## A. Progress in meeting annual goals

<table>
<thead>
<tr>
<th>Goals 2012-2013</th>
<th>Activities</th>
<th>Goals 2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop proposal for graduate program to present to administration.</td>
<td>This year the department reviewed, created and submitted a concept paper for a MSN in Nursing Leadership. We are awaiting the outcome of this proposal.</td>
<td>1. Develop curriculum for MSN in Nursing Leadership if approved.</td>
</tr>
<tr>
<td>2. Implement curricular and admission changes to BSN program once passed by university committees.</td>
<td>BSN and RN/BSN program curricular changes were presented to the appropriate university committees along with some changes in admission criteria. These changes will go into effect fall 2013.</td>
<td>2. Evaluate program revisions to BSN and RN/BSN programs, as well as admission criteria revisions.</td>
</tr>
<tr>
<td>3. Continue collaboration with community engagement partners that faculty, students and class activities can engage with.</td>
<td>The students in the department engaged in a variety of community learning opportunities as outlined under significant accomplishments. This activity has been thoroughly integrated into the curriculum with great success.</td>
<td>met</td>
</tr>
<tr>
<td>4. Expand on course abroad programs.</td>
<td>Students went to Jamaica again this year (N=16), and the number has been increasing each year.</td>
<td>4. Explore financial support for continuation of international opportunities for nursing students.</td>
</tr>
<tr>
<td>5. Implement simulation plan, educate students on benefits of simulation and plan on-campus simulation activities.</td>
<td>A simulation plan was not developed. This will be done next year for both the new curriculum and those students finishing out the old curriculum.</td>
<td>5. Implement simulation plan, educate students on benefits of simulation and plan on-campus simulation activities.</td>
</tr>
<tr>
<td>6. Transition special appointment lines to tenure positions and search for 2 faculty. Continue to work with administration on space issues.</td>
<td>One special appointment line was converted to a tenure track position, and a faculty member was hired.</td>
<td>6. Increase the number of FT tenure track faculty.</td>
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<tr>
<td>7. Evaluate lab coordinator and clinical coordinator</td>
<td>These roles continue to be integral to the function of</td>
<td>7. Explore feasibility of a full-time staff position to oversee</td>
</tr>
<tr>
<td>8. Create SEPS based online program evaluation tool to be used on alternate years of AACN/EBI tool along with alumni and employer survey instruments.</td>
<td>Several faculty members worked to develop an alumni survey that was administered to our first graduating class in December. There was a return rate of 37%. Faculty have also developed a tool to be administered on alternate years when AACN/EBI will not be used. This goal has been met.</td>
<td>8. Convert clinical evaluation tools to an online format and educate all clinical faculty on its use.</td>
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<tr>
<td>9. Explore ways to expand student exposure/participation in research activities.</td>
<td>Some faculty are involved with honors students, and have involved students in poster presentations and writing of articles. 2 BSN students presented at the URCAD day.</td>
<td>9. Formalize a plan to include more students in research activities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10. Explore technology to promote self-regulation and self-learning in both the BSN and RN/BSN courses.</td>
</tr>
</tbody>
</table>

**B. Progress with Strategic Planning**  
N/A

**C. Administrative Changes**  
The nursing department has been fortunate to receive nursing lab fees to support the Lab Coordinator position and materials and equipment for the lab. This has been a great financial support to the department. The fees have also supported the required testing that is done in the department to prepare the students for their licensure exam. With only 8 full-time faculty members in the department and a growing program, especially at the RN/BSN level, the adjunct budget continues to stress the financial needs of the department. The personnel oversight of recruiting, hiring, orienting, and evaluating over 25 adjunct
faculty taxes an already heavy faculty workload. The course faculty, clinical coordinator and department chair spend an incredible amount of time working to mentor and retain qualified adjunct faculty. Since most of these faculty are for clinical positions, they need to work with both University faculty and agency staff to be sure they can provide quality education to our students. The time spent for both full-time faculty and orienting adjunct faculty is often not allotted for in faculty workload.

The other issue related to department growth is the need for office space and an additional lab. As the number of FT faculty in the department increases, and the number of students increase, there needs to be a plan for support of physical space growth as well.

D. Special Initiatives
The department of nursing continues to contribute to the workforce development of the state. We currently have 2 off campus RN/BSN cohorts, one at Hospital for Central Connecticut (HOCC) and the other at Lawrence and Memorial hospital. The HOCC cohort is a work force development grant where we have worked with Capital Workforce Partners to offer RN/BSN course work for their new hires (10 students participated this year and received tuition scholarships for 2 semesters of course work).

The department has also submitted a concept paper to start a Masters in Nursing Leadership program. We are awaiting feedback from the Board of Regents.

E. Significant Accomplishments

Community Engagement
• Men's Health Fair at Powerhouse Gym
• Homeless Connect Stand down for Vets
• Several vision screening events with the Lions Club and we were recognized for our community service by them
• Screening of “Rare” a documentary, in conjunction with the Office of Community Engagement
• Health Fairs at New Britain High School and Naylor School in Hartford
• Co-sponsored Nursing Leadership Conference with Hospital of Special Care and Hospital of Central Connecticut
• Participated in CCSU flu clinics for students
• Operated Community Central for New Britain Residents
• Ongoing partnership with New Britain EMS to collaborate on simulation activities
• Coordinated numerous health screening clinics for the Friendship Service Center of New Britain
• Senior Expo: In conjunction with the New Britain Community Police Officer Liaison. Blood Pressure Assessments and education to the seniors of the New Britain community.
• Human Trafficking conference in conjunction with Sigma Theta Tau, Chapter-at-large
Student accomplishments

• About 15-20 students inducted into Sigma Theta Tau, International Honor Society this spring

• 16 students went to Jamaica over Spring Break to conduct 2 health fairs, provide health education to an elementary school and visit local hospitals and clinics in partnership with UTech nursing students
  11:51 senior students did the course abroad to Jamaica over two years

• Sent 8 Nursing students and a faculty member to the National Student Nurses Association Convention in Charlotte NC

• Our school club of Student Nurses Association has grown and been active in several service learning activities

Faculty Creative Activity
  3 book or chapter reviews
  4 poster presentations
  3 paper presentations at conferences
  2 publications
  Simulation scenario creation
  2 Grants awards totaling $3100.00

F. Assessment- See attached Assessment report 2011-2012

II. Planning for 2013-2014

A. Goals
  1. Develop curriculum for MSN in Nursing Leadership if approved.
  2. Evaluate program revisions to BSN and RN/BSN programs, as well as admission criteria revisions.
  3. Explore financial support for continuation of international opportunities for nursing students.
  4. Implement simulation plan, educate students on benefits of simulation and plan on-campus simulation activities.
  5. Increase the number of FT tenure track faculty.
  6. Explore feasibility of a full-time staff position to oversee the needs of the lab and clinical coordination.
  7. Convert clinical evaluation tools to an online format and educate all clinical faculty on its use.
  8. Formalize a plan to include more students in research activities
  9. Explore technology to promote self-regulation and self-learning in both the BSN and RN/BSN courses.
     a. >90% on NCLEX first time pass rate.

B. Collaboration
  There are several collaborative endeavors to discuss. They are:
  • Linda Wagner worked with the Department of Health, the University of Connecticut and Gateway Community College to submit a HRSA grant entitled, "Addressing 3D to
Increase Nursing Workforce Diversity in Connecticut” for $1 million. Award decisions will be made by July 1, 2013.

- Linda Wagner is also a co-lead for the Hartford Region on a Robert Wood Johnson grant to address nurse competency in Connecticut as part of the CT Nursing Collaborative-Action Coalition, Statewide Education Coordinating Council.
- The department is working on the ConnSCU Transfer and Articulation Policy Committee to review general education requirements for nursing majors.
- Jill Espelin and Stacy Christensen coordinate Community Central along with the New Britain High School Academy to offer nursing services to New Britain residents.
- Jill Espelin is working with Tom Menditto to serve as an adviser for an additional Capital Workforce grant.
- Melissa Coleman, Stacy Christensen and Linda Wagner collaborated with Athletic Training to facilitate breakout sessions at their Sports Medicine Symposium.
- Linda Wagner is on a leadership conference committee with the Hospital of Special Care to present an annual nursing leadership conference here at CCSU.
- Meg Levvis collaborated with DCF on training tools for human trafficking victims.
- Several faculty members supervised student nurses to work with our Health Services Office during flu vaccine season.

C. Needs

Additional full-time faculty members, and another room for growing nursing lab demands. Consideration of a full-time staff person to oversee the nursing lab and clinical coordination needs.
Appendix A
Individual Faculty Annual Reports

Stacy Christensen

Scholarship and Creative Activity:
Presentations:
September, 2012- Poster Presentation, “MyPapp; A Bilingual Android App Created to Educate Women about PapTesting” DNP National Conference, St. Louis, Missouri

Publications:
October, 2012- Accepted submission, “Enhancing Nurse’s Ability to Care within the Culture of Incarceration,” *Journal of Transcultural Nursing*.
December, 2012- Author, ”MyPapp: A Mobile App to Enhance Understanding of Pap Testing,” Published in *CIN: Computers, Informatics, and Nursing*

Grants:
January, 2013- Award “Terry Bosworth Global Nursing Award” in the amount of $1,600 for upcoming course abroad activities in Jamaica March 2013.

Misc.
Successfully completed doctorate degree, April 2013
Secured multiple new sites for student clinical placement

Coordinated course abroad opportunity for Nur 460 students; Seminar Practicum in Community Health

Organized Community Central with Prof Jill Espelin. Community Central is a free drop-in nursing wellness clinic staffed by Community Health faculty and students to serve the downtown and surrounding New Britain Community.

Awards:
March 2013- Recognized by New Britain Lions Club for Nursing Department Contributions
April, 2013  CCSU Honor Role Status, Excellence in Teaching

Productive Service:
University Committees - Faculty Senate alternate
Department Service: Curriculum Committee
Served as a resource for new adjunct faculty members
Represented Dept at New Britain High School Freshman Career Exploration Day

Service as a Representative of CCSU:
Coordinated numerous health screening clinics for the Friendship Service Center of New Britain
Coordinated screening of the documentary “Rare” in conjunction with the Office of Community Engagement, April 2013
Participated with students in the Homeless Connect event November 2012 the new Britain YMCA
Coordinated department involvement in the University Museum Collaborative event “Night at the Museum” and collaborated with the Technology Education department on a student project for the event
APRN volunteer, Malta House of Care Mobile Health Van, Hartford
Attended several Community College Career and Education events to promote the RN-BSN program

**Professional Activity**
Attended 5th Annual Doctors of Nursing Practice conference in St Louis, MO September 2012

**Professional Memberships:**
- Connecticut Association of Public Health Nurses, Inc
- American Academy of Nurse Practitioners
- Association of Community Health Nurse Educators
- Sigma Theta Tau

**Melissa Coleman**

**Scholarship and Creative Activity:**
- Successfully completed 5 courses towards PhD program
- Collaborated with New Britain EMS in organizing simulation for NRSE 250 students
- Presented in Sports Medicine Symposium, “Peak Flow Meters, MDI’s and Nebulizer Treatments”
- Served on panel for Women in STEM Career at A.I. Prince Technical High School
- Applied for and secured Assistant Professor position with CCSU nursing department

**Service:**

**University Committee**
- SEPS Curriculum Committee – Secretary 2012-2013

**Department Service:**
- Participated in Class of 2012 Commencement Ceremony
- Participated in Class of 2012 Pinning Ceremony
- Organized and participated in professional attire/equipment open house for students coming into sophomore year
- Liaison with CPR training company and organized CPR initial and refresher courses to be held on campus for nursing students
- Served as a resource for new and present adjunct faculty members
- Coordinated clinical schedule for NRSE 250 students and instructors
- Secured multiple new sites for student clinical placement
- Guest Speaker: Geriatrics Review at CCSU for NCLEX review
- Represented nursing department for 9th Grade Academy, 4/25/13
- Participated in campus wide influenza immunization clinics in collaboration with Health Services
- Participant in fall Open House
- Attended open forum for Dean search for SEPS
- Represented nursing department at Professional Development Fair at Hospital of Central CT
• Represented nursing department at Nursing Education Fair at Capital Community-Technical College

Service as a Representative of CCSU:
• Faculty Counselor, Sigma Theta Tau Upsilon-at-Large Chapter (CCSU, UHart, and SJC)
• Arranged student participation in New Britain Health Academy Family Health and Wellness Fair and attended on April 11, 2012
• Attended screening of “Rare” on 4/9/13 to represent CCSU nursing dept
• Attended Nightingale Award Ceremony in support of CCSU nursing department

Conferences & Programs Attended
• Nurse Educators Conference in the Rockies, July 18-21, 2012
• End-of-Life Nursing Education Consortium EL NEC - Caring for the Elderly at End-of Life: An Interdisciplinary Approach, October 19, 2012
• Challenging Geriatric Behaviors, November 27, 2012
• CNA Legislative Day, March 20, 2013

Jill Espelin

Conferences attended:
• Annual DNP Convention
• Connecticut Nurses Association Convention
• Connecticut League of Nursing
• CT APRN Conference
• CT Legislative Day

Service: To the University
• Senate Faculty Member
• AAUP Liaison for Nursing Department
• Student Nurses Association Faculty Advisor
• Co-Chair of Search Committee
• CNA: Spearheaded Mock Interviews initiated at CCSU for our senior nursing students, conducted during Jan/Feb 2013
• Senior Expo New Britain Senior Center Oct 2012

• March 2013-Present: Grant Opportunity with Thomas Menditto (Director for the TRIO Program at CCSU). I will serve as an advisor/mentor to 6-7 students out of a pool of 20 candidates. Applied through Capital Workforce Partners. The grant funding is from the Federal Workforce Investment Act (WIA) services.

• Date: October 2012 Senior Expo: In conjunction with the New Britain Community Police Officer Liaison, supervised four senior level nursing students. Blood Pressure Assessments and education to the seniors of the New Britain community.

Service to the Profession:
• Connecticut Nurses Association (CNA) Leadership Committee Co-Chair; Board Member
• Precept Master’s student Angela Ojide—APRN Prescriber’s role and leading psycho-educational groups

• Associate Advisor for PhD candidate from University of CT. Dissertation Proposal accepted entitled “Booster Intervention to Sustain Treatment Gains and to Support Community Reentry in a Connecticut Correctional Institute: A pilot study.”

• Reviewer for McGraw Hill Publishing Company

Creative Activity
• Date: June-Aug 2012
• Simulation writer for Elsevier Publishing Company. Four Simulations Published
• Simulations entitled: “Management of Generalized Anxiety Disorder within a Medical Setting”; Cocaine Addiction”; “Elder Abuse, Management and Assessing Signs and Symptoms”; Bipolar Disorder”
• CT APRN Annual Conference April 2013
• Poster Presentation: “The Newly Created Role of the Psychiatric Nurse Practitioner in the CT Judicial Department: Sexual Offender Division.”

• Date: April 26, 2013
• Award: Clinical Innovation Poster Award
• Awarded at the CT APRN Conference for above poster

• Connecticut Nurses Association Convention October 2012 Poster Presentation: “Modeling Therapeutic Communication in the Classroom: A Triad Approach”.

• Connecticut Nurses Association Convention October 2012 Poster Presentation: “Educating Baccalaureate Prepared RN’s (Resilient Nurses)”

Meg Levvis

1. Faculty Planner and Moderator of The Role of the Nurse in Combating Human Trafficking Conference (Nov. 9, 2012)
2. Review of book: Role Development in Professional Nursing Practice by Kathleen Masters
3. Attendance at 2012 Connecticut Nurses Association Meeting
4. Assisted in developing training tool for DCF nurses on Caring for Trafficking Victims with Ann Kiwanuka, RN.
5. Mentored Peer leader student in NRSE 110
6. Served as Vice-President of Iota Upsilon Chapter of Sigma Theta Tau International Nursing Honor Society.
7. Member of the Nursing Research Alliance
8. Member of the CCSU Committee on the Concerns of Women
9. Co-chair of the CCSU Gerontology Committee
10. Chair of the Nursing DEC
11. Member of the CCSU FYE Steering Committee

Nancy Peer

LICENSES/CERTIFICATIONS
Certified Nurse Educator, National League of Nursing (June, 2011)

PROFESSIONAL AFFILIATIONS
Sigma Theta Tau, Iota Upsilon-At-Large
American Nurses’ Association

PROFESSIONAL DEVELOPMENT
Conferences
Elsevier Faculty Development Conference
Las Vegas, Nevada January 3-5, 2013

Capella University, PhD Comprehensive Examination
Completion of PhD course work – change of status to “PhD Candidate”
Minneapolis, MN December, 2012

Capella University, PhD Colloquia “Preparation for Comprehensive Exam and Dissertation Proposal – Becoming a Scholar-Practitioner”
Atlanta, Georgia July 20-22, 2012

17th Annual New England Conference on Multicultural Education
Conference attendee/Conference volunteer October 18, 2012

Dr. Marie S. Gustin Nursing Excellence Conference
“The 21st Century Nurse: Thriving in a Reformed Health System”
Presented by Tim Porter-O’Grady, DM, EdD, ScD(h), APRN, FAAN
Sponsored by The Hospital of Central Connecticut, New Britain, CT
New Britain, CT November 30, 2012

Seminars
Center for Teaching and Faculty Development
Dr. Richard Arum, Guest Speaker, Author of Academically Adrift
CCSU, New Britain, CT September 27, 2012

Faculty Seminar on Multicultural Education
Christine Sleeter, Presenter, October 17, 2012

Measurement and Evaluation Workshop
STAT Nursing Consultants, Inc., December 14, 2012

Written Development

Developed Nursing Graduate Survey (with Dr. Bochain) for AACN Accreditation purposes.
**Service to the Department**

Men’s Health Initiative
*Advisory Committee Member*
Wellness Screening Fair Coordinator, 11-17-12
*Assisted nursing students with health screenings held at the Powerhouse Gym (30 screenings completed)*
CCSU Representative, Summit on Competencies – Nursing of the Future
*Gateway Community College, New Haven, CT 12-7-12*

**Professional Practice – Mentoring**

a. Maureen Judd, RN, BSN
   Graduate Student, University of Hartford

b. Catherine Thomas, RN, MSN
   New Faculty (course and clinical)
   NRSE 320 (Fall, 2012)
   NRSE 470/NRSE 150 (Spring, 2013)

c. Dawn Sarage, RN, MSN
   New Clinical Faculty
   NRSE 320 (Fall, 2012)
   NRSE 470 (Spring, 2013)

**PROFESSIONAL PRESENTATIONS**

Abstract Presenter, “Peer Assist: Leadership Model for Clinical Practice”
Elsevier Faculty Development Conference
Las Vegas, Nevada January 3-5, 2013.

**Awards**

Nominee: Excellence in Teaching Award by CCSU Students, Fall, 2012

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**Catherine Thomas**

**LICENSES/CERTIFICATIONS**


**PROFESSIONAL DEVELOPMENT**

**Education Progression**

Completed Capstone course at Regis College Weston, MA. Capstone focus was on creation of resources for adjunct clinical faculty. Included creation of online asynchronous orientation in Blackboard, and online professional development series that were approved for continuing education units. Declared intent to enroll in thesis course for fall of 2013.

**Conferences**

Evidence Based Practice Conference, Outcome-Focused Innovations
Hartford, CT October 5th, 2012

Mindful Education: Building Inner Resilience Conference
New Britain, CT October 19th, 2012
Dr. Marie S. Gustin Nursing Excellence Conference
"The 21st Century Nurse: Thriving in a Reformed Health System"
New Britain, CT November 30th, 2012

Elsevier Faculty Development Conference
Las Vegas, Nevada January 3-5, 2013

Dr. Robert Jeresaty Cardiovascular Symposium
West Hartford, CT May 2nd, 2013

Seminars
Center for Teaching and Faculty Development
Dr. Richard Arum, Guest Speaker, Author of Academically Adrift
CCSU, New Britain, CT September 27th, 2012

Measurement and Evaluation Workshop
STAT Nursing Consultants, Inc., December 14th, 2012

Service to the Department
Developed and Offered HESI Pharmacology Review for Senior Students on January 10th, 2013
Creation of Remediation Contract for Senior Students, and became faculty lead for students, May and June 2013.

Linda Wagner

Scholarship

Papers presented:

Grants:
2012 CCSU Faculty Development Grant. “Achieving Academic Success in Nursing, Part II” Awarded $1500.00


2012-2013. Site coordinator for “US Department of Labor/ Employment and Training Administration H-1B Technical Skills Training Grant” with Capital Workforce Partners, RN/BSN program.

Reviewer: Denham, C., Eggenberger, Young & Krumwiede. (XXXX). Family Focused Nursing Care. FA Davis. Chapter 1, 10
Committees and service:

Department:
Chair, Department and Curriculum Committee
New Britain EMS Partnership, Liaison
Search Committee, Dean, School of Education and Professional Studies
Presentations at Fall/ Spring Open House
ConnSCU Transfer and Articulation Policy Committee, CCSU rep
Nursing presentation to Representatives from Jinan University, 10/16/12
Chinese Cultural Center Networking Event, 11/2/12
Sports Medicine Symposium break-out session presenter, CCSU, 3/5/13
Advise/ Recruitment for New London Cohort for RN/BSN program

Outside Professional
Connecticut League for Nursing, Council of Deans and Directors
Nurse Consultant, CCSU Early Learning Center
New Britain High School Health Academy Committee
Conference Committee of Marie Gustin Nursing Leadership Conference
Berlin High School Career Day Presentation, April 2013
New Britain Health Academy Career Day Presentation, May 2013
Think Tank on Baccalaureate Education in Nursing, Simmons College, June 2013
Commission on Collegiate Nursing Education, Selected as Site Evaluator, Training to be held, May 20, 21, 2013, Virginia
CT Nursing Collaborative-Action Coalition, Statewide Education Coordinating Council, Co-lead for Hartford Region

Conferences & Programs Attended
Marie Gustin Leadership Conference, November 30
AACN Master’s in Nursing Education Conference, Orlando, FL, February 21-23, 2013
High Reliability Organizations, Lunch time Lecture, Lawrence and Memorial Hospital, October, 2012
QSEN Faculty Development Workshop, 2/ 20-21, 2013, Orlando, FL
Sigma Theta Tau International Nursing Research Congress, July 22-25, 2013, Prague, Czech Republic

Honors: Honor Roll for Teaching in Excellence Award, CCSU 2013
Department of Nursing Assessment
2011-2012 Bachelor of Science in Nursing Program

Preamble: The purpose of the BSN program is to prepare professional nurses as generalists. The professional nurse with a liberal education thinks critically, provides care that is interpersonally and therapeutically competent, and makes socially significant and personally satisfying contributions to society. The department currently has two tracks that lead to the BSN. They are the generic BSN program and the RN/BSN program. The department is accredited by the Commission on Collegiate Nursing Education (CCNE) and for that reason, follows strict assessment and outcome criteria. The CCSU assessment plan aligns with the CCNE accreditation process and will monitor the curriculum and learning outcomes consistent with the baccalaureate knowledge and skills identified in the Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008).

1. Learning Outcomes

The program outcomes reflect what the baccalaureate-nursing student should be able to do by graduation as identified by the Essentials of Baccalaureate Education for Professional Nursing Practice (2008).

By graduation, the student will be able to

1. Integrate theories and concepts from liberal education into nursing practice.

2. Apply leadership concepts, skills, and decision making in the provision of high quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery in a variety of settings.

3. Critically evaluate evidence-based research in collaboration with other members of the healthcare team to improve patient outcomes.

4. Demonstrate skills in using patient care technologies, information systems, and communication devices that support safe nursing practice.

5. Advocate for a variety of socio-political issues affecting health care through participation in legislative and political forums.

6. Incorporate interprofessional communication and collaborative skills into the delivery of evidence-based, culturally sensitive patient-centered care.

7. Provide innovative interventions to promote health and prevent illness in vulnerable populations.

8. Practice from a caring, professional nursing perspective by incorporating the values of social justice, diversity, and global awareness.
9. Integrate knowledge, skills, and attitudes through use of the nursing process to provide patient-centered care to patients across the lifespan from a diverse perspective.

2. Findings
The program outcomes listed above are consistent with our accrediting body (CCNE) and are appropriate outcomes to expect from students by graduation. We have established a program outcome for each of the nine essentials outlined in The Essentials of Baccalaureate Education for Professional Nursing Practice. In order to remain consistent with what we are evaluating, we have chosen to administer the HESI standardized exams along with the AACN/EBI Undergraduate Nursing Education Exit Assessment. Both of these measurements allow us to compare how our students are meeting the nine essentials with national norms (see Table 1, 2 attached). These areas can be sorted from each HESI exam and compared from junior level entry to the program to senior level outcomes. (See Table 3 attached).

Since this is the first class to graduate from the BSN program, we now have NCLEX results to follow. This ultimately reflects the program’s ability to evaluate learning outcomes of the students. For a class of 45, there were:
1- not yet taken
7-first time failures
37- first time pass (84% pass rate)

While the pass rate is above the 80% required by the state in order to not be placed on probation, we have not maintained our standard that was set at 90%.

This year the AACN/EBI Undergraduate Nursing Education Exit Assessment was given to graduating BSN and RN/BSN students. The return rate was 30/45 (67%) for the BSN program and 3/16 (19%) for the RN/BSN program. There was no way to separate out the findings for the RN/BSN program. This is something that will be addressed in a department meeting so that we can determine a way to evaluate learning outcomes for this program. The problem continues to be that students’ progress through the program in a variety of ways and it is difficult to determine a start and end point.

3. Analysis
AACN/EBI
This was the first year that the AACN/EBI nursing education exit assessment was given to the BSN students. In the previous years, the RN/BSN students completed this survey. Results from the 2010-2011 survey indicated high levels (>6) in all areas. The scores for this year were lower. It is difficult to analyze exactly why, except that the BSN students are more engaged with the program and faculty over a longer period of time and may be more critical in their evaluation. Program strengths identified were professional values (5.98) and core knowledge (5.62). The greatest weakness was overall program effectiveness (4.94). Important factors to consider are the students’ responses to quality of nursing instruction. Two areas that they commented on are: feedback on assignments, and accessibility of faculty outside of class. These issues were discussed at the beginning of the semester faculty meeting and it was strongly recommended that faculty try to grade and return assignments and tests in a timely manner and make an effort to be available beyond the required office hours required. It is important to note that the department has had tremendous growth over the past 4 years and new faculty
members have been added almost every year, as well as new courses offered. Special
appointments in the department also impact on the quality of instruction as commitment
to the department and a level of confidence take time to develop in new faculty members.

HESI

In analyzing Table 1 of HESI tests, the hope is that by the time the students graduate,
they will have met (750-850) the acceptable level on the Exit exam. Achievement of an
850 or higher on the Exit exam is one indicator of success on the NCLEX exam. In
reviewing Table 1, it is clear that from the fall of the junior year to the end of the senior
year, the number of students achieving a 750 or higher on each of the program outcomes
does improve. However, by graduation there are still about 50% of the students who
were not able to achieve the recommended score of 750 or higher. Outcome #9 has three
areas that are important to include because they do assess the overall ability of the
student to function as a BSN nurse.

An individual review of the 9 program outcomes demonstrates that professional
values and promotion of health are the areas where the students scored the best.
Integrating theories from the liberal education courses is an area of weakness along with
leadership concepts.

While not a requirement of this report, a review of the individual HESI scores of the
seven students who did not pass the NCLEX exam will be undertaken. Ultimately, success
on the NCLEX is the overall indicator of achievement of program outcomes because until
a student passes the exam, they are unable to practice as a registered nurse.

4. Use of results

As the first class of the BSN program started the final semester of the BSN
curriculum, the nursing department faculty engaged in some curriculum workshops to
review and evaluate the curriculum based on feedback from the students, affiliating
agencies and assessment data. The following curricular changes have been made to the
BSN program:

a. The admission criteria have been reviewed and revised. The GPA has been
raised to 3.00 and an additional pre-admission assessment test (TEAS V) has
been added.

b. The pre-nursing courses, NRSE 110 and NRSE 150 have been moved into the
nursing major. This will allow the pre-nursing students to concentrate on
successful completion of related requirements and general education courses.

c. The biggest change based on assessment outcomes is the addition of a
fundamentals skills course where the students will have an opportunity to
practice skills and learn additional theory behind the skill.

d. A capstone course has been added in the senior year to allow the student to have
a concentrated clinical experience where they will synthesize the skills and
knowledge learned over the past three years. We have moved the leadership
course up a semester, and based on the HESI results, will try to emphasize
leadership concepts throughout the curriculum.

e. We have moved the sequencing of some courses, and better aligned content
areas.

f. It is evident from both the AACN/EBI survey as well as the HESI exams, that the
students need to better understand how their supporting non-nursing courses
lend to their understanding of nursing practice. We will have to review that as a
department to institute a plan of action.

g. We will undergo a review of the NCLEX test plan against our current curriculum
to make sure that we are covering the essential content that is tested and the
test strategies needed for the students to be successful. We are once again conducting a test construction workshop that will be sponsored from a faculty development grant to help faculty improve their skills in writing and evaluating test questions.

6. Assessment plan – See attached assessment plan (Appendix A)
Surveys and other data sources will continue to be used to collect information about student satisfaction and demonstrated achievements of graduates. We will continue to evaluate the beginning junior level HESI test against the HESI exit exam for improvement in ability to achieve the program outcomes. We will evaluate the AACN/EBI tool every other year and administer a SEPS based evaluation tool in alternate years. We will be conducting an alumni survey this fall along with an employer survey, NCLEX pass rates, graduation rates, and employment rates will continue to be monitored as required by our accrediting body.
In this report, EBI provides your institution’s performance on professional standards compared to your external benchmark groups. The breakdown of each professional standard by individual scaled question can be found in EBI’s Online Reporting.

### Table 1: The Essentials of Baccalaureate Education for Professional Nursing Practice, Updated Oct. 2009

<table>
<thead>
<tr>
<th>Essential</th>
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<th>Category Class</th>
<th>All Inst.</th>
<th>N</th>
<th>Mean</th>
<th>Std Dev</th>
<th>Performance</th>
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0 ——— PERFORMANCE ——— 100%

### Table 2: NLNAC - National League for Nursing Accrediting Commission, Inc.

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0 ——— PERFORMANCE ——— 100%
The second piece of the analysis is External Benchmarking. Throughout this report and in EBI’s Online Reporting, EBI compares your institutional data to the aggregate of your external benchmarking groups. If your Action Plan for Institutional Improvement includes improving Overall Program Effectiveness and if your program is performing below any of these external benchmarking groups, this information can be used to convince staff that higher performance is possible. If your institutional performance is higher than any of these groups, use this to celebrate!

Below is a comparison of your institutional results to your Select 6, Carnegie Class, and all participating institutions for the indicator’s dependent variable, Overall Program Effectiveness, and the other factors associated with this indicator. A ▲ designates factors where your institution performs statistically higher than that external benchmarking group; a ▼ designates factors where your program is statistically lower in performance; and an = represents factors that are statistically equal with that external benchmarking group. The chart represents your institution’s performance on each factor.

### INDICATOR PERFORMANCE

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<th>Factor 11 // Overall Program Effectiveness</th>
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0 ----- PERFORMANCE ----- 100%

### INDICATOR FACTORS BY PERFORMANCE

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0 ----- PERFORMANCE ----- 100%
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<td>Class of 2013</td>
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Table 3

HESI Analyzed to Program Outcomes
| Assessment | Annual Data from Office of Institution | 83-85% (RN/BSN) | 70%-80% | <70% | Annually | Department Chair | Graduate Rate | Graduation Rate | Employment Rate | NUR-EXRN | Survey | Survey | Survey | Survey | Survey | Survey |
|------------|-------------------------------------|-----------------|----------|------|---------|---------------|--------------|----------------|----------------|-------------|---------|-------|-------|-------|-------|-------|-------|
| Electronic Survey | 100% (RN/BSN) | 90% post-graduation | 85% post-graduation | 80% by 6 months | Department Chair | Assessment: Dean for the Program | Assistant to the Dean | Professor | Professor | Professor | Professor | Professor | Professor | Professor | Professor |
| State Reports | 37/45 (84%) | Score = 90% | Annual | Department Chair | Assessment: Dean for the Program | Assistant to the Dean | Professor | Professor | Professor | Professor | Professor | Professor | Professor | Professor | Professor |
| Electronic Survey | 100% (RN/BSN) | <50% response | <50% response | <50% response | Every other year | Department Chair | Assessment: Dean for the Program | Assistant to the Dean | Professor | Professor | Professor | Professor | Professor | Professor | Professor | Professor |
| Electronic Survey | 100% (RN/BSN) | <50% response | <50% response | <50% response | Every other year | Department Chair | Assessment: Dean for the Program | Assistant to the Dean | Professor | Professor | Professor | Professor | Professor | Professor | Professor | Professor |
| Test Reports | 100% | 6/6 | Score < 5 | Every other year | Department Chair | Assessment: Dean for the Program | Assistant to the Dean | Professor | Professor | Professor | Professor | Professor | Professor | Professor | Professor |
| Test Reports | 10% | 6/6 | Score > 5 | Every other year | Department Chair | Assessment: Dean for the Program | Assistant to the Dean | Professor | Professor | Professor | Professor | Professor | Professor | Professor | Professor |
| Test Reports | 1/4.6 (30%) | 80% of score class | By second attempt | Spring semester | HESI | Course Faculty | Test | Professor | Professor | Professor | Professor | Professor | Professor | Professor | Professor |
| Documentation | 2011-2011 | Actual | Frequency | Responsibility | Assessment Method | Systematic Plan of Evaluation | Appendix A | Appendix A | Appendix A | Appendix A | Appendix A | Appendix A | Appendix A | Appendix A | Appendix A |

As Required by CONE