

DELTA STATE UNIVERSITY
Unit Strategic Plan and Annual Report -- Academic Year 2009-10

X Academic Unit ___ Administrative/Support Unit

I. Unit Title:

School/College or University Division: Robert E. Smith School of Nursing

Unit Administrator: Lizabeth Carlson

Program Mission: 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.

II. Educational Program Learning Outcome Assessment Plan (Academics)/User Outcomes Assessment Plan (Non-Academics)

Learner Outcomes identified for the major. For User Outcomes (primarily non-academic units) use TABLE II.

| TABLE I – Student Learning Outcomes | | | | | | | | | | | | | | | | | | | |
|--|--|---|---|------|------|--------|--------|------|------|------|-----|-----|-----|-----|-----|-----|--------|--------|---|
| A. Learner Outcome <i>What should a graduate in the _____(fill in major here)_____ major know, value, or be able to do at graduation and beyond?</i> | B. Data Collection & Analysis <i>1. What assessment tools and/or methods will you use to determine achievement of the learning outcome? 2. Describe how the data from these tools and/or methods will be/have been collected. 3.Explain the procedure to analyze the data.</i> | C. Results of Evaluation <i>What were the findings of the analysis?</i> | D. Use of Evaluation Results <i>1.List any specific recommendations. 2. Describe changes in curriculum, courses, or procedures that are proposed or were made/ are being made as a result of the program learning outcome assessment process.</i> | | | | | | | | | | | | | | | | |
| BSN 1st write <u>NCLEX-RN</u> pass rate | <u>Annual Report from the National Council of State Boards of Nursing to Schools of Nursing (SON) re 1st write of</u> | NCLEX 1st write pass rate <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="text-align: center;">2002</td> <td style="text-align: center;">2003</td> <td style="text-align: center;">2004</td> <td style="text-align: center;">2005</td> <td style="text-align: center;">2006</td> <td style="text-align: center;">2007</td> <td style="text-align: center;">2008</td> <td style="text-align: center;">2009</td> </tr> <tr> <td style="text-align: center;">92%</td> <td style="text-align: center;">89%</td> <td style="text-align: center;">94%</td> <td style="text-align: center;">75%</td> <td style="text-align: center;">85%</td> <td style="text-align: center;">72%</td> <td style="text-align: center;">82.86%</td> <td style="text-align: center;">96.55%</td> </tr> </table> | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 92% | 89% | 94% | 75% | 85% | 72% | 82.86% | 96.55% | 2009 1st write NCLEX-RN results exceeded the IHL accreditation standards. |
| 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | | | | | | | | | | | | |
| 92% | 89% | 94% | 75% | 85% | 72% | 82.86% | 96.55% | | | | | | | | | | | | |

| | NCLEX-RN pass rates. The NCLEX-RN is a licensure exam. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|---|---------------------|-------------|-------------|-------------|---------------------|---------------------|---------------------|--------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|-------------|-------------|---------------|------------|---------------|-------------|---------------|---------------|---------------|-------------|----------------|---------------|---------------|----------------|----------------|----------------|----------------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|-----------|----------|----------|-----------|-----------|-----------|------------|------------|----------|-----------|-----------|-----------|-----------|----------------|----------------|----------------|----------------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|-----------|----------|----------|----------|-----------|----------|------------|------------|------------|-----------|-----------|-----------|-----------|----------------|----------------|----------------|----------------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-------------|-----------|----------|----------|----------|-----------|----------|------------|-----------|----------|---|
| <p>Specific baccalaureate program (student learning) outcomes (PO) (based on Commission on Collegiate Nursing Education [CCNE] accreditation criteria):</p> <ol style="list-style-type: none"> 1. Apply nursing, natural and behavioral science concepts to the practice of nursing (clinical concepts or CC). GE #5. 2. Deliver care to the client system using critical thinking (CT), Therapeutic communication (TC), therapeutic nursing interventions (TNI), and cultural awareness/human diversity (CA) within the nursing process (NP) and standards of care (SOC- | <p><u>The SON Master Plan for Evaluation (MPE) is based on CCNE criteria for accreditation and continues to be used for program evaluation (Appendix E). HESI testing continues to be used to evaluate student competency on each of six (6) different program outcomes</u></p> <p><u>HESI exit testing report of results</u> downloaded from online exit exam (X3) testing during the last semester of the program.</p> | <p>DSU SON mean HESI score (national percentile rank)</p> <table border="1"> <thead> <tr> <th><u>2006</u></th> <th><u>2007</u></th> <th><u>2008</u></th> <th><u>2009</u></th> </tr> </thead> <tbody> <tr> <td>Exam 1: 757 (23.42)</td> <td>Exam 1: 771 (30.79)</td> <td>Exam 1: 850 (55.11)</td> <td>Exam 1: 877(49.13)</td> </tr> <tr> <td>Exam 2: 864 (50.88)</td> <td>Exam 2: 815 (42.56)</td> <td>Exam 2: 864 (58.97)</td> <td>Exam 2: 879 (49.13)</td> </tr> <tr> <td>Exam 3: 854 (48.01)</td> <td>Exam 3: 816 (42.85)</td> <td>Exam 3: 854 (55.97)</td> <td>Exam 3: 884 (67.38)</td> </tr> </tbody> </table> <p>1. Clinical Concepts</p> <table border="1"> <thead> <tr> <th><u>Mean 2006</u></th> <th><u>Mean 2007</u></th> <th><u>Mean 2008</u></th> <th><u>2009</u></th> </tr> </thead> <tbody> <tr> <td>Exam 1: 770</td> <td>Exam 1: 802.3</td> <td>Exam1: 819</td> <td>Exam 1: 943.1</td> </tr> <tr> <td>Exam 2: 845</td> <td>Exam 2: 856.6</td> <td>Exam 2: 904.5</td> <td>Exam 2: 896.6</td> </tr> <tr> <td>Exam 3: 833</td> <td>Exam 3: 727.07</td> <td>Exam 3: 878.2</td> <td>Exam 3: 950.9</td> </tr> </tbody> </table> <p>2. <u>Mean 2006</u> <u>Mean 2007</u> <u>Mean 2008</u> <u>Mean 2009</u></p> <table border="1"> <thead> <tr> <th><u>Exam 1:</u></th> <th><u>Exam 1:</u></th> <th><u>Exam 1:</u></th> <th><u>Exam 1:</u></th> </tr> </thead> <tbody> <tr> <td>CT = 755</td> <td>CT = 771</td> <td>CT = 852</td> <td>CT = 879</td> </tr> <tr> <td>TC = 788</td> <td>TC = 717</td> <td>TC = 823</td> <td>TC = 794</td> </tr> <tr> <td>TNI = 761</td> <td>TNI = 783</td> <td>TNI = 857</td> <td>TNI = 891</td> </tr> <tr> <td>CA = 594</td> <td>CA = 443</td> <td>CA = 1041</td> <td>CA = 1096</td> </tr> <tr> <td>NP = 1032</td> <td>NP = 781.2</td> <td>NP = 859.8</td> <td>NP = 878</td> </tr> <tr> <td>SOC = 716</td> <td>SOC = 750</td> <td>SOC = 873</td> <td>SOC = 828</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th><u>Exam 2:</u></th> <th><u>Exam 2:</u></th> <th><u>Exam 2:</u></th> <th><u>Exam 2:</u></th> </tr> </thead> <tbody> <tr> <td>CT = 879</td> <td>CT = 808</td> <td>CT = 864</td> <td>CT = 885</td> </tr> <tr> <td>TC = 873</td> <td>TC = 829</td> <td>TC = 799</td> <td>TC = 813</td> </tr> <tr> <td>TNI = 876</td> <td>TNI = 803</td> <td>TNI = 860</td> <td>TNI = 903</td> </tr> <tr> <td>CA = 819</td> <td>CA = 998</td> <td>CA = 562</td> <td>CA = 1111</td> </tr> <tr> <td>NP = 884</td> <td>NP = 819.4</td> <td>NP = 843.4</td> <td>NP = 899.6</td> </tr> <tr> <td>SOC = 871</td> <td>SOC = 840</td> <td>SOC = 882</td> <td>SON = 896</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th><u>Exam 3:</u></th> <th><u>Exam 3:</u></th> <th><u>Exam 3:</u></th> <th><u>Exam 3:</u></th> </tr> </thead> <tbody> <tr> <td>CT = 844</td> <td>CT = 815</td> <td>CT = 855</td> <td>CT = 887</td> </tr> <tr> <td>TC = 850</td> <td>TC = 575</td> <td>TC = 842</td> <td>TC = 799</td> </tr> <tr> <td>TNI = 855</td> <td>TNI = 869</td> <td>TNI = 863.4</td> <td>TNI = 896</td> </tr> <tr> <td>CA = 720</td> <td>CA = 811</td> <td>CA = 863</td> <td>CA = 1103</td> </tr> <tr> <td>NP = 847</td> <td>NP = 828.6</td> <td>NP = 1145</td> <td>NP = 908</td> </tr> </tbody> </table> | <u>2006</u> | <u>2007</u> | <u>2008</u> | <u>2009</u> | Exam 1: 757 (23.42) | Exam 1: 771 (30.79) | Exam 1: 850 (55.11) | Exam 1: 877(49.13) | Exam 2: 864 (50.88) | Exam 2: 815 (42.56) | Exam 2: 864 (58.97) | Exam 2: 879 (49.13) | Exam 3: 854 (48.01) | Exam 3: 816 (42.85) | Exam 3: 854 (55.97) | Exam 3: 884 (67.38) | <u>Mean 2006</u> | <u>Mean 2007</u> | <u>Mean 2008</u> | <u>2009</u> | Exam 1: 770 | Exam 1: 802.3 | Exam1: 819 | Exam 1: 943.1 | Exam 2: 845 | Exam 2: 856.6 | Exam 2: 904.5 | Exam 2: 896.6 | Exam 3: 833 | Exam 3: 727.07 | Exam 3: 878.2 | Exam 3: 950.9 | <u>Exam 1:</u> | <u>Exam 1:</u> | <u>Exam 1:</u> | <u>Exam 1:</u> | CT = 755 | CT = 771 | CT = 852 | CT = 879 | TC = 788 | TC = 717 | TC = 823 | TC = 794 | TNI = 761 | TNI = 783 | TNI = 857 | TNI = 891 | CA = 594 | CA = 443 | CA = 1041 | CA = 1096 | NP = 1032 | NP = 781.2 | NP = 859.8 | NP = 878 | SOC = 716 | SOC = 750 | SOC = 873 | SOC = 828 | <u>Exam 2:</u> | <u>Exam 2:</u> | <u>Exam 2:</u> | <u>Exam 2:</u> | CT = 879 | CT = 808 | CT = 864 | CT = 885 | TC = 873 | TC = 829 | TC = 799 | TC = 813 | TNI = 876 | TNI = 803 | TNI = 860 | TNI = 903 | CA = 819 | CA = 998 | CA = 562 | CA = 1111 | NP = 884 | NP = 819.4 | NP = 843.4 | NP = 899.6 | SOC = 871 | SOC = 840 | SOC = 882 | SON = 896 | <u>Exam 3:</u> | <u>Exam 3:</u> | <u>Exam 3:</u> | <u>Exam 3:</u> | CT = 844 | CT = 815 | CT = 855 | CT = 887 | TC = 850 | TC = 575 | TC = 842 | TC = 799 | TNI = 855 | TNI = 869 | TNI = 863.4 | TNI = 896 | CA = 720 | CA = 811 | CA = 863 | CA = 1103 | NP = 847 | NP = 828.6 | NP = 1145 | NP = 908 | <p>UG syllabi continue to be reviewed by course faculty and HESI specialty exams given as the final exam for each course for which there is a HESI. 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. Remediation continues to be required for each student who has a score below 900 on each specialty HESI exam.</p> <p>With Nur 408 requiring at least one score of 900 to pass the course and the letter grade earned is</p> |
| <u>2006</u> | <u>2007</u> | <u>2008</u> | <u>2009</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Exam 2: 864 (50.88) | Exam 2: 815 (42.56) | Exam 2: 864 (58.97) | Exam 2: 879 (49.13) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Exam 2: 845 | Exam 2: 856.6 | Exam 2: 904.5 | Exam 2: 896.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Exam 3: 833 | Exam 3: 727.07 | Exam 3: 878.2 | Exam 3: 950.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| CT = 755 | CT = 771 | CT = 852 | CT = 879 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TC = 788 | TC = 717 | TC = 823 | TC = 794 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TNI = 761 | TNI = 783 | TNI = 857 | TNI = 891 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CA = 594 | CA = 443 | CA = 1041 | CA = 1096 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NP = 1032 | NP = 781.2 | NP = 859.8 | NP = 878 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SOC = 716 | SOC = 750 | SOC = 873 | SOC = 828 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>Exam 2:</u> | <u>Exam 2:</u> | <u>Exam 2:</u> | <u>Exam 2:</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CT = 879 | CT = 808 | CT = 864 | CT = 885 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TC = 873 | TC = 829 | TC = 799 | TC = 813 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TNI = 876 | TNI = 803 | TNI = 860 | TNI = 903 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CA = 819 | CA = 998 | CA = 562 | CA = 1111 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NP = 884 | NP = 819.4 | NP = 843.4 | NP = 899.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SOC = 871 | SOC = 840 | SOC = 882 | SON = 896 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>Exam 3:</u> | <u>Exam 3:</u> | <u>Exam 3:</u> | <u>Exam 3:</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CT = 844 | CT = 815 | CT = 855 | CT = 887 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TC = 850 | TC = 575 | TC = 842 | TC = 799 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TNI = 855 | TNI = 869 | TNI = 863.4 | TNI = 896 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CA = 720 | CA = 811 | CA = 863 | CA = 1103 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NP = 847 | NP = 828.6 | NP = 1145 | NP = 908 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| <p>legal/ethical considerations). GE #1, #2, #5, #7 & #10</p> <p>3. Practice leadership as a self-directed professional who is accountable to self, society, and the evolving nursing profession. GE # 5</p> <p>4. Participate in/apply research to enhance health care delivery (evidence based practice). GE #3& #4</p> <p>5. Improve health care delivery through interdisciplinary collaboration, coordination, and consultation (safe, effective, care environment or SECE). GE # 9</p> | | <p>SOC = 867 SOC = 741 SOC = 842 SOC = 886</p> <p>3. <u>Mean 2006</u> <u>Mean 2007</u> <u>Mean 2008</u> <u>Mean 2009</u> Leadership Exam 1: = 734 Exam 1: = 781 Exam 1: = 816 Exam 1: = 902 Exam 2: = 909 Exam 2: = 716 Exam 2: = 869 Exam 2: = 896 Exam 3: = 848 Exam 3: = 751 Exam 3: = 853 Exam 3: = 908</p> <p>4. <u>Mean 2006</u> <u>Mean 2007</u> <u>Mean 2008</u> <u>Mean 2009</u> Scholarship for Evidence Based Practice Exam 1: = 311 Exam 1: = 521 Exam 1: = 225 Exam 1: = 898 Exam 2: = not tested Exam 2: = 998 Exam 2: =not tested Exam2: = 910 Exam 3: = not tested Exam 3: = 387 Exam 3: = 595 Exam 3: = 909</p> <p>5. <u>Mean 2006</u> <u>Mean 2007</u> <u>Mean 2008</u> <u>Mean 2009</u> SECE Exam 1: = 805 Exam 1: = 765 Exam 1: = 900 Exam 1: = 842 Exam 2: = 890 Exam 2: = 701 Exam 2: = 853 Exam 2: =856 Exam 3: = 880 Exam 3: = 847 Exam 3: = 849 Exam 3: = 846</p> | <p>calculated by the HESI Exit Exams counting for 95% of the course grade, with each HESI Exit Exam being 31.66%. MedsPublishing (an online nursing academic enhancement program) continues to be available to all students as well as live HESI NCLEX-RN review for senior students. Students were also given an additional opportunity to obtain the minimum 900 score by being offered a fourth (4) HESI exit exam. All senior nursing students earned at least one 900 on the HESI exit exam and graduated.</p> |
|--|--|---|---|

| <p>6. Provide nursing care that assists the client to achieve well-being (Physiological integrity or PI) while respecting individual health care beliefs (Psychosocial Integrity or PsI). GE #8</p> | <p><u>Anonymous annual end of program surveys</u> conducted with pencil and scantron sheets in classrooms, scantrons run by faculty secretary and reported as aggregate data by the Program Effectiveness Committee (PEC) to the SON Faculty Organization during monthly meetings as appropriate.</p> | <table border="0"> <thead> <tr> <th><u>6. Mean 2006</u></th> <th><u>Mean 2007</u></th> <th><u>Mean 2008</u></th> <th><u>Mean 2009</u></th> </tr> </thead> <tbody> <tr> <td>Exam 1: PI = 747 PsI = 639</td> <td>Exam 1: PI = 715 PsI = 773</td> <td>Exam 1: PI = 838 PsI = 849</td> <td>Exam 1: PI = 893 PsI = 809</td> </tr> <tr> <td>Exam 2: PI = 875 PsI = 924</td> <td>Exam 2: PI = 859 PsI = 846</td> <td>Exam 2 : PI = 884 PsI = 791</td> <td>Exam 2: PI = 904 PsI = 872</td> </tr> <tr> <td>Exam 3: PI = 838 PsI = 878</td> <td>Exam 3: PI = 872 PsI = 648</td> <td>Exam 3: PI = 857 PsI = 843</td> <td>Exam 3: PI = 929 PsI = 793</td> </tr> </tbody> </table> <p>BSN: The data from 33 undergraduate BSN students provided information that demonstrated they generally felt confident about program outcomes and were generally satisfied with courses, instructions, and resources. Over fifty percent of the students would recommend the program to a friend or colleague and slightly more than seventy five percent of the respondents felt the environment was conducive to learning. Library support, faculty, teaching expertise, and supportive COAP are listed among the top strengths of the program. Some needs of improvement reported include flexibility of class and course, teaching expertise, supportive Dean, and quality of courses.</p> <p>RN-BSN: The data from 8 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. Eighty eight percent of the students would recommend the program to a friend or colleague. Flexible classes and faculty, teaching expertise, quality of courses, online format, and faculty support were among the top overall strengths reported for this program. Some greatest needs of improvement were reported as teaching</p> | <u>6. Mean 2006</u> | <u>Mean 2007</u> | <u>Mean 2008</u> | <u>Mean 2009</u> | Exam 1: PI = 747 PsI = 639 | Exam 1: PI = 715 PsI = 773 | Exam 1: PI = 838 PsI = 849 | Exam 1: PI = 893 PsI = 809 | Exam 2: PI = 875 PsI = 924 | Exam 2: PI = 859 PsI = 846 | Exam 2 : PI = 884 PsI = 791 | Exam 2: PI = 904 PsI = 872 | Exam 3: PI = 838 PsI = 878 | Exam 3: PI = 872 PsI = 648 | Exam 3: PI = 857 PsI = 843 | Exam 3: PI = 929 PsI = 793 | <p>We will continue to obtain feedback from BSN students, alumni and employers and monitor ratings and recommendations</p> |
|---|---|--|----------------------------------|------------------|------------------|------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|-----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|--|
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| | <p><u>Anonymous annual employer/advisory council pencil and paper surveys</u> distributed at the DSU spring health care professions career fair and at the annual fall SON open house. Surveys are distributed and collected by the SON resource assistant and tabulated by the PEC committee. Aggregate results are reported as compiled to the SON Faculty</p> | <p>expertise, recruitment efforts, and flexible classes and faculty. Over fifty percent of the respondents reported no comment for greatest needs for improvement.</p> <p><u>BSN End of program surveys</u></p> <table border="0"> <thead> <tr> <th><u>Mean 2006</u></th> <th><u>Mean 2007</u></th> <th><u>Mean 2008</u></th> <th><u>Mean 2009</u></th> </tr> </thead> <tbody> <tr> <td>PO 1: = 3.9</td> <td>PO 1: = 4.1</td> <td>PO 1: = 4.4</td> <td>PO 1: = 4.1</td> </tr> <tr> <td>PO 2: = 3.33</td> <td>PO 2: = 4.2</td> <td>PO2: = 3.9</td> <td>PO 2: = 4.2</td> </tr> <tr> <td>PO 3: = 4.0</td> <td>PO 3: = 4.2</td> <td>PO3: = 3.8</td> <td>PO 3: = 4.2</td> </tr> <tr> <td>PO 4: = 3.5</td> <td>PO 4: = 4.2</td> <td>PO4: = 3.5</td> <td>PO 4: = 4.2</td> </tr> <tr> <td>PO 5: = 3.4</td> <td>PO 5: = 4.0</td> <td>PO5: = 3.9</td> <td>PO 5: = 3.9</td> </tr> <tr> <td>PO 6: = 3.9</td> <td>PO 6: = 4.1</td> <td>PO6: = 4.1</td> <td>PO 6: = 4.1</td> </tr> </tbody> </table> <p>Q1 under additional information on the surveys-Would you recommend DSU's BSN program to a friend?</p> <table border="0"> <thead> <tr> <th><u>2006</u></th> <th><u>2007</u></th> <th><u>2008</u></th> <th><u>2009</u></th> </tr> </thead> <tbody> <tr> <td>Yes = 92%</td> <td>Yes = 90%</td> <td>Yes = 16%</td> <td>Yes =73.5%</td> </tr> <tr> <td>No response = 8%</td> <td>No = 10%</td> <td>No = 84%</td> <td>No = 26.5%</td> </tr> </tbody> </table> <p>Twenty-two (22) surveys were completed by advisory council and employers in 2009.</p> <ol style="list-style-type: none"> 1. Agencies surveyed included hospitals, outpatient facilities, home health care agencies, and private physician offices/clinics. The majority (55%) were from hospitals, whereas the minority (5%) was from outpatient facilities. 2. Titles/positions of those surveyed ranged from CNO to the category of 'other' (i.e. Associate Director, Nurse Recruiters, Administrative Assistants, Marketing Coordinator, Kaplan Instructor, Home Care Coordinator, Nurse Director, Employee Relations Director, and Staffing Consultant). The largest percentage (73%) surveyed held the positions in the 'other' category. There were 18% which provided no response re: the position held at the facility/agency in which they worked, and only 9% held positions as CNOs. 3. Assessment of agency size inferred from the number of nurses employed show the following: 5% employ 10 or less; another 5% employ from 11 to 30 nurses; 14 % employ between 31 to 50 nurses; and 55% employ 100 or more nurses in their agency/facility. 4. Numbers of RN vacancies indicate 36% of those responding | <u>Mean 2006</u> | <u>Mean 2007</u> | <u>Mean 2008</u> | <u>Mean 2009</u> | PO 1: = 3.9 | PO 1: = 4.1 | PO 1: = 4.4 | PO 1: = 4.1 | PO 2: = 3.33 | PO 2: = 4.2 | PO2: = 3.9 | PO 2: = 4.2 | PO 3: = 4.0 | PO 3: = 4.2 | PO3: = 3.8 | PO 3: = 4.2 | PO 4: = 3.5 | PO 4: = 4.2 | PO4: = 3.5 | PO 4: = 4.2 | PO 5: = 3.4 | PO 5: = 4.0 | PO5: = 3.9 | PO 5: = 3.9 | PO 6: = 3.9 | PO 6: = 4.1 | PO6: = 4.1 | PO 6: = 4.1 | <u>2006</u> | <u>2007</u> | <u>2008</u> | <u>2009</u> | Yes = 92% | Yes = 90% | Yes = 16% | Yes =73.5% | No response = 8% | No = 10% | No = 84% | No = 26.5% | <p>for improvement; revise curriculum as needed. Continue to monitor national education, practice (NCLEX) and MS IHL standards for BSN programs and revise curriculum as needed.</p> |
|------------------|--|--|------------------|------------------|------------------|------------------|-------------|-------------|-------------|-------------|--------------|-------------|------------|-------------|-------------|-------------|------------|-------------|-------------|-------------|------------|-------------|-------------|-------------|------------|-------------|-------------|-------------|------------|-------------|-------------|-------------|-------------|-------------|-----------|-----------|-----------|------------|------------------|----------|----------|------------|--|
| <u>Mean 2006</u> | <u>Mean 2007</u> | <u>Mean 2008</u> | <u>Mean 2009</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <u>2006</u> | <u>2007</u> | <u>2008</u> | <u>2009</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| No response = 8% | No = 10% | No = 84% | No = 26.5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | <p>Organization during monthly meetings as appropriate.</p> | <p>had less than 10 vacancies, 14% report vacancies ranging anywhere from 11 to 30, while 18% had 31 or more vacancies, and one agency reports they are “always hiring”.</p> <p>5. Highest vacancy areas, representing 36%, fell under the ‘other’ category. These included Nursing home positions, Telemetry, OR, Recovery room, Cardiac care, and Nursing Review Instructors. The second highest areas, representing 32% and 23% respectively, were Med/Surg and Critical Care. There was a 9% vacancy area in the Emergency Room. A three way tie (5% each) existed in: Obstetrics, Psychiatric, and Home health areas.</p> <p>6. Number of DSU graduates employed by these agencies varied. Unfortunately, of those surveyed a high percentage (27%) was unsure if any of those they employed were DSU graduates. Of those who were sure, only nine percent employed no DSU graduates, and of those who employed DSU graduates, 5% employed less than 3, 23% employed between 4 and 9, and 14% employed more than 10.</p> <p>7. According to survey results, the strengths of the DSU School of Nursing are as follows:</p> <ul style="list-style-type: none"> ✓ Professionalism ✓ Accessibility ✓ Local resource to obtain nursing degree(s) [i.e. BSN, MSN] ✓ Ability to educate and keep talented nurses in the Delta ✓ Well rounded students ✓ Community involvement ✓ Dedication <p>8. The majority of respondents offered no recommendations for the DSU SON program. The only recommendation listed:</p> <ul style="list-style-type: none"> ✓ More clinical/hands on work <p><u>Employer/advisory council surveys</u></p> <table border="0"> <thead> <tr> <th><u>Mean 2006</u></th> <th><u>Mean 2007</u></th> <th><u>Mean 2008</u></th> <th><u>Mean 2009</u></th> </tr> </thead> <tbody> <tr> <td>PO 1: = 4.5</td> <td>PO 1: = 4.5</td> <td>PO 1: = 4.4</td> <td>PO 1: = 3.5</td> </tr> <tr> <td>PO 2: = 4.7</td> <td>PO 2: = 4.8</td> <td>PO 2: = 4.8</td> <td>PO 2: = 3.5</td> </tr> </tbody> </table> | <u>Mean 2006</u> | <u>Mean 2007</u> | <u>Mean 2008</u> | <u>Mean 2009</u> | PO 1: = 4.5 | PO 1: = 4.5 | PO 1: = 4.4 | PO 1: = 3.5 | PO 2: = 4.7 | PO 2: = 4.8 | PO 2: = 4.8 | PO 2: = 3.5 | |
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| <u>Master of Science in Nursing (MSN) Family Nurse Practitioner Certification Exam pass rates</u> (No results yet for Nurse Educator or Nurse Administrator certification due to certification exam eligibility requirements of two years of full-time work experience and first cohort(s) graduated in 2007). | Student self-report FNP certification results | FNP Certification pass rate 2002 2003 2004 2005 2006 2007 2008 2009 <table border="1"> <tr> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>95%</td> </tr> </table> | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 95% | |
| 100% | 100% | 100% | 100% | 100% | 100% | 100% | 95% | | | | |
| MSN Program Outcomes (PO) based on Commission on Collegiate Nursing Education (CCNE) accreditation criteria: 1. Incorporate theories and research in development and implementation of evidence based practice. 2. Incorporate information technology in the enhancement of health care. 3. Apply principles | <u>MSN comprehensive exam.</u> Exam at end of program with content based on program outcomes, each exam was blind graded by two (2) MSN faculty members (each exam was assigned a code number to ensure student anonymity) | MSN Final Exam pass rate <u>2006</u> <u>2007</u> <u>2008</u> <u>2009</u> 88% (15/17) 100% (14/14) 100% (29/29) 100% (8/8) | Prepare self study for CCNE Accreditation visit Summer 2010; continue to prepare for CCNE accreditation site visit October 6-8, 2010. Continue to obtain feedback from graduate students, alumni and employers and monitor ratings and recommendations for improvement. Continue to | | | | | | | | |

| <p>of leadership to promote effective change in the healthcare delivery system.</p> <p>4. Demonstrate competency in practice through application of advanced nursing knowledge and skills.</p> <p>5. Demonstrate an appreciation of human diversity in the delivery of appropriate, individualized health care.</p> | <p><u>Anonymous annual end of program surveys</u> (N = 19) measuring program outcomes conducted with pencil and scantron sheets in classrooms, scantrons run by faculty secretary and reported as aggregate data by the Program Effectiveness</p> | <p>MSN:</p> <p>The data from 32 MSN students provided information that demonstrated they generally felt confident about their preparation for functioning in an advanced practice role, continuous learning, and doctoral study. Over sixty percent of the students would recommend the program to a friend or colleague. Flexible classes and faculty, supportive chair of academic programs, supportive dean, online format, and faculty support were among the top overall strengths reported for this program. Some greatest needs for improvement were reported as teaching expertise, faculty support, preparation for certification, library holdings, and online format.</p> <p><u>End of program surveys</u></p> <table border="1"> <thead> <tr> <th>Mean 2006</th> <th>2007</th> <th>2008</th> <th>2009</th> </tr> </thead> <tbody> <tr> <td>PO 1: = 4.3</td> <td>PO 1: = 4.5</td> <td>PO 1: = 4.5</td> <td>PO 1: = 4.2</td> </tr> <tr> <td>PO2: = 4.1</td> <td>PO 2: = 4.5</td> <td>PO 2: = 4.4</td> <td>PO 2: = 4.0</td> </tr> </tbody> </table> | Mean 2006 | 2007 | 2008 | 2009 | PO 1: = 4.3 | PO 1: = 4.5 | PO 1: = 4.5 | PO 1: = 4.2 | PO2: = 4.1 | PO 2: = 4.5 | PO 2: = 4.4 | PO 2: = 4.0 | <p>monitor national education and practice standards for MSN programs for family nurse practitioner (FNP), nurse administrators (NA) and nurse educators (NE) and revise curriculum as needed.</p> |
|---|---|--|-------------|------|------|------|-------------|-------------|-------------|-------------|------------|-------------|-------------|-------------|--|
| Mean 2006 | 2007 | 2008 | 2009 | | | | | | | | | | | | |
| PO 1: = 4.3 | PO 1: = 4.5 | PO 1: = 4.5 | PO 1: = 4.2 | | | | | | | | | | | | |
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| | <p>Committee (PEC) to the SON Faculty Organization during monthly meetings as appropriate.</p> <p><u>MSN Annual employer/advisory council pencil and paper surveys</u> distributed at the DSU spring health care professions career fair and at the annual fall SON open house. Surveys are distributed and collected by the SON resource assistant and tabulated by the PEC committee. Aggregate results are reported as compiled to the SON Faculty Organization during monthly meetings as appropriate.</p> | <p>PO3: = 4.1 PO 3: = 4.5 PO 3: = 4.6 PO 3: = 4.0 PO4: = 4.3 PO 4: = 4.0 PO4: = 4.6 PO 4: = 4.0 PO5: = 4.2 PO 5: = 4.5 PO 5: = 4.6 PO 5: = 4.0</p> <p>Q1 under additional information on the surveys-Would you recommend DSU's MSN program to a friend? Yes = 61% No = 03% Uncertain = 36% Not marked = 0%</p> <p><u>Employer/advisory council surveys</u></p> <table border="1"> <thead> <tr> <th>Mean 2006</th> <th>2007</th> <th>2008</th> <th>2009</th> </tr> </thead> <tbody> <tr> <td>PO 1: = 3.75</td> <td>PO 1: = 4.0</td> <td>PO 1: = 4.0</td> <td>PO 1: = 3.3</td> </tr> <tr> <td>PO2: = 4.0</td> <td>PO 2: = 4.0</td> <td>PO 2: = 4.0</td> <td>PO 2: = 3.3</td> </tr> <tr> <td>PO3: = 4.7</td> <td>PO 3: = 4.8</td> <td>PO 3: = 3.0</td> <td>PO 3: = 3.5</td> </tr> <tr> <td>PO4: = 3.6</td> <td>PO 4: = 3.5</td> <td>PO 4: = 4.0</td> <td>PO 4: = 3.5</td> </tr> <tr> <td>PO5: = 3.6</td> <td>PO 5: = 3.75</td> <td>PO 5: = 4.5</td> <td>PO 5: = 3.5</td> </tr> </tbody> </table> | Mean 2006 | 2007 | 2008 | 2009 | PO 1: = 3.75 | PO 1: = 4.0 | PO 1: = 4.0 | PO 1: = 3.3 | PO2: = 4.0 | PO 2: = 4.0 | PO 2: = 4.0 | PO 2: = 3.3 | PO3: = 4.7 | PO 3: = 4.8 | PO 3: = 3.0 | PO 3: = 3.5 | PO4: = 3.6 | PO 4: = 3.5 | PO 4: = 4.0 | PO 4: = 3.5 | PO5: = 3.6 | PO 5: = 3.75 | PO 5: = 4.5 | PO 5: = 3.5 | |
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| PO5: = 3.6 | PO 5: = 3.75 | PO 5: = 4.5 | PO 5: = 3.5 | | | | | | | | | | | | | | | | | | | | | | | | |

III. Goals

-- For the Current Year

A. **Goal # 1:** The 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.

- a. Collect data related to program effectiveness annually
- b. Recruit and retain qualified nursing faculty
- c. Participate in educational consortium agreements
- d. Incorporate innovative technology into the curriculum

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

1. **SP Goal # 1:** Increase Student Learning: (DSU will ensure through high-quality programs that graduates are well prepared for successful careers, meaningful work in a global society, and engaged citizenship) **QEP Goal # 4:** Student engagement in free-flowing, multi-directional communication with faculty and other students will increase. Communication related to current performance and its relationship to long-term student achievement and academic career decisions will improve through the use of departmental review boards.

2. **Evaluation Procedures:**

Utilization of the comprehensive SON MPE (Appendix F) which includes the *Community of Interest* (COI): students, faculty, agencies, alumni, and the Advisory Council. Evaluation forms for students: course, course instructor, clinical instructor, preceptor clinical; end of program satisfaction, employer satisfaction, one and three year follow-up for graduates of both programs and survey form for the Advisory Council. Substantive change reports and self-study for CCNE and accreditation site visit (Appendices A-C).

3. **Actual Results of the Evaluation:**

a. Undergraduate Program—Continue to assess curriculum, compare to national trends and COI needs and revise as necessary. Refer to MPE (Appendix F). CCNE accreditation visit scheduled for October 6-8, 2010 (Appendix C).

b. Graduate Program—Continue to assess curriculum and compare to national trends and societal needs. Accreditation standards and guidelines reviewed and compared to SON curriculum and revisions made (CCNE & NONPF). CCNE accreditation visit scheduled for October 6-8, 2010 (Appendix C). Refer to MPE (Appendix F)

4. **Use of Evaluation Results:**

a. Undergraduate and Graduate Programs
Details in MPE (Appendix F)

B. **Goal # 2:** The School of Nursing will increase enrollment and graduation rates.

- a. Enhance marketing and recruitment plan
- b. Develop a student retention plan
- c. Enhance physical learning environment
- d. Evaluate and maintain current support resources

Rationale: Use of distance learning technology will enable the SON to have an impact on learning that stretches beyond the traditional classroom with walls and will help ensure we maintain a competitive marketing edge with other state nursing programs.

1. Institutional Goal(s) supported by this goal:

SP Goal # 2: Develop an engaged, diverse, high-quality student population: (Delta State will attract, retain, and graduate an engaged and success-oriented student population) **QEP Goal # 2:** DSU will increase the use of technology and web-based communication in classroom activities and assignments.

2. Evaluation Procedures:

Feedback through the comprehensive SON MPE--in particular: student course evaluations and enrollment data.

3. Actual Results of Evaluation:

BSN

1. On-line and use of technology efforts will continue and be enhanced as appropriate for course learning activities.
2. Forty-five (45) students were sent letters of acceptance and all 45 accepted and started the program of study fall 2009.
3. Admissions slightly increased (1%) over 2008 admissions (from 41 to 45) for fall 2009.

RN-BSN

1. Students continue to be extremely positive regarding course delivery; the combination of limited, optional in-class time & online is a good balance and facilitates academic progress while employed.
2. Enrollment more than doubled from summer 2008-summer 2009 (from 11 to 26).

MSN

1. On-line efforts will continue as appropriate for course learning activities.
2. Enrollment has remained stable with 35 students sent acceptance letters for fall 2009; students were admitted to all three options, Nurse Practitioner (n = 21); Nurse Administrator (n=10) and Nurse Educator (n = 4). The Nurse Educator courses were offered because there were originally 8 applicants for that option and students had already been accepted when numbers decreased.

4. Use of Evaluation Results:

BSN

1. Will continue to integrate and increase the SON's use of nontraditional classroom settings and online delivery of course content. Plan to explore addition of streaming video of lectures to online format, pending server space.
2. Pool of applicants (76+) exceeds the junior I class maximum of 45.
3. Explore alternate sources of funding for faculty positions and to increase physical plant space to accommodate more students to maintain mandated IHL faculty student ratios while increasing admissions.

4. Continue with recruitment efforts (High School Ads, sponsor of MORA golf tournament and MNF functions, Kids Kollege summer nurse camp; & pre-nursing enrichment camp to target future generations of potential nurses.
5. With hire of additional full-time faculty, number of part-time/adjunct faculty needed has stabilized at four (4).

RN-BSN

1. First day classes continue to be held on campus with subsequent optional meetings in Greenville & Clarksdale as applicable.
2. Maintain recruitment efforts.

MSN

1. Continue with online strategies and seek continued feedback.
2. Grant applications have doubled from 2 to 4 during 2009 (Delta Health Alliance, Delta AHEC, HRSA HCOF and HRSA Graduate Nurse Traineeship) to increase student and faculty numbers, student retention, and facility expansion funding. Continue to explore alternate sources of funding for faculty positions to maintain mandated accreditation agency faculty BSN and FNP student ratios while increasing admissions.

RN-BSN

1. First day classes will continue to be held on campus with subsequent optional meetings in Greenville & Clarksdale as applicable.
2. Intensification of recruitment efforts.

MSN

1. Continue with online strategies and seek continued feedback.
2. Four (4) grant applications are in process (Delta Health Alliance, Delta AHEC, HRSA HCOF and HRSA Graduate Nurse Traineeship) to increase student and faculty numbers, 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 increasing admissions.

- C. Goal # 3:** 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

1. Institutional Goal(s) supported by this goal:

SP Goal # 5: Improve the quality of life for all constituents: (Improving its image and impact, DSU will increase and enhance outreach, service, and partnership initiatives, in the region and beyond) **QEP Goal # :**

2. Evaluation Procedures:

Use of the comprehensive SON Master Plan for Evaluation. Evaluation forms for students: course, course instructor, clinical instructor, preceptor clinical; end of program satisfaction, employer satisfaction, one and three year follow-up for graduates, survey from for the Advisory Council. Standing committee annual reports (Appendix E). The grant funded Student Navigator

position was continued during 2009. Pre and Post evaluation forms completed by student nurses validate need for this type of support service.

3. Actual Results of Evaluation:

BSN class of 2009 had an overall retention rate of 91.5% (43/45), which compares to a 2008 rate of 79.5% (35/44). Students submitted favorable evaluations with Student Navigator services. Students also submitted favorable evaluations with on-line /hybrid courses. Students have less required traditional time in classrooms.

4. Use of Evaluation Results:

Continue with on-line strategies as appropriate. Explore innovative (and traditional) solutions to expanding faculty numbers and the physical building (renovation of the Skills Lab and addition of the Simulation Lab were completed early fall 2009 and completion of the new computer lab is scheduled for completion summer of 2009). Continue to incorporate classrooms without walls. Use of Turning Technologies was initiated spring 2009 and was well received by the students. Incorporation of NSST and NPSTE as well as WIMBA was initiated spring 2009 as well, with positive feedback received from students and faculty members. Prepare faculty to utilize simulation mannequins more fully. All three (3) classrooms continue to be 'smart' classrooms (Rooms 101, 129, 130). Recruitment efforts will image both the budget situation and nontraditional funding sources to support increasing faculty and student numbers and the physical plant (classrooms).

D. Goal # 4: 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
- e. Faculty practice policy

Rationale: National accreditation requires faculty practice, particularly for nurse practitioners. Faculty practice insures that nursing faculty members 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. A faculty practice policy was submitted to Academic Council fall 2009 and approved (Appendix D). 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.

1. Institutional Goal(s) supported by this goal:

SP Goals # 4 & 5 : Enhance institutional effectiveness: (DSU will improve and community effectively its financial, physical, and resource capacities, demonstrating efficiencies in programs and services) Improve the quality of life for all constituents. (Improving its image and impact, DSU will increase and enhance outreach, service, and partnership initiatives, in the region and beyond) **QEP Goal # 3 :** DSU students will gain knowledge and practice in a variety of communication skills by having these skills reinforced in all courses.

2. Evaluation Procedures:

Faculty educational plans, faculty practice documentation, annual evaluations (including merit evaluations), productivity, professional portfolios, survey by Faculty Development Committee.

3. Actual Results of Evaluation:

The Faculty Development Committee continues to offer continuing education opportunities for nursing faculty that meets MS IHL requirements of at least 10 contact hours annually. All nursing faculty members participate in practice one day a week as per the faculty practice policy. In addition, WebCT development/implementation continues with assistance from the TLC Faculty Institutes. One faculty member completed a doctoral program (DNP); and two (both FT) faculty members continue a DNP program of study. The COAP continues to screen applicants for potential new faculty members. Faculty members are encouraged to pursue a doctoral degree in nursing and the advent of the Doctor of Nursing Practice (DNP) programs are offering another opportunity for nursing faculty to obtain an additional advanced/terminal degree in their discipline. All faculty members were evaluated according to the DSU merit document. One member was rated above benchmark and the rest met benchmark.

4. Use of Evaluation Results:

Continue to support faculty as appropriate to accommodate their IHL requirements and personal professional coursework while maintaining excellence in program provisions for the SON.

E. Goal #5: 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.

1. Institutional Goal(s) supported by this goal:

SP Goal # 3: Assure high-quality, diverse, engaged faculty and staff: (Delta State will attract, retain, and support an engaged and highly-trained workforce) **QEP Goal # :**

2. Evaluation Procedure(s):

Faculty portfolio, curriculum vitae, faculty practice documentation, annual and merit evaluations, communication from faculty, reports to the Faculty Organization Meetings.

3. Actual Results of Evaluation:

Each faculty member has engaged in appropriate scholarly activities (peer reviewed professional presentations or publications) or has submitted a written plan with specific annual goals and a status report on accomplishment of such goals for the previous year. Each nursing faculty member also documents regular faculty practice per the faculty practice policy. In addition, the SON participated in the seventh year of The Delta Health Initiative of the Delta Health Alliance. Approximately \$36,000,000

over the past year (2009) was granted through HRSA in conjunction with other partners in the Alliance to continue a strong community based curriculum and address health care needs (including addressing the nursing shortage, which is currently 13% in this region as compared to 8% in the US) in the Delta. Two other grant applications was funded (a DHA Team Sugar Free grant to the Delta AHEC, housed in the RE Smith SON, and a HRSA HCOF equipment grant). Faculty members have the opportunity to participate in submitting results for publication and/or presentation. In addition, 23% (3/13) of the nursing faculty members and 25% (1/4) of the nursing staff are members of a minority population.

4. Use of Evaluation Results:

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

- F. Goal #6:** The 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.

1. Institutional Goal(s) supported by this goal:

SP Goal # 5: Improve the quality of life for all constituents: (Improving its image and impact, DSU will increase and enhance outreach, service, and partnership initiatives, in the region and beyond) **QEP Goal # :**

2. Evaluation procedures:

Students, faculty and staff members participate in blood pressure checks, health teaching and recruitment at the DSU Benefits Fair, the Rice Luncheon, Octoberfest, Crossties and at multiple other events that are documented by faculty and the SON resource assistant. T\Students are will continue to be assigned to Colleges and Departments and 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) and information is provided at the designated information center for that College or Department. Course faculty members will speak with department/division representatives to assess student activities and benefits of the program. 1 & 3 year follow-up and employer and advisory council data helps to track graduate locations.

3. Actual Results of Evaluation:

Students, faculty and staff members participated in more than 75 health/recruitment events during 2009, a number equal to those from 2008. The University and regional community continue to provide positive responses and sincere thanks for the activities and information. Recipients of this health assessment and information can make informed decisions regarding further health care needs.

| Table IA2 BSN Graduate Employment | | |
|--------------------------------------|-------------------------------|------------------------|
| Program Graduates (Year) | Employed in Mississippi n (%) | Employed Elsewhere (%) |
| 34 BSN | 32 (93%) | 02 (07%) |
| <u>09 RN-BSN</u> | <u>09 (100%)</u> | <u>0 (0%)</u> |
| Total = 43 (2009) | 41 (95%) | 02 (05%) |

4. Use of Evaluation Results:

Based upon feedback, additional health information has been provided. Additional assessments are also considered and implemented when feasible. Communication is facilitated through the use of the *Pulse* (the biannual SON newsletter), *Post It Notes*, the DSU e-news flyer, individual information centers in departments and through campus e-mail. Graduates working in the Delta serve as an excellent recruitment avenue for future classes. An increase in new BSN nurses will complement the current nurse workforce throughout the Delta.

Graduate Program

- A. **Goal #1: The graduate program will prepare students in the advanced practice role of administrator, educator or practitioner to help increase the number of master's prepared nurses working in the Delta area.**

Rationale: Master's prepared administrators, educators and primary care practitioners are in demand in nursing. The School provides avenues for this preparation to help diminish the shortage of master's prepared nurses in the Delta area. These nurses become nurse administrators/managers in health care facilities, faculty in schools of nursing or client educators in health care agencies and primary health care providers in clinic and hospital settings as nurse practitioners. These nurses assist in the provision of improved health care and consequently, improved quality of life to Delta area residents.

1. **SP Goal # 1 & 2** : Increase student learning: (DSU will ensure through high-quality programs that graduates are well prepared for successful careers, meaningful work in a global society, and engaged citizenship.) Develop an engaged, diverse, high-quality student population: (Delta State will attract, retain, and graduate an engaged and success-oriented student population.) **QEP Goal # 4** : Student engagement in free-flowing, multi-directional communication with faculty and other students will increase. Communication related to current performance and its relationship to long-term student achievement and academic career decisions will improve through the use of departmental review boards.

2. Evaluation procedures:

Surveys from the Mississippi Deans & Directors Council, the Mississippi State Board of Nursing, and the Mississippi Office of Nursing Workforce provide data for statewide nursing needs. The University’s Registrar Office provides the data of adequate numbers of qualified nurses. The COAP and graduate program faculty review and consider applicants for admission. The graduates are contacted for employment data and information is systematically retrieved from the graduates at one and three years post graduation.

3. Results of Evaluation:

| Table IA3: MSN Graduate Employment | | |
|------------------------------------|-------------------------------|--------------------------|
| Program Graduates n (Year) | Employed in Mississippi n (%) | Employed elsewhere n (%) |
| 33(2009) | 30 (91%) | 3 (09%) |

4. Use of Evaluation Results:

The School will continue to focus recruitment in the approximate counties to promote retention of these nurses staying in the Delta area. Continued recruitment will be conducted for graduate nurses interested in taking the nurse educator-specific courses as a post-master’s student. Through the HRSA Advanced Nurse Traineeship grant, currently funded for 4 years, it has been possible to offer partial tuition scholarship support to graduate nursing students to facilitate pursuit of a full-time plan of study since fall 2005. The current need from healthcare agencies and educational entities (Associate Degree nursing programs) is for nurse educators and primary care providers. Intensive, comprehensive recruitment and scholarship funding efforts continue.

B. Goal #2: All Family Nurse Practitioner (FNP) graduates will pass (on first attempt) the American Nursing Credentialing Center (ANCC) exam for certification.

Rationale: Per the Mississippi Laws and Regulations, FNP graduates must be certified by the ANCC to have the privilege to function in the advanced practice role. The National League of Nursing (NLN) now offers (since fall 2005) a Nurse Educator certification exam; two (2) graduates from the nurse educator track plan to take the certification exam after the two years of required FT teaching experience year.

- 2. **SP Goal # 1** : Increase student learning: (DSU will ensure through high-quality programs that graduates are well prepared for successful careers, meaningful work in a global society, and engaged citizenship.) **QEP Goal # 4** : Student engagement

in free-flowing, multi-directional communication with faculty and other students will increase. Communication related to current performance and its relationship to long-term student achievement and academic career decisions will improve through the use of departmental review boards.

2. Data Collection and Analysis:

Currently the notification of certification is by self-report or through an access telephone system at the Mississippi Board of Nursing. This number is public domain via a software service Certification can be electronically received through the telephone with the nurse's social security number. To date, all successful students call their results in to the School.

3. Results of Evaluation:

| Table IA4: FNP Certification Results | | | | |
|--------------------------------------|------------------------------|-------------------------------|-----------------------|--------------|
| Year | FNP Students graduated N | wrote/passed n (%) | Unsuccessful n (%) | Pending n |
| 2001 | 8 | 7/6 (86%) | 1 (14%) | 0 |
| 2002 | 8 | 8/7 (88%) | 1 (12%) | 0 |
| 2004 | No new graduates during 2004 | (revised two year curriculum) | | |
| 2003 | 5 | 5/5 (100%) | 0 | 0 |
| 2005 | 9 | 9 (100%) | 0 | 0 |
| 2006 | 14 | 14 (100%) | 0 | 0 |
| 2007 | 15 | 15 (100%) | 0 | 0 |
| 2008 | 19 | 19 (100%) | 0 | 0 |
| 2009 | 19 | 18 (95%) | 1 | 0 |

| Table S4E: Nurse Educator (NE) Certification Results | | | | |
|--|----------------------------|-----------------------|-----------------------|--------------|
| Year | NE Students graduated N | wrote/passed n (%) | Unsuccessful n (%) | Pending n |
| 2006 | 1 | 1 (100%) | 0 | 0 |
| 2007 | 2 | - | - | Data not |

| Table S4E: Nurse Educator (NE) Certification Results | | | | |
|--|---|---|---|--|
| | | | | available at this time |
| 2008 | 4 | - | - | Not yet qualified to take exam (2 years FT teaching experience required) |
| 2009 | 6 | 0 | 0 | Not yet qualified to take exam (2 years FT teaching experience required) |

4. Use of Evaluation Results:

The certification pass rate supports the curriculum. The School will use both internal data from their graduates and external data from the NLN, the Commission for Collegiate Nursing Education (CCNE), and the National Organization of Nurse Practitioner Faculty (NONPF) for curriculum revisions.

School of Nursing Undergraduate & Graduate

A. Goal #1: The programs of the School will maintain high retention rates of their highly qualified students.

1. Review and update undergraduate and graduate programs to adequately address basic skills, knowledge, and competencies necessary for students to be properly prepared in their chosen fields, to complete licensure requirements, enter the work force, continue advanced study in graduate or professional school and complete certification requirements as available.

2. Attract and retain qualified and diverse students, faculty, and staff.

Rationale: By keeping a high retention rate, both programs will continue to graduate full class cohorts: approximately 40 nurses at the professional RN entry level and 25 at the advanced practice level to help meet the health needs of the Delta region. High retention rates are more cost-effective for the taxpayers' dollar that is invested in the School and in the University.

3. **1. SP Goal # 2**: Develop an engaged, diverse, high-quality student population: (Delta State will attract, retain, and graduate an engaged and success-oriented student population.) **QEP Goal # 4**: Student engagement in free-flowing, multi-directional communication with faculty and other students will increase. Communication related to current performance and its relationship to long-term student achievement and academic career decisions will improve through the use of departmental review boards.

2. Data Collection and Analysis:

Computation of data base: entering, continuing, returning, and completing students.

4. Results of Evaluation:

| Table IA5: 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) |
| 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) |

4. Use of Evaluation Results:

Retention rates validate the admission standards. Continue to maintain the quality indicators of success for applicants and the resources within the School that support the students and the programs. The faculty will continue to work closely with the students through advisement and aim for a retention rate of 60% or better. The two-week nursing enrichment camp (K-NEC) that was funded by the Dreyfus foundation and initiated summer 2004 continues to be offered during July of each year. This camp focuses on study, test taking and time management skills and ID of areas of weakness in reading, writing and math with strategies identified to strengthen these areas. The Student Navigator will continue to be available for assessment and support of campers and admitted students. Faculty support and academic resources continue to be offered to all nursing students as needed.

For Coming Year(s) (2010-2011)

A. **Goal # 1:** The 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.

- e. Collect data related to program effectiveness annually
- f. Recruit and retain qualified nursing faculty
- g. Participate in educational consortium agreements
- h. Incorporate innovative technology into the curriculum

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.

1. **SP Goals # 1& 3** : Increase student learning: (DSU will ensure through high-quality programs that graduates are well prepared for successful careers, meaningful work in a global society, and engaged citizenship.) Assure high-quality, diverse, engaged faculty and staff: (Delta State will attract, retain, and support an engaged and highly-trained workforce.) **QEP Goal # 4** : Student engagement in free-flowing, multi-directional communication with faculty and other students will increase. Communication related to current performance and its relationship to long-term student achievement and academic career decisions will improve through the use of departmental review boards.

2. **Evaluation Procedures:**

Utilization of the comprehensive SON MPE which includes the *Community of Interest* (COI): students, faculty, agencies, alumni, and the Advisory Council. Evaluation forms for students: course, course instructor, clinical instructor, preceptor clinical; end of program satisfaction, employer satisfaction, one and three year follow-up for graduates of both programs and survey form for the Advisory Council.

3. **Expected Results of the Evaluation:**

- a. Undergraduate Program—Continued assessment of the curriculum with comparison to national trends and COI needs and revise as necessary.
- b. Graduate Program—Continued assessment of the curriculum with comparison to national trends and societal needs. Accreditation standards and guidelines reviewed and compared to SON curriculum and revisions made

4. **Expected Use of Evaluation Results:**

- a. Undergraduate and Graduate Programs
Details will be documented in nursing standing committee annual reports and the MPE.

B. **Goal # 2:** The School of Nursing will increase enrollment and graduation rates.

- a. Enhance marketing and recruitment plan
- b. Develop a student retention plan

- c. Enhance physical learning environment
- d. Evaluate and maintain current support resources

Rationale: Use of distance learning technology will enable the SON to have an impact on learning that stretches beyond the traditional classroom with walls and will help ensure we maintain a competitive marketing edge with other state nursing programs.

2. Institutional Goal(s) supported by this goal:

SP Goal # 2 : Develop an engaged, diverse, high-quality student population: (Delta State will attract, retain, and graduate an engaged and success-oriented student population.) **QEP Goal # 2 :** DSU will increase the use of technology and web-based communication in classroom activities and assignments.

2. Evaluation Procedures:

Feedback through the comprehensive SON MPE--in particular: student course evaluations and enrollment data.

3. Anticipated Results of Evaluation:

- 1. On-line efforts will continue as appropriate for course learning activities.
- 2. Maintained/increased enrollment in BSN and MSN programs

4. Expected use of Evaluation Results:

- 1. Continue with online strategies and seek continued feedback.
- 2. Continue to seek grant funding (Delta Health Alliance grant and Delta AHEC) to increase student and faculty numbers, 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 increasing admissions.

C. Goal # 3: The School of Nursing will continue to maintain community support.

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

4. Institutional Goal(s) supported by this goal:

SP Goal # 4&5 : Enhance institutional effectiveness: (DSU will improve and communicate effectively its financial, physical, and resource capacities, demonstrating efficiencies in programs and services.) Improve the quality of life for all constituents: (Improving its image and impact, DSU will increase and enhance outreach, service, and partnership initiatives, in the region and beyond.) **QEP Goal # :**

2. Evaluation Procedures:

Use of the comprehensive SON Master Plan for Evaluation. Evaluation forms for students: course, course instructor, clinical instructor, preceptor clinical; end of program satisfaction, employer satisfaction, one and three year follow-up for graduates, survey from for the Advisory Council. Continue with evaluation of grant funded Student Navigator position.

3. Expected Results of Evaluation:

Retention of MSN students at 80% or better. Students will continue to submit favorable evaluations with Student Navigator services and with on-line programs of study.

4. Anticipated 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 and expansion of the clinical lab is scheduled for start spring 2009). 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 fully. All three (3) classrooms are 'smart' classrooms (Rooms 101, 129, 130). Recruitment efforts will image both the budget situation and nontraditional funding sources to support increasing faculty and student numbers and the physical plant (classrooms).

D. Goal # 4: 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.

2. Institutional Goal(s) supported by this goal:

SP Goals # 4&5: Enhance institutional effectiveness: (DSU will improve and communicate effectively its financial, physical, and resource capacities, demonstrating efficiencies in programs and services.) Improve the quality of life for all constituents: (Improving its image and impact, DSU will increase and enhance outreach, service, and partnership initiatives, in the region and beyond). **QEP Goal # 3:** DSU students will gain knowledge and practice in a variety of communication skills by having these skills reinforced in all courses.

5. Evaluation Procedures:

Faculty educational plans, annual evaluations (including merit evaluations), productivity, professional portfolios, survey by Faculty Development Committee.

6. Expected Results of Evaluation:

The Faculty Development Committee will continue to offer continuing education opportunities for nursing faculty that meets MS IHL requirements of at least 10 contact hours annually. In addition, CE6 template implementation will continue with

assistance from the TLC Faculty Institutes. The COAP will continue to screen applicants for potential new faculty members. Faculty members will continue to be encouraged to pursue a doctoral degree in nursing as the advent of the Doctor of Nursing Practice (DNP) programs offers another opportunity for nursing faculty to obtain an additional advanced/terminal degree in their discipline. All faculty members will continue to be evaluated according to the DSU merit document.

7. Anticipated use of Evaluation Results:

8. Continue to support faculty as appropriate to accommodate their IHL requirements and personal professional coursework while maintaining excellence in program provisions for the SON.

E. Goal #5: 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.

1. Institutional Goal(s) supported by this goal:

SP Goals # 3&5 : Assure high-quality, diverse, engaged faculty and staff: (Delta State will attract, retain, and support an engaged and highly-trained workforce.) Improving the quality of life for all constituents: (Improving its image and impact, DSU will increase and enhance outreach, service, and partnership initiatives, in the region and beyond.). **QEP Goal # __:**

2. Evaluation Procedure(s):

Faculty portfolio, curriculum vitae, faculty practice documents, annual and merit evaluations, communication from faculty, reports to the Faculty Organization Meetings.

3. Expected Results of Evaluation:

Each faculty member will continue to engage in appropriate scholarly activities (peer reviewed professional presentations or publications) or will submit a written plan with specific annual goals and a status report on accomplishment of such goals for the previous year. Faculty members will have opportunities to participate in submitting results for publication and/or presentation. Faculty members will continue to document faculty practice.

4. Anticipated 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 (instructors and faculty on the tenure track) will continue 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.

F. Goal #6: The 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.

1. Institutional Goal(s) supported by this goal:

SP Goal # 5: Improve the quality of life for all constituents: (Improving its image and impact, DSU will increase and enhance outreach, service, and partnership initiatives, in the region and beyond.) **QEP Goal # ___:**

2. Evaluation procedures:

Students, faculty and staff members will continue participate in blood pressure checks, health teaching and recruitment at the DSU Benefits Fair, the Rice Luncheon, Octoberfest, Crossties and at multiple other events that are documented by faculty and the SON resource assistant. 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 and advisory council data helps to track graduate locations.

5. Expected Results of Evaluation:

Students, faculty and staff members will continue to participate in health/recruitment events during 2010. 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.

6. Anticipated 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 and through campus e-mail. Graduates working in the Delta will continue to serve as an excellent recruitment avenue for future classes.

| A. Goal | Institutional Goal | Baseline (AY 2007-08) | Year 1 (08-09) | Year 2 (09-10) | Year 3 (10-11) | Year 4 (11-12) | Year 5 (12-13) | Year 6 (13-14) |
|---|--------------------|-----------------------------------|---|--|----------------|----------------|----------------|----------------|
| A. to increase number of RN-BSN majors 20% in 5 years | SP 2 | 15 | 11 | 25 | | | | |
| B. to double the size of the simulation /skills laboratory (with 5 additional stations) | SP 1 | Current skills lab has 5 stations | Skills lab expansion underway-projected completion projected for August 2009. | Simulation/skills lab complete with a total of 09 stations as compared to 05 previously. | | | | |

| | | | | | | | | |
|--|------|--|--|--|--|--|--|--|
| C. to increase the percentage of DSU nursing faculty receiving NLN nurse educator certification by 20% | SP 1 | DSU SON currently has one (1) Certified Nurse Educator (CNE) | One (1) additional SON faculty member attained CNE certification in 2008 for a total of two (2) CNE certified nursing faculty members. | No nursing faculty members took the CNE exam during AY 2009. | | | | |
|--|------|--|--|--|--|--|--|--|

IV. Data and information for department:

Overview

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.

Table IIA: Delta State University School of Nursing Mission

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.

Revised 9/26/97...last review 05/12/08

Table IIB. Delta State University School of Nursing Philosophy

The philosophy of the faculty of the Delta State University School of Nursing is consistent with the goals and mission of the University. The 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, last review 5/12/08

Table IIC: Outcomes for the BSN Program (2009-2011)

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

Table IID: **Outcomes** for the MSN Program (2009-2011)

1. Incorporate theories and research in the development and implementation of evidence based practice.
2. Incorporate information technology in the enhancement of health care.
3. Apply principles of leadership to promote effective change in the healthcare delivery system.
4. Demonstrate competency in practice through advanced nursing knowledge and skills.
5. Demonstrate an appreciation of human diversity in the delivery of appropriate, individualized health care.

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 600 baccalaureate and master's degree programs in nursing (96%) are accredited by CCNE (<http://www.aacn.nche.edu/ContactUs/about.htm>, May 2007). The last CCNE accreditation visit for the whole program was October 2000. The BSN program received accreditation for the maximum of ten years with the next reaccreditation visit projected for October 2010. The MSN program received accreditation for the maximum of five years for a new program, and had a reaccreditation visit October 3-5, 2005 with full accreditation received for the maximum of 10 years. In order to have both programs on the same reaccreditation cycle, a request was made and granted for the next reaccreditation visit for the whole program (BSN and MSN) to be scheduled for fall 2010. Substantive change report on separation of theory and clinical courses in both BSN and MSN programs and consortium for Geriatric and Psych/Mental Health NP offerings will be submitted to CCNE during spring 2009.

Structure & Governance

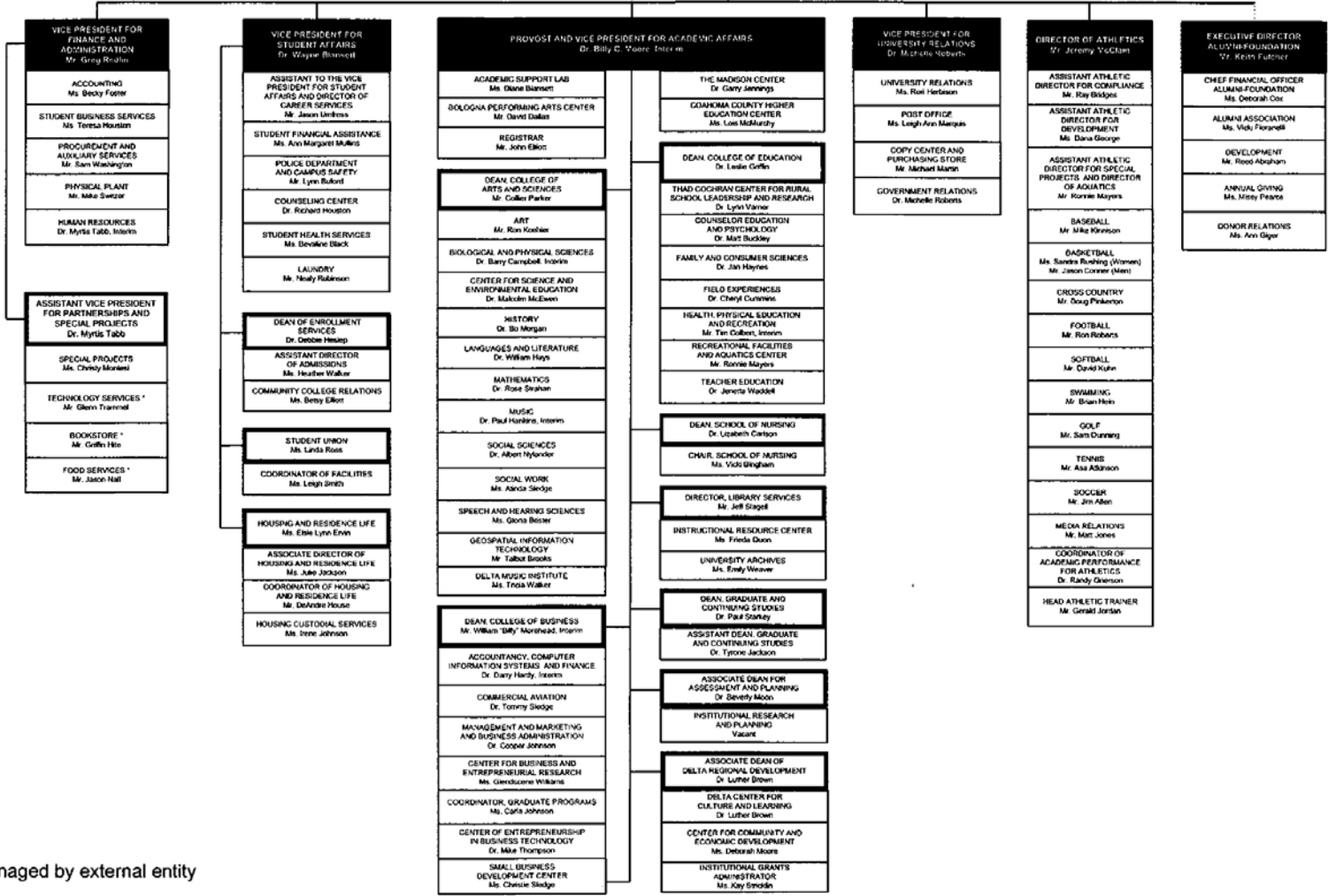
The organizational structure of the School consists of the Dean, the Chair of Academic Programs (COAP), the Faculty; and the Staff (see Figure 1). The chain of command follows from the Dean to the Provost/Vice-President for Academic Affairs, the President, and then to the Mississippi State Board of Institutions of Higher Learning (IHL).

The Dean chairs the Faculty Organization meetings, which is comprised of the total faculty. The COAP co-chairs the Faculty Organization meeting and is Ex Officio of the three faculty standing committees; Faculty Development, Student Affairs, and Program Effectiveness (see Figure 2). Activities in curriculum, admissions, and resources are functions of all the faculty members (undergraduate and graduate). A nurse practitioner faculty member with a doctoral degree is named the nurse practitioner director in keeping with national guidelines. This faculty member oversees all curriculum matters and is liaison to the COAP. The correlation between the SON's governance structure and DSU Key Performance Areas are shown in Table IIE. President John M. Hilpert, the University's Seventh President (September 2003) identified eleven guiding principles. The third column demonstrates the SON's correlation with the new President's directives. Ad hoc committees are formed as needed. The DSU Faculty & Staff Handbook, the SON Faculty Handbook, and Roberts Rules of Order provide guidelines for governance. 2009 annual standing committee reports are presented at the end of the fall semester (Appendix E).

**DELTA STATE UNIVERSITY
ADMINISTRATIVE AND
ACADEMIC ORGANIZATION
JULY 2007**

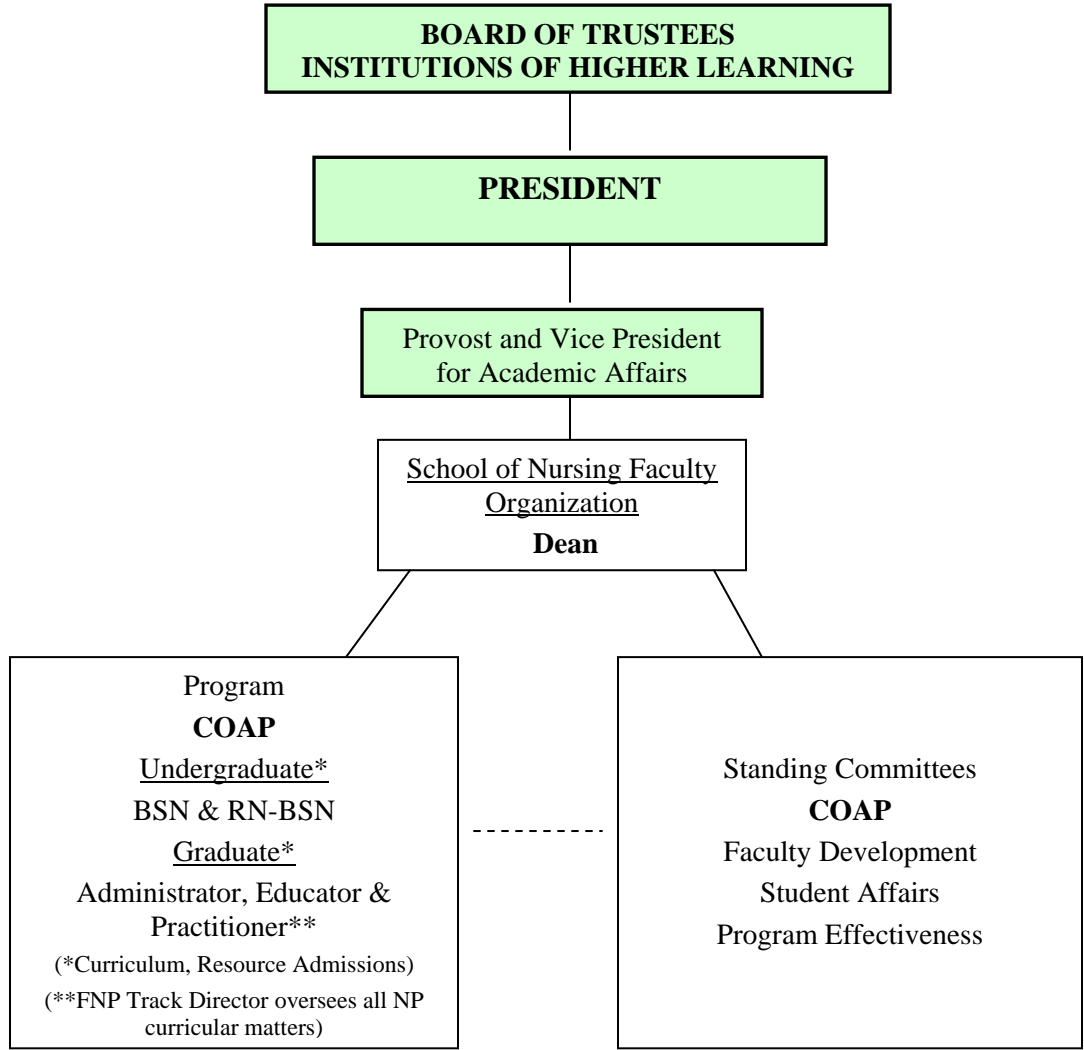
BOARD OF TRUSTEES
Institutions of Higher Learning
(Commissioner: Dr. Thomas Meredith)

PRESIDENT
Dr. John Hilpert



* Managed by external entity

Figure 2
DSU School of Nursing to IHL: Program & Committee Organizational Structure



_____ Lines of Authority
 - - - - - Working Interaction

Comparative Data (enrollment, CHP, majors, graduation rates, etc):

Comparative Data (enrollment, CHP, majors, graduation rates, etc):

| ENROLLMENT BY MAJOR | | | | | | |
|----------------------------|--------------------|-----------|--------------------|-----------|------------------|-----------|
| | Spring 2008 | | Summer 2008 | | Fall 2008 | |
| | UG | GR | UG | GR | UG | GR |
| Nursing | 117 | 79 | 73 | 23 | 194 | 51 |

| ENROLLMENT BY MAJOR | | | | | | |
|----------------------------|--------------------|-----------|--------------------|-----------|------------------|-----------|
| | Spring 2009 | | Summer 2009 | | Fall 2009 | |
| | UG | GR | UG | GR | UG | GR |
| Nursing | 183 | 55 | 14 | 15 | 105 | 46 |

| CREDIT HOUR PRODUCTION | | | | | | |
|-------------------------------|--------------------|------------|--------------------|-----------|------------------|------------|
| | Spring 2008 | | Summer 2008 | | Fall 2008 | |
| | UG | GR | UG | GR | UG | G |
| NUR | 887 | 689 | 301 | 72 | 821 | 494 |

| CREDIT HOUR PRODUCTION | | | | | | |
|-------------------------------|--------------------|------------|--------------------|-----------|------------------|------------|
| | Spring 2009 | | Summer 2009 | | Fall 2009 | |
| | UG | GR | UG | GR | UG | G |
| NUR | 835 | 431 | 270 | 98 | 1175 | 477 |

2009 Nursing Graduates

Nursing

| | |
|--------------|------------------|
| BSN | 43 |
| MSN | <u>33</u> |
| Total | 76 |

| 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) |
| 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) |

Grants, Contracts, Partnerships, Other Accomplishments:

Grants:

- Bingham, V. (2009). HRSA Graduate Nurse Traineeship Grant. Submitted November, 2009 (\$ 555,200).
- Carlson, L. (2009). Delta Health Alliance Project 9 “Addressing the Nursing Shortage in the Yazoo-Mississippi Delta. Funded (\$1,400,000).
- Carlson, L. (2009). MECSAPN MSN Consortium Grant. Funded (\$62,000).
- Carlson, L. (2009). HRSA HCOF Equipment Grant. Funded (\$235,620).
- Carlson, L. (2009) HRSA HCOF Construction Grant. Submitted April, 2009 (\$742,500).
- Polk, S. (2009). Delta Health Alliance/Delta AHEC/Delta State University “Team Sugar Free 2”, Funded (\$20,000.00).
- Sylvest, B. (2009). King’s Daughters and Sons Circle Number Two, Inc. Stroke knowledge assessment of middle aged population of the Mississippi Delta: a descriptive comparative study. Request \$3577.85. Not funded.

Economic Development initiatives and/or impact:

School of Nursing

Forty-three (43) students successfully completed the Bachelor of Science in nursing program in 2009. Currently, 95% (41/43) of these students are employed within the state. 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 or approximately \$2,322,035 in revenue from the health care industry.

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 *2007-2008 Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing*, U.S. nursing schools turned away 40,285 qualified applicants to baccalaureate and graduate nursing programs in 2007 due to an insufficient number of faculty, clinical sites, classroom space, clinical preceptors, and budget constraints. Almost three quarters (71.4%) of the nursing schools responding to the 2007 survey pointed to faculty shortages as a reason for not accepting all qualified applicants into nursing programs. Currently at the writing of this report, the spring 2009 applicant pool for the DSU SON was comparable to the numbers for Spring 2008 (approximately 75 applicants with 60 qualified applicants; 45 qualified applicants were accepted to start the program of nursing fall 2009, all 45 accepted admission and 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 thirty-three (33) students to graduate in May 2009. There were also 18 non-degree seeking students enrolled in prerequisite MSN courses spring 2008. The estimated salary for Master's Prepared Nurses (all options) is \$84,183/year. For the 2009 graduates this would approximate to \$2,778,039 per annum.

Fall 2009 enrollment consisted of 60 Nurse Practitioner students, five (5) Nurse Educators, ten (10) Nurse Administrators, and 10 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, 2009-June 30, 2010)

The School of Nursing plans to:

- Increase enrollment for both undergraduate and graduate programs.
- Maintain online and off-campus (Greenville [GHEC] and Clarksdale [CCHEC]) access for RN-BSN program
- Maintain online access for MSN and explore feasibility of off-campus class meetings (Greenville [GHEC] and Clarksdale [CCHEC]).
- Seek external funding to assist in easing budget constraints.

FIVE-YEAR ECONOMIC DEVELOPMENT PLAN (July 1, 2007- June 30, 2012)

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 more facility expansion (three additional classrooms and additional faculty offices) and additional faculty members to accommodate future increased enrollment.
- Promote graduates to work within the Delta region: scholarships/incentives.
- 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.

Diversity Compliance Initiatives and Progress:

PLAN OF COMPLIANCE

1. Describe the special efforts made in 2009 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 2009 Three (3) of the full-time faculty (23%) in 2009 were African-American. In addition, the SON part-time staff member the “Student Navigator” is also African American (staff = 25% minority). Recruitment efforts continue to target a national pool with specific online advertisements to Minority Nurse, an AACN listserv 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 2009.

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.

Two African American faculty members have continued in Doctor of Nursing Practice (DNP) programs at the University of Alabama at Birmingham (UAB) with a projected completion date of summer 2010. Both are being assisted with tuition, books and fees via reimbursement.

4. Identify distinguished professorships of “other race” personnel brought to the campus in 2006-07.

Maria Gloria Wright, MSN, (Clinton, MS) presented workshop “Survival Spanish in Health Care” March, 2009. This was a repeat performance from 2004-2005, 2005-2006, 2007-2008 and 2008-2009. The School of Nursing plans to have Mrs. Wright offer this continuing education to the School of Nursing every year.

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 houses and directs the Delta Area Health Education Center (director is Shelby Polk, nursing faculty), which is working to network the multiple agencies existing to serve the predominant needs of the Delta experienced by the poor, the indigent, and the minority races. The School of Nursing received grant funding from the DHA for “Team Sugar Free” presentations during 2009 (six Bolivar County elementary schools) and summer 2009 (during Medical Mysteries).

In addition, the Dean of the School of Nursing serves 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.

6. Identify new programs approved in 2009 which will have potential of attracting “other race” students and faculty members. The SON Delta Health Alliance project to increase numbers of nurses in the Delta has continued to place the SON in the community spotlight. The SON is active in Health Fairs and summer camps (Medical Mysteries 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 great success.

Medical Mysteries (June 7-11, 2009) had 24 attendees with 79% white and 21% other ethnicities (4 African American, One (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, SMART 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 the support lab and director position (Student Navigator) to assist students with successful resolution of both personal and academic issues.
RN-BSN – Enrollment has increased in the RN-BSN program this year (25 compared to 11-15 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 2010 are to continue recruitment efforts to maintain/increase admissions to this program for future cohorts with at least 20 RN-BSN students.

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, Native Hawaiian, or other Pacific Islander.

Committees reporting to unit (Committee records archived in the Dean’s office):
Nursing Faculty Organization Committee

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 (see Table IIIB).

IV.

| Table IIIA: 2008 Full-Time, Part-Time, & Adjunct Faculty Members & Staff Roster | |
|--|---|
| Full-Time Faculty | |
| Lizabeth L. Carlson, DNS, RNC ¹ | Dean & Professor, Tenured |
| Debra F. Allen, MSN, RN, CNA | Instructor |
| Vicki L. Bingham, (PhD (c), MSN, RN)..... | Chair of Academic Programs, Associate Professor |
| Lacey Blessitt, BSN, RN | Instructor |
| Catherine Hays, EdD, RN..... | Assistant Professor |
| Carrie Janous, MSN, RN, NC..... | Instructor |
| Addie Herrod, MSN, RN, BC..... | Instructor |
| Monica Jones, MSN, RN, BC..... | Instructor |
| Donna Koestler, MSN, RN..... | Instructor |
| Shelby Polk MSN, RN, BC..... | Instructor |
| Rhonda Potter, MSN, RN, BC..... | Instructor |
| D. Louise Seals, EdD, RN..... | Associate Professor, Tenured |
| Betty Sylvest, DNS, RN..... | Assistant Professor |
| Carleen Thompson, MSN, RN, BC | Instructor |
| Jeni Bond, MSN, RN..... | Instructor |

| Table IIIA: 2008 Full-Time, Part-Time, & Adjunct Faculty Members & Staff Roster | |
|--|--------------------------|
| Part-Time Faculty | |
| Janette McCrory, MSN, RN, BC..... | Instructor |
| Adjunct Faculty | |
| Jean Grantham, MSN, RN..... | Instructor |
| Full-Time Staff | |
| Carla Lewis | Secretary to the Dean |
| Judy Haney | Secretary to the Faculty |
| Cheryl Oleis..... | Resource Assistant |
| Deidra Byas..... | Student Navigator |

Noteworthy activities and accomplishments:

Student Accomplishments:

SNA Student members *were* active in many service projects this year for which they received the Honorable Mention for highest community projects and for Best Community Project. Teresa Haynes served as DSU SNA President 2009-2010. Three DSU Students were elected to the Mississippi Student Nurses Association Board: Teresa Haynes- Director of Breakthrough to Nursing, Emily Newman- Director of Legislature and Kelley Andrews- Nominations and Elections Committee, North Representative.

SNA ran a healthy living kid’s zone for are 4th and 5th graders as part of the Delta Health and Wellness day, took BP at the Rice Luncheon and taught 5th graders about proper nutrition and diabetes prevention as well as growth and development/puberty classes. They participated in safety classes for 109 5th graders, provided assistance in the Cleveland school asthma training program and provided monthly health education display in DSU library with handouts. SNA worked with the B.E.E.P. Program during October breast health awareness blitz. Members collected coke can tops for the Ronald McDonald House at St. Jude and collected cans for recycling and sold them for fundraising monies. They also collected coats and blankets for the needy, sent two boxes to GIs in Operation Shoebox and sent 7 children Christmas boxes for Operation Christmas child.

Nine DSU Students attended NSNA National Convention in Orlando, Fl and participated in the organization as delegates, presented a poster on “Contracting”, made donations for the silent auction and sold t-shirts.

Faculty Accomplishments:**Debra F. Allen**Professional Organizations

MNA District #21 Executive Committee

MNA District #21 Delegate to Convention

MNA Legislative Affairs Committee 2007-2010

MNA Nominations Committee Chair, 2009, Re-elected 2010

ANA Delegate for Mississippi

Mississippi Nurses Foundation –Nightingale Awards Committee

Mississippi Nurses Foundation –Centennial Celebration Committee

Sigma Theta Tau International, Honor Society of Nursing, Pi Xi Chapter, First-Counselor, 2007 – 2009, President for 2009-2011

National League of Nursing, member

OAK, Leadership Honor Society, member

Herron, L., Sylvest, B., Jones, M. M. & Allen, D.F. (2007) Student Mentoring Achieves Retention and Transition (S.M.A.R.T.) Poster Presentation at ROMEA Conference, Delta State University, October 2007 and at Region 8 Sigma Theta Tau, Birmingham, AL; October 2008 and Mosby's Faculty Development Institute San Diego, CA, January ,2010.

Green, J.; Rhymes, J.; Seals, D.; Allen, D.; Andrews, K.; Carter, S.; Dickerson, M.; Haynes, T.; Taylor, J. (2010) "Pace: people active in community education." PSBHN Seed Grant. (\$1,800.00).

Student Affairs Committee, responsible for Scholarship and Newsletter

Student Nurses Association, Faculty Advisor

Junior Auxiliary of Greenville, associate member

Washington School Parent Teacher Organization

Washington School Booster Club

Delta Cotton Belles, Grant Chairman

Advisory/Craft Committee for the Cleveland Career Development and Technology Center, 2008-present

Delta Health and Wellness Day Committee member and Kid's Corner Chair, 2007-present

Lacey Blessitt:

Attended the Laerdal Sim Man Training

Served as consultant with DSU SON for writing the AACN Self-Study for Accreditation

Served as Vice President for Pi Xi Chapter of Sigma Theta Tau International

Had 25 students enrolled in NUR 304 score > or = 900 on their HESI finals Spring 2010

Was selected to serve as the first SON OIT Liaison January 2010

(no grants or publications)

Catherine Hayes:

Received full tenure, June 2009

Nominated as Nurse Faculty Member of the Year, Mississippi Nurses Association and Mississippi Nurses Foundation

Presented Research at National Student Nurses Association National Meeting, April 2010

(no grants or publications)

Monica Jones:

Coordinator of the Library Health Display for SON for 2009-2010 school year

Acted as SON Curriculum Committee member for 2009-2010 school year

Participated in Simulation Workshop Training during Spring 2010

Continuing at University of Alabama, Birmingham in the DNP Program

Inducted into the Golden Key International Honor Society Fall 2009

Assisted with coordinator & implementation of KNEC for summer 2010

Betty Sylvest:

America Reads Mississippi Award 2010

Sylvest, B. (2010). The effectiveness of diabetic education on compliance as measured by HbA1c. *Sigma Theta Tau International 21st International Nursing Research Congress*. Orlando, FL. (Poster Presentation) (July, 2010)

Sylvest, B. (2010). Student Mentoring Achieves Retention & Transition Program (S.M.A.R.T.). *Mosby's Faculty Development Institute*. San Diego, CA: Contemporary Forums. (Poster Presentation)

Wilbourn, A.; Smith, B.; and Sylvest, B. (2009). The effectiveness of Diabetic Education on compliance as measured by HbA1c. Poster Presentation *Mississippi Nurses' Association Convention*, Biloxi, Mississippi. (10/20/09).

Everett, A.; Hargett, T.; and Sylvest, B. (2009). Prevalent Stressors and Ways Of Coping Identified By Critical Care Nurses. Poster Presentation, *Mississippi Nurses' Association Convention*, Biloxi, Mississippi. (10/20/09).

Sylvest, B. (2009). Heart saver/AED workshop for Americorps Vista Program (09/24/09) presented CPR and AED training for 23 adults who teach in the school systems.

Sylvest, B. (2009). Heart saver/AED workshop for America Reads Mississippi (09/30/09) presented CPR and AED training for 50 adults who teach in the school systems.

Non-Peer Reviewed

Sylvest, B. (2009). HeartSaver/ AED. Students at DSU SON on 7/20/09.
Sylvest, B. (2009). Caregiver Support Group. Bolivar Medical Center/ SON. Monthly.
Sylvest, B. (2009). *Health Care Provider BLS* for students at Delta State
University School of Nursing on 06/27/09.
Sylvest, B. (2009). Eating Disorders and Coping with Stress. Girl Power. CCED.
(5/23/09).

Carleen Thompson:

Receipt of DNP from UAB

New position(s) requested, with justification:
No new positions requested.

Recommended change of status:
None.

VI. Degree Program Addition/Deletions and/or Major Curriculum Changes:

Changes made in the past year:
Substantive change report sent to CCNE in spring 2009 re (MECSAPN) Mississippi MSN Consortium (Appendix A).

Recommended changes for the coming year(s):
Explore feasibility of starting a Doctor of Nursing Practice (DNP) program.