

PROGRAM REVIEW

Bachelor of Science in Nursing

Fairmont State University

2007

***EXECUTIVE SUMMARY
BSN 5 YEAR REVIEW***

A brief executive summary of the baccalaureate nursing program review report.

- ❖ The Bachelor of Science in Nursing Program (BSN) is designed for registered nurses who desire a baccalaureate degree in nursing. It provides career mobility for the associate degree and diploma graduate nurse. The program is designed to prepare nurse generalists who possess the professional competence to provide and coordinate care in situations of health promotion, maintenance, and restoration.
- ❖ The program aims to provide a base for graduate study and to prepare graduates to assume accountability for nursing practice in the roles of clinical generalist, client advocate, leader, collaborator, research participant and lifelong learner.
- ❖ The program is accredited by the Commission on Collegiate Nursing Education (CCNE). A determination of accreditation by CCNE is an indication of confidence in the educational institution to offer a program of quality.
- ❖ The current enrollment for the program is approximately 55 students. It is difficult to know precisely because some of the students are taking general education requirements only and not nursing courses. Many of the students take courses on a part-time basis. This includes the nursing courses.
- ❖ Student performance is assessed by using the concepts of the organizational framework through each course. These concepts include health potential, (restoration, maintenance, and promotion); nursing process, (problem solving); critical thinking; client; research and professional role. These concepts are measured through faculty evaluation, student self evaluation and preceptor evaluation in addition to course requirements for each individual course.
- ❖ All assessment data is reviewed on an annual basis. The BSN curriculum committee meets twice a year to review, discuss and evaluate the goals of the BSN program and determine how to meet those goals successfully.
- ❖ Improvement of the program quality is measured by analyzing assessment data and compare them with the program benchmarks. One of the methods of assessment is the use of the Community National League for Nursing Test. Students have consistently scored above the 40th percentile which was set as the benchmark. The same is true of the NLN test on physical assessment.
- ❖ The School Nurse Certification was implemented in January 2001. This was in request from the West Virginia Board of Education and the area school boards.

- ❖ A total of 82 students have graduated from this program since 2000. Many of our students are full or part-time employees while enrolled in the program. Twelve graduates have completed or are currently enrolled in graduate study in nursing.
- ❖ From the year 2000 to the present, the majority of graduates of this program have stayed in the area served by FSU. All of the graduates who desire to be employed are employed.
- ❖ The faculty of the program meets with an Advisory Committee to Nursing yearly. This committee serves as a vital communication channel between the university and the community. The purpose of the committee is to advise, provide assistance, and make recommendations to the School of Nursing at Fairmont State University.
- ❖ Student satisfaction with the program is measured by a survey. The benchmark for this survey is 3 on a scale of 1 (novice) to 5 (expert). The benchmark has been consistently met since 2000.
- ❖ Employer evaluations of the graduates have consistently shown them to be very satisfied with their employees. Anecdotal accounts from the public are always extremely positive regarding Fairmont State nursing graduates.

**FIVE YEAR PROGRAM REVIEW
FAIRMONT STATE BOARD OF GOVERNORS
BACHELOR OF SCIENCE IN NURSING**

I. Program Description for: Bachelor of Science in Nursing for Registered Nurses

Provide narrative regarding your program (including information for any options or tracks), its nature, unique characteristics, goals, etc. Please limit to one page. It is appropriate to use the catalog description.

The Bachelor of Science in Nursing Program (BSN) is designed for Registered Nurses who desire a baccalaureate degree in nursing. It provides career mobility for the associate degree and diploma graduate nurse. The program is designed to prepare nurse generalists who possess the professional competence to provide and coordinate care in situations of health promotion, maintenance, and restoration. The program aims to provide a base for graduate study and to prepare graduates to assume accountability for nursing practice in the roles of clinical generalist, client advocate, leader, collaborator, research participant and lifelong learner.

The curriculum of 128 approved credit hours is required. This includes 32 upper division nursing credits. The program can be completed in two full-time academic years if the lower division requirements have been completed in advance. Students may enroll on a full-time or part-time basis. Nursing courses are offered exclusively in the evening to accommodate the working nurse.

II. Accreditation Information

A. Name and description of the Accreditation Organization

The program is accredited by the Commission on Collegiate Nursing Education (CCNE). Conceived by the American Association of Colleges of Nursing (AACN) in 1996, the Commission officially began accrediting operations in 1998. CCNE is designed to evaluate and make judgments about the quality of nursing education programs that grant baccalaureate and graduate degrees. The Commission serves the public interest by assessing and identifying programs that engage in effective educational practices in the preparation of nurses. A determination of accreditation by CCNE is an indication of confidence in the educational institution to offer a program of quality.

B. Year Program Accredited

The initial accreditation was granted on April 12, 1999.

C. Accreditation Status

The program was fully accredited by CCNE in April, 1999. The original accreditation was for five years. In Fall 2002 CCNE visited the school. In the Spring of 2003 the Bachelor of Science in Nursing was granted full accreditation until 2014.

D. Attach a copy of accreditation organization report to the college/university, if different from B.

See Appendix I

E. If program deficiencies noted please list the nature of the deficiencies and the institutional actions undertaken (with appropriate time tables to remedy deficiencies).

The accreditors did not note any deficiencies or areas for improvement.

F. Attach a summary of last institutional self study.

See Appendix II

III. Faculty

Summarize significant points related to faculty (percentage of faculty holding tenure, extent of use of part-time faculty, level of academic preparation, etc.). In lieu of submission for vitae for faculty, use the two page data sheets (Appendix I) for each faculty member (including part-time faculty). Data of part-time faculty may be abbreviated, but should minimally include academic degree held and list of courses taught. Information and professional development activities should be included for part-time, as well as full-time faculty.

Currently the bachelor's in nursing program at Fairmont State University employs two full-time faculty members and the third faculty position is shared with the Associate Degree Nursing Program. The Director of Nursing does not teach baccalaureate nursing courses but is involved in administering the program.

Two of the three faculty members are tenured. The other is in a tenure track position. All three faculty members have Master of Science in Nursing degrees and one has a Doctorate in Education. One of the faculty members is a nationally Certified Family Nurse Practitioner, one is Nationally Certified as a Clinical Nurse Specialist and one is a Nationally Certified School Nurse. The Director is tenured and has a Doctorate in Education. See Appendix III for faculty data forms.

IV. Assessment Information

A. Summarize the principal elements of the departmental assessment plan. The plan must include elements to assess student learning and program outcomes.

Student performance is assessed by using the concepts of the organizational framework through each course. These concepts include health potential, (restoration, maintenance, and promotion); nursing process, (problem solving); critical thinking; client; research and professional role. These concepts are measured through faculty evaluation, student self evaluation and preceptor evaluation in addition to course requirements for each individual course. One year after graduation, the graduates also evaluate these program concepts. The mission of the program is to offer professional nursing education to nurses in our service area. Therefore student performance is a very important element in the assessment plan. Student knowledge is assessed through comprehensive objective examinations and nationally validated assessment exams. Skills in health assessment are evaluated by laboratory check-off and a complete health exam at conclusion of the course. In addition, skills are evaluated by the clinical preceptors prior to entering the program and during each clinical course. Related professional behaviors are evaluated through check lists (preceptor and student) and clinical journals. Student feedback is used to revise course content and experiences. Graduates are asked to review the overall program quality at the time of graduation and approximately one year after graduation. Students enrolled in this program are licensed professionals. Their suggestions and ideas have individualized course content and clinical experiences to meet the learning needs and goals of the students.

The faculty has determined benchmarks for each assessment outcome. These benchmarks are analyzed annually to guide and direct program effectiveness. Program goals are also evaluated through periodic review as stated in the Master Plan for Evaluation (Appendix IV).

Assessment is also conducted through the yearly meeting of the Nursing Advisory Board. See Advisory Board Statement of Purpose and Membership List included in Appendix V. The committee members discuss graduate competencies, discuss and recommend program changes and assist in the evaluation of clinical experiences. This committee is comprised of directors of nursing services from agencies used for clinical experiences, agencies who employ Fairmont State University nursing graduates, former graduates, currently enrolled students, high school guidance counselors, university administrators and nursing faculty.

B. Provide Information on the following elements:

- **Educational goals of the program**

The program goals or objectives are the graduate outcomes. These outcomes are derived from the standards for professional education outlined by the American Association of Colleges for Nursing (AACN, 1998) in The Essentials of

Baccalaureate Education for Professional Nursing Practice, the college's mission statement and the nursing philosophy statement. Graduates should be able to:

1. Synthesize empirical and theoretical knowledge from nursing and general education including social sciences, natural sciences, mathematics, English and humanities as a framework for professional clinical practice.
 2. Employ effective communication in verbal, nonverbal and technological aspects of nursing care.
 3. Evaluate the effectiveness of the nursing process in assessing health status, planning and implementing care in cooperation with individuals, families, groups and community.
 4. Assess the effectiveness of planned change to assure an environment conducive to maximizing health potential for individuals, families and communities.
 5. Assume responsibility for self-direction in life-long learning, maintain legal and ethical standards and participate in activities that contribute to personal and professional growth.
 6. Critique the effectiveness of the use of research in the care of individuals, families and groups.
 7. Synthesize a personal philosophy of nursing, which incorporates responsibility and accountability as an advocate for the consumer of health care and one's own practice and profession.
 8. Collaborate with other health team members to promote maximum health potential.
 9. Use the critical thinking process to solve problems and make decisions.
- **Measures of evaluating success in achieving goals.**

BSN students are evaluated in many different ways. The evaluation methods include exams, oral presentations, videotaping of skills, formal papers, poster presentations, case studies, student participation in class, clinical logs and preceptor evaluations in clinical situations. At the completion of each clinical nursing course students evaluate themselves along with an evaluation by the course instructor and the clinical preceptor. Clinical journal information is also used for analysis and evaluation.

In the didactic section of nursing courses the faculty evaluates tests, papers and oral presentations. Grades are shared with each individual student through WebCT/Vista.

The Watson Glaser Critical Thinking Appraisal is administered at entry and exit of the BSN Program. The National League for Nursing (NLN) Physical Assessment Exam is administered upon completion of Nursing 3320, Health Assessment. The NLN Community Health Test is administered after completing Nursing 4410, Community Health Nursing and the NLN Comprehensive Nursing Achievement Test is administered at the completion of Nursing 4440, Nursing Practicum to assess knowledge gained throughout the BSN program of study.

Student performance evaluation is related to course objectives. In turn, the achievement of these objectives relate to the program outcomes/objectives. The faculty review these objectives each semester to determine if course changes are needed.

Program satisfaction evaluation is accomplished through students, graduates and employers. At the end of each semester, each nursing student, enrolled in a nursing course, completes an evaluation of the course and the faculty who teach that course. Graduates report on program satisfaction by evaluating college resources, program services, curriculum concepts and expected graduate outcomes. Employers indicate program satisfaction by evaluation of graduates' nursing skills. In addition, at the yearly meeting of the Nursing Advisory Committee (Appendix V) the faculty receive feedback from employing agencies that enables the nursing faculty to develop and maintain a program that ensures the graduates meet the needs of the region for professionally prepared nurses.

- **Identification of the goals which are being successfully met and those which need attention as determined by an analysis of the data.**

All assessment data is reviewed on an annual basis. The BSN curriculum committee meets twice a year to review, discuss and evaluate the goals of the BSN program and determine how to meet those goals successfully. Benchmarks have been established for each outcome indicator. Each area of evaluation is compared to the established benchmark. Plan's are developed to assess any deficiencies.

One of the educational goals of the program is for the student to synthesize empirical and theoretical knowledge from nursing and general education including social sciences, natural sciences, mathematics, English and humanities as a framework for professional clinical practice. To meet this goal successfully the faculty believe that a require grade of "C" or above in every course satisfies attainment of at least average quality performance. As health care providers the faculty need to assure the public that basic competency has been obtained in nursing courses plus the general education courses that support the nursing courses.

Program goal number 6 was evaluated by May 2005 graduates in the “average” category. This goal expects grads to be able to critique the effectiveness of the use of research and nursing theories in the care of individuals, families and groups. Analysis of the data determined that the incorporation of research into nursing practice is a difficult concept. To encourage attainment of this goal students in Nursing 4400, Research in Nursing Practice are attending a research conference in Morgantown, WV in October, 2005.

C. Indicate how the mastery of essential skills is integrated into the departmental assessment plan and how student achievement is being measured.

The core, critical concepts of the BSN Program have been combined into specific objectives in the Master Plan for Evaluation (Appendix IV). The Master Plan for Evaluation guides the faculty through the assessment process and provides specific methodologies used to measure student achievement.

An example of a core concept and how it is measured is the Watson-Glaser Critical Thinking Appraisal Test. It is given at official entrance to the program in Nursing 3350, Professional Nursing Concepts, and in the last course of the BSN Nursing 4440, Nursing Practicum. Use of the critical thinking process to evaluate problem solving and decision making is a program goal and an important skill for the profession of nursing. The School of Nursing developed the benchmark that fifty percent of the students compiling the BSN Program will increase their critical thinking score on The Watson Glaser Critical Thinking Appraisal Test. These scores are assessed yearly and the data used to develop, maintain, or revise the program. Since 2000 the benchmark has been met except years 2001 (47%) and 2004 (40%). In 2001 when the answer sheets were received it was discovered that a few students did not complete the test per the instructions.

The NLN Physical Assessment Exam has met or exceeded the benchmark of the 60 percentile for the class mean. In 2000 the class mean was the 91 percentile, in 2001 it was the 93 percentile, in 2002 it was the 93 percentile, in 2003 it was the 79 percentile and 2004 it was the 87 percentile. Because the benchmarks have been met so successfully the faculty are discussing reassessing the benchmark to the 75 percentile.

D. Provide information on how assessment data is used to improve program quality. Include specific example.

- **After assessment data is compiled it is analyzed and compared with program benchmarks to identify whether program goals are being met.**

An analysis of the NLN Community Health Nursing Achievement Test demonstrated that the students were not meeting the established benchmark of the 40th percentile for this class. Course content and teaching practices were

evaluated. Periodic written exams are now administered to assess understanding and application of concepts basic to Community Health Nursing. NLN Scores now consistently meet or are above the established benchmark.

A recent curriculum change was implemented due to input from students. Course prerequisites were reviewed and changed to permit the continuous student progression on a part time basis.

School Nurse Certification was implemented in January 2001. This certification was developed as a result of the West Virginia Board of Education requirement that all school health nurses be certified. Area school boards also requested school nurse certification availability.

E. As appropriate, provide information on a quantitatively based means of assessing the knowledge and skills of graduates against a national benchmark or a benchmark established by the institution.

To assess nursing knowledge and skills some courses have an achievement test as a part of the course requirement. These courses include Physical/Health Assessment, Community Health Nursing, The Watson-Glaser Critical Thinking Appraisal and a comprehensive test at the completion of the nursing program. Scores on these achievement tests, other than the Watson-Glaser, are given in terms of percentile compared to many other nursing schools also using these tests. The faculty use these scores to evaluate performance in terms of established benchmarks.

The benchmark for the Watson-Glaser was based on research literature and in conference with other institutions using the tool. The nursing faculty determined the benchmark for this institution. Achieving national accreditation by the Commission on Collegiate Nursing Education serves as attainment of a national benchmark. The commission assesses and identifies programs that provide effective educational practices in the preparation of professional nurses. A determination of accreditation by CCNE is an indication that the institution offers a program of quality: (Appendix I).

V. Graduate Follow-up and Employer Satisfaction

Provide evidence and results of follow-up studies of graduates and employers. The studies should indicate placement patterns and level of satisfaction with the effectiveness of the educational experience. The reporting of results from surveys or follow-up studies should indicate the number of individuals surveyed or contacted and the number of respondents.

A total of 82 students have graduated from this program since 2000. Many of our students are full or part-time employees while enrolled in the program. Twelve

graduates have completed or are currently enrolled in graduate study in nursing. Employment of graduates is as follows:

Class of 2004

Fifteen graduates. Two of the graduates attained School Nurse Certification. All were employed while in the BSN program and twelve of the graduates remain at the same employment site. Two graduates have been promoted since graduating to a management level position. One is enrolled in graduate school. Their areas of practice include critical care, maternity, mental health, dialysis, pediatrics and staff nursing on medical units.

Class of 2003

Ten graduates. All were employed full or part-time while in the BSN Program. Two graduates have changed employment sites after attaining the BSN. One graduate is a nurse manager on a maternity unit, three are employed in community health, one works in an Emergency Department at a local hospital and five work medical or surgical units.

Class of 2002

Fifteen graduates. Two students were not employed while completing the BSN. Thirteen were employed full or part-time during their enrollment in the program. Two have completed graduate degrees, one in a nurse practitioner program and one in nurse anesthesia. One is currently enrolled in a Masters in Nursing Education Program. Four graduates work in special care, two are employed as school nurses. Three are currently employed on medical units. Two students completed the school nurse certification only (were already graduates of BSN programs).

Class of 2001

Seventeen graduates. Four have completed or are enrolled in graduate school with a nursing major. One is now a nurse manager of a medical-surgical step down unit, one is employed by a correctional facility as a nurse manager, one is employed in nursing education and one is a WV school nurse. One graduate is a manager of a Wound Center and two are employed on surgical units.

Class of 2000

Twelve graduates. One graduate just completed a nurse practitioner program and is certified and two are currently enrolled in a Masters in Nursing Education Program. One graduate is a nurse medical examiner at a local hospital, one is an off shift supervisor at a large area hospital. Six are employed in Medical-Surgical Nursing in area hospitals.

All of the graduates who desire to be employed are employed. A large percentage of our graduates remain in north central West Virginia.

To assess the performance of our graduates, surveys are mailed to employers six months after graduation and to the graduates one year after completing the program. In addition, the students are surveyed just prior to graduation to determine satisfaction with the program. Employer surveys indicate that the graduates are prepared and demonstrate the necessary knowledge and skills to function in the professional role (Appendix VI). The Student Satisfaction Surveys indicate competence with BSN outcomes (Appendix VI). Graduate surveys demonstrate a high degree of satisfaction relative to university resources, BSN program services and curriculum concepts. The return rate for the Graduate Surveys are: 2000-73%; 2001- 44%; 2002-40%; 2003-70%; 2004-26%. Complete survey data is included in Appendix VI.

VI. Institutional Statement on Viability, Necessity and Consistency with Mission

A. Viability: Provide narrative summary for each of the following in addition to requested forms.

1. Off-Campus classes: List off-main campus courses offered and locations for the last two years.

Nursing course are only available on the main campus.

2. Service Courses: List departmental courses that are required for students in other majors and support programs outside the major.

Not applicable

3. Articulation Agreements: List program specific agreements with other institutions for delivery of this program.

The Fairmont State University School of Nursing and Allied Health Administration accepts the statewide "Guidelines for Nursing Education Articulation" developed by the Nursing Education Foundation of West Virginia. A copy of the document may be found in Appendix VII.

4. Course Enrollment: List program area courses taken by students who are majors and include enrollment by semester for past five years. Indicate required or elective courses. (Include as Appendix VIII).

Include as Appendix VIII

5. Enrollment: Provide data indicating the total number of applicants, number of applicants admitted and enrolled, total enrollment and number of graduates for the program for each of the last five years.

See Appendix IX for a five year enrollment history. This list only includes students enrolled in the bachelor's degree nursing classes. The total number of students indicating the BSN as their major remains at approximately 60 students every year. It is difficult to track these students because they choose to complete the support courses for the nursing degree prior to enrolling in the nursing courses. Most of these students work full time or part time and take one or two courses per semester.

Traditionally, some students drop in and out over a period of several years. Completion of the program depends on course availability, student work schedules and outside school responsibility.

6. Enrollment Projections: Identify trends that will influence enrollment over the next five years. Provide enrollment projections.

The current rapidly changing health care environment demands the baccalaureate prepared nurse. The baccalaureate graduate has the knowledge in many different nursing roles such as community nursing and management positions within the health care system. Nurse Management positions are almost always advertised as "BSN preferred" for potential candidates.

The accelerated BSN which allows second year ADN students to enroll in Health Assessment and Health Deviations in the BSN Program encourages the ADN graduate to move directly into the program. We expect enrollment to gradually increase as more health care agencies recognize the benefit of the BSN graduate.

7. Cost Per Student Credit Hour: Indicate the average cost per student hour for this program in the past three years and compare with the average cost at the institution. If the three year average cost per student credit hour is higher than the institution's average, explain the reasons.

Data related to this section of criteria is no longer available from the Higher Education Office.

The University average cost per FTE is \$201.70 for year 2005 according to Enrico Porto, Vice President for Administration and Fiscal Affairs.

Traditionally, nursing programs are more expensive than many other programs. Some of the reasons include accreditation standards related to faculty/student rates in clinical settings and credentials and experience requirements of faculty. In addition, equipment and

learning resources are costly but necessary to prepared qualified practitioners.

B. Necessity: Provide Narrative Summary for each of the following:

1. Job Placement –Provide a statement summarizing procedures utilized by the institution to help place program graduates in jobs or additional educational programs. Include activities supported by both the student’s academic department as well as the instructor’s placement office. This summary should include the institution’s procedures and program organization for continuing contact and follow-up with graduates.

Almost all of the students enrolled in this program are working full or part-time as registered nurses. They are encouraged and supported by their employers to improve their skills so that they may advance or change positions within the agency.

In addition, the college hosts an annual health careers job fair where students have an opportunity to meet with potential employers. The program also places students in clinical agencies throughout the area and students gain familiarity with the agencies. As job opportunities become available the information is passed along to students. Job placement of graduates is 100%. The BSN Program sends a Graduate Survey to new graduates one year after graduation that addresses place of employment and continuing education, as well as program quality. Through the office of alumni relations Fairmont State graduates are continually tracked and the information is shared with the specific school.

2. Similar Programs: Identify any similar programs available at other institutions (public or private) within the state. If any such programs are available, justify program duplication.

WVU School of Nursing mainstreams registered nurses into the sophomore or junior level of their generic BSN program. Marshall University has a BSN completion program for registered nurses. RN Baccalaureate programs are offered through Alderson Broaddus, the University of Charleston and Wheeling Jesuit but tuition cost is a barrier for many students. Bluefield has a similar program as Fairmont State, offering evening classes and flexible hours.

- C. Consistency with Mission: Explain how this program fits into the Mission of the institution, especially in terms of mutual support (eg. shared faculty, shared facilities, shared course requirements for external program accreditation).

See “Implementation of the Mission of Fairmont State University by the Department of Nursing” included in Appendix X. Facilities and faculty knowledge and expertise are shared with the Associate Degree Nursing Program. Of the 128 credits required for this degree, 60 are non-nursing courses. These credits include liberal studies requirements for a bachelor’s degree and required support courses in related subject areas.

APPENDIX I
Faculty Data

Name Deborah M. Kisner Rank Dean and Professor, School of Nursing and AHA

Check One:

Full-Time X Part-Time _____ Adjunct _____ Graduate Asst. _____

Highest Degree Earned Ed D. Date Degree Received 1992

Conferred by West Virginia University

Area of Specialization Curriculum and Instruction

Professional registration/licensure WV Yrs. of employment at present institution 32
Years of employment in higher education 34 Yrs. of related experience outside higher education 10
Non-teaching experience 10

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year. (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
2004 Fall	Nursing 1101 Fundamentals of Nursing (as needed)	88
2005 Spring	Nursing 2207, NCLEX Review	78
	Allied Health 4401, Practicum and Seminar	8
2005 Fall	Nursing 1101 Fundamentals of Nursing (as needed)	97

II. If degree is not in area of current assignment, explain:

I have a Masters in Nursing and a Bachelors degree in nursing and these are my main teaching areas. My major job responsibility is to coordinate the development/implementation, and evaluation of the Associate Degree and Baccalaureate Nursing Programs.

III. Identify your professional development activities during the past five years.

Professional and Continuing Education Activities

Year	Topic	Contact Hours	Location	
2005	Nursing Ed. Today: A Proactive Approach	13.2	Las Vegas, NV	
	WVNA Board Retreat		Stonewall Jackson	
	MEDS On-line E-learning program	3		
	WVNA District Meeting			
	CCNE Accreditation Site Visit to Georgia		Team Chair	
	President's Council and Dean's Retreat		Stonewall Jackson	
	Facilitating Transfer Student Success	2	Teleconference	
	United Way Agency Review meeting			
	WVNA Disaster Nursing	2	Morgantown	
	ADDNE Workshop: "Look Who's Coming to the Classroom"	5		
	ADDNE/NEF Meeting			
	"Teaching So Everyone Learns"	1.5	FSU	
	"A Framework for Understanding Poverty"	1.5	FSU	
	"Helping Students in Distress"	1	FSU	
	"VISTA Introduction"	1	FSU	
	"Learning Communities"	1	FSU	
	2004	WVNA Board Retreat		Stonewall Jackson
		Nurse Unity Day	8	Charleston
		Diabetes Workshop, PESI	8	Morgantown
End of Life Care		2	Hospice	
Community Service Learning		6		
Affiliate meeting at Monongalia General Hospital				
College Learning Assessment		2.5		
Nutritional Therapy/Diet Workshop		8	Morgantown	
College Learning Assessment		1		
Affiliate meeting at United Hospital Center				
Responding to Students with Mental Disorders: Law and Policy Issues		2		
Great Minds Don't Think Alike		1		
Light the Fire! Motivating Students to Think		1		
Research, Contracts, Politics, & Money		1.5		
Proactive Supervision: Preventing Harassment in the Workplace		1		
The Grant Institute: Prof. Grant Proposal Writing		24		
ADDNE Meeting			Flatwoods	
WVNA Board of Directors Meeting				

Year	Topic	Contact Hours	Location
	Web-CT Update		
2003	“NCLEX Review”	6	WVU
	Self-Study Review for Shepherd College		
	K Gaberson “Test Construction Guidelines”	4	
	Delegate to ANA House of Delegates		Washington, DC
	“Developing an Evidence Based Approach to Clinical Evaluation”	6.6	Fairmont, WV
	Clinical Evaluation	6	Fairmont, WV
	“WebCT Developing On-line Quizzes and Surveys”	3	Fairmont, WV
2002	“Nursing Shortage, Directions for the Future”	7	Morgantown, WV
	CCNE Team Chair On-Site Evaluation Training		Washington, DC
	Microsoft Excel	6	Morgantown, WV
	“Distance Learning Classroom”	3	FSC
	“Interactive Televised Teaching”	6	
	Nursing Educ. 2002	26.7	Arlington, VA
	CCNE Site Visit		New Jersey
	CCNE Accreditation Forum	8	Washington, DC
	NLNAC Accreditation Forum	11	Atlanta, GA
	“What WVNA is Doing For You”	1	
2001	Introduction to WebCT 3.6	12	FSC
	Statewide Chairs Conference “Role of the Department Chair”	12	Berkeley Springs, WV
	West Virginia Rural Health Conference	14.7	Charleston, WV
	Presented “Grow Your Own Health Professionals”	1	Charleston, WV
	“Conversations in Teaching and Learning – WebCT”	1	FSC
	“Comprehensive Faculty Evaluation System” Merit Evaluation	10	FSC
	“Using Cooperative Learning Activities to Foster Deep Learning and Critical Thinking”	7	FSC
	Presentation to FGH Volunteers	1	FSC
	“Program Evaluation: Successful Assessment , Collection, and Analysis	6	Flatwoods
	“Conflict Resolution and Confrontation Skills”	1 day workshop	Pittsburgh, PA
	“Faculty Boot Camp”-WVNET	5 days-35 hrs	Morgantown, WV
	WebCT Instructional Design on-line courses		
	WVNASTT Judith Kandzari Lectureship		
	“PAIN: The 5 th Vital Sign”	1	Morgantown, WV
	Nursing Faculty Retreat	14	Clarksburg, WV
	CCNE Site Visit		Virginia

Year	Topic	Contact Hours	Location
	NLN Self-Study for Accreditation Forum	8	Chicago, IL
	“Advanced Directives”	2	Fairmont
	Presentation for MVA, Hospice, and Home Health Nurses		
2000	Nursing Management – WVNA – “Managers and Supervisors Conference”	6	Parkersburg, WV
	WV Community College Conference	9	Canaan Valley, WV
	WV Community College Conference	2 days	Canaan Valley, WV
	Fall 2000 Continuing Education – Nursing Shortage	3	WVU
	Concept Mapping	6	FSC
	Faculty Role in Program Assessment	3	FSC
	“Nursing Education 2000”- Hanneman	21	Washington, DC
	“Guiding Your Students Through the NCLEX Maze”	5.5	
	“School Nurse Certification”	6	Flatwoods
	“Legionella Awareness Seminar”	7	Clarksburg
	“From Ethics to Etiquette: Enhancing an Environment for Ethical Practice in Nursing”	6	Parkersburg
	Nursing Faculty Retreat	8	Clarksburg
	“Program Assessment” Vic Collins, National Career Assessment	1	FSC
	Teleconference-Articulation of 2 and 4 year programs-Strategic Partnership for the Millennium	2	FSC
	Grant Writing	5	Fairmont General Hospital

IV. List awards/honors (including invitations to speak in your area of expertise) or special recognition in the past five years.

2003 ADN Self Study Report for Accreditation was selected by the National League for Nursing Accreditation Commission as the national model for training site visitors to programs undergoing accreditation with the new guidelines for accreditation.

Conducted a workshop for deans and directors of nursing education in West Virginia on NLNAC and CCNE accreditation preparation.

2002 Robert Wood Johnson Colleagues in Caring, North Central WV Workforce Network Leadership Appreciation Award.

2001 Presented “Collaborative Agreements Between Education and Service”
West Virginia Annual Rural Health Conference

2000 Presented “Advanced Directives” to Monongahela Valley Assn. of Hospice & Home Health Nurses

V. Indicate any other activities which have contributed to effective teaching.

*Currently writing a proposal for a Health Care Informatics bachelor’s degree program

*2003-developed a certificate program for students who complete the first year of the nursing program to facilitate certification as a Health Care Assistant

*2001-I developed an NCLEX Review Course for graduating students who have experienced test taking difficulty and problems with critical thinking and synthesizing information.

I employ gaming, group testing and critique of test questions to improve testing performance.

*Changed Allied Health practicum and seminar course to an outcomes driven capstone course with a 90 hour practicum in a management role in a health care facility

*Course syllabi, Power Point presentations, supplemental information, grades for projects, discussions and links to helpful sites and provided WebCT to enhance course I teach.

*All programs in the School of Nursing & Allied Health Administration are based on the University Mission and Goals and Graduate Outcomes. The BSN and ADN programs have mission and philosophy statements, expected graduate outcomes, and program outcomes with benchmarks for success. Programs are systematically assessed using evaluation plans. Data is collected, assessed and used in decision making to maintain high quality educational programming.

VI. List Professional books/papers published during the last five years.

RESEARCH and EVALUATION

2004 Wrote five year review of Associate Degree Nursing program for FS Board of Governors and HEPC.

2003-2004 Wrote two chapters and edited self study report for continued accreditation of Bachelor of Science in Nursing, (BSN) program. Ten year maximum accreditation achieved.

2001-2003 Coordinated preparation for students, faculty, and writing of program self study for national accreditation of Associate Degree Nursing, (ADN) program. Full eight years of continuing accreditation awarded without progress report granted

1983-present Predictors of success in AD Nursing program – Ongoing assessment and analysis of variables.

APPENDIX I
Faculty Data

Name Mary G. Meighen Rank Professor of Nursing
 Check one: Full-time Part-time Adjunct Graduate Asst.
 Highest Degree Received EdD Conferred by West Virginia University
 Date Degree Earned 1990 Area of Specialization Curriculum and Instruction

Professional registration/licensure West Virginia
 Years of employment at present institution 24
 Years of employment in higher education 24
 Years of related experience outside higher education 15
 Non-teaching experience 15

To determine compatibility of credentials with assignment:

- (a) **List courses you taught this year and those you taught last year: (If you participated in team-taught courses, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title, and enrollment.**

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
2004 Fall	Nsg 4400 Research in Nursing	10
	Nsg 4410 Community Health Nursing	13
2005 Spring	Nsg 4430 Leadership/Management in Nursing	12
	Nsg 4440 Nursing Practicum	13
2005 Summer	Nsg 2201 Psychiatric Nursing Clinical	20
2005 Fall	Nsg 4440 Research in Nursing	13
	Nsg 4410 Community Health Nursing	14
	Nsg 4441 School Nurse Practicum	1

II. If degree is not in area of current assignment, explain.

In addition to EdD, I have a Bachelor of Science Degree in Nursing from West Virginia Wesleyan College; a Masters Degree in Child Development (WVU) and a Masters Degree in Nursing (WVU).

III. Identify your professional development activities during the past five years.

Year	Topic	Contact Hours	Location	
2005	Hyperthyroidism: Focus of Graves Disease	1.2	Journal	
	Smoking Cessation Therapy	2.0	Journal	
	Focus on Children Immunizations	2.0	On-line	
	Slowing the Progression of Alzheimer's Disease: The Role of Cholinesterase Inhibitors	1.5	Journal	
	Unity Day 2005	4.0	Charleston, WV	
	HIV/AIDS: A Focus on Special Populations: Women, Minorities and Appalachia	9.0	Morgantown, WV	
	New Insights into the Pathophysiology And Management of Migraine Headaches	3.0	On-line	
	Vista Boot Camp	40.0	FSU Campus	
	Nursing Research Conference	7	Morgantown, WV	
	2004	Schizophrenia: How to Accurately Assess and Manage the Patient and Schizophrenia	7.6	Pittsburgh, PA
Inflammatory Acne: Management in Primary Care		1.2	Journal	
Responding to Students with Mental Disorders: Law and Policy Issues		3	Magna Audio Conference	
Unity Day 2004		4.8	Charleston, WV	
Type 2 Diabetes: Treat to Target		2	Journal	
Advanced Practice Nursing Update Conference		15.3	Marshall University Huntington, WV	
Parish Nursing: Responding to the Call		3.5	Bridgeport, WV	
Communicating with Patients with Dementia		2	UHC Clarksburg, WV	
2003		Course Management Grade Book (WebCT)	3	FSU Campus
		Faculty Development Workshop	5	FSU Campus
	Management of Adult Obesity	1.2	Journal	
	Test Construction Workshop	4.0	FSU Campus	
	Heart Saver AED	3	FSU Campus	
	What is End of Life Care?	1	Video	
	Providing Comfort (Palliative) Care	1	Video	
2002	CCNE Workshop on Writing Self Studies	4	Washington, DC	
	The Heart of the Matter: National Guidelines for Aggressive Cholesterol Treatment	2	Journal	
	Unity Day 2002	4	Charleston, WV	
	Acute Otitis Media	1	Temple University (on-line)	
	Nursing Shortage	4	Charleston, WV	
	Advanced Practice Update	16.5	Marshall University Huntington, WV	

Year	Topic	Contact Hours	Location
	Cardiology	1	On-line
	CPR	5	FSU Campus
	Woman's Health	7	Charleston, WV
2001	Anxiety Disorder	1	Journal
	CCNE Accreditation	2.4	Morgantown, WV
	NLN Accreditation	3.3	Morgantown, WV
	WV Nurse Practice Act	2	On-line
	Cooperation Learning Activities	6	FSU Campus
	Research Odyssey	7.2	Morgantown, WV
	Nursing Administration Conference	16	Cincinnati, OH

ADDITIONAL PROFESSIONAL ACTIVITIES

1995-Present

Maintain Nursing Practice as Certified Nurse Practitioner

IV. List awards/honors (including invitations to speak in your area of expertise) or special recognition in the past five years.

- * Representative to city of Nutter Fort's Health and Wellness Center 2001-2002
- * Nurse Presenter to Local Senior Citizens Group
- * Nurse Presenter to "Sensational Saturdays"
- * Received Fairmont State Faculty Recognition Award Spring 2005

VII. Indicate any other activities which have contributed to effective teaching.

1996 to 2002: Maintained prescriptive authority for advanced practice nurses in West Virginia
 1995 to present: Maintain independent nursing practice as Certified Family Nurse Practitioner
 Maintain and exceed continuing education required to maintain nursing licensure.

VIII. List Professional books/papers published during the last five years.

- * Completed self study for Commission on Collegiate Nursing Education
- * Completed self study for School Nurse Certification for West Virginia Department of Education

IX. List externally funded research (grants and contracts) during last five years.

The School of Nursing and Allied Health Administration and the Community and Technical College's Health Programs receives a yearly grant for rural health care initiatives. I am chairperson of the Committee. The Committee determines and sponsors the projects.

**APPENDIX 1
Faculty Data**

Name Sharon Bond Rank Associate Professor

Check One:

Full-time X Part-time Adjunct Graduate Asst.

Highest Degree Earned MSN Date Degree Received December 1982

Conferred by University of Mississippi Medical Center

Area of Specialization Medical-Surgical Nursing

Professional registration/licensure X Yrs. of employment at present institution 12
 Yrs of employment in higher education 28 Yrs. of related experience outside higher education 10
 Non-teaching experience 30

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
2004 Spring	Nsg 1103 Adult Health	76
	Nsg 1103 Adult Health Lab	8
2004 Fall	Nsg 3320 Health Assessment	19
	Nsg 3320 Health Assessment Lab	19
	Nsg 3350 Professional Nursing Concepts	13
2005 Spring	Nsg 3360 Complex Nursing Situations	16
	Nsg 3360 Complex Nursing Lab	16
	Nsg 3330 Health Deviations	15
2005 Fall	Nsg 3320 Health Assessment	21
	Nsg 3320 Health Assessment Lab	21
	Nsg 3350 Professional Nursing Concepts	19

II. If degree is not in area of current assignment, explain.

III. Identify your professional development activities during the past five years.

Year	Topic	Contact Hours	Location
2005	Unity Day, 2005	4.6	Charleston, WV
	“13 th Annual Clinical Update in Geriatric Medicine”	18.25	Pittsburgh, PA
	“Disaster, What Would You Do? The Nurse’s Role in Disaster Response”	2	Morgantown, WV
	“Improved Patient Outcomes with Effective Pain Management and End of Life Care”	7.8	Morgantown, WV
	“Look Who’s Coming to the Classroom”	4.8	Morgantown, WV
	“HIV/AIDS: A Focus on Special Populations, Women, Minorities and Appalachia”	9	Morgantown, WV
	“Pain Management Update”	2.1	Morgantown, WV
2004	Unity Day 2004	4.8	Charleston, WV
	The Ultimate One-Day Diabetes Course	7.6	Morgantown, WV
	End of Life Care	2	FSU
	Pain Management	1	FSU
	“Taking the Weight off with Bariatric Surgery”	2	Video
	“Understanding Gastroesophageal Reflux Disease”	2.5	Video
	Drexel University Nursing Education Institute	13.25	Philadelphia, PA
2003	IV Therapy Principles and Practice	9.2	Mon General
	Alternative Therapies	8	National Center of Continuing Education
	Test Construction Workshop	4	FSU
	Developing an Evidence Approach to Clinical Evaluation	6.6	
	Clinical Evaluation Workshop	4	FSU
	WebCt Posting Your Course Syllabus	2	FSU
	WebCt Orientation	1	FSU
	NACNS National Convention, CNS: A Model For Implementing Evidence-Based Nursing Practice	1.2	NACNS National Convention
	NACNS National Convention, CNS: Leading Clinical Excellence in Disease Management	1.2	NACNS National Convention
	NACNS National Convention, The Nurse Manager and CNS to Partners in Research for Care of Colorectal Surgery Patients	1.2	NACNS National Convention
	NACNS National Convention, CNS’s: Poised and Positioned to Promote Protocols and Pathways to Achieve Practice Excellence	1.2	NACNS National Convention
	NACNS National Convention, CNS Certification: A Panel Discussion	1.5	NACNS National Convention

Year	Topic	Contact Hours	Location
	National Association of Clinical Nurse Specialists National Convention; Poster Presentation	1.2	
	Myths and Facts About Back Injuries in Nursing	2	Self – Study
	What You Need to Know About Colored Cancer	2	Self – Study
	2003 Nurse Unity Day	4.2	
2002	Fall Cancer Conference: Novel Approaches to GI Cancer Management	7.2	WVU
	Treatment of Patients with Hematologic Malignancies		
	American Heart Association Health Care Provider CPR	5	FSU
	Getting a Line on Central Vascular Access Devices	1	Self – Study
	End of Life Care Including Pain Management	2.4	Morgantown, WV
	Respiratory Emergencies	7.8	Morgantown, WV
	HIV/AIDS Clinical Training Program	5.4	FSU
	NLNAC Self Study Forum 2002	9	Atlanta, GA
	Unraveling Women’s Health in WV	6.6	Camcare Health Education- Charleston, WV
	What is WVNA Doing for You?	1	Fairmont, WV
2001	Managing Heart Failure		Morgantown, WV
	Political Awareness for Nurses,	2	Morgantown, WV
	Using Cooperative Activities to Foster Deep Learning and Critical Thinking		FSU
	IV Therapy Principles and Practice	9.2	Morgantown, WV
	The Fifth Vital Sign	1	WVU School of Nursing
	National Student Nurses Convention,	6	Nashville, TN
2000	WV Nurses Association State Convention	7.2	
	The Aging of the Brain, The Aging of the Mind	6	Context/Mind Matters Educational Seminars
	The Nursing Shortage: Flame Up or Flame Out!	3	WVU
	Everything You Wanted to Know About Concept Mapping	6	FSU
	Becoming Politically Active, Update on Immunizations, and Needle stick Injury Prevention	1	WVU
	Nursing Excellence in Palliative Care	17.4	Flatwoods, WV

IV. List awards/honors (including invitations to speak in your area of expertise) or special recognition in the past five years.

Not Applicable

V. Indicate any other activities which have contributed to effective teaching.

1. Use of case studies to enhance the study of pathophysiology.
2. Use of Powerpoint to bring topics alive.
3. Seminar style classes with full exchange of ideas.
4. Use of WebCt /Vista.

VI. List Professional books/papers published during the last five years.

Not Applicable

VII. List externally funded research (grants and contracts) during last five years.

Not Applicable

Master Plan for Evaluation of All BSN Program Components

AREAS OF EVALUATION (What) Structure and Governance

OBJECTIVES (Why)	METHODS (How)	FREQUENCY (When)	RESPONSIBLE PERSONS (Who)	IMPLEMENTATION (Then What)
To insure consistency between program mission and goals and institutional mission and goals.	Compare program philosophy mission and outcomes to university philosophy, mission, and objectives.	Every 4 years	BSN Curriculum Committee	Revise as necessary and review <u>BSN Student Handbook</u> .
To determine if the mission and goals reflect a commitment to a culturally, racially, and ethnically diverse community.	Review program philosophy and outcomes.	Every 4 years	BSN Curriculum Committee	Revise as necessary and review <u>BSN Student Handbook</u> .
To determine if the mission and goals reflect a commitment to a specified set of socially responsible standards of professional nursing	Compare course objectives and program philosophy and outcomes to <u>Essentials of Baccalaureate Education for Professional Nursing Practice</u> .	Every 4 years	BSN Curriculum Committee	Revise as necessary and review <u>BSN Student Handbook</u> .
To insure faculty, administrators, and students participate in the governance of the university and the Nursing Department.	Review organizational data. Review program and university committee assignments.	Every 4 years Every year	BSN Faculty & Curriculum Committee	Ask for university committee assignments. Recruit BSN students for committees.
To insure the Nursing Director meets minimum educational and experience requirements.	Review requirements.	Every 4 years	University Administration	Maintain current curriculum vita.
To determine if the Nursing Director has the responsibility and authority for planning and allocating resources.	Maintain communication with School Chair and Academic Vice-President	Every 4 years	Program Director	Submit budget request. Maintain evidence of faculty involvement.
To insure the Nursing Director's workload permits carrying out administrative and leadership activities.	Review responsibilities and compare to activities.	Every year	Program Director	Adjust responsibilities and activities as necessary.

AREAS OF EVALUATION (What)
Material Resources

OBJECTIVES (Why)	METHODS (How)	FREQUENCY (When)	RESPONSIBLE PERSONS (Who)	IMPLEMENTATION (Then What)
To insure the fiscal resources are adequate to support the goals of the Nursing Program.	Review faculty salaries and budget.	Every year	Program Director	Make budget request.
To insure the physical facilities are adequate for the Nursing Program to accomplish its goals.	Review facility use.	Every 4 years	BSN Faculty	Make recommendations to Nursing Director and faculty.
To determine if comprehensive and current library resources and other learning resources are developed with input from nursing faculty and are available and accessible.	Review nursing holdings. · Library Resources · Software · Video Collection	Every year	Library Committee & BSN faculty	Remove out of date materials and order new ones.

AREAS OF EVALUATION (What)
Students

OBJECTIVES (Why)	METHODS (How)	FREQUENCY (When)	RESPONSIBLE PERSONS (Who)	IMPLEMENTATION (Then What)
To determine if student policies are public, accessible, non-discriminatory and are consistent with the University	Review University catalog, <u>FSU Student Handbook</u> , <u>BSN Student Handbook</u> , and program brochure.	Every year	BSN Faculty	Give changes to Nursing Director and Handbook Reviewer.

**AREAS OF EVALUATION (WHAT)
CURRICULUM**

OBJECTIVES (Why)	METHODS (How)	FREQUENCY (When)	RESPONSIBLE PERSONS (Who)	IMPLEMENTATION
To insure the curriculum is consistent with the mission of the nursing unit.	Review philosophy, mission, course objectives, and program outcomes.	Every 4 years.	BSN Curriculum Committee.	Revise as necessary.
To insure the curriculum focuses on the discipline of nursing and is supported by courses in the arts, sciences, and humanities.	Review course objectives and program Curriculum.	Every 4 years.	BSN Curriculum Committee	Submit curricular changes to university curriculum committee.
To insure the majority of coursework in nursing is at the upper-division level.	Review admission requirements, validation tools, and evaluation policies.	Every 4 years.	BSN Curriculum Committee.	Revise as necessary.
To determine if the clinical facilities are adequate and provide opportunities for a variety of learning activities that promote attainment of the objectives of the curriculum.	Review student evaluations of course. Visit affiliates. Review contracts.	Every year.	BSN faculty.	Add and drop facilities as needed. Renew contracts before expiration date.

**AREAS OF EVALUATION (What)
Curriculum**

OBJECTIVES (Why)	METHODS (How)	FREQUENCY (When)	RESPONSIBLE PERSONS (Who)	IMPLEMENTATION (Then What)
To insure there is ongoing, systematic evaluation of all program components.	Review Master Plan for Evaluation.	Every 4 years.	BSN Curriculum Committee	Revise as necessary.
To insure the evaluation is used for development, maintenance, and revision of the program.	Follow Master Plan for Evaluation.	As indicated.	BSN Curriculum Committee.	Document its use.

AREAS OF EVALUATION (What)

Outcomes

OBJECTIVES (Why)	METHODS (How)	FREQUENCY (When)	RESPONSIBLE PERSONS (Who)	IMPLEMENTATION (Then What)
To insure students develop skills in critical thinking.	Review definition of critical Thinking and course objectives.	Every 4 years.	BSN Curriculum Committee	Document use of data to develop, maintain, and revise program.
	Administer <u>Watson-Glaser Critical Thinking Appraisal</u> .	Entry to N3350 And Exit from N4400	BSN faculty	Report outcome data.
To insure students increase skills in applying the nursing process.	Review definition of nursing process and course objectives.	Every 4 years	BSN Curriculum Committee	Document use of data to develop, maintain, and revise program.
	Administer <u>NLN Comprehensive Nursing Achievement Test for BSN</u> .	Every year	BSN faculty	Report outcome data.
	Review and assess graduate and employer surveys.	Every year	BSN Curriculum Committee	Report outcome data.
To expand student knowledge of health potential.	Review definition of health potential and course objectives.	Every 4 years.	BSN Curriculum Committee	Report outcome data.
	Administer <u>NLN Physical Assessment Test</u> .	Every year.		Report outcome data.
	Administer <u>NLN Community Health Test</u> .	Every year.		Report outcome data.
	Health Promotion Activity in Nursing 3350.	Every year.		Report outcome data.
To insure students progress and graduate in a reasonable time after graduation.	Maintain current data on the Admission/Progression/ Graduation Tool.	Every semester	BSN faculty	Report issues and concerns

AREAS OF EVALUATION (What)

Outcomes

OBJECTIVES (Why)	METHODS (How)	FREQUENCY (When)	RESPONSIBLE PERSONS (Who)	IMPLEMENTATION (Then What)
To determine if graduates are employed after graduation.	Graduates complete the Graduate Survey upon graduation and one year later.	Every year	BSN faculty	Review graduate survey and report outcome data.
To determine if students, alumni, and employers are satisfied with the nursing program.	Students complete faculty and course evaluation.	Every year	BSN faculty	Document use of data to develop, maintain, and revise program.
	Graduates complete Graduate Survey.	Every year	BSN faculty	
	Employers give feedback at Board of Advisors Meeting.	Every year	BSN faculty	
	Faculty review program in the BSN Curriculum Committee.	Every year	BSN faculty	
To determine if graduates participate in professional activities.	Graduates complete Graduate Survey one year after graduation.	Every year	BSN faculty	Review data and use it in the development, maintenance, and revision of program.
To determine if graduates pursue and attain additional credentials.	Graduates complete Graduate Survey one year after graduation.	Every year	BSN faculty	Review data and use it in the development, maintenance, and revision of programs.
To determine if students and faculty participate in service activities	Review Faculty Merit Forms.	Every year	Program Director	Review data and use it in the development, maintenance, and revision of programs.
	Survey graduate participation in community service activities and involve students in community activities.	Every year	BSN Faculty	

Developed 1997-BSN Curriculum Committee
 Reviewed 1998-BSN Curriculum Committee
 Reviewed/Revised 04-19-00-BSN Curriculum Committee
 Reviewed/Revised 10-10-01-BSN Curriculum Committee
 Reviewed/Revised 10-03-05- BSN Curriculum Committee

ADVISORY COMMITTEE TO NURSING

The purpose of the Advisory Committee is to advise, provide assistance, and make recommendations to the Department of Nursing at Fairmont State University. The committee members will usually not be empowered to make policy decisions, nor will they have the responsibility for managing or supervising the program of nursing education. The Advisory Committee will serve as a vital communication channel between the university and the community.

Committee functions include:

1. Assisting in evaluation of the program of instruction
2. Evaluating competencies of graduates
3. Suggesting ways for improving public relations between the university and the community
4. Assisting in recruitment of students and providing information regarding placement of graduates
5. Providing information to the university regarding changes in the employment market
6. Discussing and recommending proposed program changes
7. Informing the community of program changes and continuing education

The committee will be comprised of persons with an interest in the nursing education program. Membership is by invitation and will continue as long as the member is interested. Meetings will be held annually in the fall on the second Friday in November. The nursing faculty, admissions director, division chairperson and student representatives will serve as ex-officio members. The Director of the Nursing Education unit will serve as chairperson.

Responsibilities of the chairperson include:

- Preparing a tentative agenda
- Contacting members and distributing the agenda
- Conducting advisory committee meeting
- Distributing minutes of the meeting to members

Revised:
Reviewed: 1999
Reviewed: 11/2003

Nursing Advisory Committee Membership List

Senior Guidance Counselor East Fairmont High School 1993 Airport Road Fairmont, WV 26554	Peggy Coster VP for Patient Services Fairmont General Hospital Locust Avenue Fairmont, WV 26554	Nursing Education Fairmont General Hospital Locust Avenue Fairmont, WV 26554
Nancy Waybright Director of Nursing Marion C. Health Dept. 300 2 nd Street Fairmont, WV 26554	Karen Cummins Director of Nursing Fairmont Clinic Locust Avenue Fairmont, WV 26554	Betty King Director of Nursing John Manchin Sr. Health Center 401 Guffey Street Fairmont, WV 26554
Director of Nursing Carol Frame Wishing Well Health Center 1539 Country Club Road Fairmont, WV 26554	Director of Nursing Wishing Well Manor 1543 Country Club Road Fairmont, WV 26554	Kathy Kerns Assistant Administrator Wishing Well Health Center 1543 Country Club Road Fairmont, WV 26554
Kay Marks Student Affiliation Coordinator William R. Sharpe Hospital River Avenue-Drawer 1127 Weston, WV 26452	Lynn Overking Director of LPN Program Mon. CO. Technical Center 1000 Mississippi Street Morgantown, WV 26505	Monica Iaquinta Director of LPN Program United Technical Center RR 3 Box 43C Clarksburg, WV 26301
Doug Mitchell Director of Nursing Chestnut Ridge Hospital 930 Chestnut Ridge Road Morgantown, WV 26505	Helen Nikirk Director of Nursing Service Preston Memorial Hospital 300 South Price Street Kingwood, WV 26537	Robin Martin Director of Nursing Health South Mountainview 1160 Van Voorhis Road Morgantown, WV 26505
Director of Nursing Barbour Co. Health Dept. 107 Walnut Street Philippi, WV 26416	Mike Tillman Director of Nursing Services United Hospital Center, Inc. PO Box 1680 Clarksburg, WV 26301	Violet Shaw, Acute Care Grafton City Hospital Rt. 50 and Market Street Grafton, WV 26354
Donna Wolford, Longterm Care Grafton City Hospital Rt. 50 and Market Street Grafton, WV 26354	Director of Patient Care Services Veterans Administration Med 1 Medical Center Drive Clarksburg, WV 26301	Bev Delaney Director of Patient Care Services Veterans Administration Med 1 Medical Center Drive Clarksburg, WV 26301
Tammy Minton VP for Nursing Mon. General Hospital 1200 JD Anderson Drive Morgantown, WV 26505	Lora Mathias Director of Nursing Services .St. Joseph's Hospital Buckhannon, WV 26201	Tim Harcelroad Director of Nursing Services Stonewall Jackson Hospital Rt. 4 Box 10 Weston, WV 26452

Donna Moore, Director
Harrison County School Nurse
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Clarksburg, WV 26301

President
Volunteer Association
Fairmont General Hospital
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Provost
Fairmont State

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Dr. Dan Bradley
President
Fairmont State

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Guidance Counselor
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Malene Davis
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Trish Watson
Dana Satterfield
Med-Plus Health Care
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Director of Nursing
Taylor County School Nurses
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Grafton, WV 26354

Director, Monongalia School Nurses
13 High Street
Morgantown, WV 26505

Dottie Oaks, Vice President
WVU Hospitals
PO Box 8227
Morgantown, WV 26506-8227

Director of Nursing
Monongalia County Health Department
453 Van Voorhis Road
Morgantown, WV 26505

Jan Thomas
Women's Health Care of Morgantown
200 Wedgewood Drive Suite 201
Morgantown, WV 26505

BSN Student Representative
ADN Student Representative
Revised: October, 2005

BSN STUDENT SATISFACTION SURVEY
(For students who have completed BSN Nursing Courses)

Use the following scale to rate your perceived ability to perform the BSN Program outcomes.

Expert 5	Proficient 4	Competent 3	Adv Beginner 2	Novice 1	2000	2001	2002	2003	2004	2005
I. Apply the nursing process to provide direct client care to individuals, Families, groups, and communities.										
A. Perform comprehensive health history.					4.9	3.2	21.2	4.4	4.1	4.3
B. Perform comprehensive physical examination.					3.9	3.7	4.1	4.3	4	4.3
C. Apply therapeutic nursing intervention in caring for clients.					4.1	3.6	4.2	4.1	4	4.1
D. Evaluate expanded supportive nursing care.					4.1	3.7	4	4	4	4.2
II. Use critical thinking skills to provide therapeutic nursing Interventions to meet the needs of clients.										
A. Use a creative problem-solving process in dealing with clients.					3.9	3.7	4.1	4.1	3.9	4.1
B. Consider clients physical, psychosocial and spiritual needs.					4.2	3.6	4.1	3.8	4.2	4.3
C. Use the nursing process to care for clients					4.2	4	4.2	4.1	4	4.2
III. Use written, oral, and non-verbal communication skills to collaborate with professional colleagues and clients.										
A. Use of written communication skills.					4.1	4	4.3	4.2	4	4.1
B. Use of oral communication skills					4.2	3.7	4.2	4.1	3.8	4.3
1. With individual										
2. With groups					3.6	3.4	3.9	3.9	3.7	4.1
C. Use of non-verbal communication skills					4	3.5	4	4	3.8	4.2
IV. Apply research findings and theories to professional nursing practice.										
A. Apply research and theories to professional nursing practice.					3.7	3.2	3.5	3.7	3.4	3.9
V. Use leadership skills to guide, direct, and coordinate health care.										
A. Participate in effecting needed change to maximize health potential of clients.					3.8	3.7	3.8	4.1	4	4.3
B. Manage conflict.					3.5	3.2	3.6	3.9	4.3	4.3
C. Use ethical, legal, and moral concepts in the personal and professional roles.					4.1	3.7	4.2	4.21	4.3	4.3
Mean					4.1	3.6	4	4	3.9	4.2

The benchmark for this survey is 3 or above indicating competence/satisfaction.

**FAIRMONT STATE UNIVERSITY
BSN PROGRAM
GRADUATE SURVEY**

YEAR OF GRADUATION FROM BSN PROGRAM.....
GENDER..... FEMALE MALE

Identify the reason(s) you attended Fairmont State College for the Baccalaureate Degree:

- | | |
|--|---|
| <input type="checkbox"/> Proximity to home | <input type="checkbox"/> Flexibility of program |
| <input type="checkbox"/> Reputation of Nursing Program | <input type="checkbox"/> Financially attractive |
| <input type="checkbox"/> Recruitment | <input type="checkbox"/> Recommendation of friends/colleagues |
| <input type="checkbox"/> Other [please specify] | |

I. PROFESSIONAL DATA

A. Status

- Full-time Nursing
- Part-time Nursing
- Non-nursing [please specify]
- Not employed

B. Type of Agency

- | | |
|---|---|
| <input type="checkbox"/> Acute Care | <input type="checkbox"/> Physician's Office |
| <input type="checkbox"/> Public Health | <input type="checkbox"/> Long-Term Care |
| <input type="checkbox"/> Home Health | <input type="checkbox"/> School of Nursing |
| <input type="checkbox"/> Other [please specify] | |

C. Has your employment changed since receiving a BSN?

- Yes [please specify] _____
- No

D. If your employment status change included an increase in professional responsibilities, did the BSN Program prepare you for the change?

- Not applicable
- Yes
- No [please explain]

E. In what specialty area(s) are you currently employed?

- | | |
|--|--|
| <input type="checkbox"/> Medical | <input type="checkbox"/> Out Patient |
| <input type="checkbox"/> Surgical | <input type="checkbox"/> OR/PACU |
| <input type="checkbox"/> Oncology | <input type="checkbox"/> Education |
| <input type="checkbox"/> Mental Health | <input type="checkbox"/> Home Health |
| <input type="checkbox"/> Pediatrics | <input type="checkbox"/> Hospice |
| <input type="checkbox"/> Maternity | <input type="checkbox"/> Geriatrics |
| <input type="checkbox"/> Critical Care | <input type="checkbox"/> Public Health |
| <input type="checkbox"/> ER | <input type="checkbox"/> Other |

II. PROFESSIONAL DEVELOPMENT

A. Were you a member of any professional organization prior to enrolled in the BSN Program?

No
 Yes [please list]

B. Are you involved in any of the following professional organizations?

ANA NLN
 Sigma Theta Tau Specialty Organizations

C. Have you conducted in-service or professional nursing education programs?

Yes No

D. Have you attended in-service or professional nursing education programs?

Yes No

E. Have you participated in a research study?

Yes No

F. Do you regularly read Professional journals?

Yes No

G. Have you published an article in nursing literature?

Yes No

H. List graduate courses that you have taken, or the graduate degree that you have attained [include name of school]

I. Did the BSN Program prepare you for graduate study?

Yes
 No [please explain]

J. List any certifications or additional licensure that you have attained.

K. Please indicate the number of hours per week that you are involved in any community project/program.

0 6-10
 1-5 > 10

III. PROGRAM SATISFACTION

A. Fairmont State University Resources Please mark the appropriate box to indicate your degree of satisfaction with each area. If you include “Dissatisfied” or “Highly Dissatisfied”, please include an example under “Comments”.

Highly Satisfied 1 Dissatisfied 2 Satisfied 3 Very Satisfied 4 Highly Satisfied 5

	1	2	3	4	5
1. Classroom					
2. Nursing Skills Lab					
3. Nursing Lab Equipment					
4. Computer Lab					
5. Library					
6. Bookstore					
7. Registrar’s Office					
8. Student Center					
9. Support Courses					

Comments

B. BSN Program Services Please mark the appropriate box across from each statement to indicate your degree of satisfaction with each area. Please use the above scale.

	1	2	3	4	5
1. Advising and Counseling					
2. Clinical Agencies					
3. Nursing Faculty					
4. Office Staff					

Comments

C. Curriculum Concepts Please rate your satisfaction with the quality of the following curriculum components. If you indicate “Dissatisfied” or “Highly Dissatisfied”, please include an example under “Comments”.

Highly Satisfied 1 Dissatisfied 2 Satisfied 3 Very Satisfied 4 Highly Satisfied 5

	1	2	3	4	5
1. Professional Nursing Role					
2. Client Care					
3. Research					
4. Nursing Process					
5. Critical Thinking					
6. Health Potential					

Comments

D. Expected Graduate Outcomes. Please mark the appropriate box for each graduate outcome based on your level of satisfaction with regard to your ability to perform each outcome. If you indicate “Dissatisfied” or “Highly Dissatisfied”, please include an example under “Comments”.

Highly Dissatisfied
Dissatisfied
Satisfied
Very Satisfied
Highly Satisfied

	1	2	3	4	5
1. To synthesize empirical and theoretical knowledge from nursing and general education including social sciences, natural sciences, mathematics, English, and humanities as a framework for professional clinical practice.					
2. Employ effective communication in verbal, nonverbal, and technological aspects of nursing care.					
3. Evaluate the effectiveness of the nursing process in assessing health status, planning, and implementing care, in cooperation with individuals, families, and community groups.					
4. Assess the effectiveness of change to assure an environment conducive to maximizing health potential for individuals, families and communities.					
5. Assume responsibility for self-direction in life-long learning, maintain legal and ethical standards, and participate in activities that contribute to personal and professional growth.					
6. Critique the effectiveness of the use of research and nursing theories in the care of individuals, families, and groups.					
7. Synthesize and apply a personal philosophy of nursing which incorporates responsibility and accountability as an advocate for the consumer of health care and one’s own practice and profession.					
8. Collaborate with other health team members to promote maximal health potential.					
9. Evaluate problem solving and decision making through use of the critical thinking process.					
Mean					

Comments _____

**FAIRMONT STATE
DEPARTMENT OF NURSING
EMPLOYER EVALUATION OF THE GRADUATE FOR 2000-2004**

Please evaluate each of graduate's skills on a scale of 1 to 5
1=not at all 2=somewhat 3=satisfactory 4=very well 5=excellent

	(N=11) 2000	(N=13) 2001	(N=7) 2002	(N=6) 2001	(N=3) 2000
1. Demonstrates knowledge of client's health status.	3.9	4.6	4.5	4.5	5
2. Differentiates between normal and abnormal client findings.	4.0	4.7	4.5	4.5	4.6
3. Demonstrates proficient clinical skills in the delivery of nursing skills.	4.1	4.6	4.3	4.5	5
4. Conveys concerns for clients using a holistic approach.	4.5	4.6	4.6	4.5	5
5. Accepts responsibility and is accountable for nursing practice.	4.2	4.6	4.7	4.5	4.6
6. Accepts responsibility for professional and personal development.	4.0	3.7	4.8	4.5	5
7. Demonstrates effective verbal and nonverbal communication skills with clients.	4.1	4.5	4.4	4.5	4.6
8. Demonstrates effective communication skills to collaborate with professional colleagues.	3.8	4.5	4.4	4	4.6
9. Uses critical thinking to make appropriate decisions.	3.8	4.5	4.2	4	4.6
10. Employ teaching skills to meet client needs.	4.0	4.5	4.4	4.5	5
11. Collaborates with other health care providers to meet client needs.	3.9	4.9	4.4	4.5	5
12. Demonstrates therapeutic nursing interventions with client.	3.6	4.6	4.4	4.5	4.6
13. Effectively prioritizes client problems/concerns.	3.9	4.6	4.5	4.5	4.6
14. Uses leadership skills in the management of client care.	3.9	4.3	4.4	4	5
15. Demonstrates ethical, legal and moral concepts in the nursing practice.	3.9	4.6	4.7	4.5	5
16. Uses the nursing process to provide direct client care.	4.0	4.7	4.5	4.5	5
17. Provides professional care based on a knowledge of theory, practice, and research.	3.6	4.6	4.5	4.5	5
Mean	3.9	4.5	4.4	4.6	4.8

18. Please identify at least one difference/change that you have observed in this nurse since completion of the BSN Program.

Signature & Credentials

Position

Agency

Date

(Thank you for your cooperation in completing this survey.)

III. PROGRAM SATISFACTION

A. Fairmont State University Resources Please mark the appropriate box to indicate your degree of satisfaction with each area. If you include “Dissatisfied” or “Highly Dissatisfied”, please include an example under “Comments”.

Highly Satisfied 1 Dissatisfied 2 Satisfied 3 Very Satisfied 4 Highly Satisfied 5

Mean From:	1991-2002	2003	2004		
1. Classroom	4.1	4.7	4		
2. Nursing Skills Lab	4	4.7	3.7		
3. Nursing Lab Equipment	3.9	4	3.5		
4. Computer Lab	3.7	4.1	3.7		
5. Library	3.8	4.2	4		
6. Bookstore	3.8	3.5	3.2		
7. Registrar’s Office	3.3	3.8	3		
8. Student Center	3.8	3.8	3.2		
9. Support Courses	3.5	3.7	3.7		

Mean: 3.76 4 3.5

Comments

B. BSN Program Services Please mark the appropriate box across from each statement to indicate your degree of satisfaction with each area. Please use the above scale.

Mean From:	1992-2002	2003	2004		
1. Advising and Counseling	4.3	4.7	4.25		
2. Clinical Agencies	4.0	4.2	3.7		
3. Nursing Faculty	4.5	4.7	4.5		
4. Office Staff	4.1	4.4	4		

Mean: 4.22 4.5 4

Comments

C. **Curriculum Concepts** Please rate your satisfaction with the quality of the following curriculum components. If you indicate “Dissatisfied” or “Highly Dissatisfied”, please include an example under “Comments”.

Highly Satisfied 1 Dissatisfied 2 Satisfied 3 Very Satisfied 4 Highly Satisfied 5

Mean From:	1992-2002	2003	2004		
1. Professional Nursing Role	4	4.2	4		
2. Client Care	2.9	3.5	4		
3. Research	3.8	4.2	3.75		
4. Nursing Process	4	4.2	3.75		
5. Critical Thinking	4.1	4.7	4.2		
6. Health Potential	3.6	4.1	4		
Mean:	3.9	4.1	3.9		

Comments

D. Expected Graduate Outcomes. Please mark the appropriate box for each graduate outcome based on your level of satisfaction with regard to your ability to perform each outcome. If you indicate “Dissatisfied” or “Highly Dissatisfied”, please include an example under “Comments”.

Highly Dissatisfied
Dissatisfied
Satisfied
Very Satisfied
Highly Satisfied

Mean From:	1992-2002	2003	2004		
1. To synthesize empirical and theoretical knowledge from nursing and general education including social sciences, natural sciences, mathematics, English, and humanities as a framework for professional clinical practice.	4	4	4		
2. Employ effective communication in verbal, nonverbal, and technological aspects of nursing care.	4	4	4		
3. Evaluate the effectiveness of the nursing process in assessing health status, planning, and implementing care, in cooperation with individuals, families, and community groups.	4.2	4.2	4.25		
4. Assess the effectiveness of change to assure an environment conducive to maximizing health potential for individuals, families and communities.	4.4	4.4	4.25		
5. Assume responsibility for self-direction in life-long learning, maintain legal and ethical standards, and participate in activities that contribute to personal and professional growth.	4.3	4.4	4.25		
6. Critique the effectiveness of the use of research and nursing theories in the care of individuals, families, and groups.	3.7	4.4	3.9		
7. Synthesize and apply a personal philosophy of nursing which incorporates responsibility and accountability as an advocate for the consumer of health care and one’s own practice and profession.	4	4.7	3.7		
8. Collaborate with other health team members to promote maximal health potential.	4.2	4.5	4		
9. Evaluate problem solving and decision making through use of the critical thinking process.	4.3	4.4	4.5		
Mean:	4.08	4.3	4.0		

Comments _____

BSN ENROLLMENT FIVE YEAR HISTORY

YEAR	APPLICANTS	ADMISSIONS	GRADUATES
2000-2001	18	18	17
2001-2002	13	13	15
2002-2003	14	14	10
2003-2004	17	17	15
2004-2005	13	13	13
2005-2006	18	18	

BSN PROGRAM FIVE YEAR COURSE ENROLLMENT HISTORY

Course	Title	Sp 2000	Fall 2000	Sp 2001	Fall 2001	Sp 2002	Fall 2002	Sp 2003	Fall 2003	Sp 2004	Fall 2004	Sp 2005	Fall 2005
Nsg. 3200	Health Assessment		17		19		14		19		20		21
Nsg. 3300	Health Deviations	15		17		12		22		21		15	
Nsg. 3500	Professional Nursing Concepts		18		13		14		17		13		19
Nsg. 3600	Complex Nursing Situations	12		18		13		14		12		16	
Nsg. 4000	Research in Nursing Practice		9		16		12		15		10		13
Nsg. 4100	Community Health Nursing		14		16		10		16		13		14
Nsg. 4300	Leadership and Management in Nursing	16		13		14		14		14		12	
Nsg.4400	Nursing Practicum	13		17		15		10		15		13	
Nsg. 4441	School Nurse Practicum					2							1
Total Enrollment per Semester:		56	58	62	64	56	50	60	67	62	56	56	

APPENDIX IX

BSN

Enrollment

IMPLEMENTATION OF THE MISSION OF FAIRMONT STATE UNIVERSITY AND THE AACN ESSENTIALS
by the
BACHELOR OF SCIENCE IN NURSING PROGRAM

FAIRMONT STATE UNIVERSITY MISSION & GOALS	AACN ESSENTIALS OF BACCALAUREATE EDUCATION FOR PROFESSIONAL NURSING PRACTICE	BACHELOR OF SCIENCE IN NURSING MISSION, GOALS, & PRACTICE
<i>1. "The University provides a well rounded education, enabling students to gain the knowledge and skills needed for self-fulfilling, responsible citizenship and employability.</i>	<i>1. "In the senior college and university setting, every academic discipline is based on a discrete scientific body of knowledge with unique and distinctive applications. The setting provides a forum for contemplating physical, social, behavioral, and ethical problems within and across disciplines."</i>	<i>1. "The integration of the students' intellectual, personal, ethical, and cultural development, coupled with a general education foundation encourages and promotes the growth of every student. By fostering professional growth, the faculty encourage the student to become a positive influence on the nursing profession and society."</i>
<i>2. "To strengthen intellectual development, all students pursuing a degree at Fairmont State University are engaged in a general education program, a body of course work designed to expand their knowledge of civilization, society, scientific inquiry, and artistic expression while preparing them to think critically and communicate clearly."</i>	<i>2. "Liberal learning provides a solid foundation for the development of clinical judgment skills required for the practice of professional nursing. While providing a framework of knowledge in the arts and sciences, liberal education also promotes critical thinking, the basis for clinical judgment and ethical decision making. Through liberal education, students encounter a diversity of thought that enables them to integrate varied perspectives and divergent experiences."</i>	<i>2. "In concurrence with the mission of the University, the nursing faculty accept the responsibility of providing a caring, educational environment in which the learner can gain the depth and breadth of knowledge in the humanities, natural sciences, and social sciences."</i>
<i>3. "Through these studies, students also explore the interrelationships among disciplines and prepare for a lifetime of learning."</i>	<i>3. "Liberal education is not a separate or distinct segment of professional education, but an integrated educational experience, recognized and valued as an ongoing, lifelong process. Courses in the arts, sciences, and humanities provide a forum for the study of values, ethical principles, and the physical world as well as opportunities to reflect and apply knowledge gained to professional practice."</i>	<i>3. "Teaching is the process of co-creating with the learner a social and intellectual environment that foster caring, systematic inquiry, ethical decision making and critical thinking. This environment promotes a commitment to lifelong learning."</i>

**COMPARISON OF FSU GRADUATE PROFILE
AND
BSN GRADUATE OUTCOMES**

FSU GRADUATE PROFILE	BSN GRADUATE OUTCOMES
1. <i>Students should acquire an informed appreciation of the arts, the humanities and the social and natural sciences; they should become aware of the relationships of the academic disciplines among themselves and with broader social and ethical issues.</i>	<i>Graduates of the program should be able to:</i> 1. <i>“Synthesize empirical and theoretical knowledge from nursing and general education including social sciences, natural sciences, mathematics, English, and humanities as a framework for professional clinical practice.</i>
2. <i>“Students should develop competence in mathematics, oral and written communication, reading, and listening.”</i>	1. <i>Listed above.</i> 2. <i>“Employ effective communication in verbal, non-verbal, and technological aspects of nursing care.”</i>
3. <i>“Students should acquire problem-solving skills to aid them in making decisions about personal values and career strategies. They should demonstrate proficiency in their major fields of study so as to be competitive in the job market or gain admission to respected graduate or professional schools.”</i>	9. <i>“Evaluate problem solving and decision making through the use of the critical thinking process.”</i> 3. <i>“Assess the effectiveness of planned change to assure an environment conducive to maximizing health potential for individuals, families, and communities.”</i>
4. <i>“Students should have techniques for coping with the vast amounts of information available in a rapidly changing society; they should accept the necessity and pleasure of lifelong learning.”</i>	5. <i>“Assume responsibility for self-direction in life-long learning, maintain legal and ethical standards, and participate in activities that contribute to personal and professional growth.”</i>
5. <i>“Students should develop sensitivity in matters of social justice, accepting and appreciating ethnic or personal differences among individuals in our society. Students should maintain an ethical view that respects the life, property, opinions, and findings of others.”</i>	7. <i>“Synthesize a personal philosophy of nursing which incorporates responsibility as an advocate for the consumer of health care and one’s own practice and profession.”</i>
6. <i>“Students should have the knowledge and attitudes that lead to physical health and well-being.”</i>	4. <i>“Assess the effectiveness of planned change to assure an environment conducive to maximizing health potential for individuals, families, and communities.”</i>