

Continuous Improvement Progress Report Template

This template addresses the 2018 [Standards for Accreditation of Baccalaureate and Graduate Nursing Programs](#).

Official Name of Institution: Fairmont State University

Program(s) Under Review:

- | | |
|--------------------------------|-------------------------------------|
| Baccalaureate | <input checked="" type="checkbox"/> |
| Master's | <input type="checkbox"/> |
| Post-Graduate APRN Certificate | <input type="checkbox"/> |
| Doctor of Nursing Practice | <input type="checkbox"/> |



Instructions

Programs Under Review

The Continuous Improvement Progress Report (CIPR) should address only the program(s) under review. Tables in the template may be edited to remove program(s) that are not subject to review at this time; however, **the standard, key element, and elaboration statements must not be altered or deleted** by the institution.

Page Limit

The completed CIPR should not exceed seventy (70) pages. The page limit does not include appendices.

Other Considerations

All materials should be uploaded and/or attached with the correct page orientation (portrait or landscape). While the narrative of the CIPR must be presented in portrait orientation, appendices may be presented in landscape orientation if appropriate.

Submission

All reports must be submitted on or before the due date (but no sooner than 30 days before the due date) to ensure that the information provided is current. Email the completed report and appendices, if any, as one document in PDF format, to ccnereports@ccneaccreditation.org.

Please do not send hard copies to CCNE.

Program Information Form

Regardless of whether the program is under review, please identify all baccalaureate, master’s, Doctor of Nursing Practice, and post-graduate APRN certificate tracks offered by the nursing unit. For each track, list current enrollment data. For the baccalaureate program, include only nursing students (not pre-nursing students).

The institution may add or delete rows in the following tables as necessary.

Baccalaureate Program

The institution does not offer a baccalaureate degree program in nursing.

Track(s)	Year Track Became Operational	# Students Enrolled	Locations/Campuses Offered
Generic/Traditional/Pre-licensure			
RN-BSN/Post-licensure	1997	118	FSU/Online
Second Career/Fast Track/Accelerated			
Other (specify): _____			

Master’s Program

The institution does not offer a master’s degree program in nursing.

Track(s)	Year Track Became Operational	# Students Enrolled	Locations/Campuses Offered
Track Name: _____			
Track Name: _____			
Track Name: _____			

Doctor of Nursing Practice Program

The institution does not offer a Doctor of Nursing Practice program.

Track(s)	Year Track Became Operational	# Students Enrolled	Locations/Campuses Offered
Track Name: _____			
Track Name: _____			
Track Name: _____			

Post-Graduate APRN Certificate

The institution does not offer a post-graduate APRN certificate program.

Track(s)	Year Track Became Operational	# Students Enrolled	Locations/Campuses Offered
Track Name: _____			
Track Name: _____			
Track Name: _____			



Standard I

Program Quality: Mission and Governance

Key Element I-A

The mission, goals, and expected program outcomes are:

- congruent with those of the parent institution; and
- reviewed periodically and revised as appropriate.

Elaboration: The program's mission, goals, and expected program outcomes are written and accessible to current and prospective students, faculty, and other constituents. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. The mission may relate to all nursing programs offered by the nursing unit, or specific programs may have separate missions. Program goals are clearly differentiated by level when multiple degree/certificate programs exist. Expected program outcomes may be expressed as competencies, objectives, benchmarks, or other terminology congruent with institutional and program norms.

There is a defined process for periodic review and revision of program mission, goals, and expected program outcomes that has been implemented, as appropriate.

I-A 1. Affirm that the following documents are written and accessible to all constituents:

- Mission

Describe how the mission is accessible to constituents:

The Fairmont State University Mission statement can be found on the [Fairmont State University Website](#). The SON Mission statement can be found in the BSN Student Handbook (Mission Statement) (Appendix A), and on the [School of Nursing \(SON\) website](#).

- Goals

Describe how the goals are accessible to constituents:

The expected goals/BSN program outcomes can be found in the BSN Student Handbook (Appendix A), Program Information sheet (Appendix B), and the [SON Website](#).

- Expected program outcomes

Describe how the expected program outcomes are accessible to constituents:

The expected BSN student outcomes can be found in the BSN Student Handbook (Appendix A), Program Information sheet (Appendix B), and on the [SON Website](#).

I-A 2. Affirm that the mission statement, goals, and expected program outcomes are congruent with those of the parent institution:

- Yes
 No



I-A 3. Have there been any changes in the mission, goals, and/or expected program outcomes since the last on-site evaluation?

- Yes
 - Date changes were implemented: January 2019
- No

If yes, include an appendix or link with the new statements of mission, goals, and expected program outcomes, and in the space below, explain how the program remains in compliance with this key element.

The program remains in compliance with this key element as the mission, goals, and/or expected program outcomes were reviewed in even years.

Mission Statement

In May of 2016, the word “registered” was added to the mission statement to accurately reflect the student demographics of the program. Fairmont State University revised its mission statement in fall 2018. In November 2018, the RN-BSN Curriculum Committee reviewed the University mission statement and compared it to the SON mission statement and found them to be in alignment (November, 2018). In February 2019, the SON developed a joint vision and mission statement; previously each program had a separate mission statement (ASN and RN-BSN). A comparison of the mission statement to the University mission is found in the following table.

Fairmont State University Mission Statement	School of Nursing Mission Statement
<i>Fairmont State University is a comprehensive, regional university committed to educating global citizen leaders in an environment distinguished by a commitment to excellence, student success and transformational impact.</i>	<i>The mission of the Fairmont State School of Nursing is to serve as a leader in improving the health of West Virginia and the global community through a commitment to excellence and innovation in teaching, scholarship, and service.</i>

The BSN Goals/Expected Program Outcomes were reviewed every two years with the most recent change occurring in January 2019. The RN-BSN program, in alignment with the Commission of Collegiate Nursing Education (CCNE) Standards (Amended 2018) and *The Essentials of Baccalaureate Education for Professional Nursing Practice* (2008). The BSN curriculum committee revised goals/program outcomes and student outcomes to evaluate program effectiveness in January 2019.

Program Goals/Outcomes

Graduates of the BSN program will be able to:

1. Integrate a background in the liberal arts with the knowledge, skills, and values of professional nursing in order to improve patient and healthcare outcomes. (Essential I, V, VI, VIII)
2. Prepare nurse generalists to provide safe, ethical, evidenced-based, patient-centered care that reflects critical thinking and inter-professional collaboration. (Essential II, III, VI, VIII)
3. Manage information and technology to enhance clinical decision making for quality patient-centered care in a variety of settings. (Essential II, IV, V, VI, VII)
4. Apply principles of prevention and health promotion when providing patient-centered care. (Essential II, VII)
5. Contribute to the profession of nursing by engaging in leadership, scholarship, and practice activities. (Essential III, VIII, IX)
6. Prepare nurse generalists for professional role development through lifelong learning, graduate education, and specialization within their chosen career path. (Essential VIII)

BSN Expected Student Outcomes



The BSN Goals/Expected Student Outcomes were identified in 2011 and were reviewed every two years based on assessments results. The Expected Student Outcomes were revised in January 2019 after a review of data trends.

Expected Student Outcomes

1. Seventy percent of BSN students will complete the program within five years.
2. Twenty-five percent of BSN graduates will indicate they will pursue professional certification or graduate study within five years of graduation.
3. Seventy-five percent of BSN graduates will state that they have met the goals/program outcomes.
4. Seventy-five percent of BSN graduates will report overall program satisfaction.
5. Seventy percent of BSN alumni will report employment within six months of program completion.

The program remains in compliance with this key element as the mission, goals/expected program outcomes and student outcomes are reviewed in even years and as needed.

Optional: Key Element I-A

Is there any other information that the program would like to provide related to this key element?

Insert text here.

Key Element I-B

The mission, goals, and expected program outcomes are consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.

Elaboration: The program identifies the professional nursing standards and guidelines it uses. CCNE requires, as appropriate, the following professional nursing standards and guidelines:

- The Essentials of Baccalaureate Education for Professional Nursing Practice [American Association of Colleges of Nursing (AACN), 2008];
- The Essentials of Master's Education in Nursing (AACN, 2011);
- The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006); and
- Criteria for Evaluation of Nurse Practitioner Programs [National Task Force on Quality Nurse Practitioner Education (NTF), 2016].

A program may select additional standards and guidelines that are current and relevant to program offerings.

A program preparing students for certification incorporates professional standards and guidelines appropriate to the role/area of education.

An APRN education program (degree or certificate) prepares students for one of the four APRN roles and in at least one population focus, in accordance with the Consensus Model for APRN Regulation: Licensure, Accreditation, Certification and Education (July 2008).

I-B 1. Identify the professional nursing standards/guidelines that are in use by CCNE-accredited programs (note different dates of documents):

The program may delete sections that for programs that are not under review at this time.



Baccalaureate Program:

- Not Applicable (no CCNE-accredited baccalaureate offerings)
- The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008)
- Other (please specify below):
 - [ANA Code of Ethics](#) (2015)
 - [Core Competencies for Inter-professional Collaborative Practice](#) (2011)
 - [QSEN Competency KSA's](#)

All of the professional nursing standards/guidelines are referenced in course syllabi with appropriate links.

Master's Program:

- Not Applicable (no CCNE-accredited master's offerings)
- The Essentials of Master's Education in Nursing* (AACN, 2011)
- Criteria for Evaluation of Nurse Practitioner Programs* (National Task Force on Quality Nurse Practitioner Education, 2016)
- Other (please specify below):

Post-Graduate APRN Certificate Program:

- Not Applicable (no CCNE-accredited advanced practice offerings)
- Criteria for Evaluation of Nurse Practitioner Programs* (National Task Force on Quality Nurse Practitioner Education, 2016)
- Other (please specify below):

Doctor of Nursing Practice Program:

- Not Applicable (no CCNE-accredited DNP offerings)
- The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006)
- Criteria for Evaluation of Nurse Practitioner Programs* (National Task Force on Quality Nurse Practitioner Education, 2016)
- Other (please specify below):

I-B 2. Have there been any changes in the professional nursing standards and guidelines used by the program(s) under review in this CIPR since the last on-site evaluation?

Program(s) Under Review:	Yes	No
Baccalaureate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Master's	<input type="checkbox"/>	<input type="checkbox"/>
Post-Graduate APRN Certificate	<input type="checkbox"/>	<input type="checkbox"/>
Doctor of Nursing Practice	<input type="checkbox"/>	<input type="checkbox"/>

If yes, please describe the changes in the space below and validate that the standards include/continue to include those identified above.



The BSN Curriculum Committee faculty reviewed competencies (January and March 2019) and removed the following:

- Essential Nursing Competencies and Curricula Guidelines for Genetics and Genomics (2005)
- AACN Recommended Baccalaureate Competences and Curricular Guidelines for the Nursing Care of Older Adult (2010)
- AACN Cultural Competency in Baccalaureate Nursing Education (2008)

The committee felt that the Older Adult competency is focused on NURS 3340 (Nursing Care of the Older Adult) and not necessarily a foundational competency in every course in the program. The cultural competencies and genetics and genomics are integrated in many of the other standards/guidelines utilized in the program. The competencies that remain are foundational and integrated throughout the curriculum.

If yes, and the changes affect the preparation of students for certification, describe in the space below the relevance of the selected professional standards and guidelines for the role/area of education.

The changes do not affect the preparation of students for certification.

Insert text here.

I-B 3. Does the institution offer any APRN program(s) under review in this CIPR?

- Yes
- No

If yes, indicate the role(s) and population foci below. (The tables may be adapted to include as many population foci as necessary.)

- Nurse Practitioner
Population Focus: ____
- Clinical Nurse Specialist
Population Focus: ____
- Nurse-Midwife
Population Focus: ____
- Nurse Anesthetist
Population Focus: ____

Optional: Key Element I-B

Is there any other information that the program would like to provide related to this key element?

Insert text here.



Key Element I-C

The mission, goals, and expected program outcomes reflect the needs and expectations of the community of interest.

Elaboration: The community of interest is defined by the nursing unit. The needs and expectations of the community of interest are considered in the periodic review of the mission, goals, and expected program outcomes.

I-C 1. Indicate the date the mission, goals, and expected program outcomes were last reviewed, and the frequency with which they are reviewed for the program(s) under review in this CIPR.

Program(s) Under Review:	Date of Last Review	Frequency of Review
Baccalaureate	<u>February 2019</u>	Every 2 years
Master's	—	—
Post-Graduate APRN Certificate	—	—
Doctor of Nursing Practice	—	—

Describe the outcome of those reviews:

Mission Statement
 A minor change in the BSN Program Mission occurred in the May 2016 as noted in the comments for I-A-3 and was last reviewed in November 2018 as a result of changes to the University mission statement. In November 2018, the BSN Curriculum Committee reviewed the mission statement to ensure that it was congruent with the current Fairmont State University mission statement. The most recent change to the mission statement occurred in February 2019 when the SON adopted one mission statement; instead of separate ASN and BSN mission statements.

Goals/Expected Program Outcomes
 The BSN Goals/Expected Program Outcomes were reviewed every two years with the most recent change occurring in February 2019. The RN-BSN program, in alignment with the Commission of Collegiate Nursing Education (CCNE) Standards (Amended 2018) and *The Essentials of Baccalaureate Education for Professional Nursing Practice* (2008). The BSN curriculum revised goals/program outcomes and student outcomes to evaluate program effectiveness (February 2019). The program goals and outcomes can be found in Standard I-A-3 of this report.

Program Concepts/Framework
 Four major concepts (Nurse Generalist, Professional Role Development, Critical Thinking, and Patient-Centered Care) serve as the BSN Framework and aids in the student in becoming a nurse generalist. Three concepts were initially identified in 2011, with each concept containing a list of several sub-concepts. The list of concepts and sub-concepts were reviewed every two years. In January, 2019, a 4th concept was defined, Nurse Generalist. Definitions for each of the concepts were synthesized from the list of sub-concepts in January 2019. The concepts are defined as follows and can be found in the BSN Student Handbook (Appendix A) and on the [School of Nursing Website](#):

Nurse Generalist: The RN functions as a leader, manager, and an advocate when providing patient-centered care in an inter-professional collaborative environment through use of knowledge, skills, professional values, critical thinking, and professional development.

Professional Role Development: The profession of nursing is rapidly changing in response to transformations within the complex healthcare delivery system. In order to prepare the nurse generalist for these new roles, the RN-BSN completion program provides the foundation for lifelong learning, scholarship, graduate education, and specialization within their chosen career path.

Critical Thinking: Nurses function in an environment where information and clinical situations change frequently. Critical thinking enables nurses to analyze and respond to different



challenges through use of the nursing process, evidence-based practice, professional standards, information management systems, and ethical codes.
Patient-Centered Care: Nursing focuses on the delivery of quality, safe, ethical, and evidenced-based patient-centered care with emphasis on prevention and population health. Patients include individuals, families, groups, communities, and populations.

I-C 2. Define the nursing unit’s community of interest.

Internally, communities of interest are the current ASN and RN-BSN students, nursing faculty and staff, alumni, and the university. Externally the communities of interest include prospective students, the Nursing Advisory Council, professional and community groups, and regulatory and accrediting bodies.

Community of Interest	Communication Mechanism(s)	Exemplars
ASN Students	Personal and informal communication during admission and advising sessions.	Students in the ASN program have frequently indicated to faculty that they would like the opportunity to take summer BSN courses. As a result, in the summer of 2019, 3 BSN courses will be offered.
RN-BSN Students	Course/faculty evaluations.	95% of students responding to a survey in all BSN courses indicated they would like BSN summer course offerings. In the summer of 2019, 3 BSN courses will be offered. Students transitioning from the ASN program expressed a desire to continue into the BSN program. To accommodate students who may move out of WV, the policy for WV licensure was revised (November 2016). Students were required to have an unencumbered West Virginia Registered Nurse License. This was revised for students to have an unencumbered Registered Nurse License in the state where the student completes their projects. Students expressed on going frustration with the use of Verified Credentials (immunization tracking system). The immunization tracking policy was rescinded September 2018. Beginning in the Fall 2019, as a result of data trends regarding health requirements at other universities, tracking of immunizations will be implemented for students in the program.
Nursing Faculty and Staff	School meetings, professional development activities and workshop attendance, community and professional service.	Fairmont State University sponsored Assessment carnivals held in January and March 2019. This assisted in reviewing and updating program goals and outcomes using the University’s program software, TaskStream.
Alumni	Post-graduation surveys, formal and informal feedback from alumni.	Surveys from alumni have indicated a desire for summer course offerings. Summer course offerings will be piloted in the summer of 2019.



		Also, alumni requested that it would have been better if the BSN courses had been fully online and felt that this would increase enrollment and make continuing their education easier. Fairmont State University’s RN-BSN program began offering fully asynchronous online classes in the Fall 2015. Feedback has been very positive.
Nursing Advisory Council	Yearly Nursing Advisory luncheons	Employer surveys and feedback at the nursing advisory meeting indicated that a more seamless transition from the ASN-BSN programs should occur and encouraged us to move the program to on-line. The RN-BSN program moved to an online format beginning in the Fall 2015.
Professional and Community Groups	Faculty serve on a variety of community and professional boards.	Dr. Denice Kirchoff, West Virginia Junior College Nursing Advisory Board Dr. Ashley Shroyer, Marion County Senior Citizen Board Dr. Sharon Boni - WV Association of Deans and Directors of Nursing Education Programs Dr. Laura Clayton - Board of Directors Shenandoah Valley Community Health Center, peer reviewer <i>Nursing Education Perspectives</i> , WV Association of Deans and Directors of Nursing Education Program
University	Service on University and School committees.	Fairmont State University has encouraged faculty to provide more online learning options for students. The RN-BSN program moved to an online program in fall 2015. The University has also encouraged programs to have summer course offerings. The RN-BSN program will pilot summer course offerings in 2019. Faculty Development funding has provided opportunities for local, state, and national conferences.
Regulatory and Accrediting Bodies	Formal reports to WVBOERN, CCNE CIPR, University accrediting bodies	Reviewed CCNE Standards amended August 2018 to ensure congruence.
I-C 3.		

Have there been any changes to the program’s community of interest since the last on-site evaluation?

- Yes
- No

If yes, describe the changes:

In May of 2016, NURS 4440 (Nursing Practicum) moved from 60 clinical practicum hours to developing, planning, and evaluating an evidence-based project. In February of 2019, students began to keep a log of their evidence-based project hours and align their activities with the



Program Outcomes and BSN Essentials. The logs are verified by their nurse mentor for approval. Faculty verify that students have completed the correct number of clinical practicum hours. Students network with nurse leaders and interprofessional team members in clinical agencies to identify possible topics. Examples of evidence-based project proposals have included: giving bedside shift reports, medication reconciliation for home health nurses, SON policy for the *Student Incident Report*, and kangaroo care (skin-to-skin) contact following the birth of an infant.

This curricular change requires BSN students to enhance the development of their evidence-based practice skills, interprofessional collaboration, and leadership skills. Completion of evidence-based practice projects are welcomed by the clinical agencies and assist agencies in developing quality improvement initiatives (May 2016 meeting minutes).

Optional: Key Element I-C

Is there any other information that the program would like to provide related to this key element?

Insert text here.

Key Element I-D

The nursing unit's expectations for faculty are written and communicated to the faculty and are congruent with institutional expectations.

Elaboration: Expectations for faculty are congruent with those of the parent institution. The nursing unit's expectations for faculty, whether in teaching, scholarship, service, practice, or other areas, may vary for different groups of faculty (full-time, part-time, adjunct, tenured, non-tenured, or other).

I-D 1. Identify the expected faculty outcomes in the space below:

The SON follows university policy and procedures related to promotion and tenure. Faculty outcomes are communicated through the [Fairmont State University Faculty Handbook](#). Faculty is evaluated on a range of criteria relating to teaching, scholarly activity, possession of terminal degree, service to the college community, and potential for professional growth.

Probationary Faculty members, those in their first or second year of teaching at Fairmont State University, are evaluated annually. Each probationary faculty members completes a [Self-Evaluation](#) and has two peer classroom evaluations (one peer is selected by the probationary faculty member and the other by the SON Dean) which are submitted to the SON Dean for review and completion of the Dean Evaluation Form. The evaluation packet is forwarded to the Provost Office for review and submission to the President. Probationary faculty members are informed of the review process by the SON Dean with information about the process posted on the University web site under [Institutional Forms](#), Faculty Staff, and Academic Affairs and is also available in the SON Faculty Handbook.

Faculty members provide updated performance documentation/portfolio in the University TaskStream Learning Achievement Tools site each academic year in August based on their teaching, scholarship and service. The portfolio is submitted to the SON Dean and Provost for review. This is done annually in October. Information regarding the process can be found in the SON Faculty Handbook.

Fairmont State University course evaluation system utilizes I.D.E.A. survey; however, this survey did not allow for an effective evaluation of team-taught courses that are used in the SON program. Thus, the SON has created a survey that has resulted in an increase in responses from the students as well as more detailed feedback for the faculty. Fairmont State University has endorsed the SON student evaluation process. Students evaluate faculty instruction each



semester according to the Fairmont State University SON Course Level Evaluation process (SON Faculty Handbook) through use of the instructor survey conducted via Survey Monkey. BSN Course Evaluations are conducted for each course offering through use of Survey Monkey links placed on the course Blackboard Learning Management System course site (SON Faculty Handbook). The course evaluations focus on student satisfaction with textbooks, Blackboard site, course organization, course assignments and activities, learning resources, format, syllabus, grading procedures, achievement of course outcomes, overall course rating, and student's self-valuation of competency level outcomes for the course. Faculty aggregate student feedback on these evaluations and document the results in the course log at the end of each semester.

Faculty outcomes are published in the SON Faculty Handbook and are congruent with Fairmont State University's Teaching, Scholarship, and Service requirements for promotion and tenure. The BSN faculty outcomes include:

Teaching:

1. Eighty percent of student course evaluations will be rated at three or higher (on a scale of 1-5) per course per academic year.

Scholarship:

2. Fifty percent of the BSN faculty will have doctoral degrees per academic year.
3. Seventy-five percent of BSN faculty will have a specialty certification per academic year.
4. One Hundred percent of BSN faculty will attend at least one faculty development activity per academic year.
5. Twenty-five percent of BSN faculty will present or publish per academic year.

Service:

6. Fifty percent of BSN faculty will be involved in professional or community service activities per academic year.
7. One Hundred percent of BSN faculty member will be involved in university or nursing department service activity per academic year.

Aggregate faculty outcomes were developed by the BSN faculty and are consistent with the SON and Fairmont State University expectations. The SON faculty and staff adhere to the same policies as established by Fairmont State University. These policies and procedures can be found in the following manuals and address such issues as non-discrimination, employment, faculty appointment, evaluation, promotion, tenure, academic rank, and grievance procedures. The following links have been provided:

- [The Fairmont State University Faculty Handbook](#)
- [The Fairmont State University Employee Handbook](#)
- [The Fairmont State University Board of Governors' Policies and Procedures](#)
- [The West Virginia Higher Education Policy Commission Policies](#)

The SON follows the university policy related to annual evaluation of faculty as described in the SON Faculty Handbook.

New faculty is oriented on the university level as well as the SON level. The university offers a general orientation program that includes regular meetings with other new faculty, mentors, and representatives from administration. This helps new faculty become familiar with the policies and procedures of the university as well as its' core values of teaching, scholarship, and service.

The SON developed a mentoring committee that consists of nursing faculty who are assigned the task of providing appropriate mentoring opportunities to new nursing faculty. The mentoring committee is a standing SON committee that meets monthly to discuss the components that should be addressed as well as evaluation methods, and ways to improve the process based on feedback from the faculty. The committee assigns a full-time nursing faculty member to serve as a mentor to the new nursing faculty member. The purpose of this mentorship is to assist the new faculty member with the transition to teaching, the SON, and the university. The mentorship is a two-year process where formal and informal meetings occur between the mentor and mentee. Examples of learning modules include:

- Examination administration



- Blackboard Learn operation
- Classroom teaching and assessment strategies
- Clinical faculty roles and responsibilities
- Skills and simulation laboratories
- Review of Fairmont State University and SON policies

Additionally, in the fall 2017, lunch and learn seminars were implemented for new, full-time nursing faculty on topics that would assist them in their transition to the faculty role (Mentoring Committee minutes March 2017). Topics have included test blueprinting, tenure and promotion, use of TaskStream, and advising. In the fall 2018, a faculty bootcamp was held prior to the start of the professional development week at Fairmont State University. This allowed for a more concentrated effort to meet the needs of new faculty. Topics included: handbook review, expectations, preparing for lecture, clinical, skills, and simulation laboratory information (Mentoring Committee minutes September 2017; April 2018). All faculty members also has access to NurseTim continuing education activities for faculty development and our encouraged to attend regional, state, national or international faculty development conferences.

I-D 2. Have there been any changes in expected faculty outcomes, institutional expectations, and/or the way they are communicated since the last on-site evaluation?

- Yes
 No

If yes, attach appendices as necessary, and describe how the expected faculty outcomes remain congruent with those of the parent institution.

Expected faculty outcomes, institutional expectations, and/or the way they are communicated are reviewed every two years. The most recent review in February 2019 resulted in establishing benchmarks for the faculty outcomes in the areas of teaching, scholarship, and service as noted in I-D 1 (February 2019).

Optional: Key Element I-D

Is there any other information that the program would like to provide related to this key element?

Insert text here.

Key Element I-E

Faculty and students participate in program governance.

Elaboration: Roles of the faculty and students in the governance of the program, including those involved in distance education, are clearly defined and promote participation. Nursing faculty are involved in the development, review, and revision of academic program policies.

I-E 1. Has there been a change in faculty and/or student participation in program governance since the last on-site evaluation?

- Yes
 No



If yes, attach appendices as necessary (highlighting or citing the relevant changes), and in the space below describe how the program remains in compliance with this key element.

With the move of the RN-BSN program from a hybrid format to an asynchronous online format in 2014, changes in the process for student participation in program governance were made. Any proposed curriculum or policy changes are posted through an announcement on the student's Blackboard course site. A request is made for student comments on the proposed change, within two weeks. Student comments are then reviewed by the BSN Curriculum Committee for potential changes to the policy; once the changes are finalized the proposed curriculum or policy change is taken to the SON faculty for approval.

An example of how a policy changes was communicated to students and their feedback occurred on October 31, 2018 when changes to the health requirement policy were recommended by the faculty, supported by the students, and then approved by the SON faculty.

The SON is structured to foster and facilitate participation by both faculty and students in the governance of the program, as well as the University. The SON organizational structure remains unchanged. Adjuncts are encouraged to attend the faculty meetings; however, are often unable to do so due to external work commitments. Adjuncts are members of the community of interest and can also provide input into curriculum or policy changes through communication with faculty members. All full-time faculty members attend monthly school meetings, BSN curriculum committee meetings and serve on at least one sub-committee: mentoring, recruiting, retention, simulation, student advocacy, scholarship, or pinning.

SON Faculty Representation on Fairmont State University Committees:

Committee	2016-2017	2017-2018	2018-2019
Dean's Council	Dr. Sharon Boni Dr. Tanya Rogers	Dr. Sharon Boni Dr. Tanya Rogers	Dr. Sharon Boni Dr. Laura Clayton
Academic Affairs	Dr. Sharon Boni Dr. Tanya Rogers	Dr. Sharon Boni Dr. Tanya Rogers	Dr. Sharon Boni Dr. Laura Clayton
Strategic Planning & Budget Oversight	Dr. Sharon Boni	Dr. Sharon Boni	N/A-Committee no longer relevant
Faculty Senate	Dr. Fran Young Dr. Veronica Gallo	Dr. Julie Furrow Dr. Theresa Jones	Dr. Denise Kirchoff Dr. Theresa Jones
Academic Appeals	Leia Bobo Dr. Veronica Gallo Vicki Kerwin	Janet Gilberti April Griseto Leia Bobo Vicki Kerwin Dr. Tanya Rogers Dr. Ashley Shroyer	Janet Gilberti Vicki Kerwin Dr. Ashley Shroyer
Admissions and Credits	Dr. Ashley Shroyer Leslie Perine	Dr. Denise Kirchoff Dr. Tanya Rogers Dr. Ashley Shroyer Ellen Condron	Dr. Denise Kirchoff Ellen Condron Dr. Ashley Shroyer
Athletics	Dr. Veronica Gallo	Dr. Veronica Gallo Dr. Ashley Shroyer Ellen Condron	Dr. Ashley Shroyer
Curriculum	Dr. Debra Hoag, chair	Kimberly Derico	Kimberly Derico
Faculty Development	Dr. Theresa Jones	Deborah Coen	Janet Gilberti
Faculty Welfare	Leslie Perine Dr. Theresa Jones Dr. Julie Furrow Dr. Fran Young	Dr. Julie Furrow	Dr. Fran Young
General Studies	Dr. Ashley Shroyer	Dr. Ashley Shroyer	Dr. Ashley Shroyer/Dr. Fran Young
Institutional Review Board	Dr. Julie Furrow Dr. Theresa Jones Dr. Fran Young	Dr. Veronica Gallo Dr. Fran Young April Griseto	Dr. Debra Hoag



	Dr. Debra Hoag		
International Education	Dr. Julie Furrow	Janet Gilberti Dr. Denice Kirchoff	Janet Gilberti Dr. Denice Kirchoff
Library	Leia Bobo	April Griseto	Alexis Hicks
Presidential Perception Survey	Leia Bobo	April Griseto	Dr. Debra Hoag
Student Financial Aid Appeals	Dr. Debra Hoag	Leia Bobo Dr. Debra Hoag	Ellen Condron
Technology (ad-hoc made permanent in 2016)	Vicki Kerwin	Vicki Kerwin	Vicki Kerwin Dr. Debra Hoag
Common Reader	Dr. Veronica Gallo	Dr. Julie Furrow Janet Gilberti	Dr. Fran Young
Institutional Assessment Council (formerly Critical Friends Group)	Dr. Tanya Rogers Dr. Veronica Gallo Dr. Denice Kirchoff Leia Bobo Vicki Kerwin	Dr. Tanya Rogers Leia Bobo Dr. Denice Kirchoff	Leia Bobo Dr. Denice Kirchoff DR. Laura Clayton
Institutional Planning & Leadership Council (part of strategic planning)	N/A	Dr. Sharon Boni Dr. Tanya Rogers	Dr. Sharon Boni Dr. Laura Clayton

A description of Fairmont State University’s committees can be found on [the Faculty Senate webpage](#) along with requirements for membership.

SON Faculty Representation on SON Committees

Committee	2016-2017	2017-2018	2018-2019
Student Advocacy	Dr. Theresa Jones, chair Ellen Condron Dr. Fran Young Vicki Kerwin Dr. Denice Kirchoff Janet Gilberti	Dr. Theresa Jones, chair Ellen Condron Dr. Fran Young Vicki Kerwin Dr. Ashley Shroyer Janet Gilberti	Dr. Theresa Jones, chair Ellen Condron Dr. Fran Young Vicki Kerwin Dr. Ashley Shroyer Janet Gilberti
Scholarship	Dr. Julie Furrow, chair Dr. Veronica Gallo Ellen Condron Kimberly Derico Dr. Debra Hoag	Dr. Julie Furrow, chair Ellen Condron Kimberly Derico Dr. Debra Hoag	Ellen Condron, chair Kimberly Derico Dr. Debra Hoag
Simulation	Leia Bobo, chair Kimberly Derico Alexis Hicks Vicki Kerwin Dr. Debra Hoag Dr. Fran Young	Leia Bobo, chair Kimberly Derico Alexis Hicks Vicki Kerwin Dr. Debra Hoag Dr. Fran Young Dr. Veronica Gallo Dr. Theresa Jones	Leia Bobo, chair Kimberly Derico Alexis Hicks Vicki Kerwin Dr. Debra Hoag Dr. Fran Young Dr. Theresa Jones
Program Outcomes and Evaluation	Dr. Tanya Rogers, chair Vicki Kerwin Leia Bobo Dr. Julie Furrow Leslie Perine Dr. Fran Young	Dr. Tanya Rogers, chair Vicki Kerwin Leia Bobo Dr. Julie Furrow Leslie Perine Dr. Fran Young Dr. Veronica Gallo	Dr. Sharon Boni Dr. Laura Clayton Dr. Denice Kirchoff Dr. Fran Young Dr. Debra Hoag Dr. Ashley Shroyer
Retention	Leia Bobo, chair Leslie Perine Janet Gilberti Alexis Hicks April Griseto	Leslie Perine, chair Janet Gilberti Alexis Hicks April Griseto Deborah Coen	Janet Gilberti Alexis Hicks



ASN Curriculum	Dr. Tanya Rogers, chair All ASN & LPN-ASN Faculty Dr. Julie Furrow	Dr. Tanya Rogers, chair All ASN & LPN-ASN Faculty Dr. Ashley Shroyer	All ASN & LPN-ASN Faculty Dr. Ashley Shroyer Dr. Sharon Boni Dr. Laura Clayton
BSN Curriculum	Dr. Tanya Rogers, chair All BSN Faculty Vicki Kerwin Dr. Fran Young	Dr. Tanya Rogers, chair All BSN Faculty Vicki Kerwin Dr. Fran Young	Dr. Denice Kirchoff, chair All BSN Faculty Vicki Kerwin/Leia Bobo Dr. Fran Young Dr. Debra Hoag Dr. Sharon Boni Dr. Laura Clayton
Pinning	Dr. Fran Young, chair Dr. Denice Kirchoff Alexis Hicks Dr. Tanya Rogers	Vicki Kerwin, chair Dr. Fran Young Dr. Denice Kirchoff Alexis Hicks Dr. Tanya Rogers Dr. Theresa Jones Kimberly Derico	Dr. Fran Young Dr. Denice Kirchoff Alexis Hicks Dr. Theresa Jones
Nursing Advisory	All full-time faculty	All full-time faculty	Dr. Sharon Boni Dr. Laura Clayton All full-time faculty
Nursing Faculty	All full-time faculty	All full-time faculty	Dr. Sharon Boni Dr. Laura Clayton All full-time faculty
Mentoring	Alexis Hicks, chair Kimberly Derico April Griseto Dr. Ashley Shroyer	Alexis Hicks, chair Kimberly Derico April Griseto Dr. Ashley Shroyer	Alexis Hicks, chair Kimberly Derico Dr. Ashley Shroyer
Recruiting	Leia Bobo, chair Dr. Theresa Jones Alexis Hicks Dr. Veronica Gallo Dr. Fran Young	Leia Bobo, chair Dr. Theresa Jones Alexis Hicks Dr. Veronica Gallo Dr. Fran Young Dr. Denice Kirchoff Deborah Coen Dr. Debra Hoag	Leia Bobo, chair Dr. Theresa Jones Alexis Hicks Dr. Fran Young Dr. Denice Kirchoff Dr. Debra Hoag
The role of each committee as well as membership is defined in the SON's Faculty Handbook.			

Optional: Key Element I-E

Is there any other information that the program would like to provide related to this key element?

Insert text here.

Key Element I-F

Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected program outcomes. These policies are:

- fair and equitable;
- published and accessible; and
- reviewed and revised as necessary to foster program improvement.



Elaboration: Academic policies include, but are not limited to, those related to student recruitment, admission, retention, and progression. Policies are written and communicated to relevant constituencies. Policies are implemented consistently. Differences between the nursing program policies and those of the parent institution are identified and support achievement of the program’s mission, goals, and expected outcomes. A defined process exists by which policies are regularly reviewed. Policy review occurs, and revisions are made as needed.

I-F 1. Have there been any changes in the academic policies of the parent institution and/or the nursing program since the last on-site evaluation?

- Yes
- No

If yes, attach appendices as necessary, and describe how the program remains in compliance with this key element.

The academic policies of the SON are consistent with those of the university. Academic polices are found in the [Fairmont State University Student Handbook](#) and the BSN Student Handbook (Appendix A). To the greatest extent possible, the SON utilizes the academic policies of the university, thereby ensuring congruence. Instances where the SON policy differs from the university policy occur where those differences further the goals, mission and expected outcomes of the BSN program. Examples of policy differences between the university and SON include the requirements for nursing students related to admission, progression, immunizations, etc. The BSN Student Handbook (Appendix A) outlines how policies in the program are handled and the communicated to the students. Polices are changed in BSN Curriculum Committee and/or Nursing Faculty Committee meetings, with documentation recorded in committee minutes. Policies and curriculum changes that affect students will be submitted to students for comment prior to the final faculty vote. After approval by the appropriate committee, if necessary, the new policies are communicated to the students through email, Blackboard, and/or verbal notification on the first day of class when course policies are discussed or as soon as possible if changes are made after the first day of class.
Fairmont State University

Policy	Summary of Change(s)
Academic Forgiveness Policy	Fairmont State University has revised the Repeat Course Policy. Beginning this Fall 2018 all currently enrolled students are eligible to repeat a class they have received a D or F as a final grade. Students may also repeat an upper level course that they received a C in with permission from the Dean/Chair of the department the subject code falls under. The 2018-19 catalog has been updated with the new policy.

Several changes have been made to the BSN policies since on last on-site evaluation.

Policy	Summary of Change(s)
Clinical Agency Requirements	Several changes were made to the policy to improve student compliance rates. The most recent change occurred in October 2018 in which students must comply with clinical agency requirements. Beginning in the Fall 2019 students will need to provide proof of health requirements through use of COMPLIO form American DataBank (Mar. 2019).
Mandatory On-site Attendance Policy	A policy was developed in January 2014 requiring students to attend mandatory days on-campus throughout the program. The policy was deleted in May 2016, since the BSN program is only offered in an asynchronous on-line format. The BSN faculty created an online orientation to the program module that all



	students must complete upon entering the program. The orientation module is evaluated for effectiveness through utilization of a quiz at module completion.
Late Assignment Policy	In August 2013, the policy was revised to delete the wording “excluding holidays and weekends.” An assignment is considered late at any point after the due date, regardless of holidays or weekends, and is subject to point reductions. In January, 2016, the policy was revised once again to allow students the choice of which late assignment they would receive points for if they had multiple late assignments. In February 2019, the policy was modified so that all assignments are to be turned in on time. No assignments will be accepted late without approval of the instructor, prior to the due date. If approval is given, the instructor will establish a new due date. If the student misses the new due date, it will result in a grade of zero. The policy will be implemented in fall 2019.
New ASN Graduate Licensure Requirements	Several revisions to this policy have occurred with the most recent revision being in February 2019. Students must have a valid, unencumbered RN license to enroll in NURS 3350 (Professional Nursing Concepts) or above.
Academic Dishonesty Policy	The policy was reviewed in May 2016 and faculty added specific examples of academic dishonesty and plagiarism. In February 2019, the policy was updated to be more specific.
Admission Criteria for students taking both ASN and BSN courses	Worked with the Registrar’s Office to allow ASN to BSN students to be concurrently enrolled in both programs. Admission criteria for these students include: ASN GPA 3.0 and ACT 22 or higher (April 2017). This has improved tracking and advising of these students. In February 2019, the admission requirements policy was reviewed to include SAT scores.
RN-BSN Program Completion	The RN-BSN Program must be completed within 5 years of taking the first RN-BSN class NURS 3350 (Professional Concepts in Nursing) (August 2017).
NURS 3320 (Health Assessment)	A test-out option is available for NURS 3320 (Health Assessment) (August 2017). Students are responsible for any cost associated with the test-out option.
Development of Articulation Agreements	Articulation agreements were developed with Bridge Valley, Community and Technical College, Northern West Virginia Community and Technical College, Eastern West Virginia Community and Technical College, and Blue Ridge Community and Technical College to ease transition of ASN students into the RN-BSN program (October 2017).
English Course Options	Students are allowed to take either ENGL 1102 (Written English II) or 1103 (Technical Writing). Many transfer students were being required to take an additional ENGL course at Fairmont State University since the course transferred in as ENGL 1103.
Policy Changes	In February 2019, a more consistent approach to allowing student input into policy changes was initiated. Any proposed BSN curriculum or policy changes is posted through an announcement on the student’s Blackboard course site. A request is made for student comments on the proposed change within two weeks. Student comments are then reviewed by the BSN Curriculum Committee for potential changes to the policy; once the changes are finalized the proposed curriculum or policy change is taken to the SON faculty for approval.

Optional: Key Element I-F

Is there any other information that the program would like to provide related to this key element?

Insert text here.

Key Element I-G

The program defines and reviews formal complaints according to established policies.

Elaboration: The program defines what constitutes a formal complaint and maintains a record of formal complaints received. The program’s definition of formal complaints includes, at a



minimum, student complaints. The program’s definition of formal complaints and the procedures for filing a complaint are communicated to relevant constituencies.

I-G 1. Identify the URL (citing a page number if appropriate) where the program defines what constitutes a formal complaint, or provide the definition below:

The process for what constitutes a formal complaint and the procedure for handling formal complaints is outlined in the [Fairmont State University Student Handbook](#). Academic appeals and grade appeal information can be found in the [Fairmont State University Student Handbook](#) and the Fairmont State University [Board of Governors Policies](#). Formal complaints, including such items as grade appeals, sexual harassment, or plagiarism, are handled according to the Fairmont State University policy, which can be found in the Fairmont State University Student Handbook. Attempts to resolve any problems or issues begin with discussions between the student and professor, and if the problem cannot be resolved at this level, a procedure is clearly identified for the student to follow.

The BSN Student Handbook (Appendix A) outlines the grievance policy and appeal procedures. Students are encouraged to discuss any issues with the instructor of the course. If a remedy is not possible, the appeal and/or complaint is then introduced at to the BSN Curriculum Committee. The student is then notified of the decision from the committee by their advisor or instructor of the course, depending upon the situation. The student may appeal to the dean.

To date (April 30, 2019) no formal complaints received. Policy reviewed and no changes made.

I-G 2. Have there been any changes to the complaint definition and/or process since the last on-site evaluation?

- Yes
- No

If yes, provide details below.

Insert text here.

Optional: Key Element I-G

Is there any other information that the program would like to provide related to this key element?

Insert text here.

Key Element I-H

Documents and publications are accurate. A process is used to notify constituents about changes in documents and publications.

Elaboration: References to the program’s offerings, outcomes, accreditation/approval status, academic calendar, recruitment and admission policies, grading policies, degree/certificate completion requirements, tuition, and fees are accurate. Information regarding licensure and/or certification examinations for which graduates will be eligible is accurate. For APRN education programs, transcripts or other official documentation specify the APRN role and population focus of the graduate.



If a program chooses to publicly disclose its CCNE accreditation status, the program uses either of the following statements:

“The (baccalaureate degree program in nursing/master’s degree program in nursing/Doctor of Nursing Practice program and/or post-graduate APRN certificate program) at (institution) is accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>).”

“The (baccalaureate degree program in nursing/master’s degree program in nursing/Doctor of Nursing Practice program and/or post-graduate APRN certificate program) at (institution) is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.”

I-H 1. Please affirm that program’s documents and publications have remained accurate since the last on-site evaluation, and that a process is in place to notify constituents about changes.

- Documents are accurate
 - Date of last review to confirm accuracy: April 30, 2019
- Constituents have been notified of any changes

I-H 2. Does the program publish disclosure of its CCNE accreditation?

- Yes
- No

If yes, provide the URL (citing a page number if appropriate) where the disclosure statement is presented:

CCNE Accreditation status can be found on BSN Information Sheet (Appendix B), BSN Student Handbook (Appendix A), and the [SON website](#).

Optional: Key Element I-H

Is there any other information that the program would like to provide related to this key element?

Insert text here.



Standard II

Program Quality: Institutional Commitment and Resources

Key Element II-A

Fiscal resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of resources is reviewed periodically, and resources are modified as needed.

Elaboration: The budget enables achievement of the program’s mission, goals, and expected outcomes. The budget supports the development, implementation, and evaluation of the program. Compensation of nursing unit personnel supports recruitment and retention of faculty and staff.

A defined process is used for regular review of the adequacy of the program’s fiscal resources. Review of fiscal resources occurs, and modifications are made as appropriate.

II-A 1. Affirm that fiscal resources are sufficient to enable the program(s) under review in this CIPR to achieve their mission, goals, and expected outcomes:

Program(s) Under Review:	Yes	No
Baccalaureate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Master’s	<input type="checkbox"/>	<input type="checkbox"/>
Post-Graduate APRN Certificate	<input type="checkbox"/>	<input type="checkbox"/>
Doctor of Nursing Practice	<input type="checkbox"/>	<input type="checkbox"/>

If no to any program, identify any deficiencies, the reason(s) these resources have not been provided, and the plan to provide needed resources if one exists.

Insert text here.

II-A 2. Have any of the program(s) under review in this CIPR experienced an increase in enrollment that has resulted in the need for additional resources?

Program(s) Under Review:	Yes	No
Baccalaureate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Master’s	<input type="checkbox"/>	<input type="checkbox"/>
Post-Graduate APRN Certificate	<input type="checkbox"/>	<input type="checkbox"/>
Doctor of Nursing Practice	<input type="checkbox"/>	<input type="checkbox"/>

If yes for any program, has a substantive change notification been submitted to CCNE related to either an increase in enrollment or the development of a new track or program?

- Yes
- No

If yes for any program, provide documentation of the resources to support the expansion.

Insert text here.



II-A 3. Have there been any changes in the review process to evaluate the adequacy of the program’s fiscal resources since the last on-site evaluation?

- Yes
- No

If yes, describe the change in the process and the outcomes.

Insert text here.

Indicate the date that each program was last evaluated for adequacy of fiscal resources, and the frequency with each program is evaluated.

Program(s) Under Review:	Date of Last Review	Frequency of Review
Baccalaureate	<u>June 2018</u>	<u>Annually June</u>
Master’s	_____	_____
Post-Graduate APRN Certificate	_____	_____
Doctor of Nursing Practice	_____	_____

Optional: Key Element II-A

Is there any other information that the program would like to provide related to this key element?

The dean with faculty input annually engages in budget assessment, planning, preparation and requests for the SON. Sources of budgeting for the SON are twofold. The first is from an institutional budget derived from student tuition and state appropriations and the second is from student program and course fees. The Dean administers both budgets. The SON budget is reviewed at monthly faculty meetings. The budget is adequate to meet the needs of the BSN program.

The SON faculty salaries are significantly below the 25th percentile according to the 2017-2018 *Salaries of Instructional and Administrative Nursing Faculty in Baccalaureate and Graduate Programs in Nursing*. Washington, DC; American Association of Colleges of Nursing. The low faculty salaries resulted in two failed nursing faculty searches during the Summer and Fall 2018. The Dean has submitted salary proposals to the Provost for consideration. In the August 2018, adjustments were made to some nursing faculty salaries; which included the BSN faculty members based on CUPA-HR (College and University Professional Association Human Resources) data. This resulted in faculty salary increases to the 93% of the 10th percentile of the CUPA-HR faculty ranges based on faculty rank and academic preparation. Conversations continue with administration regarding low faculty salaries.

Key Element II-B

Physical resources and clinical sites enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of physical resources and clinical sites is reviewed periodically, and resources are modified as needed.

Elaboration: Physical space and facilities (e.g., faculty and staff work space, classrooms, meeting areas) are sufficient and configured in ways that enable the program to achieve its mission, goals, and expected outcomes. Equipment and supplies (e.g., computing, laboratory, and teaching-learning materials) are sufficient to achieve the program’s mission, goals, and expected outcomes. The program is responsible for ensuring adequate physical resources and clinical sites.



Clinical sites are sufficient, appropriate, and available to achieve the program’s mission, goals, and expected outcomes.

A defined process is used to determine currency, availability, accessibility, and adequacy of resources (e.g., clinical simulation, laboratory, computing, supplies, and clinical sites), and modifications are made as appropriate.

II-B 1. Describe how physical resources are sufficient to enable the program(s) under review in this CIPR to achieve the mission, goals, and expected outcomes:

All faculty have individual offices to meet with students as needed. Each faculty member has access to a laptop, phone, Blackboard Learning Management System with use of Big Blue Button, and Knovio Knowledge Vision, a presentation software that allows faculty to record lecture with PowerPoints and demonstrations for publication in Blackboard. In addition to posting course syllabi and assignments in Blackboard, faculty host chat rooms for online discussions, group meetings, and for office hours. Faculty has attended Quality Matters workshops in order to ensure that quality education is being delivered to the students. Students may make appointments on campus to meet with individual faculty or schedule a phone conference.

Currently, students in NURS 3320 (Health Assessment) may come to campus for the competency evaluations at the end of the semester or use Skype. Beginning in the Fall 2019 student in NURS 3320 (Health Assessment) will be required to use Shadow Health as part of course requirements. Since the RN-BSN program is online, students are required to have access to a computer and are provided with a list of minimum computer requirements. IT Services are available to assist students by phone or in person. Students have access to Library Services either on or off campus. The Library provides computers and copies of current textbooks on reserve for student use. There is also a computer lab available to students in the Falcon Center on the 3rd floor.

If deficiencies have been identified for any program, explain the reason(s) these resources have not been provided, and the plan to provide needed resources if one exists.

Insert text here.

II-B 2. Describe how clinical sites for the program(s) under review in this CIPR are sufficient to achieve the mission, goals, and expected outcomes:

The SON of nursing has 105 active contracts with a variety of agencies, including hospitals, healthcare agencies, school systems, day care, scouts, senior centers, health departments, and community organizations. Additional contracts are obtained as needed for clinical sites, based on the RN-BSN students’ needs for community health clinical (NURS 4410) or their Nursing Practicum (NURS 4440). The vast array of clinical site contracts supports the achievement of our mission, goals, and expected outcomes.

If deficiencies have been identified for any program, explain the reason(s) these resources have not been provided, and the plan to provide needed resources if one exists.

Insert text here.

II-B 3. Have there been any changes in the review process to evaluate the adequacy of the program’s physical resources and clinical sites since the last on-site evaluation?



- Yes
- No

If yes, describe the change in the process and the outcomes.

Insert text here.

Indicate the date that each program was last evaluated for adequacy of physical resources and clinical sites, and the frequency with each program is evaluated.

Program(s) Under Review:	Date of Last Review	Frequency of Review
Baccalaureate	<u>January 2019</u>	<u>Every semester</u>
Master's	---	---
Post-Graduate APRN Certificate	---	---
Doctor of Nursing Practice	---	---

Optional: Key Element II-B

Is there any other information that the program would like to provide related to this key element?

Insert text here.

Key Element II-C

Academic support services are sufficient to meet program and student needs and are evaluated on a regular basis.

Elaboration: Academic support services, which may include library, technology, distance education support, research support, and admission, and advising services, foster achievement of program outcomes. A defined process is used for regular review of academic support services, and improvements are made as appropriate.

II-C 1. Affirm that academic support services are sufficient to meet program and student needs for program(s) under review in this CIPR:

Program(s) Under Review:	Yes	No
Baccalaureate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Master's	<input type="checkbox"/>	<input type="checkbox"/>
Post-Graduate APRN Certificate	<input type="checkbox"/>	<input type="checkbox"/>
Doctor of Nursing Practice	<input type="checkbox"/>	<input type="checkbox"/>

If no to any program, identify any deficiencies, the reason(s) these resources have not been provided, and the plan to obtain the necessary services.

Insert text here.

Indicate the date that each program was last evaluated for adequacy of academic support services, and the frequency with each program is evaluated.

Program(s) Under Review:	Date of Last Review	Frequency of Review
Baccalaureate	<u>May 2018</u>	<u>Annually May</u>



Master's	_____	_____
Post-Graduate APRN Certificate	_____	_____
Doctor of Nursing Practice	_____	_____

II-C 2. Have any of the program(s) under review in this CIPR been converted to a distance education and/or hybrid format since the last on-site evaluation?

Program(s) Under Review:	Yes	No
Baccalaureate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Master's	<input type="checkbox"/>	<input type="checkbox"/>
Post-Graduate APRN Certificate	<input type="checkbox"/>	<input type="checkbox"/>
Doctor of Nursing Practice	<input type="checkbox"/>	<input type="checkbox"/>

If yes for any program, has a substantive change notification been submitted to CCNE related to this change in modality?

- Yes
- No

If yes for any program, describe any additional academic support services in place to meet program and student needs.

A substantive change report was submitted to CCNE on July 4, 2014 regarding movement of the hybrid RN-BSN program to a completely asynchronous online program beginning in the Fall 2015. Additional documents regarding the availability of academic support services were provided to CCNE on April 27, 2015 as requested and was approved by CCNE on September 22, 2015.

Classroom Management and Course Quality

In order to ensure quality in our online program, four faculty have attended Quality Matters Workshops. Faculty use the Blackboard Learning Management System including use of Big Blue Button and Knovio. Blackboard Learning Management System: The SON uses Blackboard Learn 9.0 Learning Management System to provide contemporary learners, educators, and digital natives with innovative educational approaches to learning. Blackboard Learn allows students to access posted course content from almost all devices via internet connectivity. It provides students with resources for posted lectures, online discussion, assignment submission and feedback, exams, and course specific communication. In addition, students have access to grades and instructor feedback from anywhere. In order to facilitate student learning, faculty use a standard template for courses and as part of new student orientation, students complete an orientation to Blackboard. Additionally, Blackboard contains a tutorial and an online link for assistance, which are accessible when students log into the platform. Blackboard also provides Brainfuse, an online writing tutoring center, for student use.

Big Blue Button

Big Blue Button is a web conferencing system designed for online learning and teaching remote students online. Big Blue Button is a real-time online learning tool that allows faculty and students to share audio, video, PowerPoint, chat, screen sharing or office hours.

Knovio

Knovio is an online platform that allows users to deliver and share presentations online. Faculty create presentations online and share them with students. Presentations are shared by providing links within Blackboard Learn. Students are then able to review recorded lectures at times that are convenient to meet individual learning needs. Students can also create free accounts and record presentations which have been used in NURS 4430 (Leadership and Management in Nursing Practice) and NURS 4410 (Community Health Nursing).

**Technology Support**

[Technology support](#) is offered to students enrolled in the RN-BSN program. The Fairmont State University's Information Technology Commons has a posted schedule of offered support times on their webpage. The typical hours of support for the Technology Commons range from 7:30 a.m. to 5:00 p.m. or 7:00 p.m. throughout the week during the fall and spring terms. Support is also available on Sundays from 2:00 p.m. to 7:00 p.m. Summer hours of assistance are also available Monday through Friday from 8:00 a.m. to 4:00 p.m. Students can receive help from the Fairmont Student University Tech Commons via email, text, chat, and telephone. The Tech Commons has added WNet assistance by phone for students 24 hours a day for 7 days per week per the SON request to support our non-traditional program tracks.

Library

The [library](#) currently has over 93,000 volumes in open stacks, 338,000 e-books, 55,000 periodicals, 30 newspapers, and 3,700 DVD's for student and faculty use. Students can access 170 electronic databases, such as CINAHL Complete, Core Nursing Collection, Health Source - Nursing/Academic Edition, MEDLINE with full text, Nursing Reference Center Plus, Ovid Core Nursing Collection, PubMed Central, and PscyARTICLES. These data bases can be accessed from on- and off-campus. This includes interlibrary loan and reserve services. LibGuides are available for APA Citation along with use of Purdue Online Writing Lab, EndNote Web, and Digital Media Resources. Students and faculty have access to the [library's website](#) and resources online. The library is open from 7am to 2am during the fall and spring semesters, with reduced hours during the summer and semester breaks. The Ruth Ann Musick library is a three-story building that provides access to scholarly resources, provides spaces for collaboration and study, and works with faculty and students in the discovery, use, and management of information in order to support the curriculum and facilitate lifelong learning.

Tutoring Services

Writing Center: The Writing Center is located in Jaynes Hall, Room 308. The mission of the Fairmont Student University Writing Center is to assist all students in improving their writing abilities and critical thinking skills in relation to their university education and in preparation for their respective careers as well as to support faculty members who teach writing, regardless of discipline. The Center is open Monday-Friday from 9:00 a.m.-4:00 p.m. Online students also have access to Brainfuse, an online writing tutor, through Blackboard.

Tutorial Services: Peer tutoring is available on a "drop-in" basis to all Fairmont Student University students through the Tutorial Services Center located on the second floor of the Library. All full-time and part-time students have access to free tutoring. Students with documented disabilities may be eligible for additional support services. Faculty encourage students to request tutoring for extra academic support and especially if they are in danger of failing a class. Each semester, peer tutoring is available for most basic required general studies courses and for a variety of other courses. Professional tutors are available for math and writing. For hours of availability, the Professional Math Tutoring Schedule or the Professional Writing Tutoring Schedule is available on the University's website under [Tutorial Services](#) or through the Director of Tutorial Services in the Library, 2nd Level at 304-367-4081. Online Tutoring Brainfuse is an online tutoring service available free to all currently enrolled students. Access to Brainfuse, is found on students' Blackboard Learn account via "my campus" account under the "tools" link to Brainfuse.

Research Support

Research support is available through the librarians to assist students in finding research articles to support their learning needs and course requirements. Students may also "chat" with a librarian if they are not on campus. Off-campus students may use the "ask us" tab on the library webpage for assistance.

Admission Services

Students apply to the university and program online. They may email questions to [admissions](#) or come to campus and meet with an admission counselor.

Advising Services



All RN-BSN students are assigned a nursing faculty advisor and must meet with their advisor in person or through electronic communication to discuss progression, program requirements, class schedule, and obtain a PIN to register for courses. Each Spring a Student Services Survey is conducted. Results are aggregated and shared with the appropriate departments. Overall comments have been positive, with students indicating that support services are readily available and assist them in meeting course and program outcomes.

Optional: Key Element II-C

Is there any other information that the program would like to provide related to this key element?

Insert text here.

Key Element II-D

The chief nurse administrator of the nursing unit:

- is a registered nurse (RN);
- holds a graduate degree in nursing;
- holds a doctoral degree if the nursing unit offers a graduate program in nursing;
- is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; and
- provides effective leadership to the nursing unit in achieving its mission, goals, and expected program outcomes.

Elaboration: The administrative authority of the chief nurse administrator is comparable to that of chief administrators of similar units in the institution. He or she consults, as appropriate, with faculty and other communities of interest to make decisions to accomplish the mission, goals, and expected program outcomes. The chief nurse administrator is an effective leader of the nursing unit.

II-D 1. Has the individual appointed as chief nurse administrator changed since the last on-site evaluation?

- Yes
- No

If yes, has a substantive change notification been submitted to CCNE related to this change in chief nurse administrator?

- Yes
- No

If the program has a new chief nurse administrator, and a substantive change notification was not submitted to CCNE, provide a CV, and explain how the program remains in compliance with this key element.

Insert text here.

Does the current chief nurse administrator continue to meet all criteria required by the key element?

- Yes



No

II-D 2. Has the role of the chief nurse administrator changed since the last on-site evaluation?

Yes

No

If yes, please describe how the role has changed.

Insert text here.

Optional: Key Element II-D

Is there any other information that the program would like to provide related to this key element?

Dr. Boni has 35 years clinical nursing experience, 33 years teaching experience, and 26 years' experience as a nursing education program administrator. She has held the titles of Chair for the Department of Nursing, Chair for the Division of Health Sciences, Associate Dean for the School of Nursing, Dean for the SON and Allied Health Administration, and Dean for the SON. Dr. Boni is active professionally on state, national, and international levels. She is an active member of the Nursing Education Foundation of West Virginia (NEFWV) and the Association of Deans and Directors of Nursing Education (ADDNE) in West Virginia. She is an ACEN Program Evaluator and is a member of the Evaluation Review Panel. She participates in a Global Exchange Program with Woosong University of South Korea. Dr. Boni holds an unencumbered registered nursing license issued by the WVBOERP.

Dr. Boni exceeds the WVBOERP's requirements for a nurse administrator as found in 19-1-10.1.c Unit is administered by a nurse with:

- ~~2-~~1.1. A graduate degree with a major in nursing
- ~~3-~~2. Five years of professional nursing experience including
- ~~4-~~3. Two years teaching in professional nursing programs
- ~~5-~~4. An RN license in West Virginia
- ~~6-~~5. Qualifications comparable to other faculty in the governing organization

Dr. Boni also exceeds the qualifications as noted in the Position Description for the Dean of Nursing in the SON Faculty Handbook include the following:

1. Licensure as a professional nurse in West Virginia
2. Earned Doctorate with a graduate degree in nursing
3. Minimum of 4 years teaching experience in nursing
4. Administrative experience preferred

Key Element II-E

Faculty are:

- sufficient in number to accomplish the mission, goals, and expected program outcomes;
- academically prepared for the areas in which they teach; and
- experientially prepared for the areas in which they teach.

Elaboration: The faculty (full-time, part-time, adjunct, tenured, non-tenured, or other) for each degree and post-graduate APRN certificate program are sufficient in number and qualifications to achieve the mission, goals, and expected program outcomes. The program defines faculty workloads. Faculty-to-student ratios ensure adequate supervision and evaluation and meet or



exceed the requirements of regulatory agencies and professional nursing standards and guidelines.

Faculty are academically prepared for the areas in which they teach. Academic preparation of faculty includes degree specialization, specialty coursework, or other preparation sufficient to address the major concepts included in courses they teach. Faculty teaching in the nursing program have a graduate degree. The program provides a justification for the use of any faculty who do not have a graduate degree.

Faculty who are nurses hold current RN licensure. Faculty teaching in clinical/practicum courses are experienced in the clinical area of the course and maintain clinical expertise. Clinical expertise may be maintained through clinical practice or other avenues. Faculty teaching in advanced practice clinical courses meet certification and practice requirements as specified by the relevant regulatory and specialty bodies. Advanced practice nursing tracks are directly overseen by faculty who are nationally certified in that same population-focused area of practice in roles for which national certification is available.

II-E 1. Identify how the nursing unit defines faculty workloads:

Fairmont State University Workload Policy

Fairmont State University's full-time workload policy is outlined in the [Faculty Handbook](#) as follows: The workload of full-time faculty members may include any or all of the following: instruction and evaluation, student advising, committee assignments and faculty meetings, consultation, in-service programs, preparation for teaching, professional and scholarly development, and research. Classroom instruction and related obligations represent the greatest expenditure of effort for most full-time faculty members. The minimum teaching load is twelve credit hours, or equivalent, each semester. As enrollments fluctuate, the teaching load may exceed the minimum. On occasion, faculty members may be given special assignments or may be engaged in special projects which warrant consideration for a reduction in teaching load. Requests for such adjustment will be considered when recommended by the appropriate administrator to the Provost and Vice President for Academic Affairs. Approval of such request is based on the need for the activity or the project, the time necessary, and the academic impact on the institution.

SON BSN Workload Policy

The BSN Course Enrollment and Workload Policy is found in the SON Faculty Handbook and differs from Fairmont State University's policy due to it being an asynchronous online program. It is outlined below:

Theory only courses (NURS 3360 (Nursing Ethics), 4400 (Research in Nursing Practice), and 4430 (Leadership and Management in Nursing Practice) would have student enrollment capped at twenty-five students per section. Clinical, Practicum or Writing Intensive Courses (NURS 3320 (Health Assessment), 3340 (Nursing Care of the Older Adult), 3350 (Professional Nursing Concepts), 4410 (Community Health Nursing), and 4440 (Nursing Practicum) would have student enrollment capped at twenty students per section.

1. In the event the enrollment for any BSN course increases:

- a. Between one and seven students, faculty would receive one credit of overload for the course. Currently one credit of overload is equal to \$1,000.
- b. Between eight and fourteen students, faculty would receive two credits of overload for the course. Currently one credit of overload is equal to \$1,000 and two credits is equal to \$2,000.
- c. In the event the enrollment for any BSN course increased by fifteen or more students, then another section of the course would be added to the schedule.

(Policy Developed by BSN Curriculum Committee on Jan. 23, 2019; Policy Approved by Nursing Faculty on Jan. 25, 2019) In addition, each BSN faculty member has an advising load of approximately sixty-five BSN students. This ratio will decrease once another full-time BSN



faculty member is added and oriented to the role. New faculty are not assigned an advising load until their second semester.

II-E 2. Affirm that faculty are sufficient in number to accomplish the mission, goals, and expected program outcomes:

Program(s) Under Review:	Yes	No
Baccalaureate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Master's	<input type="checkbox"/>	<input type="checkbox"/>
Post-Graduate APRN Certificate	<input type="checkbox"/>	<input type="checkbox"/>
Doctor of Nursing Practice	<input type="checkbox"/>	<input type="checkbox"/>

If no was selected for any program, identify the reason(s) for the insufficiency, and the plan to hire additional faculty if one exists.

Insert text here.

II-E 3. Affirm that faculty are academically and experientially prepared to accomplish the mission, goals, and expected program outcomes:

Program(s) Under Review:	Yes	No
Baccalaureate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Master's	<input type="checkbox"/>	<input type="checkbox"/>
Post-Graduate APRN Certificate	<input type="checkbox"/>	<input type="checkbox"/>
Doctor of Nursing Practice	<input type="checkbox"/>	<input type="checkbox"/>

If no was selected for any program, identify the reason(s) for the lack of academic and experiential preparation, and the plan to address this concern.

Insert text here.

II-E 4. Affirm that faculty are appropriately credentialed for the tracks and/or programs they teach:

Program(s) Under Review:	Yes	No
Baccalaureate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Master's	<input type="checkbox"/>	<input type="checkbox"/>
Post-Graduate APRN Certificate	<input type="checkbox"/>	<input type="checkbox"/>
Doctor of Nursing Practice	<input type="checkbox"/>	<input type="checkbox"/>

If no to any program, identify the reason(s), and the plan to address this concern.

Insert text here.

II-E 5. Affirm that APRN track directors and/or leads are appropriately certified and/or credentialed:

The program(s) under review have no APRN offerings.

Note: If the box above has been selected, proceed to the next question.

Program(s) Under Review:	Yes	No
Master's	<input type="checkbox"/>	<input type="checkbox"/>
Post-Graduate APRN Certificate	<input type="checkbox"/>	<input type="checkbox"/>



Doctor of Nursing Practice

If no to any program, identify the reason(s), and the plan to address this concern.

Insert text here.

Optional: Key Element II-E

Is there any other information that the program would like to provide related to this key element?

At the time (spring 2019), the RN-BSN program has two full-time dedicated faculty, one adjunct (previously employed full-time in the RN-BSN program), and two part-time faculty from the LPN-ASN program that teach in the RN-BSN program. A third full-time position is anticipated to be posted during the spring 2019 semester to start in the fall 2019. Currently, faculty is sufficient in number to accomplish the mission, goals, and expected program outcomes. All faculty in the RN-BSN program are doctorally prepared, hold an unencumbered RN license in WV, and are academically and experientially prepared for the areas in which they teach.

Key Element II-F

Preceptors (e.g., mentors, guides, coaches), if used by the program as an extension of faculty, are academically and experientially qualified for their role.

This key element is not applicable to a degree or certificate program that does not use preceptors.

Elaboration: The roles and performance expectations for preceptors with respect to teaching, supervision, and student evaluation are:

- *clearly defined and communicated to preceptors;*
- *congruent with the mission, goals, and expected student outcomes;*
- *congruent with relevant professional nursing standards and guidelines; and*
- *reviewed periodically and revised as appropriate.*

Preceptors have the expertise to support student achievement of expected outcomes. The program ensures that preceptor performance meets expectations.

II-F 1. Are preceptors used in the nursing program(s) under review in this CIPR?

Program(s) Under Review:	Yes	No
Baccalaureate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Master's	<input type="checkbox"/>	<input type="checkbox"/>
Post-Graduate APRN Certificate	<input type="checkbox"/>	<input type="checkbox"/>
Doctor of Nursing Practice	<input type="checkbox"/>	<input type="checkbox"/>

Note: If preceptors are not used, please proceed to Key Element II-G.

II-F 2. Has the process for selection, orientation, and evaluation of preceptors changed since the last on-site evaluation?

Program(s) Under Review:	Yes	No
Baccalaureate	<input type="checkbox"/>	<input checked="" type="checkbox"/>



Master's	<input type="checkbox"/>	<input type="checkbox"/>
Post-Graduate APRN Certificate	<input type="checkbox"/>	<input type="checkbox"/>
Doctor of Nursing Practice	<input type="checkbox"/>	<input type="checkbox"/>

If yes, describe the change(s), and attach appendices as necessary.

Insert text here.

II-F 3. Has the preceptor role changed since the last on-site evaluation?

Program(s) Under Review:	Yes	No
Baccalaureate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Master's	<input type="checkbox"/>	<input type="checkbox"/>
Post-Graduate APRN Certificate	<input type="checkbox"/>	<input type="checkbox"/>
Doctor of Nursing Practice	<input type="checkbox"/>	<input type="checkbox"/>

If yes, describe the change(s).

In May 2016, the BSN Curriculum Committee eliminated the use of preceptors and designed the clinical experience to be more project or outcome-based. Students in NURS 4440 (Nursing Practicum) develop an evidence-based proposed change project and present it to their nurse mentor for feedback. The change was due to student complaints, unrealistic timelines, and agency requirements.

Optional: Key Element II-F

Is there any other information that the program would like to provide related to this key element?

Key Element II-G

The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes.

Elaboration: Institutional support is available to promote faculty outcomes congruent with defined expectations of the faculty role (full-time, part-time, adjunct, tenured, non-tenured, or other) and in support of the mission, goals, and expected faculty outcomes.

- Faculty have opportunities for ongoing development in teaching.
- If scholarship is an expected faculty outcome, the institution provides resources to support faculty scholarship.
- If service is an expected faculty outcome, expected service is clearly defined and supported.
- If practice is an expected faculty outcome, opportunities are provided for faculty to maintain practice competence.
- Institutional support ensures that currency in clinical practice is maintained for faculty in roles that require it.

II-G 1. Affirm that the parent institution and/or program continues to provide support for faculty teaching, scholarship, service, and practice:



Program(s) Under Review:	Yes	No
Baccalaureate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Master's	<input type="checkbox"/>	<input type="checkbox"/>
Post-Graduate APRN Certificate	<input type="checkbox"/>	<input type="checkbox"/>
Doctor of Nursing Practice	<input type="checkbox"/>	<input type="checkbox"/>

If no for any program, identify any deficiencies, the reason(s) support has not been provided, and the plan to provide needed support if one exists.

Insert text here.

Optional: Key Element II-G

Is there any other information that the program would like to provide related to this key element?

The SON follows university policy and procedures related to promotion and tenure. Faculty outcomes are communicated through the [Fairmont State University Faculty Handbook](#). Faculty are evaluated on a range of criteria relating to teaching, scholarly activity, possession of terminal degree, service to the college community, and potential for professional growth. Probationary Faculty members, those in their first or second year of teaching at Fairmont State University, are evaluated annually. Each probationary faculty member completes a [Self-Evaluation](#) and has two peer classroom evaluations (one peer is selected by the probationary faculty member and the other by the SON Dean) which are submitted to the SON Dean for review and completion of the [Dean Evaluation Form](#). The evaluation packet is forwarded to the Provost Office for review and submission to the President. Probationary faculty members are informed of the review process by the SON Dean with information about the process posted on the University web site under [Institutional Forms](#). This is also available in the SON Faculty Handbook.

Faculty members provide updated performance documentation/portfolio in the University TaskStream Learning Achievement Tools site each academic year based on their teaching, scholarship and service. The portfolio is submitted to the SON Dean and Provost for review. Information regarding the process can be found in the SON Faculty Handbook.

Teaching
 Evaluation of teaching through course evaluations is a required part of the annual evaluation and the promotion and tenure process. The SON requires every nursing course to be evaluated using the survey distributed via Survey Monkey. The Dean reviews the evaluations and discusses concerns with individual faculty members. Instructors who receive negative evaluations may receive additional professional development resources from colleagues and/or dean.

Scholarship
 Evaluation of scholarship includes scholarly and creative components such as, professional organization membership, educational/professional development, scholarly/creative activities, awards, grants, fellowships, and any unique school activities. All faculty are encouraged to attend one state/regional conference each year and a national conference at least every other year as funds are available. The SON provides access to NurseTim for CEU's and ongoing training free of charge. Fairmont State University provides workshops, such as Quality Matters, to faculty free of charge. Faculty without doctorates are encouraged to complete their terminal degree. There is potential funding to assist faculty with graduate education through the West Virginia Center for Nursing and the West Virginia League for Nursing. Faculty are encouraged to publish and present.

Service



Evaluation of service is required as part of the annual evaluation and the promotion and tenure process. This includes components, such as, university service, school service, recruitment, retention, academic advising, mentoring, and community service.

Practice

The SON does not require faculty to maintain a clinical practice, but they may do so if they wish. Class and clinical learning activities are not scheduled on Fridays, with the exception of one Friday per month reserved for a SON faculty meeting. Faculty may use this day for practice, professional development, or course preparation/grading.

Faculty Outcomes

Faculty outcomes are published in the SON Faculty Handbook and are congruent with Fairmont State University's Teaching, Scholarship, and Service requirements for promotion and tenure. The BSN faculty outcomes can be found in Standard I-D 1.

Aggregate faculty outcomes were developed by the BSN faculty and are consistent with the SON and Fairmont State University expectations. The SON faculty and staff adhere to the same policies as established by Fairmont State University. These policies and procedures can be found in the following manuals and address such issues as non-discrimination, employment, faculty appointment, evaluation, promotion, tenure, academic rank, and grievance procedures. The following links have been provided:

- [The Fairmont State University Faculty Handbook](#)
- [The Fairmont State University Employee Handbook](#)
- [The Fairmont State University Board of Governors' Policies and Procedures](#)
- [The West Virginia Higher Education Policy Commission Policies](#)

The SON follows the university policy related to annual evaluation of faculty as described in the SON Faculty Handbook.

The environment at Fairmont State University supports and encourages faculty in the areas of teaching, scholarship and service. Fairmont State University provides faculty development opportunities during the first week of the semester with speakers and training on topics such as, assessment and technology. Technology Commons offers seminars on Blackboard Learn. Technology conferences

The Fairmont State University Faculty Development Committee in conjunction with Fairmont State University Foundation provides yearly grants based upon excellence in teaching, service, and advising. In the spring of 2017, one BSN faculty member received a foundation grant award with two faculty members from the education department. The grant money was used to conduct a spring Health and education fair, which focused on healthy relationships and substance abuse. Community Health Nursing (NURS 4410) students participated in the fair as part of their community projects.



Standard III

Program Quality: Curriculum and Teaching-Learning Practices

Key Element III-A

The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that:

- are congruent with the program’s mission and goals;
- are congruent with the roles for which the program is preparing its graduates; and
- consider the needs of the program-identified community of interest.

Elaboration: Curricular objectives (e.g., course, unit, and/or level objectives or competencies as identified by the program) provide clear statements of expected learning that relate to student outcomes. Expected outcomes relate to the roles for which students are being prepared.

III-A 1. Affirm that expected student outcomes, course unit or level objectives, and/or competencies for any programs offered are congruent with the program’s mission and goals, and with the roles for which the program is preparing its graduates.

The program may delete sections that for programs that are not under review at this time. The information may be adapted to include as many tracks as necessary.

Baccalaureate:

- Track: RN-BSN
- Track: _____
- Track: _____

If no to any track, identify any deficiencies, the reason(s) for the variance, and the plan to address the concern if one exists.

Insert text here.

Indicate the date that each program was last evaluated for congruency between curriculum and mission, and the frequency with each program is evaluated.

Degree Program	Date of Last Review	Frequency of Review
Baccalaureate	<u>February 2019</u>	<u>Annually February</u>
Master’s	_____	_____
Post-Graduate APRN Certificate	_____	_____
Doctor of Nursing Practice	_____	_____

Optional: Key Element III-A

Is there any other information that the program would like to provide related to this key element?

The SON mission is to “serve as a leader in improving the health of West Virginia and the global community through a commitment to excellence and innovation in teaching, scholarship, and service.” The SON accomplishes this mission through an outstanding ASN program (with a traditional, weekend, and LPN to ASN program tracks) and RN-BSN program, including a school nurse certification program.



The BSN curriculum is developed, implemented and revised to reflect clear statements of expected student outcomes, course level objectives, and are congruent with the program’s mission and goals, and with the nurse generalist role at the BSN level. The BSN Curriculum Committee regularly reviews courses in relation to the overall curriculum, program goals, and student learning outcomes. Prior to making any curricular changes, the recommended change is sent to students for review and their feedback is considered by the curriculum committee. The curricular change is then sent to the full nursing faculty for review and approval. If change in courses, credit hours, prerequisites, and program requirements are approved, they are submitted to Fairmont State University’s Curriculum Committee for review and approval and forwarded to Faculty Senate for review and approval. Any substantive changes are submitted to CCNE. A substantive change report was submitted and approved in 2015 when the RN-BSN program moved from hybrid to an asynchronous online program. The following table provides examples of BSN Program Congruency with SON Mission, BSN Program Goals, Framework and Course Level Objectives.

Mission		
<i>The mission of the Fairmont State School of Nursing is to serve as a leader in improving the health of West Virginia and the global community through a commitment to excellence and innovation in teaching, scholarship, and service.”</i>		
Program Goals	Example of Framework Applicability	Example of Course Level Outcomes/Objectives
1. Integrate a background in the liberal arts with the knowledge, skills, and values in professional nursing in order to improve patient and healthcare outcomes.	Nurse Generalist Professional Role Model Critical thinking Patient-Centered Care	NURS 3320: Health Assessment - Perform a complete head-to-toe physical assessment and health history on an individual. NURS 3340: Nursing Care of the Older Adult - Discuss common issues related to the care of the older adult. NURS 3360: Nursing Ethics - Apply decision-making models and knowledge from nursing, general education, and ethics to solve ethical problems in healthcare. NURS 4440: Nursing Practicum - Discuss how the proposed change impacts patient-centered care.
2. Prepare nurse generalists to provide safe, ethical, evidenced-based, patient-centered care that reflects critical thinking and inter-professional collaboration.	Nurse Generalist Professional Role Model Critical thinking Patient-Centered Care	NURS 3340: Nursing Care of the Older Adult - Apply evidence-based practice guidelines to the care of the older adult. NURS 3360: Nursing Ethics - Discuss how ethical nursing practice impacts patient-centered care. NURS 4400: Nursing Research - Analyze legal-ethical considerations in nursing research. NURS 4440: Nursing Practicum - Incorporate inter-professional collaboration, teamwork, and role development into the clinical practicum experience.
3. Manage information and technology to enhance clinical decision making for quality patient-centered care in a variety of settings.	Nurse Generalist Professional Role Model Critical thinking Patient-Centered Care	NURS 3320: Health Assessment - Document assessment findings accurately and completely. NURS 3340: Nursing Care of the Older Adult - Integrate critical thinking processes in the care of the older adult. NURS 4430: Leadership and Management in Nursing - Discuss how



		technology impacts healthcare systems and professional nursing practice.
4. Apply principles of prevention and health promotion when providing care to patients.	Nurse Generalist Professional Role Model Critical thinking Patient-Centered Care	NURS 3340: Nursing Care of the Older Adult - Apply evidence-based practice guidelines to the care of the older adult. NURS 4410: Community Health Nursing - Use the nursing process to conduct a health teaching session with a selected population.
5. Contribute to the profession of nursing by engaging in leadership, scholarship, and practice activities.	Nurse Generalist Professional Role Model Critical thinking Patient-Centered Care	NURS 4430: Leadership and Management in Nursing - Apply leadership and management principles to professional practice. NURS 4400: Nursing Research - Analyze Research for use in evidence-based practice NURS 4440: Nursing Practicum - Apply a theoretical framework to propose a change project in the practicum clinical experience.
6. Prepare nurse generalists for professional role development through lifelong learning, graduate education, and specialization within their chosen career path.	Nurse Generalist Professional Role Model Critical thinking Patient-Centered Care	NURS 3350: Professional Concepts in Nursing - Discuss the professional roles of the baccalaureate nurse generalist. NURS 4430: Leadership and Management in Nursing - Explore the roles of the leader and manager in nurse generalist practice. NURS 4440: Nursing Practicum - Reflect on their own professional practice, strengths and weaknesses regarding graduate outcomes, and personal and professional goals.

Key Element III-B

Baccalaureate curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate). Baccalaureate program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008).

This key element is not applicable if the baccalaureate degree program is not under review for accreditation.

Elaboration: The baccalaureate degree program incorporates professional nursing standards and guidelines relevant to that program and each track offered. The program clearly demonstrates where and how content, knowledge, and skills required by identified sets of standards are incorporated into the curriculum.

⚠ For the following section, refer to the nursing standards and guidelines previously identified in Key Element I-B.

III-B 1. Is the baccalaureate degree program under review for this CIPR?

Yes



No

Note: If “no” was selected above, please proceed to Key Element III-C.

III-B 2. Affirm that baccalaureate curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines.

Yes

No

In the space below, provide examples of how the nursing standards and guidelines have been integrated into the baccalaureate curricula. Appendices may be attached as necessary.

The RN-BSN program incorporates the following nursing standards and guidelines:

- [ANA Code of Ethics](#) (2015)
- [Core Competencies for Inter-professional Collaborative Practice](#) (2011)
- [QSEN Competency KSA's](#)

The Essentials of Baccalaureate Education for Professional Nursing Practice is reflected in the RN-BSN curriculum as seen in the following example. Essential I indicate that baccalaureate nursing education program include liberal education courses and is reflected in one of the BSN program goals, which states that a graduate is able to “*integrate a background in the liberal arts with the knowledge, skills, and vales in professional nursing in order to improve patient and healthcare outcomes.*” Each nursing courses builds on the student’s liberal arts foundation (referred to as the general studies curriculum at Fairmont State University). Another example of how *The Essentials of Baccalaureate Education for Professional Nursing Practice* is mirrored in the RN-BSN curriculum can be found in Essential VII which focuses on clinical prevention and population health. In NURS 4410 (Community Health Nursing) students conduct a community assessment which results in planning, implementing, and evaluating a project aimed at addressing a priority health need.

NURS 3350 (Professional Concepts of Nursing) familiarizes students with the *ANA Code of Ethics* and it serves as the foundational concept for NURS 3360 (Nursing Ethics) and NURS 4400 (Research in Nursing Practice). QSEN is introduced to students in NURS 3320 (Health Assessment) and incorporated throughout the curriculum. Students integrate the *Core Competencies for Inter-professional Collaborative Practice* into their clinical practicum experiences in NURS 4410 (Community Health Nursing) and NURS 4440 (Nursing Practicum).

Evaluation of student learning outcomes related to the guiding standards and principles can be assessed through written assignments, class discussions, case studies, exams, group work, and clinical projects. Results of the assessments are used to guide course and program revisions which, are documented in course logs and meeting minutes.

Optional: Key Element III-B

Is there any other information that the program would like to provide related to this key element?

Insert text here.



Key Element III-C

Master's curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).

- Master's program curricula incorporate professional standards and guidelines as appropriate.
 - a. All master's degree programs incorporate *The Essentials of Master's Education in Nursing* (AACN, 2011) and additional relevant professional standards and guidelines as identified by the program.
 - b. All master's degree programs that prepare nurse practitioners incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2016).
- Graduate-entry program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) and appropriate graduate program standards and guidelines.

This key element is not applicable if the master's degree program is not under review for accreditation.

Elaboration: The master's degree program incorporates professional nursing standards and guidelines relevant to that program and each track offered. The program clearly demonstrates where and how content, knowledge, and skills required by identified sets of standards are incorporated into the curricula.

Master's degree APRN education programs (i.e., clinical nurse specialist, nurse anesthesia, nurse midwife, and nurse practitioner) incorporate separate comprehensive graduate level courses to address the APRN core, defined as follows:

- *Advanced physiology/pathophysiology, including general principles that apply across the lifespan;*
- *Advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts and approaches; and*
- *Advanced pharmacology, which includes pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of all broad categories of agents.*

Additional APRN core content specific to the role and population is integrated throughout the other role and population-focused didactic and clinical courses.

Master's programs that have a direct care focus but are not APRN education programs (e.g., nurse educator and clinical nurse leader) incorporate graduate-level content addressing the APRN core. These programs are not required to offer this content as three separate courses.



For the following section, refer to the nursing standards and guidelines previously identified in Key Element I-B.

III-C 1. Is the master's degree program under review for this CIPR?

- Yes
 No



Note: If "no" was selected above, please proceed to Key Element III-D.



III-C 2. Affirm that master’s curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines.

- Yes
- No

In the space below, provide examples of how the nursing standards and guidelines have been integrated into the master’s curricula. Appendices may be attached as necessary.

Insert text here.

Does the master’s degree offer APRN tracks?

- Yes
- No

If yes, affirm that APRN curricula have three separate comprehensive, graduate level courses in the following areas:

- Advanced physiology/pathophysiology, including general principles that apply across the lifespan;
- Advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts and approaches; and
- Advanced pharmacology, which includes pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of all broad categories of agents.

If the response above indicated that any coursework is lacking, describe the plan to modify the curriculum for its inclusion.

Insert text here.

Does the master’s degree offer a nurse educator track?

- Yes
- No

If yes, affirm that nurse educator curricula include graduate level content/coursework in the following areas:

- Advanced physiology/pathophysiology, including general principles that apply across the lifespan;
- Advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts and approaches; and
- Advanced pharmacology, which includes pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of all broad categories of agents.

If the response above indicated that any content/coursework is lacking, describe the plan to modify the curriculum for its inclusion.

Insert text here.

Optional: Key Element III-C

Is there any other information that the program would like to provide related to this key element?



Insert text here.

Key Element III-D

DNP curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).

- DNP program curricula incorporate professional standards and guidelines as appropriate.
 - a. All DNP programs incorporate *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006) and additional relevant professional standards and guidelines if identified by the program.
 - b. All DNP programs that prepare nurse practitioners incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2016).
- Graduate-entry program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) and appropriate graduate program standards and guidelines.

This key element is not applicable if the DNP program is not under review for accreditation.

Elaboration: The DNP program incorporates professional nursing standards and guidelines relevant to that program and each track offered. The program clearly demonstrates where and how content, knowledge, and skills required by identified sets of standards are incorporated into the curricula.

DNP APRN education programs (i.e., clinical nurse specialist, nurse anesthesia, nurse midwife, and nurse practitioner) incorporate separate comprehensive graduate-level courses to address the APRN core, defined as follows:

- *Advanced physiology/pathophysiology, including general principles that apply across the lifespan;*
- *Advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts and approaches; and*
- *Advanced pharmacology, which includes pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of all broad categories of agents.*

Additional APRN core content specific to the role and population is integrated throughout the other role and population-focused didactic and clinical courses.

Separate courses in advanced physiology/pathophysiology, advanced health assessment, and advanced pharmacology are not required for students enrolled in post-master's DNP programs who hold current national certification as advanced practice nurses, unless the program deems this necessary.



For the following section, refer to the nursing standards and guidelines previously identified in Key Element I-B.

III-D 1. Is the DNP program under review for this CIPR?

- Yes
 No



Note: If “no” was selected above, please proceed to Key Element III-E.

III-D 2. Affirm that DNP curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines.

- Yes
- No

In the space below, provide examples of how the nursing standards and guidelines have been integrated into the curriculum. Appendices may be attached as necessary.

Insert text here.

Does the DNP program offer APRN tracks?

- Yes
- No

If yes, affirm that APRN curricula have three separate comprehensive, graduate level courses in the following areas:

- Advanced physiology/pathophysiology, including general principles that apply across the lifespan;
- Advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts and approaches; and
- Advanced pharmacology, which includes pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of all broad categories of agents.

If the response above indicated that any coursework is lacking, describe the plan to modify the curriculum for its inclusion.

Insert text here.

Optional: Key Element III-D

Is there any other information that the program would like to provide related to this key element?

Insert text here.

Key Element III-E

Post-graduate APRN certificate program curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate). Post-graduate APRN certificate programs that prepare nurse practitioners incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2016).

This key element is not applicable if the post-graduate APRN certificate program is not under review for accreditation.

Elaboration: The post-graduate APRN certificate program incorporates professional nursing standards and guidelines relevant to that program and each track offered. The program clearly



demonstrates where and how content, knowledge, and skills required by identified sets of standards are incorporated into the curricula.

APRN education programs (i.e., clinical nurse specialist, nurse anesthesia, nurse midwife, and nurse practitioner) incorporate separate comprehensive graduate-level courses to address the APRN core, defined as follows:

- *Advanced physiology/pathophysiology, including general principles that apply across the lifespan;*
- *Advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts and approaches; and*
- *Advanced pharmacology, which includes pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of all broad categories of agents.*

Additional APRN core content specific to the role and population is integrated throughout the other role and population-focused didactic and clinical courses.

Separate courses in advanced physiology/pathophysiology, advanced health assessment, and advanced pharmacology are not required for certificate students who have already completed such courses, unless the program deems this necessary.

⚠ For the following section, refer to the nursing standards and guidelines previously identified in Key Element I-B.

III-E 1. Is the post-graduate APRN certificate program under review for this CIPR?

- Yes
 No

⚠ *Note:* If “no” was selected above, please proceed to Key Element III-F.

III-E 2. Affirm that post-graduate APRN certificate curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines.

- Yes
 No

In the space below, provide examples of how the nursing standards and guidelines have been integrated into the curriculum. Appendices may be attached as necessary.

Insert text here.

Affirm that post-graduate APRN certificate program:

- Requires students who have not previously completed three separate comprehensive graduate level courses in advanced physiology/pathophysiology, advanced health assessment, and advanced pharmacology to do so.

If the response above indicated that the post-graduate APRN certificate program does not have such a requirement, describe the reason(s) for the variance, and the plan to address the concern if one exists.

Insert text here.



Optional: Key Element III-E

Is there any other information that the program would like to provide related to this key element?

Insert text here.

Key Element III-F

The curriculum is logically structured to achieve expected student outcomes.

- Baccalaureate curricula build on a foundation of the arts, sciences, and humanities.
- Master’s curricula build on a foundation comparable to baccalaureate-level nursing knowledge.
- DNP curricula build on a baccalaureate and/or master’s foundation, depending on the level of entry of the student.
- Post-graduate APRN certificate programs build on graduate-level nursing competencies and knowledge base.

Elaboration: Baccalaureate degree programs demonstrate that knowledge from courses in the arts, sciences, and humanities is incorporated into nursing practice. Graduate-entry programs in nursing incorporate the generalist knowledge common to baccalaureate nursing education as delineated in The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008) as well as advanced nursing knowledge.

Graduate programs are clearly based on a foundation comparable to a baccalaureate degree in nursing. Graduate programs delineate how students who do not have a baccalaureate degree in nursing acquire the knowledge and competencies comparable to baccalaureate education in nursing as a foundation for advanced nursing education. Programs that move students from basic nursing preparation (e.g., associate degree or diploma education) to a graduate degree demonstrate how these students acquire the baccalaureate-level knowledge and competencies delineated in The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008), even if they do not award a baccalaureate degree in nursing in addition to the graduate degree.

DNP programs, whether post-baccalaureate or post-master’s, demonstrate how students acquire the doctoral-level knowledge and competencies delineated in The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006). If the program awards the master’s degree as part of the DNP program, the program demonstrates how students acquire the master’s-level knowledge and competencies delineated in The Essentials of Master’s Education in Nursing (AACN, 2011) and, if applicable, Criteria for Evaluation of Nurse Practitioner Programs (NTF, 2016).

The program provides a rationale for the sequence of the curriculum for each program.

III-F 1. Affirm that curriculum remains logically structured to achieve expected student outcomes for program(s) under review in this CIPR:

Program(s) Under Review:	Yes	No
Baccalaureate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Master’s	<input type="checkbox"/>	<input type="checkbox"/>
Post-Graduate APRN Certificate	<input type="checkbox"/>	<input type="checkbox"/>
Doctor of Nursing Practice	<input type="checkbox"/>	<input type="checkbox"/>



If no for any program, describe the plan to modify the curriculum to support logical sequencing.

Insert text here.

Does the institution offer a direct-entry pathway (for programs under review in this CIPR) for students who do not have a baccalaureate degree in nursing?

- Yes
- No

If yes, affirm that students enrolled in those programs:

- acquire the knowledge and competencies comparable to baccalaureate education in nursing as a foundation for advanced nursing education
- acquire baccalaureate level knowledge and competencies delineated in *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008)

If the response above indicated that any coursework is lacking, describe the plan to modify the curriculum for its inclusion.

Insert text here.

III-F 2. Have there been any changes in the curricular foundation since the last on-site evaluation?

Program(s) Under Review:	Yes	No	Date of Implementation
Baccalaureate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2016/2018
Master's	<input type="checkbox"/>	<input type="checkbox"/>	
Post-Graduate APRN Certificate	<input type="checkbox"/>	<input type="checkbox"/>	
Doctor of Nursing Practice	<input type="checkbox"/>	<input type="checkbox"/>	

If yes for any program, describe the changes in the space below along with rationale for how the change continues to build upon the required foundation for the program. Include any changes in student outcomes if applicable.

Two revisions have occurred in relation to the general studies curriculum requirements and the RN-BSN program. As a result of deletion of a literature course in Fairmont State University's general studies program, the literature requirement was deleted from the BSN program track. A second general studies curricular change occurred in August 2018, in which ENGL 1103 (Technical Report Writing) could be taken instead of ENGL 1102 (Written English II). Both ENGL 1102 and 1103 are writing courses, and most transfer students have their second English course transferred into Fairmont State University as ENGL 1103. This curricular change facilitated transfer of English course credits. The curricular change was approved by the nursing faculty. This change is consistent with the university general education program requirements for critical analysis, written communication, and information literacy.

Optional: Key Element III-F

Is there any other information that the program would like to provide related to this key element?

Insert text here.



Key Element III-G

Teaching-learning practices:

- support the achievement of expected student outcomes;
- consider the needs and expectations of the identified community of interest; and
- expose students to individuals with diverse life experiences, perspectives, and backgrounds.

Elaboration: Teaching-learning practices (e.g., simulation, lecture, flipped classroom, case studies) in all environments (e.g., virtual, classroom, clinical experiences, distance education, laboratory) support achievement of expected student outcomes identified in course, unit, and/or level objectives.

Teaching-learning practices are appropriate to the student population (e.g., adult learners, second-language students, students in a post-graduate APRN certificate program), consider the needs of the program-identified community of interest, and broaden student perspectives.

III-G 1. Have there been any change in teaching-learning practices and environments or learning outcome attainment since last review for program(s) under review in this CIPR?

Program(s) Under Review:	Yes	No	Date of Implementation
Baccalaureate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2016
Master's	<input type="checkbox"/>	<input type="checkbox"/>	
Post-Graduate APRN Certificate	<input type="checkbox"/>	<input type="checkbox"/>	
Doctor of Nursing Practice	<input type="checkbox"/>	<input type="checkbox"/>	

If yes for any program, describe the process and result of the curriculum revision. Include a description of how the change(s) continue to support the achievement of expected student outcomes.

Alumni suggested that it would have been better if the RN-BSN courses had been fully online and felt that this would increase enrollment and make continuing their education easier. Fairmont State University’s RN-BSN program began offering fully asynchronous online classes in the Fall 2015. Feedback has been very positive. In addition, Employer surveys and feedback at the nursing advisory meeting indicated that a more seamless transition from the ASN-RN-BSN programs should occur and encouraged us to move the program to on-line. The RN-BSN program transitioned from a hybrid to asynchronous online format during the 2015-16 academic year; however, students were still required to attend mandatory on-campus days for NURS 3320 (Health Assessment) competency assessments, and proctored testing in NURS 4410 (Community Health Nursing) and NURS 4440 (Nursing Practicum). Beginning in 2016, online options were created for all of the previously mandated on-campus activities. NURS 3320 (Health Assessment) still provides the option for on-campus health assessment practice and competency testing per student request.

III-G 2. Describe how teaching-learning practices are appropriate for the student population:

The RN-BSN students at FSU are adult learners who typically work as an RN with some students residing more than a 2 1/2-hour commute from campus or out of state. Creating a program that allows them to continue to work full or part-time while obtaining their BSN is imperative and increases marketability and follows national trends. The RN-BSN program was initially offered in a hybrid format, where students were required to attend select class and meetings on campus. The program then moved to providing optional face-to-face meetings on campus, but students rarely took advantage of this opportunity. So, the program moved to an asynchronous on-line



Baccalaureate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Master's	<input type="checkbox"/>	<input type="checkbox"/>
Post-Graduate APRN Certificate	<input type="checkbox"/>	<input type="checkbox"/>
Doctor of Nursing Practice	<input type="checkbox"/>	<input type="checkbox"/>

If yes for any program, describe the changes and how the key element remains in compliance.

In May of 2016, NURS 4440 (Nursing Practicum) moved from 60 clinical practicum hours to developing, planning, and evaluating an evidence-based project. In February of 2019, students began to keep a log of their evidence-based project hours and align their activities with the Program Outcomes and BSN Essentials. The logs are verified by their nurse mentor for approval. Faculty verify that students have completed the correct number of clinical practicum hours.

If the baccalaureate degree program is under review, and the program offers a post-licensure baccalaureate (RN-BSN) track, affirm that students enrolled in that track complete clinical practice experiences:

- Yes
- No
- The baccalaureate program is not under review.

If the master's degree program is under review, and the institution offers an APRN preparation program, affirm that students enrolled the program complete at least 500 hours of clinical practice experiences:

- Yes
- No
- The master's program is not under review.

If no, please explain.

Insert text here.

If the master's degree program is under review, and the institution offers a nurse educator track, please describe how students enrolled in the track complete clinical practice experiences consistent with AACN's *Master's Essentials* definition of the direct care role, including "sustained clinical experiences designed to strengthen patient care delivery skills" at the master's level (*Master's Essentials*, AACN, 2011, pp. 8-9).

Insert text here.

If the DNP degree program is under review, affirm that students enrolled in the degree complete at least 1,000 hours of clinical practice experiences:

- Yes
- No
- The DNP program is not under review.

If no was selected for any response, describe the plan to modify the curriculum for its inclusion.

Insert text here.



If the program(s) under review offer APRN preparation programs and/or tracks, please describe how the faculty/student ratio is sufficient to ensure adequate supervision and evaluation:

Insert text here.

III-H 2. Are planned clinical practice experiences evaluated by faculty?

Program(s) Under Review:	Yes	No
Baccalaureate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Master's	<input type="checkbox"/>	<input type="checkbox"/>
Post-Graduate APRN Certificate	<input type="checkbox"/>	<input type="checkbox"/>
Doctor of Nursing Practice	<input type="checkbox"/>	<input type="checkbox"/>

If no for any program, please explain.

Insert text here.

Optional: Key Element III-H

Is there any other information that the program would like to provide related to this key element?

RN-BSN student complete 165 clinical hours in the program. Clinical hours are broken down as follows:

- NURS 3320 (Health Assessment) - 30 hours
- NURS 3340 (Nursing Care of the Older Adult) - 15 hours
- NURS 4410 (Community Health Nursing) - 60 hours
- NURS 4400 (Nursing Practicum) - 60 hours

Planned clinical/practicum experiences are evaluated by faculty in a variety of ways based on course objectives. For example, in NURS 3320 (Health Assessment) students must perform competency demonstrations of selected system assessment at the end of the semester, which are evaluated by faculty using a standardized rubric. In order to successfully complete the class, students must pass the competency evaluation with a 75% or greater.

Key Element III-I

Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.

Elaboration: Evaluation of student performance is consistent with expected student outcomes. Grading criteria are clearly defined for each course, communicated to students, and applied consistently. Processes exist by which the evaluation of individual student performance is communicated to students. In instances where preceptors facilitate students' clinical learning experiences, faculty may seek input from preceptors regarding student performance, but ultimately faculty are responsible for evaluation of individual student outcomes. The requirement for evaluation of student clinical performance by qualified faculty applies to all students in all programs. Faculty evaluation of student clinical performance may be accomplished through a variety of mechanisms.



III-I 1. Please affirm that individual student performance is evaluated by the faculty for the program(s) under review.

Program(s) Under Review:	Yes	No
Baccalaureate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Master's	<input type="checkbox"/>	<input type="checkbox"/>
Post-Graduate APRN Certificate	<input type="checkbox"/>	<input type="checkbox"/>
Doctor of Nursing Practice	<input type="checkbox"/>	<input type="checkbox"/>

If no for any program, please explain.

Insert text here.

III-I 2. Please affirm that individual student performance reflects achievement of expected student outcomes for the program(s) under review.

Program(s) Under Review:	Yes	No
Baccalaureate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Master's	<input type="checkbox"/>	<input type="checkbox"/>
Post-Graduate APRN Certificate	<input type="checkbox"/>	<input type="checkbox"/>
Doctor of Nursing Practice	<input type="checkbox"/>	<input type="checkbox"/>

If no for any program, please explain.

Insert text here.

III-I 3. Please affirm that evaluation policies and procedures for individual student performance are defined and consistently applied for the program(s) under review.

Program(s) Under Review:	Yes	No
Baccalaureate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Master's	<input type="checkbox"/>	<input type="checkbox"/>
Post-Graduate APRN Certificate	<input type="checkbox"/>	<input type="checkbox"/>
Doctor of Nursing Practice	<input type="checkbox"/>	<input type="checkbox"/>

If no for any program, please explain.

Insert text here.

Optional: Key Element III-I

Is there any other information that the program would like to provide related to this key element?

Evaluation of course objectives and expected student outcomes of the program is completed in a fair and equitable manner. Faculty uses a variety of assessment strategies to evaluate student performance at the course level and at program completion to assess achievement of expected outcomes. To ensure consistency among all courses a standardized format is used for all syllabi that includes: course description, course objectives, faculty contact information, intended student outcomes, methods of instruction, methods of evaluation, grading scale, assignment policy, evaluation of student learning, and recommended textbooks. A standardized format for the course calendar is used that includes a topical outline and assignments. Course syllabi are accessible to students on Blackboard and are reviewed the first week of class with students.



Faculty evaluate student performance based on outcomes. Examples of methods used to evaluate student learning include exams, quizzes, projects, case studies, class discussions, written assignments, and competency skills evaluation. For example, NURS 3320 (Health Assessment) requires students to conduct a focused physical assessment on a live patient for the final competency; NURS 4400 (Research in Nursing Practice) expects students to identify a clinical practice question, retrieve and synthesize research findings, and develop a plan for implementation and evaluation of a practice change; and NURS 4430 (Leadership and Management in Nursing Practice) requires students to attend a committee meeting to analyze the interaction of the group and the leader. All course and programmatic evaluations are placed in course logs and TaskStream, the university assessment monitoring system. Results of the assessment findings are trended and used to assist in course and programmatic changes in order to assist students to achieve the expected course and expected program outcomes.

Key Element III-J

The curriculum and teaching-learning practices are evaluated at regularly scheduled intervals, and evaluation data are used to foster ongoing improvement.

Elaboration: Faculty use data from faculty and student evaluation of teaching-learning practices to inform decisions that facilitate the achievement of student outcomes. Such evaluation activities may be formal or informal, formative or summative. The curriculum is regularly evaluated by faculty and revised as appropriate.

III-J 1. Indicate the date that the curriculum and teaching-learning practices were last reviewed, and the frequency with which they are reviewed:

Program(s) Under Review:	Date of Last Review	Frequency of Review
Baccalaureate	<u>March 2019</u>	<u>March Even Years</u>
Master's	_____	_____
Post-Graduate APRN Certificate	_____	_____
Doctor of Nursing Practice	_____	_____

Describe the outcome of those reviews:

Insert text here.

Optional: Key Element III-J

Is there any other information that the program would like to provide related to this key element?

Curriculum and teaching-learning practices are evaluated by faculty and students for each course to foster ongoing improvement in courses and support achievement of expected student's outcomes. Student feedback is sought through use of Survey Monkey surveys (faculty and course) with links provided to students toward the end of each course. Results of the survey are aggregated and shared with the respective course faculty. Individual faculty also seek feedback from students during courses, modifying and adapting them as they are being taught to better support student learning. Faculty complete course logs placed in TaskStream, which includes input from student evaluations and aggregate data on expected outcomes of nurse generalist, professional role development, critical thinking, and patient-centered care. Professor analysis of the course will also focus on evaluation of teaching-learning practices aimed at student attainment of



expected student outcomes. The faculty will identify opportunities and plans for improvement for the next course offering. The BSN curriculum committee reviews the course evaluation and makes recommendations for changes at the BSN Curriculum Committee Meeting and at the annual BSN Retreat. The SON also participates in the university assessment process. Several changes have been made to the curriculum based on evaluation of teaching-learning practices. For example, the RN-BSN program transitioned to an asynchronous online format in August 2015. Beginning in August 2019, Shadow Health will be utilized in NURS 3320 (Health Assessment) and NURS 3340 (Nursing Care of the Older Adult). The faculty started using Knovio for faculty and student presentations in 2015. Beginning in August 2019, Shadow Health will be utilized in NURS 3320 (Health Assessment) and NURS 3340 (Nursing Care of the Older Adult). The changes have assisted with the teaching-learning environment.



Standard IV

Program Effectiveness: Assessment and Achievement of Program Outcomes

Key Element IV-A

A systematic process is used to determine program effectiveness.

Elaboration: The program (baccalaureate, master's, DNP, and/or post-graduate APRN certificate) uses a systematic process to obtain relevant data to determine program effectiveness. The process:

- *is written, is ongoing, and exists to determine achievement of program outcomes;*
- *is comprehensive (i.e., includes completion, licensure, certification, and employment rates, as required by the U.S. Department of Education; faculty outcomes; and other program outcomes);*
- *identifies which quantitative and/or qualitative data are collected to assess achievement of the program outcomes;*
- *includes timelines for data collection, review of expected and actual outcomes, and analysis; and*
- *is periodically reviewed and revised as appropriate.*

IV-A 1. Include an appendix or URL of the program's current written systematic process (plan) used to determine the effectiveness of the educational program.

Note: The process must address completion rates, licensure and/or certification pass rates, employment rates, and other program outcomes. The process must include timelines for data collection, review of expected and actual outcomes, and analysis.

Identify the appendix or URL where the systematic process is found:

The Master Plan of Evaluation (Appendix C) serves as a guide and timeline for analysis of aggregate student and program outcome data.

Identify the date the process was last reviewed, and how the review was conducted:

The Master Plan of Evaluation (Appendix C) was last reviewed in its entirety in April of 2019 at a BSN Curriculum Meeting. The review process included a review of the current standards in conjunction with the program's mission and governance, resources, curriculum, and evaluation. The most current data was reviewed along with trended data over the past three years. Programmatic and curricular decisions were revised, maintained or developed as needed.

Optional: Key Element IV-A

Is there any other information that the program would like to provide related to this key element?

The BSN program regularly collects data from students, graduates, and alumni to evaluate student learning outcomes and program effectiveness. Through the use of various approaches for evaluating students and program outcomes, all assessment results are systematically addressed and monitored for program development, maintenance, and revision. The School of Nursing Associate Dean and BSN Curriculum Committee is responsible for overseeing review of



data and comparing aggregate data to prior year and trend data, established benchmarks, and when available state and national standards or norms.

Key Element IV-B

Program completion rates demonstrate program effectiveness.

This key element is not applicable to a degree or certificate program that does not yet have individuals who have completed the program.

Elaboration: The program (baccalaureate, master’s, DNP, and/or post-graduate APRN certificate) demonstrates achievement of required program outcomes regarding completion in any one of the following ways:

- *the completion rate for the most recent calendar year (January 1 through December 31) is 70% or higher;*
- *the completion rate is 70% or higher over the three most recent calendar years;*
- *the completion rate is 70% or higher for the most recent calendar year when excluding students who have identified factors such as family obligations, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education; or*
- *the completion rate is 70% or higher over the three most recent calendar years when excluding students who have identified factors such as family obligations, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education.*

The program identifies the cohort(s), specifies the entry point, and defines the time period to completion, each of which may vary by track; however, the program provides the completion rate for the overall degree/certificate program. The program describes the formula it uses to calculate the completion rate. The program identifies the factors used and the number of students excluded if some students are excluded from the calculation.

IV-B 1. Describe the formula(e) used to determine completion rates (e.g., graduation rates). Specify the entry point and time period for completion for each program.

The BSN program completion rate is defined as the number of students who graduate within five years of enrolling in NURS 3350 (Professional Concepts in Nursing). This course is considered as the entry point for students into the RN-BSN curriculum and requires students to have an active unencumbered license as a registered professional nurse. The program completion rate excludes students who have identified factors such as family obligations, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education. The benchmark is 70%. The completion rate is determined by the number of students who graduate within five years of enrollment in NURS 3350 (Professional Concepts in Nursing) divided by the number of nursing students enrolled in NURS 3350 at the designated time frame.

IV-B 2. Do program(s) under review in the CIPR have individuals who have completed?

- Yes
- No

Note: If “no” was selected above, please proceed to Key Element IV-C.



IV-B 3. In the following table(s), provide completion rates for each program under review for the most recent three calendar years.

Note: While completion rate formula(e) may vary by track, the key element requires completion rates to be provided by degree and/or certificate program. Students who have left the program due to identified factors such as family obligations, relocation, financial barriers, decision to change majors, or transfer to another institution of higher learning may be excluded.

The program may delete sections that for programs that are not under review at this time.

Baccalaureate Program:

The CIPR was submitted before the expected time period for completion concluded.

Calendar Year of Graduation	Calendar Year of Admission	# Students Admitted	# Students Excluded	# Students Completing	% Students Completing
2018	2013	46	3	39	91%
2017	2012	39	8	27	87%
2016	2011	54	2	43	83%

If any program has a completion rate of less than 70% for the most recent calendar year, please provide an explanation/analysis with documentation for the variance in the space below:

Optional: Key Element IV-B

Is there any other information that the program would like to provide related to this key element?

Trended data revealed that 38% were due to family obligations and 62% were due to financial barriers.

Key Element IV-C

Licensure pass rates demonstrate program effectiveness.

This key element is not applicable to a program that does not prepare individuals for licensure examinations or does not yet have individuals who have taken licensure examinations.

Elaboration: Programs with a pre-licensure track demonstrate achievement of required program outcomes regarding licensure. The program demonstrates that it meets the licensure pass rate of 80% in any one of the following ways:

- *the NCLEX-RN® pass rate for each campus/site and track is 80% or higher for first-time takers for the most recent calendar year (January 1 through December 31);*
- *the pass rate for each campus/site and track is 80% or higher for all takers (first-time and repeaters who pass) for the most recent calendar year;*
- *the pass rate for each campus/site and track is 80% or higher for all first-time takers over the three most recent calendar years; or*
- *the pass rate for each campus/site and track is 80% or higher for all takers (first-time and repeaters who pass) over the three most recent calendar years.*



For each campus/site and track, identify which of the above options was used to calculate the pass rate.

IV-C 1. Does the institution offer pre-licensure tracks within program(s) under review in the CIPR?

- Yes
- No

Note: If “no” was selected above, please proceed to Key Element IV-D.

Complete the following table for each track and/or site that offers a pre-licensure nursing track. Record the campus/site and track’s NCLEX-RN pass rate for the three past calendar years. (The table may be adapted to include as many tracks/sites as necessary.)

Track and/or Site:	Calendar Year	Provide the pass rate by year. Identify the method of calculation used (from the options above) and the number of test-takers.
	20__	Pass rate: ____ Number of test takers: ____ Method of calculation: ____ Other Information (<i>optional</i>): ____
	20__	Pass rate: ____ Number of test takers: ____ Method of calculation: ____ Other Information (<i>optional</i>): ____
	20__	Pass rate: ____ Number of test takers: ____ Method of calculation: ____ Other Information (<i>optional</i>): ____
	20__	Pass rate: ____ Number of test takers: ____ Method of calculation: ____ Other Information (<i>optional</i>): ____
	20__	Pass rate: ____ Number of test takers: ____ Method of calculation: ____ Other Information (<i>optional</i>): ____
	20__	Pass rate: ____ Number of test takers: ____ Method of calculation: ____ Other Information (<i>optional</i>): ____
	20__	Pass rate: ____ Number of test takers: ____ Method of calculation: ____ Other Information (<i>optional</i>): ____
	20__	Pass rate: ____ Number of test takers: ____



		Method of calculation: ____ Other Information (optional): ____
	20 ____	Pass rate: ____ Number of test takers: ____ Method of calculation: ____ Other Information (optional): ____

For any campus/site and track where the rate reported in the table above was less than 80%, has a substantive change notification been submitted to CCNE related to this change in student achievement?

- Yes
- No

Optional: Key Element IV-C

Is there any other information that the program would like to provide related to this key element?

Insert text here.

Key Element IV-D

Certification pass rates demonstrate program effectiveness.

This key element is not applicable to a degree or certificate program that does not prepare individuals for certification examinations or does not yet have individuals who have taken certification examinations.

Elaboration: The master’s, DNP, and post-graduate APRN certificate programs demonstrate achievement of required program outcomes regarding certification. For programs that prepare students for certification, certification pass rates are obtained for those completers taking each examination, even when national certification is not required to practice in a particular state.

For programs that prepare students for certification, data are provided regarding the number of completers taking each certification examination and the number that passed. A program is required to provide these data regardless of the number of test takers.

A program that prepares students for certification demonstrates that it meets the certification pass rate of 80%, for each examination, in any one of the following ways:

- the pass rate for each certification examination is 80% or higher for first-time takers for the most recent calendar year (January 1 through December 31);*
- the pass rate for each certification examination is 80% or higher for all takers (first-time and repeaters who pass) for the most recent calendar year;*
- the pass rate for each certification examination is 80% or higher for all first-time takers over the three most recent calendar years; or*
- the pass rate for each certification examination is 80% or higher for all takers (first-time and repeaters who pass) over the three most recent calendar years.*

The program identifies which of the above options was used to calculate the pass rate. The program provides certification pass rate data for each examination but, when calculating the pass



rate described above, may combine certification pass rate data for multiple examinations relating to the same role and population.

IV-D 1. Do program(s) under review in the CIPR offer tracks that prepare students for one or more certification examination(s)?

- Yes
- No

Note: If “no” was selected above, please proceed to Key Element IV-E.

Complete the following table for each graduate program that prepares students to sit for a certification examination. Record the certification examination pass rate for the three past calendar years. (The table may be adapted to include as many certification examinations as necessary.)

Certification Exam Specialty Area	Certification Organization	Calendar Year	Provide the pass rate by year. Identify the method of calculation used (from the options above) and the number of test-takers.
		20__	Pass rate: ____ Number of test takers: ____ Method of calculation: ____ Other Information (optional): ____
		20__	Pass rate: ____ Number of test takers: ____ Method of calculation: ____ Other Information (optional): ____
		20__	Pass rate: ____ Number of test takers: ____ Method of calculation: ____ Other Information (optional): ____
		20__	Pass rate: ____ Number of test takers: ____ Method of calculation: ____ Other Information (optional): ____
		20__	Pass rate: ____ Number of test takers: ____ Method of calculation: ____ Other Information (optional): ____
		20__	Pass rate: ____ Number of test takers: ____ Method of calculation: ____ Other Information (optional): ____
		20__	Pass rate: ____ Number of test takers: ____ Method of calculation: ____ Other Information (optional): ____



		20__	Pass rate: ____ Number of test takers: ____ Method of calculation: ____ Other Information (optional): ____
		20__	Pass rate: ____ Number of test takers: ____ Method of calculation: ____ Other Information (optional): ____

For any certification exam where the rate reported in the table above was less than 80%, has a substantive change notification been submitted to CCNE related to this change in student achievement?

- Yes
- No

Optional: Key Element IV-D

Is there any other information that the program would like to provide related to this key element?

Insert text here.

Key Element IV-E

Employment rates demonstrate program effectiveness.

This key element is not applicable to a degree or certificate program that does not yet have individuals who have completed the program.

Elaboration: The program demonstrates achievement of required outcomes regarding employment rates.

- *The employment rate is provided separately for each degree program (baccalaureate, master’s, and DNP) and the post-graduate APRN certificate program.*
- *Data are collected within 12 months of program completion. Specifically, employment data are collected at the time of program completion or at any time within 12 months of program completion.*
- *The employment rate is 70% or higher. However, if the employment rate is less than 70%, the employment rate is 70% or higher when excluding graduates who have elected not to be employed.*

IV-E 1. Do program(s) under review in the CIPR have individuals that have completed?

- Yes
- No

Note: If “no” was selected above, please proceed to Key Element IV-F.



IV-E 2. Complete the following employment rate table for each program offered under review in the CIPR.

Note: Data may reflect employment immediately following completion of the program or any time frame within 12 months of completion. Employment data collected prior to program completion does not demonstrate compliance. Graduates who elect not to seek employment should not be included in the calculation. The institution may report employment in any field, not just nursing.

Program(s) Under Review:	Year of Completion	# Graduates	% Employed within 12 months of completion
Baccalaureate	2017	50	Number of completers: <u>10</u> % Employed: <u>100</u> Other Information (optional): _____
Master's	20____		Number of completers: ____ % Employed: ____ Other Information (optional): _____
Post-Graduate APRN Certificate	20____		Number of completers: ____ % Employed: ____ Other Information (optional): _____
Doctor of Nursing Practice	20____		Number of completers: ____ % Employed: ____ Other Information (optional): _____

For any program where the rate reported in the table above was less than 70%, has a substantive change notification been submitted to CCNE related to this change in student achievement?

- Yes
- No

Optional: Key Element IV-E

Is there any other information that the program would like to provide related to this key element?

Insert text here.

Key Element IV-F

Data regarding completion, licensure, certification, and employment rates are used, as appropriate, to foster ongoing program improvement.

This key element is applicable if one or more of the following key elements is applicable: Key Element IV-B (completion), Key Element IV-C (licensure), Key Element IV-D (certification), and Key Element IV-E (employment).



Elaboration: The program uses outcome data (completion, licensure, certification, and employment) for improvement.

- *Discrepancies between actual and CCNE expected outcomes (program completion rates 70%, licensure pass rates 80%, certification pass rates 80%, employment rates 70%) inform areas for improvement.*
- *Changes to the program to foster improvement and achievement of program outcomes, as appropriate, are deliberate, ongoing, and analyzed for effectiveness.*
- *Faculty are engaged in the program improvement process.*

IV-F 1. Describe how data regarding completion, licensure, certification, and employment) have been used to foster ongoing improvement.

The description should reflect that any discrepancies (if applicable) resulted in changes to the program to foster improvements. The example should also demonstrate that faculty were engaged in the program improvement process.

No discrepancies were noted between benchmark and level of achievement regarding completion and employment rates. Data has been trended and reviewed in order to assist with program completion rates. Courses have been moved to an asynchronous online format. Summer courses will begin to be offered in the Summer of 2019.

Optional: Key Element IV-F

Is there any other information that the program would like to provide related to this key element?

Insert text here.

Key Element IV-G

Aggregate faculty outcomes demonstrate program effectiveness.

Elaboration: The program demonstrates achievement of expected faculty outcomes. In order to demonstrate program effectiveness, outcomes are consistent with and contribute to achievement of the program’s mission and goals and are congruent with institution and program expectations.

Expected faculty outcomes:

- *are identified for the faculty as a group;*
- *specify expected levels of achievement for the faculty as a group; and*
- *reflect expectations of faculty in their roles.*

Actual faculty outcomes are compared to expected levels of achievement. Actual faculty outcomes are presented in the aggregate. If expected faculty outcomes vary for different groups of faculty (full-time, part-time, adjunct, tenured, non-tenured, or other), actual faculty outcomes may be presented separately for each different group of faculty.

Note: Faculty outcomes identified in Key Element IV-G should be congruent with those previously identified in Key Element I-D.



IV-G 1. Complete the following table to demonstrate that actual faculty outcomes in the aggregate are analyzed and compared to expected outcomes. (The table may be adapted to include as many outcomes and faculty groups, if applicable, as necessary.)

CREDENTIALS	Academic Year		
	2016-17	2017-18	2018-19
The majority of the BSN faculty will have doctoral degrees.	75%	100%	N/A
All faculty without doctoral degree will be actively enrolled in doctoral program.	100%	100%	N/A
TEACHING			
Among the BSN Courses, at least one innovative instructional method will be implemented annually.	100%	100%	N/A
Each year, at least one improvement will be made to the program or a course based on data or on research.	100%	100%	N/A
Eighty percent of student course evaluations will be rated at three or higher (on a scale of 1-5).	N/A	N/A	*N/A
SCHOLARSHIP			
Annually, at least one study, presentation, or publication will be in progress or completed by a BSN faculty member.	100%	100%	N/A
Annually, all BSN faculty members will be engaged in formal faculty development related to the BSN faculty role.	100%	100%	N/A
Fifty percent of the BSN faculty will have doctoral degrees.	N/A	N/A	100%
Seventy-five percent of BSN faculty will have a specialty certification.	N/A	N/A	100%
One Hundred percent of BSN faculty will attend at least one faculty development activity per academic year.	N/A	N/A	100%
Twenty-five percent of BSN faculty will present or publish per academic year.	N/A	N/A	25%
SERVICE			
Annually, at least two professional or community service activities will be performed by BSN faculty members.	100%	100%	N/A
Annually, every BSN faculty member will engage in at least one university or nursing department service activity.	100%	100%	N/A
Fifty percent of BSN faculty will be involved in professional or community service activities.	N/A	N/A	100%
One Hundred percent of BSN faculty member will be involved in university or nursing department service activity.	N/A	N/A	100%

IV-G 2. Have the expected faculty outcomes changed since the last on-site evaluation?

- Yes
- No

If yes, provide examples and a description of how the current expected faculty outcomes continue to reflect expectations of the faculty in their roles.

Expected faculty outcomes, institutional expectations, and/or the way they are communicated are reviewed annually. The most recent review occurred in February 2019 resulting in rewording of several criteria and the establishment of clear benchmarks for each expected faculty outcome. The outcomes are written to focus on teaching, scholarship and service which are congruent with the requirements for annual faculty evaluations and promotion and tenure criteria at Fairmont State University. School of Nursing faculty outcomes



are published in the School of Nursing Faculty Handbook and are reviewed annually in May. The guidelines for annual faculty evaluations and promotion and tenure criteria are outlined in the [Fairmont State University Faculty Handbook](#). The revised BSN faculty outcomes are included in the table IV-G-1 with outcomes for the 2018-2019 academic year.

If yes, describe how the current expected faculty outcomes continue to be consistent with and contribute to the achievement of the program's mission and goals.

The BSN faculty embraces the School of Nursing's mission "to serve as a leader in improving the health of West Virginia and the global community through a commitment to excellence and innovation in teaching, scholarship, and service." As a result of our dedication to the mission the BSN faculty developed outcomes which are congruent in respect to the faculty role in teaching, scholarship, and service. A commitment to these three areas provides opportunities for professional growth and development which can provide innovative teaching strategies to improve course delivery, enrich student learning opportunities, and ultimately enhance student achievement of program goals/outcomes. For example, faculty engage in scholarship activities and serve as role models and mentors for students during evidence-based practice projects by guiding them in program planning, implementation, and evaluation. This assists in preparing nurse generalists who engage in scholarship and practice activities.

If yes, describe how the current expected faculty outcomes continue to be congruent with institution and program expectations.

The current BSN expected faculty outcomes are congruent with the expectations of the School of Nursing and the University. The BSN faculty outcomes are found in the School of Nursing Faculty Handbook and are reviewed with all new faculty and annually; focusing in the areas of teaching, scholarship, and service.
The current BSN faculty outcomes are congruent with the Fairmont State University faculty requirements as outlined in the Fairmont State University Faculty Handbook. Faculty members are evaluated in three areas during their annual faculty review and promotion and/or tenure review; the areas include teaching, scholarship, and service.

Optional: Key Element IV-G

Is there any other information that the program would like to provide related to this key element?

*Data regarding course evaluations is not available at this time for 2018-2019. Results will be distributed at the end of May to the beginning of June.

Key Element IV-H

Aggregate faculty outcome data are analyzed and used, as appropriate, to foster ongoing program improvement.

Elaboration: The program uses faculty outcome data for improvement.

- *Faculty outcome data are used to promote ongoing program improvement.*
- *Discrepancies between actual and expected outcomes inform areas for improvement.*
- *Changes to foster achievement of faculty outcomes, as appropriate, are deliberate, ongoing, and analyzed for effectiveness.*
- *Faculty are engaged in the program improvement process.*



 *Note:* Faculty outcomes identified in Key Element IV-H should be congruent with those previously identified in Key Element I-D.

IV-H 1. Describe how faculty outcome data are used to promote ongoing program improvement:

Faculty outcome data is used to promote ongoing program improvement as faculty are encouraged to obtain doctoral degrees and/or specialty certifications. To remain current in their teaching expertise, faculty are encouraged to attend university, regional, state, and national conferences annually. Faculty are supported in efforts to present and or publish annually, which serves as a role model for students. Community service provides an opportunity for networking and remaining abreast in of changes in the healthcare delivery system, which can be utilized for the real-life course discussions and assignments. Trended course evaluation data is used to modify course content and assignments.

IV-H 2. Describe the process in place to analyze faculty outcomes for effectiveness:

In May, the BSN Curriculum Committee reviews the faculty outcomes for professional growth, opportunities, and potential university support. Additionally, faculty members are required to submit an Annual Faculty Report Portfolio in October through the university’s software program, TaskStream. The Dean reviews the annual faculty reports and meets with faculty regarding opportunities for growth.

IV-H 3. Using the data previously provided in Key Element IV-G, were there any actual faculty outcomes that did not meet the stated expected level of achievement?

- Yes
- No

For any outcome where the expected level of achievement was not met, provide a written explanation/analysis with documentation for the variance in the space below.

Faculty Outcome:

Explanation/Analysis:

Optional: Key Element IV-H

Is there any other information that the program would like to provide related to this key element?

Insert text here.

Key Element IV-I

Program outcomes demonstrate program effectiveness.

Elaboration: The program demonstrates achievement of outcomes other than those related to completion rates (Key Element IV-B), licensure pass rates (Key Element IV-C), certification pass rates (Key Element IV-D), employment rates (Key Element IV-E), and faculty (Key Element IV-G).



Program outcomes are defined by the program and incorporate expected levels of achievement. The program describes how outcomes are measured. Actual levels of achievement, when compared to expected levels of achievement, demonstrate that the program, overall, is achieving its outcomes. Program outcomes are appropriate and relevant to the degree and certificate programs offered.

IV-I 1. Complete the following table for identified program outcomes. (The table may be adapted to include as many outcomes as necessary.)

Note: Do not include outcomes related to completion rates (Key Element IV-B), licensure pass rates (Key Element IV-C), certification pass rates (Key Element IV-D), and employment rates (Key Element IV-E); and those related to faculty (Key Element IV-G).

Program Goals	Timeframe	Expected Level of Achievement	Actual Outcome
Sixty percent of BSN students will graduate within five years.	2018–2019	60%	98%
Twenty-five percent (25%) of BSN graduate will indicate they will pursue professional certification or graduate study within five years of graduation.	2018–2019	25%	82%
Seventy-five percent (75%) of BSN graduates will state that they have met the goals/program outcomes.	2018–2019	75%	100%
Seventy-five percent (75%) of students will report overall program satisfaction.	2018–2019	75%	100%
Program Outcomes			
Integrate a background in the liberal arts with the knowledge, skills, and values of professional nursing in order to improve patient and healthcare outcomes.	2018–2019	75%	91%
Prepare nurse generalists to provide safe, ethical, evidenced-based, patient-centered care that reflects critical thinking and inter-professional collaboration.	2018–2019	75%	100%
Manage information and technology to enhance clinical decision making for quality patient-centered care in a variety of settings.	2018–2019	75%	100%
Apply principles of prevention and health promotion when providing patient-centered care.	2018–2019	75%	100%
Contribute to the profession of nursing by engaging in leadership, scholarship, and practice activities.	2018–2019	75%	100%
Prepare nurse generalists for professional role development through lifelong learning, graduate education, and specialization within their chosen career path.	2018–2019	75%	100%

Program Goals	Timeframe	Expected Level of Achievement	Actual Outcome
Eighty percent of BSN students will graduate with a Bachelor’s Degree in Nursing within five years of registering for NURS 3350.	2017–2018	80%	91%



Twenty-five percent of BSN graduates will indicate they will pursue professional certification or graduate study within five years of graduation.	2017–2018	25%	59%
Ninety percent of BSN graduates will state that they have met the graduate outcomes.	2017–2018	90%	100%
Eighty percent of BSN graduates will practice nursing in West Virginia.	2017–2018	80%	92%
Ninety percent of BSN graduates will report overall program satisfaction at a level of 3 out of 5 or greater.	2017–2018	90%	100%
Program Outcomes			
Synthesize experiential, empirical, and theoretical knowledge from nursing and general education as a framework for nurse generalist practice.	2017–2018	100%	100%
Function within the roles of care provider, designer, manager, and coordinator and member of the profession.	2017–2018	100%	100%
Use the critical thinking process to solve problems and make decisions in the professional nursing roles.	2017–2018	100%	100%
Provide patient-centered, family-oriented, and population-based care.	2017–2018	100%	100%

Key Element IV-J

Program outcome data are used, as appropriate, to foster ongoing program improvement.

Elaboration: For program outcomes defined by the program:

- Actual program outcomes are used to promote program improvement.
- Discrepancies between actual and expected outcomes inform areas for improvement.
- Changes to the program to foster improvement and achievement of program outcomes, as appropriate, are deliberate, ongoing, and analyzed for effectiveness.
- Faculty are engaged in the program improvement process.

IV-J 1. Describe how program outcome data are used to promote ongoing program improvement:

The BSN Curriculum Committee reviews program outcome data on an annual basis in addition to trended data to promote ongoing program improvement. For example, student feedback regarding attending mandatory face-to-face class sessions was problematic with work schedules, family responsibilities, and commute to campus. Employers indicated that mandatory face-to-face class sessions interfered with employees (students) work schedule. Therefore, the BSN Curriculum Committee transitioned to an asynchronous online format. Faculty uses the university software assessment package, TaskStream, to document course and programmatic assessment results including recommended changes for the next academic year.

IV-J 2. Describe the process in place to analyze program changes for effectiveness:

Student data is gathered through course evaluations, graduate and alumni surveys. Employer data is gathered at the annual Nursing Advisory meeting. Course data is obtained through informal and formal student feedback, faculty insights, and academic performance. This



information is documented in course logs and the university software assessment package, TaskStream, in order to evaluate outcomes. The BSN Curriculum Committee reviews data trends regarding program satisfaction, completion rates, and employment rates.

IV-J 3. Using the data previously provided in Key Element IV-I, were there any actual program outcomes that did not meet the stated expected level of achievement?

 *Note:* Do not include data related to completion rates (Key Element IV-B), licensure pass rates (Key Element IV-C), certification pass rates (Key Element IV-D), and employment rates (Key Element IV-E); and those related to faculty (Key Element IV-G).

- Yes
- No

For any outcome where the expected level of achievement was not met, provide a written explanation/analysis with documentation for the variance in the space below.

Faculty Outcome:
Explanation/Analysis:

Optional: Key Element IV-J

Is there any other information that the program would like to provide related to this key element?

Insert text here.



Verification

- The Chief Nurse Administrator, Dr. Mary Sharon Boni, has approved the program information form and completed report, and confirms its contents as of May 2, 2019.



Appendices

Appendix A-BSN Student Handbook
Appendix B-BSN Program Information Sheet
Appendix C-Master Plan of Evaluation