Continuous Improvement Progress Report (CIPR)

*Standards for Accreditation of
Baccalaureate Degree Nursing Program*

Bemidji State University

June 1, 2013

General Information

Official Name of Institution: <u>Bemidji State University</u>

Type of Institution (**check one**): ☒public   ☐private, secular   ☐private, religious   ☐proprietary

Institution's Carnegie Classification: Basic Master's S: Master's Colleges and Universities (smaller programs)

Chief Executive Officer of Institution (Full Name and Title): <u>Dr. Richard Hanson, President</u>

Chief Executive Officer of Institution's email address: <u>RHanson@bemidjistate.edu</u>

Official Name of Nursing Unit: <u>Department of Nursing</u>

Chief Nurse Administrator (Full Name and Title): <u>Dr. Jeanine E. Gangeness, Dean and Full Professor</u>

Address: <u>1500 Birchmont Dr. NE, Sattgast #15</u>

City: <u>Bemidji</u>   State: <u>Minnesota</u>   Zip Code: <u>56601</u>

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Web site address (URL) of institution: <u>http://www.bemidjistate.edu/</u>

Web site address (URL) of nursing unit: <u>http://www.bemidjistate.edu/academics/departments/nursing/</u>

Web site address (URL) of institution's catalog (if available electronically):
<u>http://www.bemidjistate.edu/academics/catalog/</u>

Web site address (URL) of nursing student handbook (if available electronically):
<u>http://www.bemidjistate.edu/academics/departments/nursing/2012-13%20RESOURCE%20MANUAL.pdf</u>

Accreditation and Approval

Institutional Accreditation:

Institutional Accreditor *(identify agency name)*	Current Status *(e.g., full accreditation, probation, warning, show cause)*
Commission on Collegiate Nursing Education The Higher Learning Commission www.ncahigherlearningcommission.org	Full accreditation 2009 (next scheduled review 2019-2020)

If the current accreditation status of the institution is anything other than full accreditation (e.g., probation, warning, show cause, or other equivalent status), please provide CCNE a copy of the institutional accrediting agency's most recent accreditation action letter. Also provide (below) an explanation of the current status and how the nursing unit is impacted and/or implicated, if at all:
_____

Specialized Accreditation:

Specialized Accreditor	Last Review *(year or N/A)*	Current Status *(e.g., full accreditation, probation, warning, show cause, N/A)*
Council on Accreditation of Nurse Anesthesia Educational Programs	N/A	N/A
Accreditation Commission for Midwifery Education	N/A	N/A
Commission on Collegiate Nursing Education	Baccalaureate in Nursing 2002 Original visit (approval 2003) Master's in Nursing N/A Doctor of Nursing Practice N/A	Baccalaureate in Nursing Full accreditation Site visit Fall 2007, Approval 2008 Master's in Nursing N/A Doctor of Nursing Practice N/A
National League for Nursing Accrediting Commission	Baccalaureate in Nursing BSN 1995 Master's in Nursing N/A Doctor of Nursing Practice N/A	Baccalaureate in Nursing BSN 2003 Master's in Nursing N/A Doctor of Nursing Practice N/A

If the current accreditation status of a nursing program is anything other than full accreditation (e.g., probation, warning, show cause, or other equivalent status), please provide to CCNE a copy of the accrediting agency's most recent accreditation action letter. Also provide (below) an explanation of the current status and what specific deficiencies were noted:
_____

State Board of Nursing Approval:

Name of applicable state board of nursing: Minnesota Board of Nursing

Nursing Program	Last Review *(year or N/A)*	Current Status *(e.g., full approval/ recognition/accreditation, probation, warning, show cause, N/A)*
Baccalaureate	4/5/12	Full approval
Master's	N/A	N/A
Doctor of Nursing Practice	N/A	N/A

If the current approval/recognition/accreditation status of the program is anything other than full approval/recognition/accreditation (e.g., probation, warning, show cause, or other equivalent status), please provide a copy of the board of nursing's most recent action. Also provide (below) a brief explanation of the current status and what specific deficiencies were noted:

Nursing Program Information

Degree Programs Offered, Student Data:
(Nursing program information must be provided for all programs even if that program is not the focus of this CIPR.)
Identify all baccalaureate and master's degree tracks offered by the nursing unit. For each track, list current enrollment data, as well graduation data for the previous academic year. For the baccalaureate program, include only nursing students (not pre-nursing students).

Nursing Program *(identify all tracks)*	Number of Students Enrolled Current enrollment	Number Of Graduates Previous academic year
Baccalaureate		
Generic-4-Year track	154	33
RN-RN-BS	161	56
Second Career (Fast Track)	N/A	N/A
Other *(specify)*		
Totals:		
Master's *(Identify all tracks offered)*		
N/A		
Totals:		
Doctor of Nursing Practice *(Identify all tracks/majors offered and indicate whether post-baccalaureate or post-master's)*		
N/A		
Totals:		

Has there been a 50% or greater increase in student enrollment (headcount) during the past three years for the overall baccalaureate degree program in nursing?

☐ yes   ☒ no

   If Yes, please provide the enrollment numbers in each of the past three years, describe the growth and how, specifically, the program accommodated the growth (e.g., in terms of faculty and other resources):

3

Report for change submitted in 2012 and approved. Increase in faculty and department resources outlined in report.

Enrollment

Program/Site	Fall 09	Fall 10	Fall 11	Fall 12
RN BS Anoka-Cambridge	35	75	67	61
RN BS Bemidji	48	64	66	63
RN BS Duluth			37	44
4-Year (Generic Bacc) Bemidji	126	127	94	91
	174	191	197	259

Has there been a 50% or greater increase in student enrollment (headcount) during the past three years for the overall master's degree program in nursing?

☐ yes ☒no

If Yes, please provide the enrollment numbers in each of the past three years, describe the growth and how, specifically, the program accommodated the growth (e.g., in terms of faculty and other resources):

Has there been a 50% or greater increase in student enrollment (headcount) during the past three years for the overall Doctor of Nursing Practice program in nursing?

☐ yes ☒no

If Yes, please provide the enrollment numbers in each of the past three years, describe the growth and how, specifically, the program accommodated the growth (e.g., in terms of faculty and other resources):

Identify any post-master's certificate programs offered by the nursing unit:
N/A

Identify any doctoral degree programs (other than the Doctor of Nursing Practice program) offered by the nursing unit:
N/A

Identify any joint degree programs in nursing offered with any other unit at the institution (e.g., MSN/MPH with the School of Public Health):
N/A

Selected Outcomes Data

NCLEX-RN® Pass Rates for the Last Three Calendar Years (January 1-December 31):

Year	# Students Taking NCLEX-RN® for 1st Time	NCLEX-RN® Pass Rate for 1st Time Test Takers	NCLEX-RN® Pass Rate for All Test Takers
2012	35	98.8%	100
2011	27	88%	100
2010	No graduates from 4-Year track program	No graduates from 4-Year track program	N/A

Certification Pass Rates for the Last Three Calendar Years (January 1-December 31):

Year	Certification Organization	Certification Exam (by specialty area)	# Students Taking Exam	Certification Pass Rate
N/A				

Is national certification required to practice in the state where the institution is based?

☐ yes ☒ no ☐ not applicable

Graduation and Employment Data
Baccalaureate Program (for the past three years):

Term/Year of Admission	# Students Admitted	Term/Year of Graduation	# Students Graduated	% Students Graduated	% Graduates Employed+
2007	24	2010	14	58	100
2008	20	2011	10	50	89
2009	124	2012	95	77	TBD

+Provide employment rate at time of graduation or within 12 months of graduation.
Please explain how graduation rates are calculated: The total number of student that graduate/complete in 150% of expected time are divided by the number of students admitted to the program. The programs are organized for completion in 2 years; these rates are based on completion within 3 years.

Master's Program (for the past three years):

Term/Year of Admission	# Students Admitted	Term/Year Of Graduation	# Students Graduated	% Students Graduated	% Graduates Employed+
N/A					

+Provide employment rate at time of graduation or within 12 months of graduation.
Please explain how graduation rates are calculated:

Doctor of Nursing Practice Program (for the past three years):

Term/Year of Admission	# Students Admitted	Term/Year of Graduation	# Students Graduated	% Students Graduated	% Graduates Employed+
N/A					

+Provide employment rate at time of graduation or within 12 months of graduation.

Please explain how graduation rates are calculated:

Nursing Program Faculty
CCNE recognizes that faculty may teach across program levels. Nonetheless, please estimate the faculty full-time-equivalent by program level for the academic year in which this form is submitted.
Identify the number (headcount) of faculty currently devoted to the nursing unit:

# Full-Time	# Part-Time	Total # Faculty
13	3	16

Identify the faculty full-time-equivalent (FTE) currently devoted to the baccalaureate degree program:

Full-Time FTE	Part-Time FTE	Total Faculty FTE
13	3	16

Identify the faculty full-time-equivalent (FTE) currently devoted to the master's degree program:

Full-Time FTE	Part-Time FTE	Total Faculty FTE
N/A		

Identify the faculty full-time-equivalent (FTE) currently devoted to the Doctor of Nursing Practice program:

Full-Time FTE	Part-Time FTE	Total Faculty FTE
N/A		

Additional Campuses/Sites

Identify any additional campuses/sites where the nursing degree program is offered (United States and abroad), the distance from the main campus, the average number of nursing students currently enrolled at each location, and the programs offered at each location.

Campus/Site *(City, State/Country)*	Distance From Main Campus *(in miles)*	# Students Enrolled	Programs Offered *(check all that apply)*
Anoka Ramsey Community College, Cambridge, MN/USA	200	61	☒Baccalaureate ☐Master's ☐DNP
Lake Superior College, Duluth, MN/USA	153	44	☒Baccalaureate ☐Master's ☐DNP
Century College, White Bear Lake, MN/USA (Cohort being launched Fall 2013)	235	0	☒Baccalaureate ☐Master's ☐DNP
			☐Baccalaureate ☐Master's ☐DNP
			☐Baccalaureate ☐Master's ☐DNP

Please provide a brief description of any campuses/sites located outside of the United States: NA

Professional Nursing Standards and Guidelines

Baccalaureate Program:

Identify the professional nursing standards/guidelines that are used by the baccalaureate program (note different dates of documents):

The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008)
☒ yes   ☐ no   ☐ not applicable (no baccalaureate offerings)

Other (please specify):
────

Master's Program: N/A
Identify the professional nursing standards/guidelines that are used by the master's program:

The Essentials of Master's Education for Advanced Practice Nursing (AACN, 1996)
☐ yes   ☐ no   ☒ not applicable (no master's offerings)

The Essentials of Master's Education in Nursing (AACN, 2011)
☐ yes   ☐ no   ☒ not applicable (no master's offerings)

Criteria for Evaluation of Nurse Practitioner Programs (National Task Force on Quality Nurse Practitioner Education, 2008)
☐ yes   ☐ no   ☒ not applicable (no nurse practitioner offerings)

Criteria for Evaluation of Nurse Practitioner Programs (National Task Force on Quality Nurse Practitioner Education, 2012)
☐ yes   ☐ no   ☒ not applicable (no nurse practitioner offerings)

Other (please specify):
────

Doctor of Nursing Practice Program: N/A
Identify the professional nursing standards/guidelines that are used by the Doctor of Nursing Practice program:

The *Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006)
☐ yes   ☐ no   ☒ not applicable (no DNP offerings)

Criteria for Evaluation of Nurse Practitioner Programs (National Task Force on Quality Nurse Practitioner Education, 2008)
☐ yes   ☐ no   ☒ not applicable (no nurse practitioner offerings)

Criteria for Evaluation of Nurse Practitioner Programs (National Task Force on Quality Nurse Practitioner Education, 2012)
☐ yes   ☐ no   ☒ not applicable (no nurse practitioner offerings)

Other (please specify):
────

Distance Education

The Commission's definition of distance education conforms to the U.S. Department of Education's definition, in accordance with Subpart A of 34 CFR §602.3, as follows:

> *Education that uses one or more of the technologies listed in paragraphs (1) through (4) to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--*
>
> *(1) The internet;*
> *(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;*
> *(3) Audio conferencing; or*
> *(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).*

Does your nursing unit currently offer curricula (or any part thereof) via distance education, as defined above?

Baccalaureate (check one): ☒ yes   ☐ no   ☐ not applicable

If yes, please provide a brief (one paragraph) description of the distance learning offerings at the baccalaureate level:

The RN-BS completion students meet on three different campuses (off site) and meet for face time three times each semester, the alternate weeks of the curriculum are delivered in an online format. Faculty employ "Desire2Learn" delivery methods and use a number of different technologies to enhance and support student learning experiences, which include Panopto lecture capture, and Voice Thread.

If yes, is 50% or more of the required academic credit hours in nursing (excluding practica) accrued through distance education activities? ☒ yes   ☐no (**in the RN-BS track only)**

Master's (check one): ☐ yes   ☐ no   ☒ not applicable

If yes, please provide a brief (one paragraph) description of the distance learning offerings at the master's level:

_____

If yes, is 50% or more of the required academic credit hours in nursing (excluding practica) accrued through distance education activities? ☐ yes   ☐no

Doctor of Nursing Practice (check one): ☐ yes   ☐ no   ☒ not applicable

If yes, please provide a brief (one paragraph) description of the distance learning offerings in the Doctor of Nursing Practice program:

_____

If yes, is 50% or more of the required academic credit hours in nursing (excluding practica) accrued through distance education activities? ☐ yes   ☐no

Continued Compliance with CCNE Standards & Key Elements

Introduction

Program Response:

Since the self-study process in 2007, the 4-Year (pre-license) track has graduated cohorts (beginning in 2011), the RN-BS track has expanded to serve the AD-RN population, and the Department has moved to a newly established Bemidji School of Nursing. Communication with CCNE has been limited to reporting annually (AACN), and in February of 2012 a substantive change report was submitted and approved for organization change and increased student population. The final report on accreditation in 2008 had no areas of concern or recommendations for change. This report will address the continuous improvement during national financial strains, nursing education expansion, and organizational change impacts.

Bemidji State University evaluated overall financial sustainability in response to reduced enrollment and decreased funding which resulted in organizational change. Nursing was identified as a growth area for the university. The baccalaureate nursing program experienced growth, with commensurate allocation of resources to meet the needs of increased enrollment and demonstrated organizational structure change (Substantive Change Report, 2/28/12; acceptance letter CCNE, 2/28/13).

The Department of Nursing continues to offer a RN-BS track that provides access for registered nurses who live a distance from campus (established in 1983), along with a generic, 4-Year track that graduated its first students in spring 2011. Due to industry demand, community of interest feedback, and in support of *The Future of Nursing (IOM, 2010)* report, the Department has expanded the RN – BS sites to include Bemidji, Cambridge, Duluth, and beginning fall 2013 in White Bear Lake. The BSU nursing program has hired well-qualified individuals to serve as faculty, increasing faculty from a total of five in 2006, to 13 in 2012.

Collaborations in healthcare are critical to meeting the demands of a changing marketplace and demographic. After years of Nursing Advisory Board (BSU/NTC) recommendations, the Bemidji School of Nursing was established (July 1, 2012), which combines Northwest Technical College (NTC) and Bemidji State University (BSU) nursing programs. The Bemidji School of Nursing seamlessly provides an avenue for nursing students to achieve a baccalaureate degree. The Bemidji School of Nursing offers certified nursing assistant training, practical nursing, and associate degree nursing programs at NTC, and baccalaureate nursing at BSU. The Bemidji School of Nursing committee structure provides for collaborative work creating strong curricular, academic, and student supports (sample minutes available at (http://www.bemidjistate.edu/academics/departments/nursing/publications/).

The Bemidji School of Nursing provides a seamless mechanism to help promote academic progression to the level of a bachelor's prepared nurse, to ultimately improve quality of care with nurses as change agents to improve health outcomes.

Standard I
Program Quality: Mission and Governance

The mission, goals, and expected aggregate student and faculty outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program's mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.

I-A. The mission, goals, and expected student outcomes are congruent with those of the parent institution and consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.

> *Elaboration: The program's mission statement, goals, and expected student outcomes are written and accessible to current and prospective students. A mission statement may relate to all nursing programs offered by the nursing unit or specific programs may have separate mission statements. Program goals are clearly differentiated by level when multiple degree programs exist. Expected student outcomes are clear and may be expressed as competencies, objectives, benchmarks, or other language congruent with institutional and program norms.*
>
> *The program identifies the professional nursing standards and guidelines it uses, including those required by CCNE and any additional program-selected guidelines. A program preparing students for specialty certification incorporates professional standards and guidelines appropriate to the specialty area. A program may select additional standards and guidelines (e.g., state regulatory requirements), as appropriate. Compliance with required and program-selected professional nursing standards and guidelines is clearly evident in the program.*

Program Response:

The mission, philosophy, goals, and expected outcomes of the baccalaureate program are periodically reviewed for internal consistency within the institution and department, in relation to professional standards/guidelines, and in consideration of the community of interest in an effort to continuously advance and improve the program. The Department of Nursing (BSU) participates in the on-going institutional assessment process, and actively contributes to the Higher Learning Commission of the North Central Association of Colleges and Schools self-study process. The core departmental statements are formally reviewed every two years (see Evaluation and Assessment Plan, Appendix A), and more frequently as deemed necessary.

The University has delineated vision, mission, core values, and programming priority areas for 2013-16 (see *http://www.bemidjistate.edu/academics/affairs/strategic_planning/*). These areas will be fully implemented in the coming year, including identifying how the nursing department outcomes are congruent with the university plan. Core documents for the Department of Nursing include goals, mission, philosophy, and curriculum outcomes (see *Resource Manual*, pp. 11-15, http://www.bemidjistate.edu/academics/departments/nursing/2012-13%20RESOURCE%20MANUAL.pdf), which support the institutional statements. The mission, goals, and expected outcomes of the program are reviewed every two years, most recently at the spring 2013 Curriculum Committee and Faculty & Budget Committee meetings (Curriculum Committee 3/29/13; Faculty & Budget Committee 4/5/13). These documents are published in the annually updated *Resource Manual* and remain

congruent with those of Bemidji State University (BSU) and the *AACN Essentials of Baccalaureate Education* (2008).

The *AACN Essentials of Baccalaureate Education* (2008) have been selected as the professional nursing standards for our department and curriculum because the *Essentials* provide an excellent framework for the preparation of baccalaureate nurses for professional practice. Other professional standards and guidelines are identified for use as course references for assignment completion (QSEN, ANA Standards, IOM, MN Nurse Practice Act). The goals, mission, philosophy, and curriculum outcomes reflect consideration of our communities of interest.

The mission, goals, expected outcomes, and every course in the curriculum were analyzed for their alignment with the *AACN Essentials* in the Curriculum Committee during the 2012-13 academic year and the courses demonstrate congruency (Curriculum Committee, 03/29/13). All syllabi beginning in the fall of 2011 list the *Essentials* that are demonstrated in the course.

In 2005, BSU developed a Master Academic Plan that serves students and faculty needs. Table 1 conveys the supportive relationship between the institutional Master Academic Plan and program goals. Tables 2 and 3 illustrate congruence between the BSU vision and mission and the Department of Nursing vision and mission.

Table 1: Relationship Between Institutional Master Academic Plan and The Program Goals

MASTER ACADEMIC PLAN – OUTCOMES	PROGRAM GOALS
High quality programs (provide high quality educational programs and services that support students' professional, personal, and citizenship development.)	Sustain a profile of academic excellence, which includes national accreditation, and the recognition of standards/directions within the discipline and communities of interest. Utilize an effective governance structure which is congruent with the institution, program, and needs of the learners.
Excellent faculty (Hire and support excellent faculty.)	Recruit and retain qualified faculty who contribute to the university, the profession, and other arenas through activities associated with education, service and scholarly endeavors.
Secure future for Northern Minnesota (Help build the future of Northern Minnesota.)	Overall program goals
Diverse student, staff and programming (Enhance diversity.)	Recruit and retain a diversified student body that is qualified and committed to academic excellence and professional development.
Excellent teaching and learning environment (Support the teaching and learning environment.)	Implement a contemporary curriculum which promotes: the development of a humane, holistic view of people; critical inquiry to address nursing practice in a changing society; responsible use of knowledge and practice abilities in a variety of settings; and prepares individuals to contribute to the discipline and society; engages in on-going professional development; and pursues graduate study. Implement educational strategies and practices conducive to the personal and professional development of students.
Financial stability (Secure financial stability through appropriate growth and program development.)	Acquire and allocate resources to provide a positive learning environment.

Table 2: Example Illustrations Of Congruence Between The Institutional Vision and Mission and The Departmental Vision and Mission

BSU VISION	BSU MISSION	DEPARTMENTAL VISION	DEPARTMENTAL MISSION
Shaping Potential, Shaping Worlds	As northern Minnesota's university, we **engage** in new worlds of thought, **embrace** responsible citizenship, and **educate** for a future that can only be imagined	Expanding Minds, Creating Futures	Engage. Embrace. Educate.

Table 3: Example Illustrations Of Congruence Between The Institutional Vision and Mission and The Departmental Mission and Philosophy Statements

DEPARTMENTAL MISSION	CURRICULUM OUTCOMES & ESSENTIALS OF BACCALAUREATE EDUCATION 2008
Engage. Embrace. Educate.	
Engage in scholarship that supports the development of critical thinkers, creative problem solvers, and innovative leaders in care delivery.	1.• **Liberal Education for Baccalaureate Generalist Nursing Practice** o A solid base in liberal education provides the cornerstone for the practice and education of nurses. 2.• **Basic Organizational and Systems Leadership for Quality Care and Patient Safety** o Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality healthcare. 3.• **Scholarship for Evidence Based Practice** o Professional nursing practice is grounded in the translation of current evidence into one's practice. 4.• **Information Management and Application of Patient Care Technology** o Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care. 5.• **Healthcare Policy, Finance, and Regulatory Environments** o Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.
Embrace professionalism and professional values in the care of individuals and populations across diverse cultures, ages, and environments.	6.• **Interprofessional Communication and Collaboration for Improving Patient Health Outcomes** o Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care. 7.• **Clinical Prevention and Population Health** o Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice. 8.• **Professionalism and Professional Values** o Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing. 9.• **Baccalaureate Generalist Nursing Practice** o The baccalaureate-graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments. o The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.
Educate the baccalaureate nurse generalist for a future that includes lifelong learning and professional practice.	1.• **Liberal Education for Baccalaureate Generalist Nursing Practice** o A solid base in liberal education provides the cornerstone for the practice and education of nurses.

I-B. The mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, to reflect:
- professional nursing standards and guidelines; and
- the needs and expectations of the community of interest.

Elaboration: There is a defined process for periodic review and revision of program mission, goals, and expected student outcomes. The review process has been implemented and resultant action reflects professional nursing standards and guidelines. The community of interest is defined by the nursing unit. The needs and expectations of the community of interest are reflected in the mission, goals, and expected student outcomes. Input from the community of interest is used to foster program improvement. The program afforded the community of interest the opportunity to submit third-party comments to CCNE, in accordance with accreditation procedures.

Program Response:

The mission, goals, and outcomes are reviewed and revised to reflect professional nursing standards (AACN *Essentials of Baccalaureate Education in Nursing*, QSEN, ANA, and IOM) and the needs of the community of interest. The Bemidji School of Nursing has developed a process to review the mission, goals, and outcomes; track changes; and evaluate changes for future needs. In a collaborative process, the Bemidji School of Nursing faculty and staff members defined our **Communities of Interest** as both internal and external.

- Our internal community of interest includes the university/college-at-large – students, faculty, administration, and organizational units.

- Our external community of interest includes our alumni, employers of our alumni, healthcare providers, professional groups, consumers of nursing care, and global health partners.

The organizational structures of Bemidji State University and the Department of Nursing (BSU) support a process for periodic review and revision of program mission, goals, and expected student outcomes.

Bemidji State University Organizational Structure

The organizational structure of Bemidji State University is depicted in the MnSCU Organizational Chart (see Appendix B) and the Bemidji State University, Academic Affairs Organizational Chart (see Appendix C). The Department of Nursing is a part of the Bemidji School of Nursing.

Bemidji School of Nursing Organizational Structure

One demonstration of how communities of interest feedback were addressed is the development of the Bemidji School of Nursing. Communities of interest, both internal and external, had expressed the desire to expand and deepen the connection between the nursing programs at Bemidji State University and Northwest Technical College (Advisory Board Minutes 4/28/11, 4/30/12, 4/30/13). The communities of interest recommendations to collaborate were based on:

- Overlap in clinical needs and coordination efforts
- Simulation lab development efforts in both facilities
- RN-BS progression pathways
- IOM Future of Nursing Report

The students in the Bemidji State University nursing program expressed interest in a deeper collaboration with Northwest Technical College for the purpose of smoothing transitions from one institution to another. Further support was voiced by the administration of Bemidji State University. Currently, Bemidji State University and Northwest Technical College share upper administration and some officers. Common positions (same person holds these roles) at Bemidji State University and Northwest Technical College:

- President
- Vice President for Finance and Administration
- Vice President for Student Development and Enrollment
- Chief Information Officer
- Chief Human Resources and Affirmative Action Officer

In November 2011 the nursing faculty groups from Bemidji State University and Northwest Technical College came together and worked with an organizational psychologist to identify shared values. The vision and mission work began. In January 2012 a combined committee structure focused on accreditation function was launched (see table). Each committee has a co-chair from each campus and a secretary; and accreditation responsibility and specific standards are assigned to committees (CCNE and NLNAC/ACEN). Outcomes for programs reflect the national accreditation expectations; the baccalaureate program employs the use of *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008). The Bemidji School of Nursing Bylaws were adopted spring semester (Curriculum Committee 3/1/13, Academic Resources Committee

5/13/13, Student Admissions Progressions and Concerns Committee 3/27/13) after a year of faculty and staff feedback. The organizational chart is displayed below as figure 1.

Bemidji School of Nursing Committee Structure and Associated Accreditation Standards

Faculty and Budget	Academic Resources	Curriculum	Student Admissions Progressions Concerns
CCNE			
STANDARD I **Program Quality: Mission and Governance** The mission, goals, and expected aggregate student and faculty outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program's mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.	STANDARD II **Program Quality: Institutional Commitment and Resources** The parent institution demonstrates ongoing commitment and support for the nursing program. The institution makes available resources to enable the program to achieve its mission, goals, and expected aggregate student and faculty outcomes. The faculty, as a resource of the program, enables the achievement of the mission, goals, and expected aggregate student outcomes.	STANDARD III **Program Quality: Curriculum and Teaching-Learning Practices** The curriculum is developed in accordance with the mission, goals, and expected aggregate student outcomes and reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected individual student learning outcomes and expected aggregate student outcomes. The environment for teaching-learning fosters achievement of expected individual student learning outcomes.	STANDARD IV **Program Effectiveness: Aggregate Student and Faculty Outcomes** The program is effective in fulfilling its mission, goals, and expected aggregate student and faculty outcomes. Actual aggregate student outcomes are consistent with the mission, goals, and expected student outcomes. Actual alumni satisfaction data and the accomplishments of graduates of the program attest to the effectiveness of the program. Actual aggregate faculty outcomes are consistent with the mission, goals, and expected faculty outcomes. Data on program effectiveness are used to foster ongoing program improvement.
NLNAC/ACEN			
STANDARD 1 **Mission and Administrative Capacity** The nursing education unit's mission reflects the governing organization's core values and is congruent with its strategic goals and objectives. The governing organization and program have administrative capacity resulting in effective delivery of the nursing program and achievement of identified outcomes.	STANDARD 2 **Faculty and Staff** Qualified faculty and staff provide leadership and support necessary to attain the goals and outcomes of the nursing education unit. STANDARD 5 **Resources** Fiscal, physical, and learning resources promote the achievement of the goals and outcomes of the nursing education unit.	STANDARD 4 **Curriculum** The curriculum prepares students to achieve the outcomes of the nursing education unit, including safe practice in contemporary health care environments.	STANDARD 3 **Students** Student policies, development, and services support the goals and outcomes of the nursing education unit. STANDARD 6 **Outcomes** Evaluation of student learning demonstrates that graduates have achieved identified competencies consistent with the institutional mission and professional standards and that the outcomes of the nursing education unit have been achieved.

Figure 1 Organizational Chart, School of Nursing
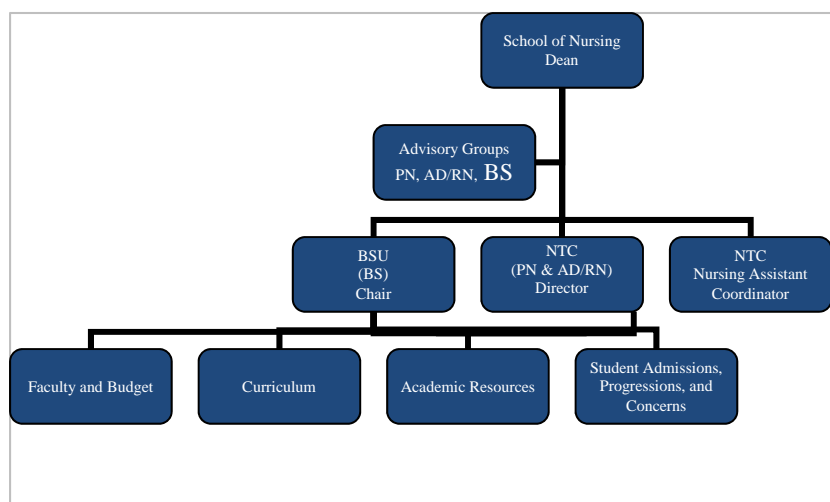
I-C. Expected faculty outcomes in teaching, scholarship, service, and practice are congruent with the mission, goals, and expected student outcomes.

Elaboration: Expected faculty outcomes are clearly identified by the nursing unit, are written, and are communicated to the faculty. Expected faculty outcomes are congruent with those of the parent institution.

Program Response:

Faculty expectations and outcomes are clearly identified by the contract and provided to all faculty members upon hire, and the Academic Provost provides information about the review process annually (http://www.bemidjistate.edu/academics/affairs/faculty_resources/). Faculty set their plan and report annually, until tenured (then every three years) on Teaching Effectiveness, Scholarship, Continued Education, Service to Students, and Service to the University and Community. The dean for the Bemidji School of Nursing provides feedback on the developed plan (fall) and report (spring). The expectations are clearly outlined in the Inter-Faculty Organization (IFO) contract (http://www.hr.mnscu.edu/contract_plans/documents/IFO_09_11_Contract.pdf) and further delineated by the faculty-governed *Center for Professional Development*, (http://www.bemidjistate.edu/faculty_staff/professional_development/).

In the NRSG 4201 Practicum: Role Integration course, students demonstrate interprofessional communication and collaboration for improving patient health outcome, which shows how faculty outcomes are congruent with a student outcome (AACN, 2008). Students participate in an unfolding case-study and simulation experience involving physicians, nurse practitioners, pharmacists, and an ethics committee. Students assess the situation and the patient and call the appropriate professional to report on the patient, using SBAR. Reporting the change of status, followed by updated orders, students then implement the order in a simulated environment. The faculty members collaborating on this course collect data to improve the course/student outcomes, and future presentations/publications of results (Teaching Effectiveness, Scholarship). In another example, Dr. Nancy Hall attended a Quality and Safety Education for Nurses (QSEN) conference (2010) in Minneapolis as a part of her Teaching Effectiveness plan and Continued Preparation that improves student outcomes (2. Basic Organizational and Systems Leadership for Quality Care and Patient Safety). She reviewed the QSEN resources with other faculty (12/8/2010). Faculty worked to integrate QSEN modules in multiple courses (NRSG 2203, 2204, 3000, 3202, 3203, 4100, 4003, 4201) during review/revision of 4-Year track curriculum (2012-2103).

Outcomes identified by the faculty IFO contract (teaching, scholarship, service, and practice) are congruent with the mission, goals, and expected student outcomes and are demonstrated through the annual faculty reports and curriculum committee processes.

I-D. 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.

Program Response:

The Bemidji School of Nursing utilizes a shared governance model. There are four committees, three are joint committees and populated with Bemidji State University and Northwest Technical College faculty. These committees include the Curriculum Committee, the Academic Resources Committee, and the Student Admissions, Progressions, and Concerns Committee. The fourth committee is the Faculty and Budget committee. This committee is chaired by the department head on each campus and is populated with the campus faculty (BSU, all BSU faculty members; NTC, all NTC faculty members). All faculty members have committee involvement. Student involvement in committees is encouraged and students are invited to attend faculty and committee meetings. Regular meetings of all committees are scheduled early in the fall semester and posted for the public on our website. Both RN-BS and 4-Year track students participate in planning for the Pinning Ceremony each year. Students from both programs are included in the Advisory Board membership.

Faculty Roles in Governance of the University

The roles of the faculty in the governance of the university are clearly defined by the union in the *IFO/MnSCU Master Agreement* (http://www.bemidjistate.edu/bsufa/), the *Faculty Handbook 2010-13* http://www.bemidjistate.edu/faculty_staff/professional_development/new_faculty/ , and the Department of Nursing Bylaws in the Department Resource Manual (http://www.bemidjistate.edu/academics/departments/nursing/publications/), and continue to enable meaningful participation. All full-time faculty members who are members of the union are eligible to serve on all university committees and are elected by faculty within their colleges. Faculty participation on university committees is noted under "University & Community Service". Within the past three years, nursing faculty members have served as members of the IFO Senate, University Planning Council, Center for Professional Development, Tobacco Free Implementation Committee, IFO Feminist Committee, Liberal Education Committee, and also as IFO treasurer and in the Faculty Mentorship Program. It is evident that the nursing faculty members are very active in university governance. This is especially notable considering there are only 13 full-time faculty members.

Department of Nursing Organizational Structure

The organizational structure of the Department of Nursing is designed to foster both student and faculty involvement in program governance. The Department of Nursing Organizational Chart depicts the organizational structure of the program and reflects the integral role of faculty and students (http://www.bemidjistate.edu/academics/departments/nursing/2012-13%20RESOURCE%20MANUAL.pdf, p. 24). The roles and responsibilities of students and faculty are clearly defined in The Department of Nursing Bylaws, which describe in detail departmental purpose and function, membership, voting, conduct of business, and departmental and standing committees (http://www.bemidjistate.edu/academics/departments/nursing/publications/). The annually updated *Resource Manual* is available on the department website under publications for all faculty, students, and community-of-

interest members and is discussed with students at the beginning of fall semester and throughout the year as needed.

Faculty Governance in the Department

The Department of Nursing has a chair and 12 additional full-time faculty members. Adjunct faculty members are used to teach required or elective courses and practicum sections as needed. The chair position is considered a faculty role with no supervisory authority over the other faculty members. Duties and responsibilities of the chair are outlined in the *IFO Agreement* (http://www.bemidjistate.edu/bsufa/). Chair roles include: (a) academic and administrative coordination, (b) fostering an environment which enhances individual and department growth and development, (c) coordinating the activities of the department through a process of regular consultation with all members of the department and the dean/president/designee, (d) forwarding recommendations of the department to the appropriate administrative personnel, and (e) submitting his/her own reactions or recommendations to the dean/president/designee on such matters as tenure, promotion, and renewal.

As outlined earlier, the Department of Nursing is a part of the Bemidji School of Nursing and has three combined committees, the Student Admission Progression and Concerns Committee, the Academic Resources Committee, and the Curriculum Committee, which meet monthly. In addition, there are monthly Faculty & Budget Committee meetings. Each full-time faculty member serves on one committee in the Bemidji School of Nursing. The faculty members are the ultimate decision-makers regarding most program issues. However, the appropriate university committee or person must approve decisions that affect other departments or the university. For instance, the BSU Curriculum Committee must approve major curricular changes and administrative personnel must approve decisions requiring budget changes.

Student Roles in Governance of the University

The roles of students continue to be clearly defined by the *Student Handbook* (http://www.bemidjistate.edu/students/) and the Bemidji School of Nursing Bylaws (*see link above*), and continue to enable meaningful participation. There are two general categories of campus government where students may become involved: university (administrative) governance and student governance. Students involved in administrative committees participate in the decision-making process on many university issues including such matters as faculty evaluation, review of registration procedures, selection of administrative officers, space allocation, and university-wide planning. The Minnesota State Colleges and Universities Board of Trustees regulates student participation in university governance. Student representatives on most committees, boards and councils are appointed through the Student Senate. Membership on the Senate is not required. Student government is an integral part of the university's governance structure. The two primary student government groups are the Student Senate and the Residence Hall governance system. Each of these governance groups has a well-defined constituency and clear authority for that constituency (*Bemidji State University Student Handbook* at http://www.bemidjistate.edu/students/). There are many governing opportunities for students at the university level.

Student Governance in the Department

  Nursing governance in the department includes students' participation in the committee structure, the Student Nurses Association, and end-of-semester student forums. Students provide input informally through student/faculty meetings during advising time throughout the academic year. Students are encouraged to participate in school meetings. Students requesting to be part of the agenda are referred to the chair of the appropriate committee: the issue is placed on the agenda, and students are notified of the next meeting time and location. Meeting times, days, and locations are posted for students. Students with individual concerns regarding course assignments or nursing courses are referred to the individual course faculty.

  With the distance students in the RN – BS track and the block scheduling of our courses, students find it difficult to attend our traditional department meetings. Thus, student input is solicited via student-faculty forums conducted at the end of the semester. The chair of the Student Admissions, Progressions, and Concerns Committee organizes the forums that are facilitated by faculty and notes are taken (e.g., Student Admissions, Progressions, and Concerns Committee minutes). Students are asked to provide information on a variety of course, program, and university topics, such as online course delivery, recruitment of nursing students, planning of new student orientations, and online discussion groups. The following is an example of how student input is used: Students were asked during an end-of-semester forum to provide feedback on how the program could be better (Cambridge, RN-BS, 4/22/2011). The students wanted more advising opportunities. In response, a student orientation shell was developed with advising information posted. All RN-BS students are loaded into the shell (Course Management System) upon admission to the program and removed once they complete graduation requirements. This orientation site became available fall semester of 2012 and evaluation of use of the site is ongoing.

  In conclusion, the roles of the faculty and students in the governance of the program are clearly defined by the *Interfaculty Organization Agreement*, the *Faculty Handbook,* the *Bemidji State University Student Handbook,* and *Resource Manual,* which enables meaningful participation.

I-E. Documents and publications are accurate. References to the program's offerings, outcomes, accreditation/approval status, academic calendar, recruitment and admission policies, transfer of credit policies, grading policies, degree completion requirements, tuition, and fees are accurate.

  Elaboration: A process is used to notify constituents about changes in documents and publications. Information regarding licensure and/or certification examinations for which graduates will be eligible is accurate.

Program Response:

  The publications and documents are a shared responsibility between the Department and other university offices (see table with document/responsible/URL). The links are updated and provided to students and faculty. All documents are available online on the Bemidji State University website.

Document/ Publication	Group Responsible for updating	URL
Program's	Records/Registrar	http://www.bemidjistate.edu/academics/catalog/

Document/ Publication	Group Responsible for updating	URL
Offerings		http://www.bemidjistate.edu/academics/catalog/11catalog/NRSG/index.html
Outcomes	Department of Nursing	Resource Manual, p. 14 http://www.bemidjistate.edu/academics/departments/nursing/publications/
Accreditation/ Approval Status	Department of Nursing and Academic Affairs	http://www.bemidjistate.edu/academics/departments/nursing/about/accreditation.cfm http://www.bemidjistate.edu/academics/affairs/accreditation.cfm
Academic Calendar	Academic Affairs	http://www.bemidjistate.edu/academics/affairs/calendars/
Recruitment And Admission Policies, Transfer Of Credit Policies	Department of Nursing and Admissions	Resource Manual, p. 31, 61 http://www.bemidjistate.edu/academics/departments/nursing/publications/ and http://www.bemidjistate.edu/academics/departments/nursing/apply/ Admissions Department http://www.bemidjistate.edu/admissions/ Transfer http://www.bemidjistate.edu/admissions/undergrad/explore/academics/transfer/
Grading Policies	Department of Nursing and Records/Registrar	Resource Manual, p. 43 http://www.bemidjistate.edu/academics/departments/nursing/publications/
Degree Completion Requirements	Records/Registrar	http://www.bemidjistate.edu/offices/records_registration/planning/
Tuition, And Fees Are Accurate	Financial Aid and Business Office	http://www.bemidjistate.edu/offices/business/tuition_fees/

Notifications of ongoing and updated documents and publications occur through the use of blast emails, updates to the website, inclusion in newsletters, and postings to D2L (course management system). Students have access to an academic calendar. Students receive a *Bemidji State University Handbook*, which provides information on university policies and procedures, student services, and opportunities for student involvement in clubs and organizations. Information regarding licensure through NCLEX is made available to the 4-Year graduates directly from information posted by the Minnesota Board of Nursing (MBON), and students are encouraged to visit the MBON website as indicated for the most up-to-date information http://mn.gov/health-licensing-boards/nursing/applicants/apply/apply-exam.jsp.

The Bemidji School of Nursing's Student Admissions, Progressions, and Concern (SAPC) Committee is working on streamlining policies and procedures between Northwest Technical College and Bemidji State University to create more seamless and clear expectations. For examples of this process, see SAPC meeting notes 8/22/12, 9/19/12, 3/27/13. All documents are available on line at the Department of Nursing website. The Resource Manual references program offerings, is reviewed and updated at least annually, and posted electronically (approved updated document Faculty and Budget Meeting 4/5/13). Faculty approved the revised Bylaws for the Bemidji School of Nursing spring 2013.

I-F. Academic policies of the parent institution and the nursing program are congruent. These policies support achievement of the mission, goals, and expected student outcomes. These policies are fair, equitable, and published and are reviewed and revised as necessary to foster program improvement. These policies include, but are not limited to, those related to student recruitment, admission, retention, and progression.

> *Elaboration: Nursing faculty are involved in the development, review, and revision of academic program policies. Differences between the nursing program policies and those of the parent institution are identified and are in support of achievement of the program's mission, goals, and expected student outcomes. Policies are written and communicated to relevant constituencies. Policies are implemented consistently. There is a defined process by which policies are regularly reviewed. Policy review occurs and revisions are made as needed.*

Program Response:

The Student Admissions, Progressions, and Concerns Committee (SAPC) members are charged to develop, review, and revise student recruitment, admissions, retention, and progression policies within the department. Admission to the 4-Year track includes TOEFL scores that are higher than the university expectations (BSU http://www.bemidjistate.edu/students/international/international_students/admission/; Nursing http://www.bemidjistate.edu/academics/departments/nursing/apply/4year.cfm) (SAPC minutes 10/16/09, discussed and supported 8/22/12). This increased TOEFL score was based on recommendations from the National Council of State Boards of Nursing (NCSBN) (https://www.ncsbn.org/TOEFL_iBT_Proficiency_Standard_Process.pdf). As a result of reports from students and faculty stating that the appeals process was confusing, SAPC committee members developed a grievance/appeals algorithm and form which streamlines the process (SAPC 12/19/12, 4/24/13). Academic policies of the university (http://www.bemidjistate.edu/students/handbook/) support the nursing program http://www.bemidjistate.edu/academics/departments/nursing/2012-13%20RESOURCE%20MANUAL.pdf on pages 31-59.

I-G. There are established policies by which the nursing unit defines and reviews formal complaints.

Elaboration: The program's definition of a formal complaint and the procedure for filing a complaint are communicated to relevant constituencies. The program follows its established policies/procedures for formal complaints.

Program Response:

Formal complaints are defined for internal and external communities of interest. Internal groups can submit a complaint in the form of a grievance or appeal to the SAPC committee chair. External constituencies submit complaints to the department chair and the dean. The procedure supports university-wide academic and behavioral issues (http://www.bemidjistate.edu/students/handbook/conduct/). For example a student violated the Academic Integrity Policy and sanctions were established by the SAPC committee. The student appealed in writing and presented to the committee as part of the process (SAPC 4/24/13).

A grievance algorithm is available for ease and consistency in processing complaints (referenced above). The SAPC committee meets monthly throughout the academic year. The co-chairs of the committee review and process any complaints that are received in the summer months. There is a clearly defined appeals process and students from all programs exercise their right to appeal.

Summary of Standard I

Areas for Improvement	Strategies
Continued work with faculty on mission, vision, and student learning outcomes	Identify ways to engage new faculty to work with mission, vision, goals, and outcomes to create congruence with university and school mission, vision, goals, and outcomes.

Standard II
Program Quality: Institutional Commitment and Resources

The parent institution demonstrates ongoing commitment and support for the nursing program. The institution makes available resources to enable the program to achieve its mission, goals, and expected aggregate student and faculty outcomes. The faculty, as a resource of the program, enables the achievement of the mission, goals, and expected aggregate student outcomes.

II-A. Fiscal and physical 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 student and faculty outcomes. The budget also supports the development, implementation, and evaluation of the program. Compensation of nursing unit personnel supports recruitment and retention of qualified faculty and staff. Physical space is sufficient and configured in ways that enable the program to achieve its mission, goals, and expected student and faculty outcomes. Equipment and supplies (e.g., computing, laboratory, and teaching-learning) are sufficient to achieve the mission, goals, and expected student and faculty outcomes. There is a defined process for regular review of the adequacy of the program's fiscal and physical resources. Review of fiscal and physical resources occurs and improvements are made as appropriate.*

Program Response:

Fiscal and physical resources continue to be sufficient to enable the program to fulfill its mission, goals, and expected outcomes. The Academic Resource Committee (ARC) has identified a key element and the resources associated with that key element to be addressed during each monthly meeting (Appendix A). Funds for the university are appropriated by the legislature and allocated through the Board of Regents of the Minnesota State Colleges and Universities (MnSCU) to each institution within the system. Recent state financial crises have reduced state funding; however, the nursing program continues to receive an equitable share of the available funds. Individual nursing personnel submit equipment requests to the ARC as needed, and the ARC forwards recommendations to the dean for purchasing (see Appendix D). Fiscal resources are reviewed monthly by the Faculty and Budget Committee, as well as on-going review of the budgets by the dean.

The table below demonstrates the adjustment in resources based on the increase in student population. The budget changes were made after a retrospective budget analysis and budget projection to meet the program's needs.

Department Budget

Cost Center	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
General, base (210250)	$9,000	$9,000	$9,000	$21,000	$24,000	$24,000	$30,000
Equipment (210823)	8,631	6,357	5,751	6,558	5,030	10,550	8,578
Differential Tuition – revenues (210248)	0	0	35,225	68,867	125,625	145,350	154,978
Student population	38	63	115	302	408	459	485
Full-time faculty	4	5	6	10	13	13	13

Compensation of nursing-unit personnel supports recruitment and retention of qualified faculty and staff. The Department has grown to 13 full-time faculty and additional staff (see staff tables below).

Lab Personnel Profile

Name	Percent Dedicated	Title	Education Preparation	Experiential Qualifications	Responsibilities
Jennifer Atteberry	6 credits out of a total of 24 per academic year	Lab Coordinator	Master's Science, major: Nursing	Practicum in MS program included work with Simulation Coordinator at BSU (part of School of Nursing) Add any workshops or conferences Laerdal Sun Conference Fall 2011, Minnesota Simulation Conference Spring 2013, Mentor for new simulation faculty Spring 2013	Creates, arranges, evaluates, and participates in high and low fidelity, simulation learning activities for a clinical group each semester, skills development, lab maintenance
Leslie Darmofal	50%	Clinical Coordinator (shared position for all School of Nursing programs)	Master's Science, major: Nursing – ACNS-BC- Adult Clinical Nurse Specialist – Board Certified, Advanced Practiced Registered Nurse	Practicum in Leadership and Collaboration with Education of nurses, direct patient care assessment and diagnosis, and organizational systems policies and procedures Experience in organizational management, Coordination of nursing and patient care management within a hospital facility Collaboration at local, state, and international agency levels of organizations	Recruitment of clinical faculty Oversight of the orientation vehicle Uses EBP to design policies and procedures Develops agency relationships and determines the interpretation of agency evaluations Liaison for nursing practice
Sandra Thole	50%	Lab Assistant	AAS, Practical Nurse	PN nursing education	Maintains equipment, orders supplies, organizes space for faculty, schedules student testing.

Staff Profile

Name	FT/PT	% of time working for Nursing Unit	Date of Initial Appointment	(Position)	Degree or Training	Responsibilities
Mayer, Tamera	FT	100%	July 2012	Office Administrative Specialist (OAS), Senior	BS in Career and Technical Education, with secondary teaching licensure. Microsoft Word, Excel and Raiser's Edge for Windows. Secretarial Certificate from Bemidji AVTI. Attended several workshops and seminars on office management, time management, dealing with people.	Administrative Assistant to the Dean of the School of Nursing. Schedule appointments and arrange meetings for the dean and the Nursing Department. Setting up the newly formed School of Nursing: office files, website, display case, etc. Assist dean with vacancy notices, professional development plans, promotions, tenure. Keep staff up to date on rules, deadlines, and meetings. Compose and send letters to Nursing Boards, alumni, students.

Name	FT/PT	% of time working for Nursing Unit	Date of Initial Appointment	(Position)	Degree or Training	Responsibilities
						Process BSU forms and paperwork for faculty and dean. Responsible for the Nursing Newsletter, budgets, ordering supplies for the lab and offices. Assist with outside functions for the nursing school and department. Training and supervision of work-study students.
Erickson, Marlene	FT	85-90%	May 2003	Office Administrative Specialist (OAS)	Microsoft Word, ISRS, EMS, Customer Service	Verifying LPN/ADN degree completion w/BON, clerical support for committees
Frenzel, Briana	FT	50%	January 2013	Assessment Coordinator	B.A. M.S.W. Training in database management, Excel, SPSS, Stata, SAS	Database management (Taskstream), committee involvement, assisting faculty and director

Library funding is determined by library personnel, and the ARC committee members collaboratively determine needs and funding. In 2010 a budget reduction resulted in an opportunity for library staff and nursing faculty to evaluate how current library resources were being utilized. After an assessment of how periodicals are accessed, it was found that only three physical research journals were checked out during a one-year period, all other journals were viewed in the online database. Based on this analysis, all physical journals were eliminated which maintained access to all library databases with an addition of the Cochrane Library, and reduced the overall budget (ARC 10/15/10). Students currently have access to both health and interdisciplinary journals (CINAHL Plus with Full Text, Cochrane Library, Health Source: Nursing/Academic Edition, Medline (OVID), OVID Nursing Collection II: Lippincott Premier Nursing Journals, PsycINFO, PubMed, and others).

Library Expenditures for Nursing

Category	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Periodicals	6,724	7,865	10,717	13,689	10,793	7,983	8,776
Books (LC Class RT)	1,230	4,350	2,564	275	145	9,391	802
Total	7,954	12,215	13,281	13,964	10,938	17,374	9,578

Space

The Department of Nursing is located in Sattgast and Memorial Halls, and utilizes classrooms in three other buildings at Bemidji State University. The Department of Nursing in Sattgast 207 consists of a main reception area, conference room, and 13 separate offices for full-time faculty members. Sattgast 323 is home to the Bemidji School of Nursing's administrative assistant, assessment coordinator, and the dean. The Clinical Resource Center in Memorial has one classroom (30 seats), two seminar rooms, 10 patient rooms, and two simulation rooms. Classrooms in all of the buildings have Smart Technology and wireless internet access. Meeting space is available in Sattgast 314 and in the Clinical Resource Center. Spaces are currently adequate; however, the department is working with administration to increase space based on program expansion. Eventually the Bemidji School of Nursing will be in one location with faculty and staff on one campus.

Equipment and Supplies

The Clinical Resource Center (CRC) in Memorial is equipped for skill acquisition and clinical simulation. High-fidelity manikins include an adult, pediatric, and two birthing manikins. The program utilizes multiple low and mid-fidelity manikins for simulated clinical experiences. Twenty computers are hard-wired in the CRC. Three storage rooms, as well as multiple storage spaces house medical equipment and supplies. Laundry facilities are available in the CRC for dirty linen. Enhanced recording technology (updated 2012) is available for skill test-outs and simulations.

II-B. Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.

Elaboration: Academic support services (e.g., library, technology, distance education support, research support, admission, and advising services) are adequate for students and faculty to meet program requirements and to achieve the mission, goals, and expected student and faculty outcomes. There is a defined process for regular review of the adequacy of the program's academic support services.? Review of academic support services occurs and improvements are made as appropriate.

Program Response:

The academic support services continue to be sufficient to ensure quality, and are reviewed, revised, and improved by the ARC (http://students.bemidjistate.edu/). The ARC has an established schedule where the academic support services are evaluated monthly. **Library** has assigned a liaison to the Bemidji School of Nursing. Pete McDonnell, distance librarian, has been assigned to review resources and provide expertise on library needs. Some areas that have been developed include the **research** assistance for nurses, with all of the health databases outlined for learners. See above in II-A for table of past library allocations. Online and on-campus students use Information **Technology** Services, which includes how to access e-mail, D2L (course management system), and use software (Word, Excel) (studenthelp@bemidjistate.edu). The Center for Extended Learning (CEL) provides **distance learner support** to the RN-BS students, and is available via telephone or online at http://www.bemidjistate.edu/academics/distance/learning_at_bsu/index.cfm. CEL personnel are available to help students with the technical issues related to accessing transcripts and registering for courses. The **Admissions** office serves all incoming students at BSU. All students must be admitted to BSU prior to admission to either the 4-Year or RN-BS tracks. Students can access information on line at http://www.bemidjistate.edu/admissions. The **Advising** Success Center serves online and on-campus students with tutoring and advising support. Student success tools are available at http://www.bemidjistate.edu/students/services/advising. Students, who identify nursing as a major, are assigned a nursing faculty advisor. This allows the student to develop a personal relationship and sense of belonging.

An example of how student feedback impacted resource changes is when RN-BS students wanted additional transcript information. The Degree Audit Report (transcript) information was developed and is available at both the orientation and on line for asynchronous access. The ARC continues to assess student satisfaction of the online orientation and revisions are based on feedback.

II-C. The chief nurse administrator:
1.   is a registered nurse (RN);
2.   holds a graduate degree in nursing;
3.   is academically and experientially qualified to accomplish the mission, goals, and expected student and faculty outcomes;
4.   is vested with the administrative authority to accomplish the mission, goals, and expected student and faculty outcomes; and
5.   provides effective leadership to the nursing unit in achieving its mission, goals, and expected student and faculty outcomes.

Elaboration: The chief nurse administrator has budgetary, decision-making, and evaluation authority that 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 student and faculty outcomes. The chief nurse administrator is perceived by the communities of interest to be an effective leader of the nursing unit. The program provides a rationale if the chief nurse administrator does not hold a graduate degree in nursing.

Program Response:

Dr. Jeanine Gangeness was appointed dean of the Bemidji School of Nursing on March 1, 2012. She is academically and experientially qualified to lead the program. Dr. Gangeness earned a baccalaureate degree in nursing, a master's degree in nursing, and a PhD in nursing from the University of North Dakota. Prior to being dean she was the chair (2007-2012) and full-professor in the Department of Nursing at Bemidji State University. She taught in the baccalaureate nursing program for four years prior to becoming chair. Dr. Gangeness taught for one year at Northwest Technical College in Bemidji in the Practical Nursing Program. Prior to teaching, she was a Public Health Nurse for over 10 years with Cass County (MN) Public Health Division. Dr. Gangeness served as a Maternal Child Health, Public Health Nurse; organized prevention programming (pregnancy, alcohol, tobacco and other drugs); and trained the Home Health Aide staff. Prior to working with public health, she worked full time as a float staff nurse from 1990-1992 at Riverside Medical Center in Minneapolis (a 1,200 bed acute care and long-term care facility).

Dr. Gangeness has a record of publishing, has presented at national and international conferences and was recently named to the Minnesota Board of Nursing by Governor Dayton. She does all faculty evaluations, budget management, and facilitates the shared governance process with faculty and staff (http://jeaninegangeness.efoliomn.com/curriculumvitae).

II-D. Faculty members are:
1.   sufficient in number to accomplish the mission, goals, and expected student and faculty outcomes;
2.   academically prepared for the areas in which they teach; and
3.   experientially prepared for the areas in which they teach.

Elaboration: The full-time equivalency (FTE) of faculty involved in each program is clearly delineated, and the program provides to CCNE its formula for calculating FTEs. The mix of full-time and part-time faculty is appropriate to achieve the mission, goals, and expected student and faculty outcomes. 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 rationale 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 have lead faculty who are nationally certified in that specialty.

Program Response:

All full-time faculty are Registered Nurses and hold graduate degrees in nursing. The Department limits the use of adjunct/part-time faculty to less than five each year. Only doctoral and master's prepared adjunct faculty are hired. The table in II-A demonstrates the increase of faculty resources that match the increase in the student population. Each full-time faculty member is assigned 24 credits per academic year (1 FTE=24 credits). Student-to-faculty ratios are based on the type of course and the student type (RN–BS; 4-Year).

Faculty to Student Ratio Table

Program	Theory/Lecture	Lab	Practicum
RN-BS	30-40 students:1 faculty	20 students:1 faculty	15-20 students: 1 faculty
4-Year Track	30-90:1 Most are 30-45:1	15:1	8-10:1

In the 2007 Self Study, development needs included increasing faculty and increasing faculty diversity. The Department has increased in faculty from 6 to 13 and has added two doctoral-prepared faculty members for fall 2013 start. Clinical expertise diversity has broadened (see below), and two doctoral-prepared American Indian faculty teach in the Department of Nursing at BSU.

Full-Time Faculty

Name	Degrees	University/College	Focus	Other Relevant Experiences	Courses Taught
McDermott, Jeanine Hired 2012 Tenure-track Assistant Professor	BA-Business Administration LPN ADN BSN Bridge program to PhD	University of Washington; Seattle, WA 1979; 1995 Bemidji Area Vocational Technical Institute, Bemidji, MN, 1991 Northland Community College, Thief River Falls, MN, 1992 Bemidji State University, Bemidji, MN 1998 University of North Dakota, Grand Forks, ND, 2001-2008	Business Administration Nursing Nursing Nursing Nursing/Hospital Administration Research Methodologies, Education	Private Duty Nurse Registrar PHN Certification LPN Instructor Staff Nurse Emergency Department Nurse Nurse Manager National Patient Education Initiative Committee member for Indian Health Service Indian Health Service Health Education Webmaster Doctoral research on describing the health risk behavioral factors that influence college students' perceptions of multidimensional wellbeing.	Adult-Gerian Medical/Surgical Course Adult-Gerian Practicum Leadership and Management Elements of a Scholarly Practice APA Formatting (online) First-Year Experience Seminar
Hommes, Tiffany Hired 2009 Tenure-track Assistant Professor	Bachelor of Arts in Nursing, minor in music, May, 1998. Master of Science in Nursing, Family Nurse Practitioner specialization; May, 2003. Doctor of	Gustavas Adolphus College, St. Peter, Minnesota University of North Dakota, Grand Forks, North Dakota	Family Nurse Practitioner Certification (APRN-BC) Public Health Nurse Certification	LPN and ADN instructor Staff Nurse in medical/surgical, pediatrics, obstetrics and gynecology, and nursery Home-care nurse Licensed School Nurse FNP clinical practice including Cass Lake Indian Health Service and Red Lake Comprehensive Health services FNP for Diabetes Prevention Program/Project Master's project on staff nurse cultural competence Doctoral research on simulation use in staff nurse orientation	Transcultural Nursing Child/Adolescent Family Practicum Family Health Nursing CHN Practicum Information Management Health Care Policy, Finance, and Regulatory Environments Values, Ethics, Legal Dimensions Health Assessment Health Education in

Name	Degrees	University/College	Focus	Other Relevant Experiences	Courses Taught
	Nursing Practice, September, 2012.	University of Minnesota, Minneapolis Minnesota			Nursing Practice
Hall, Nancy Hired Fall 2008, Tenure track, Assistant Professor	BS in nursing MS in nursing DNP	College of St. Teresa, Winona, MN, 1975 University of Minnesota, 1983 Winona State University, 2013	Nursing CNS & education DNP	Diabetes Educator 2010- present Faculty Learning About Geriatrics fellow, 2009 Nursing instructor, 2005-2008 Inpatient Nursing Manager, 1994-2005 Nurse	Introduction to Professional Practice Health Assessment Introduction to Clinical Practice Altered Physiology Palliative Care Adult-Gerian Health Adult-Gerian Practicum Concepts in Nursing Abstracts and Presentations Internship Global Health Role Integration Practicum
Fairbanks, Mary Hired 2009 Tenure-track Assistant Professor Adjunct Faculty 2009	BS MS DNP	Montana State University Bozeman, MT 1985 University of Minnesota Minneapolis, MN 2006 University of Minnesota Minneapolis, MN 2012	Nursing Public Health Nursing	PHN Certificate Staff Nurse, Nurse Manager, Director of Nursing, Public Health Advisor/Nurse Consultant 1986 – 1994 & 2002 -2009 Indian Health Service Tribal PHN & PHN Director 1992- 2002 CAPT (Retired) US Public Health Service Officer 1985 – 2009 Successful grant writer Government Performance Results Act Coordinator Indian Health Service 2002 - 2008 Recipient Minnesota Department of Health Betty Hubbard Maternal & Child Health Award - 2002 Numerous awards for public health service 1994 - 2007	Community Health Nursing Practicum Community Health Nursing Family Health Nursing Family Health Nursing Practicum Leadership & Management Information Management & Collaborative Communication Community & Family Health Nursing
Tarutis, Sarah Hired 2010 Tenure-track Assistant Professor	LPN ADN BSN MSN-Psychiatric-Mental Health Nurse Practitioner/CNS Track ANCC Board Certification DNP	Bemidji Technical School Northland Technical School Bemidji State University University of Minnesota-Twin Cities campus University of Minnesota-Twin Cities campus	Nursing Psychiatric Nurse Practitioner-adult	Public Health Nursing Certification American Nurses Credentialing Center-Board Certification as Adult Psychiatric-Mental Health Nurse Practitioner DEA MT0983115 Incorporation-Rural Minnesota Behavioral Health Services, Inc. 2005 Provider for 12-bed inpatient geriatric psychiatric unit-Sanford Lakeside Campus, Bemidji, MN Department Chair Spring 2012-present	Mental Health Nursing Nursing Leadership Nursing in Contemporary Society Rural Practicum Role Integration
Paul, Sheila Hired Fall 2010 Tenure-track Assistant Professor	LPN RN, AD RN, BSN MNS PhD	Anoka Hennepin Technical College Anoka Ramsey Community College Bethel University University of Phoenix Capella University	Nursing Nursing Nursing / Education Nursing / Education Education / Adult Education and Post-Secondary	Masters project: Focus on clinical leadership and management. Technology and nursing Doctorate Focus: Assessment of critical thinking – nursing students and the clinical learning environment. PHN Certified Intensive Care Advanced Cardiac Life Support, Trauma Nurse Certification Nursing House Manager/ Supervisor Maternal Newborn, Surgical Charge Nurse Clinical nurse educator Associate of Science – RN nursing Instructor	Nursing Fundamentals Mental Health Maternal / Newborn Nursing Leadership Concepts of Professional Nursing Community Health Nursing Nursing Research Health Care Policy, Finance, and Regulatory Environments

Name	Degrees	University/College	Focus	Other Relevant Experiences	Courses Taught
Atteberry, Jennifer Hired 2010 Fixed-term Assistant Professor	Baccalaureate degree Master's degree Currently in a PhD Program	University of Iowa University of Phoenix in Nursing Education University of Phoenix	Maternal Child Health Nursing Simulation	Lab and simulation coordinator Maternal and child nursing NICU International nursing-Belize 2013	Rural Practicum Role Integration Childbearing Family Health Care Policy, Finance, and Regulatory Environments
Townsend, Carolyn Hired 2010 Tenure-track Assistant Professor	ADN RN-BS MSN DNP 2011	North Dakota State University Moorhead State University Winona State University	Nursing Education	Medical-surgical Geriatrics Certified Nurse Educator Faith Based Community Nurse Certification	Rural Practicum Role Integration Community Health theory Adult-Gerian Practicum Introduction to Nursing Elements of Scholarly Practice Global Health
Maple, Marci Hired Fall 2010 Tenure-track Assistant Professor	LPN ADN BSN MA DNP Program	Bemidji Technical College, Bemidji MN Northland Community College, Thief River Falls MN Bemidji State University, Bemidji MN The College of St. Scholastica, Duluth MN 2009 The College of St. Scholastica, Duluth MN. Started program Summer 2012	Nursing Nursing Nursing Nursing: ANP	PHN Certification ANCC ANP Certification BLS Previous ACLS ANP clinical practice: internal med and urgent care Staff nurse: ambulatory care and nursing home Masters research on hepatitis C Assisted in development of hepatitis C clinic Nurse managed anticoagulation clinic Conference Presenter Cardiac test assist: TEE, dobutamine, stress echo	Adult-Gerian Pharmacology Advanced Health Assessment
Vanatta, Jessica Hired 2011 Tenure-track Assistant Professor	BSN MS Current DNP student	University of Minnesota 2003-2006 Walden University 2007-2011 Capella University	Nursing Education	Research clinician RN float pool-Mayo Clinic	Adult-Gerian Practicum: Adult/Gerian Evidence, Practice, and Profession Integrative and Cultural Health
Maltais, Lynn Hired 2011 Tenure-track Assistant Professor	BSN MSN Current DNP student	Bemidji State University 2002-2006 Walden University Capella University	Holistic nursing Palliative care	Certified in travel health through the International Society of Travel Medicine Member of the American Holistic Nurses Association	Introduction to Professional Nursing Psychosocial Nursing Rural Practicum Integrative and Cultural Health Role Practicum
Darmofal, Leslie Hired 2012 Fixed-term Assistant Professor	Master's Science, major: Nursing – Current PhD student	University of North Dakota	Practicum in Leadership and Collaboration with Education of nurses, direct patient care assessment and diagnosis, and organizational systems policies and procedures	ACNS-BC- Adult Clinical Nurse Specialist – Board Certified, Advanced Practiced Registered Nurse	Clinical Coordination Child Adolescent Practicum: The Family
Flint, Tara Hired 2010 Tenure-track Assistant Professor	Associate Degree in Nursing BSN MS with specialty	Lake Superior College, Duluth, Minnesota 1997-1999 Thomas Edison State College, Trenton, New Jersey 2008-2010	Community Health Nursing Rural Health Nursing Education	Nurse Educator Certificate 2010 School nursing Public Health Nursing Certification	Essentials for Nursing Practice Role Practicum Community Health Nursing Nursing in

Name	Degrees	University/College	Focus	Other Relevant Experiences	Courses Taught
	certificate in nursing education Current DNP student	Capella University			Contemporary Society APA Introduction to Nursing Practice

II-E. When used by the program, preceptors, as an extension of faculty, are academically and experientially qualified for their role in assisting in the achievement of the mission, goals, and expected student outcomes.

Elaboration: The roles of preceptors with respect to teaching, supervision, and student evaluation are clearly defined; congruent with the mission, goals, and expected student outcomes; and congruent with relevant professional nursing standards and guidelines. Preceptors have the expertise to support student achievement of expected learning outcomes. Preceptor performance expectations are clearly communicated to preceptors.

Program Response:

All clinical experiences have faculty on site with the students at all times during patient care. Preceptors are identified to work with the NRSG 4201 Practicum: Role Integration students (4-Year track) during their 96-hour practicums at the end of their program, prior to graduation. The building blocks for creation of the *Preceptorship Learning Agreement* (initiated in 2011, revised 2013) are based on the *Code of Ethics for Nurses with Interpretive Statements* and the *Nursing: Scope and Standards of Practice* (ANA 2001 and 2004, respectively). Preceptor is defined in the *Preceptorship Learning Agreement* as a registered nurse that facilitates the learning activities for the student:

1. Arranges unit orientation and access to clinical learning experiences.

2. Provides one-on-one instruction where indicated.

3. Supervises the student's clinical activities.

4. Serves as a resource person and role model for student.

5. Required paperwork:

   a. Completes *Preceptor Qualification Form* (initiated in 2013) and returns to faculty.

   b. Completes *Preceptorship Learning Agreement* with student.

   c. Completes brief evaluation checklist every 2-3 shifts, reviews with student.

   d. Completes a mid-clinical student evaluation, shares with faculty as arranged.

   e. Completes an end-of-clinical student evaluation, shares with faculty as arranged.

Year	Number of Students	Percent with BS or more	Range of experience
2013	47	57%	1.5 to 27 years

II-F. 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 and in support of the mission, goals, and expected student outcomes. For example:
1. *Faculty have opportunities for ongoing development in pedagogy.*
2. *If research is an expected faculty outcome, the institution provides resources to support faculty research.*

3.   *If practice is an expected faculty outcome, opportunities are provided for faculty to maintain practice competence, and institutional support ensures that currency in clinical practice is maintained for faculty in roles which require it.*

4.   *If service is an expected faculty outcome, expected service is clearly defined and supported.*

Program Response:

The faculty roles in teaching, scholarship, service, and practice are clearly identified and are congruent with outcomes of the program. The union IFO contract, Article 22: Professional Development and Evaluation (*IFO Master Agreement* http://www.bemidjistate.edu/nursing/resource_manual_061906.pdf*)* addresses the purpose of professional development, criteria and schedule for evaluation, progress reports, and post-tenure review. Dr. Jeanine McDermott and Dr. Mary Fairbanks supported their teaching with **ongoing pedagogy development** by becoming trained as Quality Matters ™ reviewers. To **support research** Academic Affairs and the President's office funds new faculty research grants; Dr. Tiffany Hommes has been funded in both categories in the past year. Dr. Sarah Tarutis (adult psychiatric nurse practitioner, BC) **maintains an inpatient practice** at the Senior Behavioral Health Unit, Bemidji Sanford Health, one day per week. Dr. Nancy Hall **practices** as a nurse educating diabetics at St. Joseph's Area Health Services during the summer. Ms. Tara Flint **serves** the university and the profession on the Beltrami County Health and Human Services Board during her scheduled time at the university. Dr. Mary Fairbanks **serves** as the chair of the local Indian Advisory Council in the local school district. Full demonstration of faculty teaching, scholarship, service, and practice, and how these activities are congruent with the university are found in the annual professional development plan and report process reviewed by the dean.

Summary for Standard II

Areas for Improvement	Strategies
Preceptor qualifications	Hard-wire Preceptor information into a course process and collect and record information annually.
Expand relationships with current and new healthcare partners	Clinical Coordinator will visit each site. Clinical site evaluation will be developed and implemented.
Consistent, clear, and frequent communication	Identify ways to expand communication with healthcare community (beyond newsletter). Expand student orientation (online shell) to meet student demands. Consider faculty collaborative work on course expectations for each level/semester.
Environment	Move the Bemidji School of Nursing to a new location where lab space, offices, and classrooms create a home.

Standard III
Program Quality: Curriculum and Teaching-Learning Practices

The curriculum is developed in accordance with the mission, goals, and expected aggregate student outcomes and reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected individual student learning outcomes and expected aggregate student outcomes. The environment for teaching-learning fosters achievement of expected individual student learning outcomes.

III-A. The curriculum is developed, implemented, and revised to reflect clear statements of expected individual student learning outcomes that are congruent with the program's mission, goals, and expected aggregate student outcomes.

> *Elaboration: Curricular objectives (course, unit, and/or level objectives or competencies as identified by the program) provide clear statements of expected individual student learning outcomes. Expected individual student learning outcomes contribute to achievement of the mission, goals, and expected aggregate student outcomes.*

Program Response:

Examples illustrating congruence of program's mission, goals, and expected aggregate student learning outcomes with course objectives are included in the table below. Curricula are developed, implemented, and revised under the direction of the Curriculum Committee (see committee minutes). Course objectives reflect individual student learning outcomes from select courses in the pre-licensure (4-Year) and the RN-BS curricula. Aggregate curriculum/student outcomes are *The Essentials of Baccalaureate Education* (AACN, 2008).

Program Mission or Goal Statement	Curriculum/Student Outcome	Example Course Objectives (Course Number)
Department of Nursing Mission: Engage in scholarship that supports the development of critical thinkers, creative problem solvers and innovative leaders in care delivery.	Basic Organizational and Systems Leadership for Quality Care and Patient Safety - Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality healthcare.	Relate management functions to leadership in healthcare delivery and nursing practice (NRSG 4200). Develop an attitude of responsible inquiry toward nursing research as a component of the professional nursing role (NRSG 4100). Relate the concepts of empowerment and professional growth to nursing leadership (NRSG 4200). Develop beginning proficiency in applying skills to administer medications safely and accurately via multiple routes (NRSG 2203).
Department of Nursing Mission: Educate the baccalaureate nurse generalist for a future that includes lifelong learning and professional practice.	Baccalaureate Generalist Nursing Practice - The baccalaureate-graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.	Examine theoretical frameworks for client cultural assessment and providing culturally appropriate nursing care (NRSG 3120). Describe nursing practice approaches that enhance and support individuals experiencing stress and crisis (NRSG 2004). Analyze the effect of economic, social, cultural, global, governmental, legal, and ethical factors that influence the health of a community (NRSG 4110). Provide nursing care to families, children, and adolescents that support promotion, attainment, and preservation of health and amelioration of suffering within a variety of settings (NRSG 3203). Complete a community health assessment using a Community As Partner Model (NRSG 4120).

Program Mission or Goal Statement	Curriculum/Student Outcome	Example Course Objectives (Course Number)
Department of Nursing Mission: Embrace professionalism and professional values in the care of individuals and populations across diverse cultures, ages, and environments.	Professionalism and Professional Values - Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.	Examine the discipline of nursing within a social context (NRSG 2000, NRSG 3100). Examine selected ethical considerations common to end-of-life nursing practice and to dilemmas faced by other patients & families with life-threatening illnesses (NRSG 3002). Examine health and nursing care systems within a global perspective (NRSG 3120). Review values clarification / ethical frameworks as related to nursing (NRSG 3100).

Aggregate outcomes are reported annually for each outcome during the Curriculum Committee course evaluation process. Findings are added to the evaluation plan (Taskstream) and the Evaluation and Assessment Plan is posted on the Department website under publications (Appendix A).

III-B. Expected individual student learning outcomes are consistent with the roles for which the program is preparing its graduates. Curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum, expected individual student learning outcomes, and expected aggregate student outcomes.

1. Baccalaureate program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008).
2. Master's program curricula incorporate professional standards and guidelines as appropriate.
   1. All master's programs incorporate the Graduate Core Curriculum of *The Essentials of Master's Education for Advanced Practice Nursing* (AACN, 1996) and additional relevant professional standards and guidelines as identified by the program.
   2. All master's-level advanced practice nursing programs incorporate the Advanced Practice Nursing Core Curriculum of *The Essentials of Master's Education for Advanced Practice Nursing* (AACN, 1996). In addition, nurse practitioner programs incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2008).
1. Graduate-entry program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) and appropriate graduate program standards and guidelines.
2. DNP program curricula incorporate professional standards and guidelines as appropriate.
   1. All DNP programs incorporate *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006) and incorporate additional relevant professional standards and guidelines as identified by the program.
   2. All DNP programs that prepare nurse practitioners also incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2008).

Elaboration: Each degree program and specialty area incorporates professional nursing standards and guidelines relevant to that program/area. The program clearly demonstrates where and how content, knowledge, and skills required by identified sets of standards are incorporated into the curriculum. Advanced practice master's programs (Clinical Nurse Specialist, Nurse Anesthesia, Nurse Midwife, and Nurse Practitioner) and DNP programs with a direct care focus incorporate separate graduate level courses in health/physical assessment, physiology/pathophysiology, and pharmacology. Additional content in these areas may be integrated as needed into specialty courses. Separate courses in physical assessment, physiology/pathophysiology, and pharmacology are not required by CCNE for students enrolled in post-master's DNP programs who hold current national certification as advanced practice nurses, unless the program has deemed this necessary.

Program Response:

The BSU Department of Nursing selected *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) as Curriculum/Student Outcomes (Curriculum Committee 9/18/09). Though many courses address each *Essential* at different levels and with different populations, each *Essential*

(Curriculum/Student Outcome) is effectively demonstrated through an assignment or combination of activities in at least one course. The Curriculum Committee and faculty designated each outcome to an appropriate course. The table demonstrates how selected Student Outcomes were mapped to courses and assignments.

Curriculum/student outcome	Course to demonstrate	Assignment/demonstration description	Expected outcome	Actual outcome/ Plan
Essential VIII Professionalism and Professional Values Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.	4230 Nursing in contemporary society	ASSET assignment The purpose of this assignment is to engage in reflective thought regarding YOUR concept of yourself as a baccalaureate prepared professional nurse. In this assignment, you will evaluate and interpret your abilities regarding dimensions of professional practice based on the *AACN Essentials of Baccalaureate Nursing for Professional Practice* (2008). Students are directed to standards of practice, including ANA Code of Ethics and ANA Scope of Practice. This self -reflection and evaluation will assist you in articulating to yourself and others (sharing your voice) what it is to be a baccalaureate prepared professional nurse.	80% of the students will pass the assignment	100% of the students passed the assignment.
Essential IX Baccalaureate Generalist Nursing Practice o The baccalaureate-graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments. o The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.	3003 Practicum: Adult/Gerian	Complex case assignment This assignment involves planning and caring for a patient in the clinical setting with the submission of written work reflecting the full nursing process. In addition, one intervention is supported with evidence from the literature, Standards (QSEN, IOM), and analysis of one article. Practicum mid-semester and final evaluations The tool used to evaluate students reflects many of the attributes of baccalaureate generalist practice as described by this essential.	80% of the students will pass the assignment	100% of students passed the assignment with scores above 2.8
Essential IX Baccalaureate Generalist Nursing Practice	3203 Practicum: the family	Family assignment Develop a specific health-promotion and teaching plan based on a family assessment (Wright & Leahey, 2012), nursing diagnosis, and contributing risks or etiological factors. Practicum mid-semester and final evaluations The tool used to evaluate students reflects many of the attributes of baccalaureate generalist practice as described by this essential.	80% of the students will pass the assignment.	100% of the students passed the assignment.
Essential VI Interprofessional Communication and Collaboration for Improving Patient Health Outcomes o Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.	3240 Information management and collaborative communication	Nursing 3240 Interprofessional Team Paper: Student will provide an analysis of an assessment of the group dynamics of an interprofessional or intra-professional group. After attending a professional meeting of healthcare professionals, student will compare and contrast various professional and/or discipline perspectives of the work of the team. Student will apply communication models and concepts along with teamwork elements. Students are required to reference research and standards (IOM) that support the paper. Students will reflect on the impact of the analysis on student's nursing practice.	80% of the students will pass the assignment	84% passed the assignment; 91% when adjusted for student withdrawal

Curriculum/student outcome	Course to demonstrate	Assignment/demonstration description	Expected outcome	Actual outcome/ Plan
Essential VII Clinical Prevention and Population Health o Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.	4116 Community Health nursing	Nursing 4116: Issue /Role Presentation Purpose: To conduct a review of the literature on a specific topic/issue related to community health nursing practice. Students will be able to appreciate the multiplicity of factors influencing community health nursing practice. The Public Health Wheel is used to conduct a comprehensive evaluation of the community. Students present on a specific topic that encourages group participation and allow students to learn from each other about community health nursing. Emergency Preparedness Modules PURPOSE: Community health nurses may be involved with emergencies or disasters in the communities they live and work in. Being "prepared" for emergencies and disasters is essential to responding in an effective manner. Students review the web based modules and complete the questions from the modules; using knowledge gained from the modules and reflection of concepts. Students submit answers and drop in the drop box.	80% of the students will pass the assignment	100% of students passed the assignment.

Examples of curriculum revision:

Based on the decision to incorporate the *Essentials of Baccalaureate Education for Professional Nursing* (AACN, 2008) as the Curriculum/Student Outcomes, the **RN-BS curriculum** was evaluated and substantially revised and launched fall of 2011. During a nursing curriculum retreat (fall 2012), revisions that had been made were reviewed, with recommendations generated by faculty.

Following completion of the first cohort in the **4-Year track**, the faculty met to conduct a SWOT (strengths, weaknesses, opportunities, threats) evaluation of the curriculum. After collection and analysis of student feedback, ATI results, NCLEX-RN pass rates, and end-of-program survey, needs were identified for future revision. One example of a need that was identified was the students' writing ability and knowledge about locating and evaluating evidence. In response, faculty identified one course during each semester in which students would write a formal paper. A writing rubric was created and reviewed by faculty, approved by the Curriculum Committee, and implemented fall, 2012. The writing rubric for formal papers weighted APA format and professional writing skills as 10% of the grade for sophomore, 20% for junior, and 30% for senior courses. In addition, faculty teaching 4-Year track courses addressed evidence-based practice in sophomore, junior, and senior courses. The faculty leveled content which advanced expectations for students to locate, evaluate, synthesize, and apply evidence to nursing practice problems. Continuous evaluation has been addressed by the Curriculum Committee (spring 2011, 2013).

III-C. The curriculum is logically structured to achieve expected individual and aggregate student outcomes.
1. The baccalaureate curriculum builds upon a foundation of the arts, sciences, and humanities.
2. Master's curricula build on a foundation comparable to baccalaureate level nursing knowledge.
3. DNP curricula build on a baccalaureate and/or master's foundation, depending on the level of entry of the student.

Elaboration: Baccalaureate program faculty and students articulate how knowledge from courses in the arts, sciences, and humanities is incorporated into nursing practice. Post-baccalaureate 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 course work.

Graduate curricula 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. Accelerated programs that move students from basic nursing preparation (e.g., associate degree or diploma education) to a graduate degree demonstrate how these students acquire 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 doctoral-level competencies delineated in The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006). The program provides a rationale for the sequence of the curriculum for each program.

Program Response:

The curriculum order is clearly delineated on line for each track. The RN-BS track students begin the curriculum at BSU after completing their liberal education requirements. Students in the 4-Year track complete their liberal education during the four years of education and these courses are a part of the recommended schedule below.

RN – BS TRACK Recommended Schedule of Courses

FALL SEMESTER			SPRING SEMESTER		
NRSG 3100	Concepts in Nursing	3	NRSG 3240	Information Management and Collaborative Communication	3
NRSG 3140	Advanced Health Assessment	3	NRSG 4100	Nursing Research	3
NRSG 3150	Integrative and Cultural Health	3			
NRSG 4116	Community and Family Health Nursing	4	NRSG 4200	Nursing Leadership & Management	3
NRSG 4120	Nursing Practicum: Community	3	NRSG 4240	Evidence, Practice, and Profession	3
Total Credits		16	**Total Credits**		12
SUMMER SEMESTER					
NRSG 3300	Health Care Policy, Finance, and Regulatory Environments			3 cr.	
Choose one:					
NRSG 3920	Directed Group Study Courses will vary from semester to semester (all online options)				2
Total Credits:					**33**

4-Year TRACK Recommended Schedule of Courses

Freshman					
Fall Semester			**Spring Semester**		
BIOL 1110	Human Biology	4	BIOL 2110	Human Anatomy & Physiology	5
PSY 1100	Introduction to Psychology	4	PSY 3237	Lifespan Development	4
ENGL 1151	Composition	3		Liberal Education	3
MATH	Lib ed requirement	3	CHEM 1111	General Chemistry I w/lab	4
UNIV 1190	FYE—Nursing	1			
	Total Credits	15		Total Credits	16
Sophomore					
(Select Dept)	People and the Environment	3	BIOL 3755	Medical Microbiology	3
NRSG 2000	Introduction to Professional	2	SPCM 1100	Public Speaking	3
NRSG 2004	Psychosocial Nursing**	2	NRSG 3000	Elements of Scholarly Practice	2
ENGL 2152	Argument & Exposition	3	NRSG 2204	Health Assessment	3
	Liberal Education edits	4-6	NRSG 2203	Introduction to Clinical Practice	3

					Elective or Liberal Education	1-3
	Total Credits	14-16			Total Credits	15-17
Junior						
NRSG 3001	Adult/Gerian Health	6	NRSG 3201	The Childbearing Family		2
NRSG 3002	Palliative Care	2	NRSG 3202	Child/Adolescent Health		5
NRSG 3003	Practicum: Adult/Gerian	4	NRSG 3203	Practicum: The Family		4
NRSG 3120	Transcultural Nursing	2	NRSG 4100	Nursing Research		3
	Total Credits	14		Total Credits		14
Senior						
NRSG 4001	Mental Health Nursing	5	NRSG 4200	Leadership/Management		3
NRSG 4110	Community Health Nursing	3	NRSG 4230	Nursing in Contemporary Society		2
NRSG 4003	Practicum: Rural Communities/Populations	5	NRSG 4201	Practicum: Role Integration		6
	Complete Liberal Education	3		Elective or Liberal Education		1-3
	Total Credits	16		Total Credits		12-14

The **4-Year track** has been fully implemented, including a first-year residential experience to ease students into the nursing major at BSU (recommendation in 2007 self-study). Addressing liberal education integration, pre-requisites from science and psychology provide knowledge foundational to the nursing courses. For example, Introduction to Psychology and Lifespan Development courses prepare students with a base of understanding of human behavior across the lifespan and are taken prior to acceptance into the nursing program and prior to the Psychosocial Nursing course. One example of an objective in Psychosocial Nursing (NRSG 2004) is "Describe nursing practice approaches that enhance and support individuals experiencing stress and crisis." This requires knowledge of human response to psychological stress and normal developmental challenges throughout life. Similarly, Human Biology and Anatomy and Physiology courses, required prior to acceptance, form a base for further study of human health and illness. One example of an objective in Health Assessment (NRSG 2204) is "Analyze findings from health assessments, distinguishing normal, at-risk, and abnormal profiles, and potential health concerns." The knowledge of normal anatomy and physiology is foundational for the additional knowledge outlined in this objective.

The **RN-BS track** requires RN licensure and builds on the knowledge obtained during an Associate Degree in Nursing (ADN) course of study. In addition, students integrate knowledge from required arts, sciences, and humanities courses obtained during the AD curriculum. In the Asset assignment (NRSG 3100: Concepts) and repeated in the Evidence, Practice, and Profession course (NRSG 4240), students articulate how they use knowledge gained in liberal education courses to advance their practice of nursing.

III-D. Teaching-learning practices and environments support the achievement of expected individual student learning outcomes and aggregate student outcomes.

Elaboration: Teaching-learning practices and environments (classroom, clinical, laboratory, simulation, distance education) support achievement of expected individual student learning outcomes identified in course, unit, and/or level objectives.

Program Response:

Teaching and learning practices and environments, including the classroom, clinical, laboratory, simulation, and distance education, support the achievement of expected individual student learning outcomes which are demonstrated in the two tables below. Aggregate student outcomes emerge from individual student

outcomes data and are addressed in the Curriculum Committee minutes through a process of analysis and reflection prior to change.

4-Year Track: Teaching- Learning Practices/Environments and Student Learning Outcomes.

Curriculum/Student Outcome	Course Objective	Practices And Learning Environments
Essential IX Baccalaureate Generalist Nursing Practice o The baccalaureate-graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments. o The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.	**The Family Practicum, NRSG 3203:** Provide nursing care to families, children, and adolescents that support promotion, attainment, and preservation of health and amelioration of suffering within a variety of settings.	**Clinical experiences in**: Local schools Obstetrics unit in the hospital Pediatrics unit in the hospital **Simulation experiences** using scenarios students are unlikely to experience in their clinical site **Laboratory experiences** to learn the knowledge and skills related to IV therapy
Baccalaureate Generalist Nursing Practice (as described above)	**Introduction to Clinical Practice, NRSG 2203:** Develop beginning proficiency in applying skills to administer medications safely and accurately via multiple routes.	**Classroom experiences:** students learn about medication resources, dosage calculation, basic pharmacokinetics and pharmacodynamics. **Laboratory setting:** Students learn the skills for medication administration via oral route, various injection routes, rectal and transdermal routes and the procedures for safely administering medications. **Clinical setting:** students administer medications to a resident in a skilled nursing facility with faculty supervision

RN-BS Track (distance/hybrid): Teaching- Learning Practices/Environments and Student Learning Outcomes.

Curriculum/Student Outcome	Course Objective	Teaching/Learning Practices And Environments
Baccalaureate Generalist Nursing Practice (as described above)	**Advanced Health Assessment, Nursing 3140:** Perform comprehensive physical assessments on clients across the lifespan using an organized, systematic approach.	**Online and classroom:** students read texts, participate in classroom and online discussion, and view video examples of assessment techniques. **Laboratory:** students practice and demonstrate physical assessment skills with faculty present to instruct and evaluate.
Liberal Education for Baccalaureate Generalist Nursing Practice - A solid base in liberal education provides the cornerstone for the practice and education of nurses.	**Concepts of Nursing and Health Care, NRSG 3100:** Examine theoretical frameworks for nursing.	**Classroom:** concepts and utilization of nursing theory are described, discussed, and applied using examples **Online:** various nursing theories are reviewed, students select and apply one theory to their practice in a professional paper.

III-E. The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest.

Elaboration: Teaching-learning practices are appropriate to the student population and build on prior learning. Teaching-learning practices consider the needs of the program-identified community of interest (e.g., use of distance technology, simulation, adult learner needs, second language students).

Program Response:

The BSU curricula are presented to and feedback is obtained on an annual basis from the communities of interest. As defined earlier… **Communities of Interest** includes both internal and external. Our internal community of interest is the university/college-at-large, including the students, faculty, administration, and organizational units. Our external community of interest is the alums, employers of our alumni, healthcare

providers, professional groups, consumers of nursing care, and global health partners. Communities of interest participate in forums, surveys, and advisory board meetings, providing input on the baccalaureate nursing curricula.

The **4-Year track** courses are offered on-campus in the classroom, lab, and local healthcare facilities. The external community of interest members identified the importance of a practicum experience at the completion of the 4-Year track. For five weeks during the final semester of the 4-Year track students are immersed in nursing practice at a variety of healthcare facilities throughout the state of Minnesota (NRSG 4201: Practicum: Role Integration).

The **RN-BS track** courses are offered in a hybrid environment. Students have three days per semester of on-campus classes with the balance of coursework on line. Courses are offered at four geographical sites throughout Minnesota (Bemidji, Duluth, Cambridge, White Bear Lake). The sites were developed after partner associate degree programs requested opportunities for students to complete a baccalaureate degree in nursing close to home. These sites have representation on the Advisory Board and are included in our definition of Community of Interest. The on-campus experience includes classroom, lab, and community settings. Students tend to be adult learners, employed as RNs, and have other life demands which have influenced our delivery approach. The curriculum is available in part-time and full-time options, enabling students to complete the nursing courses in one or two years. The hybrid delivery method provides for maximum flexibility. All program information is available in written and recorded formats for those with disabilities and English as a second language students.

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

> *Elaboration: Evaluation of student performance is consistent with expected individual student learning outcomes. Grading criteria are clearly defined for each course, communicated to students, and applied consistently. There are processes by which the evaluation of individual student performance is communicated to students. Student performance is evaluated by faculty. 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 learning outcomes. The requirement for evaluation of student clinical performance by qualified faculty applies to all students, including those enrolled in post-master's DNP programs. CCNE recognizes that faculty evaluation of student clinical performance may be accomplished through a variety of mechanisms.*

Program Response:

Evaluation of student performance is guided by policy included in the Department of Nursing *Resource Manual*. The policy sets a grading standard minimum of 70% (C) to pass each course in the nursing major. Course specific policies and grading information is available to students in course syllabi. Methods of evaluation of student performance are communicated to students through course syllabi. The Department of Nursing adopts a course syllabus template including:

- Grading Information

- o List of assignments and percentage of grade or number of points for each assignment
- o Additional expectations for passing grades (i.e., must do class presentation to pass the class)

- Evaluation
  - o Grading Standard: 90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; < 60 = F
  - o Course Assignment Specific Rubric

Methods used to evaluate students are consistent with the course objectives. The following table includes examples of course objectives and methods used to evaluate achievement of that objective.

Course Objective/Course Number	Evaluation Methods
The student will use the nursing process as a framework in designing and providing care to adults and gerians. (NRSG 3003)	1) Clinical evaluation tool completed twice during the semester by faculty, with input from staff at the clinical site and student self-evaluation. 2) Written assignments including assessment, diagnosis, planning, implementation, and evaluation of care.
The student will communicate health assessments effectively in both oral and written formats. (NRSG 2204)	Students perform a history and physical examination, which is videotaped and evaluated in light of assessment skills, verbal communication during the assessment, and documentation of the assessment information.
The student will organize and synthesize the best current evidence identifying gaps, commonalities, and variations. (NRSG 4240)	Students write an evidence based paper which includes the summarized steps of an evidence based project.
Describe how healthcare is organized and financed, including the implications of business principles, such as patient and system cost factors. (NRSG 3300)	Students apply principles of planning, organization, business, regulatory systems, and finance to the design and development of their own healthcare facility in a project that spans the semester.

III-G. Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals 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 individual student learning outcomes. Such evaluation activities may be formal or informal, formative or summative. Curriculum is regularly evaluated by faculty and other communities of interest as appropriate. Data from the evaluation of curriculum and teaching-learning practices are used to foster program improvement.

Program Response:

Courses are evaluated by course faculty in the semester following course completion. The evaluation process includes course and faculty evaluations completed by students. The Curriculum Committee reviews course evaluations annually (Appendix E). During the review, the Curriculum Committee analyzes the information and implements change or refers the needs to the appropriate committee for action. One area addressed during the review is the demonstration of Curriculum/Student Outcomes and how previously recommended changes were implemented. Faculty members also identify needed future course changes. The process is documented in Curriculum Committee minutes and aggregate student outcomes in the Evaluation and Assessment Plan in Taskstream (Appendix A). Taskstream is the system that manages data for assessment.

Faculty review and respond to student feedback following the semester by adjusting teaching-learning practices for course delivery. Critical components of courses and course elements that influence the curriculum are reviewed by the Curriculum Committee prior to change implementation. These are "hard-wired" into a syllabus template that faculty use each semester.

Program evaluation surveys are completed annually by graduating seniors (Program Evaluation by Seniors). Aggregate program feedback obtained through survey data, ATI results, NCLEX-RN pass rates, employers (Employer Survey), and alums (Graduate Survey) are analyzed for curricula change considerations. Recommended curriculum changes are implemented by the Curriculum Committee.

Students, alums, employers, and faculty identified health assessment skills as being foundational to professional nursing practice. As a result of feedback from these groups, the 4-Year track includes Health Assessment early in the curriculum and the RN-BS Track was revamped to include an Advanced Health Assessment course (fall 2011). Students in both programs voice confidence in their abilities to assess and report findings after course completion.

Areas for Improvement	Strategies
Map professional standards.	Identify currently utilized professional standards and map where standards are implemented in the curriculum.

Standard IV
Program Effectiveness: Aggregate Student and Faculty Outcomes

The program is effective in fulfilling its mission, goals, and expected aggregate student and faculty outcomes. Actual aggregate student outcomes are consistent with the mission, goals, and expected student outcomes. Actual alumni satisfaction data and the accomplishments of graduates of the program attest to the effectiveness of the program. Actual aggregate faculty outcomes are consistent with the mission, goals, and expected faculty outcomes. Data on program effectiveness are used to foster ongoing program improvement.

IV-A. Surveys and other data sources are used to collect information about student, alumni, and employer satisfaction and demonstrated achievements of graduates. Collected data include, but are not limited to, graduation rates, NCLEX-RN® pass rates, certification examination pass rates, and employment rates, as appropriate.

> *Elaboration: Processes are in place for regular collection of aggregate student outcome data. For entry-level programs, the program indicates whether NCLEX-RN® pass rate data represent first-time takers and/or repeat takers. The program is expected to demonstrate how RN-to-baccalaureate program graduates as well as pre-licensure graduates achieve the expected outcomes of the baccalaureate program. Certification pass rates are obtained and reported for those graduates taking each examination, even when national certification is not required to practice in a particular state. Program evaluation data are collected on a regular basis. For each degree program, the program calculates graduation rates (number of students completing a program divided by number of students entering a program). The program specifies the entry point and the time frame used in the calculation of graduation rates. Individual programs may collect additional aggregate outcome data related to other aspects of their mission, goals, and expected student outcomes (e.g., enrollment in further graduate education).*

Program Response: *[To support the Program Response, identify the surveys and other data sources that are used to collection information about student, alumni, and employer satisfaction and demonstrated achievements of graduates.]*

     Student satisfaction (Senior Program Evaluation, end-of-program focus groups) data is collected through program evaluation surveys completed during or near the student's final semester in the program. Questions address students' perception of their achievement of the curriculum outcomes as well as multiple aspects of the program and university experience. For example, many of the 4-Year track (pre-licensure) students surveyed at the end of the program in spring 2012 indicated they needed "more clinical experience and hands-on learning." As a result of this finding, the NRSG 4201 Practicum: Role Integration was increased to 96 hours and more simulation has been incorporated (i.e. high-fidelity and virtual simulation experiences in Mental Health Nursing, fall 2012).

     Alumni satisfaction (Graduate Survey) data is collected every five years through an online survey tool. Alumni rate their ability related to the curriculum outcomes and their overall satisfaction with the program. Last completed in spring, 2012, the alumni survey had 29 responses, the majority being from RN-BS graduates. Alumni are asked to indicate their current employer, who is then invited to participate in the employer satisfaction survey. Results from this survey showed graduates working in a wide variety of areas in nursing, in geriatric

settings, maternity, medical surgical settings, and community health and hospice. Sixty percent of the graduates reported working as staff nurses and 21% in management positions.

Employer satisfaction (Employer Survey) data is collected every five years through an online evaluation tool. Alumni who respond to the alumni satisfaction survey provide contact information regarding employers who are then invited to complete the survey. Because the alumni surveys are anonymously administered, it is not possible to identify the BSU graduate whom the employer is evaluating. This may contribute to the disappointing response rate and has been identified as a problem that needs to be addressed before the next survey in 2017. Employers are asked to rate alumni according to the curriculum outcomes and to indicate their overall satisfaction with the alum's performance and to suggest any areas of focus for the program. To augment employer input the Department of Nursing has an Advisory Board that includes agencies that employ a large number of BSU graduates. Qualitative feedback is obtained at the annual Advisory Board meeting (spring) and board members are surveyed in the fall of each year for additional program feedback.

NCLEX-RN® Pass Rates for the Last Three Calendar Years (January 1-December 31):

Year	# Students Taking NCLEX-RN® for 1st Time	NCLEX-RN® Pass Rate for 1st Time Test Takers	NCLEX-RN® Pass Rate for All Test Takers
2012	35	98.8%	100
2011	27	88%	100
2010	No graduates from 4-Year track program	No graduates from 4-Year track program	N/A

Graduation and Employment Data, Baccalaureate Program (for the past three years):

Term/Year of Admission	# Students Admitted	Term/Year of Graduation	# Students Graduated	% Students Graduated	% Graduates Employed+
2007	24	2010	14	58	100
2008	20	2011	10	50	89
2009	124	2012	95	77	TBD

IV-B. Aggregate student outcome data are ==analyzed== and ==compared== with expected student outcomes.

Elaboration: Actual student outcomes data are analyzed in relation to expected student outcomes to identify areas of discrepancies. Discrepancies may indicate areas for program improvement.

Program Response: *[To support the Program Response, provide examples of aggregate student outcome data and describe how the data are analyzed and compared with expected student outcomes.]*

As demonstrated in the Evaluation and Assessment Plan (==Appendix== A) the student outcomes are hard-wired into specific courses (assignment, activity, or course completion) and reported on during the course evaluation process with the Curriculum Committee. The faculty member that teaches and evaluates the course completes a *Course Evaluation by Faculty* form, which includes: projected needs/recommendations, follow through/considerations from previous course evaluations by students and faculty, and a report addressing the pass-rate for the outcome associated with the course. The Curriculum Committee reports the findings and addresses or forwards recommendations. Emerging trends are brought to the full faculty for consideration in future changes. To highlight a few examples, see table.

Two Examples Of Aggregate Student Outcome Data Compared With Expected And Actual Outcomes.

Measure Details	Target	Plan	Responsible	Finding	Results	Recommendations	Notes	Evidence
Liberal Education for Baccalaureate Generalist Nursing Practice 4- Year Track (2 of 2): NURS 3000 Elements of Scholarly Practice WebQuest Essay assignment 1. Evaluate information on the Internet; evaluate a website for quality, accessibility, currency, relevancy. 2. Demonstrate scholarly writing skills through the completion of an Essay that addresses the WebQuest Activity and findings.	80 % of students will pass that assignment	Every spring semester in NRSG 3000 Reported out in fall	Faculty	Scholarly writing ability of students demonstrated the need for improvement based on outcome of this assignment. Students' skills in this area were below what was expected for this assignment.	Acceptable Target Achievement: Met; Ideal Target Achievement: Approaching	Assignment directions need to be clarified for students to have better success with this assignment.	61.23% received a grade of C or better. Hard copy of course evaluation is in the common server for nursing.	📄 **N3000 Faculty Course Evaluation Spring 2011** (Word Document (Open XML))
Health Care Policy, Finance, and Regulatory Environments Build your own Healthcare Facility Assignment: 1. Demonstrate basic knowledge of healthcare policy, finance, and regulatory environments, including local, state, national, and global healthcare trends. 2. Understand how healthcare is organized and financed. 3. Develop / describe how state and national statutes, rules, and regulations impact nursing and other healthcare workers 4. Develop a business plan that demonstrated the implications of healthcare policy on issues of access, equity afford -ability, and social justice in healthcare delivery. 5. Identify the indicators of quality of nursing care in the healthcare setting.	80 % of students will pass that assignment	Annually at completion of the course, fall	Faculty	Course evaluation noted that the course was well delivered and student feedback was positive.	Acceptable Target Achievement: Exceeded; Ideal Target Achievement: Exceeded	Extend the time of the course to > 4 weeks during the summer session based on faculty and student recommendations.	100% of students passed the Build Your Own Facility essential assignment with greater than an 80% score.	📄 **3300 Course Eval** (Word Document (Open XML)) 📄 **3300 Course Syllabus** (Word Document (Open XML))

IV-C. Aggregate student outcome data ==provide evidence== of the ==program's effectiveness== in achieving its mission, goals, and expected outcomes.

Elaboration: The program reports aggregate data related to its expected outcomes. Reported data include student, alumni, and employer satisfaction; graduation rates; NCLEX-RN® pass rates; certification examination pass rates; employment rates; as well as data related to other program-identified expected outcomes.

Program Response: *[To support the Program Response, discuss the results of the analysis.]*

The Department of Nursing used aggregate student outcome data to demonstrate effectiveness in its abilities to achieve expected outcomes. The aggregate data includes: graduation rates; NCLEX-RN pass rates; student achievement of program outcomes; ATI summaries; and faculty, student, alumni, and employer surveys. Some examples that reflect the use of aggregate data used to achieve mission, goals, and expected outcomes include:

- During a Curriculum Committee retreat (10/14/11) a thorough review of all courses in the RN-BS and 4-Year tracks was completed. The review included student focus group notes, program

evaluation, ATI results, and faculty evaluation of courses. Further evidence was collected in the 2012 alumni and employer surveys which supported the concern regarding pharmacology content. Based on the analysis of the accrued data (student focus groups, program evaluation, ATI results, faculty evaluation of courses, alumni and employer surveys) an online Pharmacology elective NRSG 3920 for RN-BS and 4-Year track students was developed and maintained.

- Difficulty with quality of professional writing was identified by faculty and students, which resulted in a writing rubric across the 4-Year track curriculum (Curriculum Committee 2/3/12, 10/11/12).
- Members of the Advisory Board (4/30/12) expressed interest in internships for nursing students, and the program has responded. A course was developed to support student internships and is being offered summer 2013.
- Communities of interest (internal and external) identified the need to adjust the RN-BS track curriculum to reflect the *Essentials of Baccalaureate Education* (AACN 2008), decrease the total credits, and decrease redundancy (Curriculum Committee 11/24/10; Faculty Committee 1/7/11; 2/25/11; Advisory Board Meeting 4/22/09).

Alumni participation has been positive, as evidenced by review of the Graduate survey done spring 2012. The 2012 Graduate Survey shows that 72% of graduates were employed full time and 28% part time. Of 29 graduates responding, nine reported working within a 50-mile radius of Bemidji, 10 in a radius of greater than 50 miles from Bemidji, and nine were employed in other states. Over 75% of these students reported being involved in professional workshops, 36% were involved in research and publication, and 48% in special projects related to their nursing employment. One hundred percent of graduate nurses surveyed reported being satisfied with their career choice.

The most recent Employer Satisfaction Survey was done in 2012. Results were positive and analyzed using input from communities of interest (Advisory Board 4/30/12), where focus areas emerged and included the importance of ability to manage chronic health and disease in a changing healthcare environment, to interact using a high level of professional communication and leadership, to problem solve using critical thinking, and to practice using professional values. Survey results indicated 100% of respondents were satisfied with nurses from the BSU program.

The RN-BS students must be registered nurses to enter the program. Thus, 100% of the current RN-BS students have passed the NCLEX.

NCLEX-RN® Pass Rates for the Last Three Calendar Years (January 1-December 31):

Year	# Students Taking NCLEX-RN® for 1st Time	NCLEX-RN® Pass Rate for 1st Time Test Takers	NCLEX-RN® Pass Rate for All Test Takers
2012	35	98.8%	100
2011	27	88%	100
2010	No graduates from 4-Year track	No graduates from 4-Year track	N/A

Graduation and Employment Data, Baccalaureate Program (for the past three years):

Term/Year of Admission	# Students Admitted	Term/Year of Graduation	# Students Graduated	% Students Graduated	% Graduates Employed+
2007	24	2010	14	58	100
2008	20	2011	10	50	89
2009	124	2012	95	77	TBD

IV-D. Aggregate student outcome data are <mark>used</mark>, as appropriate, to foster <mark>ongoing program improvement.</mark>

> *Elaboration: The program demonstrates use of aggregate student outcome data for program improvement when actual outcomes are not consistent with expected outcomes. Adjustments to foster ongoing program improvement are deliberate and congruent with the mission, goals, and expected student outcomes.*

Program Response: *[To support the Program Response, describe the process used to make program improvements based on analysis of data. Give examples.]*

During the process of mapping the *Essentials of Baccalaureate Education* (AACN 2008) and reviewing student, faculty, and Advisory Board feedback, needs were identified that required changes to the RN-BS curriculum. The two key elements that influenced the decision to change the RN-BS track curriculum:

- Create a curriculum that decreased redundancy, maintained quality, and increased logical flow of the curriculum;
- Address feedback from communities of interest to streamline curriculum and create a lower-credit, higher-impact learning experience.

Focusing on these tenets and addressing the 2007 Self-Study, area for improvement to decrease the total credit load, see the example that reflects the student learning outcome and the changes that occurred.

2008-2009	2012-13	Changes

NRSG 3100 Concepts of Nursing and Health Care (2 credits)
 NRSG 3230 Theoretical Frameworks for Practice (1 credit)
 NRSG 4230 Nursing Profession in Contemporary Society (2 credits)
	NRSG 3100 Concepts Of Nursing And Health Care (*3 credits*)	Reduction of credits from 5 to 3.
		 Elimination of redundancy in curriculum.
		 Introduction of evidence.
		   Curriculum Committee 11/24/10; 2/18/11
		   Faculty Committee 1/7/11; 2/25/11
		   Advisory Board Meeting 4/22/2009

NRSG 4130 Practicum Selective: Assessment and Planning (1 credit)
 NRSG 4210 Nursing Leadership and Management Laboratory (2 credits)
 NRSG 4220 Practicum Selective: Implementation and Evaluation (5 credits)
	NRSG 4240 Evidence, Practice, and Profession (*3 credits*)	Reduction of credits from 8 to 3.
		 Elimination of redundancy in curriculum.
		 Use of evidence and concepts throughout the curriculum included in final project.
		   Curriculum Committee 9/18/08; 2/18/11
		   Faculty Committee 1/7/11; 2/25/11
		   Advisory Board Meeting 4/22/2009

In a process to ensure quality care and patient safety (outcome: Basic Organizational and Systems Leadership for Quality Care and Patient Safety) the Curriculum Committee has been tracking the pharmacology outcomes in the 4-Year track. The pharmacology content was mapped in the 4-Year track (Curriculum Committee 2/5/10; 3/19/10; 4/16/10), and evaluated through each course. Student actual outcomes of the integrated pharmacology content were identified during a Curriculum Retreat (10/14/11), NRSG 4201: Role Integration Practicum evaluation (spring 2011), and ATI Pharmacology exams. The pharmacology elective was developed in 2010 and continues to be delivered online. Additional resources were acquired through ATI for program augmentation in 2012-13. Pharmacology knowledge is a part of continued review and has resulted in moderate changes over the past 2-3 years based on aggregate student outcomes data.

Mid-term and final course evaluations are conducted every semester through an online format to assist faculty in program assessment. Evidence of program response to evaluations is found in copies of course evaluations and corresponding changes in course content (see Curriculum Committee minutes). During the October 2011 curriculum retreat, using ATI results and faculty feedback, a weakness was identified in the 4-Year track students' infection control knowledge and ability. In response, a revised infection control module was

developed and added to junior year clinical orientation during the fall, 2012 (Curriculum Committee 2/3/12). Another example of program improvement based on student feedback is the current RN-BS orientation process. An ad hoc committee, reporting to SAPC (3/27/13), identified students wanting more information about their degree audit report (transcript) and completion of liberal education to fulfill university requirements for earning a baccalaureate degree. Students also requested access to additional program and advising information due to their life commitments. The orientation was amended to include an opportunity for students to interact with a transcript specialist (both on campus and online in a video presentation). Additionally, an online RN-BS orientation shell was created for students to access at any time during their program. Faculty are currently creating an online "exam" to incorporate into the online orientation to increase probability of students interacting with this learning option. D2L (course management system) serves as an excellent student resource and has many online resources to improve a student's ability to succeed.

IV-E. Aggregate faculty outcomes are ==consistent with== and ==contribute== to achievement of the program's mission, goals, and expected student outcomes.

Elaboration: Aggregate faculty outcomes reflect the program's mission, goals, and expected student outcomes. For example, if research is an identified element of the program's mission, faculty research productivity should be assessed as an expected faculty outcome. If research is not part of the identified mission, it would not be expected as a faculty outcome. Evaluation of faculty outcomes is consistent with the institution's and program's definition(s) of faculty role expectations. There is congruence between expectations of the faculty in their roles and evaluation of faculty performance.

Program Response: *[To support the Program Response, provide actual data on aggregate faculty accomplishments and discuss how the outcomes are consistent with and contribute to achievement of the program's mission, goals, and expected student outcomes.]*

Faculty members at BSU are evaluated in five areas: Teaching Effectiveness, Scholarly Achievement/Research, Continuing Preparation, Contribution to Student Growth, and University & Community Service. The university promotes activity in all identified areas. Faculty members are currently collaborating with other professionals in research endeavors (Sanford Health & Interdisciplinary Faculty Research Team). Faculty members have presented at local, state, national, and international conferences. All faculty members are required to submit a report during spring semester to address activities in all five areas. Two of the faculty members are Quality Matters™ reviewers and all faculty members use the information from peer and student evaluations of courses to improve the quality of the learning experience for the students. For a summary of faculty accomplishments, see the table in Standard II, Key Element D. A comparison of faculty outcomes, departmental mission, and curriculum outcomes is summarized in the table below.

Faculty Outcomes, Departmental Mission, And Outcomes

Aggregate Faculty Outcomes	Departmental Mission	Curriculum Outcomes & Essentials Of Baccalaureate Education 2008
	Engage. Embrace. Educate.	
Faculty all participate in individual scholarship. - Doctoral research on describing the health risk behavioral factors that influence college students' perceptions of multidimensional wellbeing. - Master's project on staff nurse cultural competence.	Engage in scholarship that supports the development of critical thinkers, creative problem solvers and innovate leaders in care delivery.	1.• **Liberal Education for Baccalaureate Generalist Nursing Practice** o A solid base in liberal education provides the cornerstone for the practice and education of nurses. 2.• **Basic Organizational and Systems Leadership for Quality Care and Patient Safety** o Knowledge and skills in leadership, quality improvement,

Aggregate Faculty Outcomes	Departmental Mission	Curriculum Outcomes & Essentials Of Baccalaureate Education 2008
- Doctoral research on simulation use in staff nurse orientation. - Masters project: Focus on clinical leadership and management. Technology and nursing. - Doctorate Focus: Assessment of critical thinking – nursing students and the clinical learning environment. - Masters research on hepatitis C. **Faculty members participate in ongoing personal continuing education.** - Attending conferences on pedagogy, simulation, QSEN, Quality Matters. **Faculty members participate in leadership and care giver.** - Current Mental Health Practice. - Current work with diabetic patients. - Assisted in development of hepatitis C clinic. - Nurse managed anticoagulation clinic. - Certified in travel health through the International Society of Travel Medicine.		and patient safety are necessary to provide high quality healthcare. **3.• Scholarship for Evidence Based Practice** o Professional nursing practice is grounded in the translation of current evidence into one's practice. **4.• Information Management and Application of Patient Care Technology** o Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care. **5.• Health Care Policy, Finance, and Regulatory Environments** o Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.
Professionalism and Professional Values - Abstract was accepted on my DNP project and I conducted a workshop on the project intervention at the International Holistic Nursing Conference on my DNP project that was held in October, 2012. - POLST Facilitator Training, March 29, 2012 - POLST In-services at Havenwood Care Center April 5, 10, & 12, 2013 - Boomer's and Beyond, August 2012; - Presented at international conference – Modeling/Role Modeling 10/2012 - Pursued collaborative research/writing project with School of Nursing colleagues and consultant (further research evaluation at 2nd Annual Leadership Event scheduled 4/2013 (to bolster and inform findings) - Actively serve as leadership coach for Sanford Health system (1st phase culminating in a poster presentation for mentees November 15, currently in 2nd phase through 6/2013-Clinical coordination). **Diverse Cultures, Ages, and Environments** - Assist with planning Closed Pod Mass Dispensing Exercise for Community/Campus Disaster Plan (11/2012) utilizing nursing students. - Develop cultural excursion for nursing students (Belize 2013). - Research in Native American Studies. - Local Indian Education Parent Advisory Council - Bemidji School District Ex-officio member and attend monthly meetings. - Board member of Village of Hope starting 2/2013. - Bemidji Community Health Needs Assessment Team. Project completed.	Embrace professionalism and professional values in the care of individuals and populations across diverse cultures, ages, and environments.	**6.• Interprofessional Communication and Collaboration for Improving Patient Health Outcomes** o Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care. **7.• Clinical Prevention and Population Health** o Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice. **8.• Professionalism and Professional Values** o Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing. **9.• Baccalaureate Generalist Nursing Practice** o The baccalaureate-graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments. o The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.
Faculty members on the Center for Professional Development, Liberal Education Committee, and Inter Faculty Organization.	Educate the baccalaureate nurse generalist for a future that includes lifelong learning and professional practice.	**1.• Liberal Education for Baccalaureate Generalist Nursing Practice** o A solid base in liberal education provides the cornerstone for the practice and education of nurses.

IV-F. Information from formal complaints is <mark>used</mark>, as appropriate, to foster <mark>ongoing program improvement.</mark>

> *Elaboration: If formal complaints indicate a need for program improvement, there is evidence that action has been taken to address that need.*

Program Response: *[To Support the Program Response, provide examples of how the information relating to any complaints has been used to foster ongoing program improvement.]*

A formal complaint is defined in the appeal process and on the department's website (http://www.bemidjistate.edu/academics/departments/nursing/publications/). Development of a grievance/appeal algorithm has made the process clearer and more consistent for both students and faculty of Northwest Technical College and Bemidji State University nursing programs (available on line). Students state that they appreciate being "heard", and faculty are developing a new level of trust in the process. All forms and processes are available for convenient access for students, faculty, and outside communities of interest. Students use the appeals process to challenge grades, admissions, and progressions. After a student violated the Academic Integrity Policy and sanctions were established by the SAPC committee, the student appealed in writing and presented to the committee as part of the established appeal process (SAPC 2/20/12; SAPC 4/24/13). The SAPC committee meets monthly throughout the academic year. The co-chairs of the committee review and process any complaints that are received in the summer months. There is a clearly defined appeals process and students from all programs exercise their right to appeal.

Summary for Standard IV

Bemidji State University and Northwest Technical College have successfully collaborated to form the Bemidji School of Nursing. Program success is measured by positive working relationships between faculty, best use of resources, achievement of program outcomes, and the provision of a smoother articulation for nursing students in this rural community. The expansion of the baccalaureate program is congruent with the IOM goal of increasing bachelor's-prepared nurses by the year 2020. The Bemidji School of Nursing is prepared for the upcoming challenges in healthcare and is enthusiastic about the ability to improve patient outcomes by graduating well-prepared nurses.

Areas for improvement	Strategies
Explore ways to increase response rates from employers and alums	Will consult with internal and external experts to identify a plan of action within the next 2 years.
Fully utilize Taskstream (data management system)	Hired Assessment Coordinator to improve utilization and report capabilities. Create additional opportunities for faculty, staff, and students to access and update database. Increase quantitative measures for outcome analysis.

Appendices

Outcome/Key Essential	Learning Objective	Measure Title	Measure Level	Details/Description	Acceptable Target	Implementation Plan	Key/Responsible Personnel (Findings on next page)
Essential I: The mission, goals, and expected aggregate student and faculty outcomes are congruent with those of the parent institution, reflect rofessional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program's mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.							
I-A The mission, goals, and expected student outcomes are congruent with those of the parent institution and consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.	Program Quality: Mission and Governance	Mission, Goals, Curriculum outcomes	Program	Screening of statements with University documents	The mission, goals, and curriculum outcomes are congruent with the institutional statements	Every 2 years	Curriculum committee
I-B The mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, to reflect:	Program Quality: Mission and Governance	Mission, Goals, Curriculum Outcomes AACN Essentials	Program	Screening among Department statements with AACN Essentials	The mission, goals, and curriculum outcomes are congruent with AACN Essentials	Every 2 years	Curriculum Committee
I-B The mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, to reflect:	Program Quality: Mission and Governance	Mission, Goals, Curriculum Outcomes AACN Essentials, Community of Interest	Program	Practicum experience and program recommendations by Agency Survey	The Practicum Agencies will provide feedback regarding our program	Annual	Curriculum Committe
I-B The mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, to reflect:	Program Quality: Mission and Governance	Mission, Goals, Curriculum Outcomes AACN Essentials, Community of Interest	Program	Advisory Board Feedback	The Advisory Board will provide feedback regarding our program	Annual	Chair & Faculty Committee other committees as appropriate
I-B The mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, to reflect:	Program Quality: Mission and Governance	Mission, Goals, Curriculum Outcomes AACN Essentials, Community of Interest	Program	Senior Program Evaluation	Graduating seniors will provide comments and recommendations regarding what they believe should be expanded, added, or deleted in the curriculum.	Annual	Curriculum Committee & SAPC Committee
I-B The mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, to reflect:	Program Quality: Mission and Governance	Mission, Goals, Curriculum Outcomes AACN Essentials, Community of Interest	Program	Graduate (Alumni) Survey	Graduates will provide comments and recommendations regarding what they believe should be expanded, added, or deleted in the curriculum	5 years	Curriculum Committe & SAPC Committee
I-B The mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, to reflect:	Program Quality: Mission and Governance	Mission, Goals, Curriculum Outcomes AACN Essentials, Community of Interest	Program	Graduate Survey (#57)	80% of graduates will be satisfied to very satisfied with their education preparation	5 years	Curriculum Committe & SAPC Committee
I-B The mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, to reflect:	Program Quality: Mission and Governance	Mission, Goals, Curriculum Outcomes AACN Essentials, Community of Interest	Program	Employer Survey	Employers will provide comments & recommendations on abilities that should be emphasized in the program	5 years	Curriculum Committee
I-B The mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, to reflect:	Program Quality: Mission and Governance	Mission, Goals, Curriculum Outcomes AACN Essentials, Community of Interest	Program	Employer Survey	The mission, goals, and curriculum outcomes reflect expectations of the community of interest 80% of employers will be satisfied with the performance of our graduates	5 years	Curriculum Committee
I-C Expected faculty outcomes in teaching, scholarship, service, and practice are congruent with the mission, goals, and expected student outcomes.	Program Quality: Mission and Governance	I.C. Continued	Program		PDP Plans and Reports are reviewed by Faculty Committee	As specified in the IFO Contract	Faculty Committee
I-C Expected faculty outcomes in teaching, scholarship, service, and practice are congruent with the mission, goals, and expected student outcomes.	Program Quality: Mission and Governance	I.C. Continued	Program		PDP Plans and Reports are approved by Dean, VP or Academic and Student Affairs, and President	As specified in the IFO Contract	Dean of SON, VP of Academic and Student Affairs, President of BSU

Outcome/Key Essential	Findings Title (Continued from previous page)	Summary of Findings	Target Met	Recommendations/Notes	Substantiating Evidence
Essential I: The mission, goals, and expected aggregate student and faculty outcomes are congruent with those of the parent institution, reflect rofessional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program's mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.					
I-A The mission, goals, and expected student outcomes are congruent with those of the parent institution and consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.	Findings for Mission, Goals, Curriculum outcomes	The mission, goals, and curriculum outcomes are reviewed every two years and most recently 10/14/2011 (see Committee Retreat minutes) and were found to be congruent with the institutional statements.	Met	Will continue to evaluate every two years. In 2009, this cycle was 2 -1/2 years due to changes in College Structure, University (mission/vision), and planning for HLC visit).	2012 March 2 2012 SON Curriculum Meeting Minutes (2).doc (Microsoft Word) Curriculum Minutes 2009 - 0918 (Microsoft Word) Curriculum Minutes 2011 - 1014 - Retreat (Word Document (Open XML))
I-B The mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, to reflect:	Findings for Mission, Goals, Curriculum Outcomes, AACN Essentials	The mission, goals, and curriculum outcomes are reviewed every two years for congruency most recently on 10/14/11 (see Curriculum Retreat Minutes, 10/14/11 and were found to be congruent.	Met	Continue to review mission, goals, and expected outcomes every two years to maintain congruency between the department AACN Essentials	11 Sept 9 Curriculum Committee Meeting .docx (Word Document (Open XML))
I-B The mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, to reflect:	Findings for Mission, Goals, Curriculum Outcomes, AACN Essentials, Community of Interest	A small number of managers and staff responded to surveys re: the Family Practicum and Adult Gerian Practicum courses from the 4 year track program. Areas of strength include general communication, scheduling, and patient response to students. Areas for further attention include students keeping staff nurse appropriately informed of patient experience and perceptions about instructor availability and ability to support students in care. Response rates were very low and involved only these 2 courses.	Met	Make an effort to improve response rates, encourage other courses with a practicum component to solicit evaluations from the sites. Plan update spring 2012 Develop a role faculty review process for evaluation of clinical practicum sites	Practicum site evaluations, Spring 2012 (Word Document (Open XML))
I-B The mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, to reflect:	Findings for Mission, Goals, Curriculum Outcomes, AACN Essentials, Community of Interest	BSU Advisory Meeting held 4/30/12 3:00pm-5:00pm at Sanford Health Main, Bemidji (Education)	Met	Academic year review. Excellent turnout from stakeholders, good discussion and sharing of ideas, BSN level nurses recognized for improved patient outcomes	Nursing Advisory Board Meeting2012 (3).docx (Word Document (Open XML))
I-B The mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, to reflect:	Findings for Mission, Goals, Curriculum Outcomes, AACN Essentials, Community of Interest	Focused group evaluations done and reviewed at the Fall Curriculum Retreat 10/14/11	Met	Recommend forward to Curriculum sub-committee-Review scheduled 5/1/12 at 0900 Nursing Office (4-year track curriculum changes)	Curriculum Minutes 2011 - 1014 - Retreat (Word Document (Open XML))
I-B The mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, to reflect:	Findings for Mission, Goals, Curriculum Outcomes, AACN Essentials, Community of Interest	Alumni and employer surveys done 5/2012		Poor participation-too long?	2012 Grad Survey-All Qs.xls (Microsoft Excel) All Questions Employer SurveySummary_07232012.xls (Microsoft Excel)
I-B The mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, to reflect:	Findings for Mission, Goals, Curriculum Outcomes, AACN Essentials, Community of Interest	See alumni and employer surveys done 5/12			2012 Grad Survey-All Qs.xls (Microsoft Excel) All Questions Employer SurveySummary_07232012.xls (Microsoft Excel)
I-B The mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, to reflect:	Findings for Mission, Goals, Curriculum Outcomes, AACN Essentials, Community of Interest	Employers provided feedback in the 2007 and 2012 Employer Survey regarding the program. The majority of the comments were positive. However, some comments were not reflective of our RN to BS student population. Other comments will be discussed in the appropriate committees. Actual survey and comments are available in the nursing office/files (2012 survey attached).	Met	Review data and take suitable action in the appropriate committees. Consider evaluating employer satisfaction on a more frequent basis to facilitate a more responsive interaction between results and action.	All Questions Employer SurveySummary_07232012.xls (Microsoft Excel)
I-B The mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, to reflect:	Findings for Mission, Goals, Curriculum Outcomes, AACN Essentials, Community of Interest	100% of the respondents of the 2012 Employer Survey were satisfied with their employees who graduated from our RN to BS program	Met	Periodically review as appropriate based on 5 year Employee Survey and expected needs. Only 4 surveys were returned (poor response rate)	All Questions Employer SurveySummary_07232012.xls (Microsoft Excel) SubstantiveChange.pdf (Adobe Acrobat Document)
I-C Expected faculty outcomes in teaching, scholarship, service, and practice are congruent with the mission, goals, and expected student outcomes.	Findings for I.C. Continued	Faculty identified goals in the fall Professional Development Plan; Reported out on goals during the spring; and were provided feedback by the Dean. See template for PDP's.	Exceeded	Continue to follow contract language and recommendations.	Empty-Plan.doc (Microsoft Word) Faculty Committee 2011 - 0923 (Microsoft Word) IFO Contract (Web Link) PDPGrid.doc (Microsoft Word)
I-C Expected faculty outcomes in teaching, scholarship, service, and practice are congruent with the mission, goals, and expected student outcomes.	Findings for I.C. Continued	All PDP's were accepted by the Dean and VP. Reports indicate faculty are within normal progression toward tenure.	Exceeded	Continue to focus on increased evidence each year.	Faculty Professional Development (Web Link)

Outcome/Key Essential	Learning Objective	Measure Title	Measure Level	Details/Description	Acceptable Target	Implementation Plan	Key/Responsible Personnel (Findings on next page)
I-C Expected faculty outcomes in teaching, scholarship, service, and practice are congruent with the mission, goals, and expected student outcomes.	Program Quality: Mission and Governance	IFO Contract, Professional Development Plans/Review (PDP), Faculty Handbook, Student Evaluations	Program	Professional Development Plans and Reports (PDP)	100% of full time faculty members demonstrate effective performance in all five areas of PDP	Per IFO Contract	Professional Development Plans and Reports (PDP)
I-D Faculty and students participate in program governance.	Program Quality: Mission and Governance	Departmental Bylaws, Organizational Chart, Resource Manual, Faculty Handbook, IFO Contract	Program	Meetings with Juniors & Seniors, Recommendations from students/faculty	The roles of faculty and students in the governance of the department are clear and accurately reflect what actually occurs Student and faculty participation in governance is meaningful	Every semester, on-going	SAPC Committee & Faculty Committee
I-E Documents and publications are accurate. References to the program's offerings, outcomes, accreditation/approval status, academic calendar, recruitment and admission policies, transfer of credit policies, grading policies, degree completion requirements, tuition, and fees are accurate.	Program Quality: Mission and Governance	Internal and external publications	Program	Review all publications & homepage, review by faculty members, recommendations from students	Documents/publications accurately reflect the mission, and curriculum outcomes	Annual, ongoing	SAPC Committee, Faculty Committee, Resources & Student Committees
I-F Academic policies of the parent institution and the nursing program are congruent. These policies support achievement of the mission, goals, and expected student outcomes. These policies are fair, equitable, and published and are reviewed and revised as necessary to foster program improvement. These policies include, but are not limited to, those related to student recruitment, admission, retention, and progression.	Program Quality: Mission and Governance	Academic policies, Resource Manual, Syllabi format, BSU Undergraduate catalog, Student Guide and Pla	Program	Policies reviewed, meetings with students	Academic policies are fair, equitable, justifiable, published and relate to and support the mission, goals, and objectives of the department and the institution	Annual/on-going	Curriculum & SAPC Committees
I-G There are established policies by which the nursing unit defines and reviews formal complaints. Elaboration: The program's definition of a formal complaint and the procedure for filing a complaint are communicated to relevant constituencies. The program follows its established policies/procedures for formal complaints.	Program Quality: Mission and Governance	Student Guide & Planner, Resource Manual	Program	Student evaluations and feedback, university grievance polcies and procedures	The Department of Nursing will follow University grievance policies and procedures listed in the Student Guide and Planner and inform students of their rights in the Resource Manual.	As needed	Faculty & Students
Essential II: The parent institution demonstrates ongoing commitment and support for the nursing program. The institution makes available resources to enable the program to achieve its mission, goals, and expected aggregate student and faculty outcomes. The faculty, as a resource of the program, enables the achievement of the mission, goals, and expected aggregate student outcomes.							
II-A Fiscal and physical 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.	Program Quality: Institutional Commitment and Resources	Department Budget, Grants: when applicable	Program	Review of needs in relation to budget, budget reviews with Dean of School of Nursing, Budget reports	The department budget is adequate to conduct department functions/needs, and appropriate to university resources	On-going, as needed, quarterly	Chair & Academic Resources Committee, Tiffany Hommes/ Tami Such
II-A Fiscal and physical 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.	Program Quality: Institutional Commitment and Resources	Faculty participation in budget process, campus wide meetings, IFO contrac, Department By-Laws	Program	Recommendations/faculty feedback to administration	Faculty members participate in the planning and allocation of budgetary resources via committee work at the department level and in campus wide meetings for overall University budget planning.	On-going	Faculty Resources, Curriculum & Student Committees
II-A Fiscal and physical 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.	Program Quality: Institutional Commitment and Resources	IFO Contract, Faculty Handbook, Center for Professional Dev, New Faculty Orientation & Mentoring	Program	IFO Contract, Faculty Handbook, Center for Professional Development, New Faculty Orientation, New Faculty Mentor Program, Adjunct Mentoring and D2L orientation site. Review Faculty PDPs, Feedback from Adjuncts, Budget review	Faculty is supported by the university in their efforts to excel at teaching, scholarship, service and practice endeavors.	Annual budget review, annual PDP review for probationary faculty and every 4 years for tenured faculty	Dean of SON & Department Chair
II-A Fiscal and physical 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.	Program Quality: Institutional Commitment and Resources	Offices, Work area, Instructional space, Storage, Meeting room	Program	Recommendations by faculty, support staff, students & community of interest	Space is adequate for Department functioning	On-going	Academic Resources Committee
II-A Fiscal and physical 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.	Program Quality: Institutional Commitment and Resources	Recruitment Budget	Program	Enrollment numbers, grants, review of needs in relation to budget	Resources are adequate for recruitment efforts	On-going	Faculty, Student, & Resources Committees

Outcome/Key Essential	Findings Title (Continued from previous page)	Summary of Findings	Target Met	Recommendations/Notes	Substantiating Evidence
I-C Expected faculty outcomes in teaching, scholarship, service, and practice are congruent with the mission, goals, and expected student outcomes.	Findings for IFO Contract, Professional Development Plans/Review (PDP), Faculty Handbook, Student Evaluations	Faculty achieved in all areas. Faculty Handbook attached. Student evaluations are included in the curriculum area.	Exceeded	Continued work on teaching improvements	Faculty Handbook (Web Link)
I-D Faculty and students participate in program governance.	Findings for Departmental Bylaws, Organizational Chart, Resource Manual, Faculty Handbook, IFO Contract	Students feedback on student fees for off-campus (RN-BS) students and having access to reduced pricing for the Microsoft package. See minutes for February 26, 2010.	Met	Continue to seek student feedback on issues brought forward at semester group discussions.	SAPC Minutes 2010 - 0226 (Microsoft Word) social media.docx (Word Document (Open XML)) SON curriculum meeting minutes 1-4-12.docx (Word Document (Open XML)) Updates for the resource manual.docx (Word Document (Open XML))
I-E Documents and publications are accurate. References to the program's offerings, outcomes, accreditation/approval status, academic calendar, recruitment and admission policies, transfer of credit policies, grading policies, degree completion requirements, tuition, and fees are accurate.	Findings for Internal and external publications	SAPC updates Handbook annually Documents and Publications (website) handbook, and catalog-updated prior to fall semester. School of Nursing currently working (F2012) on a newsletter for fall 2012 and a clinical newsletter.	Met	Department Chair accountable for completion-recommend agenda item-Chair asks for update on documents and publications (Resource Manual)-update as needed/appropriate-most feasible time is after spring semester is complete	Updates for the resource manual.docx (Word Document (Open XML))
I-F Academic policies of the parent institution and the nursing program are congruent. These policies support achievement of the mission, goals, and expected student outcomes. These policies are fair, equitable, and published and are reviewed and revised as necessary to foster program improvement. These policies include, but are not limited to, those related to student recruitment, admission, retention, and progression.	Findings for Academic policies, Resource Manual, Syllabi format, BSU Undergraduate catalog, Student Guide and Pla	Due process discussed with Randy Ludemann a faculty retreat 2/12 (see attached file)		Continue to provide faculty opportunities to learn about due process.	SAP RETREAT MINUTES 2-20-12.docx (Word Document (Open XML))
I-G There are established policies by which the nursing unit defines and reviews formal complaints. Elaboration: The program's definition of a formal complaint and the procedure for filing a complaint are communicated to relevant constituencies. The program follows its established policies/procedures for formal complaints.	Findings for Student Guide & Planner, Resource Manual	Updates submitted by SAPC Chair 8/4/12 for Student Handbook/Resource Manual (see file attached)		Calendar of Student Academics and Progressions Committee meetings should be posted for all students. Students reminded that they are welcome to attend meetings (exclusion only from personal matters that are confidential). All student concerns will be evaluated by SAPC and disposition relayed to applicable student, Chair of the Nursing Department, and Dean.	SAPC DECISION LETTER FOR STUDENT CONCERN 8-12.docx (Word Document (Open XML)) STUDENT CONCERN LETTER.doc (Microsoft Word) Updates for the resource manual.docx (Word Document (Open XML))
Essential II: The parent institution demonstrates ongoing commitment and support for the nursing program. The institution makes available resources to enable the program to achieve its mission, goals, and expected aggregate student and faculty outcomes. The faculty, as a resource of the program, enables the achievement of the mission, goals, and expected aggregate student outcomes.					
II-A Fiscal and physical 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.	Findings for Department Budget, Grants: when applicable	Academic Resource Committee for the School of Nursing is active-recently recommended purchase of on-line product-Panapto. Contract issued and faculty training being scheduled (Mary Fairbanks-faculty contact-Information Specialist). Other products purchased: Voicethread On-line Collaborative Account, CMS DVD licenses for faculty use. Note Quality Matters participation-Drs. Mary Fairbanks and Jeanine McDermott		Continue to request input from faculty and students about resources needed. Recommend that ARC Chair (Dr. Tiffany Hommes) requests (address in minutes) comparison to other University departments-see minutes-budget, adequate/not adequate-identify areas for more funding needed	Fwd Welcome to Panopto Support!.msg (File)
II-A Fiscal and physical 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.	Findings for Faculty participation in budget process, campus wide meetings, IFO contrac, Department By-Laws	See attachment to SON faculty committee meeting notes 1/4/12; Review of budget with School of Nursing Dean; Fall, 2012. See attachment.			ARC Combined meeting minutes 01 04 12.doc (Microsoft Word) Budget Review (Adobe Acrobat Document)
II-A Fiscal and physical 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.	Findings for IFO Contract, Faculty Handbook, Center for Professional Dev, New Faculty Orientation & Mentoring	Faculty make progress towards all sections of the professional development plan (progress reviewed annually)		People resource on-boarding, development of PDPs and resources to do this, budget review specific to faculty lines and salaries. Please see CPD website url= http://www.bemidjistate.edu/faculty_staff/professional_development/ Feedback from adjuncts (faculty evaluation) shared courses-student eval and course eval-faculty have access, look at student evals	
II-A Fiscal and physical 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.	Findings for Offices, Work area, Instructional space, Storage, Meeting room	Space is in short supply. Dean Gangeness has relocated her office to accomodate space for two new faculty and continues to work with the VP on expanding space options for the nursing program.		Continue to evaluate need for clinical lab space, S248 is too loud, S228 is too hot. Do we have enough "cloud space"? Program is impacted by number of students.	
II-A Fiscal and physical 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.	Findings for Recruitment Budget	Enrollment numbers high. Use part of general fund-mailings to prospective students with high ACT, website, not active recruiters Dr. Tarutis participated in a recruiting event at Fond-du-lac 4/12 (only approximately 25 students attended)			

Outcome/Key Essential	Learning Objective	Measure Title	Measure Level	Details/Description	Acceptable Target	Implementation Plan	Key/Responsible Personnel (Findings on next page)
II-A Fiscal and physical 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.	Program Quality: Institutional Commitment and Resources	Support staff	Program	Review by staff and faculty memebers	Support staffing is adequate for conduct of the program	On-going	Chair, Faculty Committee
II-B Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.	Program Quality: Institutional Commitment and Resources	Courses Agencies	Program	Course evaluations, evaluation of practicum experiences/Students, Faculty, Agencies	The practicum resources are adequate and appropriate for the registered nurses and support the curriculum	Completion of course offering for students and agencies & semester after course offering for faculty	Course faculty, Clinical Resource Center Coordinator & Curriculum Committee
II-B Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.	Program Quality: Institutional Commitment and Resources	Library resources, Equipment, Media resources, Technology resources, Student scholarships	Program	Course Evaluations, Librayra resources requested following selection guidelines and budget, Individual recommendations, Department requests, Communication with Library personnel & technical personnel	Learning resources are available and accessible, All courses are represented in Library resources, Learning resources are adequate and appropriate for the program	Annual: Every course, every semester; Annually and On-going, and as needed.	Academic Resources Committee & Course faculty
II-C The chief nurse administrator, as a resource of the program, enables the achievement of the mission, goals, and expected aggregate student outcomes.	Program Quality: Institutional Commitment and Resources	Dean role description in IFO Contract	Program	Load reports, Contracts, PDP, Budget and faculty evaluation, Dean administrative contract	The qualifications and selection of the dept. Dean are consistent with university and national standards	Annual evaluations	Dr. Jeanine Gangeness, appointed founding Dean of Bemidji School of Nursing 3/12
II-D The faculty, as a resource of the program, enables the achievement of the mission, goals, and expected aggregate student outcomes.	Program Quality: Institutional Commitment and Resources	Faculty FTE, Student FTE, Workloads, Hiring Plan for 4 year Track	Program	Dept. data, Institutional data, IFO Contract, Recommendations of faculty to Dean, Curriculum Vitae	Faculty/student ratio 1:20 in RN-BS practicum sections and 1:8 in 4-Year Track practicum sections - these are maintained Sufficient FTE faculty represents the 4 major areas of expertise (Adult Health, Child & Family Health, Community Health, and Psych/Mental Health) in the RN-BS track. A sufficient number of faculty has been planned for hire in the 4-year track to represent a broad range of clinical backgrounds.	Annual	Dean of SON, Chair, Faculty Committee
II-D The faculty, as a resource of the program, enables the achievement of the mission, goals, and expected aggregate student outcomes.	Program Quality: Institutional Commitment and Resources	Faculty FTE, Student FTE, Workloads, Hiring Plan for 4 year Track	Program	Dept. data, Institutional data, IFO Contract, Recommendations of faculty to Dean, Curriculum Vitae	We currently have adequate faculty FTEs assigned to the department of nursing to meet the needs of the RN to BS track and have a plan in place to add faculty for the 4-year track.	Annual	Dean of SON, Chair, Faculty Committee
II-D The faculty, as a resource of the program, enables the achievement of the mission, goals, and expected aggregate student outcomes.	Program Quality: Institutional Commitment and Resources	Faculty FTE, Student FTE, Workloads, Hiring Plan for 4 year Track	Program	Dept. data, Institutional data, IFO Contract, Recommendations of faculty to Dean, Curriculum Vitae	Faculty members hold minimum of masters' degree in nursing	Annual	Dean of SON, Chair, Faculty Committee
II-D The faculty, as a resource of the program, enables the achievement of the mission, goals, and expected aggregate student outcomes.	Program Quality: Institutional Commitment and Resources	Faculty FTE, Student FTE, Workloads, Hiring Plan for 4 year Track	Program	Dept. data, Institutional data, IFO Contract, Recommendations of faculty to Dean, Curriculum Vitae	Faculty members represent adult health, child and family health, community, and psych/MN nursing	Annual	Dean of SON, Chair, Faculty Committee
II-E When used by the program, preceptors, as an extension of faculty, are academically and experientiall qualified for their role in assisting in the achievement of the mission, goals, and expected student outcomes.	Program Quality: Institutional Commitment and Resources	Preceptor is working with the 4-year track student in Nursing 4201: Role Integration	Course	Preceptor contract for course: Nursing 4201	100% of preceptors will be RNs 60% will be BSN or higher		Role faculty and Clinical Coordinator as designated
II-F The parent institution and program provide and suppor an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes.	Program Quality: Institutional Commitment and Resources	Faculty Workshops	Institution				

Outcome/Key Essential	Findings Title (Continued from previous page)	Summary of Findings	Target Met	Recommendations/Notes	Substantiating Evidence
II-A Fiscal and physical 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.	Findings for Support staff	Graduate student (Jillian W) hired for school term 2012-13 to assist with proctoring tests. Tammy Mayer recently hired as administrative assistant to the SON founding Dean (Gangeness)-8/12. Students in process of hiring to assist with lab and office (F12) New position F12-Clinical coordinator (Leslie Darmofal)			Clinical Coordinator Recommendation (Word Document (Open XML))
II-B Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.	Findings for Courses Agencies	Family practicum Spr11 was appreciated by students. There was some discussion of the difficulty of meeting with a public health nurse in the community as part of the requirements and it required an enormous amount of faculty time to organize (in student's home community).		Dr. Mary Fairbanks reviewed regulations Summer 2012 (for public health certification) and has determined that we could meet this requirement by bringing a public health nurse in to speak to the students while they are on campus for face-to-face time. Recommend discussing with other practicum faculty.	course eval schedule 1 11 .doc (Microsoft Word) Course Evaluation Summary 3220 Spring 2010.doc (Microsoft Word)
II-B Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.	Findings for Library resources, Equipment, Media resources, Technology resources, Student scholarships	Nursing program (BSU) has availability of SMART classroom technology, a clinical lab space with simulation manekins and appropriate faculty office space. Invited Admissions and Academic Success to participate in RN-BS orientation F12 to discuss DARS/resources available. Academic support services are evaluated via program evaluation. Resource request process established. See evidence of resources. 17 students used the nursing tutors available to all nursing students.		Ask annually-have you used the resource center? How useful 1-10? Establish a questionnaire to all students? Have Marlene email it out? Difficulty to access tutorial services at Duluth/Cambridge sites Should we be working harder to make sure they have access to support? Add to program evaluation? Nancy to make program evaluation available in J drive for faculty access. Each committee is reponsible for modifications needed based on feedback-acknowledge-may continue to collect data, or implementation, or not feasible.	Accessing Library Resources (Word Document (Open XML)) CURRENT VIDEO LIBRARY LIST 2012-sent to SON instructors 123112.xlsx (Excel Workbook (Open XML)) Faculty Monitors and Speakers (Microsoft Word) Nursing Student Library Orientation (Word Document (Open XML)) Resource Process and Request Form (Word Document (Open XML)) Sim Junior (Adobe Acrobat Document)
II-C The chief nurse administrator, as a resource of the program, enables the achievement of the mission, goals, and expected aggregate student outcomes.	Findings for Dean role description in IFO Contract	Conversation with Dean of SON, Director at NWT and Chair BSU under SON-review of role descriptions (F12)	Exceeded		CV-Gangeness-5-13NLNAC.doc (Microsoft Word) Dean of School of Nursing.orgChart.021412.doc (Microsoft Word)
II-D The faculty, as a resource of the program, enables the achievement of the mission, goals, and expected aggregate student outcomes.	Findings for Faculty FTE, Student FTE, Workloads, Hiring Plan for 4 year Track	See Substantive Change document 2/25/12	Met	Hired one probationary and one fixed term faculty 8/12-full complement	SubstantiveChange.pdf (Adobe Acrobat Document)
II-D The faculty, as a resource of the program, enables the achievement of the mission, goals, and expected aggregate student outcomes.					
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II-E When used by the program, preceptors, as an extension of faculty, are academically and experientiall qualified for their role in assisting in the achievement of the mission, goals, and expected student outcomes.	Findings for Preceptor is working with the 4-year track student in Nursing 4201: Role Integration	Goal not met. There are multiple barriers to this goal-numbers of available, willing BSN nurses are not always available at our capstone settings.	Not Met	Continue to work toward the goal of precepting nurses with BSN or higher degrees. Preceptor works with capstone students (see preceptor agreement-submit nursing license and vitae). Need to set goal-may be different than reality. Role faculty will meet to determine statistics from 2012 capstone experiences. RN Academic preparation, experience in specialty, and learning contracts	
II-F 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.					

Outcome/Key Essential	Learning Objective	Measure Title	Measure Level	Details/Description	Acceptable Target	Implementation Plan	Key/Responsible Personnel (Findings on next page)
Essential III: The curriculum is developed in accordance with the mission, goals, and expected aggregate student outcomes and reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected individual student learning outcomes and expected aggregate student outcomes. The environment for teaching-learning fosters achievement of expected individual student learning outcomes.							
III-A The curriculum is developed, implemented, and revised to reflect clear statements of expected individual student learning outcomes that are congruent with the program's mission, goals, and expected aggregate student outcomes.	Program Quality: Curriculum and Teaching-Learning Practices	AACN Essentials, Resource Manual, Department Mission, Curriculum Outcomes, Course Syllabi		Screening of course outcomes with curriculum components, course evaluations by faculty & students, presentation and discussion of every Course Evaluation by Faculty in Curriculum Committee	The curriculum reflects clear statements of expected student learning outcomes that are consistent with professional nursing standards and guidelines and congruent with the program's mission, goals, and expected outcomes.	Annual	Course Faculty, Curriculum Committee
III-B Expected individual student learning outcomes are consistent with the roles for which the program is preparing its graduates. Curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum, expected individual student learning outcomes, and expected aggregate student outcomes.	Program Quality: Curriculum and Teaching-Learning Practices	Overall curriculum, and Course syllabi	Program	Course evaluations by students and faculty, Course Evalutions by Faculty reviewed in the Curriculum Committee, Alignment Tables to reflect how each course addresses Essential (see Appendix E)	Each course in the curriculum will be developed, implemented, and revised to reflect the AACN Essentials and will be clearly evident within the curriculum structure and expected learning outcomes. Course/ unit/ level outcomes will be consistent with the roles for which the program is preparing its graduates. The baccalaureate curriculum will incorporate knowledge and skills identified in The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008).	Annual	Faculty, Curriculum Committee
III-C The curriculum is logically structured to achieve expected individual and aggregate student outcomes	Program Quality: Curriculum and Teaching-Learning Practices	University Mission (Dimensions of Student Learning and Lib Ed requirements), MnSCU	Program	Evaluate the courses and sequencing of courses in light of the overarching organizing framework, program goals and curriculum outcomes.	The support courses within the Lib Ed requirement and required nursing courses provide the framework essential to baccalaureate education. The curriculum is structured sequentially and is logically organized to facilitate student achievement of expected results, thus meeting program outcomes. The curriculum builds upon a foundation of the arts, sciences, and humanities	The mission goals and outcomes are reviewed every two years. Courses are evaluated annually.	Course faculty, Curriculum Committee
III-D Teaching-learning practices and environments support the achievement of expected individual student learning outcomes and aggregate student outcomes.	Program Quality: Curriculum and Teaching-Learning Practices	Courses, Course Syllabi	Program	Review and revisions of course syllabi, Course Evaluations by students and faculty	Didactic and clinical teaching learning practices are documented within syllabi. The didactic and clinical teaching learning practices and learning environments support the achievement of student learning outcomes.	Annually, congruent with the offering of each course	Course faculty & Curriculum Committee
III-E The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest.	Program Quality: Curriculum and Teaching-Learning Practices	Mission, Organizing framework, Curriculum Outcomes, Courses	Program	Course evaluations by faculty & studnets, Employer Survey, Graduate Survey, Advisory Board Meetings, Program Evaluation by Seniors Focus Groups, AACN Essentials, Junior and Senior formal discussions, Advisory Board	The curriculum is consistent with professional The AACN Essentials, profeional guidelines and community of interest	Every course annually, 5 years, Annual, Ongoing	Course faculty, Curriculum Committee and Student Committee, Chair & Faculty Committee
III-F Individual student performance is evaluated by the faculty and reflects achievement of expected individual student learning outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.	Program Quality: Curriculum and Teaching-Learning Practices	Clinical/course eval of student, grading policy, course syllabi, university policies in handbook	Course	Course syllabi, grading rubrics and exams and clinical performance evaluation tools.	100% of students will be evaluated within courses consistent with evaluation tools.	Every course annually and ongoing	Course faculty, curriculum committee and SAP policies
III-G Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.	Program Quality: Curriculum and Teaching-Learning Practices	Courses, Course syllabi	Program	Course Syllabi, Faculty Evaluation of Courses, Student Evaluation of Courses	Specific teaching/learning practices are identified within all courses and routinely examined for their value in fostering optimal student learning experiences.	Annual review of all courses for content and congruence of teaching/learning objectives by each faculty. Annual review of entire curriculum by curriculum committee.	Course faculty and Curriculum Committee
Essential IV: The program is effective in fulfilling its mission, goals, and expected aggregate student and faculty outcomes. Actual aggregate student outcomes are consistent with the mission, goals, and expected student outcomes. Actual alumni satisfaction data and the accomplishments of graduates of the program attest to the effectiveness of the program. Actual aggregate faculty outcomes are consistent with the mission, goals, and expected faculty outcomes. Data on program effectiveness are used to foster ongoing program improvement.							
IV-A Surveys and other data sources are used to collect information about student, alumni, and employer satisfaction and demonstrated achievements of graduates. Collected data include, but are not limited to, graduation rates, NCLEX-RN® pass rates, certification examination pass rates, and employment rates, as appropriate.	Program Effectiveness: Aggregate Student and Faculty Outcome	Employment Rates	Program	Student Activity Profile	All accessible graduates will receive surveys, 50% will respond.	Annual	Student Committee, Admissions Office, Alumni Office

Outcome/Key Essential	Findings Title (Continued from previous page)	Summary of Findings	Target Met	Recommendations/Notes	Substantiating Evidence
Essential III: The curriculum is developed in accordance with the mission, goals, and expected aggregate student outcomes and reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected individual student learning outcomes and expected aggregate student outcomes. The environment for teaching-learning fosters achievement of expected individual student learning outcomes.					
III-A The curriculum is developed, implemented, and revised to reflect clear statements of expected individual student learning outcomes that are congruent with the program's mission, goals, and expected aggregate student outcomes.	Findings for AACN Essentials, Resource Manual, Department Mission, Curriculum Outcomes, Course Syllabi	See curriculum evaluations by faculty-done using a rubric, on a timeline developed by the committee. See example of a course evaluation attached.	Met	Met per curriculum committee minutes	final spring 2011 adult gerian course eval.doc (Microsoft Word)
III-B Expected individual student learning outcomes are consistent with the roles for which the program is preparing its graduates. Curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum, expected individual student learning outcomes, and expected aggregate student outcomes.	Findings for Overall curriculum, and Course syllabi	Goals met per curriculum retreat notes, October 14, 2011	Met		2011, 10 14 Minutes Curr Retreat 1.pdf (Adobe Acrobat Document)
III-C The curriculum is logically structured to achieve expected individual and aggregate student outcomes	Findings for University Mission (Dimensions of Student Learning and Lib Ed requirements), MnSCU	Course sequence and descriptions are appropriate.Courses are evaluated annually, curriculum evaluated annually. Some prerequisite courses are of concern, curriculum committee continues to work on this.	Met		
III-D Teaching-learning practices and environments support the achievement of expected individual student learning outcomes and aggregate student outcomes.	Findings for Courses, Course Syllabi	Course evaluations by faculty reviewed in curriculum committee	Met		
III-E The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest.	Findings for Mission, Organizing framework, Curriculum Outcomes, Courses	Respond to feedback from advisory board and surveys are reviewed in committees.	Met		Nursing Advisory Board Meeting2012 minutes.docx (Word Document (Open XML))
III-F Individual student performance is evaluated by the faculty and reflects achievement of expected individual student learning outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.	Findings for Clinical/course eval of student, grading policy, course syllabi, university policies in handbook	Each course is evaluated annually per curriculum minutes	Met		Curriculum Minutes 2012 - 0203 SON (Microsoft Word)
III-G Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.	Findings for Courses, Course syllabi	Comprehensive review of curriculum done by faculty at faculty retreat 10/11 and follow-up ongoing with curriculum committee	Met		2011, 10 14 Minutes Curr Retreat 1.pdf (Adobe Acrobat Document)
Essential IV: The program is effective in fulfilling its mission, goals, and expected aggregate student and faculty outcomes. Actual aggregate student outcomes are consistent with the mission, goals, and expected student outcomes. Actual alumni satisfaction data and the accomplishments of graduates of the program attest to the effectiveness of the program. Actual aggregate faculty outcomes are consistent with the mission, goals, and expected faculty outcomes. Data on program effectiveness are used to foster ongoing program improvement.					
IV-A Surveys and other data sources are used to collect information about student, alumni, and employer satisfaction and demonstrated achievements of graduates. Collected data include, but are not limited to, graduation rates, NCLEX-RN® pass rates, certification examination pass rates, and employment rates, as appropriate.	Findings for Employment Rates	Beginning this year to send surveys annually re: employment			

Outcome/Key Essential	Learning Objective	Measure Title	Measure Level	Details/Description	Acceptable Target	Implementation Plan	Key/Responsible Personnel (Findings on next page)
IV-A Surveys and other data sources are used to collect information about student, alumni, and employer satisfaction and demonstrated achievements of graduates. Collected data include, but are not limited to, graduation rates, NCLEX-RN® pass rates, certif	Program Effectiveness: Aggregate Student and Faculty Outcome	Graduation Rates	Program	Graduation Data	80% of students enrolled in the nursing major will complete the nursing major, 80% of students completing the nursing major will graduate from BSU	Annual	Student Committee
IV-A Surveys and other data sources are used to collect information about student, alumni, and employer satisfaction and demonstrated achievements of graduates. Collected data include, but are not limited to, graduation rates, NCLEX-RN® pass rates, certif	Program Effectiveness: Aggregate Student and Faculty Outcome	Knowledge/Practice Abilities	Program	Sr. Program Evaluation	80% graduates will rate their ability to meet this outcome as able	Annual	Course Faculty
IV-A Surveys and other data sources are used to collect information about student, alumni, and employer satisfaction and demonstrated achievements of graduates. Collected data include, but are not limited to, graduation rates, NCLEX-RN® pass rates, certif	Program Effectiveness: Aggregate Student and Faculty Outcome	Knowledge/Practice Abilities	Program	Graduate Survey	80% graduates will rate their ability to meet this outcome as able to highly able	5 years	Chair
IV-A Surveys and other data sources are used to collect information about student, alumni, and employer satisfaction and demonstrated achievements of graduates. Collected data include, but are not limited to, graduation rates, NCLEX-RN® pass rates, certif	Program Effectiveness: Aggregate Student and Faculty Outcome	Knowledge/Practice Abilities	Program	Employer Survey	80% of employers will rate our graduate's ability to meet this outcome as able to highly able.	5 years	Chair
IV-A Surveys and other data sources are used to collect information about student, alumni, and employer satisfaction and demonstrated achievements of graduates. Collected data include, but are not limited to, graduation rates, NCLEX-RN® pass rates, certif	Program Effectiveness: Aggregate Student and Faculty Outcome	NCLEX	Program	RN Licensure data	100% of the RN-Baccalaureate Track students will have passed the NCLEX and are licensed as a registered Nurse in MN, North Dakota, South Dakota, Iowa, or Wisconsin	Annual	Chair and SAPC
IV-A Surveys and other data sources are used to collect information about student, alumni, and employer satisfaction and demonstrated achievements of graduates. Collected data include, but are not limited to, graduation rates, NCLEX-RN® pass rates, certif	Program Effectiveness: Aggregate Student and Faculty Outcome	Overall Role Abilities	Program	Sr. Program Evaluation	80% graduates will rate their ability to meet this outcome as able.	Annual	Course faculty
IV-A Surveys and other data sources are used to collect information about student, alumni, and employer satisfaction and demonstrated achievements of graduates. Collected data include, but are not limited to, graduation rates, NCLEX-RN® pass rates, certif	Program Effectiveness: Aggregate Student and Faculty Outcome	Resource Manual	Program	Review policies and procedures in the department committee	100% of the evaluation polices and procedures are reviewed on an annual basis, are defined in the Resource Manual, are and consistently applied.	Annual	All four department committees, as appropriate
IV-B Aggregate student outcome data are analyzed and compared with expected student outcomes.	Program Effectiveness: Aggregate Student and Faculty Outcome	Program outcome 1.Liberal Education for Baccalaureate Generalist Nursing Practice.	Course	4- Year Track: NURS 3000 Elements of Scholarly Practice WebQuest Essay assignment. 1. Evaluate information on the Internet; evaluate a website for quality, accessibility, currency, relevancy. 2. Demonstrate scholarly writing skills.	80 % of students will pass that assignment.	every Spring semester	Faculty teaching Elements of Scholarly Practice (NURS 3000)
IV-B Aggregate student outcome data are analyzed and compared with expected student outcomes.	Program Effectiveness: Aggregate Student and Faculty Outcome	Program outcome 1.Liberal Education for Baccalaureate Generalist Nursing Practice.	Program	4- Year Track: 2000 Introduction to professional Nursing Final paper requires previous liberal arts knowledge to develop a quality paper to summarize the students experiences in facilitating their process into becoming a nurse.	80% of the students will pass the assignment	Every fall semester	NURS 2000 faculty
IV-B Aggregate student outcome data are analyzed and compared with expected student outcomes.	Program Effectiveness: Aggregate Student and Faculty Outcome	Program outcome 1.Liberal Education for Baccalaureate Generalist Nursing Practice.	Course	RN-BS- NURS 3100 Professional Nursing- the Baccalaureate Nurse Reflective Journal Assignment Objectives: 1. Synthesize previous liberal arts knowledge and methods into nursing knowledge and practice. 2. Demonstrate creativity and writing ability through reflective journaling.	80% of students will pass this assignment	every Fall semester	faculty teaching NURS 3100
IV-B Aggregate student outcome data are analyzed and compared with expected student outcomes.	Program Effectiveness: Aggregate Student and Faculty Outcome	Program Outcome 2. Basic Organizational and systems Leadership for Quality Care and Patient Safety	Course	4 year track program: 4200 Nursing leadership and management STTI management certificate requirements achieved	80% of students will successfully complete the certification requirements	every Spring semester	faculty teaching NURS 4200

Outcome/Key Essential	Findings Title (Continued from previous page)	Summary of Findings	Target Met	Recommendations/Notes	Substantiating Evidence
IV-A Surveys and other data sources are used to collect information about student, alumni, and employer satisfaction and demonstrated achievements of graduates. Collected data include, but are not limited to, graduation rates, NCLEX-RN® pass rates, certif	Findings for Graduation Rates	Need a system		Need to develop a system to collect this data annually for 4-year track and RN-BS	
IV-A Surveys and other data sources are used to collect information about student, alumni, and employer satisfaction and demonstrated achievements of graduates. Collected data include, but are not limited to, graduation rates, NCLEX-RN® pass rates, certif	Findings for Knowledge/Practice Abilities	4-year track-99% 2011 RN-BS Cambridge 99% 2011 Bemidji 100% 2011	Met	What question #2 on old program evaluation, needs to revise evaluation or measure	
IV-A Surveys and other data sources are used to collect information about student, alumni, and employer satisfaction and demonstrated achievements of graduates. Collected data include, but are not limited to, graduation rates, NCLEX-RN® pass rates, certif	Findings for Knowledge/Practice Abilities	Completed 2012		Evaluate poor response rate	2012 Grad Survey-All Qs.xls (Microsoft Excel) Curriculum Review of Alumni survey 2012 (Word Document (Open XML))
IV-A Surveys and other data sources are used to collect information about student, alumni, and employer satisfaction and demonstrated achievements of graduates. Collected data include, but are not limited to, graduation rates, NCLEX-RN® pass rates, certif	Findings for Knowledge/Practice Abilities	Poor response rate			All Questions Employer SurveySummary_07232012.xls (Microsoft Excel)
IV-A Surveys and other data sources are used to collect information about student, alumni, and employer satisfaction and demonstrated achievements of graduates. Collected data include, but are not limited to, graduation rates, NCLEX-RN® pass rates, certif	Findings for NCLEX	Per RN-BS student data records-see reference to 2010-2011 4-year track NCLEX pass rate in Substantive Change document attached 2/25/12	Met		NCLEX Success Rate 2009-2012.pdf (Adobe Acrobat Document) SubstantiveChange.pdf (Adobe Acrobat Document)
IV-A Surveys and other data sources are used to collect information about student, alumni, and employer satisfaction and demonstrated achievements of graduates. Collected data include, but are not limited to, graduation rates, NCLEX-RN® pass rates, certif	Findings for Overall Role Abilities	4 year track 100% RN-BS Cambridge 100%	Met	Question #3 old program eval, need	
IV-A Surveys and other data sources are used to collect information about student, alumni, and employer satisfaction and demonstrated achievements of graduates. Collected data include, but are not limited to, graduation rates, NCLEX-RN® pass rates, certif	Findings for Resource Manual	Resource Manual is updated each summer and posted prior to the start of fall semester.	Exceeded	Continue to update. Consider a Bemidji School of Nursing Resource Manual or a web based manual (similar to Student site: http://www.bemidjistate.edu/students/). Web site to updated Nursing Resource Manual http://www.bemidjistate.edu/academics/departments/nursing/publications/	Faculty meeting minutes 2-22-13 (Word Document (Open XML)) Publications (Web Link)
IV-B Aggregate student outcome data are analyzed and compared with expected student outcomes.	Findings for Program outcome 1.Liberal Education for Baccalaureate Generalist Nursing Practice.	Scholarly writing ability of students demonstrated the need for improvement based on outcome of this assignment. Student's skills in this area were below what was expected for this assignment.	Met	Assignment directions need to be clarified for students to have better success with this assignment. 61.23% received a grade of C or better. Hard copy of course evaluation is in the j drive.	3000 Course Evals (Word Document (Open XML))
IV-B Aggregate student outcome data are analyzed and compared with expected student outcomes.	Findings for Program outcome 1.Liberal Education for Baccalaureate Generalist Nursing Practice.	98% of the students achieved a score of 80% or more on the assigned paper. Student comment: "The best part of this course was writing the paper at the end. I was really able to take what I had learned in this class and use it in a productive manner."	Exceeded	Continue this assignment in this course as a measure of this outcome.	
IV-B Aggregate student outcome data are analyzed and compared with expected student outcomes.	Findings for Program outcome 1.Liberal Education for Baccalaureate Generalist Nursing Practice.	Summary of Findings: >80% of students (57/58) passed the Journal Assignment to meet this Essential.	Exceeded	Review use of in-class time for Covey, consider also theory presentations or ethics unit on one in class day. Consider how better to integrate strength-finders into the course. Reduce the percent of the grade allocated to the Asset assignment. Debate more points…more in class time to address…	N3100_Fall_2011_Fac_Eval.docx (Word Document (Open XML))
IV-B Aggregate student outcome data are analyzed and compared with expected student outcomes.	Findings for Program Outcome 2. Basic Organizational and systems Leadership for Quality Care and Patient Safety	100% of the students met the ATI STTI Certificate of Leadership/Management requirements.	Exceeded		4200_FACULTY_EVAL_SP_2011.doc (Microsoft Word)

Outcome/Key Essential	Learning Objective	Measure Title	Measure Level	Details/Description	Acceptable Target	Implementation Plan	Key/Responsible Personnel (Findings on next page)
IV-B Aggregate student outcome data are analyzed and compared with expected student outcomes.	Program Effectiveness: Aggregate Student and Faculty Outcome	Program Outcome 3. Scholarship for Evidence Based Practice	Course	RN-BS program: Successful completion of NRSG 4100- Nursing Research 1. Relate the role of nursing research in the development of nursing knowledge and nursing practice. 2. Analyze the components of the research process. 3. Analyze research findings for their applicability to nursing practice. 4. Develop an attitude of responsible inquiry toward nursing research as a component of the professional nursing role. 5. Critically reflect upon the value and implications of research to humankind and society.	80% of students will pass the course	every Spring semester	faculty teaching NURS 4100
IV-B Aggregate student outcome data are analyzed and compared with expected student outcomes.	Program Effectiveness: Aggregate Student and Faculty Outcome	Program Outcome 3. Scholarship for Evidence Based Practice		RN-BS program: Evidence Based Practice Presentation Purpose: to demonstrate an understanding of how to find and evaluate scientific evidence from the literature and adapting/adopting this knowledge in the practice environment. Students will select a topic, generate a problem statement, describe the problem /interventions in light of a relevant nursing model, use multiple resources of the highest quality based on established hierarchies of evidence, with consideration given to the provider's clinical experience and patient preferences/values to arrive at EBP recommendations, present in a professional powerpoint presentation to class.	80% of students will achieve a passing grade on the assignment	every Spring semester	faculty teaching NURS 4201
IV-B Aggregate student outcome data are analyzed and compared with expected student outcomes.	Program Effectiveness: Aggregate Student and Faculty Outcome	Program Outcome 4. Information Management and Application of Patient Care Technology	Course	NURS 3003- practicum evaluation. Practicum evaluation tools include reference to the effective use of clinical information technology and patient care technology.	80% of the students will achieve a score of 2.8 or above on sections IF & VIIIF	every fall and spring semester	faculty teaching NURS 3003
IV-B Aggregate student outcome data are analyzed and compared with expected student outcomes.	Program Effectiveness: Aggregate Student and Faculty Outcome	Program Outcome 4. Information Management and Application of Patient Care Technology	Course	RN-BS program: Successful completion of NURS 3240 The student will: 1. Relate the role of nursing research in the development of nursing knowledge and nursing practice. 2. Analyze the components of the research process. 3. Analyze research findings for their applicability to nursing practice. 4. Develop an attitude of responsible inquiry toward nursing research as a component of the professional nursing role. 5. Critically reflect upon the value and implications of research to humankind and society.	80% of students will successfully complete the course	annually when course completed	faculty teaching NURS 3240
IV-B Aggregate student outcome data are analyzed and compared with expected student outcomes.	Program Effectiveness: Aggregate Student and Faculty Outcome	Program Outcome 4. Information Management and Application of Patient Care Technology	Course	4 year track program (2 of 2): NURS 3203- practicum evaluation. Practicum evaluation tools include reference to the effective use of clinical information technology and patient care technology.	80% of the students will achieve a score of 2.8 or above on sections IF & VIIIF	every fall and spring semester	faculty teaching NURS 3203
IV-B Aggregate student outcome data are analyzed and compared with expected student outcomes.	Program Effectiveness: Aggregate Student and Faculty Outcome	Program Outcome 5, Health Care Policy, Finance, and Regulatory Environments	Course	RN-BS: NURS 3300 Build Your Own Health Care Facility Building your own health care facility allows the student to integrate all of the elements of healthcare policy Assessment Learning Objectives. 1. Demonstrate basic knowledge of healthcare policy, finance, and regulatory environments, including local, state, national, and global healthcare trends. 2. Understand how health care is organized and financed. 3. Develop / describe how state and national statutes, rules, and regulations impact nursing and other healthcare workers 4. Develop a business plan that demonstrated the implications of healthcare policy on issues of access, equity afford -ability, and social justice in healthcare delivery. 5. Identify the indicators of quality of nursing care in the healthcare setting.	80% of students will pass the assignment	annually at completion of the course	faculty teaching NURS 3300

Outcome/Key Essential	Findings Title (Continued from previous page)	Summary of Findings	Target Met	Recommendations/Notes	Substantiating Evidence
IV-B Aggregate student outcome data are analyzed and compared with expected student outcomes.	Findings for Program Outcome 3. Scholarship for Evidence Based Practice	100% of students passed the EBP presentations.	Exceeded		
IV-B Aggregate student outcome data are analyzed and compared with expected student outcomes.	Findings for Program Outcome 3. Scholarship for Evidence Based Practice	100% of students passed the EBP Presentation assignment.	Exceeded	none	course_eval_4201_S_2011.doc (Microsoft Word)
IV-B Aggregate student outcome data are analyzed and compared with expected student outcomes.	Findings for Program Outcome 4. Information Management and Application of Patient Care Technology	Summary of Findings: 100% of the students were evaluated at a 2.8 or higher on the identified parameters of the clinical evaluation tool.	Exceeded	Evaluated through the clinical evaluation.	
IV-B Aggregate student outcome data are analyzed and compared with expected student outcomes.					
IV-B Aggregate student outcome data are analyzed and compared with expected student outcomes.	Findings for Program Outcome 4. Information Management and Application of Patient Care Technology	Summary of Findings: 100% of the students were evaluated at a 2.8 or higher on the identified parameters of the clinical evaluation tool.	Exceeded	none evaluated through the clinical evaluation	
IV-B Aggregate student outcome data are analyzed and compared with expected student outcomes.	Findings for Program Outcome 5, Health Care Policy, Finance, and Regulatory Environments	Course evaluation noted that the course was well delivered and student feedback was positive.	Exceeded	Extend the time of the course to > 4weeks during the summer session based on faculty and student recommendations. 100% of students passed the Build Your Own Facility essential assignment with greater than a 80% score.	Faculty_evaluation_N3300_SU_2012(2).docx (Word Document (Open XML)) N3300_health_policys_syllabus_SU12.docx (Word Document (Open XML))

Outcome/Key Essential	Learning Objective	Measure Title	Measure Level	Details/Description	Acceptable Target	Implementation Plan	Key/Responsible Personnel (Findings on next page)
IV-B Aggregate student outcome data are analyzed and compared with expected student outcomes.	Program Effectiveness: Aggregate Student and Faculty Outcome	Program Outcome 5, Health Care Policy, Finance, and Regulatory Environments	Course	4 year track: Sharing your voice assignment The Sharing Your Voice assignment has numerous different options*: 1. Present at the Student Scholarship and Creative Achievement Conference, 2. Write an op-ed piece or a letter to the editor regarding the profession of nursing or some nursing issue. 3. Appear on a radio or TV show regarding the profession of nursing or some nursing issue. 4. Present at a school (elementary, junior or senior, high school about the profession of nursing. 5. Present at a community college to ADN students about going on for a baccalaureate degree in nursing.	80% of students will pass the assignment	every spring semester	faculty teaching NURS 4230
IV-B Aggregate student outcome data are analyzed and compared with expected student outcomes.	Program Effectiveness: Aggregate Student and Faculty Outcome	Program Outcome 6. Interprofessional Communication and Collaboration for Improving Patient Health Ou		Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care. RN-BS program: NURS 3240 assignment to be developed when course is developed	80% of students will pass the assignment.	annually when 3240 is offered.	Faculty teaching NURS 3240.
IV-B Aggregate student outcome data are analyzed and compared with expected student outcomes.	Program Effectiveness: Aggregate Student and Faculty Outcome	Program Outcome 6. Interprofessional Communication and Collaboration for Improving Patient Health Ou	Course	4 year track program: NURS 3203: Operative assignment Your reflective journaling must include the clinical rotation you were assigned to and address the following topics regarding the professional nurse's role and interprofessional communication and collaboration in that setting.	80% of students will pass this assignment	Fall and Spring semesters	NURS 3203 faculty.
IV-B Aggregate student outcome data are analyzed and compared with expected student outcomes.	Program Effectiveness: Aggregate Student and Faculty Outcome	Program Outcome 6. Interprofessional Communication and Collaboration for Improving Patient Health Ou	Course	Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care. 4 year track program: NURS 3003			
IV-B Aggregate student outcome data are analyzed and compared with expected student outcomes.	Program Effectiveness: Aggregate Student and Faculty Outcome	Program Outcome 7. Clinical Prevention and Population Health	Course	4 year track program: NURS 4110 Online Issue /Role Presentation Purpose: To conduct a review of the literature on a specific topic/issue related to community health nursing practice. Students will be able to appreciate the multiplicity of factors influencing community health nursing practice. Students will provide a presentation of a specific issue that will encourage group participation and allow students to learn from each other about the many concerns affecting community health nursing.	80% of students will pass the assignment.	every fall semester.	faculty for NURS 4110.
IV-B Aggregate student outcome data are analyzed and compared with expected student outcomes.	Program Effectiveness: Aggregate Student and Faculty Outcome	Program Outcome 7. Clinical Prevention and Population Health	Course	4 year track program: NURS 4003: Community Health Assessment Paper Students complete a community-focused assessment, analysis, diagnosis, implementation and evaluation using the nursing process.	80% of students will pass the assignment.	every Fall semester.	NURS 4003 faculty.
IV-B Aggregate student outcome data are analyzed and compared with expected student outcomes.	Program Effectiveness: Aggregate Student and Faculty Outcome	Program Outcome 7. Clinical Prevention and Population Health	Course	Essential VII Clinical Prevention and Population Health Proficient completion of discussions, emergency preparedness modules, journal writing and online presentation fulfill student achievement of this essential.	80% of students will achieve a passing score of 70% on this assignment.		4116 Community Family Health Faculty
IV-B Aggregate student outcome data are analyzed and compared with expected student outcomes.	Program Effectiveness: Aggregate Student and Faculty Outcome	Program Outcome 8: Professionalism and Professional Values	Program	ASSET Assignment (POST): RN to BS In this assignment, you will evaluate and interpret your abilities regarding dimensions of professional practice. This self reflection and evaluation will assist you in articulating to yourself and to others (sharing your voice) what is to be a baccalaureate prepared professional nurse.	80% of students will pass the assignment.	Course is offered annually.	Faculty instructing Nursing 4240.
IV-B Aggregate student outcome data are analyzed and compared with expected student outcomes.	Program Effectiveness: Aggregate Student and Faculty Outcome	Program Outcome 8: Professionalism and Professional Values	Program	ASSET Assignment (Pre): RN to BS . In this assignment, you will evaluate and interpret your abilities regarding dimensions of professional practice. This self reflection and evaluation will assist you in articulating to yourself and to others (sharing your voice) what is to be a baccalaureate prepared professional nurse.	80% of students will pass the assignment.	Course is offered annually.	Faculty instructing Nursing 3100.

Outcome/Key Essential	Findings Title (Continued from previous page)	Summary of Findings	Target Met	Recommendations/Notes	Substantiating Evidence
IV-B Aggregate student outcome data are analyzed and compared with expected student outcomes.					
IV-B Aggregate student outcome data are analyzed and compared with expected student outcomes.					
IV-B Aggregate student outcome data are analyzed and compared with expected student outcomes.	Findings for Program Outcome 6. Interprofessional Communication and Collaboration for Improving Patient Health Ou	Summary of Findings: 100% of students passed this Reflective Journaling assignment.	Exceeded	Continue to utilize this assignment to meet the essential; this assignment was a valuable learning experience for students as well as a valuable evaluation tool.	3202FamilyPracCourseEvalFall2011Revised.docx (Word Document (Open XML))
IV-B Aggregate student outcome data are analyzed and compared with expected student outcomes.	Findings for Program Outcome 6. Interprofessional Communication and Collaboration for Improving Patient Health Ou	100% of students passed this reflective journal assignment	Exceeded	Continue to utilize this assignment to meet the essential; this assignment was a valuable learning experience for students as well as a valuable evaluation tool.	
IV-B Aggregate student outcome data are analyzed and compared with expected student outcomes.	Findings for Program Outcome 7. Clinical Prevention and Population Health	Summary of Findings: >80% of students passed both the Issue/Role Presentation assignment and the Emergency Preparedness Modules assignment. No changes to course or essential assignment recommended.	Exceeded	Student feedback indicated that they wanted to see the Issue/Role Presentation assignment changed so that it did not take weeks out of lecture for all students to present. Faculty to look into ways to incorporate feedback into this assignment for future courses.	4110Fall2011FacultyCourseEval.docx (Word Document (Open XML)) REVISEDSyllabus4110-8.24.2011.docx (Word Document (Open XML))
IV-B Aggregate student outcome data are analyzed and compared with expected student outcomes.	Findings for Program Outcome 7. Clinical Prevention and Population Health	Over 80% of the students passed both the Issue/Role Presentation assignment and the Emergency Preparedness Modules assignment. No changes to course or essential assignment recommended.	Exceeded	Student feedback indicated that they wanted to see the Issue/Role Presentation assignment changed so that it did not take weeks out of lecture for all students to present. Faculty to look into ways to incorporate feedback into this assignment for future courses.	
IV-B Aggregate student outcome data are analyzed and compared with expected student outcomes.					
IV-B Aggregate student outcome data are analyzed and compared with expected student outcomes.	Findings for Program Outcome 8: Professionalism and Professional Values	Course description and objectives noted as appropriate. 97% of students passed the assignment.	Exceeded	Faculty recommendation: Going forward only the students completing the RN-BS as a full-time student will take both N4100 and N4240 concurrently.	N4240_01_03_SP_12_Fac_Eval_LMaltais.doc (Microsoft Word) N4240_03_SP_12_Fac_Eval-_SPaul.doc (Microsoft Word) N4240_EBP_Syll_SP_2012_010112_DUdocx.docx (Word Document (Open XML))
IV-B Aggregate student outcome data are analyzed and compared with expected student outcomes.	Findings for Program Outcome 8: Professionalism and Professional Values	100% of students passed the assignment.	Exceeded		3100 course evals fall 2012 (Word Document (Open XML))

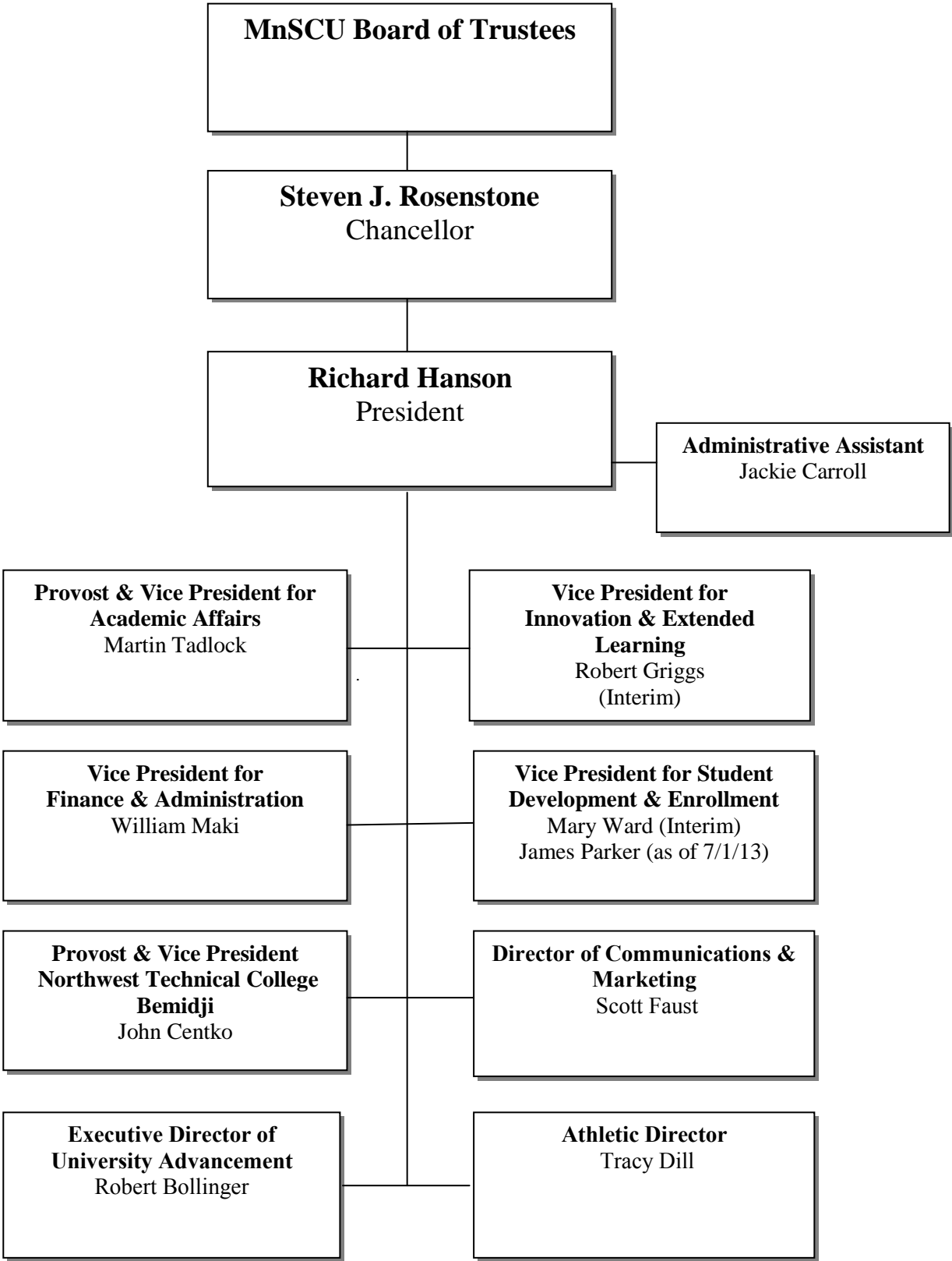| Outcome/Key Essential	Learning Objective	Measure Title	Measure Level	Details/Description	Acceptable Target	Implementation Plan	Key/Responsible Personnel (Findings on next page)
IV-B Aggregate student outcome data are analyzed and compared with expected student outcomes.	Program Effectiveness: Aggregate Student and Faculty Outcome	Program Outcome 8: Professionalism and Professional Values	Program	ASSET Assignment: 4 year track In this assignment, you will evaluate and interpret your abilities regarding dimensions of professional practice. This self reflection and evaluation will assist you in articulating to yourself and to others (sharing your voice) what is to be a baccalaureate prepared professional nurse.	80% of students will pass the assignment.	Course is offered annually.	Faculty instructing Nursing 4230.
IV-B Aggregate student outcome data are analyzed and compared with expected student outcomes.	Program Effectiveness: Aggregate Student and Faculty Outcome	Program Outcome 9. Baccalaureate Generalist Nursing Practice	Program	The tool used to evaluate students in practicum reflects many of the attribute of baccalaureate generalist practice as described by this essential Assignment: Family practicum mid-semester and final evaluation	80% of students will pass the assignment.	3203 course is offered each semester.	Faculty instructing Nursing 3203 course.
IV-B Aggregate student outcome data are analyzed and compared with expected student outcomes.	Program Effectiveness: Aggregate Student and Faculty Outcome	Program Outcome 9: Baccalaureate Generalist Nursing Practice	Program	Complex case assignment: this assignment involves planning and caring for a patient in the clinical setting with the submission of written work reflecting the full nursing process. In addition, one intervention is supported with evidence from the literature and analysis of one article.	80% of students will pass the assignment.	3003 course is offered each semester.	Faculty instructing Nursing 3003
IV-B Aggregate student outcome data are analyzed and compared with expected student outcomes.	Program Effectiveness: Aggregate Student and Faculty Outcome	Program Outcome 9: Baccalaureate Generalist Nursing Practice		Details/Description: The tool used to evaluate students in practicum reflects many of the attribute of baccalaureate generalist practice as described by this essential. Assignment: Adult/Gerian practicum mid-semester and final evaluation	80% of students will pass the assignment.	3003 course is offered each semester.	Faculty instructing Nursing 3003 course.
IV-B Aggregate student outcome data are analyzed and compared with expected student outcomes.	Program Effectiveness: Aggregate Student and Faculty Outcome	Program Outcome 9: Baccalaureate Generalist Nursing Practice	Program	Family assignment: develop a specific heal promotion and teaching plan based on a family assessment, nursing diagnosis, and contributing risks or etiological factors.	80% of students will pass the assignment	3203 course is offered each semester.	Faculty instructing Nursing 3203 course.
IV-B Aggregate student outcome data are analyzed and compared with expected student outcomes.	Program Effectiveness: Aggregate Student and Faculty Outcome	Program Outcome 9: Baccalaureate Generalist Nursing Practice	Program	ASSET Assignment (RN to BS) In this assignment, you will evaluate and interpret your abilities regarding dimensions of professional practice. This self reflection and evaluation will assist you in articulating to yourself and others (sharing your voice) what it is to be a baccalaureate prepared professional nurse.	80% of students will pass the assignment.	Course is offered annually.	Faculty instructing Nursing 4240.
IV-C Aggregate student outcome data provide evidence of the program's effectiveness in achieving its mission, goals, and expected outcomes.	Program Effectiveness: Aggregate Student and Faculty Outcome	All evaluations, surveys, interviews, and commununity of interest feedback	Program	Sr. Program evaluation; Course & faculty evaluations; Graduate and employer surveys; Advisory Board meetings; other evalutions, surveys, interviews, and feedback	All program outcome data are analyzed in a timely manner in the appropriate committee to provide evidence of program effectiveness and are used, as deemed appropriate, to foster ongoing program improvement. All discussions, analyses, decisions, implementation, and follow-up are recorded in committee minutes.	Annual, 5 years and PRN	All committees and faculty
IV-D Aggregate student outcome data are used, as appropriate, to foster ongoing program improvement.	Program Effectiveness: Aggregate Student and Faculty Outcome	All evaluations, surveys, interviews, and community of interest feedback. Program level.	Program	Sr. Program evaluation; Course and faculty evaluations; Graduate and employer surveys; Advisory Board meetings; other evaluations, surveys, interviews, and feedback	All program outcome data are analyzed in a timely manner in the appropriate committee to provide evidence of program effectiveness and are used, as deemed appropriate, to foster ongoing program improvement. All discussions, analyses, decisions, implementation, and follow-up are recorded in committee minutes.	Annual, 5 years and as indicated	All committees and faculty
IV-E Aggregate faculty outcomes are consistent with and contribute to achievement of the program's mission, goals, and expected student outcomes	Program Effectiveness: Aggregate Student and Faculty Outcome	IFO Contract	Program	Professional Development Plan (PDP): Teaching effectiveness, Scholarly Achievement/Research, Continuing preparation, Contribution to student growth, university & community service; Dean/Academic VP evaluations; Faculty evaluations by students	100% of full-time faculty members demonstrate effective performance in all five areas of the PDP	Determined by IFO contract/annual	All faculty members
IV-F Information from formal complaints is used, as appropriate, to foster ongoing program improvement.	Program Effectiveness: Aggregate Student and Faculty Outcome	Student Grievance Process	Program	Student grievance process as outlined in the nursing resource manual	100% of student grievances will be processed through the SAPC committee	Ongoing	SAPC committee

Outcome/Key Essential	Findings Title (Continued from previous page)	Summary of Findings	Target Met	Recommendations/Notes	Substantiating Evidence
IV-B Aggregate student outcome data are analyzed and compared with expected student outcomes.	Findings for Program Outcome 8: Professionalism and Professional Values	100% of students passed the assignment.	Exceeded		4230 Course Eval Spring 2012 (Word Document (Open XML))
IV-B Aggregate student outcome data are analyzed and compared with expected student outcomes.	Findings for Program Outcome 9. Baccalaureate Generalist Nursing Practice	Summary of Findings: N3202 Family Practicum-Essential Assignment: Family Assessments: 100% of students passed this assignment with greater than 80%.	Exceeded	Continue to utilize this assignment in the course to meet this essential.	3202 Eval 2011 (Word Document (Open XML))
IV-B Aggregate student outcome data are analyzed and compared with expected student outcomes.	Findings for Program Outcome 9: Baccalaureate Generalist Nursing Practice	85% of students passed the assignment	Exceeded	none	3003 Course Evaluation spring 2012 (Microsoft Word)
IV-B Aggregate student outcome data are analyzed and compared with expected student outcomes.	Findings for Program Outcome 9: Baccalaureate Generalist Nursing Practice	90% of students passed the final clinical evaluation.	Exceeded		3003 Course Evaluation spring 2012 (Microsoft Word)
IV-B Aggregate student outcome data are analyzed and compared with expected student outcomes.	Findings for Program Outcome 9: Baccalaureate Generalist Nursing Practice	100% of students passed the assignment.	Exceeded	none at this time	3203 Course Eval spring 2012 (Word Document (Open XML))
IV-B Aggregate student outcome data are analyzed and compared with expected student outcomes.	Findings for Program Outcome 9: Baccalaureate Generalist Nursing Practice	100%, 100% and 97% for each sections of the course offered, respectively.	Exceeded	none.	4240 Course Evaluation. Spring 2012 (Microsoft Word) 4240 Course Evaluations 2. Spring 2012 (Microsoft Word)
IV-C Aggregate student outcome data provide evidence of the program's effectiveness in achieving its mission, goals, and expected outcomes.	Findings for All evaluations, surveys, interviews, and commununity of interest feedback	Annual curriculum and faculty retreats.	Met	Build annual retreat to review standards in a faculty setting.	2011, 10 14 Minutes Curr Retreat 1.docx (Word Document (Open XML)) Curriculum Committee Alumni Survey Evaluation 2012 (Word Document (Open XML)) Nursing Advisory Board Meeting2012 minutes.docx (Word Document (Open XML)) retreat response- minutes from all meetings.docx (Word Document (Open XML))
IV-D Aggregate student outcome data are used, as appropriate, to foster ongoing program improvement.	Findings for All evaluations, surveys, interviews, and community of interest feedback. Program level.	Annual curriculum and faculty retreates, minutes	Met	Build annual retreat to review standards in a faculty retreat	2011 10-14 Curriculum Retreat Agenda (Word Document (Open XML)) 2011 10-14 Curriculum Retreat Meeting Minutes (Word Document (Open XML)) 2012 Grad Survey-All Qs.xls (Microsoft Excel) All Questions Employer SurveySummary_07232012.xls (Microsoft Excel)
IV-E Aggregate faculty outcomes are consistent with and contribute to achievement of the program's mission, goals, and expected student outcomes	Findings for IFO Contract	PDPs and faculty assignments	Met		Faculty.meeting.minutes 2.18.11.doc (Microsoft Word) PDP REPORT TARUTIS 2012.docx (Word Document (Open XML)) PDP TARUTIS 2010.docx (Word Document (Open XML)) PDP TARUTIS 2011.docx (Word Document (Open XML))
IV-F Information from formal complaints is used, as appropriate, to foster ongoing program improvement.	Findings for Student Grievance Process	See SAPC minutes attached	Met		4 17 12 SAP MEETING MINUTES.docx (Word Document (Open XML)) SAP RETREAT MINUTES 2-20-12.docx (Word Document (Open XML)) SAPC DECISION LETTER FOR STUDENT CONCERN 8-12.docx (Word Document (Open XML)) SAPC040210Minutes.doc (Microsoft Word) STUDENT CONCERN LETTER.doc (Microsoft Word)

Appendix B

MnSCU Organizational Chart

Bemidji State University/Northwest Technical College

Organizational Chart

MnSCU Board of Trustees

Steven J. Rosenstone
Chancellor

Richard Hanson
President

Administrative Assistant
Jackie Carroll

Provost & Vice President for Academic Affairs
Martin Tadlock

Vice President for Innovation & Extended Learning
Robert Griggs
(Interim)

Vice President for Finance & Administration
William Maki

Vice President for Student Development & Enrollment
Mary Ward (Interim)
James Parker (as of 7/1/13)

Provost & Vice President Northwest Technical College Bemidji
John Centko

Director of Communications & Marketing
Scott Faust

Executive Director of University Advancement
Robert Bollinger

Athletic Director
Tracy Dill

5/31/13
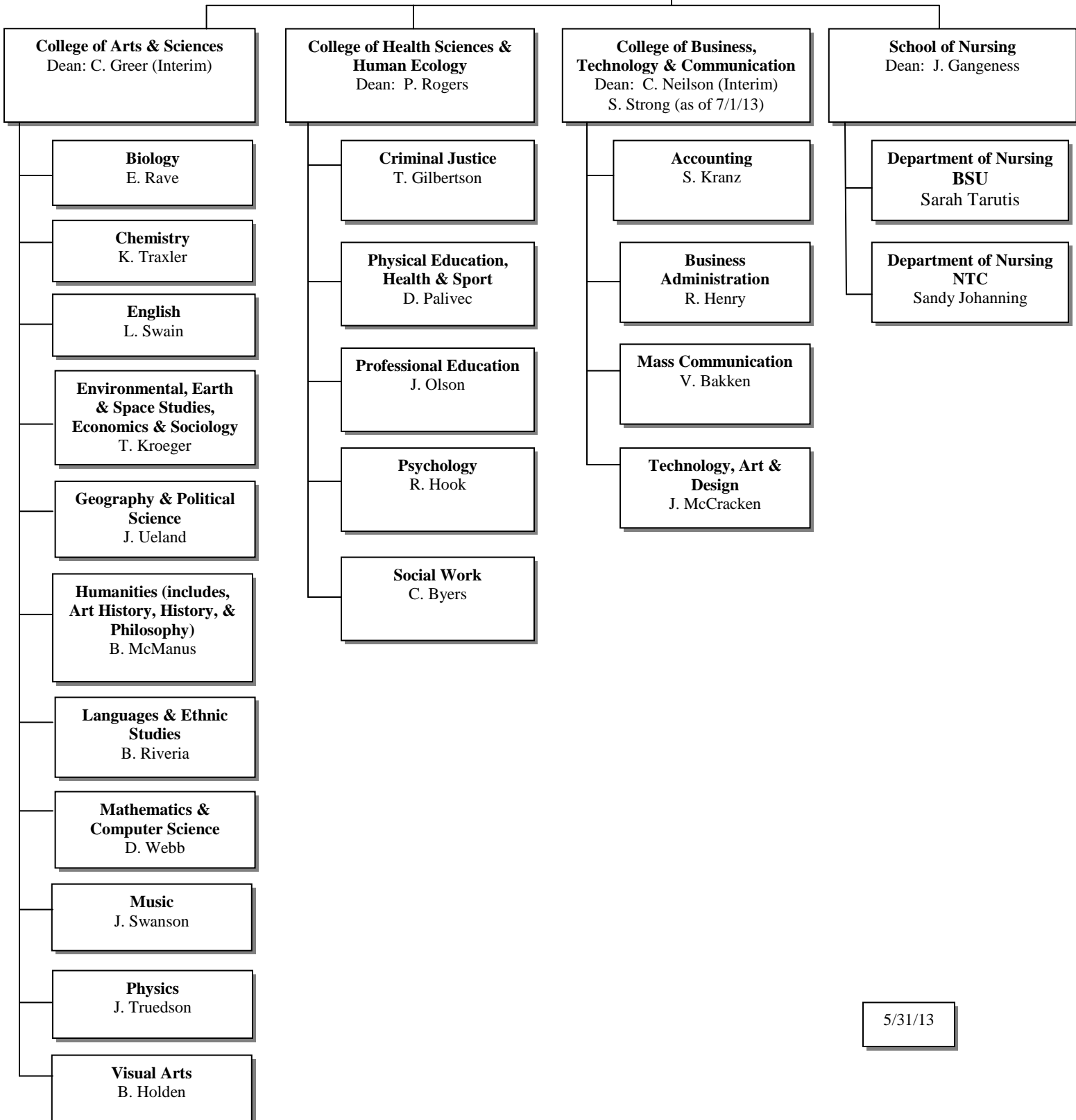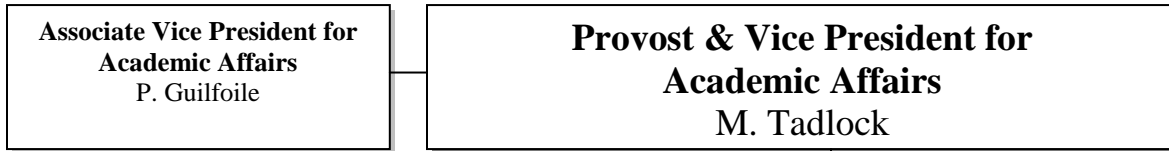
Appendix C

Bemidji State University, Academic Affairs Organizational Chart

Bemidji State University
Academic Affairs / Colleges

Associate Vice President for Academic Affairs
P. Guilfoile

Provost & Vice President for Academic Affairs
M. Tadlock

College of Arts & Sciences
Dean: C. Greer (Interim)

- **Biology**
  E. Rave
- **Chemistry**
  K. Traxler
- **English**
  L. Swain
- **Environmental, Earth & Space Studies, Economics & Sociology**
  T. Kroeger
- **Geography & Political Science**
  J. Ueland
- **Humanities (includes, Art History, History, & Philosophy)**
  B. McManus
- **Languages & Ethnic Studies**
  B. Riveria
- **Mathematics & Computer Science**
  D. Webb
- **Music**
  J. Swanson
- **Physics**
  J. Truedson
- **Visual Arts**
  B. Holden

College of Health Sciences & Human Ecology
Dean: P. Rogers

- **Criminal Justice**
  T. Gilbertson
- **Physical Education, Health & Sport**
  D. Palivec
- **Professional Education**
  J. Olson
- **Psychology**
  R. Hook
- **Social Work**
  C. Byers

College of Business, Technology & Communication
Dean: C. Neilson (Interim)
S. Strong (as of 7/1/13)

- **Accounting**
  S. Kranz
- **Business Administration**
  R. Henry
- **Mass Communication**
  V. Bakken
- **Technology, Art & Design**
  J. McCracken

School of Nursing
Dean: J. Gangeness

- **Department of Nursing BSU**
  Sarah Tarutis
- **Department of Nursing NTC**
  Sandy Johanning

5/31/13

Appendix D

Academic Resource Recommendation & Acquisition Process

BSU/NTC School of Nursing
Academic Resource Committee

Academic Resource Recommendation & Acquisition Process
Form approved/reviewed: 9.27.12 Revised 02.19.13

NTC Faculty Member has a great idea for a specific resource need

BSU Faculty Member has a great idea for a specific resource need

The interested faculty will: Research, Consider & Identify Alternative Products for your idea

The interested faculty will: Submit Request Form to ARC Committee Chair(s)
(Requests routed to Program Director/Department Chair during summer semester)

Request Form routed to monthly ARC Committee meetings for review fall & spring semesters.

If request is denied, a personal email by committee chair(s) sent to faculty that submitted request.

If request is approved by ARC committee in fall/spring →
request is then forwarded to Dean for approval and purchasing (Dean's Admin Assistant), and cc'd to appropriate Director or Department Chair and nursing program assistant.
Admin Assistant will inform committee chairs of approval or denial and when ordered.

Admin Assistant returns original form to committee chair.

If request is denied, a personal email by committee chair(s) sent to faculty that submitted request.

If request is approved or, approved and purchased, positive outcome of academic resource request is communicated to all faculty via: (a) email; (b) faculty meetings; (c) ARC meeting minutes including new product description and availability; (d) ARC will provide a list of the available resources and where/how each resource can be accessed.

Administrative Assistant receives item and distributes to person who requested.

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Nursing Resource Request Form – Please complete all information to ensure ordering efficiently. If not complete will be returned to originator.

Date:	
Requested by:	
Course Info:	

Quantity	Item Description (Please include name, company, product number, and URL if available)	Benefits of Product (Research, identify and consider alternative products/rationale)	Date Needed (Please note if Critical, Needed, or Desired)	Cost (Please include both total cost & cost per unit)	Committee Recommendation	Account # (to be completed by Dean)

Committee Review Date_____

Dean Signature_____Date _____

Appendix E

Course Evaluation by Faculty Form

Department of Nursing
Bemidji State University
COURSE EVALUATION by FACULTY

Course/Section _____ **Semester** ____ **Year** _____
Faculty _____**Number of respondents**_____

Please check the box that represents your agreement with each statement. ==**Please consider student survey responses and comments when completing the table below.**==

SA=Strongly Agree   A=Agree   N=Neutral   D=Disagree   SD=Strongly Disagree   NA=Not Applicable

	SA	A	N	D	SD	NA
1. Course objectives and expectations were clearly presented in the syllabus.						
2. Guidelines for assignments were clearly written.						
3. Readings from textbooks and journals contributed to learning.						
4. Content of the course was well organized and relevant.						
5. The learning environment was caring and respectful.						
6. Critical reflection and problem-solving were encouraged.						
7. The scope and depth of the course were appropriate for students' ability and experience.						
8. Course requirements were reasonable in relation to the number of credits.						
9. Audio-visual and other educational resources added to the learning experience.						
10. Guest speakers contributed to students' learning.						
11. The course was interactive and participative.						
12. The course encouraged self-directed learning.						

13. Comments on the above items:

14. Implications from Course Evaluation by Students. Please include a summary of the student responses including response rate

15. Follow-through/considerations from previous course evaluations by students and faculty:

16. Evaluation of *AACN Essentials* addressed in this course:

<mark>a) assignment title or description</mark>

<mark>b) % of students achieving a passing score **(if less than 80% MUST address course or assignment recommendations under #20 below)</mark>

17. Evaluation of *Pharmacology* content addressed in this course:

18. Evaluation of Geriatric competencies addressed in this course:

19. Students interacted with the following disciplines during this course:

20. Comments/Recommendations:

- Course Description

- Course Objectives

- Essential assignment

- Class size

- Other

21. Projected Needs:

<mark>Upon completion of this evaluation please perform the following:</mark>

1. <mark>Send a) this completed form and b) your cumulative results of course evaluation by students (from D2L survey) and c) your syllabus to Marlene Erickson, who will save to the J:Drive under "Curriculum: course evals" then course folder, then by year.</mark>
2. <mark>A calendar of Course Evaluation review dates will be made available at the beginning of the school year.</mark>

Established: 04/12/06
Rev 3 1 2013

☒ **Check here** to verify that the Chief Nurse Administrator has approved the completed report and confirms its contents as of May 30, 2013. (DATE)

SUBMISSION INSTRUCTIONS:

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 a PDF attachment, to Crystal Pool at cpool@aacn.nche.edu. Please do not send hard copies.