

## **Unit Missions**

### **SON Mission Statement**

#### **Mission statement**

The mission of the Delta State University School of Nursing is to prepare students for professional nursing practice in a multi-cultural society as either a generalist at the Baccalaureate level or as an advanced practitioner of nursing at the Masters level. The program will prepare graduates to pursue advanced study.

## Learning Outcomes

### BSN-SON\_02: Nursing Concepts

**Start:** 7/1/2012

**End:** 6/30/2013

**Providing Department:** Robert E. Smith School of Nursing

#### Learning Outcome

Learning Outcome #2: Utilize the nursing process and standards of care to deliver safe, comprehensive nursing care to diverse clients in a collaborative environment [critical thinking (CT), therapeutic community (TC), therapeutic nursing interventions (TNI), and cultural awareness/human diversity (CA) within the nursing process (NP) and standards of care (SOC-legal/ethical considerations)]. GE #1, #2, #5, #7 & #10

#### Data Collection (Evidence)

HESI end of BSN program exam scores; BSN and RNBSN end of program evaluations (\*Note: RNBSN end of program evaluations began being collected separate from BSN in 2010); employer/advisory evaluations (\*Note: data combined for both BSN and RNBSN).

#### Results of Evaluation

Learning Outcome #2: Utilize the nursing process and standards of care to deliver safe, comprehensive nursing care to diverse clients in a collaborative environment [critical thinking (CT), therapeutic communication (TC), therapeutic nursing intervention (TNI), and cultural awareness/human diversity (CA) within the nursing process (NP) and standards of care (SOC-legal/ethical considerations)].  
 Nursing Concepts (Mean) – Exam #1

YEAR	2006	2007	2008	2009	2010	2011	2012
CT	755	771	852	879	964	934	962
TC	788	717	823	794	979	915	908
TNI	761	783	857	891	968	941	974
CA	594	443	1041	1096	863	854	1070
NP	1032	781	859	878	968	958	974
SOC	716	750	873	828	828	937	781

Nursing Concepts (Mean) – Exam #2

YEAR	2006	2007	2008	2009	2010	2011	2012
CT	879	808	864	885	889	974	945
TC	873	829	799	813	986	999	970
TNI	876	803	860	903	882	967	945
CA	819	998	562	1111	1093	1026	1122
NP	884	819	843	899	909	976	941
SOC	871	840	882	896	920	969	856

Nursing Concepts (Mean) – Exam #3

YEAR	2006	2007	2008	2009	2010	2011	2012
CT	844	815	855	887	900	943	933
TC	850	575	842	799	998	862	879
TNI	855	869	863	896	894	951	942
CA	720	811	863	1103	699	1021	442
NP	847	828	1145	908	900	927	945

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SOC	867	741	842	886	945	957	960
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BSN End of program surveys (Mean for LO#2)

YEAR	2006	2007	2008	2009	2010	2011	2012
	3.33	4.2	3.9	4.2	4.7	4.49	4.50

RNBSN End of program surveys (Mean for LO#2)

YEAR	2010	2011	2012
	3.95	4.4	4.64

Employer/advisory council surveys (Mean for LO#2) [combined BSN & RNBSN data]

YEAR	2006	2007	2008	2009	2010	2011	2012
	4.7	4.8	4.8	3.5	5.0	3.83	4.16

### Use of Evaluation Results

The student nursing concepts mean exam scores on the HESI exit exam given in NUR 408 have continued to trend upward, with the exception of CA (cultural awareness/human diversity) and SOC (standards of care – legal/ethical considerations) with overall mean scores of: CT-947, TC-919, TNI-954, CA-878, NP-953, and SOC-866 during calendar year 2012 (a minimum 900 score is required for success in NUR 408). In 2011, therapeutic communication demonstrated a downward trend [overall mean score of 862]. However, UG faculty members emphasized this concept more in classroom content and clinical experiences, thus an improvement in overall mean score for year 2012. Cultural awareness/human diversity and standards of care are threaded also throughout the curriculum, so UG faculty members will be made aware of this downward trend and place more emphasis on these concepts in classroom content and clinical experiences. Syllabi continue to be reviewed by course faculty for changes and updates to nursing practice, national trends, and nationally standardized exams (currently Elsevier Evolve HESI exams-specialty exams given as the final exam for each course in which there is a HESI exam available). The percentage of the grade for each course varies depending on the level of nursing course, with higher level courses having a greater weight for the HESI. In addition to the specialty exams, a midcurricular exam is administered during the 3rd semester of the BSN program to students and consists of all nursing content covered through this semester. The score is used to help faculty advisors and students determine strengths and weaknesses in nursing content. Individualized remediation continues to be required for each student who has a score below 900 on each specialty HESI exam, as well as the midcurricular exam in specific content areas.

The Meds Publishing online nursing academic enhancement program has been replaced by ATI, which is available to all students as well as a live HESI NCLEX-RN review for senior students. End of program surveys of students and satisfaction surveys of alumni and employers on LO 2 remain good with student ratings of the BSN program of study LO 2 scoring 4.50 and RNBSN program of study LO2 scoring 4.64 on a 5 point scale, which for the BSN is comparable to previous years ratings and an improvement for the RNBSN. For this year, the employer rating on LO 2 increased to 4.16 as compared to a 3.83 in 2011. Overall, alumni and employers believe LO2 is being achieved as noted by the “above average” scores.

We will continue to obtain feedback from BSN & RNBSN students and employers, and monitor ratings and make recommendations for improvement to appropriate faculty members; revise curriculum as needed. Continue to monitor national education, practice (NCLEX) and MS IHL/CCNE standards for BSN & RNBSN programs and revise curriculum as needed.

**BSN-SON\_03\_05: Leadership**

**Start:** 7/1/2012

**End:** 6/30/2013

**Providing Department:** Robert E. Smith School of Nursing

**Learning Outcome**

Learning Outcomes #3: Practice as a self-directed nursing leader who is accountable to self, society, and the evolving nursing profession [leadership]. GE # 9

Learning Outcome #5: Advocate for improvement in healthcare through participation in professional and political processes [leadership]. GE # 9

**Data Collection (Evidence)**

HESI end of BSN program exam scores; BSN and RNBSN end of program evaluations (\*Note: RNBSN end of program evaluations began being collected separate from BSN in 2010); employer/advisory evaluations (\*Note: data combined for both BSN and RNBSN).

**Results of Evaluation**

Learning Outcome #3: Practice as a self-directed nursing leader who is accountable to self, society, and the evolving nursing profession [leadership]. GE # 9

Learning Outcome #5: Advocate for improvement in healthcare through participation in professional and political processes [leadership]. GE # 9

Leadership (Mean)

YEAR	2006	2007	2008	2009	2010	2011	2012
EXAM 1	734	781	816	902	948	936	981
EXAM 2	909	716	869	896	868	972	955
EXAM 3	848	751	853	908	925	956	897

BSN End of program surveys (Mean for LO#3 & LO#5)

YEAR	2006	2007	2008	2009	2010	2011	2012
	4.0	4.2	3.8	4.2	4.7	4.67	4.67

RNBSN End of program surveys (Mean for LO#3 & LO#5)

YEAR	2010	2011	2012
	4.0	4.75	4.63

Employer/advisory council surveys (Mean for LO#3 & LO#5) [combined BSN & RNBSN data]

YEAR	2006	2007	2008	2009	2010	2011	2012
	4.8	4.8	4.8	3.5	5.0	3.83	4.16

### **Use of Evaluation Results**

The student leadership mean exam scores on the HESI exit exam given in NUR 408 had a decreased overall mean score of 944 during calendar year 2012; as compared to an overall mean score of 956 during the calendar year 2011 (a minimum 900 score is required for success in NUR 408). Leadership is threaded throughout the curriculum with greater emphasis in the courses of NUR 402/442. In 2012, faculty members voted to increase the didactic portion (NUR 402) from 2 hours to 3 hours. As part of the Education Redesign efforts by the schools of nursing in Mississippi, we began examining the concept leadership in a gap analysis. The information obtained from the gap analysis regarding this concept, as well as other concepts will be used to revise curriculum. UG faculty members will be made aware of this decrease in the overall mean score from the previous year and place more emphasis on this concept in the classroom content and clinical experiences. UG syllabi will be reviewed by course faculty for changes and updates to nursing practice, education redesign, national trends, and nationally standardized exams (currently Elsevier Evolve HESI exams-specialty exams given as the final exam for each course in which there is a HESI exam available). The percentage of the grade for each course varies depending on the level of nursing course, with higher level courses having a greater weight for the HESI. In addition to the specialty exams, a midcurricular exam is administered during the 3rd semester of the BSN program to students and consists of all nursing content covered through this semester. The score is used to help faculty advisors and students determine strengths and weaknesses in nursing content. Individualized remediation continues to be required for each student who has a score below 900 on each specialty HESI exam, as well as the midcurricular exam in specific content areas.

The Meds Publishing online nursing academic enhancement program has been replaced by ATI, which is available to all students as well as a live HESI NCLEX-RN review for senior students.

End of program surveys of students and employers/advisory surveys on

LO # 3 and LO # 5 remain good with student overall mean score of the BSN program of study 4.67 on a 5 point scale, which is comparable to previous years ratings, with the RNBSN program of study overall mean score of LO # 3 and LO # 5 decreasing to 4.63, as compared to 4.75 in 2011.

Employer rating on LO # 3 and LO # 5 increased to 4.16 as compared to a 3.83 in 2011. This RNBSN student rating will be shared with the faculty teaching this content (NUR 402/442) for review/improvement of leadership content and RNBSN students surveyed again in 2013 to assess for improvement.

We will continue to obtain feedback from BSN and RNBSN students and employers, and monitor ratings and make recommendations for improvement to appropriate faculty members; revise curriculum as needed. Continue to monitor national education, practice (NCLEX) and MS IHL/CCNE standards for BSN and RNBSN programs and revise curriculum as needed.

## **BSN-SON\_04: Evidence Based Practice**

**Start:** 7/1/2012

**End:** 6/30/2013

**Providing Department:** Robert E. Smith School of Nursing

### **Learning Outcome**

Learning Outcome #4: Utilize research in the delivery of health care [evidence based practice]. GE #3 & #4

### **Data Collection (Evidence)**

HESI end of BSN program exam scores; BSN and RNBSN end of program evaluations (\*Note: RNBSN end of program evaluations began being collected separate from BSN in 2010); employer/advisory evaluations (\*Note: data combined for both BSN and RNBSN).

### **Results of Evaluation**

Learning Outcome #4: Utilize research in the delivery of health care [evidence based practice]. GE #3 & #4

Scholarship for Evidence Based Practice (Mean) - \*denotes Not Tested

YEAR	2006	2007	2008	2009	2010	2011	2012
EXAM 1	311	521	225	898	942	971	1009
EXAM 2	NT*	998	NT*	910	902	986	948
EXAM 3	NT*	387	595	909	889	962	884

BSN End of program surveys (Mean for LO #4)

YEAR	2006	2007	2008	2009	2010	2011	2012
	3.5	4.2	3.5	4.2	4.7	4.67	4.44

RNBSN End of program surveys (Mean for LO #4)

YEAR	2010	2011	2012
	4.05	4.7	4.73

Employer/advisory council surveys (Mean for LO #4) [combined BSN & RNBSN data]

YEAR	2006	2007	2008	2009	2010	2011	2012
	3.4	4.0	4.1	3.5	1.0	3.83	3.83

### **Use of Evaluation Results**

The student evidence based practice mean exam scores on the HESI exit exam given in NUR 408 remains comparable to the previous calendar year 2011 with an overall mean score of 947 during calendar year 2012 (a minimum 900 score is required for success in NUR 408). UG syllabi will be reviewed by course faculty for changes and updates to nursing practice, national trends, and nationally standardized exams (The nursing program currently uses Elsevier Evolve HESI exams-specialty exams given as the final exam for each course in which there is a HESI exam available). The percentage of the grade for each course varies depending on the level of nursing course, with higher level courses having a greater weight for the HESI. In addition to the specialty exams, a midcurricular exam is administered during the 3rd semester of the BSN program to students and consists of all nursing content covered through this semester. The score is used to help faculty advisors and students determine strengths and weaknesses in nursing content. Individualized

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remediation continues to be required for each student who has a score below 900 on each specialty HESI exam, as well as the midcurricular exam in specific content areas.

The Meds Publishing online nursing academic enhancement program has been replaced by ATI, which is available to all students as well as a live HESI NCLEX-RN review for senior students. Research/Evidence Based Practice content is included in this program.

End of program surveys of students and employers/advisory surveys on LO 4 remain above average with student ratings of the BSN program of study LO 4 scoring 4.44 and RNBSN program of study LO 4 scoring 4.73 on a 5 point scale, which is comparable to previous years ratings; the employer/advisory council rating on LO 4 remained consistent in 2012 with a scoring of 3.83.

We will continue to obtain feedback from BSN and RNBSN students and employers/advisory council, and monitor ratings and make recommendations for improvement to appropriate faculty members; revise curriculum as needed. Continue to monitor national education, practice (NCLEX) and MS IHL/CCNE standards for BSN and RNBSN programs and revise curriculum as needed.

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**BSN-SON\_06: Physiological and Psychosocial Integrity**

**Start:** 7/1/2012

**End:** 6/30/2013

**Providing Department:** Robert E. Smith School of Nursing

**Learning Outcome**

Program Outcome #6: Provide individualized nursing care that focuses on health promotion and disease and injury prevention [physiology integrity or PI and psychosocial integrity or PsI]. GE #8

**Data Collection (Evidence)**

HESI end of BSN program exam scores; BSN and RNBSN end of program evaluations (\*Note: RNBSN end of program evaluations began being collected separate from BSN in 2010); employer/advisory evaluations (\*Note: data combined for both BSN and RNBSN).

**Results of Evaluation**

Learning Outcome #6: Provide individualized nursing care that focuses on health promotion and disease and injury prevention [physiology integrity or PI and psychosocial integrity or PsI]. GE #8  
 Physiology Integrity [PI] and Psychosocial Integrity [PsI] (Mean) – Exam #1

YEAR	2006	2007	2008	2009	2010	2011	2012
PI	747	715	838	893	954	976	962
PsI	639	773	849	809	985	920	990

Physiology Integrity [PI] and Psychosocial Integrity [PsI] (Mean) – Exam #2

YEAR	2006	2007	2008	2009	2010	2011	2012
PI	875	859	884	904	865	970	967
PsI	924	846	791	872	895	982	890

Physiology Integrity [PI] and Psychosocial Integrity [PsI] (Mean) – Exam #3

YEAR	2006	2007	2008	2009	2010	2011	2012
PI	838	872	857	929	923	860	914
PsI	878	648	843	793	914	956	814

BSN End of program surveys (Mean for LO #6)

YEAR	2006	2007	2008	2009	2010	2011	2012
	3.9	4.1	4.1	4.1	4.6	4.56	4.67

RNBSN End of program surveys (Mean for LO #6)

YEAR	2010	2011	2012
	3.95	4.3	4.73

Employer/advisory council surveys (Mean for LO #6) [combined BSN & RNBSN data]

YEAR	2006	2007	2008	2009	2010	2011	2012
	4.0	4.2	4.2	3.5	5.0	3.83	4.00



### **Use of Evaluation Results**

The student physiologic integrity overall mean exam score on the HESI exit exam given in NUR 408 slightly increased to 948 in 2012 as compared to 935 during 2011. The student psychosocial integrity mean scores had a downward trend with an overall mean score of 898 during calendar year 2012; as compared to 953 in 2011 (a minimum 900 score is required for success in NUR 408). Psychosocial integrity is introduced during the first semester in NUR 302/332 (Fundamentals of Client Care) and threaded throughout the curriculum with emphasis in NUR 307/337 (Psychiatric/Mental Health Nursing). This downward trend will be reported to all nursing faculty, particularly those teaching in the course of NUR 307/337 so UG syllabi can be reviewed for changes and updates to nursing practice and national trends. In addition, 25% of the hours in clinical courses will be dedicated to simulation lab hours so students can experience and practice psychosocial integrity (in addition to other nursing care knowledge needs identified). A nationally standardized exam will be utilized to assess for effectiveness (the Elsevier Evolve HESI exams-specialty exams are currently given as the final exam for each course in which there is a HESI exam available). The percentage of the grade for each course varies depending on the level of nursing course, with higher level courses having a greater weight for the HESI. In addition to the specialty exams, a midcurricular exam is administered during the 3rd semester of the BSN program to students and consists of all nursing content covered through this semester. The score is used to help faculty advisors and students determine strengths and weaknesses in nursing content. Individualized remediation continues to be required for each student who has a score below 900 on each specialty HESI exam, as well as the midcurricular exam in specific content areas.

The Meds Publishing online nursing academic enhancement program has been replaced by ATI, which is available to all students as well as a live HESI NCLEX-RN review for senior students. End of program surveys of students and employer/advisory council surveys on LO 6 remain good with student ratings of the BSN program of study LO 6 scoring 4.67 and the RNBSN program of study LO 6 scoring 4.73 on a 5 point scale, which is an improvement to previous years ratings. The employer/advisory council rating on LO 6 increased to 4.00 as compared to a 3.83 in 2011. We will continue to obtain feedback from BSN and RNBSN students and employers/advisory council, and monitor ratings and make recommendations for improvement to appropriate faculty members; revise curriculum as needed. Continue to monitor national education, practice (NCLEX) and MS IHL/CCNE standards for BSN and RNBSN programs and revise curriculum as needed.

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## **BSN-SON\_07: Safe Effective Care**

**Start:** 7/1/2012

**End:** 6/30/2013

**Providing Department:** Robert E. Smith School of Nursing

### **Learning Outcome**

Program Outcome #7: Apply information and patient care technology to improve healthcare delivery from an interdisciplinary approach [safe, effective, care environment or SECE]. GE #9

### **Data Collection (Evidence)**

HESI end of BSN program exam scores; BSN and RNBSN end of program evaluations (\*Note: RNBSN end of program evaluations began being collected separate from BSN in 2010); employer/advisory evaluations (\*Note: data combined for both BSN and RNBSN).

### **Results of Evaluation**

Learning Outcome #7: Apply information and patient care technology to improve healthcare delivery from an interdisciplinary approach [safe, effective, care environment or SECE]. GE #9  
Safe, Effective, Care Environment [SECE] (Mean)

YEAR	2006	2007	2008	2009	2010	2011	2012
EXAM 1	805	765	900	842	908	869	920
EXAM 2	890	701	853	856	871	971	935
EXAM 3	880	847	849	846	900	919	1026

BSN End of program surveys (Mean for LO #7)

YEAR	2006	2007	2008	2009	2010	2011	2012
	3.4	4.0	3.9	3.9	4.7	4.38	4.56

RNBSN End of program surveys (Mean for LO #7)

YEAR	2010	2011	2012
	4.0	4.6	4.67

Employer/advisory council surveys (Mean for LO #7) [combined BSN & RNBSN data]

YEAR	2006	2007	2008	2009	2010	2011	2012
	3.5	3.9	4.0	3.5	4.0	3.83	4.16

### **Use of Evaluation Results**

The student mean exam scores for safe, effective care on the HESI exit exam given in NUR 408 have continued to trend upward with an overall mean score of 960 during calendar year 2012; as compared to 919 in 2011 (a minimum 900 score is required for success in NUR 408). The simulation lab coordinator will continue to increase use of simulations specific to this learning outcome during calendar year 2013. This concept of safe, effective care is taught throughout the curriculum. However, much emphasis has been placed on Quality and Safety Education for Nurses (QSEN) competencies, all UG syllabi will be reviewed by course faculty for changes and updates to nursing practice and national trends specific to patient safety and effective care. A nationally standardized exam (currently Elsevier Evolve HESI exams are used in the nursing program, these are specialty exams given as the final exam for each course in which there is a HESI exam available). The

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percentage of the grade for each course varies depending on the level of nursing course, with higher level courses having a greater weight for the HESI. In addition to the specialty exams, a midcurricular exam is administered during the 3rd semester of the BSN program to students and consists of all nursing content covered through this semester. The score is used to help faculty advisors and students determine strengths and weaknesses in nursing content. Individualized remediation continues to be required for each student who has a score below 900 on each specialty HESI exam, as well as the midcurricular exam in specific content areas.

The Meds Publishing online nursing academic enhancement program has been replaced by ATI, which is available to all students as well as a live HESI NCLEX-RN review for senior students. End of program surveys of students and employers/advisory council surveys on LO 7 have trended upward with student ratings of the BSN program of study LO 7 scoring 4.56 and RNBSN program of study LO 7 scoring 4.67 on a 5 point scale, as compared to a 4.38 and 4.6 in 2011, respectively. The employer/advisory council rating on LO 7 also increased to 4.16 as compared to a 3.83 in 2011.

We will continue to obtain feedback from BSN and RNBSN students and employers/advisory council, and monitor ratings and make recommendations for improvement to appropriate faculty members; revise curriculum as needed. Continue to monitor national education, practice (NCLEX) and MS IHL/CCNE standards for BSN and RNBSN programs and revise curriculum as needed.

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**MSN-SON\_01: Cultural Competence**

**Start:** 7/1/2012

**End:** 6/30/2013

**Providing Department:** Robert E. Smith School of Nursing

**Learning Outcome**

\*Learning Outcome #1: Integrate nursing, related sciences, and emerging evidence to improve health outcomes and safety for diverse populations.

\*Learning Outcomes changed for the 2012 calendar year – only FNP students were enrolled in the MSN program during the 2012 calendar year

**Data Collection (Evidence)**

Elsevier Evolve APRN HESI exam (a standardized exam administered at the end of program starting spring 2011); MSN end of program surveys (measures program outcomes conducted electronically through the capstone courses by faculty and IRP with aggregate data reported by the Program Effectiveness Committee (PEC) to the RESSON Faculty Organization during monthly meetings as appropriate); Employer/Advisory Council surveys (distributed at the fall RESSON Nurse Career Fair, collected by the RESSON faculty and tabulated by the PEC committee. Aggregate results are reported as compiled to the RESSON Faculty Organization during monthly meetings as appropriate).

**Results of Evaluation**

Learning Outcome #1: Integrate nursing, related sciences, and emerging evidence to improve health outcomes and safety for diverse populations.

YEAR	2012	2013	2014	2015	2016
EXAM	779				

MSN End of program surveys (Mean for LO #1)

YEAR	2012	2013	2014	2015	2016	2017	2018
	4.62						

Employer/advisory council surveys (Mean for LO #1)

YEAR	2012	2013	2014	2015	2016	2017	2018
	4.25						

**Use of Evaluation Results**

Based upon the prediction scale of student ANCC/AANP success by Elsevier Evolve HESI Exit Exam, the score of 779 is an acceptable score, but not considered a recommended performance score (800 or greater by Elsevier and 900 or greater by RESSON). The following changes were approved and implemented in the FNP curriculum: 1) change Differential Diagnosis in Primary Care (2 credit hours) from an elective to a specialty course in the FNP program of study; 2) Add an FNP Review Course (2 credit hours) during the final semester of the program of study; 3) Add one credit hour to NUR 602 Advanced Health Assessment (from 2 to 3 credit hours); and 4) Add one credit hour to NUR 638 Family Nurse Practice III (from 1 to 2 credit hours) and delete one credit hour from NUR 639 Family Nurse Practice III Practicum (from 5 to 4 credit hours) beginning in Spring 2013. In addition, faculty members will consider giving this APRN HESI exam twice during the final semester (initially to establish a baseline of knowledge and then finally to note improvements). Elsevier has established specialty HESI exams in Advanced Pathophysiology, Advanced Health Assessment, and

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Advanced Pharmacology that will be incorporated into the evaluation portion of the specified courses. An individualized enrichment (remediation) plan will be implemented for each student who has an overall score below 900 on the APRN HESI exam and in specific content areas. Overall mean scores from both the MSN End of Program survey and the Employer/Advisory Council surveys demonstrated scores of 4.62 and 4.25 on a 5 point scale, respectively. These mean scores indicated that both students and employers/advisory council believed LO 1 was achieved “above average”.

Continue to obtain feedback from graduate students and employers/advisory council; monitor ratings and recommendations for improvement. Faculty members will continue to monitor national nursing education, APRN competencies, and practice standards for MSN programs of Family Nurse Practitioner (FNP), Nurse Administrator (NA), and Nurse Educator (NE) to revise curriculum as needed.

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**MSN-SON\_02: Healthcare Delivery Systems**

**Start:** 7/1/2012

**End:** 6/30/2013

**Providing Department:** Robert E. Smith School of Nursing

**Learning Outcome**

\*Learning Outcome #2: Utilize leadership skills to design and implement strategies that improve care delivery and outcomes.

\*Learning Outcomes changed for the 2012 calendar year – only FNP students were enrolled in the MSN program during the 2012 calendar year

**Data Collection (Evidence)**

Elsevier Evolve APRN HESI exam (a standardized exam administered at the end of program starting spring 2011); MSN end of program surveys (measures program outcomes conducted electronically through the capstone courses by faculty and IRP with aggregate data reported by the Program Effectiveness Committee (PEC) to the RESSON Faculty Organization during monthly meetings as appropriate); Employer/Advisory Council surveys (distributed at the fall RESSON Nurse Career Fair, collected by the RESSON faculty and tabulated by the PEC committee. Aggregate results are reported as compiled to the RESSON Faculty Organization during monthly meetings as appropriate).

**Results of Evaluation**

Learning Outcome #2: Utilize leadership skills to design and implement strategies that improve care delivery and outcomes.

YEAR	2012	2013	2014	2015	2016
EXAM	962				

MSN End of program surveys (Mean for LO #2)

YEAR	2012	2013	2014	2015	2016	2017	2018
	4.69						

Employer/advisory council surveys (Mean for LO #2)

YEAR	2012	2013	2014	2015	2016	2017	2018
	4.25						

**Use of Evaluation Results**

Based upon the prediction scale of student ANCC/AANP success by Elsevier Evolve HESI Exit Exam, the score of 962 is considered a recommended performance score (800 or greater by Elsevier and 900 or greater by RESSON). Graduate syllabi will continue to be reviewed for current content and inclusion of national trends in healthcare delivery. The following changes were approved and implemented in the FNP curriculum: 1) change Differential Diagnosis in Primary Care (2 credit hours) from an elective to a specialty course in the FNP program of study; 2) Add an FNP Review Course (2 credit hours) during the final semester of the program of study; 3) Add one credit hour to NUR 602 Advanced Health Assessment (from 2 to 3 credit hours); and 4) Add one credit hour to NUR 638 Family Nurse Practice III (from 1 to 2 credit hours) and delete one credit hour from NUR

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639 Family Nurse Practice III Practicum (from 5 to 4 credit hours) beginning in Spring 2013. In addition, faculty members will consider giving this APRN HESI exam twice during the final semester (initially to establish a baseline of knowledge and then finally to note improvements). An individualized enrichment (remediation) plan will be implemented for each student who has an overall score below 900 on the APRN HESI exam and in specific content areas.

Overall mean scores from both the MSN End of Program survey and the Employer/Advisory Council surveys demonstrated scores of 4.69 and 4.25 on a 5 point scale, respectively. These mean scores indicated that both students and employers/advisory council believed LO 2 was achieved “above average”.

Continue to obtain feedback from graduate students and employers/advisory council; monitor ratings and recommendations for improvement. Faculty members will continue to monitor national nursing education, APRN competencies, and practice standards for MSN programs of Family Nurse Practitioner (FNP), Nurse Administrator (NA), and Nurse Educator (NE) to revise curriculum as needed.

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## **MSN-SON\_03: Monitoring/Ensuring Quality of Healthcare Practice**

**Start:** 7/1/2012

**End:** 6/30/2013

**Providing Department:** Robert E. Smith School of Nursing

### **Learning Outcome**

\*Learning Outcome #3: Contribute to the integration of healthcare services to improve quality and safety across the continuum of care.

\*Learning Outcomes changed for the 2012 calendar year – only FNP students were enrolled in the MSN program during the 2012 calendar year

### **Data Collection (Evidence)**

Elsevier Evolve APRN HESI exam (a standardized exam administered at the end of program starting spring 2011); MSN end of program surveys (measures program outcomes conducted electronically through the capstone courses by faculty and IRP with aggregate data reported by the Program Effectiveness Committee (PEC) to the RESSON Faculty Organization during monthly meetings as appropriate); Employer/Advisory Council surveys (distributed at the fall RESSON Nurse Career Fair, collected by the RESSON faculty and tabulated by the PEC committee. Aggregate results are reported as compiled to the RESSON Faculty Organization during monthly meetings as appropriate).

### **Results of Evaluation**

Learning Outcome #3: Contribute to the integration of healthcare services to improve quality and safety across the continuum of care.

YEAR	2012	2013	2014	2015	2016
EXAM	741				

MSN End of program surveys (Mean for LO #3)

YEAR	2012	2013	2014	2015	2016	2017	2018
	4.88						

Employer/advisory council surveys (Mean for LO #3)

YEAR	2012	2013	2014	2015	2016	2017	2018
	4.25						

### **Use of Evaluation Results**

Based upon the prediction scale of student ANCC/AANP success by Elsevier Evolve HESI Exit Exam, the score of 741 is below an acceptable score, a recommended performance score in each area is 800 or greater by Elsevier and 900 or greater by RESSON. The following changes were approved and implemented in the FNP curriculum: 1) change Differential Diagnosis in Primary Care (2 credit hours) from an elective to a specialty course in the FNP program of study; 2) Add an FNP Review Course (2 credit hours) during the final semester of the program of study; 3) Add one credit hour to NUR 602 Advanced Health Assessment (from 2 to 3 credit hours); and 4) Add one credit hour to NUR 638 Family Nurse Practice III (from 1 to 2 credit hours) and delete one credit hour from NUR 639 Family Nurse Practice III Practicum (from 5 to 4 credit hours) beginning in Spring 2013. In addition, faculty members will consider giving this APRN HESI exam twice during the final semester (initially to establish a baseline of knowledge and then finally to note improvements). Elsevier has established specialty HESI



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exams in Advanced Pathophysiology, Advanced Health Assessment, and Advanced Pharmacology that will be incorporated into the evaluation portion of the specified courses. An individualized enrichment (remediation) plan will be implemented for each student who has an overall score below 900 on the APRN HESI exam and in specific content areas. Graduate syllabi will continue to be reviewed for current content and inclusion of national trends in quality and safety. To assist with incorporating this content, faculty members will attend a Quality and Safety Education for Nurses (QSEN) workshop in November, 2013.

Overall mean scores from both the MSN End of Program survey and the Employer/Advisory Council surveys demonstrated scores of 4.88 and 4.25 on a 5 point scale, respectively. These mean scores indicated that both students and employers/advisory council believed LO 3 was achieved “above average”.

Continue to obtain feedback from graduate students and employers/advisory council; monitor ratings and recommendations for improvement. Faculty members will continue to monitor national nursing education, APRN competencies, and practice standards for MSN programs of Family Nurse Practitioner (FNP), Nurse Administrator (NA), and Nurse Educator (NE) to revise curriculum as needed.

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**MSN-SON\_04: Theory/Research**

**Start:** 7/1/2012

**End:** 6/30/2013

**Providing Department:** Robert E. Smith School of Nursing

**Learning Outcome**

\*Learning Outcome #4: Translate theory and research to provide evidence based nursing practice and improve outcomes.

\*Learning Outcomes changed for the 2012 calendar year – only FNP students were enrolled in the MSN program during the 2012 calendar year

**Data Collection (Evidence)**

Elsevier Evolve APRN HESI exam (a standardized exam administered at the end of program starting spring 2011); MSN end of program surveys (measures program outcomes conducted electronically through the capstone courses by faculty and IRP with aggregate data reported by the Program Effectiveness Committee (PEC) to the RESSON Faculty Organization during monthly meetings as appropriate); Employer/Advisory Council surveys (distributed at the fall RESSON Nurse Career Fair, collected by the RESSON faculty and tabulated by the PEC committee. Aggregate results are reported as compiled to the RESSON Faculty Organization during monthly meetings as appropriate).

**Results of Evaluation**

Learning Outcome #4: Translate theory and research to provide evidence based nursing practice and improve outcomes.

YEAR	2012	2013	2014	2015	2016
EXAM	788				

MSN End of program surveys (Mean for LO #4)

YEAR	2012	2013	2014	2015	2016	2017	2018
	4.56						

Employer/advisory council surveys (Mean for LO #4)

YEAR	2012	2013	2014	2015	2016	2017	2018
	4.0						

**Use of Evaluation Results**

Based upon the prediction scale of student ANCC/AANP success by Elsevier Evolve HESI Exit Exam, the score of 788 is an acceptable score, but is not considered a recommended performance score in the area (800 or greater by Elsevier and 900 or greater by RESSON). The following changes were approved and implemented in the FNP curriculum: 1) change Differential Diagnosis in Primary Care (2 credit hours) from an elective to a specialty course in the FNP program of study; 2) Add an FNP Review Course (2 credit hours) during the final semester of the program of study; 3) Add one credit hour to NUR 602 Advanced Health Assessment (from 2 to 3 credit hours); and 4) Add one credit hour to NUR 638 Family Nurse Practice III (from 1 to 2 credit hours) and delete one credit hour from NUR 639 Family Nurse Practice III Practicum (from 5 to 4 credit hours) beginning in

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Spring 2013. In addition, faculty members will consider giving this APRN HESI exam twice during the final semester (initially to establish a baseline of knowledge and then finally to note improvements). Elsevier has established specialty HESI exams in Advanced Pathophysiology, Advanced Health Assessment, and Advanced Pharmacology that will be incorporated into the evaluation portion of the specified courses. An individualized enrichment (remediation) plan will be implemented for each student who has an overall score below 900 on the APRN HESI exam and in specific content areas. Graduate syllabi will continue to be reviewed for current content and inclusion of national trends in theory and research.

Overall mean scores from both the MSN End of Program survey and the Employer/Advisory Council surveys demonstrated scores of 4.56 and 4.0 on a 5 point scale, respectively. These mean scores indicated that both students and employers/advisory council believed LO 4 was achieved “above average”.

Continue to obtain feedback from graduate students and employers/advisory council; monitor ratings and recommendations for improvement. Faculty members will continue to monitor national nursing education, APRN competencies, and practice standards for MSN programs of Family Nurse Practitioner (FNP), Nurse Administrator (NA), and Nurse Educator (NE) to revise curriculum as needed.

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**MSN-SON\_05: Managing/Negotiating Health Care Delivery Systems**

**Start:** 7/1/2012

**End:** 6/30/2013

**Providing Department:** Robert E. Smith School of Nursing

**Learning Outcome**

\*Learning Outcome #5: Promote the use of information and communication technologies to provide safe, quality, and cost effective healthcare.

\*Learning Outcomes changed for the 2012 calendar year – only FNP students were enrolled in the MSN program during the 2012 calendar year

**Data Collection (Evidence)**

Elsevier Evolve APRN HESI exam (a standardized exam administered at the end of program starting spring 2011); MSN end of program surveys (measures program outcomes conducted electronically through the capstone courses by faculty and IRP with aggregate data reported by the Program Effectiveness Committee (PEC) to the RESSON Faculty Organization during monthly meetings as appropriate); Employer/Advisory Council surveys (distributed at the fall RESSON Nurse Career Fair, collected by the RESSON faculty and tabulated by the PEC committee. Aggregate results are reported as compiled to the RESSON Faculty Organization during monthly meetings as appropriate).

**Results of Evaluation**

Learning Outcome #5: Promote the use of information and communication technologies to provide safe, quality, and cost effective healthcare.

YEAR	2012	2013	2014	2015	2016
EXAM	741				

MSN End of program surveys (Mean for LO #5)

YEAR	2012	2013	2014	2015	2016	2017	2018
	4.75						

Employer/advisory council surveys (Mean for LO #5)

YEAR	2012	2013	2014	2015	2016	2017	2018
	4.0						

**Use of Evaluation Results**

Based upon the prediction scale of student ANCC/AANP success by Elsevier Evolve HESI Exit Exam, the score of 741 is below an acceptable score, a recommended performance score in the area is 800 or greater by Elsevier and 900 or greater by RESSON The following changes were approved and implemented in the FNP curriculum: 1) change Differential Diagnosis in Primary Care (2 credit hours) from an elective to a specialty course in the FNP program of study; 2) Add an FNP Review Course (2 credit hours) during the final semester of the program of study; 3) Add one credit hour to NUR 602 Advanced Health Assessment (from 2 to 3 credit hours); and 4) Add one credit hour to NUR 638 Family Nurse Practice III (from 1 to 2 credit hours) and delete one credit hour from NUR 639 Family Nurse Practice III Practicum (from 5 to 4 credit hours) beginning in Spring 2013. In addition, faculty members will consider giving this APRN HESI exam twice during the final semester

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(initially to establish a baseline of knowledge and then finally to note improvements). Elsevier has established specialty HESI exams in Advanced Pathophysiology, Advanced Health Assessment, and Advanced Pharmacology that will be incorporated into the evaluation portion of the specified courses. An individualized enrichment (remediation) plan will be implemented for each student who has an overall score below 900 on the APRN HESI exam and in specific content areas. Graduate syllabi will continue to be reviewed for inclusion of information and patient care technology in content. Funding and software of electronic health records (EHR) continues to be explored for students' to access and use in their clinical experiences, as well as check-offs at the RESSON.

Overall mean scores from both the MSN End of Program survey and the Employer/Advisory Council surveys demonstrated scores of 4.75 and 4.0 on a 5 point scale, respectively. These mean scores indicated that both students and employers/advisory council believed LO 5 was achieved "above average".

Continue to obtain feedback from graduate students and employers/advisory council; monitor ratings and recommendations for improvement. Faculty members will continue to monitor national nursing education, APRN competencies, and practice standards for MSN programs of Family Nurse Practitioner (FNP), Nurse Administrator (NA), and Nurse Educator (NE) to revise curriculum as needed.

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**MSN-SON\_06: Legal and Regulatory Issues**

**Start:** 7/1/2012

**End:** 6/30/2013

**Providing Department:** Robert E. Smith School of Nursing

**Learning Outcome**

\*Learning Outcome #6: Analyze and interpret the effects of healthcare policies, ethics, and regulatory processes to influence practice and outcomes.

\*Learning Outcomes changed for the 2012 calendar year – only FNP students were enrolled in the MSN program during the 2012 calendar year

**Data Collection (Evidence)**

Elsevier Evolve APRN HESI exam (a standardized exam administered at the end of program starting spring 2011); MSN end of program surveys (measures program outcomes conducted electronically through the capstone courses by faculty and IRP with aggregate data reported by the Program Effectiveness Committee (PEC) to the RESSON Faculty Organization during monthly meetings as appropriate); Employer/Advisory Council surveys (distributed at the fall RESSON Nurse Career Fair, collected by the RESSON faculty and tabulated by the PEC committee. Aggregate results are reported as compiled to the RESSON Faculty Organization during monthly meetings as appropriate).

**Results of Evaluation**

Learning Outcome #6: Analyze and interpret the effects of healthcare policies, ethics, and regulatory processes to influence practice and outcomes.

YEAR	2012	2013	2014	2015	2016
EXAM	760				

MSN End of program surveys (Mean for LO #6)

YEAR	2012	2013	2014	2015	2016	2017	2018
	4.62						

Employer/advisory council surveys (Mean for LO #6)

YEAR	2012	2013	2014	2015	2016	2017	2018
	4.0						

**Use of Evaluation Results**

Based upon the prediction scale of student ANCC/AANP success by Elsevier Evolve HESI Exit Exam, the score of 760 is an acceptable score, but is not considered a recommended performance score in the area (800 or greater by Elsevier and 900 or greater by RESSON). The following changes were approved and implemented in the FNP curriculum: 1) change Differential Diagnosis in Primary Care (2 credit hours) from an elective to a specialty course in the FNP program of study; 2) Add an FNP Review Course (2 credit hours) during the final semester of the program of study; 3) Add one credit hour to NUR 602 Advanced Health Assessment (from 2 to 3 credit hours); and 4) Add one credit hour to NUR 638 Family Nurse Practice III (from 1 to 2 credit hours) and delete one credit hour from NUR 639 Family Nurse Practice III Practicum (from 5 to 4 credit hours) beginning in Spring 2013. In addition, faculty members will consider giving this APRN HESI exam twice during

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the final semester (initially to establish a baseline of knowledge and then finally to note improvements). Elsevier has established specialty HESI exams in Advanced Pathophysiology, Advanced Health Assessment, and Advanced Pharmacology that will be incorporated into the evaluation portion of the specified courses. An individualized enrichment (remediation) plan will be implemented for each student who has an overall score below 900 on the APRN HESI exam and in specific content areas. Graduate syllabi will continue to be reviewed for inclusion of legal and regulatory issues, as well as national trends, in content.

Overall mean scores from both the MSN End of Program survey and the Employer/Advisory Council surveys demonstrated scores of 4.62 and 4.0 on a 5 point scale, respectively. These mean scores indicated that both students and employers/advisory council believed LO 6 was achieved “above average”.

Continue to obtain feedback from graduate students and employers/advisory council; monitor ratings and recommendations for improvement. Faculty members will continue to monitor national nursing education, APRN competencies, and practice standards for MSN programs of Family Nurse Practitioner (FNP), Nurse Administrator (NA), and Nurse Educator (NE) to revise curriculum as needed.

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**MSN-SON\_07: Professional Role**

**Start:** 7/1/2012

**End:** 6/30/2013

**Providing Department:** Robert E. Smith School of Nursing

**Learning Outcome**

\*Learning Outcome #7: Employ collaborative leadership strategies to advocate, mentor, and function within inter-professional teams and partnerships.

\*Learning Outcomes changed for the 2012 calendar year – only FNP students were enrolled in the MSN program during the 2012 calendar year

**Data Collection (Evidence)**

Elsevier Evolve APRN HESI exam (a standardized exam administered at the end of program starting spring 2011); MSN end of program surveys (measures program outcomes conducted electronically through the capstone courses by faculty and IRP with aggregate data reported by the Program Effectiveness Committee (PEC) to the RESSON Faculty Organization during monthly meetings as appropriate); Employer/Advisory Council surveys (distributed at the fall RESSON Nurse Career Fair, collected by the RESSON faculty and tabulated by the PEC committee. Aggregate results are reported as compiled to the RESSON Faculty Organization during monthly meetings as appropriate).

**Results of Evaluation**

Learning Outcome #7: Employ collaborative leadership strategies to advocate, mentor, and function within inter-professional teams and partnerships.

YEAR	2012	2013	2014	2015	2016
EXAM	759				

MSN End of program surveys (Mean for LO #7)

YEAR	2012	2013	2014	2015	2016	2017	2018
	4.62						

Employer/advisory council surveys (Mean for LO #7)

YEAR	2012	2013	2014	2015	2016	2017	2018
	4.0						

**Use of Evaluation Results**

Based upon the prediction scale of student ANCC/AANP success by Elsevier Evolve HESI Exit Exam, the score of 759 is an acceptable score, but is not considered a recommended performance score in the area (800 or greater by Elsevier and 900 or greater by RESSON). The following changes were approved and implemented in the FNP curriculum: 1) change Differential Diagnosis in Primary Care (2 credit hours) from an elective to a specialty course in the FNP program of study; 2) Add an FNP Review Course (2 credit hours) during the final semester of the program of study; 3) Add one credit hour to NUR 602 Advanced Health Assessment (from 2 to 3 credit hours); and 4) Add one credit hour to NUR 638 Family Nurse Practice III (from 1 to 2 credit hours) and delete one credit hour from NUR 639 Family Nurse Practice III Practicum (from 5 to 4 credit hours) beginning in



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Spring 2013. In addition, faculty members will consider giving this APRN HESI exam twice during the final semester (initially to establish a baseline of knowledge and then finally to note improvements). Elsevier has established specialty HESI exams in Advanced Pathophysiology, Advanced Health Assessment, and Advanced Pharmacology that will be incorporated into the evaluation portion of the specified courses. An individualized enrichment (remediation) plan will be implemented for each student who has an overall score below 900 on the APRN HESI exam and in specific content areas. Graduate syllabi will continue to be reviewed for inclusion of content on the professional role as an advanced practice nurse.

Overall mean scores from both the MSN End of Program survey and the Employer/Advisory Council surveys demonstrated scores of 4.62 and 4.0 on a 5 point scale, respectively. These mean scores indicated that both students and employers/advisory council believed LO 7 was achieved “above average”.

Continue to obtain feedback from graduate students and employers/advisory council; monitor ratings and recommendations for improvement. Faculty members will continue to monitor national nursing education, APRN competencies, and practice standards for MSN programs of Family Nurse Practitioner (FNP), Nurse Administrator (NA), and Nurse Educator (NE) to revise curriculum as needed.

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**MSN-SON\_08: Health Promotion and Disease Prevention**

**Start:** 7/1/2012

**End:** 6/30/2013

**Providing Department:** Robert E. Smith School of Nursing

**Learning Outcome**

\*Learning Outcome #8: Integrate individual and populations based health promotion and prevention strategies to provide equitable, efficient, and effective global healthcare.

\*Learning Outcomes changed for the 2012 calendar year – only FNP students were enrolled in the MSN program during the 2012 calendar year

**Data Collection (Evidence)**

Elsevier Evolve APRN HESI exam (a standardized exam administered at the end of program starting spring 2011); MSN end of program surveys (measures program outcomes conducted electronically through the capstone courses by faculty and IRP with aggregate data reported by the Program Effectiveness Committee (PEC) to the RESSON Faculty Organization during monthly meetings as appropriate); Employer/Advisory Council surveys (distributed at the fall RESSON Nurse Career Fair, collected by the RESSON faculty and tabulated by the PEC committee. Aggregate results are reported as compiled to the RESSON Faculty Organization during monthly meetings as appropriate).

**Results of Evaluation**

Learning Outcome #8: Integrate individual and populations based health promotion and prevention strategies to provide equitable, efficient, and effective global healthcare.

YEAR	2012	2013	2014	2015	2016
EXAM	795				

MSN End of program surveys (Mean for LO #8)

YEAR	2012	2013	2014	2015	2016	2017	2018
	4.88						

Employer/advisory council surveys (Mean for LO #8)

YEAR	2012	2013	2014	2015	2016	2017	2018
	4.0						

**Use of Evaluation Results**

Based upon the prediction scale of student ANCC/AANP success by Elsevier Evolve HESI Exit Exam, the score of 795 is an acceptable score, but is not considered a recommended performance score in the area (800 or greater by Elsevier and 900 or greater by RESSON). The following changes were approved and implemented in the FNP curriculum: 1) change Differential Diagnosis in Primary Care (2 credit hours) from an elective to a specialty course in the FNP program of study; 2) Add an FNP Review Course (2 credit hours) during the final semester of the program of study; 3) Add one credit hour to NUR 602 Advanced Health Assessment (from 2 to 3 credit hours); and 4) Add one credit hour to NUR 638 Family Nurse Practice III (from 1 to 2 credit hours) and delete one credit hour from NUR 639 Family Nurse Practice III Practicum (from 5 to 4 credit hours) beginning in

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Spring 2013. In addition, faculty members will consider giving this APRN HESI exam twice during the final semester (initially to establish a baseline of knowledge and then finally to note improvements). Elsevier has established specialty HESI exams in Advanced Pathophysiology, Advanced Health Assessment, and Advanced Pharmacology that will be incorporated into the evaluation portion of the specified courses. An individualized enrichment (remediation) plan will be implemented for each student who has an overall score below 900 on the APRN HESI exam and in specific content areas. Graduate syllabi will continue to be reviewed for inclusion of health promotion and disease prevention, as well as national trends, in content.

Overall mean scores from both the MSN End of Program survey and the Employer/Advisory Council surveys demonstrated scores of 4.88 and 4.0 on a 5 point scale, respectively. These mean scores indicated that both students and employers/advisory council believed LO 8 was achieved “above average”.

Continue to obtain feedback from graduate students and employers/advisory council; monitor ratings and recommendations for improvement. Faculty members will continue to monitor national nursing education, APRN competencies, and practice standards for MSN programs of Family Nurse Practitioner (FNP), Nurse Administrator (NA), and Nurse Educator (NE) to revise curriculum as needed.

**MSN-SON\_09: Clinical Management**

**Start:** 7/1/2012

**End:** 6/30/2013

**Providing Department:** Robert E. Smith School of Nursing

**Learning Outcome**

\*Learning Outcome #9: Apply advanced knowledge, skills, and competencies to design, implement, and evaluate direct and indirect care for individuals, families, and communities.

\*Learning Outcomes changed for the 2012 calendar year – only FNP students were enrolled in the MSN program during the 2012 calendar year

**Data Collection (Evidence)**

Elsevier Evolve APRN HESI exam (a standardized exam administered at the end of program starting spring 2011); MSN end of program surveys (measures program outcomes conducted electronically through the capstone courses by faculty and IRP with aggregate data reported by the Program Effectiveness Committee (PEC) to the RESSON Faculty Organization during monthly meetings as appropriate); Employer/Advisory Council surveys (distributed at the fall RESSON Nurse Career Fair, collected by the RESSON faculty and tabulated by the PEC committee. Aggregate results are reported as compiled to the RESSON Faculty Organization during monthly meetings as appropriate).

**Results of Evaluation**

Learning Outcome #9: Apply advanced knowledge, skills, and competencies to design, implement, and evaluate direct and indirect care for individuals, families, and communities.

YEAR	2012	2013	2014	2015	2016
EXAM	756				

MSN End of program surveys (Mean for LO #9)

YEAR	2012	2013	2014	2015	2016	2017	2018
	4.81						

Employer/advisory council surveys (Mean for LO #9)

YEAR	2012	2013	2014	2015	2016	2017	2018
	4.0						

**Use of Evaluation Results**

Based upon the prediction scale of student ANCC/AANP success by Elsevier Evolve HESI Exit Exam, the score of 756 is an acceptable score, but is not considered a recommended performance score in the area (800 or greater by Elsevier and 900 or greater by RESSON). The following changes were approved and implemented in the FNP curriculum: 1) change Differential Diagnosis in Primary Care (2 credit hours) from an elective to a specialty course in the FNP program of study; 2) Add an FNP Review Course (2 credit hours) during the final semester of the program of study; 3) Add one credit hour to NUR 602 Advanced Health Assessment (from 2 to 3 credit hours); and 4) Add one credit hour to NUR 638 Family Nurse Practice III (from 1 to 2 credit hours) and delete one credit hour from NUR 639 Family Nurse Practice III Practicum (from 5 to 4 credit hours) beginning in

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Spring 2013. In addition, faculty members will consider giving this APRN HESI exam twice during the final semester (initially to establish a baseline of knowledge and then finally to note improvements). Elsevier has established specialty HESI exams in Advanced Pathophysiology, Advanced Health Assessment, and Advanced Pharmacology that will be incorporated into the evaluation portion of the specified courses. An individualized enrichment (remediation) plan will be implemented for each student who has an overall score below 900 on the APRN HESI exam and in specific content areas. Graduate syllabi will continue to be reviewed for inclusion of clinical management in both didactic and clinical courses. WIMBA continues to be utilized for conferencing and discussing patient SOAP notes from clinical experiences. This provides immediate feedback to the student and allows for improvement on the next week's SOAP notes.

Overall mean scores from both the MSN End of Program survey and the Employer/Advisory Council surveys demonstrated scores of 4.81 and 4.0 on a 5 point scale, respectively. These mean scores indicated that both students and employers/advisory council believed LO 9 was achieved "above average".

Continue to obtain feedback from graduate students and employers/advisory council; monitor ratings and recommendations for improvement. Faculty members will continue to monitor national nursing education, APRN competencies, and practice standards for MSN programs of Family Nurse Practitioner (FNP), Nurse Administrator (NA), and Nurse Educator (NE) to revise curriculum as needed.

## **Unit Goals**

### **SON 2013\_01: Develop and maintain high quality graduate and undergraduate curricula**

**Start:** 7/1/2012

**End:** 6/30/2013

#### **Unit Goal**

The Robert E. Smith School of Nursing will continue to develop and maintain high quality graduate and undergraduate curricula that are sensitive to health care needs of the multicultural society.

1. Collect data related to program effectiveness annually
2. Recruit and retain qualified nursing faculty
3. Participate in educational consortium agreements
4. Incorporate innovative technology into the curriculum
5. Promote educational opportunities for nursing faculty

Rationale: The Profession of Nursing is in continual evolvement to determine the art and science background and skills necessary to provide caring to all persons throughout the lifespan.

#### **Evaluation Procedures**

Utilization of the comprehensive RESSON MPE which includes the *Community of Interest* (COI): students, faculty, agencies, and alumni. Student and alumni evaluation forms include course, course instructor, clinical instructor, preceptor clinical; end of program satisfaction, employer satisfaction, and one and three year follow-up for graduates of both programs. BSN program courses were also be evaluated by a GAP analysis for leadership during CY 2012. NCLEX-RN licensure pass rates are also evaluated for 1st write pass rates.

Faculty portfolio, annual evaluations, and faculty benchmark reporting forms will be utilized to assess continued qualifications and educational preparation of faculty.

#### **Actual Results of Evaluation**

a. The Undergraduate Program curriculum was assessed with comparison to national trends, national and state accreditation standards/essentials, the licensure exam blueprint (NCLEX-RN), and societal needs. In accordance with the Curriculum Redesign project spearheaded by the MS Office of Nursing Workforce and the Mississippi Council of Deans and Directors of Nursing Programs, a gap analysis was performed on the component of Leadership in RESSON undergraduate nursing courses.

Findings: All BSN nursing courses thread theoretical leadership concepts throughout the curriculum, clinically promote teamwork and improving organizational skills, teaching the importance of taking ownership of individual decisions and how they impact others, and meeting AACN expectations.

All BSN nursing courses, with the exception of Pathophysiology and Pharmacology (non-clinical courses), facilitate learning regarding the need to assess personal values, attitudes, beliefs and customs that affect others, demonstrate acceptance and respect for cultural diversity, cultural awareness and human diversity, examine critically the legal, ethical and moral implications of nursing care, and teach concepts moving from simple to complex relative to the sequencing of courses in the curriculum. The same courses also teach the role of change in the lives of the student-patient-team-community-society construct and teach Lewin's theory of the process of change. All courses expect all students and staff to uphold the principles of professional accountability via

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teaching learning content and role model appropriate behaviors. Delegation theory is taught from simple to complex and then applied in health care clinical settings.

All BSN courses:

Have been examined and modified to meet deficits in APA scholarly writing and knowledge content.

Have been analyzed to identify and eliminate overlap in content.

Have been aligned with program goals and AACN BSN Essential Core Elements.

Are based upon the NCLEX-RN blueprint to ensure that up to date content has been taught.

Utilize up-to-date textbooks and/or professional journals to outline course content.

**RESSON Evaluation Standards:**

Standard 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 aggregate student

Standard III A - #1: Overall mean score of 3.0 or greater on End of Program surveys related to curriculum and program outcomes.

Aggregate data detailed in the tables below. Overall mean score of 3.0 or greater on End of Program surveys related to curriculum and program outcomes.

YES NO

**Standard A - #1: Met**

**2012 Undergraduate BSN Program Satisfaction Survey**

**Standard III-A.26**

28 undergraduate BSN students completed the BSN Program in December 2012. Nine (9) students completed the Undergraduate BSN Program Satisfaction Survey electronically for a 32.1 % response rate. The results are compiled and summarized.

**2012 Undergraduate BSN Program Satisfaction Survey overall mean score = 4.33**

1. Purpose of the Program

BSN Purpose of the Program	Mean
Prepares for professional nursing practice as a generalist	4.33
Prepares for continuous learning and advanced study	4.67
<b>Overall Section mean score</b>	4.5

1. Baccalaureate Program Outcomes

BSN Program Outcomes	Mean
Apply nursing, natural and behavioral science concepts to the practice of nursing	4.67
Utilize the nursing process and standards of care to deliver safe, comprehensive nursing care to diverse clients in a collaborative environment	4.50
Practice as a self-directed nursing leader who is accountable to self, society, and the evolving nursing profession	4.78
Utilize research in the delivery of health care	4.44
Advocate for improvement in healthcare through participation in professional and political processes	4.56
Provide individualized nursing care that focuses on health promotion and disease and injury prevention	4.67

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Apply information and patient care technology to improve healthcare delivery from an interdisciplinary approach	4.56
<b>Overall Section mean score</b>	<b>4.59</b>

1. Quality of Instruction

Course	Mean
NUR 302 Fundamentals of Client Care	4.89
NUR 303 Health Assessment	3.00
NUR 304 Pharmacology	4.56
NUR 305 Nursing the Adult Client I	4.67
NUR 306 Nursing the Adult Client II	4.56
NUR 307 Mental Health/Psychiatric Nursing	4.67
NUR 309 Nursing Research	3.33
NUR 312 Basic Pathophysiology	4.00
NUR 314 Health Policy and Ethical Decision Making	
NUR 401 Maternity Nursing	
NUR 402 Management of Client Care	4.56
NUR 403 Community Health Nursing	3.78
NUR 405 Pediatric Nursing	4.56
NUR 408 Nursing Synthesis	4.33
NUR 492 EKG Interpretation	4.29
<b>Overall Section mean score</b>	<b>4.24</b>

1. Clinical and Practicum Quality

Course	Mean
NUR 332 Fundamental of Client Care Practicum	4.67
NUR 333 Health Assessment Practicum	2.89
NUR 335 Nursing the Adult Client I Practicum	5.00
NUR 336 Nursing the Adult Client II Practicum	3.89
NUR 337 Maternal Health/Psychiatric Nursing Practicum	4.67
NUR 441 Maternity Nursing Practicum	4.33
NUR 442 Management of Client Care Practicum	5.00
NUR 443 Community Health Nursing Practicum	3.67
NUR 445 Pediatric Nursing Practicum	4.67
NUR 406 Nursing Preceptorship	4.89
<b>Overall section mean score</b>	<b>4.36</b>

1. Quality of Physical Resources and Facility

Rate the Quality of the Following	Mean
Audiovisual equipment (TV/VCR, SMART classroom capabilities, video camera, etc.)	3.78
Skills lab equipment and supplies	4.56
Computer lab software and hardware programs	4.11



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Simulation equipment and supplies	4.67
Electronic equipment for student use (copier, vending machines, refrigerator, microwave, etc.)	3.89
Student navigator	3.00
Academic support lab	4.00
Writing center	4.29
Technology Programs (Turning Point, Typhon, Wimba, Blackboard)	3.89
IT support	3.83
Library support	4.00
<b>Overall section mean score</b>	<b>4.00</b>

1. Overall satisfaction indicators:

\_\_\_ The physical environment of the Robert E. Smith School of Nursing classrooms is conducive to optimal learning. Nine (9) students responded. Eight students (88.89%) indicated Yes and one student (11.1%) indicated No to this question.

\_\_\_ I would recommend the DSU Robert E. Smith School of Nursing to a friend or colleague. Of the nine (9) responses, seven (77.8%) responded Yes and two (22.2%) responded No.

1. Reported strengths of the BSN program in descending order.

Strengths	2012
Teaching Expertise	88.9%
Faculty Support	88.9%
Skills lab equipment & supplies	88.9%
Preparation for licensure	77.8%
Simulation lab equipment & supplies	77.8%
Quality of Courses	66.7%
Supportive COAP	66.7%
Supportive Dean	55.6%
Web-enhanced format	55.6%
Staff Support	44.4%
Flexibility of Faculty	33.3%
Technical Support	22.2%
Library support/availability	22.2%
Flexible Classes	11.1%
Quality of Program Advisement	11.1%
Library Holdings	11.1%
Recruitment efforts	0%
No Opinion	0%
Other, please specify	0%

1. Reported greatest needs of improvement in descending order.

Flexibility of faculty	44.4%
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**Delta State University FY2013 Unit Level Report**  
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Flexible classes	33.3%
Quality of Courses	33.3%
Recruitment Efforts	33.3%
Supportive Dean	33.3%
Other, please specify	33.3%
Teaching Expertise	22.2%
Technical Support	22.2%
Quality of program advisement	22.2%
Web-enhanced format	22.2%
Skills lab equipment & supplies	22.2%
Simulation lab equipment & supplies	22.2%
Faculty Support	11.1%
Staff Support	11.1%
Library support/availability	11.1%
Library holdings	11.1%
Supportive COAP	11.1%
No Opinion	11.1%
Preparation for licensure	0%

KEY Element 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

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Course Number	Audit (Semester/Year)	AACN Essentials	ANA Scope & Standards	NOPNF guidelines (NP Specialty Courses ONLY)	Mission	Program Outcomes	Course Outcomes Reflect PO. Utilized PO Reference numbers noted	Course Description	Topic Outline	Content Outcomes
<b>BSN</b>										
NUR 312	Fall 2012	X	X	N/A	X	X	X 1, 2, 3, 4, 6	X	X	No content outcomes
NUR 306	Fall 2012	X	X	N/A	X	X	X 1, 2, 3, 4, 5, 6, 7	X	No topic outline	No content outcomes
NUR 336	Fall 2012	X	X	N/A	X	X	X 1, 2, 3, 4, 5, 6, 7	X	No topic outline	No content outcomes
NUR 406	Fall 2012	X	X	N/A	X	X	X 1, 2, 3, 4, 5, 6, 7	X	No topic outline	No content outcomes
<b>RN-BSN</b>										
NUR 314	Fall 2012	X	X	N/A	X	X	X 1, 6, 7	X	X	No content outcomes
NUR 403	Fall 2012	X	X	N/A	X	X	X 1, 2, 3, 4, 5, 6, 7	X	No topic outline	No content outcomes
NUR 443	Fall 2012	X	X	N/A	X	X	X 1, 2, 3, 4, 5, 6, 7	X	No topic outline	No content outcomes

Standard III C – The curriculum is logically structured to achieve expected individual and aggregate student outcomes.

Standard III C - #31: The BSN, RN-BSN curriculum schema is logically organized with approximately 50% pre-requisites and 50% nursing courses.

BSN Curriculum Organized

The curriculum schema is logically organized with approximately 50% prerequisite and 50% nursing courses

YES NO

The curriculum schema is logically organized

YES NO

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**Standard C - #1: Met**

BSN and RN-BSN Completion Program Curriculum

Year: 2012

Table III – C - 1

BENCHMARK	GENERIC PROGRAM	RN COMPLETION
<p><b>Element III-C</b>  <b>BSN Curriculum Organized</b>            The curriculum schema is logically organized with approximately 50% prerequisite and 50% nursing courses            YES NO            The curriculum schema is logically organized            YES NO            Note any changes made to curriculum schema in the “comments” section            Nursing Hours 64            Core – 17            Program - 45            *General Education 39            *Special Degree Req. <u>21</u>  <b>TOTAL 124 hours</b>  <b>*Non-nursing Support (Pre-requisite) Courses</b>            100% BSN courses utilize Program Outcome #1 as a course outcome            YES NO</p>	<p>First Semester Junior            (Fall)            NUR 302 Fundamentals of Client Care (3 hrs)            NUR 332 Fundamentals of Client Care (3 hrs)            NUR 303 Health Assessment (2.5 hrs)            NUR 333 Health Assessment (.5 hrs)            NUR 312 Basic Pathophysiology (3 hrs)            TOTAL HOURS = 12</p>	<p>First Semester            (Summer)            NUR 311 Comprehensive Health Assessment (1.5 hrs)            NUR 331 Comprehensive Health Assessment Practicum (0.5 hrs)            NUR 312 Basic Pathophysiology (3 hrs)            NUR 358 Transition to Professional Nursing (4 hrs)            TOTAL HOURS = 9*            *Upon successful completion of NUR 311, NUR 312, NUR 331, and NUR 358, the student will receive 33 hours of DSU credit for courses completed in an accredited associate degree nursing program</p>
	<p>Second Semester Junior            (Spring)            NUR 305 Nursing the Adult Client I (4 hrs)            NUR 335 Nursing the Adult Client I Practicum (3 hrs)            NUR 314 Health Policy and Ethical Decision making (3 hrs)            NUR 304 Pharmacology (3 hrs)            TOTAL HOURS = 13</p>	<p>Second Semester            (Fall)            NUR 309 Nursing Research (3 hrs)            NUR 314 Health Policy/Ethical Decision making (3 hrs)            NUR 403 Community Health Nursing (2.5 hrs)            NUR 443 Community Health Nursing Practicum (1.5 hrs)            TOTAL HOURS = 9</p>
	<p>Third Semester Junior            (Fall)            NUR 306 Nursing the Adult Client Care II (4 hrs)            NUR 336 Nursing the Adult Client Care II Practicum (3 hrs)            NUR 307 Mental Health/Psychiatric Nursing (3 hrs)            NUR 337 Mental Health/Psychiatric Nursing Practicum (1 hr)            NUR 309 Nursing Research (3 hrs)            TOTAL HOURS = 14</p>	<p>Third Semester            (Spring)            NUR 402 Management of Client Care (3 hrs)            NUR 442 Management of Client Care Practicum (3 hrs)            NUR 407 Directed Study (4 hrs)            NUR 409 Evidence Based Practice (2 hrs)            TOTAL HOURS = 12</p>

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	<p style="text-align: center;">First Semester Senior (Spring)</p> <p>NUR 401 Maternity Nursing (2.5 hrs)  NUR 441 Maternity Nursing Practicum (1.5 hrs)  NUR 403 Community Health Nursing (2.5 hrs)  NUR 443 Community Health Nursing Practicum (1.5 hrs)  NUR 405 Pediatric Nursing (2.5 hrs)  NUR 445 Pediatric Nursing Practicum (1.5 hrs)  TOTAL HOURS = 12</p>	
	<p style="text-align: center;">Second Semester Senior (Fall)</p> <p>NUR 402 Management of Client Care (3 hrs)  NUR 442 Management of Client Care Practicum (3 hrs)  NUR 406 Nursing Preceptorship (4 hrs)  NUR 408 Nursing Synthesis (3 hrs)  TOTAL HOURS = 13</p>	

**Delta State University FY2013 Unit Level Report**  
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**Standards III-D & 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.

**Selected Course Audit**

Course Number	Audit (Semester/Year)	Program Outcomes	Course Objectives	ADA Standards	Evaluation by Faculty	Grading Rubrics	Grading Policy	Textbook Appropriate for Course
<b>BSN</b>								
NUR 312	Fall 2012	Y	Y	Y	Y	N	Y	Y
NUR 304	Fall 2012	Y	Y	Y	Y	N	Y	Y
NUR 336	Fall 2012	Y	Y	Y	Y	Y	Y	Y
NUR 408	Fall 2012	Y	Y	Y	Y	Y	Y	Y
<b>RN-BSN</b>								
NUR 312	Fall 2012	Y	Y	Y	Y	N	Y	Y
NUR 403	Fall 2012	Y	Y	Y	Y	N	Y	Y
NUR 443	Fall 2012	Y	Y	Y	Y	N	Y	Y
NUR 407	Fall 2012	Y	Y	Y	Y	N	Y	NOT NOTED
<b>MSN</b>								
NUR 601	Fall 2012	Y	Y	Y	Y	N	Y	Y
NUR 604	Fall 2012	Y	Y	Y	Y	Y	Y	Y
NUR 686	Fall 2012	Y	Y	Y	Y	N	Y	Y

*Table References: Course Syllabi, End of Course Report*

**NCLEX 1<sup>st</sup> write pass rate**

YEAR	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
<b>RATE</b>	89%	94%	78%	75%	85%	72%	82.86%	96.65%	96%	97%

*Table References: Course Syllabi, End of Course Report*

**MSN Program:**

The Graduate Program curriculum was assessed with comparison to national trends, national and state accreditation standards/essentials, AACN and NONPF guidelines, and societal needs.

Standard III C - #32: The MSN curriculum schema is logically organized with approximately 50% pre-requisites and 50% nursing courses.

**MSN Curriculum Organized**

The curriculum schema is logically organized with approximately 50% prerequisite and 50% nursing courses

YES NO

The curriculum schema is logically organized

YES NO

**Standard C - #32: Met**

Review of MSN curriculum

**Delta State University FY2013 Unit Level Report**  
**Department: Robert E. Smith School of Nursing**

Post Master Certificate <b>Role</b> Program Curriculum			
Benchmark	Nurse Administrator	Nurse Educator	Family Nurse Practitioner
<p><b>MSN Curriculum Organized</b>            The MSN curriculum schema is organized in a general to specific format with 50% core courses and 50% specialty courses.</p> <p>YES      NO</p> <p><b>*denotes Core Courses</b>            The curriculum schema is logically organized</p> <p>YES      NO</p> <p>Note any changes made to curriculum schema in the “comments” section</p> <p>*NUR 603 Advanced Pathophysiology pre-requisite for Nurse Educator and Nurse Practitioner ONLY ( 3hrs)</p> <p>Program Hours:</p> <ul style="list-style-type: none"> <li>• Core                      9 hrs</li> <li>• Role s</li> </ul> <p>Administrator    29 hrs</p>	<p>*NUR 607 Instructional Methodologies (2 hrs)            NUR 615 Administrative Concepts (2 hrs)            NUR 645 Administrative Concepts Practicum (1 hr)            MGT 600 Management Problems (3 hrs)            TOTAL HOURS = 8</p>	<p>*NUR 607 Instruction Methodologies (2 hrs)            NUR 621 Role Synthesis (Nurse Educators) (2 hrs)            TOTAL HOURS = 4</p>	<p>NUR 602 Advanced Health Assessment (3 hrs)            NUR 625 Advanced Health Assessment Practicum (2 hrs)            NUR 620 Role Synthesis (Nurse Practitioners) (2 hrs)            NUR 624 Differential Diagnosis in Primary Care (2 hrs)            TOTAL HOURS = 7</p>
	<p>Second Semester (Spring)</p> <p>*NUR 604 Advanced Healthcare Policy and Politics (2 hrs)            NUR 616 Nursing Administration I (1 hr)            NUR 646 Nursing Administration I Practicum (3 hrs)            MBA 505 Productivity Software for Executives (3 hrs)            TOTAL HOURS = 9</p>	<p>Second Semester (Spring)</p> <p>NUR 617 Curriculum Design and Evaluation (3 hrs)            NUR 618 Nurse Educator Practicum (4 hrs)            TOTAL HOURS = 7</p>	<p>Second Semester (Spring)</p> <p>*NUR 604 Advanced Healthcare Policy &amp; Politics (2 hrs)            NUR 605 Advanced Pharmacology (3 hrs)            NUR 630 Family Nurse Practice I (3 hrs)            NUR 631 Family Nurse Practice I Practicum (3 hrs)            TOTAL HOURS = 11</p>

**Delta State University FY2013 Unit Level Report**  
**Department: Robert E. Smith School of Nursing**

Post Master Certificate <b>Role</b> Program Curriculum				
<b>Benchmark</b>		Nurse Administrator	Nurse Educator	Family Nurse Practitioner
hrs	Educator 32	Third Semester (Fall)		Third Semester (Fall)
hrs	Practitioner 26	NUR 619 Nursing Administration II (1 hr)		NUR 634 Family Nurse Practice II (2 hrs)
•	Research 3-6 hrs	NUR 649 Nursing Administration II Practicum (3 hrs)		NUR 635 Family Nurse Practice II Practicum (3 hrs)
•	Electives <u>0-6</u> hrs	MGT 605 Human Resource Management (3 hrs)		<b>TOTAL HOURS = 7</b>
<b>TOTAL</b>	<b>44-47 hrs</b>	<b>TOTAL HOURS = 7</b>		
		Fourth Semester (Spring)		Fourth Semester (Spring)
		NUR 622 Nursing Administration III – Role Synthesis (2 hrs)		NUR 638 Family Nurse Practice III (2 hr)
		NUR 652 Nursing Administration III – Role Synthesis Practicum (4 hrs)		NUR 639 Family Nurse Practice III Practicum (4 hrs)
		MGT 620 Recruitment, Selection & Performance Appraisal (3 hrs)		NUR 680 Family Nurse Practitioner Review Course ( 2 hrs)
		<b>TOTAL HOURS = 9</b>		<b>TOTAL HOURS = 7</b>





**Delta State University FY2013 Unit Level Report**  
**Department: Robert E. Smith School of Nursing**

<b>Benchmark</b>	<b>Gerontological Nurse Practitioner (GNP)</b>	<b>Psychiatric/Mental Health Nurse Practitioner (PHMNP) - Adult</b>	<b>Psychiatric/Mental Health Nurse Practitioner (PHMNP) - Family</b>
Practitioner 26 hrs <ul style="list-style-type: none"> <li>• Research 3-6 hrs</li> <li>• Electives <u>0-6 hrs</u></li> </ul> <b>TOTAL 44-47 hrs</b>		TOTAL HOURS = 5	TOTAL HOURS = 5
	<b>Fourth Semester (Fall)</b> *NUR 607 Instructional Methodologies (2 hrs) NUR 620 Role Synthesis (Nurse Practitioners) (2 hrs) NUR 6272 Clinical Management of Older Adults, II (3 hrs) NUR 6282 Practicum in Clinical Management of Older Adults, II (3 hrs) <b>TOTAL HOURS = 10</b>	<b>Fourth Semester (Fall)</b> *NUR 607 Instructional Methodologies (2 hrs) NUR 620 Role Synthesis (Nurse Practitioners) (2 hrs) NUR 6872 Clinical management of Individuals with Mental Health Problems, II – Adult & Family (3 hrs) NUR 6865 Practicum in Clinical Management of Individuals with Mental Health Problems, II – Adult (3 hrs) <b>TOTAL HOURS = 10</b>	<b>Fourth Semester (Fall)</b> *NUR 607 Instructional Methodologies (2 hrs) NUR 620 Role Synthesis (Nurse Practitioners) (2 hrs) NUR 6872 Clinical management of Individuals with Mental Health Problems, II – Adult & Family (3 hrs) NUR 6862 Practicum in Clinical Management of Individuals with Mental Health Problems, II – Family (3 hrs) <b>TOTAL HOURS = 10</b>
	<b>Fifth Semester (Spring)</b> NUR 6273 Clinical Management of Older Adults, III (2 hrs)	<b>Fifth Semester (Spring)</b> NUR 6873 Clinical Management of Families and Groups with Mental Health Problems, III – Adult & Family (2 hrs)	<b>Fifth Semester (Spring)</b> NUR 6873 Clinical Management of Families and Groups with Mental Health Problems, III – Adult & Family (2 hrs)

**Delta State University FY2013 Unit Level Report**  
**Department: Robert E. Smith School of Nursing**

<b>Benchmark</b>	Gerontological Nurse Practitioner (GNP)	Psychiatric/Mental Health Nurse Practitioner (PHMNP) - Adult	Psychiatric/Mental Health Nurse Practitioner (PHMNP) - Family
	NUR 6283 Practicum in Clinical Management of Older Adults, III (4 hrs) TOTAL HOURS = 6	NUR 6863 Practicum in Clinical Management of Families and Groups with Mental Health Problems, III – Adult & Family (4 hrs) TOTAL HOURS = 6	NUR 6863 Practicum in Clinical Management of Families and Groups with Mental Health Problems, III – Adult & Family (4 hrs) TOTAL HOURS = 6
<b>TOTAL HOURS - 65</b> hours			

**Standard C - #: Met**

- c. 2012 Faculty Portfolios and annual evaluations were assessed and evaluated as required by the university and accreditation standards. See 2012 Faculty Benchmark Analysis table below for results.

End of Program Satisfaction Surveys:

**BSN 2012 Program Satisfaction Survey Results**

A mean score of 3.0 or better was received on all of the End of Program Satisfaction Survey questions except

- Quality of Instruction – NUR 333 Health Assessment Practicum

*NUR 314 Health Policy and Ethical Decision Making and NUR 401 Maternity Nursing surveys were inadvertently not loaded on the learning management system included on the survey and therefore received no scores.*

9/29(31.03%) response rate

**RN-BSN 2012 Program Satisfaction Survey Results**

A mean score of 3.0 or better was received on each of the End of Program Satisfaction Survey questions

12/18 (66.7%) response rate

**MSN 2012 Program Satisfaction Survey Results**

A mean score of 3.0 or better was received on each of the End of Program Satisfaction Survey questions

16/16 (100%) response rate

**OVERALL RESPONSE RATE from all RESSON 2012 graduates = 37/63 (58.73%)**

1 and 3 Year Alumni satisfaction:

**Delta State University FY2013 Unit Level Report**  
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**BSN** - 22/22 (100%) items on the 1 year Alumni Survey were scored 3.0 or better. 21/22 (95.45%) items on the 3 year Alumni Survey were scored 3.0 or better . “Overall quality of computer services” scored 2.89.

- *The RESSON, since that time, has built a 50-station computer lab located in the RESSON*

**RN-BSN** – 22/22 (100%) items on the 1 & 3 year Alumni Surveys were scored 3.0 or better

**MSN** – 24/24 (100%) items on the 1 year Alumni Survey were scored 3.0 or better. 23/24 (95.83%) items on the 3 year Alumni Survey were scored 3.0 or better. “Prepares for continuous learning” scored 2.8.

*The RESSON, in fall 2011, obtained permission from IHL to begin a Doctor of Nursing Practice program. A prospectus was submitted to SACS February 2012. The anticipated start date for the program is summer 2013.*

Employer Satisfaction:

Nine surveys were completed by employers in 2012 during the Nurse Recruitment Day held at RESSON on September 13, 2012. 90% of employers express satisfaction with the program as evidenced by a benchmark score of 3.0 or better on Employer Surveys

Scores for the BSN and MSN Program Outcomes were all scored 3.0 or better.

**CCNE ELEMENT: IV.E**

**BENCHMARK IV.E.1**

- Aggregate faculty outcomes are consistent with and contribute to achievement of the program’s mission, goals, and expected student outcomes

**DATA COLLECTION TIMEFRAME**

Spring Semester

**FACULTY/STAFF OR COMMITTEE RESPONSIBLE FOR DATA COLLECTION & ANALYSIS**

Assigned Faculty: Carie Cesare

Dean, COAP, PEC, Faculty

<b>BENCHMARK IV.E.1</b>	<b>EXAMPLES OF EVIDENCE</b>	<b>LOCATION OF EVIDENCE</b>	<b>FINDINGS</b>	<b>BENCHMARK MET/ NOT MET</b>	<b>COMMENTS</b>
100% of RESSON faculty will attain at least 10 CEUs annually	<b>Faculty Benchmark Reporting Form CEUs on file</b>	<b>COAP Administrative Assistant to Dean</b>	14/14 (100%) faculty met or exceeded 10 contact hours during 2012 Total contact hours = 481.71 Average contact hours per faculty = 34.40	<b>MET</b>	

**CCNE ELEMENT: IV.E**

**BENCHMARK IV.E.2**

- Aggregate faculty outcomes are consistent with and contribute to achievement of the program's mission, goals, and expected student outcomes

**DATA COLLECTION TIMEFRAME**

Spring Semester

**FACULTY/STAFF OR COMMITTEE RESPONSIBLE FOR DATA COLLECTION & ANALYSIS**

Assigned Faculty: Carie Cesare

Dean, COAP, PEC, Faculty

<b>BENCHMARK IV.E.2</b>	<b>EXAMPLES OF EVIDENCE</b>	<b>LOCATION OF EVIDENCE</b>	<b>FINDINGS</b>	<b>BENCHMARK MET/ NOT MET</b>	<b>COMMENTS</b>
80% of RESSON faculty will attain mean scores of 3.0 or better on all faculty/course/clinical evaluations each semester	<b>Faculty Benchmark Reporting Form DSU and/or RESSON Course/Faculty Evaluations Course Revisions and Recommendations Form</b>	<b>COAP Faculty files Secretary to Faculty</b>	13/14 (92.85%) faculty met or exceeded 3.0 on all faculty/ course - clinical evaluations during spring, summer, fall semesters in 2012	<b>MET</b>	

**CCNE ELEMENT: IV.E**  
**BENCHMARK IV.E.3**

- Aggregate faculty outcomes are consistent with and contribute to achievement of the program’s mission, goals, and expected student outcomes

**DATA COLLECTION TIMEFRAME**

Spring Semester

**FACULTY/STAFF OR COMMITTEE RESPONSIBLE FOR DATA COLLECTION & ANALYSIS**

Assigned Faculty: Carie Cesare

Dean, COAP, PEC, Faculty

<b>BENCHMARK IV.E.3</b>	<b>EXAMPLES OF EVIDENCE</b>	<b>LOCATION OF EVIDENCE</b>	<b>FINDINGS</b>	<b>BENCHMARK MET/ NOT MET</b>	<b>COMMENTS</b>
40% of RESSON faculty will incorporate simulation activities into the Clinical/Practicum courses in which they teach	<b>Faculty Benchmark Reporting Form Course Syllabi</b>	<b>COAP Faculty – Course IOR</b>	9/14 (64.28%) faculty incorporated simulation activities into one or more clinical/practicum courses in which they teach	<b>MET</b>	

**CCNE ELEMENT: IV.E**  
**BENCHMARK IV.E.4**

- Aggregate faculty outcomes are consistent with and contribute to achievement of the program’s mission, goals, and expected student outcomes

**DATA COLLECTION TIMEFRAME**

Spring Semester

**FACULTY/STAFF OR COMMITTEE RESPONSIBLE FOR DATA COLLECTION & ANALYSIS**

Assigned Faculty: Carie Cesare

Dean, COAP, PEC, Faculty

<b>BENCHMARK IV.E.4</b>	<b>EXAMPLES OF EVIDENCE</b>	<b>LOCATION OF EVIDENCE</b>	<b>FINDINGS</b>	<b>BENCHMARK MET/ NOT MET</b>	<b>COMMENTS</b>
40% of RESSON faculty will present research findings at conferences at the state, regional, national, or international level	<b>Faculty Benchmark Reporting Form</b>	<b>COAP</b>	8/14 (57.14%) faculty presented during 2012 Oral Presentations: International National - 3 Regional State - 1 Local Poster Presentations: International National Regional - 5 State Local - 1	<b>MET</b>	

**CCNE ELEMENT: IV.E**  
**BENCHMARK IV.E.5**

- Aggregate faculty outcomes are consistent with and contribute to achievement of the program’s mission, goals, and expected student outcomes

**DATA COLLECTION TIMEFRAME**

Spring Semester

**FACULTY/STAFF OR COMMITTEE RESPONSIBLE FOR DATA COLLECTION & ANALYSIS**

Assigned Faculty: Carie Cesare

Dean, COAP, PEC, Faculty

<b>BENCHMARK IV.E.5</b>	<b>EXAMPLES OF EVIDENCE</b>	<b>LOCATION OF EVIDENCE</b>	<b>FINDINGS</b>	<b>BENCHMARK MET/ NOT MET</b>	<b>COMMENTS</b>
10% of RESSON faculty will submit or be published in a peer reviewed journal/book as an author, reviewer, or editor	<b>Faculty Benchmark Reporting Form</b>	<b>COAP</b>	<ul style="list-style-type: none"> <li>1/14 (7.14%) faculty was a peer-reviewer</li> </ul>	<b>NOT MET</b>	



**CCNE ELEMENT: IV.E**  
**BENCHMARK IV.E.6**

- Aggregate faculty outcomes are consistent with and contribute to achievement of the program’s mission, goals, and expected student outcomes

**DATA COLLECTION TIMEFRAME**

Spring Semester

**FACULTY/STAFF OR COMMITTEE RESPONSIBLE FOR DATA COLLECTION & ANALYSIS**

Assigned Faculty: Carie Cesare

Dean, COAP, PEC, Faculty

<b>BENCHMARK IV.E.6</b>	<b>EXAMPLES OF EVIDENCE</b>	<b>LOCATION OF EVIDENCE</b>	<b>FINDINGS</b>	<b>BENCHMARK MET/ NOT MET</b>	<b>COMMENTS</b>
10% of RESSON faculty will submit a grant or serve as a grant reviewer	<b>Faculty Benchmark Reporting Form</b>	COAP	14 (35.71%) faculty submitted or was awarded a grant and/or was a grant reviewer grants submitted=7 grants awarded for a total of 4 of 5-22,550 1 unknown until summer 2013 grants reviewed=0	<b>MET</b>	

**CCNE ELEMENT: IV.E**  
**BENCHMARK IV.E.7**

- Aggregate faculty outcomes are consistent with and contribute to achievement of the program’s mission, goals, and expected student outcomes

**DATA COLLECTION TIMEFRAME**

Spring Semester

**FACULTY/STAFF OR COMMITTEE RESPONSIBLE FOR DATA COLLECTION & ANALYSIS**

Assigned Faculty: Carie Cesare

Dean, COAP, PEC, Faculty

<b>BENCHMARK IV.E.7</b>	<b>EXAMPLES OF EVIDENCE</b>	<b>LOCATION OF EVIDENCE</b>	<b>FINDINGS</b>	<b>BENCHMARK MET/ NOT MET</b>	<b>COMMENTS</b>
100% of RESSON faculty serve on two or more RESSON standing committees	<b>Faculty Benchmark Reporting Form</b>	<b>COAP</b>	14/14 (100%) faculty serve on two or more RESSON standing committees	<b>MET</b>	

**CCNE ELEMENT: IV.E**  
**BENCHMARK IV.E.8**

- Aggregate faculty outcomes are consistent with and contribute to achievement of the program's mission, goals, and expected student outcomes

**DATA COLLECTION TIMEFRAME**

Spring Semester

**FACULTY/STAFF OR COMMITTEE RESPONSIBLE FOR DATA COLLECTION & ANALYSIS**

Assigned Faculty: Carie Cesare

Dean, COAP, PEC, Faculty

<b>BENCHMARK IV.E.8</b>	<b>EXAMPLES OF EVIDENCE</b>	<b>LOCATION OF EVIDENCE</b>	<b>FINDINGS</b>	<b>BENCHMARK MET/ NOT MET</b>	<b>COMMENTS</b>
75% of RESSON faculty serve on one or more University committee, council, taskforce or other appointed/elected positions	<b>Faculty Benchmark Reporting Form</b>	<b>COAP</b>	12/14 (85.71%) faculty serve on one or more University committee, council, taskforce, or other appointed or elected position	<b>MET</b>	Add Benchmark: 60% faculty hold membership in professional organizations related to healthcare and/or education 20% faculty hold leadership positions in professional organizations related to healthcare and/or education

**CCNE ELEMENT: IV.E**

**BENCHMARK IV.E.9**

- Aggregate faculty outcomes are consistent with and contribute to achievement of the program's mission, goals, and expected student outcomes

**DATA COLLECTION TIMEFRAME**

Spring Semester

**FACULTY/STAFF OR COMMITTEE RESPONSIBLE FOR DATA COLLECTION & ANALYSIS**

Assigned Faculty: Carie Cesare

Dean, COAP, PEC, Faculty

<b>BENCHMARK IV.E.9</b>	<b>EXAMPLES OF EVIDENCE</b>	<b>LOCATION OF EVIDENCE</b>	<b>FINDINGS</b>	<b>BENCHMARK MET/ NOT MET</b>	<b>COMMENTS</b>
60% of faculty will participate in community services	<b>Faculty Benchmark Reporting Form</b>	<b>COAP</b>	12/14 (85.71%) faculty participated in community services during 2012 Faculty participated in a total of 57 events during 2012	<b>MET</b>	

**CCNE ELEMENT: IV.E**

**BENCHMARK IV.E.10**

- Aggregate faculty outcomes are consistent with and contribute to achievement of the program's mission, goals, and expected student outcomes

**DATA COLLECTION TIMEFRAME**

Spring Semester

**FACULTY/STAFF OR COMMITTEE RESPONSIBLE FOR DATA COLLECTION & ANALYSIS**

Assigned Faculty: Carie Cesare

Dean, COAP, PEC, Faculty

<b>BENCHMARK IV.E.10</b>	<b>EXAMPLES OF EVIDENCE</b>	<b>LOCATION OF EVIDENCE</b>	<b>FINDINGS</b>	<b>BENCHMARK MET/ NOT MET</b>	<b>COMMENTS</b>
60% of RESSON faculty will engage in faculty practice to maintain nursing competency	<b>Faculty Benchmark Reporting Form</b>	<b>COAP</b>	8/14 (57.14%) faculty engaged in practice during 2012	<b>NOT MET</b>	

**FACULTY BENCHMARKS 2012**

<b>#</b>	<b>DESCRIPTION</b>	<b>MET</b>	<b>NOT MET</b>	<b>COMMENT</b>
1	100% of RESSON faculty will attain at least 10 contact hours annually	X 100%		<ul style="list-style-type: none"> <li>14/14 faculty met or exceeded 10 contact hours during 2012</li> <li>Total contact hours = 481.71</li> <li>Average contact hours per faculty = 34.40</li> </ul>
2	80% of nursing faculty will attain a mean score of 3.0 or above on all faculty/course/clinical evaluations each semester	X 92.85		<ul style="list-style-type: none"> <li>13/14 faculty met or exceeded 3.0 on all faculty/course/clinical evaluations during spring,</li> </ul>

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				summer, fall semesters in 2012
3	40% of nursing faculty will incorporate simulation activities into the Clinical/Practicum courses in which they teach	X 64.28		<ul style="list-style-type: none"> <li>9/14 faculty incorporated simulation activities into one or more clinical/practicum courses in which they teach</li> </ul>
4	40% of nursing faculty will present research findings at conferences at the state, regional, or national level	X 57.14%		<ul style="list-style-type: none"> <li>8/14 faculty presented during 2012</li> </ul> <p>Oral Presentations:</p> <ul style="list-style-type: none"> <li>International</li> <li>National - 3</li> <li>Regional</li> <li>State - 1</li> <li>Local</li> </ul> <p>Poster Presentations:</p> <ul style="list-style-type: none"> <li>International</li> <li>National</li> <li>Regional - 5</li> <li>State</li> <li>Local - 1</li> </ul>
5	10% of faculty will submit or be published in a peer reviewed journal/book as an author, reviewer, or editor		X 7.14%	<ul style="list-style-type: none"> <li>1/14 faculty was a peer-reviewer</li> </ul>
6	10% of nursing faculty will submit a grant or serve as a grant reviewer	X 35.71%		<ul style="list-style-type: none"> <li>5/14 faculty submitted or was awarded a grant</li> </ul>

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				<p>and/or was a grant reviewer</p> <ul style="list-style-type: none"> <li>• grants submitted – 7</li> <li>• grants awarded for a total of 4 of 5 - \$22,550</li> <li>• 1 unknown until summer</li> <li>• grants reviewed</li> </ul>
7	100% of RESSON faculty serve on two or more RESSON standing committees	X 100%		<ul style="list-style-type: none"> <li>• 14/14 faculty serve on two or more RESSON standing committees</li> </ul>
8	75% of RESSON faculty serve on one or more University committee, council, taskforce or other appointed/elected positions	X 85.71%		<ul style="list-style-type: none"> <li>• 12/14 faculty serve on one or more University committee, council, taskforce, or other appointed/elected position</li> </ul>
9	60% of faculty will participate in community services	X 85.71%		<ul style="list-style-type: none"> <li>• 12/14 faculty participated in community services during 2012</li> <li>• Faculty participated in a total of 57 events during 2012</li> </ul>
10	60% of faculty will engage in faculty practice to maintain nursing competency		X 57.14%	<ul style="list-style-type: none"> <li>• 8/14 faculty engaged in practice during 2012</li> </ul>

### **Use of Evaluation Results**

a. Undergraduate and Graduate Programs details are documented in nursing standing committee annual reports and the RESSON Master Plan for Evaluation (MPE).

b. Individual and aggregate faculty data are used to guide performance improvement in the areas of teaching, scholarship/research, service, and practice.

The data from 9 undergraduate BSN students provided information that demonstrated they generally felt confident about program outcomes and were generally satisfied with courses, instructions, and resources. Seventy seven (77.2%) percent of the students would recommend the program and eighty eight (88.9%) felt the environment was conducive to learning.

Teaching expertise, preparation for licensure, and skills lab equipment and supplies are listed among the top strengths of the program. Some needs of improvement reported include flexibility of faculty, flexible classes, and recruitment efforts.

*Tables Reference: 2012 Undergraduate BSN Program Satisfaction Survey*

The data from 12 RN-BSN students provided information that demonstrated they felt confident about their preparation for professional nursing practice as a generalist as well as for continuous learning and advanced study. Sixty seven (67) percent of the students would recommend the program to a friend or colleague. Online Format, Flexibility of Faculty, and Quality of Courses were among the top overall strengths reported for this program. Some greatest needs of improvement were reported as flexible classes, flexibility of faculty, and faculty support.

*Tables Reference: 2012 Undergraduate RN-BSN Program Satisfaction Survey*

BSN program recommendations:

- 1) The requirement of CHE 101 (Chemistry theory) and CHE 103 (Chemistry lab) has presented challenges and the subsequent loss of nursing students at the Delta State University (DSU) Robert E. Smith School of Nursing (RESSON), particularly for our RN-BSN program of study. These students find it difficult to obtain these courses due to work schedules and a lack of online offerings for chemistry. We believe the chemistry courses are not necessary when courses of anatomy and physiology and microbiology have been completed in an associate degree of nursing program of study or when these courses have been successfully taken at a college or university that does not require Chemistry as a prerequisite. Therefore, the RESSON faculty organization will request the DSU Academic Council to approve that CHE 101 and CHE 103 no longer be pre-requisites for admission in either the BSN or the RN-BSN programs of study,. The reason is because these programs “mirror” each other in requirements and total credit hours for obtaining the Bachelor of Science in Nursing degree. Those BSN pre-nursing students who are enrolled at DSU and plan to register for courses that require CHE 101 and 103 will continue to be advised to enroll in these two courses prior to enrolling in BIO 230 Anatomy & Physiology I, BIO 231 Anatomy & Physiology II, and BIO 217 Microbiology. This curriculum decision will not prevent our students from meeting the university’s general education requirement of “Laboratory Science (6 hrs. Minimum)” because the lab courses required for nursing, BIO 230 Anatomy & Physiology I, BIO 231 Anatomy & Physiology II, and BIO 217 Microbiology, total 12 credit hours. The deletion of CHE 101 and CHE 103 will reduce the total hours of “Special Degree Requirements” from 21 to 26 credit hours; credit hours in the major are increased to 64



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(adding one (1) credit hour to each of two nursing courses, NUR 314 Health Care Policy and Ethical Decision Making and NUR 402 Management of Client Care, for a total of 124 hours to degree as per the policy of Delta State University.

Changes in Courses, Course Placement and Credit Hours for the undergraduate program:

- CHE 101 and CHE 103 - omit; decrease credit hours from five (5) to zero (0).
- NUR 314 Health Policy and Ethical Decision Making – increase credit hours from two (2) to three (3).
- NUR 402 Management of Client Care – increase credit hours from two (2) to three (3).

Other BSN program recommendations:

- Incorporation of high fidelity simulation and/or "Standardized Patients" in NUR 333 Health Assessment Practicum to make this clinical experience more relevant.
- Teaching real ways to reduce stress and what to do when students need to therapeutically confront others to improve patient outcomes.

GAP analysis will be ongoing during 2013 on the other components of Patient-centered care, Safety, Teamwork and Collaboration Communication, and Professionalism. During 2014, the components of Quality Based Improvements, Evidence Based Practice, Informatics and Technology, and Systems-based practice will be analyzed.

Satisfaction was also high with graduates and alumni of the RESSON MSN program.

MSN program:

Satisfaction was high with the RESSON MSN graduates with all nursing learning outcomes scoring a "3" or better. Will continue to assess and modify the programs of study according to feedback from our COI and State and National accreditation standards.

MSN program recommendations:

Members of the RESSON graduate program reviewed the Family Nurse Practitioner Program of Study [degree and post master]. They recommended the following changes for degree and post masters certificates: elective NUR 686 Differential Diagnosis (2 hrs.) to a required course of NUR 624 Differential Diagnosis; create a new course, NUR 680 Family Nurse Practitioner Review Course; delete the second required NUR 686 elective; increase credit hours in NUR 602 Advanced Health Assessment and NUR 638 Family Nurse Practice III; and decrease credit hours in NUR 639 Family Nurse Practice III Practicum. Graduate faculty also recommended deleting NUR 607 Instructional Methodologies (2 credit hours) from both the degree and post-master's certificate. These changes in total credit hours for both the MSN degree and post-master's certificate resulted in a decrease for the MSN degree from 44 to 42 hrs. and an increase in the post-master's certificate from 30 to 34 hrs.

The RESSON Format Manual for Research Project and Thesis was reviewed with the recommendation to revise the Format Manual to reflect latest version of MsWord and inform students of this SON Format Manual (with differences between their formal papers and research

project) in the NUR 606 Advanced Nursing Research and Evidence Based Practice. Have students to begin formatting their research proposal in this format.

Admission criteria for both MSN degree and post-master certificate [all role concentrations] was reviewed with recommendations to add the statement "score must have been obtained in the past 5 years" to the end of the GRE criteria. The entire criteria would read as follows: A combined verbal and quantitative score  $\geq 800$  ( $\geq 300$  on new test) and analytic score of  $\geq 3.5$  on the Graduate Record Exam [score must have been obtained in the past 5 years]. This GRE criterion will be required for post-master's certificate, as well. Change the number of years of continuous clinical nursing experience from two (2) years for all role concentrations to one (1) year. For the nurse practitioner role concentration change patient contact as an RN within the past three (3) years, instead of five (5) years. Both of these criteria will be included in the MSN degree and post-master's requirements. Add the criteria of "Submission of a resume` (further information included in the application packet)" to both MSN degree and post-master's requirements. Change the following statement to read: "Completion of an interview with the Robert E. Smith School of Nursing faculty prior to admission with a score of 50 or better (application packet must be complete and either a satisfactory GPA and/or a satisfactory GRE score earned before an interview is scheduled). This criterion will be required for post-master's certificate, as well.

Employers:













Satisfaction was high with the RESSON BSN and MSN graduates with all nursing learning outcomes scoring a "3" or better. Will continue to assess and modify the programs of study according to feedback from our COI and State and National accreditation standards.

Faculty:

Two benchmarks were not met during 2012. They were #5 "10% of faculty will submit or be published in a peer reviewed journal/book as an author, reviewer, or editor" and #10 "60% of RESSON faculty will engage in faculty practice to maintain nursing competency." 7.69% of faculty members met benchmark #5. This is comparable with 2010 when 7.14 of faculty meet this benchmark. However, this was a decrease from 2011 when the benchmark was met with 21.42% of faculty submitting or publishing.57.14%). For benchmark #10, 57.14% of faculty engaged in practice. This is the first time the benchmark has not been met with 60%+ of faculty members engaging in practice during previous years.

Faculty will be encouraged and supported as resources are available for faculty members to write and submit scholarly articles for publication and to engage in faculty practice. Faculty currently have one day a week dedicated to faculty practice

#### **Related Items**

-   **SP1.Ind06: Advising -- access to improved, comprehensive, and directed/targeted advising**
-   **SP1.Ind07: Resources: access to appropriate library and learning resources**
-   **SP1.Ind08: Curriculum Development and Revision**
-   **SP3.Ind01: Faculty and staff hiring**
-   **SP3.Ind07: Credentials**
-   **SP3.Ind09: Professional development**

**SON 2013\_02: Maintain/Increase Enrollment and Graduation Rates**

Start: 7/1/2012  
 End: 6/30/2013

**Unit Goal**

The School of Nursing will maintain/increase enrollment and graduation rates.

1. Enhance marketing and recruitment plan as resources allow
2. Continue with and refine as needed, the student retention plan
3. Enhance the physical learning environment as resources allow
4. Evaluate and maintain current support resources

**Evaluation Procedures**

Feedback through the comprehensive SON MPE--in particular: student course evaluations and enrollment and graduation data. Student satisfaction scores and utilization rates for the Student Navigator.

**Actual Results of Evaluation**

**Student Course Evaluations:**

The RESSON has 13 full time and one (1) part time faculty member. 13/14 (92.85%) of faculty members had scores that met or exceeded 3.0 on all faculty/courses and clinical evaluations during all three terms (spring, summer, fall) in 2012.

Student satisfaction scores were not obtained for the Student Navigator due to loss of funding for that position.

**Comparative data (enrollment, CHP, majors, graduation rates, etc):**

ENROLLMENT BY MAJOR						
	Spring 2011		Summer 2011		Fall 2011	
	UG	GR	UG	GR	UG	GR
<b>Nursing</b>	<b>87</b>	<b>77</b>	<b>26</b>	<b>15</b>	<b>128</b>	<b>34</b>

ENROLLMENT BY MAJOR						
	Spring 2012		Summer 2012		Fall 2012	
	UG	GR	UG	GR	UG	GR
<b>Nursing</b>	<b>85</b>	<b>30</b>	<b>18</b>	<b>2</b>	<b>103</b>	<b>37</b>

Graduation Rates	
Program Graduates	(admitted/graduated)
BSN (2005)	86% (34/28)
BSN (2006)	80% (39/31)
BSN (2007)	94% (54/51)
BSN (2008)	93% (58/54)
BSN (2009)	92% (47/43)
BSN (2010)	93% (56/52)
BSN (2011)	93.5% (58/62)

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BSN (2012)	90.4% (47/52)
MSN (2005)	100% (10/10)
MSN (2006)	100% (24/24)
MSN (2007)	100% (17/17)
MSN (2008)	100% (30/30)
MSN (2009)	100% (33/33)
MSN (2010)	100% (13/13)
MSN (2011)	100% (18/18)
MSN (2012)	100% (15/15)

**2012 Nursing Graduates**

**BSN 53**

**MSN 13**

**Total 66**

<b>ENROLLMENT BY MAJOR</b>						
	<b>Spring 2008</b>		<b>Summer 2008</b>		<b>Fall 2008</b>	
	<b>UG</b>	<b>GR</b>	<b>UG</b>	<b>GR</b>	<b>UG</b>	<b>GR</b>
<b>Nursing</b>	<b>117</b>	<b>79</b>	<b>73</b>	<b>23</b>	<b>194</b>	<b>51</b>

<b>ENROLLMENT BY MAJOR</b>						
	<b>Spring 2009</b>		<b>Summer 2009</b>		<b>Fall 2009</b>	
	<b>UG</b>	<b>GR</b>	<b>UG</b>	<b>GR</b>	<b>UG</b>	<b>GR</b>
<b>Nursing</b>	<b>183</b>	<b>55</b>	<b>14</b>	<b>15</b>	<b>105</b>	<b>46</b>

<b>ENROLLMENT BY MAJOR</b>						
	<b>Spring 2010</b>		<b>Summer 2010</b>		<b>Fall 2010</b>	
	<b>UG</b>	<b>GR</b>	<b>UG</b>	<b>GR</b>	<b>UG</b>	<b>GR</b>
<b>Nursing</b>	<b>99</b>	<b>52</b>	<b>29</b>	<b>6</b>	<b>120</b>	<b>57</b>

**Use of Evaluation Results**

Faculty and course evaluations were good with 90%+faculty/course scores from students in the BSN and MSN programs scoring 3 or better.

Enrollment numbers have steadily decreased since 2008 (total enrollment=202 vs total enrollment=140 in 2012), particularly in the RN-BSN and MSN programs.

Plan:

1. Intensify recruitment efforts, particularly towards RN-BSN and MSN students.
2. Vigorously promote new RN-DNP program projected to start summer 2013.
3. Seek Delta AHEC funding for a HESI Enrichment Specialist to work with specified students having difficulty obtaining minimum required scores on the HESI exams.

Continue with online strategies and seek continued feedback.

4. Continue to integrate simulation learning experiences into each nursing clinical course.
5. Strongly encourage students to take advantage of retention resources at DSU (Student Support Center, Writing Center) and to seek advisement from nursing faculty/advisors at the first sign of difficulty in nursing courses.
6. Continue to seek grant or other funding (Delta Health Alliance, Delta AHEC, HRSA, Hearin Grant) to increase student and faculty numbers, fund a nursing Student Navigator to help with student retention, and facility expansion funding. Plan to continue to explore alternate sources of funding for faculty positions to maintain mandated accreditation agency faculty student FNP ratios while maintaining/increasing admissions.

**Related Items**

 **SP1.Ind07: Resources: access to appropriate library and learning resources**

 **SP2.Ind01: Enrollment**

 **SP2.Ind02: Retention**

 **SP2.Ind03: Graduation Rate**

 **SP4.Ind14: Marketing, Publicity, Advertising**

## **RESSON 2013\_03: Maintain Community Support**

**Start:** 7/1/2012

**End:** 6/30/2013

### **Unit Goal**

The School of Nursing will continue to maintain community support.

- A. Maintain active participation with the community of interest (COI)
- B. Maintain relationships with all donors

### **Evaluation Procedures**

Use of the comprehensive RESSON Master Plan for Evaluation. Evaluation forms for employer satisfaction and one and three year follow-up for graduates, monitor contributions from donors (scholarships, etc.).

### **Actual Results of Evaluation**

COI satisfaction:

**Employer** - Nine surveys were completed by employers in 2012 during the Nurse Recruitment Day held at RESSON on September 13, 2012. Scores for the BSN and MSN Program Outcomes were all scored 3.0 or better.

Alumni -

**BSN** - 22/22 (100%) items on the 1 year Alumni Survey were scored 3.0 or better. 21/22 (95.45%) items on the 3 year Alumni Survey were scored 3.0 or better. "Overall quality of computer services" scored 2.89.

- *Since that time, the RESSON has built a state of the art 50-station computer lab located in the RESSON and a high fidelity simulation lab.*

**RN-BSN** – 22/22 (100%) items on the 1 & 3 year Alumni Surveys were scored 3.0 or better

**MSN** – 24/24 (100%) items on the 1 year Alumni Survey were scored 3.0 or better. 23/24 (95.83%) items on the 3 year Alumni Survey were scored 3.0 or better. The one item scoring below a "3" was "Prepares for continuous learning" which scored 2.8.

### **Donations:**

Scholarships:

- Teddy Kittle endowed two (2) additional nursing scholarships in the amount of \$10,000 each.
- The Brunetti Family funded one annual nursing scholarship for \$500.00 annually with plans for endowment in the future.
- North Sunflower Medical Center funded the Student Navigator Position for FY 2011-2012 (funding ended June 30, 2012) in the amount of \$70,000.
- The Bolivar Medical Center Foundation funded two (2) nursing faculty positions for 2012-2013 in the amount of \$125,000.

### **Use of Evaluation Results**

Continue with on-line strategies as appropriate. Explore innovative (and traditional) solutions to expanding faculty numbers and the physical building (expansion of classrooms 129 & 130 were completed summer 2008, expansion/addition of the clinical/simulation lab was completed spring 2009, New 50 station computer lab completed spring 2010, and three additional classrooms (completed June 2011) and additional faculty office space construction (currently stalled) that was started December 16, 2010). Continue to incorporate classrooms without walls. Explore use of streaming video for online delivery of class lecture as server space allows. Prepare faculty to utilize simulation mannequins more full. Four (4) of the six (6) classrooms are 'smart' classrooms (Rooms 101, 129, 130, 142). Recruitment efforts will image both the budget situation and nontraditional funding sources to support increasing faculty and student numbers and the physical plant (classrooms). Seek continued/additional donor support.

### **Related Items**

 **SP4.Ind03: External resources**

 **SP5.Ind06: Community Outreach**

 **SP5: Improve the quality of life for all constituents**

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 **SON 2013\_04: Increase University Outreach, Service, and Partnership Initiatives**

**Start:** 7/1/2012

**End:** 6/30/2013

**Unit Goal**

The School of Nursing will strive to increase university outreach, service, and partnership initiatives to benefit the citizens of the region.

- a. Support evidence-based research initiatives to improve healthcare in the Delta region
- b. Participate in service-learning activities
- c. Provide continuing education initiatives
- d. Seek funding partnerships

Rationale: National accreditation requires faculty practice, particularly for nurse practitioners. The plan would insure that faculty maintain competence and provide an opportunity for university and community service. Educators and practitioners would have an additional avenue to maintain their skills and provide for students learning. Faculty practice also offers opportunities for health care related research. In addition, the profession of nursing recognizes the doctorate as the terminal degree. With the master's program, doctoral prepared faculty members are needed which will fulfill the SACS guidelines that the majority of graduate faculty are to have the terminal degree in their field.

**Evaluation Procedures**

Faculty educational plans, annual evaluations (including merit evaluations), productivity, professional portfolios, survey for learning needs by the Faculty Development Committee, faculty benchmark aggregate data as reported in MPE.

**Actual Results of Evaluation**

The RESSON faculty and students participated in 11 research based health related activities to improve health in the Delta region during CY 2012. These included:

1. Monthly health information displays in the DSU library
2. Health screenings at the DSU Employee Benefits Fair
3. Presentations on "Risky Business" to the PIKE fraternity
4. Health screenings at the 21st Annual Rice Luncheon
5. First aid booth and health information dissemination at "Pig Pickin"
6. Health and Safety stations for area 5th grade students at the 8th Annual Delta Health and Wellness Day.
7. Breast Health Education at Komen on the Green
8. Domestic Violence presentation to the PIKE fraternity
9. First aid booth and health information dissemination at Crossties Festival
10. Health screenings at the "For Women Only" Health Fair
11. Hygiene/puberty classes for 5th graders at a regional elementary school

The RESSON faculty, staff and students logged 36,348 clinical and volunteer hours for AY 2012. According to the website

[http://www.independentsector.org/programs/research/volunteer\\_time.html](http://www.independentsector.org/programs/research/volunteer_time.html); volunteer hours during FY 2012 were worth \$22.14/hr. This translates to \$804,474.72 in added value to DSU, Cleveland and the Delta region.



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The Faculty Development Committee has continued to offer continuing education opportunities for nursing faculty that meets MS IHL requirements of at least 10 contact hours annually and is based on identified learner needs.

CEU Offerings included:

- A. Examsoft Training
- B. Management of Cardio-metabolic Risk Factors
- C. ATI Training: Real life scenarios
- D. Advanced Cardiac Life Support (ACLS) certification course
- E. NEEHR perfect: refresher course
- F. Hurst Review CEUs for faculty

In addition, CE6 template implementation will continue with assistance from the Office of the Manager of Instructional Technology. The RESSON now has seven (7) doctorally prepared faculty members, In addition, two faculty members are working on terminal degrees (one DNP, one EdD). All faculty members were evaluated according to DSU policy; no faculty member scored below benchmark on the DSU evaluation tool-the Meritorious Achievement Document (MAD).

#### **Use of Evaluation Results**

The RESSON is very active in initiatives to improve healthcare in the Delta Region and in service-learning activities. These activities will continue as feasible.

The RESSON will continue to support students and faculty as appropriate and as resources are available, to accommodate research based health initiatives, service learning activities, and IHL requirements for continuing education, as well as support professional coursework, while maintaining excellence in program provisions.

#### **Related Items**

 **SP4.Ind03: External resources**

 **SP5.Ind06: Community Outreach**

 **SP5: Improve the quality of life for all constituents**

 **SP5.Ind08: Area Priorities (Delta, IHL, or state)**

 **SP5: Improve the quality of life for all constituents**

## **SON 2013\_05: Support and Enhance the Research Base of the Faculty**

### **Members**

**Start:** 7/1/2012

**End:** 6/30/2013

### **Unit Goal**

**Support and enhance the research base of the faculty members to improve health care in the Delta region and the state of Mississippi. [SON Priority #2]**

Rationale: Teaching and research are inseparably linked. Faculty members continue to need funding to support their efforts in conducting and disseminating finding.

### **Evaluation Procedures**

Faculty portfolio, curriculum vitae, faculty practice documents, annual and merit evaluations, annual report from Faculty Development committee on results from faculty development survey, communication from faculty, reports to the Faculty Organization Meetings, Faculty benchmark reports in MPE.

### **Actual Results of Evaluation**

Each faculty member has continued to engage in appropriate scholarly activities (peer reviewed professional presentations or publications) as documented in faculty benchmark reports, or has submitted a written plan to the COAP at their annual evaluation with specific annual goals and a status report on accomplishment of such goals for the previous year. Faculty members documented faculty practice in faculty benchmark reports. Faculty development funding is currently coming from the nursing indirect budget and averages \$1,000/faculty member/year.

Faculty scholarly activity:

#### **Grants:**

Bingham, V. (2012). HRSA Advanced Education Nurse Traineeship (AENT) Grant. Submitted November, 2012. Not funded (\$24,620.00)

Carlson, L. (2012). Third year of funding for the Delta Health Alliance “Beacon BLUES Electronic Medical Records.” Funded (\$29,245.00 total over 3 years).

Carlson, L. (2012). Second year of the Mississippi Doctorate of Nursing Practice (DNP) Consortium Grant (\$90,000 over 3 years).

Hayes, C. (2012). \$300.00 Cleveland Garden Club & Cleveland Women’s Club for Tree outside DSU Library

Hayes, C. (2012). \$300.00 gift North Sunflower Regional Hospital Challenge Grant for grounds improvements DSU RESSON

Polk, S. (2012). Delta Health Alliance TEAM Sugar Free. Funded (\$20,000).

Polk, S. (2012) DSU Year of Service support for the 3<sup>rd</sup> Annual DSU Student Health Fair. Funded (\$500.00).

#### **Presentations:**

Debra Allen - Sigma Theta Tau Regional Meeting, Region 8, Jackson Tennessee: Poster Presentation of Interdisciplinary Project in collaboration with Dr. Ellen Green, Associate Professor of Biology, Debra Allen, Instructor of Nursing, Emily Newman, MS Delta AHEC, Lacey Fitts, Instructor of Chemistry and BSN and Science Education students the Plant a Seed to Grow Nutrition Program.

Vicki Bingham -“S.U.P.P.O.R.T. – Support, Understanding Provided by Parents/Others Reality Training,” October 26-27, 2012 at the 8<sup>th</sup> Regional Conference of the International Nursing Honor Society (Sigma Theta Tau), Jackson, TN.

Lizabeth Carlson - Sentinel reader/research article rater for the MORE (McMaster Online Rating of Evidence) EBN (Evidence-Based Nursing) project, Fall, 2006-present.

Catherine Hayes - Sigma Theta Tau Regional Meeting, Region 8, Jackson Tennessee: Poster Presentation of Interdisciplinary Project in collaboration with Dr. Ellen Green, Associate Professor of Biology, Debra Allen, Instructor of Nursing, Emily Newman, MS Delta AHEC, Lacey Fitts, Instructor of Chemistry and BSN and Science Education students the Plant a Seed to Grow Nutrition Program.

Emily Newman - Sigma Theta Tau Regional Meeting, Region 8, Jackson Tennessee: Poster Presentation of Interdisciplinary Project in collaboration with Dr. Ellen Green, Associate Professor of Biology, Debra Allen, Instructor of Nursing, Emily Newman, MS Delta AHEC, Lacey Fitts, Instructor of Chemistry and BSN and Science Education students the Plant a Seed to Grow Nutrition Program.

### **Use of Evaluation Results**

The outcomes of scholarly productivity will justify the time and revenue support that assist faculty to accomplish career goals and enhance classroom and clinical teaching. They will also promote the University's mission and excellent reputation. All faculty members, particularly those on the tenure track, will be continue to be encouraged to incorporate scholarly activities as a focus of the requirements of University faculty (teaching, service, & scholarship). Regular faculty practice will continue to ensure competent and knowledgeable nursing faculty members.

### **Related Items**

 **SP1.Ind05: Diversity -- access to diverse ideas/programs**

 **SP3.Ind03: Distance Education training**

 **SP3.Ind04: Technology training**

 **SP3.Ind05: Retention of personnel**

 **SP3.Ind07: Credentials**

 **SP3.Ind09: Professional development**

**SON 2013\_06: Provide the University Community With the Opportunity to Know the benefits of Healthy Living Through a Wellness Program and Provide the Delta Region With Exceptional BSN Nurses**

Start: 7/1/2012  
 End: 6/30/2013

**Unit Goal**

The nursing faculty students will provide the University community with the opportunity to know the benefits of healthy living through a Wellness Program and provide the Delta region with exceptional BSN nurses.

Rationale: The benefits of healthy living do not warrant a rationale. This project provides for the students the example and involvement of future nurses in a community service activity. The students perform health assessment and education activities to promote healthy living at various campus and community events, including the annual Delta Health & Wellness Day.

**Evaluation Procedures**

Students, faculty and staff members will continue participation in blood pressure checks, health teaching and recruitment at the DSU Benefits Fair, the Rice Luncheon, Oktoberfest, Crossties and at multiple other events that are documented by faculty. MSN Students will continue to conduct community health fairs and will also continue to be assigned to activity areas at the Delta Health & Wellness Day. A needs assessment will continue to be completed. Blood pressures will be checked in the fall and spring semesters and documented on a form developed for that purpose. In addition, specific months will continue to focus on selected health issues (i.e., October is Breast-Cancer Awareness Month). 1 & 3 year follow-up and employer survey data helps to track graduate locations and health care and health care agency needs.

**Actual Results of Evaluation**

Students, faculty and staff members have continued to participate in health/recruitment events (see Goal\_04). The University and regional community will continue to provide positive responses for the activities and information. Recipients of this health assessment and information will be able to make informed decisions regarding further health care needs. See goal SON 2013\_01 for the results of these evaluations.

BSN Graduate Employment		
Program Graduates (Year)	Employed in Mississippi n (%)	Employed Elsewhere (%)
27 BSN	24 (89%)	03 (11%)
19 RN-BSN	19 (100%)	0 (0%)
Total = 46 (2010)	43 (93%)	03 (07%)

BSN Graduate Employment			
Program Graduates (Year)	Employed in the Delta	Employed in Mississippi n (%)	Employed Elsewhere (%)

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34 BSN	26 (77%)	30 (88%)	04 (12%)
<u>17 RN-BSN</u>	<u>07 (41%)</u>	<u>16 (94%)</u>	<u>01 (6%)</u>
Total = 51 (2011)	33 (65%)	46 (90%)	05 (10%)

BSN Graduate Employment			
Program Graduates (Year)	Employed in the Delta	Employed in Mississippi n (%)	Employed Elsewhere (%)
28 BSN	14 (50%)	19 (68%)	09 (32%)
<u>17 RN-BSN</u>	<u>08 (47%)</u>	<u>15 (88%)</u>	<u>02 (12%)</u>
Total = 45 (2012)	22 (49%)	34 (76%)	11 (24%)

MSN Graduate Employment		
Program Graduates n (Year)	Employed in Mississippi n (%)	Employed elsewhere n (%)
10 (2010)	8 (80%)	2 (20%)

MSN Graduate Employment			
Program Graduates n (Year)	Employed in the Delta	Employed in Mississippi n (%)	Employed elsewhere n (%)
33 (2011)	14 (42%)	19 (58%)	14 (42%)

MSN Graduate Employment			
Program Graduates n (Year)	Employed in the Delta	Employed in Mississippi n (%)	Employed elsewhere n (%)
16 (2012)	09 (56%)	14 (88%)	2 (12%)

**Use of Evaluation Results**

Based upon feedback, additional health information will be provided. Additional assessments will also be considered and implemented when feasible. Communication will continue to be facilitated through the use of the *Pulse* (the biannual SON newsletter), *Post It Notes*, the DSU e-news flyer, and the individual information centers in departments, DSU library displays, and through campus e-mail. Graduates working in the Delta will continue to serve as a recruitment avenue for future classes.

Grant funding will be sought for a wellness center that will be staffed by RESSON faculty and will also be used as a possible clinical agency for nursing students at all levels (undergraduate and graduate), particularly for FNP students for health assessment check-offs and other clinical check-offs.

**Related Items**

  **SP5.Ind06: Community Outreach**

  **SP5: Improve the quality of life for all constituents**

  **SP5.Ind08: Area Priorities (Delta, IHL, or state)**

  **SP5: Improve the quality of life for all constituents**

## SWOT analyses



### SWOT analysis

**Start:** 7/1/2012

**End:** 6/30/2013

#### Strengths

1. Diverse, highly qualified and engaged faculty and staff
2. Highly qualified students
3. Physical resources
  - a. Classroom space
  - b. Technology
    1. Simulation Lab
    2. Computer Lab
    3. SMART Classrooms
4. MS IHL approval obtained for an RN-DNP program; application made to SACS for approval to admit students summer 2013
4. External support
  - a. Health Care Agency funded two (2) faculty Positions for CY 2012
  - b. Grant applications increased
5. Faculty members increasing recruitment efforts
6. Availability of DSU Student Support Center in light of inability to fill Nursing Student Navigator position

#### Weaknesses

Decreased numbers of graduate students accepting admission to the MSN program, including the family nurse practitioner option.

Decreased numbers of RN students accepting admission to the RN-BSN program.

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#### Opportunities

1. Potential for Hearin grant funding
2. Potential for Federal HRSA grant applications
3. Potential for increase in graduate admissions with potential new RN-DNP program

#### Threats

1. Loss of dedicated nursing recruiter
2. Inability to obtain stable funding for student navigator
3. Continued economic stagnation

## **Executive Summaries**

### **RESSON Executive Summary**

#### **Diversity Compliance Initiatives and Progress**

##### **PLAN OF COMPLIANCE**

1. Describe the special efforts made in 2012 to employ, train, and promote members of “other races.”\* (The term “other race” is defined as indicated within the footnote below.)

The **School of Nursing** had a composite of 13 full-time faculty members in spring and fall 2012. Three (3) of the full-time faculty (23%) in 2012 are African-American. Recruitment efforts continue to target a national pool with specific online advertisements to Minority Nurse, an AACN list serve of deans of school of nursing in liberal arts and small colleges and universities and the National Student Nurses’ Association broadcast email for faculty positions. Approximately 24% (n = 12) of the School of Nursing’s Advisory Council members (N = 50) are African-American.

2. Describe faculty exchange arrangement between “other race” institutions and indicate the number of faculty members involved.

There were no faculty exchange arrangements during 2012.

3. Describe the special efforts made to assist incumbent “other race” personnel to upgrade credentials for promotions to higher ranked positions. Indicate the number of employees involved.

One African American faculty member is on track to graduate from Samford University with a DNP May 2013 and is taking advantage of DSU employee education policy that allows them to take 3 credit hours/week of course work during regular work hours. This faculty member is also taking advantage of the HRSA Minority Nurse Educator Loan Forgiveness grant to help fund her DNP.

4. Identify distinguished professorships of “other race” personnel brought to the campus in 2012.

No distinguished professorships of “other race” personnel were brought to the campus for the RESSON in 2012.

5. Describe the cooperative programs involving both faculty and students between “other race” institutions and indicate the number of persons involved.

Mississippi Valley State University –Continues as a partner in the Delta Health Alliance. The SON is available to participate in recruitment and health care spots during their career days. The School of Nursing directs one of the Delta Health Alliance (DHA) Team Sugar Free grants (PI is Dr. Shelby Polk, nursing faculty), which is working to network the multiple agencies existing to serve one of the predominant needs of the Delta (diabetes) experienced by the poor, the indigent, and the minority races. Presentations were made at 6 Delta Region locations (Bolivar, Washington and Grenada Counties). They included the (DSU student health fair, Bolivar County Delta Health and Wellness Day - Teen Zone, DSU employee benefits health fair, a diabetes workshop for health care providers, a church health fair and a Washington County elementary school health event, and at a DSU children’s summer camp (“Health Boot Camp” Kids Kollege).



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In addition, the Dean of the School of Nursing continues to serve on the advisory (CRAFT) board of the Cleveland School District Allied Health Program. The School of Nursing has donated books to the Allied Health Program, assisted with fund raising ideas and the DSU Student Nurse Association has initiated “adopting” the Allied Health Program by partnering members with Allied Health students and coaching them for Health Occupations Students of America (HOSA) State and Regional competitions in our skills/simulation lab.

6. Identify new programs approved in 2012 which will have potential of attracting “other race” students and faculty members.

The RESSON strives to increase recruitment of nursing students, which is likely to increase the numbers of nurses in the Delta, by being highly visible in the community via first aid booths. The SON is active in regional Health Fairs, at university and local events (Pigpickin’, Homecoming, Oktoberfest, Crossties Festival), and in summer camps (Health Boot Camp with Kids Kollege) combined with recruitment efforts and special events that target youth/new DSU college students for future nursing careers. These efforts have met with good success.

Health Boot Camp Kids Kollege (June 10-14, 2012) had 20 attendees with 65% Caucasian and 35% other races (6 African American, 1 Hispanic).

7. Identify and describe efforts and accomplishments in strengthening existing programs and thereby attracting “other race” students and faculty members.

BSN – Continue with SUPPORT and READY projects to help prepare students to be successful in nursing school. Continue with a part-time admission option for at-risk students. Continue with enrichment activities to assist identified nursing students with challenges on national standardized nursing exams.

RN-BSN – 2012 enrollment decreased by more than 50% in the RN-BSN program (12 compared to 25 last year (2011) and to 11-30 in previous years). The online classes with on-campus meetings in Greenville and Clarksdale have increased the opportunities for AD-RN nurses to advance up the professional career ladder. Historically the associate degree programs have a higher percentage of minority students, thus DSU SON recruitment in this pool has increased minority nurses with a baccalaureate degree. Plans for 2013 are to intensify recruitment efforts to increase admissions to this program for future cohorts with at least 20 RN-BSN students. Planning continues for an RN-DNP program with MS IHL approval obtained in fall of 2011 and a prospectus submitted to SACS spring 2012. MSN – The Robert E. Smith SON offers the only BSN and MSN programs in the Delta region thus affording minorities the opportunity for regional access to graduate nursing education.

\* Since the majority of Delta State University’s faculty, staff and students are classified as “White,” the term “other race,” as used above, is to be defined as including those individuals classified by the U.S. Census Bureau as American Indian, Alaskan Native, Asian, Black or African American, Hispanic, Native Hawaiian, or other Pacific Islander.

### **Economic Development Initiatives and/or Impact**

#### **Robert E. Smith School of Nursing**

Forty-seven (47) students successfully completed the Bachelor of Science in nursing program in 2012. Currently, 77% (36/47) of these students are employed within the state of Mississippi; 10 of the 11 employed outside of Mississippi are employed in Memphis, TN. These graduates are employed in various health care agencies, ranging from inpatient hospital care to community home health. All of the graduates were employed immediately after graduation and are receiving a salary of approximately \$56,635/year per graduate (\$2,661,845.00 in total wages from the health care industry).

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Approximately 500 undergraduate students at the University have selected a pre-nursing plan of study to prepare for admission into the generic nursing program. Intensive and extensive recruitment efforts have been launched by the School and throughout the nation. Schools of Nursing continue to turn away thousands of qualified nursing applicants. According to AACN's report on [2010-2011 Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing](#), U.S. nursing schools turned away 67,563 qualified applicants to baccalaureate and graduate nursing programs in 2010 due to an insufficient number of faculty, clinical sites, classroom space, clinical preceptors, and budget constraints. Three-fifths (62%) of the nursing schools responding to the 2010 survey pointed to faculty shortages as a reason for not accepting all qualified applicants into nursing programs. The spring 2012 applicant pool for the DSU SON pre-licensure BSN program consisted of 67 qualified applicants, 37 were accepted to start the program fall 2012 and 29 students actually started the program. The applicant pool for the 2012 RN-BSN program included 24 qualified applicants, 23 were accepted to start the program in summer 2012 and 12 students actually started the program. This is a dramatic decrease in enrollment from 2011, which consisted of an RN-BSN applicant pool of 36 qualified applicants; all 36 were accepted to start the program of nursing summer 2011 and 30 actually started the program. For the MSN program, 33 qualified students applied, all 33 were accepted, and 23 actually started the program. During fall 2011, 33 students were qualified to start the program of nursing; 32 were accepted, and 15 actually started the program.

The School's mission and strategic plan supports the University's mission and goals. The School contributes to the economic and health status in the Delta region and the state of Mississippi. The need for baccalaureate nurses at the professional entry level in an increasingly complex health care system is well substantiated. In addition, employers are starting to require that RNs in management positions obtain a BSN degree or risk demotion or job loss. The Delta State University nursing graduates are in demand at the local, state, regional, and national levels.

The Master of Science in Nursing (MSN) program had fifteen (15) students to graduate in May 2012. There were also 65 non-degree seeking students enrolled in prerequisite MSN courses spring 2012. This is comparable to spring 2011 with 65 non-degree seeking students enrolled in prerequisite MSN courses. The estimated salary for Master's Prepared Nurses (all options) is \$84,183/year. For the 2012 graduates this would approximate to \$1,262,745.00 generated in annual wages.

Total MSN enrollment (all levels) for Fall 2012 was 50 with 36 Nurse Practitioner students and 14 Non-degree seeking students. The nursing profession provides a rich resource, Delta State nursing graduates, to the people of Mississippi. Nurses are essential contributors to health care in an increasingly complex system. Economically, this educational investment will have a long-term proactive impact in the Delta. These graduates are prepared to work in a variety of settings with clients of cultural diversity. Baccalaureate nurses are prepared as generalists. Master's prepared nurses are educated to work as administrator, educators, or practitioners. Among the many roles, Delta State graduates are prepared to function in community health agencies where family planning, health promotion, and disease prevention services, including immunizations, are provided to the public.

When health care is remote or too costly, the morbidity of chronic and acute diseases will continue to be ever present in increasing statistics, thus an excess of state dollars will continue to go to Medicaid and Welfare payments. Healthy Mississippians who are employable are contributors to the overall economic infrastructure and promote the interests of our state.

**ONE-YEAR ECONOMIC DEVELOPMENT PLAN (July 1, 2011-June 30, 2012)**

The School of Nursing plans to:

- Increase enrollment for both undergraduate and graduate programs.
- Maintain online and off-campus (Greenville [GHEC] and Clarksdale [CCHC]) access for RN-BSN program

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- Maintain online access for MSN and explore feasibility of off-campus class meetings (Greenville [GHEC and Clarksdale (CCHC)).
- Take the final steps for SACS approval of a DNP program at the RESSON
- Seek external funding to assist in easing budget constraints.

**FIVE-YEAR ECONOMIC DEVELOPMENT PLAN (July 1, 2008- June 30, 2013)**

The School of Nursing plans to:

- Increase BSN enrollment by admitting students each regular term and per limitations set by IHL standard.
- Continue to seek external funding for current faculty positions, and additional faculty positions to accommodate future increased enrollment.
- Promote graduates to work within the Delta region: Delta tour, emphasis of Delta cultural into curriculum
- Obtain approval from SACS for first class admission summer 2013.
- Move to doctoral prepared faculty and increase grant/external funds to enhance the advancement of nursing science.

The anticipated research productivity will provide economic gain to the state through Delta State and through the outcomes of nursing research on health care changes particularly in the areas of rural healthcare access and delivery.

**Grants, Contracts, Partnerships**

**Grants:**

Bingham, V. (2012). HRSA Advanced Education Nurse Traineeship (AENT) Grant. Submitted November, 2012. Not funded (\$24,620.00)

Carlson, L. (2012). Third year of funding for the Delta Health Alliance “Beacon BLUES Electronic Medical Records.” Funded (\$29,245.00 total over 3 years).

Carlson, L. (2012). Second year of the Mississippi Doctorate of Nursing Practice (DNP) Consortium Grant (\$90,000 over 3 years).

Hayes, C. (2012). \$300.00 Cleveland Garden Club & Cleveland Women’s Club for Tree outside DSU Library

Hayes, C. (2012). \$300.00 gift North Sunflower Regional Hospital Challenge Grant for grounds improvements DSU RESSON

Polk, S. (2012). Delta Health Alliance TEAM Sugar Free. Funded (\$20,000).

Polk, S. (2012) DSU Year of Service support for the 3<sup>rd</sup> Annual DSU Student Health Fair. Funded (\$500.00).

**Partnerships:**

The Bolivar Medical Center Foundation funded two (2) nursing faculty positions in the amount of \$150,000 for FY 2012.

**Service Learning:**

Service Learning Data (List of Projects, number of students involved, total service learning hours, accomplishments, etc.):

The RESSON had no service learning hours that met a strict definition of the same. However, RESSON faculty, staff and students did log 36,348 clinical and volunteer hours for AY 2012. According to the website

[http://www.independentsector.org/programs/research/volunteer\\_time.html](http://www.independentsector.org/programs/research/volunteer_time.html); volunteer hours during FY 2012 were worth \$22.14/hr. This translates to \$804,474.72 in added value to DSU, Cleveland and the Delta region.

**Committees reporting to unit**

**DSU Robert E. Smith School of Nursing to IHL: Program & Committee Organizational Structure**

**BOARD OF TRUSTEES**  
**INSTITUTIONS OF HIGHER LEARNING**  
**PRESIDENT**

Provost and Vice President for Academic Affairs  
to the President

School of Nursing Faculty Organization

**Dean**

Faculty Organization Committee

**COAP**

Standing Committees

Faculty Development

Student Affairs

Program Effectiveness

Undergraduate Program

Graduate Program

Programs

**COAP**

Undergraduate\*

BSN & RN-BSN

Graduate\*

Administrator, Educator & Practitioner\*\*

(\*Curriculum, Resource Admissions)

(\*\*FNP Track Director oversees all NP curricular matters)

**Department:** Robert E. Smith School of Nursing

**Overview (brief description of scope)**

The School of Nursing (SON) is conceptualized as a faculty of the whole with primary assignment to either the graduate or undergraduate programs. This framework fosters maximum utilization of faculty preparation and expertise, and promotes exceptional learning opportunities for all students.

In concurrence with a comprehensive evaluation model that addresses all components of the organization, the School mission statement, philosophy, by-laws, and program outcomes are reviewed annually. The current documents are presented in Tables IIA-D.

<p><b>Table IIA: Delta State University School of Nursing Mission</b></p> <p>The mission of the Delta State University School of Nursing is to prepare students for professional nursing practice in a multicultural society as either a generalist at the Baccalaureate level or in an advanced practice role at the Master’s level. The program will prepare graduates to pursue advanced study.</p> <p style="text-align: right;">Revised 02/16/09...last Reviewed 05/12</p>
<p><b>Table IIB. Delta State University School of Nursing Philosophy</b></p> <p>The philosophy of the faculty of the Delta State University School of Nursing is consistent with the goals and mission of the University. The</p>

faculty believes research and theoretical and systematic methods of critical thinking foster the development of the nursing profession. Nursing embodies the art and science of caring, which is the nurturing, skillful act of being with another to promote optimum health and derives its mission from societal needs.

Society is the organizing framework composed of family, group, and community that is governed by morals, ethics and laws. We believe that each person is a unique individual who possesses the right to informed choices in the attainment of health care services.

Health is a dynamic state of being influenced by spiritual, cultural, psychological, physical and societal components, which interact with the environment. State of health is influenced by perceptions of the client and society. Nursing seeks to facilitate the health status of the client through interacting with client systems, assisting in the movement toward an optimum level of functioning or peaceful death. Revised

5/14/07.....Reviewed  
 05//12

Table IIC: **Outcomes** for the **BSN** Program (2012)

1. Apply nursing, natural, and behavioral science concepts to the practice of
2. Utilize the nursing process and standards of care to deliver safe, comprehensive  
ive environment.
3. Practice as a self-directed nursing leader who is accountable to self, society, and
4. Utilize research in the delivery of health care.
5. Advocate for improvement in healthcare through participation in professional
6. Provide individualized nursing care that focuses on health promotion and disease
7. Apply information and patient care technology to improve healthcare delivery

Table IID: **Outcomes** for the **MSN** Program (revised May 2011)

1. Integrate nursing, related sciences, and emerging evidence to improve health outcomes and safety for diverse populations.
2. Utilize leadership skills to design and implement strategies that improve care delivery and outcomes.
3. Contribute to the integration of healthcare services to improve quality and safety across the continuum of care.
4. Translate theory and research to provide evidence based nursing practice and improve outcomes.
5. Promote the use of information and communication technologies to provide safe, quality, and cost effective healthcare.
6. Analyze and interpret the effects of healthcare policies, ethics, and regulatory processes to influence practice and outcomes.
7. Employ collaborative leadership strategies to advocate, mentor, and function within inter-professional teams and partnerships.

8. Integrate individual and population based health promotion and prevention strategies to provide equitable, efficient, and effective global healthcare.
9. Apply advanced knowledge, skills, and competencies to design, implement, and evaluate direct and indirect care for individuals, families, and communities.

**Accreditation**

The School has state, regional, and national accreditation recognition by the Mississippi State Board of Institutions of Higher Learning, the Southern Association of Colleges and Schools, and the Commission on Collegiate Nursing Education (CCNE). CCNE is the only accrediting body devoted exclusively to the evaluation of baccalaureate and graduate degree programs in nursing. Currently more than 690 baccalaureate and master’s degree programs in nursing (73%) are accredited by CCNE (<http://www.aacn.nche.edu/about-aacn>, 2012). The last CCNE and IHL accreditation visits for the whole RESSON program (undergraduate and graduate) was October 2010. Both BSN and MSN programs received full accreditation for the maximum of ten years with the next reaccreditation visit projected for fall of 2020.

**Comparative data**

**Comparative data (enrollment, CHP, majors, graduation rates, etc):**

ENROLLMENT BY MAJOR						
	Spring 2012		Summer 2012		Fall 2012	
	UG	GR	UG	GR	UG	GR
<b>Nursing</b>	<b>85</b>	<b>30</b>	<b>18</b>	<b>2</b>	<b>103</b>	<b>37</b>

ENROLLMENT BY MAJOR						
	Spring 2011		Summer 2011		Fall 2011	
	UG	GR	UG	GR	UG	GR
<b>Nursing</b>	<b>87</b>	<b>77</b>	<b>26</b>	<b>15</b>	<b>128</b>	<b>34</b>

ENROLLMENT BY MAJOR						
	Spring 2010		Summer 2010		Fall 2010	
	UG	GR	UG	GR	UG	GR
<b>Nursing</b>	<b>99</b>	<b>52</b>	<b>29</b>	<b>6</b>	<b>120</b>	<b>57</b>

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ENROLLMENT BY MAJOR						
	Spring 2009		Summer 2009		Fall 2009	
	UG	GR	UG	GR	UG	GR
<b>Nursing</b>	<b>183</b>	<b>55</b>	<b>14</b>	<b>15</b>	<b>105</b>	<b>46</b>

ENROLLMENT BY MAJOR						
	Spring 2008		Summer 2008		Fall 2008	
	UG	GR	UG	GR	UG	GR
<b>Nursing</b>	<b>117</b>	<b>79</b>	<b>73</b>	<b>23</b>	<b>194</b>	<b>51</b>

CREDIT HOUR PRODUCTION						
	Spring 2008		Summer 2008		Fall 2008	
	UG	GR	UG	GR	UG	G
<b>NUR</b>	<b>887</b>	<b>689</b>	<b>301</b>	<b>72</b>	<b>821</b>	<b>494</b>

CREDIT HOUR PRODUCTION						
	Spring 2009		Summer 2009		Fall 2009	
	UG	GR	UG	GR	UG	G
<b>NUR</b>	<b>835</b>	<b>431</b>	<b>270</b>	<b>98</b>	<b>1175</b>	<b>477</b>

CREDIT HOUR PRODUCTION						
	Spring 2010		Summer 2010		Fall 2010	
	UG	GR	UG	GR	UG	G
<b>NUR</b>	<b>1138</b>	<b>552</b>	<b>217</b>	<b>94</b>	<b>1322</b>	<b>695</b>

CREDIT HOUR PRODUCTION						
	Spring 2011		Summer 2011		Fall 2011	
	UG	GR	UG	GR	UG	G
<b>NUR</b>	<b>956</b>	<b>695</b>	<b>302</b>	<b>100</b>	<b>1,444</b>	<b>326</b>

CREDIT HOUR PRODUCTION						
	Spring 2012		Summer 2012		Fall 2012	
	UG	GR	UG	GR	UG	G
<b>NUR</b>	<b>924</b>	<b>483</b>	<b>146</b>	<b>86</b>	<b>1,134</b>	<b>364</b>

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<b>Graduation Rates</b>	
Program Graduates	(admitted/graduated)
BSN (2005)	86% (34/28)
BSN (2006)	80% (39/31)
BSN (2007)	94% (54/51)
BSN (2008)	93% (58/54)
BSN (2009)	92% (47/43)
BSN (2010)	93% (56/52)
BSN (2011)	93.5% (58/62)
BSN (2012)	90.4% (47/52)
MSN (2005)	100% (10/10)
MSN (2006)	100% (24/24)
MSN (2007)	100% (17/17)
MSN (2008)	100% (30/30)
MSN (2009)	100% (33/33)
MSN (2010)	100% (13/13)
MSN (2011)	100% (18/18)
MSN (2012)	100% (15/15)

<b>2012 Nursing Graduates</b>	
BSN	53
MSN	13
Total	66

**2012 RESSON Faculty Benchmark Analysis**

**CCNE ELEMENT: IV.E**

**BENCHMARK IV.E.1**

- Aggregate faculty outcomes are consistent with and contribute to achievement of the program's mission, goals, and expected student outcomes

**DATA COLLECTION TIMEFRAME**

Spring Semester

**FACULTY/STAFF OR COMMITTEE RESPONSIBLE FOR DATA COLLECTION & ANALYSIS**

Assigned Faculty: Carie Cesare

Dean, COAP, PEC, Faculty

<b>BENCHMARK IV.E.1</b>	<b>EXAMPLES OF EVIDENCE</b>	<b>LOCATION OF EVIDENCE</b>	<b>FINDINGS</b>	<b>BENCHMARK MET/ NOT MET</b>	<b>COMMENTS</b>



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100% of RESSON faculty will attain at least 10 CEUs annually	<b>Faculty Benchmark Reporting Form CEUs on file</b>	<b>COAP Administrative Assistant to Dean</b>	14/14 (100%) faculty met or exceeded 10 contact hours during 2012 Total contact hours = 481.71 Average contact hours per faculty = 34.40	<b>MET</b>	
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**CCNE ELEMENT: IV.E**  
**BENCHMARK IV.E.2**

- Aggregate faculty outcomes are consistent with and contribute to achievement of the program's mission, goals, and expected student outcomes

**DATA COLLECTION TIMEFRAME**

Spring Semester

**FACULTY/STAFF OR COMMITTEE RESPONSIBLE FOR DATA COLLECTION & ANALYSIS**

Assigned Faculty: Carie Cesare

Dean, COAP, PEC, Faculty

<b>BENCHMARK IV.E.2</b>	<b>EXAMPLES OF EVIDENCE</b>	<b>LOCATION OF EVIDENCE</b>	<b>FINDINGS</b>	<b>BENCHMARK MET/ NOT MET</b>	<b>COMMENTS</b>
80% of RESSON faculty will attain mean scores of 3.0 or better on all faculty/course/clinical evaluations each semester	<b>Faculty Benchmark Reporting Form DSU and/or RESSON Course/Faculty Evaluations Course Revisions and Recommendations Form</b>	<b>COAP Faculty files Secretary to Faculty</b>	13/14 (92.85%) faculty met or exceeded 3.0 on all faculty/course - clinical evaluations during spring, summer, fall semesters in 2012	<b>MET</b>	

**CCNE ELEMENT: IV.E**  
**BENCHMARK IV.E.3**

- Aggregate faculty outcomes are consistent with and contribute to achievement of the program's mission, goals, and expected student outcomes

**DATA COLLECTION TIMEFRAME**

Spring Semester

**FACULTY/STAFF OR COMMITTEE RESPONSIBLE FOR DATA COLLECTION & ANALYSIS**

Assigned Faculty: Carie Cesare

Dean, COAP, PEC, Faculty

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<b>BENCHMARK IV.E.3</b>	<b>EXAMPLES OF EVIDENCE</b>	<b>LOCATION OF EVIDENCE</b>	<b>FINDINGS</b>	<b>BENCHMARK MET/ NOT MET</b>	<b>COMMENTS</b>
40% of RESSON faculty will incorporate simulation activities into the Clinical/Practicum courses in which they teach	<b>Faculty Benchmark Reporting Form Course Syllabi</b>	<b>COAP Faculty – Course IOR</b>	9/14 (64.28%) faculty incorporated simulation activities into one or more clinical/practicum courses in which they teach	<b>MET</b>	

**CCNE ELEMENT: IV.E**  
**BENCHMARK IV.E.4**

- Aggregate faculty outcomes are consistent with and contribute to achievement of the program’s mission, goals, and expected student outcomes

**DATA COLLECTION TIMEFRAME**

Spring Semester

**FACULTY/STAFF OR COMMITTEE RESPONSIBLE FOR DATA COLLECTION & ANALYSIS**

Assigned Faculty: Carie Cesare  
 Dean, COAP, PEC, Faculty

<b>BENCHMARK IV.E.4</b>	<b>EXAMPLES OF EVIDENCE</b>	<b>LOCATION OF EVIDENCE</b>	<b>FINDINGS</b>	<b>BENCHMARK MET/ NOT MET</b>	<b>COMMENTS</b>
40% of RESSON faculty will present research findings at conferences at the state, regional, national, or international level	<b>Faculty Benchmark Reporting Form</b>	<b>COAP</b>	8/14 (57.14%) faculty presented during 2012 Oral Presentations: International National - 3 Regional State - 1 Local Poster Presentations: International National Regional - 5 State Local - 1	<b>MET</b>	

**CCNE ELEMENT: IV.E**  
**BENCHMARK IV.E.5**

- Aggregate faculty outcomes are consistent with and contribute to achievement of the program’s mission, goals, and expected student outcomes

**DATA COLLECTION TIMEFRAME**

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Spring Semester

**FACULTY/STAFF OR COMMITTEE RESPONSIBLE FOR DATA COLLECTION & ANALYSIS**

Assigned Faculty: Carie Cesare

Dean, COAP, PEC, Faculty

<b>BENCHMARK IV.E.5</b>	<b>EXAMPLES OF EVIDENCE</b>	<b>LOCATION OF EVIDENCE</b>	<b>FINDINGS</b>	<b>BENCHMARK MET/ NOT MET</b>	<b>COMMENTS</b>
10% of RESSON faculty will submit or be published in a peer reviewed journal/book as an author, reviewer, or editor	<b>Faculty Benchmark Reporting Form</b>	COAP	<ul style="list-style-type: none"> <li>1/14 (7.14%) faculty was a peer-reviewer</li> </ul>	NOT MET	

**CCNE ELEMENT: IV.E**

**BENCHMARK IV.E.6**

- Aggregate faculty outcomes are consistent with and contribute to achievement of the program's mission, goals, and expected student outcomes

**DATA COLLECTION TIMEFRAME**

Spring Semester

**FACULTY/STAFF OR COMMITTEE RESPONSIBLE FOR DATA COLLECTION & ANALYSIS**

Assigned Faculty: Carie Cesare

Dean, COAP, PEC, Faculty

<b>BENCHMARK IV.E.6</b>	<b>EXAMPLES OF EVIDENCE</b>	<b>LOCATION OF EVIDENCE</b>	<b>FINDINGS</b>	<b>BENCHMARK MET/ NOT MET</b>	<b>COMMENTS</b>
10% of RESSON faculty will submit a grant or serve as a grant reviewer	<b>Faculty Benchmark Reporting Form</b>	COAP	14 (35.71%) faculty submitted or was awarded a grant and/or was a grant reviewer grants submitted=7 grants awarded for a total of 4 of 5-22,550 1 unknown until summer 2013 grants reviewed=0	MET	

**CCNE ELEMENT: IV.E**

**BENCHMARK IV.E.7**

**Delta State University FY2013 Unit Level Report**  
**Department: Robert E. Smith School of Nursing**

- Aggregate faculty outcomes are consistent with and contribute to achievement of the program's mission, goals, and expected student outcomes

**DATA COLLECTION TIMEFRAME**

Spring Semester

**FACULTY/STAFF OR COMMITTEE RESPONSIBLE FOR DATA COLLECTION & ANALYSIS**

Assigned Faculty: Carie Cesare

Dean, COAP, PEC, Faculty

<b>BENCHMARK IV.E.7</b>	<b>EXAMPLES OF EVIDENCE</b>	<b>LOCATION OF EVIDENCE</b>	<b>FINDINGS</b>	<b>BENCHMARK MET/ NOT MET</b>	<b>COMMENTS</b>
100% of RESSON faculty serve on two or more RESSON standing committees	<b>Faculty Benchmark Reporting Form</b>	COAP	14/14 (100%) faculty serve on two or more RESSON standing committees	<b>MET</b>	

**CCNE ELEMENT: IV.E**

**BENCHMARK IV.E.8**

- Aggregate faculty outcomes are consistent with and contribute to achievement of the program's mission, goals, and expected student outcomes

**DATA COLLECTION TIMEFRAME**

Spring Semester

**FACULTY/STAFF OR COMMITTEE RESPONSIBLE FOR DATA COLLECTION & ANALYSIS**

Assigned Faculty: Carie Cesare

Dean, COAP, PEC, Faculty

<b>BENCHMARK IV.E.8</b>	<b>EXAMPLES OF EVIDENCE</b>	<b>LOCATION OF EVIDENCE</b>	<b>FINDINGS</b>	<b>BENCHMARK MET/ NOT MET</b>	<b>COMMENTS</b>
75% of RESSON faculty serve on one or more University committee, council, taskforce or other appointed/elected positions	<b>Faculty Benchmark Reporting Form</b>	COAP	12/14 (85.71%) faculty serve on one or more University committee, council, taskforce, or other appointed or elected position	<b>MET</b>	Add Benchmark: 60% faculty hold membership in professional organizations related to healthcare and/or education 20% faculty hold leadership positions in professional organizations related to healthcare and/or education

*Delta State University FY2013 Unit Level Report*  
*Department: Robert E. Smith School of Nursing*

**CCNE ELEMENT: IV.E**  
**BENCHMARK IV.E.9**

- Aggregate faculty outcomes are consistent with and contribute to achievement of the program's mission, goals, and expected student outcomes

**DATA COLLECTION TIMEFRAME**

Spring Semester

**FACULTY/STAFF OR COMMITTEE RESPONSIBLE FOR DATA COLLECTION & ANALYSIS**

Assigned Faculty: Carie Cesare

Dean, COAP, PEC, Faculty

<b>BENCHMARK IV.E.9</b>	<b>EXAMPLES OF EVIDENCE</b>	<b>LOCATION OF EVIDENCE</b>	<b>FINDINGS</b>	<b>BENCHMARK MET/ NOT MET</b>	<b>COMMENTS</b>
60% of faculty will participate in community services	<b>Faculty Benchmark Reporting Form</b>	COAP	12/14 (85.71%) faculty participated in community services during 2012 Faculty participated in a total of 57 events during 2012	<b>MET</b>	

**CCNE ELEMENT: IV.E**

**BENCHMARK IV.E.10**

- Aggregate faculty outcomes are consistent with and contribute to achievement of the program's mission, goals, and expected student outcomes

**DATA COLLECTION TIMEFRAME**

Spring Semester

**FACULTY/STAFF OR COMMITTEE RESPONSIBLE FOR DATA COLLECTION & ANALYSIS**

Assigned Faculty: Carie Cesare

Dean, COAP, PEC, Faculty

<b>BENCHMARK IV.E.10</b>	<b>EXAMPLES OF EVIDENCE</b>	<b>LOCATION OF EVIDENCE</b>	<b>FINDINGS</b>	<b>BENCHMARK MET/ NOT MET</b>	<b>COMMENTS</b>
60% of RESSON faculty will engage in faculty practice to maintain nursing competency	<b>Faculty Benchmark Reporting Form</b>	COAP	8/14 (57.14%) faculty engaged in practice during 2012	<b>NOT MET</b>	

**Faculty Benchmark Summary 2012**

<b>#</b>	<b>DESCRIPTION</b>	<b>MET</b>	<b>NOT MET</b>	<b>COMMENT</b>
1	100% of RESSON faculty will attain at least 10 contact hours annually	X 100%		13/13 faculty met or exceeded 10 contact hours during 2012 Total contact hours = 481.71 Average contact hours per faculty = 34.40

**Delta State University FY2013 Unit Level Report**  
**Department: Robert E. Smith School of Nursing**

2	80% of nursing faculty will attain a mean score of 3.0 or above on all faculty/course/clinical evaluations each semester	X 100%		13/13 faculty met or exceeded 3.0 on all faculty/course/clinical evaluations during spring, summer, fall semesters in 2012
3	40% of nursing faculty will incorporate simulation activities into the Clinical/Practicum courses in which they teach	X 69.23%		9/13 faculty incorporated simulation activities into one or more clinical/practicum courses in which they teach
4	40% of nursing faculty will present research findings at conferences at the state, regional, or national level	X 61.54%		8/13 faculty presented during 2012 Oral Presentations: International National - 3 Regional State - 1 Local Poster Presentations: International National Regional - 5 State Local - 1
5	10% of faculty will submit or be published in a peer reviewed journal/book as an author, reviewer, or editor		X 7.69%	1/13 faculty was a peer-reviewer
6	10% of nursing faculty will submit a grant or serve as a grant reviewer	X 38.46%		5/13 faculty submitted or was awarded a grant and/or was a grant reviewer grants submitted – 7 grants awarded for a total of 4 of 5 - \$22,550 1 unknown until summer 2013 grants reviewed
7	100% of RESSON faculty serve on two or more RESSON standing committees	X 100%		13/13 faculty serve on two or more RESSON standing committees
8	75% of RESSON faculty serve on one or more University committee, council, taskforce or other appointed/elected positions	X 92.30%		12/13 faculty serve on one or more University committee, council, taskforce, or other appointed/elected position
9	60% of faculty will participate in community services	X 92.30%		12/13 faculty participated in community services during 2012 Faculty participated in a total of 57 events during 2012
10	60% of faculty will engage in faculty practice to maintain nursing competency	X 61.54%		8/13 faculty engaged in practice during 2012

**Faculty Benchmarks**  
**5 Year Aggregate Data**  
**2010 – 2014**  
**DELTA STATE UNIVERSITY**

**Delta State University 2012-2013 Annual Report**  
**Level Report**  
**Department: Robert E. Smith School of Nursing**

YR	FACULTY BENCHMARKS - TEACHING			FACULTY BENCHMARKS - SCHOLARSHIP			FACULTY BENCHMARKS - SERVICE			FACULTY BENCHMARK - PRACTICE
	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
	100% of nursing faculty will attain at least 10 CE units annually	80% of nursing faculty will attain a mean score of 3.0 or above on all faculty/course/clinical evaluations each semester	40% of nursing faculty will incorporate simulation activities into the Clinical/Practicum courses in which they teach	40% of nursing faculty will present research findings at conferences at the state, regional, or national level	10% of faculty will submit or be published in a peer reviewed journal/book as an author, reviewer, or editor	10% of nursing faculty will submit a grant or serve as a grant reviewer	100% of RESSON faculty serve on two or more RESSON standing committees	75% of RESSON faculty serve on one or more University committee, council, taskforce, or other appointed - elected positions	60% of faculty will participate in community services	60% of faculty will engage in faculty practice to maintain nursing competency
2010	100% Met	<b>71.42% Not Met</b>	71.42% Met	<b>35.71% Not Met</b>	<b>7.14% Not Met</b>	28.57% Met	n/a	n/a	78.57% Met	71.42% Met
2011	<b>92.85% Not Met</b>	92.85% Met	71.42% Met	<b>28.57% Not Met</b>	21.42% Met	35.71% Met	100% Met	<b>71.42% Not Met</b>	85.71% Met	64.28% Met
2012	100% Met	92.85% Met	64.28% Met	57.14% Met	<b>7.14% Not Met</b>	35.71% Met	100% Met	85.71% Met	85.71% Met	<b>57.14% Not Met</b>
2013										

**V. Personnel:**

An excellent complement of full-time faculty, staff, and part-time adjunct faculty (see Table IIIA) enable the School to fulfill the mission and insure that students achieve program outcomes. The faculty members have been recognized this past year with noteworthy activities and accomplishments.

<b>Table VA: 2012 Full-Time, Part-Time, &amp; Adjunct Faculty Members &amp; Staff Roster</b>	
<b>Full-Time Faculty</b>	
Lizabeth L. Carlson, DNS, RNC Dean & Professor, Tenured	
Debra F. Allen, MSN, RN Instructor	
Vicki L. Bingham, PhD, RN Chair and Associate Professor, Tenured	
Lacey Blessitt, MSN, RN, BC Instructor	
Carie Caesar, MSN, RN Instructor	
Catherine Hays, EdD, RN Associate Professor, Tenured	
Addie Herrod, MSN, RN, BC Instructor	
Monica Jones, DNP, RN, BC Instructor	
Donna Koestler, MSN, RN Instructor	
Emily Newman, BSN, MEd, Instructor	
Shelby Polk DNP, RN, BC Assistant Professor	
D. Louise Seals, EdD, RN, CNE Associate Professor, Tenured	
Betty Sylvest, DNS, RN, CNE Associate Professor, Tenured	
Carleen Thompson, DNP, RN, BC. Assistant Professor	
<b>Part-Time Faculty</b>	
Jean Grantham, MSN, RN, BC Instructor	
<b>Full-Time Staff</b>	
Carla Lewis .....	Secretary to the Dean
Judy Haney.....	Secretary to the Faculty

**Related Items**

 **SP1: Increase student learning**

 **SP2: Develop an engaged, diverse, high-quality student population**

 **SP3: Assure high-quality, diverse, engaged faculty and staff**

 **SP4: Enhance institutional effectiveness**

 **SP5: Improve the quality of life for all constituents**



## Section V.a Faculty (Accomplishments)

Debra F. Allen

### Service

#### Professional Organizations

- MNA District #21 President
- MNA District #21 Delegate to Convention
- MNA Legislative Affairs Committee 2007-2013  
MNA Nominations Committee Chair 2010-2013
- Mississippi Nurses Foundation –Nightingale Awards Committee
  
- Mississippi Nurses Foundation –Centennial Celebration Committee  
ANA Delegate for Mississippi
  
- Sigma Theta Tau International, Honor Society of Nursing, Pi Xi Chapter, President for 2009-2013; Treasurer for 2013-2015
- National League of Nursing, member
- OAK, Leadership Honor Society, member

### Service

#### University

- Faculty Senate Senator for 2011-2013, secretary for 2012-2013
- Delta Health and Wellness Committee, 2008-2013
- DSU Wellness Committee, 2009-2013
- GST Instructor, 2000-2013
- Healthy Campus/Community Initiative Steering Committee 2009-2012
- Merit Pay Appeals Committee, 2010-2014
- General Education Committee, 2010-2013

### Honors

- Recipient of the 2012 Mississippi Higher Education Appreciation Day, Working for Academic Excellence (HEADWAE) award for Delta State University.

Vicki Bingham, PhD, RN

### Service

- Serve on the Executive Board as Secretary of the Mississippi Council of Deans and Directors – re-elected for another two year term in April, 2013
- Served as Leadership Succession Chair for the PiXi Chapter of STII
- Served as Vice Chair of the Mississippi Baccalaureate and Higher Degree Nursing Council – elected as Chair in February, 2013
- Serve as a board member on the Bolivar Medical Center Board of Trustees

### Grants

- Submitted application for the HRSA Advanced Education Nursing Traineeship (AENT) grant for scholarship monies to graduate students in the amount of \$224,620.00 - not awarded.

### Scholarly Activities

- “S.U.P.P.O.R.T. – Support, Understanding Provided by Parents/Others Reality Training,” October 26-27, 2012 at the 8<sup>th</sup> Regional Conference of the International Nursing Honor Society (Sigma Theta Tau), Jackson, TN.

Lizabeth Carlson

## Service

### State of Mississippi

- (Mississippi) Grassroots Liaison of AACN's Government Affairs Committee, August 1, 2007-July 31, 2012
- Vice President of Mississippi Nurses Association District 30, January 2007-June 30, 2011
- Member of Deans and Directors of American Associations of Colleges of Nursing (AACN), July 1, 2004-present
- Member of Deans and Directors of Mississippi Schools of Nursing, July, 2004-Present
  
- Member of the Southern Regional Education Board (SREB) Council on Collegiate Education in Nursing (CCEN), July 2004-Present
- Chair of Mississippi Deans and Directors of Schools of Nursing
- Scholarship Committee, June 2012-Present
- Member of Mississippi Deans and Directors of Schools of Nursing Research Committee, June 2010-Present
- Vice Chair of Mississippi Deans and Directors of Schools of Nursing Baccalaureate and Higher Programs, June 12, 2009-2012

### Scholarly Activities

- Sentinel reader/research article rater for the MORE (McMaster Online Rating of Evidence) EBN (Evidence-Based Nursing) project, Fall, 2006-present.

### Other Activities and Appointments

#### Grants/Other Funding

Obtained funding for two (2) faculty positions for CY 2012-2012 from Bolivar Medical Center (\$125,000)

Catherine Hayes, Ed.D, MSN, RN

#### Grants Submitted & Funded:

- \$300.00 Cleveland Garden Club & Cleveland Women's Club for Tree outside DSU Library
- \$300.00 gift North Sunflower Regional Hospital Challenge Grant for grounds improvements DSU RESSON

### Publications or Other Scholarly Activities

- Sigma Theta Tau Regional Meeting, Region 8, Jackson Tennessee: Poster Presentation of Interdisciplinary Project in collaboration with Dr. Ellen Green, Associate Professor of Biology, Debra Allen, Instructor of Nursing, Emily Newman, MS Delta AHEC, Lacey Fitts, Instructor of Chemistry and BSN and Science Education students the Plant a Seed to Grow Nutrition Program

Addie Herrod 2013 brag facts

- On track to presenting capstone project and completing DNP requirements in May 2013
- Will present research at the STTI Pi Xi Chapter Induction Ceremony 5/3/2013

Monica M. Jones

- Coordinator of the Library Health Display for RESSON for school year.
- Completed DNP at University of Alabama, Birmingham.
- Cumulative GPA of 3.62 with the completion of DNP.
- Title change to Assistant Professor of Nursing at DSU RESSON.
- Invited & Attended Johnson & Johnson Diabetes Institute, LLC for all expense paid 2 day workshop in Silicon Valley, CA.
- Presented Scholarly Project at STTI Induction Ceremony
- National Organization of Nurse Practitioner Faculty Conference, "Using Advanced Technology to Ensure NP Competence in an Online Program", April 2012
- DNP Consortium Representative for DSU RESSON, 2011
- Mississippi Educational Consortium for the Doctorate of Nursing Practice member, 2011
- Mississippi DNP Wall of Fame, 2011
- New Jerusalem M.B. Church Missionary Health Conference "Matters of the Heart-Understanding HTN", March 2011

- American Academy of Nurse Practitioners 27<sup>th</sup> National Conference, June 2012
- Solution Focused Approach to Update Healthcare Providers in the Delivery of Consistent, Accurate, and Adequate Diabetes Education, June 2012
- Beating Cardiovascular Disease: Understanding the Meaning and Value of Key Risk Factors, November 2011

Emily A. Newman, BSN, M.ed

Service

Profession

- American Society for Clinical Pathology - Member
- Mississippi Rural Health Association – Member
- Mississippi Nurses Association (MNA) District #23 – Treasurer
- Delegate to MNA 2012 Annual Convention
- National League of Nursing, member
- National Student Nurses’ Association, Inc – Sustaining Member
- Sigma Theta Tau International Honor Society of Nursing - Pi Xi Chapter - Member, Treasurer for 2012-2013; President for 2013-2015
- Transcultural Nursing Society Chapter Alabama and Mississippi – Member, Founding Board Member, Elections Committee Member, Research Symposium Planning Committee
- Transcultural International Nursing Society - Member
- University Involvement
- DSU Library Committee – 2012 – 2013
- DSU Hall of Fame Committee, 2012

Shelby Polk

Scholarship

Grants

- TEAM Sugar Free – Delta Health Alliance and DSU RESSON

- 1) August 1, 2012 – July 31, 2013
- 2) D60RH08555-05-00; CFDA# 93.912
- 3) \$20,000

- DSU Year of Service – grant proposal submitted

- 1) Received \$500.00 to purchase food for the 3<sup>rd</sup> Annual DSU Student Health Fair
- 2) FNP 4<sup>th</sup> semester students required to participate in event
  - 1) BSN students – optional participation in event

- Submitted a grant proposal on March 18, 2013 – grant period will begin August 1, 2013 if received

- 1) *Delta States Rural Development Network Grant Program*
- 2) Announcement Type: Competing Continuation
- 3) Announcement Number: HRSA-13-157
- 4) Catalog of Federal Domestic Assistance (CFDA) No. 93.912
- 5) 3 year grant \$585,000 annually x 3 years

Noteworthy activities and accomplishments

### **Judgment**

- Meets Standards    Does Not Meet Standards    Not Applicable

### **Narrative**