Clinical Concepts

Number:	BSN-SON_01
Title:	Clinical Concepts
Start:	7/1/2014
End:	6/30/2015
Progress:	Completed
Providing Department:	Robert E. Smith School of Nursing
Responsible Role:	Dean, Nursing (Vicki Bingham)
Learning Outcome:	1. Apply nursing, natural and behavioral science concepts to the practice of nursing (clinical concepts or CC). GE #5.
Data Collection (Evidence):	HESI end of BSN program exam scores; BSN and RNBSN end of program evaluations (*Note: RNBSN end of program evaluations began being collected separate from BSN in 2010); employer/advisory evaluations (*Note: data combined for both BSN and RNBSN).

Results of Evaluation : Learning Outcome #1: Apply nursing, natural and behavioral science concepts to the practice of nursing (clinical concepts or CC)

Clinical Concepts (Mean)

YEAR	2006	2007	2008	2009	2010	2011	2012	2013	2014
EXAM 1	770	802	819	943	961	983	963	947	940
EXAM 2	845	856	904	896	891	1026	937	943	926
EXAM 3	833	727	878	950	902	968	880	900	892

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

YEAR	2006	2007	2008	2009	2010	2011	2012	2013	2014
	3.9	4.1	4.4	4.1	4.6	4.46	4.67	5.0	4.6

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

YEAR	2010	2011	2012	2013	2014
	4.05	4.50	4.58	4.42	4.0

Employer/advisory council surveys (Mean for LO#1) [combined BSN & RNBSN data]

YEAR	2006	2007	2008	2009	2010	2011	2012	2013	2014
	4.5	4.5	4.4	3.5	4.0	3.83	4.16	5.0	4.0

Use of Evaluation Results

Student mean clinical concepts exam scores on the HESI exit exam given in NUR 408 had an overall mean score of 930 (which is within the HESI recommended performance score of 900 or above) for 2013 (a minimum 900 score is required for success in NUR 408). Dedicated Education Units (DEUs) are beginning to be implemented into both Adult Health clinical courses (NUR 335 and NUR 336) in conjunction with the Mississippi Office of Nursing Workforce. UG syllabi will be reviewed by course faculty for changes and updates to nursing practice, national trends, and nationally standardized exams (currently Elsevier Evolve HESI exams-specialty exams given as the final exam for each course in which there is a HESI exam available). The percentage of the grade for each course varies depending on the level of nursing course, with higher level courses having a greater weight for the HESI. In addition to the specialty exams, a midcurricular exam is administered during the 3rd semester of the BSN program to students and consists of all

nursing content covered through this semester. The score is used to help faculty advisors and students determine strengths and weaknesses in nursing content. Individualized remediation continues to be required for each student who has a score below 900 on each specialty HESI exam, as well as the midcurricular exam in specific content areas.

With NUR 408 requiring at least one score of 900 to pass the course and the letter grade earned is calculated by the HESI Exit Exams counting for 95% of the course grade, with each HESI Exit Exam counting 31.66%. The Meds Publishing program (an online nursing academic enhancement program) has been replaced by ATI, which continues to be available to all students as well as a live HESI NCLEX-RN review for senior students. All but three senior nursing students earned at least one 900 on the HESI exit exam and graduated. Those senior nursing students retested during the spring 2013 semester and obtained the minimum score of 900 and graduated.

End of program surveys of students and satisfaction surveys of alumni and employers on LO 1 also remain good with student ratings (on a five point scale) of the BSN program of study 5.0, RNBSN program of study 4.42, and an employer/advisory rating of 5.0, which all are better than or consistent with previous years.

We will continue to obtain feedback from BSN & RNBSN students, alumni and employers and monitor ratings and recommendations for improvement; revise curriculum as needed. We will watch for downward trends in employer ratings on LO 1 and take action accordingly. Continue to monitor national education, practice (NCLEX) and MS IHL/CCNE standards for BSN programs and revise curriculum as needed.

Use of Evaluation Results : Student mean clinical concepts exam scores on the HESI exit exam given in NUR 408 had an overall mean score of 919 (which is within the HESI recommended performance score of 900 or above) for 2014 (a minimum 900 score is required for success in NUR 408). Dedicated Education Units (DEUs) continue to be implemented into both Adult Health clinical courses (NUR 335 and NUR 336) in conjunction with the Mississippi Office of Nursing Workforce. UG syllabi continue to be reviewed by course faculty for changes and updates to nursing practice, national trends, and nationally standardized exams (currently Elsevier Evolve HESI exams-specialty exams given as the final exam for each course in which there is a HESI exam available). The percentage of the grade for each course varies depending on the level of nursing course, with higher level courses having a greater weight for the HESI. In addition to the specialty exams, a midcurricular exam is administered during the 3rd semester of the BSN program to students and consists of all nursing content covered through this semester. The score is used to help faculty advisors and students determine strengths and weaknesses in nursing content. Individualized remediation continues to be required for each student who has a score below 900 on each specialty HESI exam, as well as the midcurricular exam in specific content areas.

NUR 408 requires at least one score of 900 to pass the course and the letter grade earned is calculated by the HESI Exit Exams counting for 95% of the course grade, with each HESI Exit Exam counting 31.66%. The Meds Publishing program (an online nursing academic enhancement program) has been replaced by ATI, which continues to be available to all students. Students also now have the Elsevier HESI Platinum Bundle available. This bundle includes NCLEX Review and books on Professionalism, Delegation and Assignments, as well as Computerized Adaptive Learning and Testing practice exams. The senior students also participated in a live on-campus HESI NCLEX-RN review. All senior nursing students earned at least one 900 on the HESI exit exam and graduated.

End of program surveys of students and satisfaction surveys of alumni and employers on LO 1 have declined with student ratings (on a five point scale) of the BSN program of study 4.6 as compared to a score of 5.0 in 2013, RNBSN program of study ratings of 4.0 as compared to 4.42 in 2013, and an employer/advisory

rating of 4.0 as compared to a score of 5.0 in 2013; these scores are consistent with previous years ratings.
We will continue to obtain feedback from BSN & RNBSN students, alumni and employers and monitor ratings and recommendations for improvement; revise curriculum as needed. We will watch for downward trends in employer ratings on LO 1 and take action accordingly. Continue to monitor national education, practice (NCLEX) and MS IHL/CCNE standards for BSN programs and revise curriculum as needed.

Nursing Concepts

Number:	BSN-SON_02
Title:	Nursing Concepts
Start:	7/1/2014
End:	6/30/2015
Progress:	Completed
Providing Department:	Robert E. Smith School of Nursing
Responsible Role:	Dean, Nursing (Vicki Bingham)
Learning Outcome:	

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

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

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

Nursing Concepts (Mean) – Exam #1 *denotes Not Tested

YEAR	2006	2007	2008	2009	2010	2011	2012	2013	2014
CT	755	771	852	879	964	934	962	951	899
TC	788	717	823	794	979	915	908	830	907
TNI	761	783	857	891	968	941	974	965	909
CA	594	443	1041	1096	863	854	1070	972	1104
NP	1032	781	859	878	968	958	974	973.8	915
SOC	716	750	873	828	828	937	781	1004	765

Nursing Concepts (Mean) – Exam #2

YEAR	2006	2007	2008	2009	2010	2011	2012	2013	2014
CT	879	808	864	885	889	974	945	931	906
TC	873	829	799	813	986	999	970	897	874

TNI	876	803	860	903	882	967	945	933	921
CA	819	998	562	1111	1093	1026	1122	852	885
NP	884	819	843	899	909	976	941	923	896
SOC	871	840	882	896	920	969	856	772	952

Nursing Concepts (Mean) – Exam #3

YEAR	2006	2007	2008	2009	2010	2011	2012	2013	2014
CT	844	815	855	887	900	943	933	923	915
TC	850	575	842	799	998	862	879	951	914
TNI	855	869	863	896	894	951	942	925	900
CA	720	811	863	1103	699	1021	442	959	*
NP	847	828	1145	908	900	927	945	932	880
SOC	867	741	842	886	945	957	960	942	826

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

YEAR	2006	2007	2008	2009	2010	2011	2012	2013	2014
	3.33	4.2	3.9	4.2	4.7	4.49	4.50	5.0	4.7

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

YEAR	2010	2011	2012	2013	2014
	3.95	4.4	4.64	4.5	4.0

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

YEAR	2006	2007	2008	2009	2010	2011	2012	2013	2014
	4.7	4.8	4.8	3.5	5.0	3.83	4.16	5.0	4.0

Use of Evaluation Results : The student nursing concepts mean exam scores on the HESI exit exam given in NUR 408 have trended downward compared to 2013, with the exception of TC (therapeutic communication) and CA (cultural awareness) which trended upward. TC went from 893 in 2013 to 898 in 2014 and CA went from 928 in 2013 to 995 in 2014 (900 or above is the recommended score ; 850-899 is an acceptable score according to HESI). The overall mean scores for 2014 were: CT-907 as compared to 935, TNI-909 as compered to 941, NP-897 as compared to 943, and SOC-848 as compared to 906 (a minimum 900 score is required for success in NUR 408). In 2011, therapeutic communication first demonstrated a downward trend that lasted until 2013 [2011 overall mean score of 862]. UG faculty members have continued to emphasize this concept in classroom content and clinical experiences, thus an improvement in overall mean score for 2014. Faculty members were advised of the decreased scores in CT, TNI, NP and SOC for continued monitoring of these subject areas and to take corrective action if scores continue to decrease.

Dedicated Education Units (DEUs) continue to be implemented into both Adult Health clinical courses (NUR 335 and NUR 336) in conjunction with the Mississippi Office of Nursing Workforce. UG syllabi continue to be reviewed by course faculty for changes and updates to nursing practice, national trends, and nationally standardized exams (currently Elsevier Evolve HESI exams-specialty exams given as the final exam for each course in which there is a HESI exam available). The percentage of the grade for each course varies depending on the level of nursing course, with higher level courses having a greater weight for the HESI. In addition to the specialty exams, a midcurricular exam is administered during the 3rd semester of the BSN program to students and consists of all nursing content covered through this semester. The score is used to help faculty advisors and students determine strengths and weaknesses in nursing content. Individualized remediation continues to be required for each student who has a score below 900 on each specialty HESI exam, as well as the midcurricular exam in specific content areas.

NUR 408 requires at least one overall HESI Exit Exam score of 900 to pass the course and the letter grade earned is calculated with the HESI Exit Exams counting for 95% of the course grade, with each HESI Exit Exam counting 31.66%. The Meds Publishing program (an online nursing academic enhancement program) has been replaced by ATI, which continues to be available to all students. Students also now have the Elsevier HESI Platinum Bundle available. This bundle includes NCLEX Review and books on Professionalism, Delegation and Assignments, as well as Computerized Adaptive Learning and Testing practice exams. The senior students also participate in a live on-campus HESI NCLEX-RN review. All senior nursing students earned at least one 900 on the HESI exit exam and graduated. End of program surveys of students and satisfaction surveys of alumni and employers on LO 1 also remain good with student ratings (on a five point scale) of the BSN program of study 4.7 as compared to a score of 5.0 in 2013, RNBSN program of study 4.0 as compared to a score of 4.42 in 2013, and an employer/advisory rating of 4.0 as compared to a score of 5.0 in 2013; these scores are consistent with previous years ratings.

We will continue to obtain feedback from BSN & RNBSN students, alumni and employers and monitor ratings and recommendations for improvement; revise curriculum as needed. We will watch for downward trends in employer ratings on LO 1 and take action accordingly. Continue to monitor national education, practice (NCLEX) and MS IHL/CCNE standards for BSN programs and revise curriculum as needed.

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Leadership

Number:	BSN-SON_03
Title:	Leadership
Start:	7/1/2014
End:	6/30/2015
Progress:	Completed
Providing Department:	Robert E. Smith School of Nursing
Responsible Role:	Dean, Nursing (Vicki Bingham)
Learning Outcome:	Learning Outcomes #3 and 5: Practice as a self-directed nursing leader who is accountable to self, society, and the evolving nursing profession [leadership]. GE # 9
Data Collection (Evidence):	HESI end of program exam scores; BSN end of program evaluations; employer evaluations

Results of Evaluation :

Leadership (Mean)

YEAR	2006	2007	2008	2009	2010	2011	2012	2013	2014
EXAM 1	734	781	816	902	948	936	981	941	878
EXAM 2	909	716	869	896	868	972	955	939	901
EXAM 3	848	751	853	908	925	956	897	905	888

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

YEAR	2006	2007	2008	2009	2010	2011	2012	2013	2104
		4.0	4.2	3.8	4.2	4.7	4.67	4.67	5.0	4.7

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

YEAR	2010	2011	2012	2013	2014
	4.0	4.75	4.63	4.58	4.0

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

YEAR	2006	2007	2008	2009	2010	2011	2012	2013	2014
	4.8	4.8	4.8	3.5	5.0	3.83	4.16	4.67	3.75

Use of Evaluation Results : The student leadership mean exam scores on the HESI exit exam given in NUR 408 continues a downward trend with a decreased 2014 overall mean score of 889 (which is below the HESI recommended minimum performance score of 900 score as required for success in NUR 408) as compared to the 2013 overall mean score of 928. Leadership is threaded throughout the curriculum with greater emphasis in the courses of NUR 402/442. As part of the Education Redesign efforts by the schools of nursing in Mississippi, we plan to continue to examine the concept of leadership in a gap analysis with the 2015 calendar year (this analysis was put on hold as we were preparing for a national and state accreditation visit) February 2015). The information obtained from the gap analysis regarding this concept, as well as other concepts, will be used to revise curriculum. UG faculty members will be made aware of this decrease in the overall mean score from the previous year and place more emphasis on this concept in the classroom content and clinical experiences. UG syllabi will be reviewed by course faculty for changes and updates to nursing practice, education redesign, national trends, and nationally standardized exams (currently Elsevier Evolve HESI exams-specialty exams given as the final exam for each course in which there is a HESI exam available). The percentage of the grade for each course varies depending on the level of nursing course, with higher level courses having a greater weight for the HESI. In addition to the specialty exams, a midcurricular exam is administered during the 3rd semester of the BSN program to students and consists of all nursing content covered through this semester. The score is used to help faculty advisors and students determine strengths and weaknesses in nursing content. Individualized remediation continues to be required for each student who has a score below 900 on each specialty HESI exam, as well as the midcurricular exam in specific content areas. Nursing faculty continue to encourage the use of the ATI online nursing academic enhancement program; it is available to all students as well as a live HESI NCLEX-RN review for senior students.

End of program surveys of students and employers/advisory surveys on LO # 3 remain good with BSN student overall mean scores (on a five point scale) of 4.7 as compared to the score of 5.0 in 2013, and with the RNBSN program of study overall mean score of LO # 3 decreasing to 4.0 as compared to 4.63 in 2013. Employer rating on LO # 3 decreased to 4.0 as compard to a score of 4.67 in 2013.

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

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Evidence Based Practice

Number: BSN-SON_04

Title: Evidence Based Practice

Start: 7/1/2014

End: 6/30/2015

Progress: Completed

Providing Department:	Robert E. Smith School of Nursing	
Responsible Role:	Dean, Nursing (Vicki Bingham)	

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

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

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

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

YEAR	2006	2007	2008	2009	2010	2011	2012	2013	2014
EXAM 1	311	521	225	898	942	971	1009	984	876
EXAM 2	NT*	998	NT*	910	902	986	948	942	888
EXAM 3	NT*	387	595	909	889	962	884	908	873

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

YEAR	2006	2007	2008	2009	2010	2011	2012	2013	2014
	3.5	4.2	3.5	4.2	4.7	4.67	4.44	5.0	4.5

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

YEAR	2010	2011	2012	2013	2014
	4.05	4.7	4.73	4.67	4.0

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

YEAR	2006	2007	2008	2009	2010	2011	2012	2013	2014
	3.4	4.0	4.1	3.5	1.0	3.83	3.83	4.67	4.0

Use of Evaluation Results : The student evidence based practice mean exam scores on the HESI exit exam given in NUR 408 has trended downward as compared to the previous calendar year with an overall mean score of 876 in 2014 as compared to 928 in 2013 (a minimum 900 score is required for success in NUR 408). This score, continues the downward trend identified in 2012. Nursing faculty will be notified of this downward trend for monitoring and action as needed. UG syllabi will continue to be reviewed by course faculty for changes and updates to nursing practice, national trends, and nationally standardized exams (The nursing program currently uses Elsevier Evolve HESI exams-specialty exams given as the final exam for each course in which there is a HESI exam available). The percentage of the grade for each course varies depending on the level of nursing course, with higher level courses having a greater weight for the HESI. In addition to the specialty exams, a midcurricular exam is administered during the 3rd semester of the BSN program to students and consists of all nursing content covered through this semester. The score is used to help faculty advisers and students determine strengths and weaknesses in nursing content. Individualized remediation continues to be required for each student who has a score below 900 on each specialty HESI exam, as well as the midcurricular exam in specific content areas. Faculty members will continue to encourage students to utilize the ATI online nursing academic enhancement program, which is available to all students as is as a live HESI NCLEX-RN review for senior students. Students also now have the Elsevier HESI Platinum Bundle available. This bundle includes NCLEX Review and books on Professionalism, Delegation and Assignments, as well as Computerized Adaptive Learning and Testing practice exams. Research/Evidence Based Practice content is included in all of these resources.

End of program surveys of students and employers/advisory surveys on LO 4 remain above average with student ratings (using a five point scale) of the BSN program of study LO 4 scoring 4.5 as compared to 5.0 in 2013, and RNBSN program of study LO 4 scoring 4.0 as compared to 4.59 in 2013; the employer/advisory council rating on LO 4 decreased to 4.0 as compared to a score of 4.67 in 2013.

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

Professionalism
Public

Number:	BSN-SON_05
Title:	Professionalism
Start:	7/1/2014
End:	6/30/2015
Progress:	Completed
Providing Department:	Robert E. Smith School of Nursing
Responsible Role:	No Roles Selected
Learning Outcome:	Learning Outcome #5: Advocate for improvement in healthcare through participation in professional and political processes [leadership]. GE # 9
Data Collection (Evidence):	HESI end of BSN program exam scores; BSN and RNBSN end of program evaluations (*Note: RNBSN end of program evaluations began being collected separate from BSN in 2010); employer/advisory evaluations (*Note: data combined for both BSN and RNBSN).

Results of Evaluation :

Leadership (Mean)

YEAR	2013	2014
EXAM 1	972	878
EXAM 2	863	901
EXAM 3	918	888

BSN End of program surveys (Mean)

YEAR	2013	2014
	5.0	4.5

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

YEAR	2013	2014
	4.5	4.0

Employer/advisory council surveys (Mean) [combined BSN & RNBSN data]

YEAR	2013	2014
	4.67	4.0

Use of Evaluation Results : The student professionalism mean exam scores on the HESI exit exam given in NUR 408 had an overall mean score of 889 during calendar year 2014. This compares to a score of 918 in 2013, which was the first year for this category as LO 5 was combined with LO 3 in previous years. An overall minimum 900 score is required for success in NUR 408. Professionalism is threaded throughout the curriculum with greater emphasis in the courses of NUR 314 and NUR 402/442. As part of the Education Redesign efforts by the schools of nursing in Mississippi initiated in 2012, we will resume examination of the concept of professionalism in a curriculum gap analysis (the GAP analysis was put on hold due to a state and national accreditation site visit in February 2015). The information obtained from the gap analysis regarding this concept, as well as other concepts, will be used to revise the curriculum. UG syllabi will be reviewed by course faculty for changes and updates to nursing practice, education redesign, national trends, and nationally standardized exams (currently Elsevier Evolve HESI exams-specialty exams given as the final exam for each course in which there is a HESI exam available). The percentage of the grade for each course varies depending on the level of nursing course, with higher level courses having a greater weight for the HESI. In addition to the specialty exams, a midcurricular exam is administered during the 3rd semester of the BSN program to students and consists of all nursing content covered through this semester. The score is used to help faculty advisors and students determine individual strengths and weaknesses in nursing content. Individualized remediation continues to be required for each student who has a score below 900 on each specialty HESI exam, as well as the midcurricular exam in specific content areas.

We also continue to utilize ATI for the student learning enhancement plan, which is available to all students as well as a live HESI NCLEX-RN review for senior students and encourage all students to take advantage of the Elsivier HESI Platinum Package textbook and online resources.

End of program surveys of students and employers/advisory surveys on LO # 5 are good with a student overall mean score (using a five point scale) of the BSN program of study 4.5, which is a decrease from a score of 5.0 in 2013; the RNBSN program of study overall mean score of LO # 5 decreased to 4.0 as compared to 4.5 in 2013. Employer rating on LO # 5 decreased to 4.0 as compared to 4.67 in 2013. These ratings will be shared with the faculty teaching this content (NUR 402/442) for review/improvement of leadership content and RNBSN students surveyed again in 2014 to assess for improvement.

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

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Physiological and Psychosocial Integrity

Number: BSN-SON_06

Title: Physiological and Psychosocial Integrity

Start: 7/1/2014

End:	6/30/2015
Progress:	Completed
Providing Department:	Robert E. Smith School of Nursing
Responsible Role:	Dean, Nursing (Vicki Bingham)
Learning Outcome:	Program Outcome #6: Provide individualized nursing care that focuses on health promotion and disease and injury prevention [physiologic integrity or PI and psychosocial integrity or PsI]. GE #8
Data Collection (Evidence):	HESI end of BSN program exam scores; BSN and RNBSN end of program evaluations (*Note: RNBSN end of program evaluations began being collected separate from BSN in 2010); employer/advisory evaluations (*Note: data combined for both BSN and RNBSN).

Results of Evaluation :

Physiologic Integrity [PI] and Psychosocial Integrity [PsI] (Mean) – Exam #1

YEAR	2006	2007	2008	2009	2010	2011	2012	2013	2014
PI	747	715	838	893	954	976	962	782	785
PsI	639	773	849	809	985	920	990	943	939

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

YEAR	2006	2007	2008	2009	2010	2011	2012	2013	2014
PI	875	859	884	904	865	970	967	936	827
PsI	924	846	791	872	895	982	890	941	912

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

YEAR	2006	2007	2008	2009	2010	2011	2012	2013	2014
PI	838	872	857	929	923	860	914	888	858
PsI	878	648	843	793	914	956	814	920	879

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

YEAR	2006	2007	2008	2009	2010	2011	2012	2013	2014
	3.9	4.1	4.1	4.1	4.6	4.56	4.67	5.0	4.7

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

YEAR	2010	2011	2012	2013	2014
	3.95	4.3	4.73	4.5	4.0

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

YEAR	2006	2007	2008	2009	2010	2011	2012	2013	2014
	4.0	4.2	4.2	3.5	5.0	3.83	4.00	4.67	3.75

Use of Evaluation Results : The student physiologic integrity overall mean exam score on the HESI exit exam given in NUR 408 continued a downward trend from 823 in 2014 as compared to 928 in 2013 and 948 in 2012 This score is below the HESI recommended score of 900 or above. The student psychosocial integrity mean scores increased to 910 in 2014 as compared to 869 in 2013 and 898 during calendar year 2012; (a minimum 900 score is required for success in NUR 408; a score range of 850-899 is considered acceptable performance by HESI, but not by the school of nursing). Psychosocial integrity is introduced during the first semester in NUR 302/332 (Fundamentals of Client Care) and threaded throughout the curriculum with emphasis in NUR 307/337 (Psychiatric/Mental Health Nursing). This continued downward trend in Psysiologic Integrity will be reported to all nursing faculty, particularly those teaching in the course of NUR 307/337 so UG syllabi can be reviewed for changes and updates to nursing practice and national trends. In addition, 25% of the hours in clinical courses will continue to be dedicated to simulation lab hours so students can experience and practice psychosocial integrity (in addition to other nursing care knowledge needs identified). A nationally standardized exam will be utilized to assess for effectiveness (the Elsevier Evolve HESI exams-specialty exams are currently given as the final exam for each course

in which there is a HESI exam available). The percentage of the grade for each course varies depending on the level of nursing course, with higher level courses having a greater weight for the HESI. In addition to the specialty exams, a midcurricular exam is administered during the 3rd semester of the BSN program to students and consists of all nursing content covered through this semester. The score is used to help faculty advisors and students determine strengths and weaknesses in nursing content. Individualized remediation continues to be required for each student who has a score below 900 on each specialty HESI exam, as well as the midcurricular exam in specific content areas. Nursing faculty will also continue to encourage student use of the ATI online nursing academic enhancement program, which is available to all students, as well as a live HESI NCLEX-RN review for senior students and encourage students to take advantage of the Elisvier HESI Platinum Package resources.

End of program surveys of students and employer/advisory council surveys on LO 6 remain good with student ratings (using a five point scale) of the BSN program of study LO 6 scoring 4.7, which is a decrese from the score of 5.0 in 2013, and the RNBSN program of study LO 6 scoring 4.0, which is a decrease from 5.0 in 2103. The employer/advisory council rating on LO 6 decreased to 3.75 as compared to 4.67 in 2013.

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

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Safe Effective Care

Number: BSN-SON_07

Title: Safe Effective Care

Start: 7/1/2014

End: 6/30/2015

Progress: Completed

Providing Department: Robert E. Smith School of Nursing

Responsible Role: Dean, Nursing (Vicki Bingham)

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

Data Collection (Evidence): HESI end of program exam scores; BSN end of program evaluations; employer evaluations

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

Safe, Effective, Care Environment [SECE] (Mean)

YEAR	2006	2007	2008	2009	2010	2011	2012	2013	2014
EXAM 1	805	765	900	842	908	869	920	1003	894

EXAM 2	890	701	853	856	871	971	935	926	946
EXAM 3	880	847	849	846	900	919	1026	945	915

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

YEAR	2006	2007	2008	2009	2010	2011	2012	2013	2014
	3.4	4.0	3.9	3.9	4.7	4.38	4.56	5.0	4.7

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

YEAR	2010	2011	2012	2013	2014
	4.0	4.6	4.67	4.58	4.0

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

YEAR	2006	2007	2008	2009	2010	2011	2012	2013	2014
	3.5	3.9	4.0	3.5	4.0	3.83	4.16	4.67	4.0

Use of Evaluation Results : The student mean exam scores for safe, effective care on the HESI exit exam given in NUR 408 trended downward this year with an overall mean score of 918 as compared to 958 in calendar year 2013 and 960 during calendar year 2012. The scoe of 918, however, still exceeds the recommended HESI score (a minimum 900 score is required for success in NUR 408). The simulation lab coordinator will continue to increase use of simulations specific to this learning outcome during calendar year 2013. This concept of safe, effective care is taught throughout the curriculum. However, much emphasis has been placed on Quality and Safety Education for Nurses (QSEN) competencies, all UG syllabi will be reviewed by course faculty for changes and updates to nursing practice and national trends specific to patient safety and effective care. A nationally standardized exam (currently Elsevier Evolve HESI exams are used in the nursing program, these are specialty exams given as the final exam for each course in which there is a HESI exam available). The percentage of the grade for each course varies depending on the level of nursing course, with higher level courses having a greater weight for the HESI. In addition to the specialty exams, a midcurricular exam is administered during the 3rd semester of the BSN program to students and consists of all nursing content covered through this semester. The score is used to help faculty advisors and students determine strengths and weaknesses in nursing content. Individualized remediation continues to be required for each student who has a score below 900 on each specialty HESI exam, as well as the midcurricular exam in specific content areas. Faculty will continue to encourage students to utilize the ATI online nursing academic enhancement program, which is available to all students, as well as a live HESI NCLEX-RN review for senior students.

End of program surveys of students and employers/advisory council surveys on LO 7 have trended downward, but no item scored less than a 3.0 (using a five point scale) of the BSN program of study LO 7 scoring 4.7, which is a decrease from 5.0 in 2013, and the RNBSN program of study LO 7 scoring 4.0 which is also a decrease from the score of 4.58 in 2013. The employer/advisory council rating on LO 7 was a 4.0, which is a decrease as compared to the score of 4.67 in 2013.

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

Theory/Research
Public

Number:	DNP_SON_01	
Title:	Theory/Research	
Start:	7/1/2014	
End:	6/30/2015	
Progress:	Completed	
Providing Department:	Robert E. Smith School of Nursing	
Responsible Role:	Dean, Nursing (Vicki Bingham)	
Learning Outcome:	Learning Outcome #1: Develop and evaluate new practice approaches based on science from nursing and other disciplines.	

Data Collection (Evidence):

1. Portfolio(s) with evidence of learning outcome accomplishment
2. Presentation of the Scholarly Project (which addresses all DNP learning outcomes) at a peer reviewed local, regional, state or national professional health care event.
3. Publication of the Scholarly Project in a peer reviewed journal.
4. DNP End of Program Evaluations.
5. Employer/Advisory Council Evaluations.

Results of Evaluation :

2014	2015	2016	2017	2018
Portfolio	4/4			
Scholarly Project Presentation	4/4			
Scholarly Project Publication	0/4			
Student End of Program Evaluation	4.0			
Employer/Advisory Council Evaluation	N/A			

* First DNP class graduated December 2014, no employer evaluations available as of yet

Four of four students submitted completed comprehensive portfolios to the DNP faculty.
Four of four students presented their scholarly project at a peer reviewed health care event. Two were prize winners at the event.
   -Poster presentation "Making Moves in the Delta: The Effects of Implementing the We Can! Energizing Our Families: Parent Program in an Elementary School at Jackson State University in Jackson MS, Misconceptions in Epidemiology, Healthcare Policy, and Health Disparities Symposium December 01, 2014. First Place Winner.
   -Poster presentation "Save a Foot, Save a Life: Implementation of an Evidence-Based Diabetic Foot Prevention Education Program" at the Mississippi Nurses Convention, Biloxi, MS October 2014. Second Place Winner.
   -Oral presentation "Influence of Prescribing Behavior and Clinical Decision Making of Primary Care Providers Using the Mississippi Prescription Monitoring Program" MNA Roundtable at the Mississippi Nurses Convention, Biloxi MS, October 2014.
   -Oral presentation "Effects of a Healthy Lifestyle Education Program on Nutrition Behaviors, Attitudes and Knowledge and Physical Activity Behaviors of 4th and 5th Grade Students in an Inner-city School" MNA Roundtable at the Mississippi Nurses Convention, Biloxi MS, October 2014.
All four DNP students submitted manuscripts of their scholarly project for

publication, none have been accepted thus far.

Use of Evaluation Results : We will continue to evaluate DNP portfolios and scholarly projects for incorporation of all DNP learning outcomes and their relationship to nursing advanced practice didactic and clinical experiences, and to require presentation and encourage publication submission of the scholarly project. HESI APRN exams will be administered to non FNP DNP students and results reported once obtained (projected HESI administration 2016). We will continue to obtain feedback from the DNP student graduates, and employers/advisory council and monitor ratings and recommendations for improvement. Faculty members will continue to monitor national nursing education, APRN competencies, and practice standards for the DNP program of Family Nurse Practitioner (FNP) to revise the curriculum as needed.

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Healthcare Delivery Systems
Public

Number: DNP_SON_02

Title: Healthcare Delivery Systems

Start: 7/1/2014

End: 6/30/2015

Progress: Completed

Providing Department: Robert E. Smith School of Nursing

Responsible Role: Dean, Nursing (Vicki Bingham)

Learning Outcome: Learning Outcome #2: Employ leadership skills to design and evaluate strategies that improve care delivery and outcomes for diverse populations.

Data Collection (Evidence):
1. Portfolio(s) with evidence of learning outcome accomplishment
2. Presentation of the Scholarly Project (which addresses all DNP learning outcomes) at a peer reviewed local, regional, state or national professional health care event.
3. Publication of the Scholarly Project in a peer reviewed journal.
4. DNP End of Program Evaluations.
5. Employer/Advisory Council Evaluations

Results of Evaluation :

2014	2015	2016	2017	2018
Portfolio	4/4			
Scholarly Project Presentation	4/4			
Scholarly Project Publication	0/4			
Student End of Program Evaluation	4.0			
Employer/Advisory Council Evaluation	N/A			

* First DNP class graduated December 2014, no employer evaluations available as of yet

Four of four students submitted completed comprehensive portfolios to the DNP faculty.

Four of four students presented their scholarly project at a peer reviewed health care event. Two were prize winners at the event.

    -Poster presentation "Making Moves in the Delta: The Effects of Implementing the We Can! Energizing Our Families: Parent Program in an Elementary School at Jackson State University in Jackson MS, Misconceptions in Epidemiology, Healthcare Policy, and Health Disparities Symposium December 01, 2014. First Place Winner.

    -Poster presentation "Save a Foot, Save a Life: Implementation of an Evidence-Based Diabetic Foot Prevention Education Program" at the Mississippi Nurses Convention, Biloxi, MS October 2014. Second Place Winner.

    -Oral presentation "Influence of Prescribing Behavior and Clinical Decision Making of Primary Care Providers Using the Mississippi Prescription Monitoring Program" MNA Roundtable at the Mississippi Nurses Convention, Biloxi MS, October 2014.

    -Oral presentation "Effects of a Healthy Lifestyle Education Program on Nutrition Behaviors, Attitudes and Knowledge and Physical Activity Behaviors of 4th and 5th Grade Students in an Inner-city School" MNA Roundtable at the Mississippi Nurses Convention, Biloxi MS, October 2014.

All four DNP students submitted manuscripts of their scholarly project for publication, none have been accepted thus far.

Use of Evaluation Results :	We will continue to evaluate DNP portfolios and scholarly projects for incorporation of all DNP learning outcomes and their relationship to nursing advanced practice didactic and clinical experiences, and to require presentation and encourage publication submission of the scholarly project. HESI APRN exams will be administered to non FNP DNP students and results reported once obtained (projected HESI administration 2016). We will continue to obtain feedback from the DNP student graduates, and employers/advisory council and monitor ratings and recommendations for improvement. Faculty members will continue to monitor national nursing education, APRN competencies, and practice standards for the DNP program of Family Nurse Practitioner (FNP) to revise the curriculum as needed.

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Monitoring/Ensuring Quality of Health Care Practice

Public

Number:	DNP_SON_03
Title:	Monotoring/ENsuring Quality of Health Care Practice
Start:	7/1/2014
End:	6/30/2015
Progress:	Completed
Providing Department:	Robert E. Smith School of Nursing
Responsible Role:	No Roles Selected
Learning Outcome:	Lead interprofessional teams and partnerships to analyze and improve health outcomes for individuals, families, and communities.
Data Collection (Evidence):	1. Portfolio(s) with evidence of learning outcome accomplishment 2. Presentation of the Scholarly Project (which addresses all DNP learning outcomes) at a peer reviewed local, regional, state or national professional health care event. 3. Publication of the Scholarly Project in a peer reviewed journal.

4. DNP End of Program Evaluations.
5. Employer/Advisory Council Evaluations.

Results of Evaluation :

2014	2015	2016	2017	2018
Portfolio	4/4			
Scholarly Project Presentation	4/4			
Scholarly Project Publication	0/4			
Student End of Program Evaluation	4.0			
Employer/Advisory Council Evaluation	N/A			

* First DNP class graduated December 2014, no employer evaluations available as of yet

Four of four students submitted completed comprehensive portfolios to the DNP faculty.
Four of four students presented their scholarly project at a peer reviewed health care event. Two were prize winners at the event.
    -Poster presentation "Making Moves in the Delta: The Effects of Implementing the We Can! Energizing Our Families: Parent Program in an Elementary School at Jackson State University in Jackson MS, Misconceptions in Epidemiology, Healthcare Policy, and Health Disparities Symposium December 01, 2014. First Place Winner.
    -Poster presentation "Save a Foot, Save a Life: Implementation of an Evidence-Based Diabetic Foot Prevention Education Program" at the Mississippi Nurses Convention, Biloxi, MS October 2014. Second Place Winner.
    -Oral presentation "Influence of Prescribing Behavior and Clinical Decision Making of Primary Care Providers Using the Mississippi Prescription Monitoring Program" MNA Roundtable at the Mississippi Nurses Convention, Biloxi MS, October 2014.
    -Oral presentation "Effects of a Healthy Lifestyle Education Program on Nutrition Behaviors, Attitudes and Knowledge and Physical Activity Behaviors of 4th and 5th Grade Students in an Inner-city School" MNA Roundtable at the Mississippi Nurses Convention, Biloxi MS, October 2014.
All four DNP students submitted manuscripts of their scholarly project for publication, none have been accepted thus far.

Use of Evaluation Results : We will continue to evaluate DNP portfolios and scholarly projects for incorporation of all DNP learning outcomes and their relationship to nursing advanced practice didactic and clinical experiences, and to require presentation and encourage publication submission of the scholarly project. HESI APRN exams will be administered to non FNP DNP students and results reported once obtained (projected HESI administration 2016). We will continue to obtain feedback from the DNP student graduates, and employers/advisory council and monitor ratings and recommendations for improvement. Faculty members will continue to monitor national nursing education, APRN competencies, and practice standards for the DNP program of Family Nurse Practitioner (FNP) to revise the curriculum as needed.

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Professional Role
Public

Number: DNP_SON_04

Title:	Professional Role
Start:	7/1/2014
End:	6/30/2015
Progress:	Completed
Providing Department:	Robert E. Smith School of Nursing
Responsible Role:	No Roles Selected

Learning Outcome: Assume a leadership role in the application adn dissemination of best evidence for practice to promote efficient, effective, and equitable patient-centered care.

Data Collection (Evidence):
1. Portfolio(s) with evidence of learning outcome accomplishment
2. Presentation of the Scholarly Project (which addresses all DNP learning outcomes) at a peer reviewed local, regional, state or national professional health care event.
3. Publication of the Scholarly Project in a peer reviewed journal.
4. DNP End of Program Evaluations.
5. Employer/Advisory Council Evaluations.

Results of Evaluation :

2014	2015	2016	2017	2018
Portfolio	4/4			
Scholarly Project Presentation	4/4			
Scholarly Project Publication	0/4			
Student End of Program Evaluation	4.0			
Employer/Advisory Council Evaluation	N/A			

* First DNP class graduated December 2014, no employer evaluations available as of yet

Four of four students submitted completed comprehensive portfolios to the DNP faculty.
Four of four students presented their scholarly project at a peer reviewed health care event. Two were prize winners at the event.
   -Poster presentation "Making Moves in the Delta: The Effects of Implementing the We Can! Energizing Our Families: Parent Program in an Elementary School at Jackson State University in Jackson MS, Misconceptions in Epidemiology, Healthcare Policy, and Health Disparities Symposium December 01, 2014. First Place Winner.
   -Poster presentation "Save a Foot, Save a Life: Implementation of an Evidence-Based Diabetic Foot Prevention Education Program" at the Mississippi Nurses Convention, Biloxi, MS October 2014. Second Place Winner.
   -Oral presentation "Influence of Prescribing Behavior and Clinical Decision Making of Primary Care Providers Using the Mississippi Prescription Monitoring Program" MNA Roundtable at the Mississippi Nurses Convention, Biloxi MS, October 2014.
   -Oral presentation "Effects of a Healthy Lifestyle Education Program on Nutrition Behaviors, Attitudes and Knowledge and Physical Activity Behaviors of 4th and 5th Grade Students in an Inner-city School" MNA Roundtable at the Mississippi Nurses Convention, Biloxi MS, October 2014.
All four DNP students submitted manuscripts of their scholarly project for publication, none have been accepted thus far.

Use of Evaluation Results : We will continue to evaluate DNP portfolios and scholarly projects for incorporation of all DNP learning outcomes and their relationship to nursing advanced practice didactic and clinical experiences, and to require presentation and encourage publication submission of the scholarly project. HESI APRN exams will be administered to non FNP DNP students and results reported once obtained (projected HESI administration 2016). We will continue to obtain feedback from the DNP student graduates, and employers/advisory council and monitor ratings and recommendations for improvement. Faculty members will continue to monitor national nursing education, APRN competencies, and practice standards for the DNP program of Family Nurse Practitioner (FNP) to revise the curriculum as needed.

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Legal and Regulatory Issues

Public

Number:	DNP_SON_05
Title:	Legal and Regulatory Issues
Start:	7/1/2014
End:	6/30/2015
Progress:	Completed
Providing Department:	Robert E. Smith School of Nursing
Responsible Role:	Dean, Nursing (Vicki Bingham)

Learning Outcome: Design, influence, and implement health care and ethical policies that affect financing, practice regulation, access to care and outcomes for individuals, families, and communities.

Data Collection (Evidence):
1. Portfolio(s) with evidence of learning outcome accomplishment
2. Presentation of the Scholarly Project (which addresses all DNP learning outcomes) at a peer reviewed local, regional, state or national professional health care event.
3. Publication of the Scholarly Project in a peer reviewed journal.
4. DNP End of Program Evaluations.
5. Employer/Advisory Council Evaluations.

Results of Evaluation :

2014	2015	2016	2017	2018
Portfolio	4/4			
Scholarly Project Presentation	4/4			
Scholarly Project Publication	0/4			
Student End of Program Evaluation	4.0			
Employer/Advisory Council Evaluation	N/A			

* First DNP class graduated December 2014, no employer evaluations available as of yet

Four of four students submitted completed comprehensive portfolios to the DNP faculty.
Four of four students presented their scholarly project at a peer reviewed health care event. Two were prize winners at the event.

-Poster presentation "Making Moves in the Delta: The Effects of Implementing the We Can! Energizing Our Families: Parent Program in an Elementary School at Jackson State University in Jackson MS, Misconceptions in Epidemiology, Healthcare Policy, and Health Disparities Symposium December 01, 2014. First Place Winner.

    -Poster presentation "Save a Foot, Save a Life: Implementation of an Evidence-Based Diabetic Foot Prevention Education Program" at the Mississippi Nurses Convention, Biloxi, MS October 2014. Second Place Winner.

    -Oral presentation "Influence of Prescribing Behavior and Clinical Decision Making of Primary Care Providers Using the Mississippi Prescription Monitoring Program" MNA Roundtable at the Mississippi Nurses Convention, Biloxi MS, October 2014.

    -Oral presentation "Effects of a Healthy Lifestyle Education Program on Nutrition Behaviors, Attitudes and Knowledge and Physical Activity Behaviors of 4th and 5th Grade Students in an Inner-city School" MNA Roundtable at the Mississippi Nurses Convention, Biloxi MS, October 2014.

All four DNP students submitted manuscripts of their scholarly project for publication, none have been accepted thus far.

Use of Evaluation Results : We will continue to evaluate DNP portfolios and scholarly projects for incorporation of all DNP learning outcomes and their relationship to nursing advanced practice didactic and clinical experiences, and to require presentation and encourage publication submission of the scholarly project. HESI APRN exams will be administered to non FNP DNP students and results reported once obtained (projected HESI administration 2016). We will continue to obtain feedback from the DNP student graduates, and employers/advisory council and monitor ratings and recommendations for improvement. Faculty members will continue to monitor national nursing education, APRN competencies, and practice standards for the DNP program of Family Nurse Practitioner (FNP) to revise the curriculum as needed.

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Cultural Competence
Public

Number:	DNP_SON_06
Title:	Cultural Competence
Start:	7/1/2014
End:	6/30/2015
Progress:	Completed
Providing Department:	Robert E. Smith School of Nursing
Responsible Role:	Dean, Nursing (Vicki Bingham)
Learning Outcome:	Analyze scientific data and synthesize concepts to develop, implement, and evaluate interventions that address health promotion and disease prevention for culturally diverse populations.

Data Collection (Evidence):

1. Portfolio(s) with evidence of learning outcome accomplishment
2. Presentation of the Scholarly Project (which addresses all DNP learning outcomes) at a peer reviewed local, regional, state or national professional health care event.
3. Publication of the Scholarly Project in a peer reviewed journal.
4. DNP End of Program Evaluations.
5. Employer/Advisory Council Evaluations.

Results of Evaluation :

	2014	2015	2016	2017	2018
Portfolio	4/4				
Scholarly Project Presentation	4/4				
Scholarly Project Publication	0/4				
Student End of Program Evaluation	4.0				
Employer/Advisory Council Evaluation	N/A				

* First DNP class graduated December 2014, no employer evaluations available as of yet

Four of four students submitted completed comprehensive portfolios to the DNP faculty.

Four of four students presented their scholarly project at a peer reviewed health care event. Two were prize winners at the event.

   -Poster presentation "Making Moves in the Delta: The Effects of Implementing the We Can! Energizing Our Families: Parent Program in an Elementary School at Jackson State University in Jackson MS, Misconceptions in Epidemiology, Healthcare Policy, and Health Disparities Symposium December 01, 2014. First Place Winner.

   -Poster presentation "Save a Foot, Save a Life: Implementation of an Evidence-Based Diabetic Foot Prevention Education Program" at the Mississippi Nurses Convention, Biloxi, MS October 2014. Second Place Winner.

   -Oral presentation "Influence of Prescribing Behavior and Clinical Decision Making of Primary Care Providers Using the Mississippi Prescription Monitoring Program" MNA Roundtable at the Mississippi Nurses Convention, Biloxi MS, October 2014.

   -Oral presentation "Effects of a Healthy Lifestyle Education Program on Nutrition Behaviors, Attitudes and Knowledge and Physical Activity Behaviors of 4th and 5th Grade Students in an Inner-city School" MNA Roundtable at the Mississippi Nurses Convention, Biloxi MS, October 2014.

All four DNP students submitted manuscripts of their scholarly project for publication, none have been accepted thus far.

Use of Evaluation Results : We will continue to evaluate DNP portfolios and scholarly projects for incorporation of all DNP learning outcomes and their relationship to nursing advanced practice didactic and clinical experiences, and to require presentation and encourage publication submission of the scholarly project. HESI APRN exams will be administered to non FNP DNP students and results reported once obtained (projected HESI administration 2016). We will continue to obtain feedback from the DNP student graduates, and employers/advisory council and monitor ratings and recommendations for improvement. Faculty members will continue to monitor national nursing education, APRN competencies, and practice standards for the DNP program of Family Nurse Practitioner (FNP) to revise the curriculum as needed.

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Created 6/25/2015 at 8:43 PM by Libby Carlson

Managing/Negotiating Health Care Delivery Systems
Public

Number: DNP_SON_07

Title: Managing/Negotiating Health Care Delivery Systems

Start:	7/1/2014
End:	6/30/2015
Progress:	Completed
Providing Department:	Robert E. Smith School of Nursing
Responsible Role:	Dean, Nursing (Vicki Bingham)
Learning Outcome:	Utilize and evaluate information and communication technologies to improve health care and to implement change in health care systems.
Data Collection (Evidence):	1. Portfolio(s) with evidence of learning outcome accomplishment 2. Presentation of the Scholarly Project (which addresses all DNP learning outcomes) at a peer reviewed local, regional, state or national professional health care event. 3. Publication of the Scholarly Project in a peer reviewed journal. 4. DNP End of Program Evaluations. 5. Employer/Advisory Council Evaluations.

Results of Evaluation :

2014	2015	2016	2017	2018
Portfolio	4/4			
Scholarly Project Presentation	4/4			
Scholarly Project Publication	0/4			
Student End of Program Evaluation	4.0			
Employer/Advisory Council Evaluation	N/A			

* First DNP class graduated December 2014, no employer evaluations available as of yet

Four of four students submitted completed comprehensive portfolios to the DNP faculty.
Four of four students presented their scholarly project at a peer reviewed health care event. Two were prize winners at the event.
    -Poster presentation "Making Moves in the Delta: The Effects of Implementing the We Can! Energizing Our Families: Parent Program in an Elementary School at Jackson State University in Jackson MS, Misconceptions in Epidemiology, Healthcare Policy, and Health Disparities Symposium December 01, 2014. First Place Winner.
    -Poster presentation "Save a Foot, Save a Life: Implementation of an Evidence-Based Diabetic Foot Prevention Education Program" at the Mississippi Nurses Convention, Biloxi, MS October 2014. Second Place Winner.
    -Oral presentation "Influence of Prescribing Behavior and Clinical Decision Making of Primary Care Providers Using the Mississippi Prescription Monitoring Program" MNA Roundtable at the Mississippi Nurses Convention, Biloxi MS, October 2014.
    -Oral presentation "Effects of a Healthy Lifestyle Education Program on Nutrition Behaviors, Attitudes and Knowledge and Physical Activity Behaviors of 4th and 5th Grade Students in an Inner-city School" MNA Roundtable at the Mississippi Nurses Convention, Biloxi MS, October 2014.
All four DNP students submitted manuscripts of their scholarly project for publication, none have been accepted thus far.

Use of Evaluation Results : We will continue to evaluate DNP portfolios and scholarly projects for incorporation of all DNP learning outcomes and their relationship to nursing advanced practice didactic and clinical experiences, and to require presentation and encourage publication submission of the scholarly project. HESI APRN exams will be

administered to non FNP DNP students and results reported once obtained (projected HESI administration 2016). We will continue to obtain feedback from the DNP student graduates, and employers/advisory council and monitor ratings and recommendations for improvement. Faculty members will continue to monitor national nursing education, APRN competencies, and practice standards for the DNP program of Family Nurse Practitioner (FNP) to revise the curriculum as needed.

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Created 6/25/2015 at 8:46 PM by Libby Carlson

Clinical Management
Public

Number:	DNP_SON_08
Title:	Clinical Management
Start:	7/1/2014
End:	6/30/2015
Progress:	Completed
Providing Department:	Robert E. Smith School of Nursing
Responsible Role:	No Roles Selected

Learning Outcome: Utilize advanced clinical judgement and specialty focused competencies to improve the care of diverse populations.

Data Collection (Evidence):
1. Portfolio(s) with evidence of learning outcome accomplishment
2. Presentation of the Scholarly Project (which addresses all DNP learning outcomes) at a peer reviewed local, regional, state or national professional health care event.
3. Publication of the Scholarly Project in a peer reviewed journal.
4. DNP End of Program Evaluations.
5. Employer/Advisory Council Evaluations.

Results of Evaluation :

2014	2015	2016	2017	2018
Portfolio	4/4			
Scholarly Project Presentation	4/4			
Scholarly Project Publication	0/4			
Student End of Program Evaluation	4.0			
Employer/Advisory Council Evaluation	N/A			

* First DNP class graduated December 2014, no employer evaluations available as of yet

Four of four students submitted completed comprehensive portfolios to the DNP faculty.
Four of four students presented their scholarly project at a peer reviewed health care event. Two were prize winners at the event.
    -Poster presentation "Making Moves in the Delta: The Effects of Implementing the We Can! Energizing Our Families: Parent Program in an Elementary School at Jackson State University in Jackson MS, Misconceptions in Epidemiology,

Healthcare Policy, and Health Disparities Symposium December 01, 2014. First Place Winner.

    -Poster presentation "Save a Foot, Save a Life: Implementation of an Evidence-Based Diabetic Foot Prevention Education Program" at the Mississippi Nurses Convention, Biloxi, MS October 2014. Second Place Winner.

    -Oral presentation "Influence of Prescribing Behavior and Clinical Decision Making of Primary Care Providers Using the Mississippi Prescription Monitoring Program" MNA Roundtable at the Mississippi Nurses Convention, Biloxi MS, October 2014.

    -Oral presentation "Effects of a Healthy Lifestyle Education Program on Nutrition Behaviors, Attitudes and Knowledge and Physical Activity Behaviors of 4th and 5th Grade Students in an Inner-city School" MNA Roundtable at the Mississippi Nurses Convention, Biloxi MS, October 2014.

All four DNP students submitted manuscripts of their scholarly project for publication, none have been accepted thus far.

Use of Evaluation Results : We will continue to evaluate DNP portfolios and scholarly projects for incorporation of all DNP learning outcomes and their relationship to nursing advanced practice didactic and clinical experiences, and to require presentation and encourage publication submission of the scholarly project. HESI APRN exams will be administered to non FNP DNP students and results reported once obtained (projected HESI administration 2016). We will continue to obtain feedback from the DNP student graduates, and employers/advisory council and monitor ratings and recommendations for improvement. Faculty members will continue to monitor national nursing education, APRN competencies, and practice standards for the DNP program of Family Nurse Practitioner (FNP) to revise the curriculum as needed.

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Cultural Competence

Number:	MSN-SON_01
Title:	Cultural Competence
Start:	7/1/2014
End:	6/30/2015
Progress:	Completed
Providing Department:	Robert E. Smith School of Nursing
Responsible Role:	Dean, Nursing (Vicki Bingham)
Learning Outcome:	*Learning Outcome #1: Integrate nursing, related sciences, and emerging evidence to improve health outcomes and safety for diverse populations. *Learning Outcomes changed for the 2012 calendar year – only FNP students were enrolled in the MSN program during the 2012 calendar year
Data Collection (Evidence):	Elsevier Evolve APRN HESI exam (a standardized exam administered at the end of program starting spring 2011); MSN end of program surveys (measures program outcomes conducted electronically through the capstone courses by faculty and IRP with aggregate data reported by the Program Effectiveness Committee (PEC) to the RESSON Faculty Organization during monthly meetings as appropriate); Employer/Advisory Council surveys (distributed at the fall RESSON Nurse Career Fair, collected by the RESSON faculty and tabulated by the PEC committee. Aggregate results are reported as compiled to the RESSON Faculty Organization during monthly meetings as appropriate).
Results of Evaluation :	Learning Outcome #1: Integrate nursing, related sciences, and emerging evidence to improve health outcomes and safety for diverse populations

YEAR	2012	2013	2014
EXAM	779	880	Exam 1: 503
	N/A	N/A	Exam 2: 599

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

YEAR	2012	2013	2014
	4.62	4.65	4.36

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

YEAR	2012	2013	2014
	4.25	5.0	4.5

Use of Evaluation Results : The APRN HESI exam is now required for graduation from the MSN program for the FNP students as the APRN final exam; Students are now given two opportunities to obtain the minimum score of 800 on the HESI APRN exam in the last semester. Students who score at or above the recommended minimum score of 800 will not have to also take the traditional faculty generated comprehensive exam, but students who do not score at or above the minimum score of 800 will have to take and pass the traditional MSN comprehensive exam. Based upon the prediction scale of student ANCC/AANP success by Elsevier Evolve HESI Exit Exam, the average scores for cultural competence in 2014 are less than the recommended performance score This is a decrease increase from the mean scores of of 880 in 2013 and 779 in 2012. The scores in 2013 increased after implementing the following changes in the FNP curriculum: 1) change Differential Diagnosis in Primary Care (2 credit hours) from an elective to a specialty course in the FNP program of study; 2) Add an FNP Review Course (2 credit hours) during the final semester of the program of study; 3) Add one credit hour to NUR 602 Advanced Health Assessment (from 2 to 3 credit hours); and 4) Add one credit hour to NUR 638 Family Nurse Practice III (from 1 to 2 credit hours) and delete one credit hour from NUR 639 Family Nurse Practice III Practicum (from 5 to 4 credit hours) beginning in Spring 2013. Faculty members will place added emphasis on this content throughout the curriculum. An individualized enrichment (remediation) plan will continue to be implemented for each student who has an overall score below 800 on the APRN HESI exam and in specific content areas. Overall mean scores from both the MSN End of Program survey and the Employer/Advisory Council surveys demonstrated scores of 4.36 and 4.5 on a 5 point scale, respectively as compared to the 2013 score so 4.65 and 5.0 . These mean scores indicated that both students and employers/advisory council believed LO 1 was achieved "above average".

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

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Healthcare Delivery Systems

Number:	MSN-SON_02
Title:	Healthcare Delivery Systems
Start:	7/1/2014
End:	6/30/2015
Progress:	Completed

Providing Department: Robert E. Smith School of Nursing

Responsible Role: Dean, Nursing (Vicki Bingham)

Learning Outcome: *Learning Outcome #2: Utilize leadership skills to design and implement strategies that improve care delivery and outcomes.
*Learning Outcomes changed for the 2012 calendar year – only FNP students were enrolled in the MSN program during the 2012 calendar year

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

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

YEAR	2012	2013	2014
EXAM	962	766	Exam 1: 888
	N/A	N/A	Exam 2: 894

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

YEAR	2012	2013	2014
	4.69	4.59	4.36

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

YEAR	2012	2013	2014
	4.25	5.0	4.5

Use of Evaluation Results : Based upon the prediction scale of student ANCC/AANP success by Elsevier Evolve HESI Exit Exam, the overall average score of 891 is within the recommended performance score (800 or greater). This is an improvement from 2013 score of 766 in 2013 but still below the score of 962 in 2012. This is after implementing the following changes in the FNP curriculum: 1) change Differential Diagnosis in Primary Care (2 credit hours) from an elective to a specialty course in the FNP program of study; 2) Add an FNP Review Course (2 credit hours) during the final semester of the program of study; 3) Add one credit hour to NUR 602 Advanced Health Assessment (from 2 to 3 credit hours); and 4) Add one credit hour to NUR 638 Family Nurse Practice III (from 1 to 2 credit hours) and delete one credit hour from NUR 639 Family Nurse Practice III Practicum (from 5 to 4 credit hours) beginning in Spring 2013. In addition, students had two opportunities to make the minimum APRN HESI score required for completion of the program. Elsevier has established specialty HESI exams in Advanced Pathophysiology, Advanced Health Assessment, and Advanced Pharmacology that are now incorporated into the evaluation portion of the specified courses. An individualized enrichment (remediation) plan will be implemented for each student who has an overall score below 800 on the APRN HESI exam and in specific content areas. Students who score at or above the recommended minimum score of 800 will not have to also take the traditional faculty generated comprehensive exam, but students who do not score at or above the minimum score of 800 will take the traditional MSN comprehensive exam. Two students did not score a cumulative score of 800 or more on either of the two HESI APRN exams and took the traditional written comprehensive exam. Both were successful on the comprehensive exam.

Overall mean scores from both the MSN End of Program survey and the Employer/Advisory Council surveys demonstrated scores of 4.7 and 4.5 on a 5 point scale, respectively, the 2013 scores were 4.59 and 5.0 in 2013. These mean scores indicated that both students and employers/advisory council believed LO 2 was achieved "above average".

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

Monitoring/Ensuring Quality of Healthcare Practice

Number:	MSN-SON_03
Title:	Monitoring/Ensuring Quality of Healthcare Practice
Start:	7/1/2014
End:	6/30/2015
Progress:	Completed
Providing Department:	Robert E. Smith School of Nursing
Responsible Role:	Dean, Nursing (Vicki Bingham)

Learning Outcome: *Learning Outcome #3: Contribute to the integration of healthcare services to improve quality and safety across the continuum of care.
*Learning Outcomes changed for the 2012 calendar year – only FNP students were enrolled in the MSN program during the 2012 calendar year

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

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

YEAR	2012	2013	2014
EXAM	741	778	Exam 1: 734
			Exam 2: 690

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

YEAR	2012	2013	2014
	4.88	4.59	4.43

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

YEAR	2012	2013	2014
	4.25	5.0	4.5

Use of Evaluation Results : Based upon the prediction scale of student ANCC/AANP success by Elsevier Evolve HESI Exit Exam, the average score of the two exams of 712 is below the recommended performance score of 800 or greater. This is a decrease from the

2013 score of 778 and of 741 in 2012 after implementing the following changes in the FNP curriculum: 1) change Differential Diagnosis in Primary Care (2 credit hours) from an elective to a specialty course in the FNP program of study; 2) Add an FNP Review Course (2 credit hours) during the final semester of the program of study; 3) Add one credit hour to NUR 602 Advanced Health Assessment (from 2 to 3 credit hours); and 4) Add one credit hour to NUR 638 Family Nurse Practice III (from 1 to 2 credit hours) and delete one credit hour from NUR 639 Family Nurse Practice III Practicum (from 5 to 4 credit hours). These changes were implemented Spring 2013. Elsevier has established specialty HESI exams in Advanced Pathophysiology, Advanced Health Assessment, and Advanced Pharmacology that have been incorporated into the evaluation portion of the specified courses. An individualized enrichment (remediation) plan will be implemented for each student who has an overall score below 800 on the APRN HESI exam and in specific content areas. Students who score at or above the recommended minimum score of 800 will not have to also take the traditional faculty generated comprehensive exam, but students who do not score at or above the minimum score of 800 will take the traditional MSN comprehensive exam. Two students did not obtain the HESI APRN minimum score of 800 on either exam but were successful on the written comprehensive exam.

Overall mean scores from both the MSN End of Program survey and the Employer/Advisory Council surveys demonstrated scores of 4.7 and 4.5 as compared to 2013 scores of 4.59 and 5.0 on a 5 point scale, respectively. These mean scores indicated that both students and employers/advisory council believed LO 3 was achieved "above average".

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

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Theory/Research

Number:	MSN-SON_04
Title:	Theory/Research
Start:	7/1/2014
End:	6/30/2015
Progress:	Completed
Providing Department:	Robert E. Smith School of Nursing
Responsible Role:	Dean, Nursing (Vicki Bingham)
Learning Outcome:	*Learning Outcome #4: Translate theory and research to provide evidence based nursing practice and improve outcomes. *Learning Outcomes changed for the 2012 calendar year – only FNP students were enrolled in the MSN program during the 2012 calendar year
Data Collection (Evidence):	Elsevier Evolve APRN HESI exam (a standardized exam administered at the end of program starting spring 2011); MSN end of program surveys (measures program outcomes conducted electronically through the capstone courses by faculty and IRP with aggregate data reported by the Program Effectiveness Committee (PEC) to the RESSON Faculty Organization during monthly meetings as appropriate); Employer/Advisory Council surveys (distributed at the fall RESSON Nurse Career Fair, collected by the RESSON faculty and tabulated by the PEC

committee. Aggregate results are reported as compiled to the RESSON Faculty Organization during monthly meetings as appropriate).

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

YEAR	2012	2013	2014
EXAM	788	945	Exam 1: 526
	N/A	N/A	Exam 2: 463

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

YEAR	2012	2013	2014
	4.56	4.59	4.43

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

YEAR	2012	2013	2014
	4.0	5.0	4.5

Use of Evaluation Results : Based upon the prediction scale of student ANCC/AANP success by Elsevier Evolve HESI Exit Exam, the mean score of the two exams of 475 is substantially below the 2013 score of 945 and below the recommended performance score of 800 or greater. This is also a decrease from the mean score of 788 in 2012. Curriculum changes implemented spring 2013 included : 1) change Differential Diagnosis in Primary Care (2 credit hours) from an elective to a specialty course in the FNP program of study; 2) Add an FNP Review Course (2 credit hours) during the final semester of the program of study; 3) Add one credit hour to NUR 602 Advanced Health Assessment (from 2 to 3 credit hours); and 4) Add one credit hour to NUR 638 Family Nurse Practice III (from 1 to 2 credit hours) and delete one credit hour from NUR 639 Family Nurse Practice III Practicum (from 5 to 4 credit hours) beginning in Spring 2013. In addition, faculty members also gave the APRN HESI exam twice during the final semester (1st exam to establish a baseline of knowledge and then the 2nd exam to note improvements and for a grade). Elsevier has established specialty HESI exams in Advanced Pathophysiology, Advanced Health Assessment, and Advanced Pharmacology that will be incorporated into the evaluation portion of the specified courses. An individualized enrichment (remediation) plan will be implemented for each student who has an overall score below 800 on the APRN HESI exam and in specific content areas. Students who scored at or above the recommended minimum score of 800 do not have to also take the traditional faculty generated comprehensive exam, but students who do not score at or above the minimum score of 800 will take the traditional MSN comprehensive exam. Two students did not attain the minimum score of 800 on either of the HESI APRN exams, but were successful on the written comprehensive exam.

Overall mean scores from both the MSN End of Program survey and the Employer/Advisory Council surveys demonstrated scores of 4.43 and 4.5 as compared to 2013 scores of 4.59 and 5.0 on a 5 point scale, respectively. These mean scores indicated that both students and employers/advisory council believed LO 4 was achieved "above average".

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

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Managing/Negotiating Health Care Delivery Systems

Number: MSN-SON_05

Title: Managing/Negotiating Health Care Delivery Systems

Start: 7/1/2014

End: 6/30/2015

Progress: Completed

Providing Department: Robert E. Smith School of Nursing

Responsible Role: Dean, Nursing (Vicki Bingham)

Learning Outcome: *Learning Outcome #5: Promote the use of information and communication technologies to provide safe, quality, and cost effective healthcare.
*Learning Outcomes changed for the 2012 calendar year – only FNP students were enrolled in the MSN program during the 2012 calendar year

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

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

	2012	2013	2014
EXAM	741	789	Exam 1: 922
	N/A	N/A	Exam 2:585

End of program surveys (Mean for LO #5)

YEAR	2012	2013	2014
	4.75	4.71	4.50

/advisory council surveys (Mean for LO #5)

YEAR	2012	2013	2014
	4.0	5.0	4.0

Use of Evaluation Results : Based upon the prediction scale of student ANCC/AANP success by Elsevier Evolve HESI Exit Exam, the average score of 754 is below the 2013 score of 789 and is also below the recommended performance score of 800 or greater. This is an increase from the mean score of 741 in 2012 after implementing the following changes in the FNP curriculum spring 2013: 1) change Differential Diagnosis in Primary Care (2 credit hours) from an elective to a specialty course in the FNP program of study; 2) Add an FNP Review Course (2 credit hours) during the final semester of the program of study; 3) Add one credit hour to NUR 602 Advanced Health Assessment (from 2 to 3 credit hours); and 4) Add one credit hour to NUR 638 Family Nurse Practice III (from 1 to 2 credit hours) and delete one credit hour from NUR 639 Family Nurse Practice III Practicum (from 5 to 4 credit hours) beginning in Spring 2013. In addition, faculty members also gave the APRN HESI exam twice during the final semester (1st exam to establish a baseline of knowledge and then the 2nd exam to note improvements and for a grade). Elsevier has established specialty HESI exams in Advanced Pathophysiology, Advanced Health Assessment, and Advanced Pharmacology that will be incorporated into the evaluation portion of the specified courses. An individualized enrichment (remediation) plan will be implemented for each student who has an

overall score below 800 on the APRN HESI exam and in specific content areas. Students who score at or above the recommended minimum score of 800 will not have to also take the traditional faculty generated comprehensive exam, but students who do not score at or above the minimum score of 800 will take the traditional MSN comprehensive exam. Two students did not score 800 or more on the two HESI APRN exams but were successful on the written comprehensive exam.

Overall mean scores from both the MSN End of Program survey and the Employer/Advisory Council surveys demonstrated scores of4.5 and 4.0 as compared to 2013 scores of 4.71 and 5.0 on a 5 point scale, respectively. These mean scores indicated that both students and employers/advisory council believed LO 5 was achieved "above average".

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

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Legal and Regulatory Issues

Number:	MSN-SON_06
Title:	Legal and Regulatory Issues
Start:	7/1/2014
End:	6/30/2015
Progress:	Completed
Providing Department:	Robert E. Smith School of Nursing
Responsible Role:	No Roles Selected

Learning Outcome: *Learning Outcome #6: Analyze and interpret the effects of healthcare policies, ethics, and regulatory processes to influence practice and outcomes.
*Learning Outcomes changed for the 2012 calendar year – only FNP students were enrolled in the MSN program during the 2012 calendar year

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

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

YEAR	2012	2013	2014
EXAM	760	669	Exam 1: 1002
			Exam 2: not tested

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

YEAR	2012	2013	2014
	4.62	4.65	4.43

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

YEAR	2012	2013	2014
	4.0	5.0	4.0

Use of Evaluation Results : Based upon the prediction scale of student ANCC/AANP success by Elsevier Evolve HESI Exit Exam, the score of 1002 is well above the 2013 score of 669 and the recommended performance score of 800 or greater. Curriculum changes implemented in spring 2013 will continue: 1) change Differential Diagnosis in Primary Care (2 credit hours) from an elective to a specialty course in the FNP program of study; 2) Add an FNP Review Course (2 credit hours) during the final semester of the program of study; 3) Add one credit hour to NUR 602 Advanced Health Assessment (from 2 to 3 credit hours); and 4) Add one credit hour to NUR 638 Family Nurse Practice III (from 1 to 2 credit hours) and delete one credit hour from NUR 639 Family Nurse Practice III Practicum (from 5 to 4 credit hours) beginning in Spring 2013. Elsevier has established specialty HESI exams in Advanced Pathophysiology, Advanced Health Assessment, and Advanced Pharmacology that will be incorporated into the evaluation portion of the specified courses. An individualized enrichment (remediation) plan will be implemented for each student who has an overall score below 800 on the APRN HESI exam and in specific content areas. Future plans are to use the 2nd APRN HESI as the APRN final exam; students who score at or above the recommended minimum score of 800 will not have to also take the traditional faculty generated comprehensive exam, but students who do not score at or above the minimum score of 800 will take the traditional MSN comprehensive exam. Two students did not obtain the required 800 score on either of the HESI APRN exams but were successful on the written comprehensive exam.

Overall mean scores from both the MSN End of Program survey and the Employer/Advisory Council surveys demonstrated scores of 4.43 and 4.0 as compared to 2013 scores of 4.65 and 5.0 on a 5 point scale, respectively. These mean scores indicated that both students and employers/advisory council believed LO 6 was achieved "above average".

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

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Professional Role

Number: MSN-SON_07

Title: Professional Role

Start: 7/1/2014

End: 6/30/2015

Progress: Completed

Providing Department: Robert E. Smith School of Nursing

Responsible Role:

No Roles Selected

Learning Outcome: *Learning Outcome #7: Employ collaborative leadership strategies to advocate, mentor, and function within inter-professional teams and partnerships.
*Learning Outcomes changed for the 2012 calendar year – only FNP students were enrolled in the MSN program during the 2012 calendar year

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

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

YEAR	2012	2013	2014
EXAM	759	773	Exam 1: 811
			Exam 2: 828

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

YEAR	2012	2013	2014
	4.62	4.65	4.43

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

YEAR	2012	2013	2014
	4.0	5.0	4.5

Use of Evaluation Results : Based upon the prediction scale of student ANCC/AANP success by Elsevier Evolve HESI APRN Exit Exam, the average score of 820 from the two exams is predictive of success and above the recommended performance score of 800 or greater. This is also an increase from the 2013 score of 773 and the 2012 score of 759 after implementing the following changes in spring 2013 in the FNP curriculum: 1) change Differential Diagnosis in Primary Care (2 credit hours) from an elective to a specialty course in the FNP program of study; 2) Add an FNP Review Course (2 credit hours) during the final semester of the program of study; 3) Add one credit hour to NUR 602 Advanced Health Assessment (from 2 to 3 credit hours); and 4) Add one credit hour to NUR 638 Family Nurse Practice III (from 1 to 2 credit hours) and delete one credit hour from NUR 639 Family Nurse Practice III Practicum (from 5 to 4 credit hours). Elsevier has established specialty HESI exams in Advanced Pathophysiology, Advanced Health Assessment, and Advanced Pharmacology that will be incorporated into the evaluation portion of the specified courses. An individualized enrichment (remediation) plan will be implemented for each student who has an overall score below 800 on the APRN HESI exam and in specific content areas. Students who score at or above the recommended minimum score of 800 will not have to also take the traditional faculty generated comprehensive exam, but students who do not score at or above the minimum score of 800 will take the traditional MSN comprehensive exam. Two students did not score at or above 800 but were successful on the written comprehensive exam.

Overall mean scores from both the MSN End of Program survey and the Employer/Advisory Council surveys demonstrated scores of 4.43 and 4.5 as compared to 2013 scores of 4.65 and 5.0 on a 5 point scale, respectively. These mean scores indicated that both students and employers/advisory council believed LO 7 was achieved "above average".

We will continue to obtain feedback from graduate students and employers/advisory council; monitor ratings and recommendations for

improvement. Faculty members will continue to monitor national nursing education, APRN competencies, and practice standards for MSN programs of Family Nurse Practitioner (FNP), Nurse Administrator (NA), and Nurse Educator (NE) to revise curriculum as needed.

Health Promotion and Disease Prevention

Number:	MSN-SON_08
Title:	Health Promotion and Disease Prevention
Start:	7/1/2014
End:	6/30/2015
Progress:	Completed
Providing Department:	Robert E. Smith School of Nursing
Responsible Role:	Dean, Nursing (Vicki Bingham)
Learning Outcome:	*Learning Outcome #8: Integrate individual and populations based health promotion and prevention strategies to provide equitable, efficient, and effective global healthcare. *Learning Outcomes changed for the 2012 calendar year – only FNP students were enrolled in the MSN program during the 2012 calendar year.
Data Collection (Evidence):	Elsevier Evolve APRN HESI exam (a standardized exam administered at the end of program starting spring 2011); MSN end of program surveys (measures program outcomes conducted electronically through the capstone courses by faculty and IRP with aggregate data reported by the Program Effectiveness Committee (PEC) to the RESSON Faculty Organization during monthly meetings as appropriate); Employer/Advisory Council surveys (distributed at the fall RESSON Nurse Career Fair, collected by the RESSON faculty and tabulated by the PEC committee. Aggregate results are reported as compiled to the RESSON Faculty Organization during monthly meetings as appropriate).
Results of Evaluation :	Learning Outcome #8: Integrate individual and populations based health promotion and prevention strategies to provide equitable, efficient, and effective global healthcare.

YEAR	2012	2013	2014
EXAM	795	884	Exam 1: 948
	N/A	N/A	Exam 2:890

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

YEAR	2012	2013	2014
	4.88	4.65	4.43

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

YEAR	2012	2013	2014
	4.0	5.0	4.0

Use of Evaluation Results :	Based upon the prediction scale of student ANCC/AANP success by Elsevier Evolve HESI Exit Exam, the average score of the two exams of 919 exceeds the 2013 score of 884 and is also above the recommended performance score of 800 or greater. This continues an increasing trend from the mean score of 795 in 2012 after implementing the following changes in the FNP curriculum spring 2013: 1) change Differential Diagnosis in Primary Care (2 credit hours) from an elective to a specialty course in the FNP program of study; 2) Add an FNP Review Course (2

credit hours) during the final semester of the program of study; 3) Add one credit hour to NUR 602 Advanced Health Assessment (from 2 to 3 credit hours); and 4) Add one credit hour to NUR 638 Family Nurse Practice III (from 1 to 2 credit hours) and delete one credit hour from NUR 639 Family Nurse Practice III Practicum (from 5 to 4 credit hours). Elsevier has established specialty HESI exams in Advanced Pathophysiology, Advanced Health Assessment, and Advanced Pharmacology that will be incorporated into the evaluation portion of the specified courses. An individualized enrichment (remediation) plan will be implemented for each student who has an overall score below 800 on the APRN HESI exam and in specific content areas.Students who score at or above the recommended minimum score of 800 will not have to also take the traditional faculty generated comprehensive exam, but students who do not score at or above the minimum score of 800 will take the traditional MSN comprehensive exam. Two students did not obtain a score of 800 on either exam but were successful on the written comprehensive exam.

Overall mean scores from both the MSN End of Program survey and the Employer/Advisory Council surveys demonstrated scores of 4.43 and 4.0 as compared to 2013 scores of 4.65 and 5.0 on a 5 point scale, respectively. These mean scores indicated that both students and employers/advisory council believed LO 8 was achieved "above average".

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

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Clinical Management

Number:	MSN-SON_09
Title:	Clinical Management
Start:	7/1/2014
End:	6/30/2015
Progress:	Completed
Providing Department:	Robert E. Smith School of Nursing
Responsible Role:	Dean, Nursing (Vicki Bingham)
Learning Outcome:	*Learning Outcome #9: Apply advanced knowledge, skills, and competencies to design, implement, and evaluate direct and indirect care for individuals, families, and communities. *Learning Outcomes changed for the 2012 calendar year – only FNP students were enrolled in the MSN program during the 2012 calendar year
Data Collection (Evidence):	Elsevier Evolve APRN HESI exam (a standardized exam administered at the end of program starting spring 2011); MSN end of program surveys (measures program outcomes conducted electronically through the capstone courses by faculty and IRP with aggregate data reported by the Program Effectiveness Committee (PEC) to the RESSON Faculty Organization during monthly meetings as appropriate); Employer/Advisory Council surveys (distributed at the fall RESSON Nurse Career Fair, collected by the RESSON faculty and tabulated by the PEC committee. Aggregate results are reported as compiled to the RESSON Faculty Organization during monthly meetings as appropriate).

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

YEAR	2012	2013	2014
EXAM	756	796	Exam 1: 872
	N/A	N/A	Exam 2: 817

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

YEAR	2012	2013	2014
	4.81	4.65	4.29

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

YEAR	2012	2013	2014
	4.0	5.0	4.0

Use of Evaluation Results : Based upon the prediction scale of student ANCC/AANP success by Elsevier Evolve HESI Exit Exam, the average score of the two exam of 845 is above the recommended performance score of 800 or greater and also above the 2013 score of 796. This is also an increase from the mean score of 756 in 2012. The following changes were implemented in spring 2013 in the FNP curriculum: 1) change Differential Diagnosis in Primary Care (2 credit hours) from an elective to a specialty course in the FNP program of study; 2) Add an FNP Review Course (2 credit hours) during the final semester of the program of study; 3) Add one credit hour to NUR 602 Advanced Health Assessment (from 2 to 3 credit hours); and 4) Add one credit hour to NUR 638 Family Nurse Practice III (from 1 to 2 credit hours) and delete one credit hour from NUR 639 Family Nurse Practice III Practicum (from 5 to 4 credit hours). Elsevier has established specialty HESI exams in Advanced Pathophysiology, Advanced Health Assessment, and Advanced Pharmacology that will be incorporated into the evaluation portion of the specified courses. An individualized enrichment (remediation) plan will be implemented for each student who has an overall score below 800 on the APRN HESI exam and in specific content areas. Students who score at or above the recommended minimum score of 800 will not have to also take the traditional faculty generated comprehensive exam, but students who do not score at or above the minimum score of 800 will take the traditional MSN comprehensive exam. Two students did not score 800 on either of the two HESI APRN exams, but were successful on the written comprehensive exam.

Overall mean scores from both the MSN End of Program survey and the Employer/Advisory Council surveys demonstrated scores of 4.29 and 4.0 as compared to 2013 scores of 4.65 and 5.0 on a 5 point scale, respectively. These mean scores indicated that both students and employers/advisory council believed LO 9 was achieved "above average".

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

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Created 5/14/2015 at 5:45 PM by CampusLabs Administrator

Goal: Develop and maintain high quality graduate and undergraduate curricula

Public

Number:	SON 2015_01
Title:	Develop and maintain high quality graduate and undergraduate curricula
Start:	7/1/2014
End:	6/30/2015
Progress:	Completed
Providing Department:	Robert E. Smith School of Nursing
Responsible Roles:	Dean, Nursing (Vicki Bingham)
Unit Goal:	The Robert E. Smith School of Nursing will continue to develop and maintain high quality graduate curricula that are sensitive to health care needs of a multicultural society.
Evaluation Procedures:	a. Collect aggregated student data related to program effectiveness annually.

a. Collect aggregated student data related to program effectiveness annually.
b. Recruitment and retention of qualified nursing faculty as needed.
c. Continued participation in educational consortium agreements.
d. Incorporation of innovative technology into the curriculum.
e. Progression in the GAP analysis of BSN curriculum (both BSN and RN-BSN programs of stu
f. Review and revision of the baccalaureate curriculum (both BSN and RN-BSN programs of s findings of the GAP analysis.
g. Prepare for RN-DNP initial MS IHL and CCNE accreditation visit.

   1. Demonstrate placement of AACN essentials in all BSN (including RNBSN) courses.
   2. Review and revise graduate level FNP curriculum to reflect inclusion of current FNP com
   3. Demonstrate placement of AACN essentials and FNP competencies in all graduate core a
courses.
  h. Incorporate QSEN criteria into the graduate nursing program.

Actual Results of Evaluation:

Results of evaluation:

- BSN mean HESI score (national percentile rank),see attached file 2013 Learning Outcomes

YEAR	2006	2007	2008	2009	2010	2011	2012	20
EXAM 1	757(23)	771(31)	850(55)	877(49)	967(83)	939(73)	972(81)	95
EXAM 2	864(51)	815(43)	864(59)	879(49)	888(64)	972(81)	939(73)	93
EXAM 3	854(48)	816(43)	854(55)	884(67)	900(67)	943(74)	946(74)	92

- BSN NCLEX-RN 1st write pass rates

YEAR	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
RATE	89%	94%	78%	75%	85%	72%	83%	97%	96%	97%	96%

*The National Council of State Boards of Nursing (NCSBN) increased the passing standard of the N effective spring 2013. The National 1st write NCLEX-RN pass rate for 2013 was 82% https://www.ncsbn.org/Table_of_Pass_Rates_2014.pdf.
The overall NCLEX-RN pass rate since 2010 (first plus subsequent writes) is 100%; with the excep (one graduate has not retaken the NCLEX-RN exam after the first write).

- Graduate APN mean HESI score (national mean score-no percentile rank)

2011	2012	2013	2014
701/817	747/826	795/859	859/830

- APN Certification Exam pass rate

Graduate APN Certification pass rate

YEAR	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	20
RATE	88%	100%	100%	100%	100%	100%	100%	100%	100%	100%	10

- Results of analysis for accreditation essentials and guidelines for undergraduate and gradu

Twenty six (26) course syllabi for the BSN (NUR 305, 309, 335, 402, 405, 408, 442 and 445), RN
and 331), MSN (620, 612, 616, 620, 621, 623, 624, 625, 642 and 646), and DNP (704, 708, 720,
were audited during the spring, summer, and fall semesters of 2013. The linking of AACN Essentia
fall of 2013 at the MSN Level. Since some courses scheduled for audit were not offered, there is r
attached file Standard III: Program Quality and Course Audit 2014.
The undergraduate program was analyzed for incorporation of AACN Essentials/Competencies fall
individual student learning outcomes are consistent with the roles for which the program is prepar
Curricula are developed, implemented, and revised to reflect relevant professional nursing standar
which are clearly evident within the curriculum, expected individual student learning.
The graduate curriculum was reviewed for incorporation of the AACN Essentials/Competencies.
Each Essential/Competency was incorporate into one or more courses, see attached files Essential
2014 and Three Year Course Audit.

- Results of BSN analysis

The Undergraduate Program curriculum was assessed with comparison to national trends, nationa
accreditation standards/essentials, the licensure exam blueprint (NCLEX-RN), and societal needs.
Redesign project spearheaded by the MS Office of Nursing Workforce and the Mississippi Council o
of Nursing Programs was postponed due to the national and state accreditation self study and site
2015. The BSN and RNBSN curriculum resume analysis for eleven (11) nurse of the future compet
Centered Care, Professionalism, Leadership, System Based Practice, Informatics, Communication,
Collaboration, Safety, Quality Improvement, Evidence Based Practice and Nursing Knowledge in th

- *Community of Interest* (COI) evaluations: results of student evaluations each semester of t
  courses, clinical agencies and preceptors, alumni, employers, and the Advisory Council eva
  Standard IV: Program Effectiveness.

Student biannual evaluations
Students evaluate faculty, courses, clinical courses, clinical agencies and preceptors each spring a
met or exceeded the benchmark of receiving at least a score of 3.0 on student evaluations, see at
Benchmarks 2013.
BSN, RNBSN and MSN end of program satisfaction evaluations
The undergraduate and graduate students rated the program outcomes favorably, with BSN score
4.71, RNBSN scores ranging from 4.42-4.67, and MSN scores ranging from 4.59-4.76. Alumni con
year surveys and scored the nursing program learning outcomes BSN-1yr 4.29-4.71, BSN 3yr 4.0
for all outcomes, RNBSN 3yr 3.8 for all outcomes; MSN 1yr 4.0-4.67, MSN 3yr 3.5-3.75, see files
program, one year evaluations and three year evaluations; RNBSN end of program, one year eval
evaluations; and MSN end of program, one year evaluations and three year evaluations,
Employer satisfaction evaluations
Employers of nursing graduates (undergraduate and graduate) rated the program a 4.67 out of 5
outcomes, see file titled Employer Survey.
Advisory Council survey

Six surveys were returned by Employers/Advisory Council members for 2014.
100% of employers expressed satisfaction with the program(s) of study and with graduate perform
workplace. A score of 3.0 or better was received on all questions included in the Employer Survey

- Results of feasibility of simulation lab accreditation

Due to budget constraints, accreditation of the simulation lab will be postponed at this time.

- Feasibility of incorporation of QSEN criteria into graduate nursing program

Initiation of incorporation of QSEN criteria is planned for fall 2014.

- Enhance/maintain Faculty Expertise through continuing education and faculty practice

The Faculty Development Committee did not offer any continuing education opportunities in 2014
however, funding was sufficient ($1,000 per faculty member) for each faculty member to meet the
of at least 10 contact hours annually. See attached file Faculty Development Annual Report.
All nursing faculty members attended continuing education programs offered off campus and attai
as required by Mississippi IHL accreditation standards. The mean number of CEU's attained during
attached file Standard IV - 2104, pages 23-27,Faculty Benchmarks 2014, benchmark #1.
Non-doctorally prepared faculty members are encouraged to pursue doctoral degrees, especially i
of the Doctor of Nursing Practice (DNP) programs offers another opportunity for nursing faculty to
advanced/terminal degree in their discipline. One non-doctorally prepared nurse practitioner facul
DNP program in fall 2014 and is on track to complete December 2015. An additional faculty memb
starting a DNP program within the next calendar year.
Thirteen out of 15 faculty members engaged in faculty clinical practice during 2014, see attached
pages 23-27, Faculty Benchmarks 2014, benchmark #10.
See also attached file Faculty Benchmarks Aggregated Data 2010-2014.

Use of Evaluation Results :
a. Undergraduate and Graduate Program curriculum
    1. Continued modification of undergraduate and Graduate Programs based on IHL standards for
AACN essentials, NONPF guidelines, QSEN recommendation, student, alumni and employer feedba
    2. Preparation for MS IHL and CCNE accreditation site visit spring 2015 for new RN-DNP progran
    3. Continuation of work on the GAP analysis with Mississippi Deans and Directors Council of Sch
redesign of nursing education as needed.
    4. Strategization of methods that will increase participation of the Nursing Advisory Council in e
program.
    5. Hiring of additional qualified faculty members as student numbers increase.
    6. Continuation of integration of nursing, related sciences, and emerging evidence to improve he
safety for diverse populations.
    7. Continuation of utilization of leadership skills to design and implement strategies that improv
outcomes.

- 2014 Annual Report Faculty Development Committee
- 2014 BSN 1 Year BSN Alumni Survey -Final-1
- 2014 BSN 3 Year BSN Alumni Survey -Final
- 2014 BSN End of Program Satisfaction Survey -Final Draft
- 2014 DNP Program Satisfaction Survey_Report
- 2014 RN_BSN Program Satisfaction Survey - Final Copy as of 11 03 2014
- FACULTY_BENCHMARKS_2010_2014
- MSN 3 year alumni survey_2014report_2011graduates
- MSN Program Satisfaction Survey_2014
- PEC Advisory Council Employer Survey Report 2014

Goal: Maintain and increase recruitment and retention of nursing students
Public

Number:	SON 2015_02
Title:	Maintain and increase recruitment and retention of nursing students
Start:	7/1/2014
End:	6/30/2015
Progress:	Completed
Providing Department:	Robert E. Smith School of Nursing

Responsible Roles:

No Roles Selected

Unit Goal: The School of Nursing will increase enrollment and graduation rates.

Evaluation Procedures: Feedback through the comprehensive School of Nursing MPE, in particular: recruitment (community college, public school, health care facility career fairs, etc) and community service activities (health fairs, 1st aid booths, etc), admission, enrollment and retention data, results of Institutional Research reports of student evaluations of each nursing course, faculty, clinical, clinical faculty, clinical site(s), and preceptors. Results from the *Community of Interest (COI):* all programs (BSN, RNBSN, MSN, DNP) nursing student End of Program Satisfaction surveys, one and three year alumni surveys, employer surveys, and advisory council surveys.

Actual Results of Evaluation: Results of Evaluation:
Implement DNP program
The DNP program was initiated fall 2013 with six students (5 post master's, 1 post baccalaureate) starting the program of study. Four completed the program of study. The remaining two withdrew for non-academic reasons; the program graduation/completion rate is calculated as the percent of students with a date of graduation that is accomplished $\leq$ 150% of the date they started the program, excluding those who left the program for non-academic reasons, as per MS IHL and CCNE accreditation standards. This gives us a DNP graduation rate of 100%.
Utilize Marketing Plan to increase enrollment in the RN-BSN and MSN programs
Results of implementation of this plan:
Nursing faculty reported participating in 37 recruitment activities for 2014 that included
recruiting at clinical sites of health care facilities (left brochures, personal communications, etc.). See attached file Faculty Benchmarks. Nursing faculty and staff made contact and followed up with 57 family/friends of summer 2014 orientees, and attended and made follow up contact with attendees at 21 fall 2014 recruitment events (included in the 37 activities above) for a total of 757 documented contacts for a total of 932 contacts with follow up, see attached file Student Affairs Annual Report.
Utilize the Student Retention and Remediation (Enrichment) Plan for undergraduate and graduate programs.
The BSN retention plan was developed considering its on campus delivery. Specific retention strategies used are:

1. HESI Admission Assessment Exam
2. Orientation
3. SUPPORT Program for family members
4. Boot Camp
5. Program Advisement
6. Course Advisement
7. Referral to the Academic Support Lab
8. Referral to the Writing Center
9. Referral to the Testing and Counseling Center
10. Math Seminar
11. ATI Modules
12. HESI Examinations and Platinum Package for preparation for examinations
13. NUR 408 Nursing Synthesis

Using State and National accreditation criteria for graduation rates, the BSN graduation rate for the class of 2014 was 89%.

The RNBSN retention plan was developed considering its online delivery. Specific retention
strategies are:

1. Orientation– offered both on campus and online.
2. Program Advisement –on campus and online
3. Course Advisement
4. Critical Thinking Examination
5. Referral to the Academic Support Lab
6. Referral to the Writing Center
7. Referral to the Testing and Counseling Center

Using State and National accreditation criteria for graduation rates, the RN-BSN graduation rate for the class of 2014 was 91%.

The MSN retention plan was developed considering its online delivery. Specific retention
strategies are:

1. Orientation – offered on campus and online
2. Program Advisement
3. Course Advisement
4. Referral to the Academic Support Lab
5. Referral to the Writing Center
6. Referral to the Testing and Counseling Center
7. HESI Examinations
8. NUR 680 Family Nurse Practitioner Review Course.

Using State and National accreditation critieria for graduation rates, the MSN graduation rate for the class of 2014 was 94%.

2014 Enrollment and retention of undergraduate and graduate students.

Undergraduate

BSN

a. 100+ students applied to the BSN program, 85 were qualified, 60 were sent acceptance letters and 25 sent alternate letters. 60 actually started the program of study fall 2014.

b. Admissions to the pre-licensure BSN nursing program increased by 58% (from 38 to 60) for fall 2014.

c. Nursing boot camp has continued to be well received by nursing students starting the program of study fall 2014.

RNBSN

a. 19 (as compared to 29 in 2103) RN students applied to the RNBSN program, 19 were qualified and sent acceptance letters and 11 actually started the program of study. Admissions remained stable from summer 2013-fall 2014 (11 to 11).

b. Students continue to be positive regarding the online course delivery; the combination of extremely limited, optional in-class time & online is a good balance and facilitates academic progress while employed.

c. On-line efforts will continue as appropriate for course learning activities for the RNBSN program. The two semester RNBSN program was initiated in fall 2014. Graduate

MSN

a. 24 students applied to the MSN program (all NPs), 19 were qualified and sent letters of acceptance and 15 actually started the program of study fall 2013). There were no applicants
for either the Nurse Administrator or Nurse Educator options for this year. Admissions remained stable from fall 2013-fall 2014 (15 to 15).

b. On-line efforts will continue as appropriate for course learning activities for the MSN   program.

DNP

a. 22 students applied to the DNP program, 10 were qualified and sent letters of acceptance and 6 actually started the program of study fall 2013. Four completed the program December 2014.

c. On-line efforts will continue as appropriate for course learning activities for the RNDNP program.

Monitor retention/graduation rates per MS IHL and CCNE accreditation standards.

1. The program completion rate is calculated as the percent of students with a date of graduation that is accomplished $\leq$ 150% of the date they started the program, excluding those who left the program for non-academic reasons, as per MS IHL and CCNE accreditation standards.

2. The accreditation required standard for average completion rates for all program
levels (BSN, RN-BSN, MSN) for the three (3) most recent calendar years is 70% or higher

The BSN, RNBSN, MSN and DNP programs all exceeded this standard.

4. The 2014 BSN completion rate was 89%, RNBSN was 91%, MSN was 94%, and DNP was 100% using the accreditation criteria above. Please see attached files Standard IV: Program Effectiveness and Graduation Rates.

Evaluate, maintain and obtain current and new support resources

Grant funding to increase student and faculty numbers, student retention, and facility expansion as needed. The nursing program was successful in obtaining HRSA grant funding
in the amount of $1,467,896.00 over the next 3 years(2013-2016)for a Delta States Rural Development Network Grant for Service Region A, PI Dr. Shelby Polk, in the amount of $1,574,546.00. This grant funded a Healthy Lifestyles Center in Cleveland, with similar health
education and services planned for Ruleville and Leland, MS. Over the next two years,
services will expand to 20 Mississippi Delta counties. A HRSA AENT grant (PI Dr. Vicki Bingham) was funded in the amount of $329,632 and will be utilized for MSN FNP scholarships. The HRSA MECDNP grant has one year remaining in the amounts of $20,000 and has been used to purchase equipment for the NP student practice clinic rooms, faculty development, and commodities. We plan to continue to explore alternate sources of funding for faculty positions, student scholarships and other learning resources to maintain mandated accreditation agency faculty student FNP ratios, and updating equipment while
maintaining/increasing admissions.

The faculty benchmark for student advising was met in 2014 with 100% (15/15) of nursing faculty members participating in spring and fall 2014 early registration, and individual advising as well. The Total number of students advised in 2014 = 657, the average # students/faculty member advised/faculty = 43.8. See file Faculty Benchmarks 2010-2014.

Use of Evaluation Results :   1. Revise marketing and recruitment plan as needed and as resources allow

2. Continued implementation of, with refinement as needed, the student retention plan
3. Enhancement of the physical learning environment as resources allow
4. Evaluation and maintainence of current support resources

- FACULTY_BENCHMARKS_2010_2014
- StdAffairs2014annualreport

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Goal: Maintain Community Support by increasing Outreach, Service, and Partnerships; Offer a Wellness Program via the Nursing Healthy Lifestyles Center to provide the University and Community the Opportunity to Know the Benefits of Healthy Living.

Public

Number:	SON 2015_03
Title:	Maintain Community Support by increasing Outreach, Service, and Partnerships; Offer a Wellness Program via the Nursing Healthy Lifestyles Center to provide the University and Community the Opportunity to Know the Benefits of Healthy Living.
Start:	7/1/2014
End:	6/30/2015
Progress:	Completed
Providing Department:	Robert E. Smith School of Nursing
Responsible Roles:	Dean, Nursing (Vicki Bingham)
Unit Goal:	The School of Nursing will strive to increase outreach, service, and partnership initiatives to benefit the citizens of the region through the wellness program(s) offered by the School of Nursing's Healthy Lifestyles Center, maintain community support by active participation of nursing with the community of interest (COI), and maintain relationships with all donors.

a. Support evidence-based research initiatives to improve healthcare in the Delta region
b. Participate in service-learning activities
c. Provide continuing education initiatives for the nursing and medical community
d. Seek funding partnerships
e. Seek continued grant funding for the School of Nursing Healthy Lifestyles Center

Evaluation Procedures:	Report of volunteer learning activities for nursing faculty members and students per the Student Affairs Annual Report and the report of service learning hours. Number of nursing and/or medical continuing education offerings per the Faculty Development Annual Report. Date of the Healthy Lifestyles Center's opening. Reports of successful grant and other outside funding, research based health initiatives, service learning activities, and IHL requirements for continuing education, as well as support professional coursework per the MPE Faculty Benchmark report and/or individual Faculty "Brag Facts."

Actual Results of Evaluation:

1. Maintenance/increase in nursing scholarships/outside funding. Event participation by nursing faculty and students to increase/maintain visibility of the RESSON.

Results of Evaluation:

Maintenance/increase in nursing scholarships/outside funding.

The school of nursing designated additional funding for specified Robert E. Smith Nursing Scholarships (2 recruitment, 2 retention and 4 contingency scholarships) from the estate gift of Robert E. Smith.

Scholarships
1. Kennedy Joli Smith Nursing Scholarship
2. Dana Lamar Nursing Scholarship
3. Samuels Nursing Scholarship
4. Branton-Woodall Nursing Award
5. American Legion Auxillary Scholarship
6. Dr Barbara Powell Scholarship
7. North Sunflower Medical Future Nurse Scholarship
8. Arlene Ward Bradshaw Nursing Award
9. Bryan/Hafter March of Dimes
10. James B Stone Scholarship
11. Nursing School Scholarship
12. Ferretti/Karnstedt Nursing Scholarship
13. Dr & Mrs Thomas Clay School of Nursing Scholarship
14. Hollingsworth Scholarship
15. Kate Kittle Memorial Scholarship
16. Kate Smith Kittle Memorial
17. Eugene Kittle Sr Memorial Nursing Scholarship
18. Blake Nursing Scholarship
19. Ellis Nursing Scholarship
20. Louise Brown Memorial Nursing Scholarship
21. Robert E. Smith Nursing Scholarships
22. Hilpert Family Nursing Scholarship

Event participation by nursing faculty and students to increase/maintain visibility of the School of Nursing.

10/15 faculty members, both staff members, and students participated in a total of 37 recruitment events;see attached file Faculty Benchmarks 2014 and Student Affairs Annual Report, 31of which were documented recruitment events (with participants turning in contact cards requesting more information), during summer orientations, through tours of the nursing building, at various Mississippi health care facilities, associate degree nursing program career fairs, and in community events (community health fairs and first aid booths at Crossties, Octoberfest, and at each DSU home football game), 3,029 documents contacts and follow up were made, see attached file Standard IV Faculty Benchmarks 2014.

2. Continued support of nursing faculty as appropriate to accommodate their IHL requirements and personal professional coursework while maintaining excellence in program provisions for the SON. $1,000 per faculty member was available during 2014 for faculty development activities. 100% (15/15) of faculty members obtained at least 10 CEUs in 2014. Total CEUS = 573.6; average CEUS/faculty = 38.24/faculty member. See attached file Standard IV, Faculty Benchmarks, benchmark #1.

4. Grant funding was approved for continuation in 2014 for the Healthy Lifestyles Center that will be staffed by School of Nursing faculty and is used as a clinical agency for nursing students at all levels (undergraduate and graduate), particularly for FNP students for health assessment check-offs and other clinical check-offs.

5. Support of students and faculty has continued as appropriate and as resources are available to accommodate research based health initiatives, service learning activities, and IHL requirements for continuing education, as well as support professional coursework, while maintaining excellence in program provisions. 8/15 (53.3%) faculty presented research during 2014. Faculty presentations at the

local level = 1; faculty presentations at state level = 4; faculty presentations at regional level = 4; faculty presentations at national level = 1.

6. The School of Nursing continues to be active in initiatives to improve healthcare in the Delta Region (Healthy Lifestyle Center [HLC]-over 1000 clients and health care providers have been served through the HLC thus far) and in service-learning activities (N = 18 for a total of 33,286 volunteer hours). These activities will continue as feasible and as funding is available.

7. Communication of nursing activities continues to be facilitated through the use of the *Pulse (*the biannual SON newsletter)*, Post It Notes*, the DSU e-news flyer, and the individual information centers in departments, DSU library displays, and through campus e-mail.

Use of Evaluation Results : Continued support of nursing faculty as appropriate to accommodate IHL continuing eduation requirements and personal professional coursework while maintaining excellence in program provisions for the SON. Maintained support of the School of Nursing SNA and faculty community outreach activities. Establishment/continuation of nursing faculty practice and graduate student clinical experiences in the Healthy Lifestyles Center.

The School of Nursing is very active in initiatives to improve healthcare in the Delta Region and in service-learning activities. These activities will continue as feasible. Additional funding will be sought to continue support of the HLC after the initial grant period ends in 2016.

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

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

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Created 7/28/2014 at 4:05 PM by Libby Carlson

Goal: Ensure Data Integrity
Public

Number:	SON 2015_04
Title:	Ensure Data Integrity
Start:	7/1/2014
End:	6/30/2015
Progress:	Completed
Providing Department:	Robert E. Smith School of Nursing
Responsible Roles:	Dean, Nursing (Vicki Bingham)

Unit Goal: Evaluation Procedures: All nursing faculty members will appropriately trained in Banner advising
1. Report of annual Banner training/updates in the Faculty Development Annual Report with faculty sign-in sheet.
2. Report of Banner advisement training for new faculty members.

3. At least 20% of nursing student files will be reviewed annually for evidence of advisement on the Nursing Interaction Form and for accuracy and completion.

Actual Results of Evaluation:
1. New nursing faculty members will report receiving Banner training.
The School of Nurising hired one new faculty member in 2014 and she received Banner training during her new faculty orientation in August.
2. Nursing faculty members will be trained/updated annually in the use of Banner data for student advisement.
Judy Haney, Senior Secretary for the RESSON gave 100% (15/15) of nursing faculty members refresher training in the use of CAPP August 18, 2014. A headcount was done instead of a sign-in roster. See attachment Faculty Development Annual Report.
3. Nursing students will be advised using accurate Banner data by nursing faculty advisers.
Nursing faculty members have reported using Banner's CAPP and Degree Audit programs when advising students.
4. Nursing faculty members will document student advisement using the Nursing Interaction Form.
87% (13/15) of nursing faculty members documented student advisement using the Nursing Interaction form during spring and fall 2014 early registration. Faculty members were reminded of the importance of documentation evidence when advising students.
5. Reviewed nursing student files will be accurate and complete.
30% (106/350) of the nursing student folders on file in the RESSON were reviewed. 90% (95/016) had complete transcripts, completed interaction forms, health requirements (TB skin test, immunizations) and CPR certifications on file. 10% were missing one or more required documents. Students were notified and corrections made for 100% completion of documentation.

Use of Evaluation Results :
1. Increase in faculty comfort with and use of Banner student advisement programs.
2. More accurate and timely advising of students.
3. More accurate and complete documentation in student folders.

- 2014 Annual Report Faculty Development Committee
- STANDARD IV_2014_version02-9-15   A B C D E F G H

Last modified 8/11/2015 at 3:32 PM by Libby Carlson
Created 7/28/2014 at 4:06 PM by Libby Carlson

Nursing SWOT Analysis CY 2014

Title: Nursing SWOT Analysis CY 2014

Start: 7/1/2014

End: 6/30/2015

Progress: Completed

Providing Department: Robert E. Smith School of Nursing

Strengths: 1. Diverse, highly qualified and engaged faculty and staff

2. Highly qualified students and graduates
3. Physical resources
a. Adequate space to accommodate increased admissions of pre-licensure BSN students (the other programs are online).
   b. identification and furnishing of a dedicated study area.
    c. Technology resources
       1. Simulation Lab
       2. Computer Lab
       3. SMART Classrooms
4. RNDNP program 1st cohort graduated December 2014, Fall 2014 new enrollment N = 3; all are progressing and on track for program completion.
5. Two semester RNBSN program started fall 2014 with 18 admitted; substantial growth in this program is anticipated
6. External support
   a. Grant funding obtained for selected MSN FNP students from the HRSA AENT grant program
   b. Grant funding continued for year two from HRSA for the Healthy Lifestyles Center
   c. Additional monies available for Robert E. Smith nursing scholarship
5. Increased faculty recruitment efforts; one new nursing faculty member hired.

Weaknesses: 1. Aging technology (simulation mannequins and computers).
2. Limited funding for IHL mandated nursing faculty development.
3. Obtaining stable resources to fund additional faculty members to accommodate increased nursing students admissions remains a challange.

Opportunities : 1. Changing to a two semester RNBSN program of study will likely increase admissions to that program
2. HRSA AENT grant funding for graduate students
3. Potential for increase in graduate admissions as with RNDNP program continues to be successful.
4. Additional monies (total $3,100,000) received from the Robert Smith estate for nursing school needs, including student scholarships may help address needs to update technology, for faculty development, and offer additional help to students experiencing financial diffuclties.

Threats: Decreased faculty morale and complaints due to financial constraints

Responsible Roles:
   No Roles Selected

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Executive Summary:
Vision
Robert E. Smith School of Nursing…..Transforming Healthcare in the Mississippi Delta and beyond…..one exceptional nurse at a time!
Mission
The mission of the Delta State University Robert E. Smith School of Nursing is to transform healthcare in the Mississippi Delta and beyond by preparing graduates to be nurse leaders at the baccalaureate, master, and doctoral levels through excellence in education, evidence-based research, interprofessional practice, and multidimensional partnerships in a diverse society.
Philosophy
The philosophy of the faculty of the Delta State University Robert E. Smith School of Nursing is consistent with the goals and mission of the University. The faculty believes clinical and theoretical scholarly inquiry fosters 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 of service from societal needs. Society is the organizing framework composed of individuals, families, and communities that is governed by morals, ethics, and laws. We believe that each individual is unique and possesses the right to informed choices in the attainment of health care services. Health is a dynamic state of being influenced by the spiritual, cultural, psychological, physical and societal components, which interact with the environment. The state of health is influenced by the perception of the individual and society. Nursing facilitates the health status of the individual through interacting with systems and assisting in the movement toward an optimum level of well-being.

Baccalaureate Program Outcomes

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 to diverse clients 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.

Graduate Program Outcomes

Master of Science in Nursing (MSN) Program:

1. Integrate nursing, related sciences, and emerging evidence to improve health outcomes and safety for diverse populations. 2. Utilize leadership skills to design and implement strategies that improve care delivery and outcomes. 3. Contribute to the integration of healthcare services to improve quality and safety across the continuum of care. 4. Translate theory and research to provide evidence based nursing practice and improve outcomes. 5. Promote the use of information and communication technologies to provide safe, quality, and cost effective healthcare. 6. Analyze and interpret the effects of healthcare policies, ethics, and regulatory processes to influence practice and outcomes. 7. Employ collaborative leadership strategies to advocate, mentor, and function within inter-professional teams and partnerships. 8. Integrate individual and population based health promotion and prevention strategies to provide equitable,efficient, and effective global healthcare. 9. Apply advanced knowledge, skills, and competencies to design, implement, and evaluate direct and indirect care for individuals, families, and communities.

Doctor of Nursing Practice (DNP) Program:

1. Develop and evaluate new practice approaches based on science from nursing and other disciplines. 2. Employ leadership skills to design and evaluate strategies that improve care delivery and outcomes for diverse populations. 3. Lead interprofessional teams and partnerships to analyze and improve health outcomes for individuals, families, and communities. 4. Assume a leadership role in the application and dissemination of best evidence for practice to promote efficient, effective, and equitable patient-centered care. 5. Design, influence, and implement health care and ethical policies that affect 11 Revised: 12/2014 financing, practice regulation,access to care, and outcomes for individual, families, and communities. 6. Analyze scientific data and synthesize concepts to develop, implement, and evaluate interventions that address health promotion and disease prevention for culturally diverse populations. 7. Utilize and evaluate information and communication technologies to improve health care and to implement change in health care systems. 8. Utilize advanced clinical judgment and specialty focused competencies to improve the care of diverse populations

ORGANIZATIONAL AND ADMINISTRATIVE STRUCTURE

Dean The Dean of the Robert E. Smith School of Nursing is nominated by the President of the University upon recommendation of the Provost/Vice President of Academic Affairs and appointed by the Mississippi Board for Institutions of Higher Learning (IHL). The Dean communicates with the IHL through the President and the Provost/Vice President of Academic Affairs. The Dean is responsible to the Provost/Vice President of Academic Affairs for the academic and fiscal management of the Robert E. Smith School of Nursing and the undergraduate and graduate programs.

Chair of Academic Programs The Dean delegates responsibility for the undergraduate and graduate programs to the Chair of Academic Programs (COAP).

Faculty Faculty participates in the governance of the Robert E. Smith School of Nursing through the plenary faculty organization committee. Additionally, full time faculty members serve on standing and ad hoc

committees. Staff Additional employees in the SON include a Secretary to the Dean and a Secretary to the faculty.

Students Students participate in the governance of the SON by serving as non-voting members of standing committees. (Faculty Organization, Student Affairs, Program Effectiveness, Faculty Development Committees).

More detailed information about the nursing programs can be found at http://www.deltastate.edu/school-of-nursing/

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

Changes made in the past year:

Changes in the general education requirements at DSU to reduce requirements in literature and history from 6 hrs each to 3 hours each resulted in the nursing faculty members adding two new courses to the prelicensure BSN program of study (NUR 313 Communications in Nursing-2 hours,and NUR 320 Nursing Informatics-3 hours) and adding one hour to NUR 402 Management of Client Care. Changes made to the RNBSN program due to the same general education requirement changes include adding 3 hours to NUR 358 for a total of 6 hours (Communication in Nursing content will now be included in this course) and the addition of NUR 320 Nursing Informatics-3 hours.

Personnel:

An excellent complement of full-time faculty, staff, and part-time faculty enable the School ofNursing to fulfill the mission and insure that students achieve program outcomes.

Table VA: 2014 Full-Time, Part-Time, & Adjunct Faculty Members & Staff Roster
Full-Time Faculty
Lizabeth L. Carlson, DNS, RNC Dean & Professor, Tenured
Debra F. Allen, MSN, RN Instructor
Vicki L. Bingham, PhD, RN Chair and Associate Professor, Tenured
Lacey Blessitt, MSN, RN, BC Instructor
Catherine Hays, EdD, RN Associate Professor, Tenured
Addie Herrod, DNP, RN, BC Instructor
Monica Jones, DNP, RN, BC Instructor
Donna Koestler, MSN, RN Instructor
Emily Newman, MSN, MEd, Instructor
Elizabeth Overstreet, MSN, RN, BC Instructor
Shelby Polk DNP, RN, BC Assistant Professor
D. Louise Seals, EdD, RN, CNE Associate Professor, Tenured

Table VA: 2014 Full-Time, Part-Time, & Adjunct Faculty Members & Staff Roster
Betty Sylvest, DNS, RN, CNE Associate Professor, Tenured Carleen Thompson, DNP, RN, BC. Assistant Professor Janye Wilson, MSN, RN
Part-Time Faculty Jean Grantham, MSN, RN, BC Instructor
Full-Time Staff Carla Lewis ....Secretary to the Dean Judy Haney.. Secretary to the Faculty

Nursing Faculty Benchmarks

FACULTY BENCHMARKS 2014

#	DESCRIPTION	MET	NOT MET	COMMENT
1	100% of nursing faculty attain at least 10 contact hours annually	MET 100%		• 15/15 (100%) faculty met or exceeded 10 contact hours during 2014 • Total contact hours = 403.1 • Average contact hours per faculty = 38.24
2	80% of nursing faculty will attain a mean score of 3.0 or above on all faculty/course/clinical evaluations each semester	MET 93.3%		• 14/15 (93.3%) faculty met or exceeded 3.0 on all faculty/course/clinical evaluations during spring, summer, fall semesters in 2014
3	100% of nursing faculty participate in academic advisement each semester for students enrolled in program and for students pursuing enrollment in nursing programs	MET 100%		• 15/15 (100%) faculty participated in academic advisement. The total number of students advised by each faculty ranged from 12 to 159. • Total number of students advised in 2014 = 657 • Average # students advised/faculty = 43.8

4	40% of nursing faculty will incorporate simulation activities into the Clinical/Practicum courses in which they teach	MET 66.6%		• 10/15 (66.6%)faculty incorporated simulation activities into one or more clinical/practicum courses in which they teach
5	40% of nursing faculty will present research findings at conferences at the state, regional, or national level	MET 53.3%		• 8/15 faculty presented during 2014 Oral Presentations: • International - 0 • National - 1 • Regional - 4 • State - 4 • Local - 1 • Local - 0
6	10% of faculty will submit or be published in a peer reviewed journal/book as an author, reviewer, or editor	MET 33.3%		• 5/15 (33.3%) faculty submitted for publication or were published in a peer reviewed journal/book as an author, reviewer, or editor • 5 faculty submitted for publication; 1 faculty published
7	10% of nursing faculty will submit a grant or serve as a grant reviewer	MET 13.3%		• 2/15 (13.3%) faculty submitted or was awarded a grant and/or was a grant reviewer • 2 grants submitted • 1 grant new award in 2014 - $329,632 • 1 grant awarded continuing funding for year 2 -$524,787 • Total grants awarded in 2014 = $854,419
8	100% of nursing faculty serve on three or more RESSON standing committees	MET 100%		• 15/15 (100%) faculty serve on three or more Robert E Smith School of Nursing committees • Total number of committees range from 3 – 6.

9	75% of RESSON faculty serve on one or more University committee, council, taskforce or other appointed/elected positions	MET 80.0%		• 12/15 (80.0%) faculty serve on one or more University committee, council, taskforce, or other appointed/elected position. • The number of committees faculty serve on range from 0 – 5 • The average number of committees the 12 faculty members serve pm = 2.5
10 **New 2013**	100% of nursing faculty participate in two or more recruitment events annually		NOT MET 66.6%	• 10/15 (66.6%) nursing faculty participated in two or more recruitment events in 2014 • Faculty participated in a total of 37 recruitment events during 2014 • Total # of documented participants at the 37 events = 3,029 • Sic of the 37 events did not provide the number of participants/participant lists
11	75% of nursing faculty hold members hold membership in professional organizations at state, national, or international levels.	MET 86.6%		• 13/15 (86.6%) faculty hold membership in professional organizations • The number of professional organizations per faculty ranges from 2 - 9
12	40% of nursing faculty hold leadership positions in professional organizations at local, regional, state, national, or international levels.	MET 60%		• 9/15 (60%) faculty hold leadership positions in professional organizations • 2 at local level • 1 at regional level • 7 at state level
13	60% of faculty will participate in community services	MET 66.6%		• 10/15 (66.6%) faculty participated in community services

14	60% of faculty will engage in faculty practice to maintain nursing competency	MET 86.6%		• 13/15 faculty engaged in practice during 2014

Brag Facts:

The Robert E. Smith School of Nursing's RN-BSN program was named the 2015 #1 RNBSN Online program in the US by RNBSNOnline.org.

Faculty:
Debra F. Allen, MSN, RN

Instructor

2014-2015

Professional Organizations

- MNA District #21 Member
- MNA District #21 Delegate to Convention Mississippi Nurses Association Vice-President 2014-2015
- MNA Legislative Affairs Committee 2007-2015
- Mississippi Nurses Foundation –Nightingale Awards Committee
- Mississippi Nurses Foundation – Car Tag Stipend Scholarship Committee 2013-present
- Sigma Theta Tau International, Honor Society of Nursing, Pi Xi Chapter, President for 2009-2013; Treasurer for 2013-2015
- National League of Nursing, member
- OAK, Leadership Honor Society, member
- Transcultural Nursing Society Networking Chapter of Alabama and Mississippi member

University Involvement

- Faculty Senate Senator for 2011-2017, secretary for 2012-2015
- Faculty Senate Committee on nominations co-chair, 2012-2015
- Delta Health and Wellness Committee, 2008-2013
- DSU Wellness Committee, 2009-2015
- GST Instructor, 2000-2013/FYS Instructor, 2014-2015
- Merit Pay Appeals Committee, 2012-2015
- Student Success Committee, 2014-present

School of Nursing Activities

- Student Affairs Committee, Chair, 2012-2015
- Student Nurses Association, Faculty Advisor

Community Activities

- Junior Auxiliary of Greenville, associate member
- Advisory/Craft Committee for the Cleveland Career Development and Technology Center, 2008-2014
- DSU Student Nurses' Association –community service activities Awards and Honors
- MASN mentor of the Year Award, 2014

Vicki Bingham, PhD, RN, CPE

Chair of Academic Programs

2014-2015

Professional Organizations

- Served on the Executive Board as Secretary of the Mississippi Council of Deans and Directors – re-elected for another two year term in April, 2013
- Served as Chair of the Mississippi Baccalaureate and Higher Degree Nursing Council – re-elected in April, 2015
- Served as a Mississippi Institutes of Higher Learning site visitor for nursing education by serving on the Accreditation Review and Evaluation Committee
- Served as a board member on the Bolivar Medical Center Board of Trustees
- Received national certification as a Certified Patient Educator (CPE)

Scholarly Activities

Grants

- Submitted application for the HRSA Advanced Education Nursing Traineeship (AENT) grant for scholarship monies to graduate students in the amount of $347,680.00 – awarded (received $173, 120.00 for year 1 and $174, 560.00 for year 2)

Lizabeth Carlson, DNS, RN

Dean and Professor

2014-2015

Professional Organizations

- Mississippi Council of Nursing Deans and Directors Vice Chair
- Mississippi Council of Baccalaureate and Higher Programs of Nursing Member
- AWHONN Member

University Involvement

- Dean's Council Member
- Academic Council Member
- DSU Job Evaluation Committee Member

School of Nursing Activities

- Dean
- Building Manager

Scholarly Activities

- Research Article Reviewer for MORE Evidence Based Nursing

Addie Herrod, DNP, FNP, BC

Assistant Professor

2014-2015

Scholarly Activities

- Electronic Poster Presentation at 7th Annual Doctor of Nursing Practice Conference in Nashville, TN
- Poster Presentation at Sigma Theta Tau International Region 8 Conference in Murfreesboro, TN

Monica M. Jones, DNP, FNP, BC

Assistant Professor

2014-2015

School of Nursing Activities

- Completed the Million Hearts Initiative Partnership for DSU RESSON, February 2015
- Coordinated the first DSU RESSON Million Hearts Event with 13 fellows certified, April 2015
- Coordinated and participated in the 2015 Tech Savvy Workshop, April 2015
- MECDNP Leadership Institute Planning Committee & Attendant, April 2015
- MECDNP Leadership Institute 2015 CEU application presenter
- MECDNP Consortium Representative for DSU RESSON
- DSU RESSON Information Technology Governance Committee representative

Community Activities

- Interim Program Director Crossroads North Clinic Ryan White Program Parts B & C, June 2014-September 2014
- Presenter for Breast Cancer Awareness at Antioch Baptist Church, October 2014
- AAUW membership initiated with a recommendation and award of the Dorothy Shawhan Memorial Scholarship to a DSU RESSON BSN student for the first time in our school's history

Emily Newman, MSN, RN

Instructor

2014-2015

Professional Organizations

- American Society for Clinical Pathology Member
- Mississippi Rural Health Association Member
- Mississippi Nurses Association (MNA) District 323 Member
- National Student Nurses' Association, Inc. Sustaining Member
- Sigma Theta Tau International Honor Society of Nursing, Pi Xi Chapter President 2013-2017
- Transcultural International Nursing Society Member

University Involvement

- DSU General Education Committee Member
- Technology in Teaching Symposium Presenter

School of Nursing Activities

- HOSA North District Leadership Conference Coordinator
- BSN Boot Camp Coordinator
- PEC Committee Member

Community Activities

- DSU Student nurses' Association Community Service Activities

  Honors and Awards

- DSU Connected Educator Award

Elizabeth Julyn Overstreet, MSN, FNP, BC

Instructor

2014-2015

- Admitted to the Doctor of Nursing Practice Program-Fall 2014
- Completed Fall Semester with 4.0 grade point average

Shelby Polk, DNP, FNP, BC

Assistant Professor
2014-2015

Service to the Community

- Opened and manager of the Healthy Lifestyles Center Scholarly Activities
- Wrote and was awarded a HRSA three year Healthy Delta Families Grant (~$1,000,000total)

Louise Seals, EdD, RN

Assistant Professor

2014-2015

Professional Memberships

- Served as Board Member and President of Mississippi Chapter of American Psychiatric Nursing Association
- Currently serving on American Psychiatric Nursing Association Graduate Education Committee
- Planning 4th annual MS Chapter of American Psychiatric Nursing Association conference scheduled for September 20, 2015.

Scholarly Activity

- Serving as reviewer for abstracts submitted for **APNA 29th Annual Conference**. Theme:*collaborating in an Evolving Health Care System: Opportunities to Advance Psychiatric-Mental Health Nursing*
- Presided at Ms. Chapter State meeting of the American Psychiatric Nursing Association in Indianapolis, Indiana in October 2015.

Betty Sylvest, DNS, RN

PUBLICATIONS

- Books

  Chapter

    - Baldwin, J. H., Morgan, C. O., and **Sylvest, B.** Health Promotion and Wellness. In K. Lundy & S. Janes. (Eds.). (2016). Community Health Nursing: Caring for the public's health. (2nd ed.). Sudbury, MA: Jones and Bartlett Publishers.
    - Bradley-Springer, L. and **Sylvest, B**. Health education in the community. In K.S. Lundy & S. Janes. (Eds). (2016). Community health nursing: Caring for the public's health. (2nd ed.). Sudbury, MA: Jones and Bartlett Publishers.

Student Nurses Association (SNA)

2014-2015

SNA Student members were active in over 34 service projects this year. Three DSU Students served on the Mississippi Student Nurses Association Board: Mary Hodges, Vice President, Christopher Williams, Nominations and elections Chair and Kenneth Thomas- Nominations and elections Representative: North and in October, 4 DSU SNA students were elected to MASN Board to serve: Tyler Coman, Vice President; Badel K; Director of Communications; Sarah Yawn, Director of Breakthrough to Nursing; and Tevelle Marion Nominations and elections Representative: North. We had 12 students attend the MASN Convention in Biloxi in October and we were awarded the MASN "Nightingale Chapter of the Year Award" for the third year in a roll.   This award is given to the chapter that has shown tremendous involvement in their SNA chapter, including community service, active participation at convention, involvement of members throughout various

activities of nursing school, and a display of a positive image of nursing. DSU SNA was represented by Tyler Coman as a delegate to NSNA and 3 other members attended the NSNA Convention in Phoenix, Arizona.

This student organization participated in the Staff Council Food Drive on campus by collecting over 100 non-perishable items that were distributed to the shelters in Cleveland. SNA took BPs at the Rice Luncheon and provided a first aid station for DSU Move-in Day, Pig pickin' and all and Crossties Festival in Cleveland. They participated in monthly health education display in DSU library with handouts and community teaching projects providing health information in the various venues. 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 sent 8 children Christmas boxes for Operation Christmas child and collected coats and blankets for St. Vincent DePaul. SNA collected Preemie clothes for the babies in the DRMC NICU, toys for the pediatric unit and first aid collections with seminar for sixth graders. They taught hygiene classes for fifth graders and provided hand washing project for kindergarten classes at 2 area schools. They presented a healthy lifestyles seminar for College Students and presented to fraternity and dormitories on campus. They supported the international students by purchasing goodies for Holiday week. They collect Box Tops points for area elementary schools and have donated Dog/cat food, toys and newspapers to the Bolivar County Humane society. They participated in organ donor challenge against Mississippi College winning the challenge with most points for awareness in organ donation and $500.00 for reaching our goal!