leadership Leadership, as an evolving dynamic pattern, is the ability to motivate and inspire others to form different ways of thinking, feeling, or acting. The nurse must develop leader behaviors before providing leadership to others. Leaders emerge within groups based on the situation and context.	Describe leadership behaviors. Demonstrate leader, leadership, and followership behaviors in diverse situations. Explain the social, political and economic factors of human, aggregates and organizations. Value the role of a leader.	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. Display the characteristics of a leader. Value the role of the leader.	N310:L: Teacher checkoffs N 420L and 422L: Day at the legislature N330L: clinical tool N491: vulnerable population assignment N430L: Clinical assignment	100% mastery 100% attendance 70% or greater 70% or greater 70% or greater

BSN Essentials 1998	Strands	Program Outcomes Junior Level	Program Outcomes Senior Level	Direct Key Assessment	Benchmark
<i>**Member of a Profession</i>					
Core Competencies -Critical thinking Core Knowledge Role Development <i>**Designer/Manager/ Coordinator of Care ** Provider of Care</i>	Theory Theory is a systematic abstraction of reality that is organized by words or other symbols (Chinn & Kramer, 1995). The purpose of theory may vary, however, it is organized, has a pattern and provides a basis for practice. A variety of theories are used in this curriculum to provide a basis for practice.	Select an appropriate theory in selected situations in the practice of professional nursing.	Use appropriate theories in the practice of professional nursing.	N330 Critique: Case Study N330L Clinical Care Plan N431&631L Change Project N431L Poster	70% or greater 70% or greater 70% or greater 70% or greater
Professional Values -Human Dignity -Integrity Core Knowledge <i>*Info/Healthcare Technologies *Ethics</i> Role Development <i>*Designer/Manager/ Coordinator of Care</i>	Research Research is a process of systematic inquiry. Multiple ways of knowing are valued. Research guides and is influenced by practice.	Select appropriate research in the practice of professional nursing. Research guides and is influenced by practice.	Use appropriate research in the practice of professional nursing. Critique appropriate research in the practice of professional nursing. Use the professional nursing knowledge base. Access the professional nursing knowledge base.	N322 Research Critique Grading Rubric NURS 431 and 631 Change Project	70% 70%
Professional Values -Caring Core Competencies -Critical thinking -Assessment -Technical skills Information Technologies <i>*Provider and Designer of Care</i> Role Development <i>*Member of a profession</i>	Caring is the art, practice and science of professional caring. Caring is not only central to nursing but is also complementary to the science of caring (Watson, 1985). Caring includes but is not limited to compassion, competence, confidence, conscience, commitment, and comportment (Roach, 1984). The compassion of caring is a way of life that is developed from one's relationship with human beings. Competence includes "having the knowledge, judgment, skills, energy, experience and motivation required to respond adequately to the demands on one's professional responsibilities" (Roach, 1984, p. 22). Confidence fosters trust, communicates truth, and creates relationships of respect without dependency, violence, paternalism, fear or powerlessness. Conscience is a state of moral awareness that is a deliberate, intentional, meaningful response, and is a state that effects the actions of human beings on	Display professional caring through compassion, competence, confidence, conscience, commitment and comportment (Roach, 1984).	Display professional caring through compassion, competence, confidence, conscience, commitment and comportment (Roach, 1984) which generates movement toward self-growth and self-actualization (Bevis, 1998).	NURS 330L Clinical Evaluation Tool NURS 430 L Clinical Evaluation Tool	70% 70%

BSN Essentials 1998	Strands	Program Outcomes Junior Level	Program Outcomes Senior Level	Direct Key Assessment	Benchmark
	<p>one another. Commitment is "a complex affective response characterized by a convergence between one's desires and one's obligations, and by a deliberate choice to act in accordance with them" (Roach, 1984, p. 25). Comportment is reflected in demeanor and can be symbolized in dress, language etc.</p>				
<p>Core Values -All of them</p> <p>Core Competencies -Critical thinking -Communication -Technical skills</p> <p>Core Knowledge **Ethics</p> <p>Role Development **Designer/Manager/ Coordinator of Care **Member of a Profession</p>	<p>Professionalism Professionalism is the essence of values, attitudes, beliefs, behavior, and actions. Within a practice discipline, the professional nurse uses education, experience, legal and ethical standards, and the context to guide practice in a variety of situations.</p>	<p>Demonstrate professionalism through values, attitudes, beliefs, behaviors and actions in diverse settings. Recognize the role of the professional organization and political policy making.</p>	<p>Display professionalism by asserting the right and responsibility to practice nursing through values, attitudes, beliefs, behaviors and actions. Value the role of the professional organization and political policy making.</p>	<p>KS Day at the Legislature/KANS NURS 431L NURS 430 L Clinical Eval Tool NURS 431 Change Paper</p>	<p>100%</p> <p>GPA Minimum 2.5</p> <p>70%</p> <p>70%</p>
<p>Professional Values -All of them</p> <p>Core Competencies *Communication *Critical thinking *Technical Skills</p> <p>Core Knowledge *Information/healthcare Technologies *Healthcare Systems and Policy</p> <p>Role Development *Provider of Care *Designer/Manager/Coordinator of Care *Member of a Profession</p>	<p>Communication Communication is the interchange of information between, or among two or more individuals through a system of sending and receiving messages. There are three forms of communication. The first two forms are verbal, which involves the spoken and written word, and nonverbal, which can include but is not limited to body movements, voice tone, appearance, and silence. The third form is metacommunication, which includes anything that is taken into account when interpreting what is happening. Communication can take place through various media including one-on-one, in groups, through written messages, and through technology such as telephone, computer, and faxes (Craven & Hirnle, 1996).</p>	<p>Demonstrate effective and therapeutic communication to interface with humans, family, aggregates or community to effect professional caring and positively influence health. Use available technology in nursing practice.</p>	<p>Collaborate with others for effective and therapeutic communication to interface with humans, family, aggregates or community to effect professional caring and positively influence health. Use available technology to influence the discipline of nursing.</p>	<p>NURS 330L Clinical Eval Tool NURS 330L Interaction Paper NURS 430L Clinical Eval Tool NURS 431 Change Project</p>	<p>70%</p> <p>70%</p> <p>70%</p> <p>70%</p>
<p>Professional Values -All of them</p> <p>Core Competencies -Critical Thinking -Communication -Assessment -Technical Skills</p> <p>Core Knowledge -All of them</p> <p>Role Development -All of them</p>	<p>Lifespan Lifespan is the individualized state of developmental potential from birth to death encompassing the whole human being. The life span of a human being is influenced by life experiences within an individual, family, aggregate, culture, and community.</p>	<p>Describe the role of other health team members and the individual, family, aggregate or community. Use a knowledge of lifespan in nursing practice.</p>	<p>Collaborate with other health team members and the individual, family, aggregate or community to attain a state of health that is meaningful and manageable throughout the lifespan. Incorporate a knowledge of lifespan in nursing practice.</p>	<p>NURS 330L NURS 420L Clinical NURS 422L Eval NURS 430L Tool</p> 	<p>70%</p> <p>Mean for 4</p>
<p>Professional Values -All of them</p>	<p>Care Process Care Process is gathering information about health,</p>	<p>Demonstrate assessment of individuals, families, aggregates or communities</p>	<p>Generate assessment of individuals, aggregates, and community through</p>	<p>NURS 330L Last Care Plan</p>	<p>70%</p>

BSN Essentials 1998	Strands	Program Outcomes Junior Level	Program Outcomes Senior Level	Direct Key Assessment	Benchmark
<p>Core Competencies *Critical Thinking *Communication *Assessment *Technical Skills</p> <p>Core Knowledge --All of them</p> <p>Role Development -All of them</p>	<p>analyzing and synthesizing data, and making judgments about nursing interventions based on the findings. Assessment includes understanding the individual, family, aggregates, or community and utilizing data from organizations and systems in planning and developing care (AACN Educational Standards and Special Projects, 1999). The nurse uses many skills to collect information, which may include observation, interview, physical examination, inquiry and intuition to assess health across the lifespan in a variety of settings. (Craven & Hirnle, 1996).</p>	<p>through observation, interviews, inquiry, intuition and physical examination in a variety of settings based on the analysis and synthesis of information gathered. Make judgments about planning & delivering of care. Implement and evaluate outcomes and propose change in care as necessary.</p>	<p>observation, interviews, inquiry, intuition and physical examination in a variety of settings based on the analysis and synthesis of information gathered. Coordinate planning & delivery of care. Make judgments about delivering care. Implement, evaluate and initiate change in care as necessary.</p>	<p>NURS 430L Care Process Paper</p>	<p>70%</p>
<p>Core Competencies *Critical thinking</p> <p>Role Development *Member of a Profession</p>	<p>Learning Learning is the gaining of knowledge by various methods, including practice, study, and instruction (Craven & Hirnle, 1996). Learning may be independent, interdependent, or experiential. Individuals have their own learning styles. Critical thinking is a major component of learning within professional education.</p>	<p>Participate actively as a self-directed learner. Participate in creative problem solving. Explain self-directed lifelong learning and multiple ways of knowing.</p>	<p>an active self-directed lifelong learning process using multiple ways of knowing. Appreciate a self-directed lifelong learning growth process. Exhibit critical thinking in professional practice.</p>	<p># Critical thinking scores Kaplan Readiness Nsg GPA Junior Level Senior Level ACE ARNETT NCLEX-RN</p>	<p>Pass/Fail</p>
<p>Core Competencies -Critical thinking *Assessment</p> <p>Core Knowledge *Health promotion *Risk reduction *Disease Prevention *Illness and Disease Mgt *Information/healthcare *Technologies *Ethics *Human Diversity *Global Healthcare *Healthcare Systems and Policy</p> <p>Role Development *Provider of Care *Designer/Manager/Coordinator of Care</p>	<p>Global Society Global Society is the ever-changing philosophical and/or actual milieu in which nursing education and nursing practice take place. Working within the global society requires the ability to practice with diverse groups/aggregates in diverse locations. This also requires utilizing and adapting skills to meet the acute care, long term care, health promotion, and disease prevention needs of others.</p>	<p>Participate in providing comprehensive nursing care in an ever-changing global society by utilizing and adapting skills to meet the health care needs of diverse aggregates/groups in diverse settings.</p>	<p>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>	<p>NURS 332 & 332L Community Notebook Project NURS 430 and 430L Community Project</p>	<p>70% 70%</p>

Appendix A (cont). MSN Affinity Diagram

MSN ESSENTIALS	FHSU Dept Of Nursing MSN Strands, and Graduate Outcomes	Aggregate Data and Benchmarks	Core and Track Courses	Student Data
<p>Research access current and relevant data needed to answer questions identified in one's nursing practice; utilize new knowledge to analyze the outcomes of nursing interventions, to initiate change, and to improve practice use computer hardware and appropriate software, and to understand statistics and research methods utilize information systems for the storage and retrieval of data, consistent with the particular population focus initiate a line of inquiry into comprehensive databases in order to utilize available research in the practice of nursing; and write and communicate effectively- identify a clinical problem, demonstrate an understanding of the research related to this problem, critically analyze the problem and current knowledge, and develop a strategy for the incorporation of the research into the treatment regimen</p>	<p>Research Employ systematic inquiry and research strategies to synthesize, evaluate and contribute to nursing knowledge that enhances evidence based nursing practice and health care.</p> <p>NE Track: Employ broad based holistic thinking and flexibility encompassing theory and research (repeated in research and holistic thinking)</p>	<p><u>Core</u> NURS 895 Poster</p> <p>NURS 899 Thesis * NURS 897 Project 80</p> <p><u>Track</u> NA NURS 899 80%</p> <p>NE NURS 870 final grade 80% NURS 899 80%</p> <p>FNP NURS 897 80%</p>	<p>NURS 808: Statistics for Health Professionals (3) 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>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) NURS 899: Thesis (3) Nursing Education Track: NURS 866: Teaching Strategies in Nursing (3) NURS 867: Apprenticeship: Teaching Strategies in Nursing (2)</p> <p>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>As recommended by AACN (American Association of Colleges of Nursing) Students are to be surveyed upon graduation to measure their perceptions related to the meeting of the strands professionalism, theory, research, leadership, advanced practice roles, health care systems and holistic view. This survey includes questions related to reading scholarly articles related to their discipline as well 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 strands of professionalism, theory, research, leadership, advanced practice roles, healthcare systems and holistic view and how they use these in practice. 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 certified, the legal status of their licensure, and their continuing education activity. 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>

MSN ESSENTIALS	FHSU Dept Of Nursing MSN Strands, and Graduate Outcomes	Aggregate Data and Benchmarks	Core and Track Courses	Student Data
<p>Policy, Organization, and Financing of Health Cost</p> <p>Health Care Policy analyze the results of policy research relevant to health care delivery; differentiate and delineate legislative and regulatory processes; articulate the interaction between regulatory controls and quality control with the health care delivery system; evaluate local, state and national socioeconomic and health policy issues and trends; articulate health care issues/concerns to elected and appointed officials, both public and private, and to health care consumers; serve on boards or task forces that influence health policy; interpret health care research for consumers and officials; serve as a consumer advocate on health issues; articulate and interpret the significance of the advanced practice nursing roles to policymakers, health care providers, and consumers</p> <p>Organization of Health Care Delivery System understand how various health care delivery systems are organized, inclining community and population-based systems; deliver health care services in a variety of delivery systems, including acute and ambulatory care delivery systems, and managed and integrated care systems; and provide leadership in the health care delivery system</p> <p>Health Care Financing comprehend the economic implications of health planning, the organization of personnel and resources, the design of payment systems and the outcome analysis of health care delivery or cost-effectiveness of services use basic principles of fiscal management and budgeting and health economics; analyze and monitor the cost-effectiveness of clinical decisions and make recommendations for increasing the cost-effectiveness of care; make high quality, cost-effective choices in the use of health care resources; demonstrate fiscal accountability for one's own practice while providing quality care; and develop a budget and manage resources, including knowing when to seek the services of external resources such as a lawyer or practice consultant</p>	<p><u>Health Care System</u></p> <p>Evaluate health care policy and finance to provide leadership in the health care system</p> <p>NE Display knowledge of global trends and forces impacting nursing education and led change in academia or health care</p> <p>Develop a purposeful knowledge and clinical performance consistent with nursing curriculum that is internally and externally congruent.</p>	<p><u>Core</u></p> <p>NURS 814 Final Grade 80%</p> <p><u>Track</u></p> <p>NE <i>NURS 868 & 869 80% final grade</i></p>		

MSN ESSENTIALS	FHSU Dept Of Nursing MSN strands, and Graduate outcomes	Aggregate Data and Benchmarks	Core and Track Courses	Student Data
<p>Ethics</p> <p>identify and analyze common ethical dilemmas and the ways in which these dilemmas impact on patient care; evaluate ethical methods of decision making and engage in an ethical decision making process; evaluate ethical decision making from both a personal and organizational perspective and develop an understanding of how these two perspectives may create conflicts of interest; identify areas in which a personal conflict of interest may arise; propose resolutions or actions to resolve the conflict; understand the purpose of an ethics committee's role in health care delivery systems; serve on an ethics committee; and assume accountability for the quality of one's own practice.</p>	<p><u>Professionalism</u></p> <p>Demonstrate integrity in the profession. (this includes ethical, legal integrity, legally accountable and knowledge of standards)</p> <p>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> <p>NE</p> <p>Practice as a nurse educator based on legal and ethical principles</p>	<p>NURS 897 or 899 Thesis or Project 80%</p>		

MSN ESSENTIALS	FHSU Dept Of Nursing MSN strands, and Graduate outcomes	Aggregate Data and Benchmarks	Core and Track Courses	Student Data
<p>Professional Role Development</p> <p>communicate with other health care professionals; develop and work in collaborative and interdependent relationship;</p> <p>assume the role of advocate for consumers and change agent within the health care system;</p> <p>actualize/implement the advanced practice roles of teacher, researcher, advocate, clinician, consultant, collaborator, and manager of systems; negotiate one's roles within the practice system;</p> <p>effect change within the health care system, not merely react to changes brought on by others- monitor changes that are occurring within the health care system, through both internal and external forces, and make appropriate changes in order to improve the system, the delivery of health care, and health care outcomes</p> <p>articulate the differentiated advanced practice nurses roles, such as the current roles of the nurse practitioner, clinical nurse specialist, nurse anesthetist, or certified nurse-midwife, to other health professionals, policy makers, and consumers; and advocate for the nursing profession and actively recruit potential students into the profession.</p>	<p><u>Leadership</u></p> <p>Ability to orchestrate self and others in professional nursing practice while exhibiting leadership excellence. Synthesis of masterly meta-communication in scholarly endeavors</p> <p>NE Track: Develop a purposeful knowledge and clinical performance consistent with nursing curriculum that is internally and externally congruent (repeated in Adv. Role)</p> <p>Display knowledge of global trends and forces impacting nursing education and led changes in academia or health care</p> <p><u>Advanced Practice Roles</u></p> <p>Integrate theory and research from nursing and other disciplines with developing expertise in advanced practice nursing roles.</p> <p>NE Exhibit a repertoire of effective teaching strategies Select a relevant teaching strategy based on multidimensional factors. Apply flexibility in adapting educational design and delivery for different technology roles Apply a range of evaluation methods appropriate for programs and for students Develop a purposeful knowledge and clinical performance consistent with nursing curriculum that is internally congruent and externally.</p>	<p><u>Core</u></p> <p>NURS 814 Legislative Paper 80%</p> <p>NURS 895 Proposal 80%, NURS 817 Self Change Paper 80%</p> <p>Track NA <i>NURS 876 final grade 80%</i></p> <p>NE <i>NURS 866, 867, 868, 869, & 870 final grade 80%</i></p> <p>FNP <i>NURS 816 Presentation 80%</i></p>		

MSN ESSENTIALS	FHSU Dept Of Nursing MSN strands, and Graduate outcomes	Aggregate Data and Benchmarks	Core and Track Courses	Student Data
<p>Theoretical Foundations of Nursing Practice</p> <p>Critique and evaluate a variety of theories from nursing and related fields; Apply and utilize appropriate theories from nursing and related fields to provide high quality health care to clients; and Understand the health care delivery system in which they practice through the application of appropriate theories.</p>	<p><u>Theory</u> Design theoretical models using abstract thinking in analyzing, evaluating, and synthesizing theories and patterns of nursing practice for improving health care outcomes.</p> <p><u>NE</u> Employ broad based holistic thinking and flexibility encompassing theory and research (repeated in theory and holistic thinking)</p> <p>Apply a variety of teaching/learning theories and educational principles in the discipline of nursing.</p>	<p><u>CORE</u> NURS 899, 897, 80%</p> <p><u>TRACK</u> NA NURS 861, 862 final grade 80%</p> <p><u>NE</u> NURS 866, 868, 870 80%</p> <p><u>FNP</u> NURS 897 final grade 80%</p>		

MSN ESSENTIALS	FHSU Dept Of Nursing MSN strands, and Graduate outcomes	Aggregate Data and Benchmarks	Core and Track Courses	Student Data
<p>Human Diversity and Social Issues</p> <p>Perform a community assessment, utilizing appropriate epidemiological principles; Differentiate and compare the wide range of cultural norms and health care practices of groups of varied racial and ethnic backgrounds; Define, design, and implement culturally competent health care; Ensure that systems meet the needs of the population(s) served and are culturally relevant; Recognize the variants in health, including physiological variations, in a wide range of cultural, racial, ethnic, age and gender groups that may influence the assessment and plan of care; Practice in collaboration with a multicultural work force</p>	<p><u>Holistic View</u> Design and appraise evidence-based advanced nursing strategies in diverse systems Manifest global perspectives through nursing roles with sensitivity to human diversity and social issues</p> <p>NE Track: Employ broad based holistic thinking and flexibility encompassing theory and research (repeated in research and holistic thinking)</p> <p>Display knowledge of global trends and forces impacting nursing education and led changes in academia or health care</p>	<p><u>Core</u></p> <p>NURS 812 Community Issue Paper 80% NURS 817 PNI Paper 80% NURS 823 Grade for course 80%</p> <p>Track NA NURS 876 final grade 80%</p> <p>NE NURS 866, 867, 868, 869, & 870 final grade 80%</p> <p>FNP NURS 816 Presentation 80%</p>		
<p>Health Promotion and Disease Prevention</p> <p>use epidemiological, social, and environmental data to draw inferences regarding the health status of client populations, i.e., individuals, families, groups, and communities</p> <p>develop and monitor comprehensive, holistic plans of care of address the health promotion and disease prevention needs of client populations</p> <p>incorporate theories and research in generating teaching and counseling strategies to promote and preserve health and healthy lifestyles in client populations</p> <p>foster and multidisciplinary approach to discuss strategies and garner multifaceted resources to empower client populations in attaining and maintaining maximal functional wellness</p> <p>influence regulatory, legislative, and public policy in private and public arenas to promote and preserve healthy communities.</p>	<p><u>Holistic View</u></p> <p>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> <p><u>NE:</u></p> <p>Employ broad based holistic thinking and flexibility encompassing theory and research (repeated in research and holistic thinking)</p> <p>Display knowledge of global trends and forces impacting nursing education and led changes in academia or health care</p>	<p><u>Core</u></p> <p>NURS 812 Community Issue Paper 80% NURS 817 PNI Paper 80% NURS 823 Grade for course 80% NURS 819 Grade for course 80%</p> <p><u>Track</u></p> <p>NA NURS 876 Final Grade 80%</p> <p>NE NURS 866, 876, 868, 869, Final Grade 80%</p> <p>FNP NURS 816 Presentation 80%</p>		

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	Assigned FTE	Current Rank (Date)	Degree	Track	Year Entered FHSU Service
118011001	Department Chair	Connelly, Liane Resigned 6/11	Nursing Administration	1.0	Professor	PhD	Tenured	1993
118011-004	Basic nursing skills	Groth, Billie Retired 5/2011	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	Associate Professor	MSN	Tenured	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 Resigned 5/2011	Nursing education, theory development	1.0	Associate Professor	PhD	Tenured	1996
118011-009	Basic nursing, theory	Koerner, Dianna Retired 1/2011	Nursing and counseling, distance learning	1.0	Professor	MN, MS	Tenured	1985
118011-010	Advanced practice CNS/FNP, theory,	Moore, Carol	CNS, adm experience	1.0	Assistant Professor	PhD	Tenure	2006
118011-007	Pathophysiology nursing-	Morgan, Mary Retired 5/2010	Biology	0.4	Professor	PhD	Tenured	1981
118011-018	Coordinator family nurse practitioner track	Ochs, Dorothy	Family nurse practitioner	1.0	Assistant Professor	MSN	Tenure track f06	2000
118011-003	Maternal-child nursing	Riffel, Kim Resigned 5/2010	Nursing education, maternal-child nursing	1.0	Associate Professor	MSN	Tenured	1998
118011-017	FNP/CNS	Sanko, Linda	Clinical nurse specialist	1.0	Assistant Prof	MS, MN	Tenure track f06	2005

118011-013	High-risk nursing	Sander, Rebecca Resigned 12/2010	Certified case mgr, certified onc nurse, adult med/surgical nursing	1.0	Assistant Professor	MSN	Tenured	2002
118011-006	Psychiatric nursing, nursing theories	Schmidt, Sally Deceased 12/2010	Nursing education	1.0	Assistant Professor	MSN	Tenured	1998
118011-007	Medical-Surgical Nursing	Sonntag, Anissa Resigned 7/2011	Family Nurse Practitioner	1.0	Assistant	MSN- FNP, BC	Temporary	2006
118011-011	Medical-surgical and pediatric nursing	Trible, Karen Retired 5/2011	Nursing education, certified pediatric nurse	1.0	Assistant Professor	MSN	Tenure track #06	1996
118011-015	High risk	Lyn Fossum	High risk nursing	1.0	Assistant Professor	MSN, FNP, BC	Tenure track	2009
118071-22	Medical Surgical Nursing/ARNP	Jenny Manry	ARNP-Medical surgical	1.0- 9 mo.	Assistant Professor	MSN	Tenure track	2007
118071-20	Program Specialist	Abbie Bainter and Dee Johnson Both resigned from this position	Simulation, general practice	1.0- 9 mo	Program Specialist	BSN MSN	Program Specialists	2009
118071-21	Maternal Child Nursing Education /theory	Ward, Kathleen	Maternal child nursing	1.0- 12 mo	Assistant	MSN	Tenure Track	2006
118032	Nursing Faculty	Wyatt, Chavonne	general practice	.5	Instructor	BSN	Temporary	2008

Appendix C Department of Nursing Faculty Scholarly Productivity-Fiscal Year 2010

Connelly, Liane

No report provided

Grants that have been submitted, information minimal:

AENT – Requested Continuous --Awarded \$21,355 for FY12

Hansen Foundation – Requested \$? – Awarded \$?

Nurse Faculty Loan Program (NFLP) Awarded \$11,764.00

American Recovery and Reinvestment Act—Nurse Faculty Loan Program (ARRA-NFLP) – Awarded \$8,236.00

Advanced Nursing Education Expansion (ANEE) Requested \$?

American Recovery and Reinvestment to Enhance Training in Health Professionals (ARRA-EETHP) Requested \$?

Equipment to Enhance Training for Health Professionals – Nurse Education Practice and Retention (EETHP-NEPR) – Requested \$?

Rural Health Workforce Development Grant – Requested \$?

Fossom, Lynelle

No report submitted--

Groth, Billie

No report submitted

Hober, Christine

Third year PhD student at the University Of Kansas School Of Nursing, Minor in Nursing Education; Research emphasis: Simulation in Nursing Education. Dissertation pending.

Peer reviewed publications:

- 1) Hober, C. (2010). Evidence-based review abstract: Faculty orientation to learning simulation. In Bonnel, W. & Smith, K. (Eds.), *Teaching technologies in nursing and the health professions. Beyond simulation and online courses* (pp.186 - 187). New York: Springer Publishing.
- 2) Hober, C., Stopper, C., Stricklin, S., & Wambach, K. (2010, June). *Psychometric evaluation of the breastfeeding attrition prediction tool in a pregnant adolescent sample*. Poster presentation at the 2010 Midwest Nursing Research Society held in Kansas City, Missouri.

Non-peer reviewed publications:

- 1) Hober, C. (2011, spring). Perceived healthy work environments of nurses with 3-10 years of experience. *Research and Creative Activity at FHSU*.

Insley, Carolyn**Poster Presentations**

Ochs, D. & Insley, C. (2011, April). *Collaboration in Teaching: Graduate and Undergraduate Health Assessment*. Research and Creative Activities Week, FHSU, Hays, KS.

Insley, C. (2011, March 18). *Nursing students involvement in health promotion*. 37th Annual Association of Gerontology in Higher Education (AGHE) Conference. Hilton Cincinnati Netherland Plaza, Cincinnati, Ohio.

Invited Presentation

Insley, C. (2011, April 12). Aging From Head to Toe. Senior Social at Center for Health Improvement, Hays Medical Center, Hays, KS.

Kells, Karolyn

No report submitted

Koerner, Dianna

No report submitted

Manry, Jenny

- Kansas Health Foundation Garden Grant \$8500
- Co-Wrote Department of Commerce SCIP Grant \$125,000
- Golden Belt Foundation Camp Pawnee Grant \$15,300
- Helped with Golden Belt Foundation "Pumpkin Hollow" grant 3,500

I have this accepted, but did not attend.

Manry, J. and Fossum, L. Integration of "Sims on the Fly" in a Family Nurse Practitioner program. Accepted to the 11th Annual Nurse Educator Institute. Branson, MO

<p>Moore, Carol</p> <p>Editor and chair of the editorial board of the <i>Kansas Nurse</i>, a peer-reviewed publication of the Kansas State Nurses Association. There are eight issues published annually.</p> <p><u>Publications:</u></p> <p style="padding-left: 40px;">Moore, C., & Sanko, L. (July-August, 2010). Vital signs get no respect. <i>The Kansas Nurse</i>. 85(5).</p>
<p>Morgan, Mary</p> <p>No report submitted</p>
<p>Ochs, Dorothy</p> <p>No report submitted</p>
<p>Sander, Rebecca</p> <p>No report submitted</p>
<p>Sanko, Linda</p> <p>Poster presentations in Branson, poster presentation at Mosby Faculty Development Institute and Nurse Educator Institute Accepted for a podium presentation at Nurse Educators Conference in the Rockies Submitted an article for an online simulation journal An article published in the <i>Kansas Nurse</i> Published a follow up article in <i>Kansas Nurse</i></p>
<p>Schmidt, Sally</p> <p>No report</p>
<p>Sonntag, Anissa</p> <p>Collecting data to construct an abstract on enhancing interactive learning with technology.</p>
<p>Tribble, Karen</p> <p>Honor Pilot Award nominee, Spring 2011. Scholarship activities for Karen Tribble</p>

<p>Trible, K., Morgan, M, Doan, J, and Pfannenstiel, D. (2011, May 5. Poster presentation and published abstract, refereed. <i>Results for Diabetic Foot Disease Prevention Study</i>. ICN Conference. L Valeta, Malta.</p> <p>Trible, K, and Sanko L. (2011, March 15-17). Poster presentation and published abstract, refereed. <i>Collaboration between Community and Education: Health Care Literacy</i>. Nurse Educator Institute. Branson, MO.</p> <p>Trible, KA, Morgan, Dr M, Doan, JA, & Pfannenstiel.(Spring 09 to spring 2011 and ongoing). Primary investigator for Type 2 Diabetes mellitus foot screening research. <i>Optimization of intervals for health care provider contact with diabetics</i>. Research data input to EXCEL spreadsheet by Karen Tribble and Dr Mary Morgan, July 14, July 15, July 27, July 8, July 29, 2010. Data to the statistician, fall, 2011.Plan to publish.</p>
<p>Ward, Kathleen</p> <p>Ward, K. (2010) <i>The Collaborative Path to Evidence-Based Practice</i>. Poster Presentation at Nurse Educators' Institute, Branson, MO.</p> <p>Ward, K. & Sanko, L. (2010). <i>Insuleena: Simulation with a Twist</i>. Poster Presentation at Mosby's Faculty Development Institute in San Diego, CA.</p> <p>Ward, K. & Sanko, L. (2010). <i>Simulation with a Twist</i>. Poster Presentation at Nurse Educators' Institute, Branson, MO.</p>
<p>Wyatt, Chavonne</p> <p>Insley, C., Wyatt, C., & Willhaus, J. (2010, May 24 – 26). <i>Infection control</i>. Poster Presentation at the Midwest Nurse Educators Academy, Alerus Center, North Forks, North Dakota. Will be presenting WKCC information to KSBN in June 2011. Continue working on Research Project for MSN</p>
<p>Service:</p>
<p>Bainter, Abbie</p> <p>No report submitted</p>
<p>Fossom, Lynelle</p> <ul style="list-style-type: none"> • Currently serving on Nightingale Experience committee, planning, coordinating, and working with high school students from around the state, interested in pursuing nursing as a career. • Serving on the Evidence Based Practice committee, planning, coordinating, and working at the conference for this spring. • Serving as a member of the program life committee for the nursing department.
<p>Groth, Billie</p> <p>No Report submitted</p>

Insley, Carolyn**Professional Development****Inservice and Staff Development Presentations Attended**

- (2011, February 17). Student Organization Advisor Training. Sponsored by the Center for Student Involvement. Presented by Vincent Bowhay. Stouffer Lounge, Memorial Union, Fort Hays State University.
- (2010, November 4). Music Connections: Using Music to Develop Tools for Self-Awareness. Sponsored by the Center for Student Involvement. Presented by JoAnn Jordan MT-BC (Music Therapist). Stouffer Lounge, Memorial Union, Fort Hays State University.
- (2010, October 28). Confronting the Skeletons in Your Closet: Tapping into the "Wicked Problems" in Online Course Design and Delivery. Panel Discussion by: Dr. Liane Connelly, Dr. Rita Hauck, Dr. Robert Moody, and Dr. Greg Weisenborn. 1 hour.
- (2011, February 17). Advisor Training Session: Advising the student athlete. Presented by Dr. Patricia Griffin, FHSU, Memorial Union.

Continuing Education Attended

- (2011, June 14). *What is successful Aging? The influence of physical activity on prevention and intervention of aging-related issues.* Central Plains Geriatric Education Center: Evidence-Based Clinical Care Series. University of Kansas, Presented by Dr. Eric Vidoni. (2 hours).
- (2011, May 17). *Health Reform, Medicare & Medicaid: Changes for Older Adult Populations.* The University of Kansas Medical Center – Gerontological Education Center, Kansas City, KS. Presented by Dr. Marcia Nielsen, Vice Chancellor, Office of Public Affairs, University of Kansas Medical Center. (1 contact hour).
- (2011, February 24). *Recognizing and Treating Strokes: Time Does Matter.* The University of Kansas Medical Center Area Health Education Center – Northwest, Hays, KS. Presented by Carol Groen MSN, RN. (2 contact hours).
- (2011, March 17 – 20). *Living the old age we imagine: Higher education in an aging society.* Association for Gerontology in Higher Education (AGHE) 37th Annual Meeting and Educational Leadership Conference. Hilton Cincinnati Netherland Plaza, Cincinnati, Ohio.

Service**University Service**

Member of Residence Classification Appeals Committee

Departmental Service – Chair of Program Life Committee and member of Department Life Committee, Member of Tenure Committee, member of Search Committee for faculty positions, Co-sponsor of NCF, attended Student Recognition Program in Garden City and Dodge City on February 27, 2011, helped with freshman enrollment in April, May & June, and visited with prospective students and parents during campus visits. I also participated in the curriculum meetings of undergraduate faculty during the Fall 2010 semester.

Professional Service – Member of Nu Zeta Chapter of Sigma Theta Tau International, nursing honorary society; member of Leadership Succession Committee for Nu Zeta; also member of STTI; member of ANA, KSNA, and District #16; and member of Nurses Christian Fellowship National Organization

Community Service – Chair of the Hays Memory Walk for the Alzheimer's Association fund raiser on September 19, 2010; member of the Compassion Committee at North Oak Community Church (send cards and arrange meals for those who are sick or in need of assistance); member of Outreach Committee at NOCC and

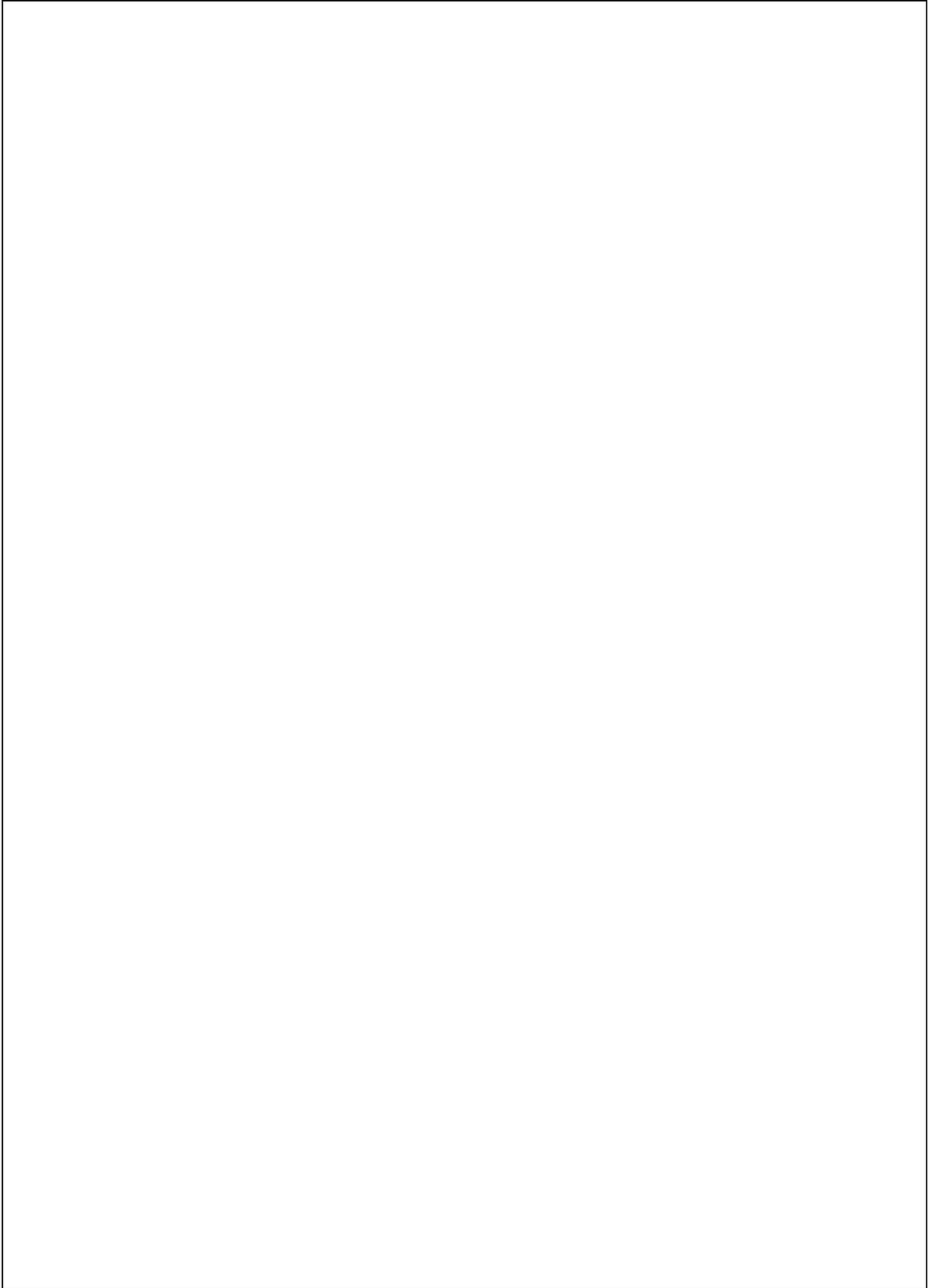
continue to volunteer to play piano, keyboard and organ for church services. Presentation to Seniors at the Center for Health Improvement on Aging From Head to Toe April 12. Planning to go on mission trip to the Dominican Republic with church July 2011.

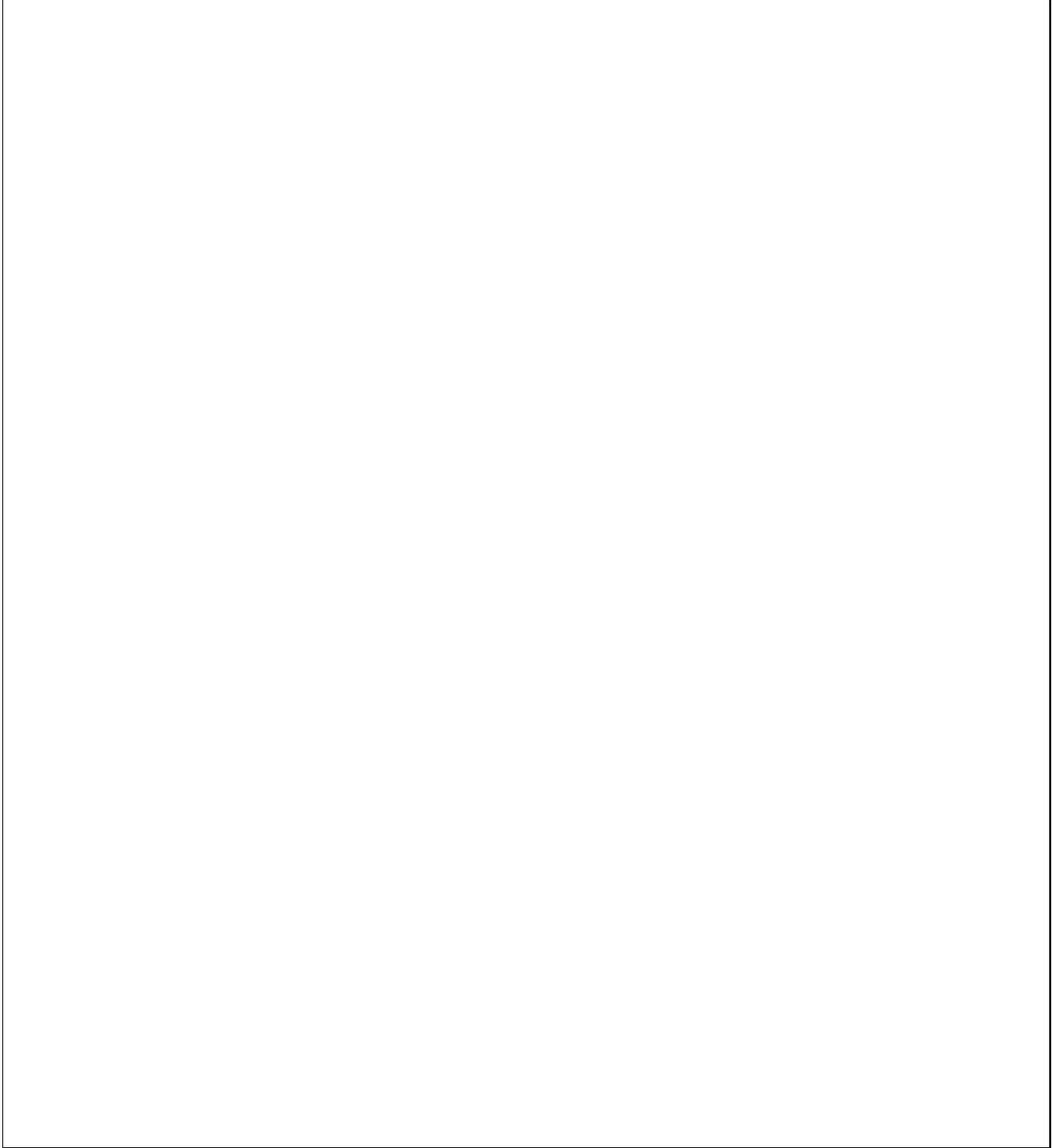
Kells, Karolyn
No report

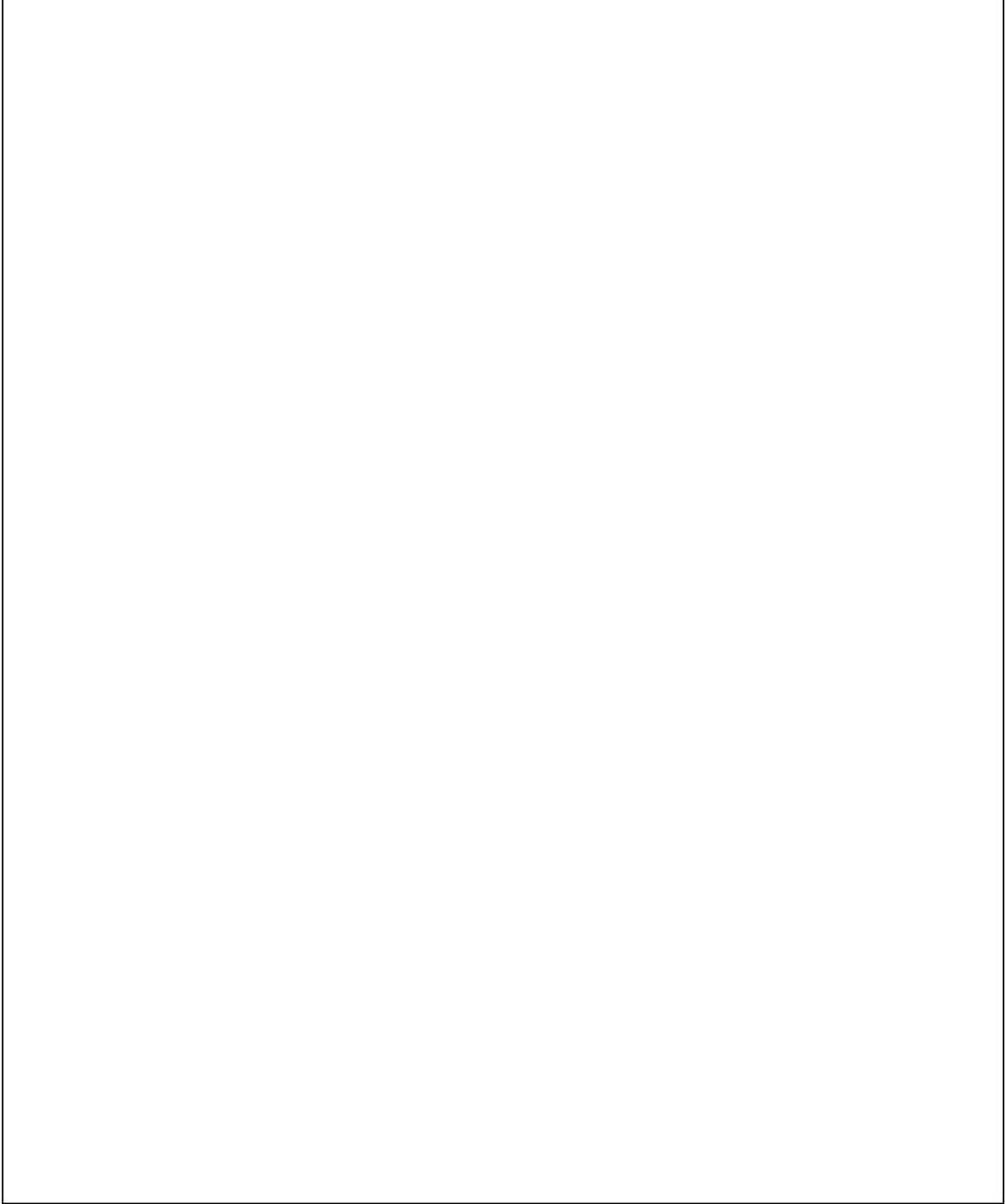
Koerner, Dianna
No report

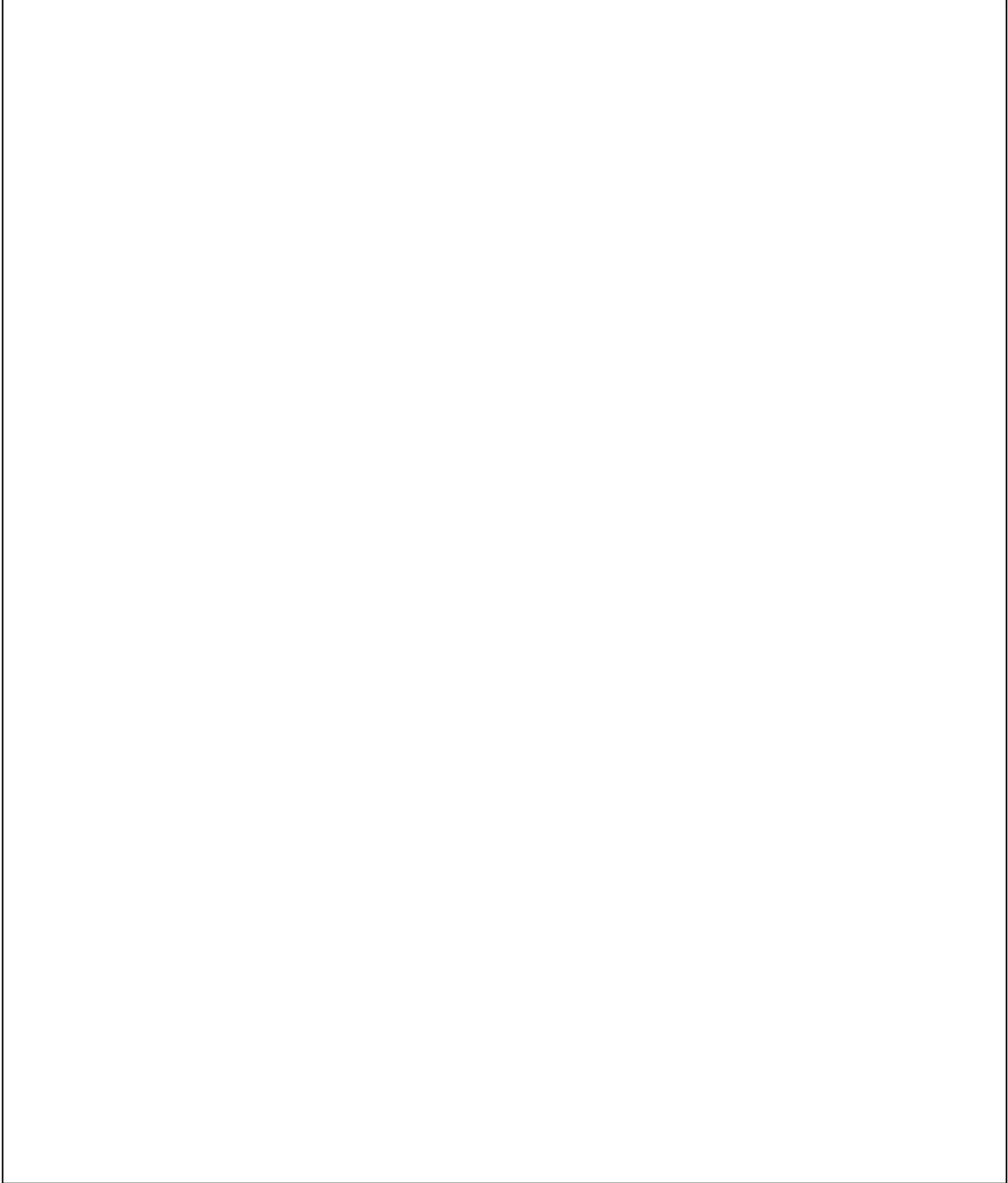
Manry, Jenny

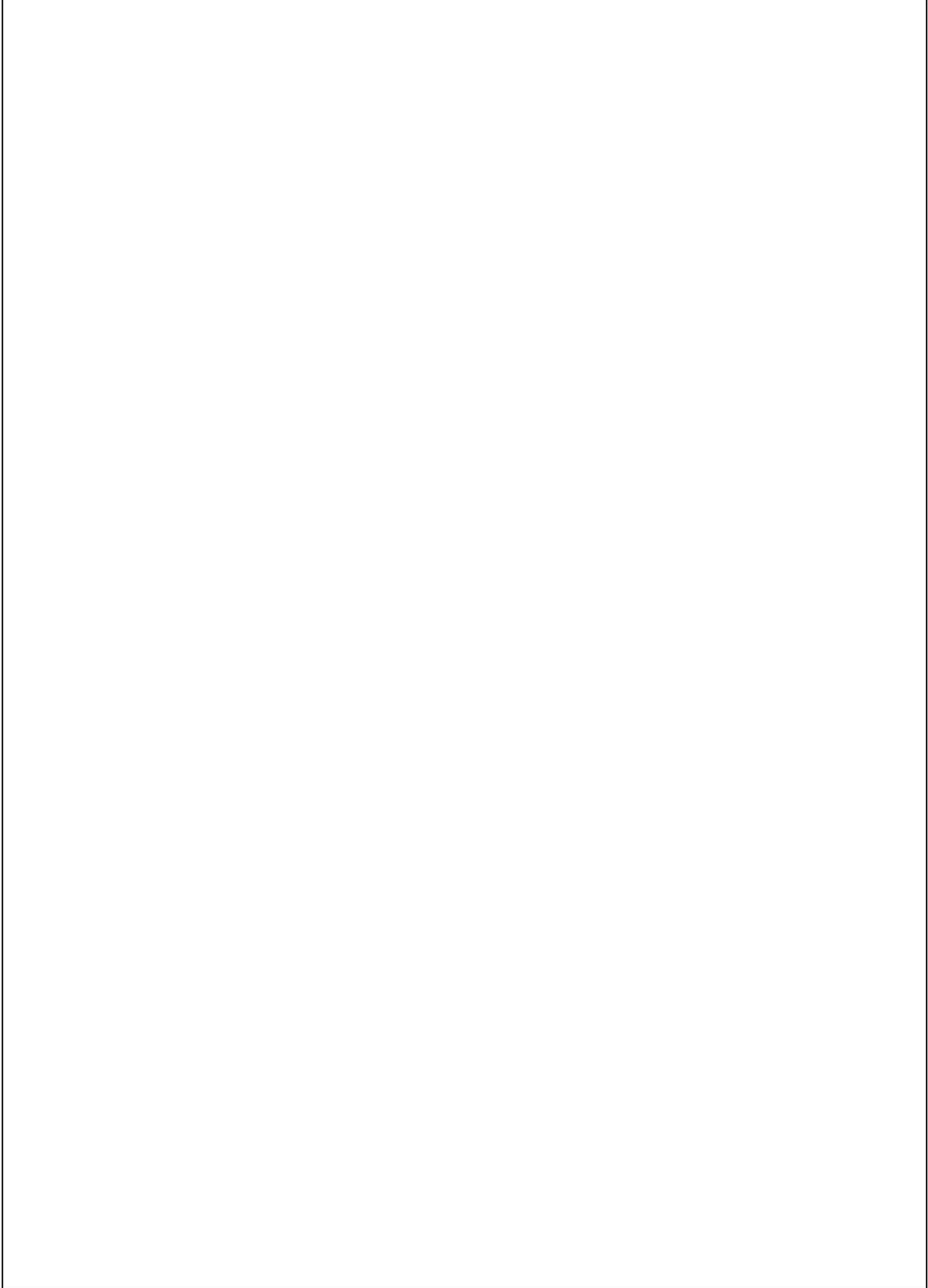
None

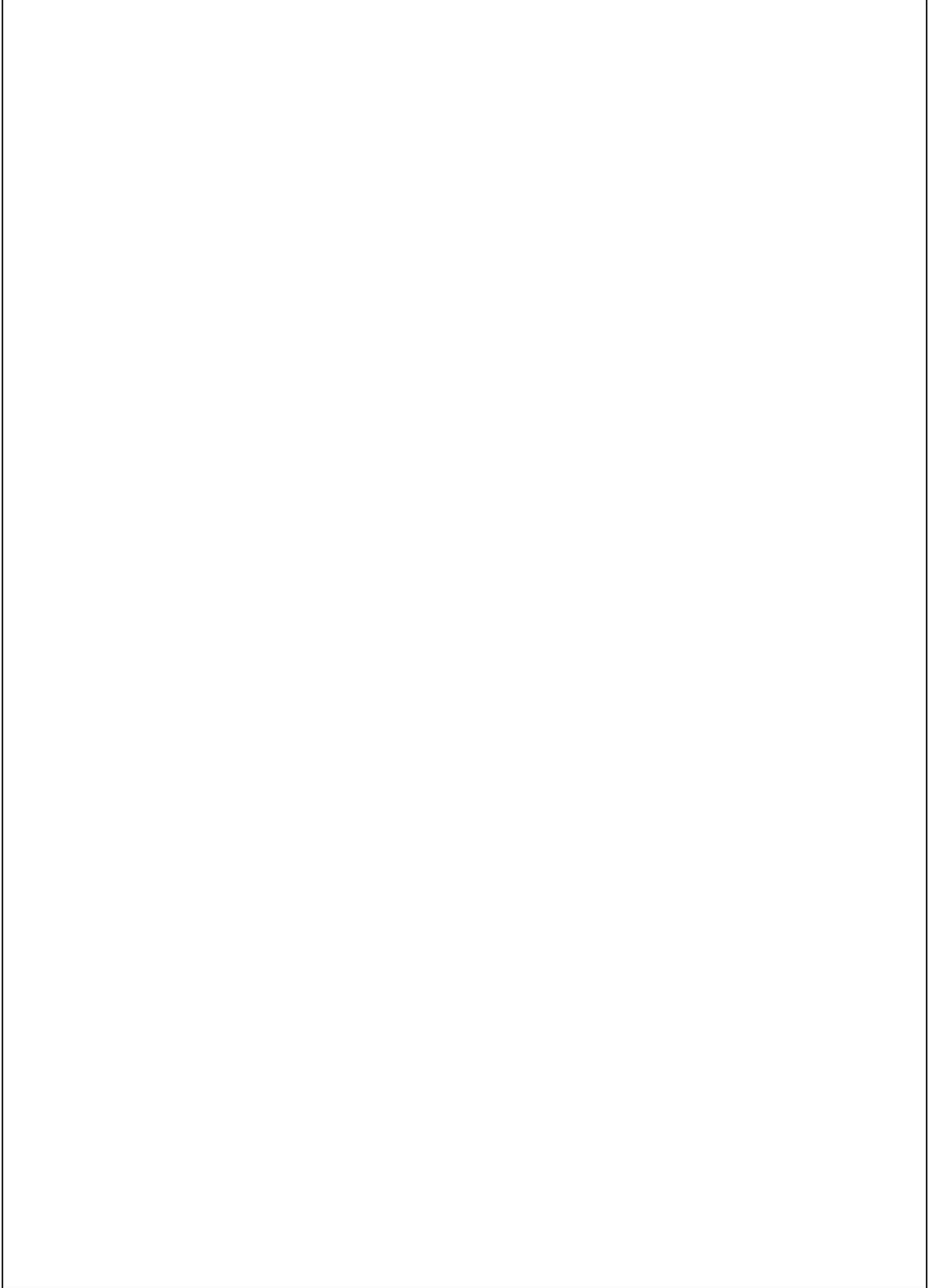












<p>Moore, Carol</p> <ul style="list-style-type: none"> • Member of Education Committee of the KSBN, made three re-approval site visits. • Member and secretary of KNEP • Member of Health and Wellness Taskforce of the Western District Conference/Mennonite Church. • Per request from Mid-Plains Community, attend their Career Fair to discuss the RN-BSN completion option FHSU offers. Information on PMS and Health care Administration program provided • Coordinated the 7th annual Clinical Teaching Institute sponsored by KNEP in August for experienced clinical teaching nursing faculty. <p>Continuing Education/Recruitment/Service</p> <ul style="list-style-type: none"> • June 8, Inservice on BB 9.0 at FHSU • August 4 & 5, KNEP annual Clinical Teaching Institute (Wichita) • October 7-9, KSNA Convention • November 17th, LTC Joint Provider Meeting, Wichita • November 21, KSNA Board Meeting--Topeka • February 11, Day at the Legislature • April 28, Research Day at FHSU • July 18th, CE presentation at Stormont Vail in Topeka •
<p>Ochs, Dorothy</p> <p>No report submitted</p>
<p>Sander, Rebecca</p> <p>No report submitted</p>
<p>Sanko, Linda</p> <ul style="list-style-type: none"> • Member of Graduate Committee • Re appointed to KSNA Council on Education • Appointed to Hays Medical Center IRB committee • Appointed to the Head Start Health Services Advisory Committee • Reviewed all FNP teaching projects • Participated in the develop of community based course for the new Science Master Degree • Taught and revised the Adult Care Home Administration courses <ul style="list-style-type: none"> • Helped with career day • Helped with Majors and Graduate Programs Career Fair
<p>Schmidt, Sally</p> <p>No report</p>

Sonntag, Anissa

- Complete course development in 340 including learning modules, powerpoints, exams, and many optional learning activities to support the learner, based off of CTELT's criteria for course development.
- Developed 6 quizzes for students to evaluate their preparations for class.
- Clarified syllabus in 340.
- Implemented Respondus Lockdown Browser and other testing strategies utilizing Grace at CTELT to promote test security and ease of modifying exams.
- Revised syllabi independently in 303,307,340,806.
- Voice over powerpoints for 805 for tx of HTN and CHF-consortium with KU and Pittsburg State. Material peer reviewed by faculty within the consortium.
- Review of exams for consortium course 805.
- New course development with CTELT 806.
- Ongoing review of content for 340,805 due to continuous changes in pharmacology.
- Development of case studies for 806 with rapid return of graded material so students can improve throughout semester.
- Preceptor for undergraduate nursing and HHP students (SHC).
- Used an application of content approach for 812.
- Provided timely feedback in all courses so students may improve their work prior to the next assignment.
- Timely responses to emails.

- Promoting self-directed learning and enhancing the student's role.
- Assisted the department by teaching 811 due to unexpected illness of fellow faculty member.
- Preceptor for under graduate nursing students and HHP students at SHC.
- Secretary for GLC.
- Began extensive review of core courses to possible merge 810-811, 812-817.
- Discussion of adding Advanced Health Assessment, Advanced Pathophysiology and Advanced Pharmacology to MSN core.

Trible, Karen

University:

- Member, University Affairs Committee, fall, 2010 to spring 2011; fall 2009 to spring 2011.
- Member University Faculty Senate, fall, 2010 to spring, 2011; fall 2009 to spring 2010.
- Member University Scholarship Committee, for the academic year, fall, 2010 to spring 2011; fall 2009 to spring 2010; fall 2007 to spring 2009.
- Chairperson, Faculty Life Committee/NREC, Nursing Dept, fall, 2010 to spring, 2011; fall 2009 to spring 2010; secretary, fall 2008 to spring 2009; member fall 2006 to spring 2008.
- Faculty advisor, Nurse's Christian Fellowship, fall, 2010 to spring 2011; fall 2009 to spring 2010; fall 2006 to spring 2009.
- Member, Departmental life committee, fall, 2010 to spring, 2011; fall 2009 to spring 2010; fall 2001 to spring 2009.
- Attendee and board member for Nu Zeta. Sigma Theta Tau International. Member, 2010 to 2011; various offices: Governance Member at Large, fall 2009 to spring 2010, spring 2008 to spring 2009; Leadership Succession Chairperson, spring 2006 to spring 2008; and Faculty Counselor, spring 2004 to spring 2006. Presented the invocation at the Nu Zeta Induction Banquet, March 31, 2007.

Community

- Tribble, K.A. (January, 2011). Appointed to Russell County Health Advisory Committee.
- Tribble, K.A., & Tribble, R.D. (June 10, 2010), *Do not drink and drive: Our daughter's untimely death. Your choice to keep yourself and others "Safe"*. Co-presentation, non refereed. To Ellis High School Driver's Education class, Ellis. KS. Representing Mother's Against Drunk Driving (MADD). Topeka,

KS.

- Member, Hays Medical Center IRB, appointed, spring 2011. Meeting, June 2010.
- Member, Board of Directors. Health Services Advisory Committee, for Head Start/Early Head Start, in the community (2007 to 2011). Most recently.

Ward, Kathleen

- Student Life Committee-Chair
- Department Life Committee
- Research Environment Committee
- RACAW co-chair
- IRB second reviewer

Wyatt, Chavonne

Courses Taught:

Scheduled courses:

- N631L Integration for the Registered Nurse, virtual course, 3 credit hours
- N311L Older Adult, clinical course, 1.5 credit hours

Overload courses:

- N444 Strategies, theory course, 1 credit hours
- N303 Health Assessment, 2 credit hours

Service at FHSU:

- Helped with freshman orientation
- Will help with Nightingale Experience in June

Community Service:

- VFW Auxiliary, secretary
- Ellis United Methodist Church: Board of Trustees, secretary; Staff Parish, chair, Vacation Bible School, Teaching Sunday School, Sing with choir
- Prarie Land Food, chair
- Relay for Life

Professional Service/Organizations:

- FHSU, Student life committee
- Hays Med, skin care committee, organ and tissue donation committee

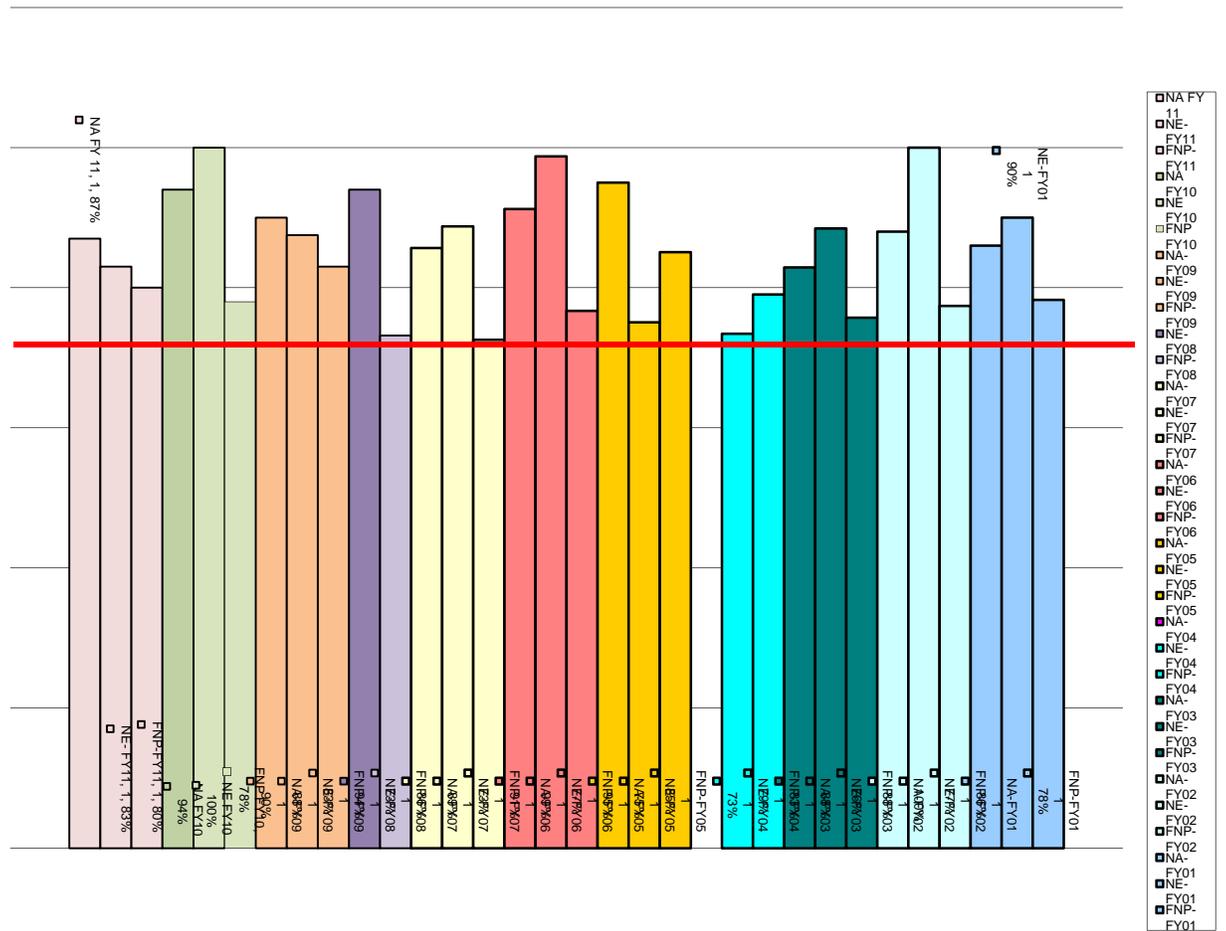
Appendix D Department Program Assessment and Benchmark Results*
(From the 2010 annual report: The Department of Nursing is in process of revising assessment tools, this table represents past work)

Current status: The Department of Nursing transitioned to assessment analysis by Kaplan in 2008. There was no one person appointed to assemble these data although it will be possible to retrieve in collaboration with Kaplan. In conversation with the new chairperson of the nursing department, an outcomes assessment committee will be established. A SWOT analysis completed by a nursing faculty member for a course assignment revealed significant minimal utilization of the Kaplan services available to students and the program.

Assessment	Description	Time in Curriculum	Benchmark	Mean Scores = Passed NCLEX, ** = Failed N=total population, n=samp
Nurse Entrance Test (NET)	Standardized test from Education Resources Incorporated, subscales Math and Reading	Prior to Admission	69% composite score	(N = 319) 72.71 (n = 156) 74.81* (n = 50) 69.22**
Grade Point Average (GPA)	0-4 scale	Prior to Admission & Graduation	2.50 on 4.00 scale	Admission GPA (N = 339) 3.21 (n = 166) 3.27* (n = 52) 3.07** Graduation GPA (N = 312) 3.34 (n = 162) 3.40* (n = 50) 3.18**
NURS 207 Pathophysiology I	Introduces the student to major concepts and commonly used terminology related to pathology in each organ system	Prior to Admission	Grade of C (2.00)	(N = 340) 3.20 (n = 166) 3.16* (n = 52) 2.77**
NURS 307 Pathophysiology II	Applies information from basic science courses, Health Assessment and Pathophysiology I to achieve understanding of selected common health impairments	First-semester of junior year	Grade of C (2.00)	(N = 333) 2.79 (n = 164) 2.87* (n = 52) 2.56**
Arnett Critical Thinking Entrance Exam (CTEE)	Arnett Development Corporation free response test using the Partial Credit Model. All test questions have an ability level assigned from the Item Response Theory model by RASCH. Designed for students entering the nursing program.	First-semester of junior year	162.31 score	(N = 242) 170.73 (n = 104) 176.77* (n = 30) 158.20**
Arnett Critical Thinking Level Exam (CTLE)	Arnett Development Corporation test that takes into account all the nursing knowledge gained by a nursing student after one academic year in the nursing program.	First-semester senior year	151.34 score	(N = 204) 138.50 (n = 109) 142.64* (n = 29) 128.21**
Arnett Critical Thinking Outcome Exam (CTOE)	Arnett Development Corporation tests how well graduate nursing students will be able to critically think when they are in their nursing settings making everyday decisions for their client's care. This does not reflect all nursing content needed to pass boards. This test will show how well students have developed as critical thinkers in the 5 core competencies	Second-semester senior year	154.53 score	(N = 146) 138.01 (n = 101) 139.66* (n = 28) 121.93**
Arnett Computer Adaptive Test (CAT)	Arnett Development Corporation diagnostic test used for determining the graduates' readiness for NCLEX; predict the graduates' success on the NCLEX-CAT	First-semester senior year required Second-semester senior year optional	0.80 score Arnett 2	Arnett 1 (N = 225) .26 (n = 162) .35* (n = 51) .02** Arnett 2 (N = 129) .95 (n = 101) 1.13* (n = 28) .31**
Arnett Comprehensive Exam (ACE)	Arnett Development Corporation test designed to assess the student's knowledge across the nursing program. Test is designed using the NCLEX test blue print.	Second-semester senior year after review course	110 score	(N = 78) 128.21 (n = 65) 130.05* (n = 13) 119.00**
Arnett Leadership and Management Test	Arnett Development Corporation test covers management principles used by the practicing staff nurse. Delegation and assignment are included.	RN-BSN completion students enrolled in NURS 631, Integration in Professional Nursing for the RN	34.6 norming data average	(N = 13) 31.33
Arnett Community Test	Arnett Development Corporation test covers content related to home health and community health nursing. It includes epidemiology, models, social issues, special	RN-BSN completion students	32.3 norming data average	(N =19) 36.53

	populations, etc.	enrolled in NURS 632, Population Focused Care for the RN.		
NCLEX Pass Rates	First-time and repeat test takers	After graduation	80% pass rate	See Table 5 in Standard IV
Logistic Regression Study	Dr. Arano Dr. Arano's report used LIMDEP to estimate the mode in marginal effects of specific characteristics/factors in the probability of success/failure that a student will pass/fail the NCLEX.	Report will be completed periodically		Report in Resource Room
BSN Program Evaluation Surveys	Addresses frequency and skill from a list of activities in which nurses engage and sufficiency of preparation provided by FHSU DON. Demographic data includes work, community, and ongoing educational involvement.	One-year and five-year BSN graduates and their employers	90% perform skills good to excellent with 90% reporting sufficient preparation	Results in DON Annual report Resource Room
MSN Program Evaluation Surveys	Addresses activities that graduates of the MSN program are expected to perform at the advanced practice level and sufficiency of preparation provided by FHSU DON. Demographic data includes work, advanced practice role, and ongoing education.	One-year and five-year MSN graduates and their employers	90% perform skills good to excellent with 90% reporting sufficient preparation	Results in DON Annual report Resource Room
Baccalaureate degree Grade Point Average (GPA)	0-4 scale	Prior to Admission	3.00 on 4.00 scale	(N = 281) 3.44
Miller Analogies Test (MAT)	The MAT is a high-level mental ability test requiring the solution of problems stated as analogies.	Prior to Admission	376 score	(N = 18) 402
Comprehensive Exams	Demonstrate synthesis of knowledge gained during the graduate program.	After completing track courses	Under revision by GLC	

Appendix E Master's Comp Average Scores by Year



Appendix F
Nursing Education Track
Dr. Karolyn Kells, Coordinator

There is no report

Appendix G
Report from Coordinator on Recruitment 2010-2010

There is no report (no one was assigned to replace Professor Koerner)

Appendix H
RN-BSN 2010--2011 Annual Report
Christine Hober, Coordinator

There is no report

Appendix I
Graduate Life Committee 2010-2011 Annual Report
Carol Moore, Coordinator

The goals for 2009-2010 have been partially met the comprehensive examination questions for the Education Track and the Administrative Track have been re-written. The Family Nurse Practitioner exam needs to be re-evaluated. All comprehensive examinations are now administered on BlackBoard.

The Goal #1 to review the FNP final project was not completed, a pilot was conducted and will be evaluated this year.

A point for discussion this next year as the graduate curriculum is reviewed is the issue of only writing comprehensive examination questions based on Track content. The rationale for this decision was based on each student completing a thesis or project which provides evidence of core knowledge. However, the decision was made in December 2010 to pilot an Evidence-Based project for the NE and NA students and a pilot for the FNP students, promoted by the number of students in various stages of non-completion of the thesis. As a result of doing the pilot, 18 of these "all-but-thesis" students completed the pilot and graduated in spring 2011.

The curriculum review that was scheduled to occur last year was halted because of a change in the leadership of the nursing department will commence in the fall 2011 in concert with the undergraduate review.

Respectfully submitted,
Carol Moore PhD, APRN, CNS
Chairperson, Graduate Life Committee

Appendix J
End of Year Report June 2010
Rebecca Sander MSN RN AOCN, Coordinator

No report available