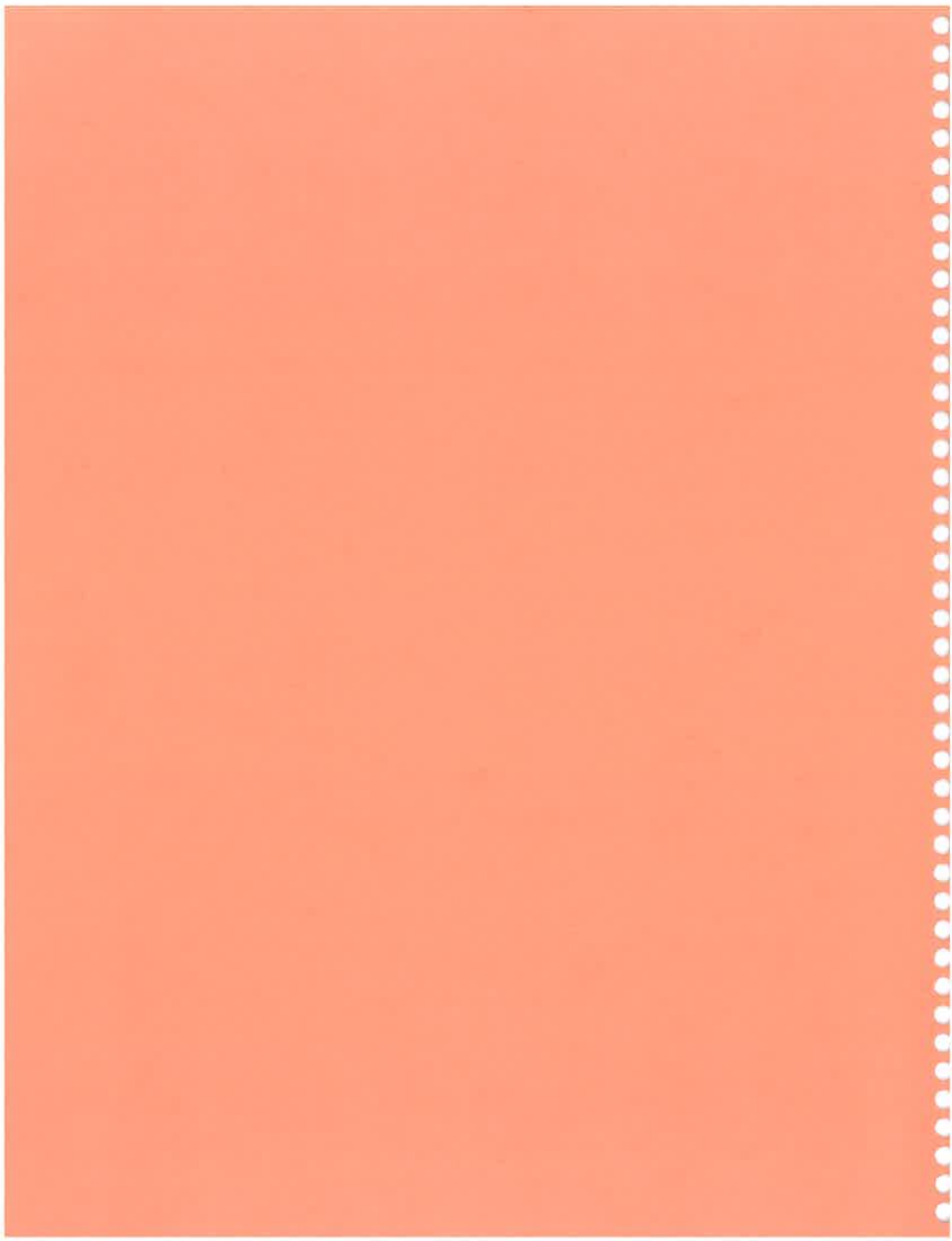




AY 2007 – 2008  
Program Review

Nursing

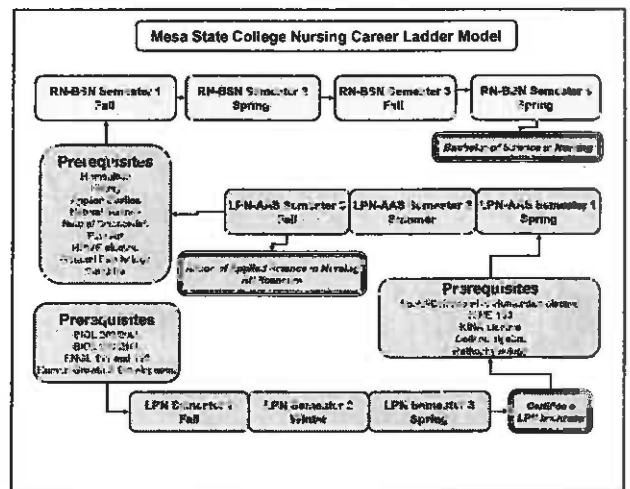
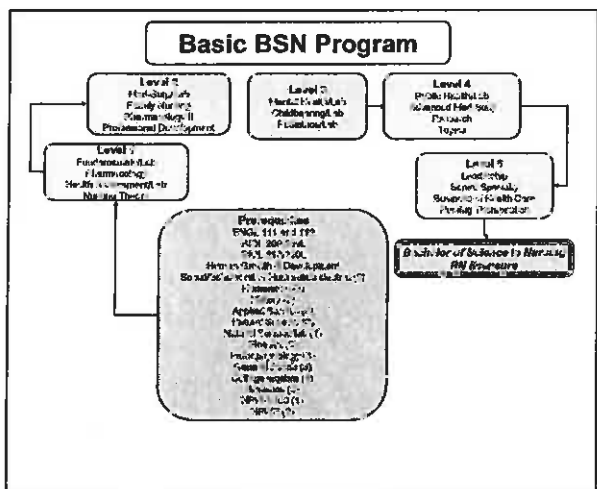


## Overview and Brief History of the Program

The nursing program at Mesa State College has been a vital academic program for more than 50 years. A practical nursing program was offered until 1978, when it was discontinued due to changes in nursing practice. An Associate Degree Nursing program was offered from 1962-1996; this program was discontinued as we had more graduates than jobs in western Colorado at the time. The RN-BSN program began in 1979 in Grand Junction and external funding in the 1980's allowed this program to be offered in four outlying communities in western Colorado. The generic BSN program began in 1987 and continues today as the "flagship" nursing program at Mesa State College. The BSN program was initially accredited by the National League for Nursing and changed to accreditation by the Commission for Collegiate Nursing Education in 2000.

Over the past five years, the nursing program at Mesa State College has experienced rapid growth to help meet the needs of our region in the face of a national nursing workforce shortage. A needs assessment of the region in 2002 indicated the need for improved access to the RN-BSN program. In 2003, this program was linked via interactive teleconferencing to nurses in Craig, Montrose, and Cortez. Feedback led to the implementation of the online RN-BSN program in 2004, which continues to see steady growth in enrollment.

The new Nursing Career Ladder at Mesa State College was started in 2005 based on the vision of the Mesa County Health Care Coalition to provide the widest possible choice for health care employers and provide job seekers with multiple nursing career options. The initial step of the career ladder was implementation of the Licensed Practical Nurse to Associate of Applied Science in Nursing program in 2005. This program allows Licensed Practical Nurses to advance their education and begin their practice as a Registered Nurse after one year of nursing coursework. This program was extended to our Montrose campus in 2006, allowing nurses in that growing community to progress on the career ladder. The Practical Nursing program began in 2006 as an entry point into the career ladder. Thirty percent of last LPN-AAS graduating class has progressed onto the RN-BSN program, the final step of the career ladder.



## **A. Program goals and objectives, and its relationship to the role and mission of Mesa State College**

The mission of Mesa State, in accordance with state statutes, is to be a general baccalaureate and specialized graduate institution; to offer liberal arts and sciences programs and a limited number of professional, technical, and graduate programs; and to maintain a community college role and mission, including vocational and technical programs. Mesa State is dedicated to excellence in teaching. Consistent with the values established by its governing board, the college strives to foster a climate of scholarship and intellectual curiosity, to provide tools for career fulfillment and lifelong learning, to exercise and promote leadership, and to serve as a resource for community enrichment and development.

The nursing program at Mesa State College is unique in Colorado, with the only nursing career ladder spanning both the community college and baccalaureate role and mission. The Health Sciences Department oversees all nursing education programs in both the baccalaureate and community college settings. Our career ladder promotes career fulfillment and lifelong learning, and many BSN graduates progress onto leadership positions within the healthcare facilities in our region. In addition, our nursing students contribute over 10,500 hours of volunteer time in the community during their educational experience.

The mission of each nursing program at Mesa State College is specific to the individual program;

- The BSN program provides a foundation for excellence in professional nursing practice. It is designed to prepare graduates having met state licensure requirements to practice as a professional nurse, pursue graduate education, assume leadership roles, and promote learning as a lifelong process.
- The LPN-AAS program provides a foundation for excellence in professional nursing practice. It is designed to prepare graduates having met state licensure requirements to practice as a professional nurse, pursue the next step in nursing education, and promote learning as a lifelong process
- The PN program provides a foundation for excellence in nursing practice. It is designed to prepare graduates having met state licensure requirements to practice as provider of care, manager of care, member of discipline, and lifelong learner.

**B. Analysis of need for the program (2 pages)**

**i. Enrollment, graduates rates, and other relevant data**

Over the past 5 years, the number of nursing majors in all nursing programs has grown 41% with the implementation of the nursing career ladder. Students apply for competitive admission to each program, once they have completed the program pre-requisites. The number of students admitted to each program is limited by the number of available clinical placements and faculty. The number of applicants to each program over the past 5 years reflects the ongoing interest in the nursing programs as noted in the following table:

	2002	2003	2004	2005	2006
LPN					62
LPN-AAS			15	30	40
BSN	70	100	135	142	152
RN-BSN	1	11	7	12	8

In response to the nursing shortage, nursing faculty increased the number of students admitted into the BSN program each semester from twenty to thirty in the fall of 2002. Our applicant pool has consistently been twice the number admitted, and the admission index has continued to increase over the past two years. Our applicant pool has consistently been twice the number admitted, and the admission index has continued to increase over the past two years. Total nursing majors admitted to each program is included in the following table:

	2002	2003	2004	2005	2006
LPN					30
LPN-AAS			12	27	40
BSN	50	60	60	60	60
RN-BSN	1	11	7	12	8

Institutional data on the number of majors in the nursing programs is reflected in Appendix A. The undeclared categories reflect pre-nursing students for all programs.

Mesa State College has a very low attrition rate (10-16%) from our programs, due to our competitive admission process. Most students complete the program on the time; a few students each semester need to repeat one course or take a semester off due to pregnancy, family issues or illness before returning to their studies. We've noted the trend that RN-BSN students take 3-5 years to complete all program requirements, since most are attending school on a part-time basis.

Graduation rates from all programs are noted in the following table:

	2002	2003	2004	2005	2006
LPN					29
LPN-AAS				10	21
BSN	30	34	40	54	55
RN-BSN	0	1	2	5	5

## ii. Other considerations

Western Colorado is experiencing a health care workforce shortage that exceeds the national average, and at the same time is experiencing population growth (with particular emphasis on the population age 65+) that exceeds the national average. Small rural hospitals, long term care agencies, and community-based nursing agencies (i.e. home health, public health, mental health) are experiencing critical shortages of nurses at all levels of education.

The federal government projects that, by 2010, Colorado will have 17% fewer nurses than needed—compared to a national shortage of 12%—and that our shortfall will worsen to 31% by 2020 in the absence of sustained and strategic actions beyond current efforts to expand the number of nursing students, graduates and new practitioners (U.S. Bureau of Labor Statistics, 2006; National Center for Health Workforce Analysis, July 2002).

Despite significant strides in filling the gap, the shortage is not expected to end any time soon. Colorado's increased demand for RNs between 2002-2012 is anticipated to be the 5th highest in the country. The Colorado Center for Nursing Excellence completed a Nursing Workforce Study in early 2007; this report is available at: [http://www.coloradonursingcenter.org/Downloads/PDF/CCNE\\_Legislative\\_0107.pdf](http://www.coloradonursingcenter.org/Downloads/PDF/CCNE_Legislative_0107.pdf) This study clearly documents the nursing shortage in Colorado and noted;

- Health facilities of all types—hospitals, long-term care facilities, ambulatory care settings—struggle to recruit sufficient staff: In Q2 2005, more than 80 percent of RN openings were advertised for 60+ days and considered difficult to fill.
- Estimated statewide demand for RNs over both the short (2005-2007) and long (2004-2014) terms:
  - Short-term: 7% overall growth – *2,220 openings total over two years*
  - Long-term: 46% overall growth – *2,000+ openings annually; nearly 15,000 new jobs over 10 years*

For both the short and long terms, the vast majority of projected job openings are NEW jobs, not simply replacements. This indicates the potential for an ongoing, and growing, gap between demand and supply in the absence of focused strategies to grow supply.

A Health Care Coalition was started in Mesa County to develop training opportunities to address the health care worker shortage. The Coalition envisioned a Health Care Career Ladder to provide the widest possible choice for health care employers and provide job seekers with multiple career options. The initiation of the career ladder began in 2003, with the LPN-AAS program to prepare LPNs to move quickly to the RN level of practice. To assist the growing long-term care industry, the LPN program was added in 2006.

Many of the smaller communities in our region also identified the need for an accessible RN-BSN program to advance the level of education for their nursing staff, who were primarily educated at local community colleges (ADN). As hospitals increase educational expectations for staff to meet Magnet status guidelines, we anticipate a continuing growth in the RN-BSN program.

## **C. Narrative summaries of resources**

### **i. Unique characteristics of the program influencing the need for resources**

The nursing programs at Mesa State College must meet regulations established by the Colorado Board of Nursing and national accreditation standards. The Board of Nursing limits the faculty to student ratio to 1:10 in the clinical setting, thus increasing the cost of instruction and the need for faculty positions. The rapid expansion of programs has been accomplished by increasing the number of part-time positions, especially for clinical courses. Over the long term, there will be a need to add additional full-time positions to strengthen the department infrastructure to offset the advising and committee workload.

The national shortage of nursing faculty is also impacting the need for additional resources for the nursing programs. The average nursing faculty salary in Colorado is \$62,200 and the average faculty salary (fulltime) at Mesa State College is \$48,067. This 22.7% difference will need to be addressed to recruit and retain qualified faculty for the nursing programs at a cost of \$207,500 annually. We are exploring implementation of differential tuition to offset the need to increase faculty salaries.

In addition, it is increasingly difficult to recruit part-time faculty due to the local hourly wages by local healthcare facilities and nearby educational institutions. Hourly wages for staff nurses (ADN or BSN) range from \$24-\$41/hour; if the per credit hour wage is converted to an hourly wage, a clinical faculty member with a master's degree would make \$28/hour. Many facilities are also offering sign-on bonuses that range from \$5,000-\$10,000.

Another impact on resources is the need for extensive administrative assistant support to maintain student records, handle the high number of applications and inquiries into the nursing programs. In order to meet the agency regulations, the department must maintain current copies of physical examinations, immunization, CPR certification, professional liability insurance and criminal background checks on each student. We hired an additional administrative assistant with grant funding to begin the new LPN and LPN-AAS program and will include this position for ongoing funding in the next budget year.

Nursing education across the country is now utilizing high fidelity simulation manikins to enhance clinical teaching and assess student learning. The initial purchase, maintenance, and replacement of these simulation tools is costly. Maintaining an up-to-date learning lab is an ongoing challenge as technology changes in the healthcare field. In addition, students utilize a large number of disposable supplies as they develop competence in their clinical skills. Course-specific student fees (\$55/course) are used to cover these expenses.

The nursing faculty is also dedicated to preparing students for success on the NCLEX and have partnered with Assessment Technologies, Inc (ATI) to embed content mastery exams throughout the nursing education program. Students have the opportunity to remediate areas of weakness as they progress and receive excellent study materials in preparing for the NCLEX upon graduation.

An innovative pipeline program was started in the summer of 2006. Our MASH Camp for middle school students was created to interest young adolescents in health careers and build basic skills common to all health careers (CPR, First Aid, Infection Control, etc). This exciting day-camp utilizes nursing faculty, students, and many community members from various health professions. Students are exposed to campus life, touring residence halls, eating in the college cafeteria, and utilizing the recreation center. Local healthcare facilities and senior administration have provided funding to keep registration costs low. The MASH Camp has received high visibility in the community and state; a large statewide pipeline grant will include funding to replicate MASH Camp at other locations around the state.

## **ii. Faculty and staff**

The nursing department currently has ten tenure/tenure track faculty members and a search is currently underway to replace another position vacated last spring. In addition, there are two full-time temporary faculty (0.8). One individual is devoted full-time to supporting the learning lab (ATL), and another full-time position was added with grant funding this year to support the simulation lab. Student work study assistants are utilized heavily in the learning labs and to support faculty and staff in the department.

Two administrative assistants support all health science programs, one on the Main Campus (BSN, Department Head, Radiologic Technology) and one at the Bishop Campus (LPN, LPN-AAS, EMT). The Department Head position was adjusted for full administrative release three years ago, to accommodate the increased workload from program expansion and a revised administrative structure at Mesa State College.

Full-time faculty typically teach 24 credits/year and part-time faculty contracts range from 2-10 credits/semester. Faculty members are typically recruited by word of mouth and local advertising. Searches posted in state, regional, and national publications typically yield 2-6 qualified applicants. Several recent tenure-track and full-time hires have left their positions after 1-2 years due to recruitment into the private sector at higher salaries.

The State Board of Nursing <http://www.dora.state.co.us/nursing/rules/ChapterII.pdf> rules differentiate requirements for faculty teaching theory, clinical faculty and preceptors. The rules require faculty teaching theory to have at least a bachelor's degree for the PN program and a master's degree for the LPN-AAS and BSN program. Clinical faculty who don't have these educational credentials must have a degree completion plan in place. All programs at Mesa State College meet these educational guidelines. Preceptors are utilized during the final semester in the LPN-AAS and BSN program and all meet the requirements for clinical experience.

Several faculty in the nursing program are advancing their education as noted in the following table:



Faculty Member	Advanced degree in progress
Cindy Thomas, Associate Professor	Ph.D. in Nursing from University of Colorado. Post-Comprehensive Exam, Dissertation in progress.
Kathy Olsen, Instructor, LPN Program Director	Dual MS in Geriatric Health and Health Administration from AT Still University
Debra Bailey, Assistant Professor	Preparing application for Ph.D. in Nursing at University of Colorado
Judy Williams, Clinical Faculty	MSN from Walden University
Cathy Feller, Clinical Faculty	MSN from Walden University
Genell Stites, Lecturer	Preparing application for Ph.D. in Nursing Education from University of Northern Colorado
Elizabeth Roten, Clinical Faculty	Recently completed dual MS in Nursing and MS in Education from University of Phoenix
Kelly Coffin, Lecturer	Recently complete MSN from Walden University
Cindy Ratcliff, Clinical Faculty	Recently started MSN from Regis University

Access to advanced nursing education is an issue in Western Colorado, since all graduate education programs are located on the Eastern slope of the Rocky Mountains. Nurses often choose online programs, to overcome barriers to access. The Department Head is currently pursuing collaborative arrangements with the University of Colorado and the University of Northern Colorado to create additional opportunities for graduate education in our region using an online or hybrid cohort model.

### iii. Physical facilities

The nursing programs are based in the Medesy building on the main campus of Mesa State College, with satellite offices, classrooms, and learning labs located at the Western Colorado Community College (WCCC) Bishop campus (three miles from the main campus) and the Montrose campus (60 miles south of the main campus). The facilities at the main campus include faculty offices, reception and workroom areas, classrooms (one of which is dedicated for nursing courses), three learning labs, and a learning resource room.

A small simulation suite is available in one of the learning labs on the main campus and is scheduled for simulation clinical time. The nursing programs currently have one high fidelity adult and pediatric manikin for use in simulation, and grant funding will allow the purchase of two additional simulation manikins in fall, 2007. A second small simulation suite will be created this year, with grant funds for our second "Sim-Man." Faculty trained in the use of simulation meet weekly to develop scenarios for clinical usage and supervise students during the simulation exercises.

Nursing labs are available on all three campuses for class use, practice sessions, and skills checkoffs. The main campus has three nursing labs, which are open from 8:00 am until 7:00 pm during the week. The Bishop and Montrose campuses have one nursing lab available for student and faculty use. The learning labs each have 5 hospital beds and are utilized heavily during the Fundamentals clinical courses in the BSN and LPN programs.

We have outgrown our existing facilities and are currently in a capital campaign to remodel the Saunders building to expand the facilities to include additional faculty offices, computer lab, three dedicated classrooms, five learning labs and a critical care simulation suite. The nursing faculty has met with architects on several occasions to help design the new facilities to meet our growing programs. We've received strong financial support from the healthcare community during the early phases of our fundraising.

The facilities at the WCCC Bishop campus include a small learning lab, offices, several classrooms and a distance delivery classroom that links with the Montrose campus. The Montrose campus has a distance delivery classroom for nursing, faculty offices, and a small learning lab/resource room. The distance delivery (interactive teleconferencing) is utilized to deliver theory courses for the LPN-AAS program.

Students have access to computer labs in several locations on the main campus and the campus has a growing wireless network for those students with laptops. Nursing students frequently utilize the computers and printer in the small learning lab resource room to complete assignments. The computer classrooms on campus are scheduled for ATI testing at the end of the semester.

#### **iv. Instructional equipment, including information technology and its use**

The nursing programs utilize a great deal of instructional equipment in our learning labs in the ATL. Several software programs are utilized in specific courses and can be accessed from the campus network or the computers in the nursing department.

Equipment and software is updated yearly as funding is available, based on faculty and student input and technology changes. Equipment purchases have been funded with student fees and substantial external grant funding over the past 3 years. Student fees were raised two years ago to accommodate the increased expenses of lab supplies and ATI testing.

All classrooms utilized by nursing faculty are smart-classrooms with computer, projectors, and audio-video equipment installed. All faculty offices have desktop computers, and several laptops are also available for faculty to check out. Faculty computers are networked to the copy machine, black and white, and color printers in the department. Common software is available on the computer network for faculty and student use. In addition, software specific to the nursing program is available on nursing lab computers on all campuses.

A classroom on the Bishop and Montrose campuses have been modified as interactive teleconferencing classrooms with equipment installed for both sending and receiving capacity. These classrooms are available for use by other departments when nursing classes are not in session.

Student computer labs are available in several locations at all three campuses and students can access the campus system from home. Several wireless hotspots are also available on the main campus, one of which can be accessed from the Medesy building (which houses the nursing program on the main

campus). In addition, three computers and a printer are available for nursing student use in the ATL resource room.

#### **v. Library, including DVD, video, etc.**

An assessment of the library holdings in summer 2007 revealed basic support for the multiple levels of the nursing programs (Appendix B). Four strengths were identified in this assessment:

- Good budget support and strong participation by faculty in selection process
- Half of current journal subscriptions are available online
- Subscription to CINAHL with Full Text gives indexing and full text access to 500+ current titles.
- Additional resources are available to students in the three local medical libraries (St. Mary's Hospital, Veterans Administration Hospital, and Community Hospital).

Two weaknesses were identified in this assessment:

- 62% of book collection is published prior to 1990.
- One third of the full text titles in CINAHL have full text embargo from the publishers of 12 months or less reducing access to current information.

It should be noted that additional updated books and reference materials are also available for student use in the ATL in the Department of Health Sciences.

Recommendations to improve library holdings for the nursing programs included:

- Review pre-1990 and possibly also 1990-1999 materials for relevance to collection. Identify titles that should be kept – core, historical, and still current titles – and those that need to be withdrawn. Specific dates to be determined in conference with nursing faculty.
- Need to give additional attention to purchasing titles in ObGyn and Pediatrics areas
- Continue developing nursing theory collection
- Purchase titles relating to nursing specialties

The library reference staff has been instrumental in orienting nursing students to the use of the library, conducting effective database searches, and accessing interlibrary loan materials. It should be noted that there is greater use of library resources in the BSN program to prepare papers and conduct research. Research librarians have created specific resources for online students (<http://www.mesastate.edu/msclibrary/resources/ecservices.htm>) and orient all incoming RN-BSN students program at the beginning of their coursework.

**vi. Unique sources of revenue and expenditures**

Budget information for the nursing program can be noted in Appendix C. Over the past 5 years, the department has received increased funding for operating expenses, travel and faculty salaries to accommodate program growth. Market salary adjustments were made two years ago for many disciplines and all full-time health science faculty received substantial adjustments.

Course specific student fees (\$55.00) are assessed for each clinical course taken in the nursing programs. Student fees generated over \$57,000 in the last fiscal year, and fees are projected to increase to \$74,000 in the current fiscal year. This funding is utilized to maintain the Auto-tutorial learning lab equipment and supplies. Funding not spent in one year, may be rolled forward to save money for large expenditures (i.e. manikins). The adequacy of student fees is examined each budget year and requests for increase in fees to adjust for inflation and new technology may be made during the budget review cycle. All increases in student fees must be approved by the students prior to implementation.

The nursing programs have been successful in applying for significant external funding over the past five years to assist in building the infrastructure for the nursing career ladder. Funding from the Department of Labor Workforce Development assisted in implementing the LPN-AAS program and required 2.5:1 matching funding. The Colorado Trust funding was instrumental in starting the LPN program and building a clinical faculty orientation program. We just received a new grant from Caring for Colorado to purchase additional critical care monitors, another high fidelity simulation manikin, and other advanced life support equipment for our learning lab. External funding can be noted in the following table:

	2005	2006	2007	TOTAL
Wagner-Peyser Workforce Development	\$200,000	\$200,000	\$200,000	\$600,000
The Colorado Trust Health Professions Initiative	\$125,000	\$125,000	\$125,000	\$375,000
Caring for Colorado Critical Care Education Center			\$87,000	\$87,000
Cash match for grants from local healthcare facilities				
St. Mary's Hospital		\$80,000	\$80,000	\$160,000
Rocky Mtn. Health Plans	\$80,000	\$80,000	\$80,000	\$240,000
Community Hospital	\$20,000	\$20,000		\$40,000
Montrose Memorial Hosp.		\$20,000		\$20,000
Hilltop, Inc	\$50,000			\$50,000
Mesa State College	\$50,000	\$50,000	\$75,000	\$175,000
<b>TOTAL</b>	<b>\$525,000</b>	<b>\$575,000</b>	<b>\$647,000</b>	<b>\$1,747,000</b>

In addition to assisting with faculty salaries, accreditation costs, and professional development, external funding has assisted the nursing programs to

make significant updates in the equipment for the nursing labs at all campuses (Bishop, Montrose, and Main) and build a small simulation lab with high fidelity manikins.

Donations to nursing funds have also increased over the past 5 years with increased funding requests directed to the nursing alumni. Total nursing funds reported by the Foundation now total \$528,302. One new scholarship has been added to the LPN program (\$10,000 donation) and one to the BSN program (\$31,000 donation).

#### **D. Effectiveness**

##### **i. Accreditations by professional, regional, or national associations.**

The nursing programs at Mesa State College have been reviewed by the Colorado Board of Nursing. The BSN and LPN-AAS program have full approval and the new LPN is in Phase 3 approval. Full approval will be sought in spring, 2008 once the final NCLEX results are in from the first graduating class (May, 2007).

The BSN program received 10 year accreditation from the Commission on Collegiate Nursing Education in 2000. An interim continuous improvement report was submitted in 2005 and the next site visit is scheduled for 2009.

The LPN and LPN-AAS program are currently eligible for candidacy status with the National League for Nursing Accreditation Commission. The initial candidacy application will be submitted at the end of fall, 2007 and self studies are currently being prepared for submission in 2008 with a site visit scheduled for spring, 2009.

##### **ii. Changes since the most recent program review**

The nursing program has undergone rapid expansion over the past 5 years, with the addition of the nursing career ladder. The previous ADN program was discontinued in 1996, due to an overage of nursing graduates who were unable find jobs. At the time, the BSN faculty was committed to the BSN as the entry level into practice and chose to close the ADN program.

As the nursing shortage emerged 5 years later, we received many requests from our workforce partners to bring back the ADN program. Rather than resurrect the program in its previous format, we decided to create the nursing career ladder as "another route to the BSN." General education and program requirements for the BSN were separated into three sections, so that students would be completing these requirements as they progress through the career ladder. Students must have a LPN license prior to advancing to the LPN-AAS year, which is open to our graduates and other LPNs in the community. After receiving their RN license, students may enter the online RN-BSN program. Students are encouraged from the beginning to continue to the next level of their nursing education "when they are ready." Since students in the BSN program also move through five levels of the program, the nursing program has adopted the motto of "taking you to the next level."

The BSN curriculum was modified in the Fall of 2006, and the first graduates will complete the revised curriculum in December 2008. Additional theory hours were added to Pharmacology, the first Medical-Surgical course, Childbearing, Mental Health. The theory hours for Home Health Nursing were combined with Public Health and a new course, Nursing Therapeutics, was added to the last semester.

The new LPN-AAS program was modified after one year (2005), based on student and faculty feedback. The primary revision was to add the summer semester to the program in order to decrease the hours, since most students are working while in this program. The revisions also included moving and combining some content, however, the number of total credit hours did not change. A second revision was submitted in 2006 to bring the program into alignment with NLNAC requirements.

Another change since the last program review was the elimination of Deans from the administrative structure at Mesa State College. The previous role of Department Chair was expanded to Department Head, which now reports directly to the Vice President for Academic Affairs. This compressed leadership structure allows for direct access to senior leadership, however, the expanded role of Department Head has led to job stress with the increased workload. Kristy Reuss has served as the Department Head for the past five years, replacing Sandy Forrest, who held the position for nine years.

**iii. Assessment of student academic achievements within the program, based on the program assessment plan.**

**LPN Program**

The initial assessment plan was submitted in the fall, 2006 semester for this new program. Assessment reports are included in Appendix D. Intended student outcomes for this program and assessment outcomes are summarized below:

- Graduates will demonstrate knowledge necessary for providing competent professional care within the LPN scope of practice.  
Graduates performed well above benchmarks on both the ATI Comprehensive Predictor and NCLEX.
- Graduates will demonstrate skills necessary for employment/practice as a Licensed Practical Nurse.  
The program review process and employer surveys are currently being modified for implementation in a web-based survey format.
- Graduates will demonstrate effective use of math computational skills appropriate to the nursing field.  
All students have demonstrated competency in math skills on medication calculation questions embedded in the nursing courses and in pharmacology calculation course.

Strengths include strong performance on testing indicators and national benchmark exams. The use of ATI is a strong tool for preparation for NCLEX and a good predictor of NCLEX performance. Needs identified include the development of semester program reviews, graduate, and employer assessment tools. Any student

who performs poorly on the math component of the Test of Essential Academic Skills (TEAS) is referred for math tutoring assistance.

### **LPN-AAS Program**

Assessment reports have been submitted for 2005 and 2006 cohorts, which span 3 academic years (students are admitted to the program in January and graduate in December).

- Graduates will demonstrate knowledge necessary for providing competent professional care.

Graduates from both cohorts performed below established benchmarks on the ATI Comprehensive Predictor, with a significant decrease noted in the 2006 cohort. NCLEX performance was at the benchmark for 2005 cohort and below the benchmark for the 2006 cohort.

- Graduates will demonstrate skills necessary for employment/practice as a professional nurse.

A graduate survey was sent within one year after the 2005 cohort graduated. Positive feedback was received regarding preparation for specific nursing skills/tasks, however areas of weakness were noted in clinical experiences and didactic courses. The program review process and employer surveys are currently being developed for implementation in a web-based survey format.

- Graduates will demonstrate effective use of math computational skills appropriate to the nursing field.

All students in 2005 demonstrated competency in math skills on medication calculation questions embedded in the nursing courses and in pharmacology calculation course. Several students in the 2006 cohort had difficulty with math competency early in the first semester. Faculty and peer tutors offered assistance. A remedial math class has been added to the curriculum, and students with low TEAS test are referred to this class offered prior to the start of the program.

Strengths include the use of ATI as a strong tool for preparation for NCLEX and a good predictor of NCLEX performance. Testing outcomes were lower in the second year of the program, which coincides with the initiation of the use of ITV delivery to the Montrose campus (4/5 of those who failed were in the Montrose cohort). We will monitor this trend and are strongly considering eliminating the use of ITV for course delivery in this program. Need to develop better process for semester, graduate, and employer assessment surveys.

### **BSN Program**

Assessment reports for four years are included in Appendix D. Reports include data for two groups of graduates/year (May and December). Intended student outcomes for this program and assessment outcomes are summarized below:

- Graduates will demonstrate knowledge necessary for providing competent professional care.

Graduates consistently score above the benchmarks on the ATI Comprehensive Predictor and the RNCAT (prior to 2005). NCLEX performance varies semester to semester but yearly averages remain above the 90% benchmark and state averages.

- Graduates will demonstrate skills necessary for employment/practice as a professional nurse.

Graduate and employer surveys have been sent out in the past with low response rates. Positive feedback regarding preparation for practice is received from both graduates and employers. An online graduate survey was piloted in spring, 2007 and response rates remained low with email notification of the survey. Graduates will be notified via both mail and email this fall to enhance response rates. The program review process and employer surveys are also being developed for implementation in a web-based survey format.

- Graduates will demonstrate effective use of general education skills appropriate to the nursing field.

Communication skills were assessed from 2002-2003 with clear evidence of competency noted in clinical evaluations. Weakness in math skills was identified as a concern during 2003-2004. A decision was made to require a math competency test prior to admission to the nursing program. Students identified as having strong math computational skills receive an extra point on their admission score. Those identified with weak math computational skills are now identified earlier in the program for remedial tutoring. In addition, a peer tutoring session using 5<sup>th</sup> level students as tutors was piloted 2004 as an intervention research project by three senior students. Faculty have also included math questions on exams/quizzes throughout the semester to keep math skills current.

A remedial pharmacology calculation class was added in 2006 and offered during the summer and winter terms to provide more intensive math instruction.

Strengths include strong performance on testing indicators. The use of ATI is a strong tool for preparation for NCLEX and a good predictor of NCLEX performance. Needs identified include the improvement of graduate and employer assessment processes. Concerns about math skills continue and faculty strive to maintain high standards of performance on math quizzes in courses (students who consistently fail math exams fail the course).

#### **iv. Faculty success data**

##### **i. Teaching**

Teaching is the primary focus at Mesa State College, with an expectation that faculty devote at least 60% of their time each year to their teaching. Nursing faculty members are evaluated on teaching by students at the end of each semester, using a standard evaluation form used on the campus. Nursing faculty typically receive median ratings of 4-5 (5 point scale). In addition, the department head or a program



director evaluates classroom teaching by each faculty member on a yearly basis (tenure-track faculty and full-time temporary faculty are evaluated each semester). Faculty typically receive scores ranging from 6-8 (8 point scale).

Teaching innovation is evident in the nursing department with achievements noted in the use of web-based technology, group learning activities, and critical thinking activities. Associate Professor Susan Goebel was honored by the campus in 2006 with the Distinguished Faculty Award for Teaching. Professor Judy Goodhart was also honored by Mesa State College with the overall Distinguished Faculty Award in 1992..

The RN-BSN program was the first program at Mesa State College to be delivered entirely in an online format. We have also pioneered the use of interactive teleconferencing to link the Bishop and Montrose campuses in the LPN-AAS program.

Six faculty have attended national faculty development conferences in the past three years to advance their teaching skills, and four new faculty members will attend similar conferences in 2007. Under the direction of Judy Goodhart, BSN Program Director, the nursing faculty also developed a Clinical Nurse Educators conference in 2006 to educate new clinical educators and clinical scholars in the region for the clinical teaching role. Other nursing schools in the region also utilize this summer conference to prepare their clinical nursing educators. Over 35 individuals have attended this conference over the past two years, and we were able to recruit several new clinical faculty from the attendees.

We are currently implementing a "new faculty mentoring program" to partner new faculty with a "seasoned" member of the department. This program involves classroom observation and coaching by the mentor, and the opportunity for the new faculty member to observe other faculty during classes.

## **ii. Advising**

All tenured/tenure-track faculty in the BSN program are responsible for advising nursing students in the nursing program. Faculty advise the students as they progress through the five semesters of the program. The PN program director serves as primary advisor to the thirty students admitted to this one-year program. The LPN-AAS Program Director advises the twenty students in the Grand Junction cohort and the Montrose Site Coordinator advises the twenty students enrolled in the Montrose cohort. Kristy Reuss advises the RN-BSN students and is mentoring Cindy Thomas to assist in this role due to the increased interest in this program. Each full-time faculty member is available to students during the required five office hours/week or by appointment, email, or phone.

One of big achievements related to student advising was the initiation of Group Advising for the pre-nursing students. Group advising sessions are scheduled on a weekly basis at regular times and students can "walk-in" without the need for an appointment. Judy Goodhart and Bethany Hoffman conduct the sessions for the BSN students, and Kathy Olsen and Susan White share responsibility for advising students interested in the career ladder (LPN and LPN-AAS). Generally, student's questions are similar and prompt other questions from

students that they might not have thought to ask on a one/one meeting. The sessions have been very successful and even the Advising Center staff has attended the sessions to learn more about the BSN program.

During advising sessions, program sheets are completed for each student and a copy is kept in department files. Program sheets are available to faculty and students on the web:

[http://www.mesastate.edu/academicaffairs/Docs/Program\\_Sheets\\_AY0708/Bachelors/BSN\\_Nursing\\_0708.pdf](http://www.mesastate.edu/academicaffairs/Docs/Program_Sheets_AY0708/Bachelors/BSN_Nursing_0708.pdf)

[http://www.mesastate.edu/academicaffairs/Docs/Program\\_Sheets\\_AY0708/Bachelors/RN-BSN\\_0708.pdf](http://www.mesastate.edu/academicaffairs/Docs/Program_Sheets_AY0708/Bachelors/RN-BSN_0708.pdf)

[http://www.mesastate.edu/academicaffairs/Docs/Program\\_Sheets\\_AY0708/Associates/AAS\\_Nursing\\_0708.pdf](http://www.mesastate.edu/academicaffairs/Docs/Program_Sheets_AY0708/Associates/AAS_Nursing_0708.pdf)

[http://www.mesastate.edu/academicaffairs/Docs/Program\\_Sheets\\_AY0708/Certificates/Cert\\_PN\\_0708.pdf](http://www.mesastate.edu/academicaffairs/Docs/Program_Sheets_AY0708/Certificates/Cert_PN_0708.pdf)

### **iii. Scholarship**

The nursing faculty is engaged in several forms of professional development and scholarship activities. Specific activities can be noted on the faculty resumes in Appendix E. Publications submitted over the past five years include:

- Cindy Thomas: 1 publication and currently conducting data analysis on dissertation related to the long term lived experience of liver transplant patients.
- Judy Goodhart – 2 publications
- Sandy Forrest – 6 publications
- Alma Jackson – 6 publications

Faculty have also presented at numerous professional meetings and conferences. Highlights include:

- Sandy Forrest – “Effective Outcomes Assessment” at Chicago Institute for Nursing Education (2001), Northwest Nursing Education Institute (2001), MCP Hahnemann University (2002), University of Memphis, (2002); “Engaged Learning” at University of Memphis (2003).
- Judith Brock – PHN Competencies at Colorado Public Health Association, 2005; “Social Marketing and Public Health Nurses” at Public Health Nurse Association of Colorado, 2003; “Pediatric Teleclinics at Colorado Public Health Association, 2004.
- Alma Jackson – “Health and Safety in an Aging Workforce” at American Society of Safety Engineers (2003, 2005), Governor’s Occupational Safety and Health Conference (2005), National Workers Compensation and Disability Conference (2004)

Nursing faculty receive professional development funding to attend conferences in their field. Over the past five years, faculty have attended the following conferences and meetings:

- Boot Camp for Nurse Educators
- National League for Nursing Nursing Education Conference
- Mosby Nursing Development Conference

- American Association of Colleges of Nursing Semi-Annual meetings and Baccalaureate Education Conference
- NLNAC Self-Study conference
- International Certificate Program in Caring and Healing

Many nursing faculty also continue their professional development through clinical practice settings. Over the past five years, nursing faculty members have maintained part-time faculty practices in the following agencies:

- St. Mary's Hospital
- Marillac Clinic
- Behavioral Health and Wellness Center
- Montrose Memorial Hospital
- Hospice and Palliative Care of Western Colorado
- Primary Care Partners
- Mesa County Sexual Assault Response Team
- Community Hospital Home Health
- Veterans Administration Medical Center
- Alpine Home Health and Hospice

#### **iv. Service**

Nursing faculty play a vital role in the nursing community in Colorado. Nursing faculty are involved in bringing the voice of nursing to the table in a number of professional and community organization.

- Sigma Theta Tau – Several faculty have served in leadership roles in local Nu Kappa Chapter
- Delta Kappa Gamma
- Colorado Nurses Association – Several faculty have served in leadership roles at the local district and state level
- Colorado Palliative Care Partnership Founding Member
- National Hospital and Palliative Care Organization Workgroup Forum
- Mesa County Board of Health (2 faculty have served on this board)
- Colorado Public Health Association
- Commission on Collegiate Nursing Education site visitor
- American Cancer Society – One faculty has held leadership roles at the local and state level
- Home Care of the Grand Valley Board of Directors
- Family Health West Foundation Board
- Mesa County Medical Society Alliance
- American College of Nurse Midwives
- Institute for Healthcare Improvement
- American Psychiatric Nurses' Association
- American Association of Occupational Health Nurses
- American Society of Safety Engineers
- American Society for Training and Development
- International Association of Forensic Nurses

- American Professional Society on the Abuse of Children
- American Association of Critical Care Nurses
- Rural Taskforce of Blue Ribbon Commission for Healthcare Reform in Colorado (Governor appointment)
- Patient Safety and Nursing Workforce Taskforce (Governor appointment)
- Mesa County Physician Shortage Taskforce

Faculty also provides extensive service to the Mesa State College community by participation (and leadership roles) on college committees. Nursing faculty have played an active role on the Faculty Senate, Curriculum, Assessment, Sabbatical, Professional Development, Tenure and Promotion, Academic Master Plan, and Faculty Salary Committees.

#### v. Other achievements

Judy Goodhart was selected as state finalist for the Nightingale award which honors excellence in human caring. Last summer, at the invitation of the Denver Naval Recruiting District, Judy Goodhart was able to represent Mesa State College with a group of individuals from engineering, nursing education, the media and the clergy from Colorado, Wyoming and Utah on a VIP trip out of the Navy Base in San Diego. We were flown via a C2 transport carrier to the U.S.S. Abraham Lincoln, where we were able to see Naval day and night flight operations, the health facilities, tour many parts of the ship and observe a General Quarters (mock disaster). During this trip, she visited Balboa Naval Hospital for a brief tour and talk with Navy nurses in their work setting.

Alma Jackson was featured in *Inventors Digest* magazine for “Successful Women Inventors” and received a utility patent for her ergonomic seat cushion for reducing and absorbing shock and vibration.

#### v. Student success data

NCLEX first time pass rates	2002	2003	2004	2005	2006	Mean
LPN graduates						
LPN-AAS graduates				90% n=10	76% n=21	81% n=31
BSN graduates	87% n=30	94% n=34	95% n=42	88% n=51	93% n=55	95% n=212

The first LPN graduating class (May, 2007) has been taking the NCLEX-PN over the past four months; to date 24 graduates have taken the examination and 100% have passed. Students in all nursing programs frequently utilize the ATI testing materials and non-proctored exams to prepare for the NCLEX and 77% indicate that they are “satisfied” or “highly satisfied” with the usefulness of the ATI program for NCLEX preparation.

Over the past five years, two students (one BSN and one LPN-AAS) who failed NCLEX on the first attempt, were unsuccessful on the subsequent attempts; all others have passed the NCLEX on the second try. Students who fail NCLEX are offered faculty support and access to study resources.

Graduates of the nursing programs are highly successful in finding employment upon graduation, and about 50% have been hired for full-time positions prior to graduation. Our graduates are sought after by agencies around the state because of their extensive clinical experience during the program. We've had difficulty with low response rates from employer surveys and are in the process of migrating all surveys to an online format to improve response rates.

66% of BSN graduates indicate that they are "somewhat likely" or "highly likely" to pursue a graduate nursing degree within 5 years after graduation; 66% desire a Master's degree in Nursing and 33% are interested in a Nurse Practitioner (NP) or Doctor of Nursing Practice (DNP) degree. Faculty are frequently contacted for letters of reference for graduate school admission, and no applicants have reported failure to be admitted to graduate school over the past five years. We have not collected data on GRE scores of graduates, but will include this on future alumni surveys.

88% of BSN graduates indicate that they are "satisfied" or "highly satisfied" with their overall educational experience at Mesa State College and 100% of respondents would recommend the BSN program to others interested in nursing ("no response" to question on exit survey was excluded). Three BSN graduates are now working for Mesa State College in clinical teaching positions and three graduates who went on to complete a MSN are in full-time or tenure/tenure track positions.

#### **E. Strengths identified by the review**

Many strengths have been identified in this program review. The creation of an innovative career ladder for nursing education is noted across Colorado as a model for nursing workforce development. The unique authority of Mesa State College to offer both baccalaureate and community college programs has allowed the implementation of this unique nursing career ladder.

The faculty are dedicated to the nursing program, the community, and the nursing profession as evidenced by their involvement in many professional and community organizations. Many are looked to as leaders within the regional healthcare community and their input is sought on key healthcare issues. The faculty are also dedicated to excellence in nursing education and our graduate's performance on NCLEX and national benchmark exams reflect this dedication. The development of strong program leadership for each of the nursing programs has been a focus for the department head. The nursing faculty have also led the way at Mesa State College in the implementation of online and distance education.

Extensive grant funding over the past 5 years has allowed the nursing department to update the physical lab facilities, instructional equipment, and

teaching technology for faculty and student use. Many healthcare partners have also been supportive with large donations of matching funds to expand our educational capacity.

The rapid growth of our programs was supported by senior leadership at Mesa State College and they have responded to our needs for a larger physical facility with the renovation of the Saunders building. The faculty, students and community is excited for this new Health Sciences facility and look forward to its completion. Our growing use of simulation is recognized as a model in western Colorado, and other educators seek out our simulation team for advice and mentoring. Senior leadership has also been supportive of the need to improve nursing faculty salaries to enhance recruitment and retention.

The grant funding has also allowed the expansion of faculty positions and faculty professional development to meet the needs of our growing program. The nursing faculty have dedicated financial resources to "growing our own faculty" and many of our part-time clinical faculty have begun the process of advancing their degrees.

The nursing programs have generated a great deal of interest by prospective students and consistently receive twice the number of applicants for the number of available slots. Faculty have been flexible in covering clinical rotations during the evenings and weekends to expand the capacity of the programs. Healthcare facilities have also responded to the need for additional clinical spaces for our new programs.

The BSN program is nationally accredited and the PN and LPN-AAS programs are in the process of seeking national accreditation. All programs have been approved by the Colorado State Board of Nursing.

#### **E. Areas needing strengthening identified by the review**

Several areas have also been identified by this program review. Faculty shortages and low salaries are making faculty recruitment and retention increasingly difficult. No tenure-track faculty has remained long enough to complete the tenure process since Cindy Thomas was hired in 1999. It is estimated that it will take over \$200,000 to bring the existing full-time faculty up to par with the state average salaries for nursing faculty. We will need to implement differential tuition within the next 12 months to address this growing concern.

The increased use of part-time faculty to accommodate the new programs has led to excessive workloads for full-time faculty who must handle all advising, committee work, curriculum development and service activities. Burnout is a concern for faculty and for the Department Head. The average age of nursing faculty at Mesa State College is 52, and 75% of the tenured faculty are expected to retire in the next 5 years.

The LPN-AAS program has had some difficulties with graduate outcomes since the implementation of the ITV format for delivery of courses to Montrose. We are considering eliminating the use of ITV and teaching the courses on-site, and have been recently able to recruit qualified faculty in the Montrose area to assist in

this process. We've suffered a great deal of turn-over in our new LPN and LPN-AAS programs, which has affected the program continuity and quality.

The need for graduate education (both masters and doctoral) is high to build a bigger pool of qualified potential faculty members. Access to education in Western Colorado is limited to online or hybrid programs due to the distance and difficulties driving through the mountain geography of our state.

There is a need to improve the data gathering process for semester, graduate, and employer assessments. Various approaches have been tried over the past five years, with limited success. Migration to a web-based survey format is desirable and in process.

## **F. Vision**

### **i. Proposals for strengthening the program**

Faculty recruitment and retention remain at the top of the list for strengthening the nursing programs at Mesa State College. To ensure continuity of the program, nursing faculty salaries will need to be raised closer to be competitive with the healthcare industry. Differential tuition is a common strategy used to address the high costs of health science programs. The college administration and Board of Trustees is currently considering this as an option for implementation in the fall, 2008 semester.

Other incentives may also help recruit and retain new faculty, especially those who have recently completed graduate programs. Many leave their graduate education with extensive debt and loan forgiveness programs (a % for each year of teaching) is attractive. Current faculty who are pursuing advanced degrees would also benefit from tuition reimbursement or professional development funding.

Another important priority is to convert some of the part-time positions in the department to full-time and/or tenure-track positions. Strengthening the long term faculty infrastructure will be critical to the continuation of the new programs into the future. Projected faculty retirements will create new openings in the future and initiating new junior faculty positions is critical at this point, to avoid an entire department of un-tenured faculty in five years.

In order to meet the faculty needs, Mesa State College will need to collaborate with other graduate degree nursing programs in the state to increase access to graduate education at the masters and doctoral levels. At this time, there are only four known nurses with Ph.D.s in western Colorado (two of whom teach at Mesa State College). Two existing faculty have expressed interest in pursuing this degree, but cost and access are barriers. Lack of faculty prepared at the doctoral level limits available candidates for the role of Department Head. Succession planning is critical to the ongoing success of the nursing programs and will need to be addressed within the next 5 years. It is anticipated that the Program Director for the LPN-AAS program will retire in May, 2007 and the BSN program director will retire in May, 2008.

The growth of the programs has led to increased demand for lab time and classrooms and our department is bursting at the seams. Full-time faculty all have

their own offices, but this may change in the next year if new positions are added. Part-time faculty all utilize a “desk” in the current printer room or utilize the conference room to meet with students. The renovation of Saunders is critical to meet the needs of the health science programs and additional space may be needed if additional allied health programs are added.

Two major grants will end in the next nine months and the college will need to absorb the ongoing maintenance and replacement costs for the lab equipment purchases with external funding. Additional grants will be explored to assist in offsetting the high costs of equipment replacement, future program development, and faculty professional development.

Young faculty with limited teaching experience benefit from attending nursing educator conferences/workshops and we need to commit additional professional development dollars to “grow our own” new faculty. A formal mentoring program needs to be implemented to ease the transition into teaching practice and provide support during the first critical years of teaching. Mentoring and professional development may help with faculty retention strategies over the long term.

The Clinical Educator conference is another mechanism for attracting new clinical faculty to the nursing programs. This 3 day “boot camp” is designed to quickly orient new clinical faculty/scholars to this role and provide an opportunity to build relationships with other clinical educators. Over the past two years, grant funding allowed this conference to be offered at no cost to attendees and travel expenses were paid for those traveling to Grand Junction. Mesa State College will need to absorb the costs of this conference, charge a small fee to other nursing schools who utilize this for faculty development to offset the costs, or seek additional external funding.

Our middle school MASH Camp pipeline project needs to continue to expand to continue to excite young people about health careers. Expansion of this program could include offering it additional weeks during the summer to allow more teens to attend, creating a high school junior counselor role for those students who have progressed through all levels of the program, and offering an overnight camp for students from the region who need to travel longer distances to attend. Collaborating with statewide stakeholders may also help replicate MASH Camp in other locations throughout our region.

The library assessment identified the need to update book holdings with more current resources and additional funding will be required to do so. Increased access to full-text articles is also key to the success of the online RN-BSN program, since most of these students do not travel to campus to access library resources.

The nursing programs need to identify a better process for obtaining assessment surveys from students, graduates, and employers. An individual within the department needs to be tasked with the responsibility for assessment surveys and data analysis, as the program directors and Department Head have limited time to address this important function.

Ongoing commitment to national accreditation is an important step in maintaining quality of the nursing programs at Mesa State College. The Colorado Board of Nursing also changed the rules to require all programs in the state to be



candidates for accreditation by 2010. The LPN and LPN-AAS nursing programs will need to achieve this important step with NLNAC accreditation by this time.

## **ii. Program priorities requiring additional resources**

Program priorities have been identified for the next five years. These priorities are in descending order of importance as they relate to future vitality and quality of the nursing education programs at Mesa State College:

- Faculty recruitment and retention – increase full and part-time salaries, offer tuition reimbursement and/or loan repayment programs as recruitment incentives
- Increase number of full-time positions in department to spread the workload
- Collaborate with graduate nursing programs in Colorado to increase access to graduate education
- Recruit (or grow) doctorally prepared faculty as future leaders in department
- Pursue and maintain national accreditation for all nursing programs
- Increase lab and classroom space to accommodate program growth
- Develop long-term replacement and maintenance plan for high cost equipment in learning labs (manikins, monitors, etc)
- Increase professional development opportunities for young faculty
- Fully implement mentoring program for new faculty
- Continue Clinical Educator conference
- Continue MASH Camp and explore collaborative pipeline project with other stakeholders
- Identify leader for the growing RN-BSN program and engage in succession planning for leadership of all nursing programs
- Implement web-based assessment processes for data gathering from students, graduates and employers for all programs
- Update book collection in library



# **Appendix A**

## **Program Statistics**





Table 2. HEADCOUNT AND CREDIT HOUR DISTRIBUTION BY COURSE LEVEL BY TERM AY 2007 - MAIN

Level/Course Level	Summer Headcount	Summer Credit Hours	Fall Headcount	Fall Credit Hours
<b>Undergraduate</b>				
Remedial - 000	0	0.0	0	0.0%
Lower - 100	0	0.0	0	0.0%
Lower - 200	0	0.0	186	22.7%
Upper - 300	0	0.0	371	45.2%
Upper - 400	0	0.0	263	32.1%
<b>Subtotal Undergraduates</b>	<b>0</b>	<b>0.0</b>	<b>820</b>	<b>100.0%</b>
<b>Graduate</b>				
Graduate - 500	0	0.0	0	0.0%
<b>Subtotal Graduates</b>	<b>0</b>	<b>0.0</b>	<b>0</b>	<b>0.0%</b>
<b>Total</b>	<b>0</b>	<b>0.0</b>	<b>820</b>	<b>100.0%</b>

Level/Course Level	Spring Headcount	Spring Credit Hours	Total Credit Hours
<b>Undergraduate</b>			
Remedial - 000	0	0.0%	0
Lower - 100	184	15.1%	333
Lower - 200	201	20.9%	885
Upper - 300	356	37.8%	1,637
Upper - 400	238	26.2%	1,216
<b>Subtotal Undergraduates</b>	<b>979</b>	<b>100.0%</b>	<b>4,071</b>
<b>Graduate</b>			
Graduate - 500	0	0.0%	0
<b>Subtotal Graduates</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>
<b>Total</b>	<b>979</b>	<b>100.0%</b>	<b>4,071</b>

**Table 3. HEADCOUNT AND FULL-TIME EQUIVALENT NURSING ENROLLMENTS AY 2007**

Level/Tuition Classification	Headcount	Credit Hours	FTE
<b>Undergraduate</b>			
In-State	2,268	5,291	176.4
Out-of State	116	268	8.9
<b>Subtotal</b>	<b>2,384</b>	<b>5,559</b>	<b>185.3</b>
			<b>95.2%</b>
			<b>4.8%</b>
			<b>100.0%</b>
<b>Graduate</b>			
In-State	0	0	0.0
Out-of State	0	0	0.0
<b>Subtotal</b>	<b>0</b>	<b>0</b>	<b>0.0</b>
			<b>0.0%</b>
			<b>0.0%</b>
			<b>0.0%</b>

Undergraduate Nursing, Summer Terms 2002-2006  
Mesa State College

Level	Major Code	Program Name					
			2002	2003	2004	2005	2006
<b>Freshman</b>							
	1611	Nursing	0	0	0	18	35
	1612	Licensed Practical Nursing	0	0	0	0	0
	2691	Undeclared Nurse Allied Health	8	7	5	24	14
	3611	Nursing	0	0	0	0	0
	3690	Undeclared Nurse Allied Health	22	19	15	28	14
<b>TOTAL</b>			<b>30</b>	<b>26</b>	<b>20</b>	<b>70</b>	<b>63</b>
<b>Sophomore</b>							
	1611	Nursing	0	0	0	0	27
	1612	Licensed Practical Nursing	0	0	0	0	0
	2691	Undeclared Nurse Allied Health	5	9	6	22	20
	3611	Nursing	1	0	1	0	0
	3690	Undeclared Nurse Allied Health	22	27	19	56	20
<b>TOTAL</b>			<b>28</b>	<b>36</b>	<b>26</b>	<b>78</b>	<b>67</b>
<b>Junior</b>							
	1611	Nursing	0	0	0	0	0
	1612	Licensed Practical Nursing	0	0	0	0	0
	2691	Undeclared Nurse Allied Health	0	0	0	0	0
	3611	Nursing	2	4	5	4	2
	3690	Undeclared Nurse Allied Health	9	12	7	14	6
<b>TOTAL</b>			<b>11</b>	<b>16</b>	<b>12</b>	<b>18</b>	<b>8</b>
<b>Senior</b>							
	1611	Nursing	0	0	0	0	0
	1612	Licensed Practical Nursing	0	0	0	0	0
	2691	Undeclared Nurse Allied Health	0	0	0	0	0
	3611	Nursing	5	2	7	12	8
	3690	Undeclared Nurse Allied Health	9	8	7	14	6
<b>TOTAL</b>			<b>14</b>	<b>10</b>	<b>14</b>	<b>26</b>	<b>14</b>
<b>ALL CLASSES</b>							
	1611	Nursing	0	0	0	18	62
	1612	Licensed Practical Nursing	0	0	0	0	0
	2691	Undeclared Nurse Allied Health	13	16	11	46	34
	3611	Nursing	8	6	13	16	10
	3690	Undeclared Nurse Allied Health	62	66	48	112	46
<b>TOTAL</b>			<b>83</b>	<b>88</b>	<b>72</b>	<b>192</b>	<b>152</b>



**Undergraduate Nursing, Fall Terms 2002-2006  
Mesa State College**

Level	Major Code	Program Name					
			2002	2003	2004	2005	2006
<b>Freshman</b>							
	1611	Nursing	0	0	0	29	126
	1612	Licensed Practical Nursing	0	0	0	0	1
	2691	Undeclared Nurse Allied Health	50	59	66	64	58
	3611	Nursing	4	11	4	7	1
	3690	Undeclared Nurse Allied Health	108	139	159	148	127
<b>TOTAL</b>			<b>162</b>	<b>209</b>	<b>229</b>	<b>248</b>	<b>313</b>
<b>Sophomore</b>							
	1611	Nursing	0	0	0	11	48
	1612	Licensed Practical Nursing	0	0	0	0	3
	2691	Undeclared Nurse Allied Health	18	25	32	38	25
	3611	Nursing	6	12	2	6	6
	3690	Undeclared Nurse Allied Health	75	61	81	68	70
<b>TOTAL</b>			<b>99</b>	<b>98</b>	<b>115</b>	<b>123</b>	<b>152</b>
<b>Junior</b>							
	1611	Nursing	0	0	0	0	0
	1612	Licensed Practical Nursing	0	0	0	0	0
	2691	Undeclared Nurse Allied Health	0	0	0	0	0
	3611	Nursing	33	45	31	28	38
	3690	Undeclared Nurse Allied Health	18	28	36	34	37
<b>TOTAL</b>			<b>51</b>	<b>73</b>	<b>67</b>	<b>62</b>	<b>75</b>
<b>Senior</b>							
	1611	Nursing	0	0	0	0	0
	1612	Licensed Practical Nursing	0	0	0	0	0
	2691	Undeclared Nurse Allied Health	0	0	0	0	0
	3611	Nursing	63	79	115	125	122
	3690	Undeclared Nurse Allied Health	16	13	23	25	25
<b>TOTAL</b>			<b>79</b>	<b>92</b>	<b>138</b>	<b>150</b>	<b>147</b>
<b>ALL CLASSES</b>							
	1611	Nursing	0	0	0	40	174
	1612	Licensed Practical Nursing	0	0	0	0	4
	2691	Undeclared Nurse Allied Health	68	84	98	102	83
	3611	Nursing	106	147	152	166	167
	3690	Undeclared Nurse Allied Health	217	241	299	275	259
<b>TOTAL</b>			<b>391</b>	<b>472</b>	<b>549</b>	<b>583</b>	<b>687</b>

**Undergraduate Nursing, Spring Terms 2003-2007  
Mesa State College**

Level	Major Code	Program Name					
			2003	2004	2005	2006	2007
<b>Freshman</b>							
	1611	Nursing	0	0	3	65	113
	1612	Licensed Practical Nursing	0	0	0	0	1
	2691	Undeclared Nurse Allied Health	47	51	60	54	44
	3611	Nursing	2	2	2	1	2
	3690	Undeclared Nurse Allied Health	95	102	116	98	98
<b>TOTAL</b>			<b>144</b>	<b>155</b>	<b>181</b>	<b>218</b>	<b>258</b>
<b>Sophomore</b>							
	1611	Nursing	0	0	8	23	68
	1612	Licensed Practical Nursing	0	0	0	0	27
	2691	Undeclared Nurse Allied Health	23	36	33	44	21
	3611	Nursing	3	6	8	4	8
	3690	Undeclared Nurse Allied Health	72	73	71	79	67
<b>TOTAL</b>			<b>98</b>	<b>115</b>	<b>120</b>	<b>150</b>	<b>191</b>
<b>Junior</b>							
	1611	Nursing	0	0	0	0	0
	1612	Licensed Practical Nursing	0	0	0	0	0
	2691	Undeclared Nurse Allied Health	0	0	0	0	0
	3611	Nursing	43	48	28	37	38
	3690	Undeclared Nurse Allied Health	27	35	35	30	27
<b>TOTAL</b>			<b>70</b>	<b>83</b>	<b>63</b>	<b>67</b>	<b>65</b>
<b>Senior</b>							
	1611	Nursing	0	0	0	0	0
	1612	Licensed Practical Nursing	0	0	0	0	0
	2691	Undeclared Nurse Allied Health	0	0	0	0	0
	3611	Nursing	62	89	118	134	129
	3690	Undeclared Nurse Allied Health	21	15	31	22	22
<b>TOTAL</b>			<b>83</b>	<b>104</b>	<b>149</b>	<b>156</b>	<b>151</b>
<b>ALL CLASSES</b>							
	1611	Nursing	0	0	11	88	181
	1612	Licensed Practical Nursing	0	0	0	0	28
	2691	Undeclared Nurse Allied Health	70	87	93	98	65
	3611	Nursing	110	145	156	176	177
	3690	Undeclared Nurse Allied Health	215	225	253	229	214
<b>TOTAL</b>			<b>395</b>	<b>457</b>	<b>513</b>	<b>591</b>	<b>665</b>

**Table 1A.3. Undergraduate Nursing Enrollment by Major Code, Summer Terms 2002 - 2006  
Mesa State College**

Level	Major Code	Program Name					
			2002	2003	2004	2005	2006
<b>Certificate</b>	1621	Licensed Practical Nurse New Majors	0	0	0	0	0
		Continuing Majors	0	0	0	0	0
	<b>Sub-Total</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>A.A.S.</b>	1611	Nursing New Majors	0	0	0	18	27
		Continuing Majors	0	0	0	0	35
	<b>Sub-Total</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>18</b>	<b>62</b>
<b>A.S.</b>	2691	Undeclared Nurse Allied Health New Majors	3	3	3	22	6
		Continuing Majors	10	13	8	24	28
	<b>Sub-Total</b>		<b>13</b>	<b>16</b>	<b>11</b>	<b>46</b>	<b>34</b>
<b>Baccalaureate</b>	3611	Nursing New Majors	0	0	1	0	0
		Continuing Majors	8	6	12	16	10
	<b>Sub-Total</b>		<b>8</b>	<b>6</b>	<b>13</b>	<b>16</b>	<b>10</b>
	3690	Undeclared Nurse Allied Health New Majors	15	11	23	26	12
		Continuing Majors	47	55	25	86	34
	<b>Sub-Total</b>		<b>62</b>	<b>66</b>	<b>48</b>	<b>112</b>	<b>46</b>
<b>All Nursing</b>		<b>New Majors</b>	<b>18</b>	<b>14</b>	<b>27</b>	<b>66</b>	<b>45</b>
		<b>Continuing Majors</b>	<b>65</b>	<b>74</b>	<b>45</b>	<b>126</b>	<b>107</b>
<b>Grand Total</b>			<b>83</b>	<b>88</b>	<b>72</b>	<b>192</b>	<b>152</b>

**Table 1A.3. Undergraduate Nursing Enrollment by Major Code, Fall Terms 2002 - 2006**  
**Mesa State College**

Level	Major Code	Program Name					
			2002	2003	2004	2005	2006
Certificate	1621	Licensed Practical Nurse					
		New Majors	0	0	0	0	2
	Continuing Majors	0	0	0	0	2	
	<b>Sub-Total</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>
A.A.S.	1611	Nursing					
		New Majors	0	0	0	22	99
	Continuing Majors	0	0	0	18	75	
	<b>Sub-Total</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>40</b>	<b>174</b>
A.S.	2691	Undeclared Nurse Allied Health					
		New Majors	24	43	53	49	41
	Continuing Majors	44	41	45	53	42	
	<b>Sub-Total</b>		<b>68</b>	<b>84</b>	<b>98</b>	<b>102</b>	<b>83</b>
Baccalaureate	3611	Nursing					
		New Majors	3	9	6	12	5
	Continuing Majors	103	138	146	154	162	
	<b>Sub-Total</b>		<b>106</b>	<b>147</b>	<b>152</b>	<b>166</b>	<b>167</b>
	3690	Undeclared Nurse Allied Health					
		New Majors	92	118	158	131	122
	Continuing Majors	125	123	141	144	137	
	<b>Sub-Total</b>		<b>217</b>	<b>241</b>	<b>299</b>	<b>275</b>	<b>259</b>
<b>All Nursing</b>							
<b>Grand Total</b>		<b>New Majors</b>	<b>119</b>	<b>170</b>	<b>217</b>	<b>214</b>	<b>269</b>
		<b>Continuing Majors</b>	<b>272</b>	<b>302</b>	<b>332</b>	<b>369</b>	<b>418</b>
			<b>391</b>	<b>472</b>	<b>549</b>	<b>583</b>	<b>687</b>

**Table 1A.3. Undergraduate Administrative Office Technology Enrollment by Major Code, Spring Terms 2003 - 2007  
Mesa State College**

Level	Major Code	Program Name					
			2003	2004	2005	2006	2007
<b>Certificate</b>	1621	Licensed Practical Nurse New Majors	0	0	0	0	0
		Continuing Majors	0	0	0	0	28
	<b>Sub-Total</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>28</b>
<b>A.A.S.</b>	1611	Nursing New Majors	0	0	6	49	68
		Continuing Majors	0	0	5	39	113
	<b>Sub-Total</b>		<b>0</b>	<b>0</b>	<b>11</b>	<b>88</b>	<b>181</b>
<b>A.S.</b>	2691	Undeclared Nurse Allied Health New Majors	11	25	25	26	15
		Continuing Majors	59	62	68	72	50
	<b>Sub-Total</b>		<b>70</b>	<b>87</b>	<b>93</b>	<b>98</b>	<b>65</b>
<b>Baccalaureate</b>	3611	Nursing New Majors	0	7	6	10	6
		Continuing Majors	110	138	150	166	171
	<b>Sub-Total</b>		<b>110</b>	<b>145</b>	<b>156</b>	<b>176</b>	<b>177</b>
	3690	Undeclared Nurse Allied Health New Majors	35	47	53	58	61
		Continuing Majors	180	178	200	171	153
	<b>Sub-Total</b>		<b>215</b>	<b>225</b>	<b>253</b>	<b>229</b>	<b>214</b>
<b>All Nursing</b>		<b>New Majors</b>	<b>46</b>	<b>79</b>	<b>90</b>	<b>143</b>	<b>150</b>
		<b>Continuing Majors</b>	<b>349</b>	<b>378</b>	<b>423</b>	<b>448</b>	<b>515</b>
<b>Grand Total</b>			<b>395</b>	<b>457</b>	<b>513</b>	<b>591</b>	<b>665</b>



## **Appendix B**

### **Library Assessment**





**Library Program Assessment  
John U. Tomlinson Library  
Mesa State College**

Date of Assessment: \_\_\_\_\_ Summer 2007

Purpose of Assessment: \_\_\_\_\_ Program Review

Program under review: \_\_\_\_\_ Nursing

Program Level/s: \_\_\_\_\_ LPN – AAS – RN to BSN - BSN

Liaison Signature: \_\_\_\_\_ Barbara Borst

1. Collection Assessment

a. Reference Support:

Reference Collection provides basic support for the multi-leveled Nursing program with specialized dictionaries and encyclopedias. Representative titles include:

- Nursing.  
(2006)  
based Clinical  
(2004)
- Stedman's Medical Dictionary for the Health Professions & Illustrated 5<sup>th</sup> ed. (2005)
  - Gale Encyclopedia of Nursing & Allied Health (2002)
  - Physician's Desk Reference (2007)
  - Lippincott's Nursing Drug Guide (2005)
  - PDR Guide to Drug Interactions, Side Effects & Indications
  - Natural Standard Herb & Supplement Reference: Evidence-Reviews (2005)
  - DSM-IV-TR 4<sup>th</sup> ed (2000)
  - Professional Guide to Diseases 8<sup>th</sup> ed. (2005)
  - Nursing Diagnosis Handbook: A Guide to Planning Care
  - Encyclopedia of Children's Health & Wellness (2004)
  - Encyclopedia of Women's Health (2004)
  - Encyclopedia of Health Care Management (2004)
  - Historical Encyclopedia of Nursing (1999)
  - Nurse's Legal Handbook (2004)

b. Monographic Sources

The majority of the nursing related books fall in the call letter R. For the purposes of this review that is the section of the collection that was evaluated. The budget allows the purchase of about 100 books per year for the nursing program. The collection totals 6, 576 titles. 4.5 % of these have been published since 2005 and 15.3% since 2000. Percentages are very similar in the different subject areas of the collection with the weakest section being Ob-Gyn/Pediatrics with percentages of 3% and 8% respectively. Subject area breakdowns are attached.

**Total collection**

**By Location**

Circulating	6340
Reference	221
Special Collections	15
<b>Titles=</b>	<b>6576</b>

**By Publication Date**

2005-	298
2000-2004	710
1990-1999	1493
1980-1989	1529
Before 1980	2538
Date Unknown	8

In addition to the purchased book collection, the Library, as a Selected Government Depository, also has access to a large number of federal documents published by the Department of Health. These are available in a variety of formats – paper, microform, CD, and online.

- Age Analysis (attached)

c. Periodicals

The Library subscribes to 100 periodicals that support the Nursing program. 51 titles are received in paper only, 28 are received in paper with online access and 21 are online only. In addition the aggregator databases provide full text for about 500 titles, one third of which have embargos on the full text – 26% 12 months and the others from 1 to 9 months. Most of the state nursing association journals can be found full text on the aggregator databases.

Current paper subscriptions:

- American Journal of Clinical Nutrition
- American Journal of Health Education
- American Journal of Health Promotion
- American Journal of Nursing
- American Journal of Public Health

American Journal on Mental Retardation  
American Nurse  
ANS, Advances in Nursing Science  
AORN Journal  
Applied Nursing Research  
Archives of Psychiatric Nursing  
Canadian Nurse  
Cancer Nursing  
Caring  
Critical Care Nursing Quarterly  
Culture, Medicine & Psychiatry  
Families in Society  
Geriatric Nursing  
Health (San Francisco)  
Health Care for Women International  
Health Promotion Practice  
Heart & Lung  
Holistic Nursing Practice  
Hospitals & Health Networks  
JAMA  
JEMS: Journal of Emergency Medical Services  
JONA's Healthcare Law, Ethics, & Regulation  
Journal for Specialists in Pediatric Nursing  
Journal of Advanced Nursing  
Journal of Community Health  
Journal of Community Health Nursing  
Journal of Drug Education  
Journal of Emergency Nursing  
Journal of Gerontological Nursing  
Journal of Health & Social Behavior  
Journal of Holistic Nursing  
Journal of Infusion Nursing  
Journal of Nursing Administration  
Journal of Nursing Care Quality  
Journal of Nursing Education  
Journal of Nutrition  
Journal of Nutrition Education & Behavior  
Journal of Obstetric, Gynecologic & Neonatal Nursing  
Journal of Pediatric Nursing  
Journal of Professional Nursing  
Journal of Psychosocial Nursing & Mental Health Services  
Journal of Sports Medicine & Physical Fitness  
Journal of the American Dietetic Association  
MCN: The American Journal of Maternal Child Nursing  
Medical Letter on Drugs & Therapeutics  
Medsurg Nursing

Modern Healthcare  
 Natural Health  
 New England Journal of Medicine  
 Nurse Educator  
 Nurse Practitioner: The American Journal of Primary Care  
 Nursing (year)  
 Nursing Clinics of North America  
 Nursing Education Perspectives  
 Nursing for Women's Health  
 Nursing Forum  
 Nursing Management  
 Nursing Outlook  
 Nursing Research  
 Nursing Science Quarterly  
 Nursing Times  
 Nutrition Reviews  
 Nutrition Today  
 Pediatric Exercise Science  
 Pediatric Nursing  
 Perspectives in Psychiatric Care  
 Policy, Politics & Nursing Practice  
 Public Health Reports  
 Research in Nursing & Health  
 RN  
 Schizophrenia Bulletin  
 Social Work  
 University of California Berkeley Wellness Letter  
 Western Journal of Nursing Research

Electronic journals

Alcohol Research & Health  
 Bulletin of the History of Medicine  
 Canadian Journal on Aging  
 Clinical Oncology  
 Emerging Infectious Diseases  
 Environmental Health Perspectives  
 Gynecologic Oncology  
 Hastings Center Report  
 Health Care Financing Review  
 Job Safety & Health Quarterly  
 Journal of Health Care for the Poor & Underserved  
 Journal of Rehabilitation Research & Development  
 Journal of the History of Medicine & Allied Sciences  
 Kennedy Institute of Ethics Journal  
 Morbidity & Mortality Weekly Report: MMWR  
 Nurse Education in Practice

Perspectives in Biology & Medicine  
Pharmacological Research  
Preventive Medicine  
Progress in Community Health Partnerships: Research, Education  
& Action  
Pulmonary Pharmacology & Therapeutics

d. Electronic Resources

Indexes which include Nursing journals:

CINAHL  
MEDLINE  
Wilson OmniFile Full Text Select  
Science Direct  
Project Muse  
PsycINFO  
Academic Search Premier

Online Collections

Oxford Reference Online  
Oxford Companion to the Body  
Oxford Companion to Medicine  
Dictionary of Nursing  
Concise Medical Dictionary  
Dictionary of Public Health  
A to Z of Medicinal Drugs  
Micromedex  
Includes CareNotes System for patient education

Electronic Books

E-Books are available through the online catalog. Subject searches on two topics – nursing and health care – produced 44 and 169 titles respectively. Most of titles were published between late 1990s and 2004. This is representative of what is available.

2. Evaluation of the total collection

b. Strengths

1. Good budget support and strong participation by faculty in selection process
2. Half of current journal subscriptions are available online
3. Subscription to CINAHL with Full Text gives indexing and full text access to 500+ current titles.

4. Additional resources are available to students in the three local medical libraries.

c. Weaknesses

1. 62% of book collection is published prior to 1990.
2. One third of the full text titles in CINAHL have full text embargo from the publishers of 12 months or less reducing access to current information.

3. Recommendations

- a. Review pre-1990 and possibly also 1990-1999 materials for relevance to collection. Identify titles that should be kept – core, historical, and still current titles – and those that need to be withdrawn. Specific dates to be determined in conference with nursing faculty.
- b. Need to give additional attention to purchasing titles in ObGyn/Pediatrics areas
- c. Continue developing nursing theory collection
- d. Purchase titles relating to nursing specialties

Library Director: Elizabeth W. Brodak

Date: July 23, 2007

## Age Analysis

### Medicine General (R alone)

#### By Location

Circulating	591
Reference	52
Special Collections	5
<b>Titles=</b>	<b>648</b>

#### By Publication Date

2005-	38
2000-2004	100
1990-1999	148
1980-1989	124
Before 1980	236
Date Unknown	2

### Public Aspects of Medicine (RA)

#### By Location

Circulating	1132
Reference	42
Special Collections	4
<b>Titles=</b>	<b>1178</b>

#### By Publication Date

2005-	58
2000-2004	119
1990-1999	361
1980-1989	226
Before 1980	413
Date Unknown	1

### Pathology (RB)

#### By Location

Circulating	162
Reference	6
Special Collections	
<b>Titles=</b>	<b>168</b>

#### By Publication Date

2005-	12
2000-2004	25
1990-1999	31
1980-1989	37
Before 1980	63
Date Unknown	

### Med-Surg (RC-RD)

#### By Location

Circulating	2415
Reference	53
Special Collections	2
<b>Titles=</b>	<b>2470</b>

#### By Publication Date

2005-	92
2000-2004	231
1990-1999	515
1980-1989	628
Before 1980	1001
Date Unknown	3

### Ear, eye, nose, throat & skin (RE-RF-RL)

#### By Location

Circulating	30
Reference	2
Special Collections	
<b>Titles=</b>	<b>32</b>

#### By Publication Date

2005-	
2000-2004	2
1990-1999	4
1980-1989	6
Before 1980	20
Date Unknown	

### ObGyn & Pediatrics (RG-RJ)

#### By Location

Circulating	608
Reference	7
Special Collections	1
<b>Titles=</b>	<b>616</b>

#### By Publication Date

2005-	16
2000-2004	35
1990-1999	114
1980-1989	163
Before 1980	288
Date Unknown	

**Therapeutics & Pharmacology (RM - RS)****By Location**

Circulating	342
Reference	37
Special Collections	
<b>Titles=</b>	<b>379</b>

**By Publication Date**

2005-	30
2000-2004	58
1990-1999	94
1980-1989	77
Before 1980	119
Date Unknown	1

**Nursing (RT)****By Location**

Circulating	1017
Reference	21
Special Collections	3
<b>Titles=</b>	<b>1041</b>

**By Publication Date**

2005-	52
2000-2004	133
1990-1999	208
1980-1989	262
Before 1980	385
Date Unknown	1

**Non Traditional Medicine (RV-RX-RZ)****By Location**

Circulating	43
Reference	1
Special Collections	
<b>Titles=</b>	<b>44</b>

**By Publication Date**

2005-	
2000-2004	7
1990-1999	18
1980-1989	6
Before 1980	13
Date Unknown	



# **Appendix C**

## **Finance and Budget Information**



MESA STATE COLLEGE  
FY04 Cost Analysis

Dept/Subj	BANNER	CH Total F03 S04	Faculty Comp	Class Comp	Dept Head Comp	Admin Comp	Academic Support	Stud Svcs Alloc	Institl Supp Alloc	Plant Alloc	OCE	TOTAL COSTS	TOTAL
PHYSICS LOWER	1440	2,517.0	162,068	813	51	49,685	47,192	3,139	43,121	58,317	29,818	391,014	
PHYSICS UPPER		158.0	87,984	51		3,139	2,981	1,894	2,724	3,684	1,894	102,447	
1440 Total		2,676.0	250,052	864		52,824	50,173	5,033	45,845	62,000	31,702	493,460	
ENGINEER LOWER	1445	237.0	55,205										
ENGINEER Total	1445 Total	237.0	55,205	849		7,780	4,444		4,060	5,491	1,986	79,815	
ENVIRON LOWER	1450	558.0	84,256		112	13,513	10,462	9,560	9,560	12,928	10,064	140,896	
ENVIRON UPPER		490.0	85,198	99		11,866	9,187	8,395	8,395	11,353	8,838	184,935	
1450 Total	1450 Total	1,048.0	169,454	211		25,379	19,649	17,954	17,954	24,281	18,902	275,831	
COMPUTER SCIENCE													
CSCI LOWER	1460	1,511.0	199,889	4,003	1,523	43,440	28,330	25,886	25,886	35,008	21,588	359,647	
CSCI UPPER		653.0	157,032	1,730	658	18,773	12,243	11,187	11,187	15,129	9,321	226,074	
1460 Total	1460 Total	2,164.0	356,921	5,733	2,181	62,213	40,574	37,074	37,074	50,138	30,888	585,721	
MATH/STATS													
MATH LOWER	1465	6,488	576,470	17,174	1,067	111,705	121,646	111,152	111,152	150,321	63,892	1,153,427	
MATH UPPER		613	136,710	1,622	101	10,550	11,469	10,498	10,498	14,197	6,034	191,201	
REMEDIAL/REMEDIAL		3,987	155,372	10,554	656	68,645	74,754	68,305	68,305	92,375	39,263	509,923	
STAT LOWER		2,177	169,835	5,763	358	37,482	40,817	37,296	37,296	50,439	21,438	363,429	
STAT UPPER		40	10,577	107	7	693	755	689	689	932	396	14,156	
1465 Total	1465 Total	13,305	1,048,964	35,219	2,189	228,074	249,461	227,941	227,941	308,265	131,023	2,232,135	
NURSING/RAD TECH													
NURS LOWER	1600	906.0	176,840	6,236	712	42,411	16,987	15,522	15,522	20,991	18,152	297,850	
NURS UPPER		2,450.0	502,409	16,862	1,925	114,688	45,936	41,973	41,973	56,764	48,088	829,645	
RTEC LOWER		780.0	111,691	5,368	613	36,513	14,825	13,363	13,363	18,072	15,028	215,872	
1600 Total	1600 Total	4,136.0	790,940	28,466	3,249	193,612	77,547	70,858	70,858	95,827	82,868	1,343,367	
HUMAN WEALTH PERFORMANCE													
HPWA/HP LOWER	1780	5,768.0	338,676	13,048	2,069	100,624	108,146	98,817	98,817	133,639	58,129	853,149	
HPWA/HP UPPER		2,856.0	185,955	6,480	1,024	49,824	53,548	48,929	48,929	66,171	28,782	440,694	
1780 Total	1780 Total	8,624.0	524,631	19,508	3,093	150,448	161,695	147,746	147,746	199,810	86,912	1,293,843	
MONTROSE													
1800 Total	1800 Total	5,657.0	140,325	135,926		62,713	106,065	96,916	96,916	49,964	32,620	624,529	
GRADUAT 5XX													
MANG		252.0	35,233	7,871	4,511	14,451	4,725	4,317	4,317	5,839	2,782	79,729	
MARK		81.0	1,808	2,530	1,450	4,645	1,519	1,388	1,388	1,877	894	16,110	
BUGB		165.0	44,784	5,154	2,954	9,482	3,094	2,827	2,827	3,823	1,822	73,918	
ACCT		63.0	7,905	1,968	1,128	3,613	1,181	1,079	1,079	1,460	696	19,029	
FINA		69.0	10,905	3,957	1,235	3,957	1,294	1,182	1,182	1,599	762	23,068	
1910 Total	1910 Total	630.0	100,634	19,677	11,278	36,128	11,812	10,793	10,793	14,597	6,955	211,874	
Grand Total	Grand Total	137,221.0	12,052,607	322,464	153,131	2,914,364	2,572,808	2,350,884	2,350,884	3,041,278	1,749,026	25,417,084	



# **Appendix D**

## **Program Assessment**



## PROGRAM ASSESSMENT PLAN

Nursing Program Licensed Practical Nurse  
(Instructional Degree Program) (Certificate Level)

2006-2007 October, 2006  
(Assessment Period Covered) (Date Submitted)

Submitted By: Cidnee Hoyt, MSN RN  
(Department Head or Faculty Assessment Representative)

### Expanded Statement of Institutional Purpose Linkage:

#### **Institutional Mission / College Goals Reference:**

The college shall offer liberal arts and sciences programs and a limited number of professional, technical and graduate programs.

The nursing program supports the goals for the college. Specifically faculty strives to insure the utilization of broad-based knowledge as requisite for competent professional nursing.

#### **Intended Educational (Student) Outcomes:**

1. Graduates will demonstrate knowledge necessary for providing competent professional care within the LPN scope of practice.
2. Graduates will demonstrate skills necessary for employment/practice as a Licensed Practical Nurse.
3. Graduates will demonstrate effective use of math computational skills appropriate to the nursing field.

(Please Copy and Paste to create space for additional Student Outcomes, if needed) Intended Educational (Student) Outcome #1:

**First Means of Program Assessment for Outcome #1:**

**1a. Means of Program Assessment and Criteria for Success: 90% of students will successfully pass A.T. I. tests at or above the 60% threshold.**

**Second Means of Assessment for Outcome #1:**

**1b. Means of Program Assessment and Criteria for Success: 90% of students will pass the NCLEX-PN examination on their first attempt.**

**Intended Educational (Student) Outcome #2:**

**Graduates will demonstrate skills necessary for employment/practice as a Licensed Practical Nurse.**

**First Means of Assessment for Outcome #2:**

**2a. Means of Program Assessment and Criteria for Success: 90% of LPN students will rate “agree or strongly agree” on the semester program review.**

**Second Means of Assessment for Outcome #2:**

**2b. Means of Program Assessment and Criteria for Success: 90% of employers will rate “agree or disagree” on the employer survey.**



[Empty box]

**Intended Educational (Student) Outcome #3:**

**First Means of Assessment for Outcome #3:**

**3a. Means of Program Assessment and Criteria for Success: 90% of students will pass the NURS101, Pharmacology Calculations final exam.**

# **ASSESSMENT RECORD FOR DEPARTMENT OF Nursing & Radiologic Sciences**

**2004-2005**

**(Assessment Period Covered)**

**10/07/05**

**(Date Submitted)**

**Includes Assessment Reports for those Instructional Programs listed below:**

**Title of Instructional Degree Program**

**Degree Level**

**Undergraduate Nursing Program**

**Associate of Applied  
Science**

**Submitted by: Kristine Reuss,, Department Head/ Cindy  
Thomas, Faculty Assessment Representative**

**(Department Chair or Faculty Assessment Rep.)**

Form A-Title Page

# ASSESSMENT REPORT FOR

**Nursing Program**  
(Instructional Degree Program)

**Assoc Applied Sci**  
(Degree Level)

**2004-2005**  
(Assessment Period Covered)

**03/04/05**  
(Date Submitted)

## **Expanded Statement of Institutional Purpose Linkage:**

**Institutional Mission Reference:** The college shall offer liberal arts and sciences programs and a limited number of professional, technical, and graduate programs.

**College/University Goal(s) Supported:** The nursing program supports the goals of the college. Specifically faculty strives to insure the utilization of broad-based knowledge as requisite for competent professional nursing.

## **Program Intended Educational (Student) Outcomes:**

1. Graduates will demonstrate knowledge necessary for providing competent professional care.

2. Graduates will demonstrate skills necessary for employment/practice as a professional nurse.

3. Graduates will demonstrate effective use of math computational skills appropriate to the nursing field.

**ASSESSMENT REPORT  
FOR**

**Nursing Program**  
(Instructional Degree Program)

**Assoc Applied Sci**  
(Degree Level)

**2004-2005**  
(Assessment Period Covered)

**03/04/05**  
(Date Submitted)

**Intended Educational (Student) Outcome:**

NOTE: There should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

**1. Graduates will demonstrate knowledge necessary for providing competent professional care.**

**First Means of Assessment for Outcome Identified Above:**

**1. a. Means of Program Assessment and Criteria for Success:  
85% of students will successfully pass the exit exam on their first attempt.**

**1. a. Summary of Assessment Data Collected:**

**The LPN-AAS program began in January, 2006 and students will not complete the exit examination until December, 2006. The data on our current students will be included in the 2005-2006 Assessment Report.**

**1. a. Use of Results to Improve Instructional Program: This measurement is an important one to measure overall performance of the students prior to graduation, however, we have not been able to collect the information from students in this new program. We will include this same measurement in our 2005-2006 assessment plan.**

**Second Means of Assessment for Outcome Identified Above:**

**2. a. Means of Program Assessment and Criteria for Success:  
85% of students will pass NCLEX on their first attempt.**

**2. a. Summary of Assessment Data Collected: The LPN-AAS program began in January, 2006 and the first class of students will take the NCLEX until after they graduate in December, 2006. The data on our current students will be included in the 2005-2006 Assessment Report.**

**2. a. Use of Results to Improve Instructional Program: This measurement is an important one to measure overall performance of the students after graduation, however, we have not been able to collect the information from students in this new program. We will include this same measurement in our 2005-2006 assessment plan.**

Form C-Educational Outcome Report Page

**ASSESSMENT REPORT  
FOR**

**Nursing Program**  
(Instructional Degree Program)

**Assoc Applied Sci**  
(Degree Level)

**2004-2005**  
(Assessment Period Covered)

**03/04/05**  
(Date Submitted)

**Intended Educational (Student) Outcome:**

**NOTE:** There should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

**2. Graduates will demonstrate skills necessary for employment/practice in professional nursing.**

**First Means of Assessment for Outcome Identified Above:**

**2. a. Means of Program Assessment and Criteria for Success:**  
90% of graduating students will rate "agree or strongly agree" on the program exit evaluation.

**2. a. Summary of Assessment Data Collected:** The LPN-AAS program began in January, 2006 and students will not complete the program exit evaluation until December, 2006. The data on our current students will be included in the 2005-2006 Assessment Report.

**2. a. Use of Results to Improve Instructional Program:** This measurement is an important one to measure employment readiness of the students at graduation, however, we have not been able to collect the information from students in this new program. We will include this same measurement in our 2005-2006 assessment plan.

**Second Means of Assessment for Outcome Identified Above:**

**2. b. Means of Program Assessment and Criteria for Success:**  
90% of employers will rate "agree or strongly agree" on the employer survey.

**2. b. Summary of Assessment Data Collected:** The LPN-AAS program began in January, 2006 and students will not complete graduate until December, 2006. Employer surveys will be sent in the spring of 2006 to evaluate our first group of graduates.

**The data on our current students will be included in the 2005-2006 Assessment Report.**

**2. b. Use of Results to Improve Instructional Program: This measurement is an important one to measure employment readiness of the students at graduation. We have not been able to collect the information from employers, since our first graduates will not be employed until early 2006. We will include this same measurement in our 2005-2006 assessment plan.**

**ASSESSMENT REPORT  
FOR**

**Nursing Program**  
(Instructional Degree Program)

**Assoc Applied Sci**  
(Degree Level)

**2004-2005**  
(Assessment Period Covered)

**03/04/05**  
(Date Submitted)

**Intended Educational (Student) Outcome:**

NOTE: There should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

**3. Graduates will demonstrate effective use of general education skills appropriate to the nursing field.**

**First Means of Assessment for Outcome Identified Above:**

**3. a. Means of Program Assessment and Criteria for Success:**  
80% of students at all levels in the nursing program will pass math quizzes on the first attempt.

**3. a. Summary of Assessment Data Collected:** Math quizzes were administered in NURS 206 and NURS 216 clinical courses. 100% of the students passed the math quizzes with a grade of 90% or higher.

**3. a. Use of Results to Improve Instructional Program:**  
Faculty will continue to administer math quizzes in the clinical courses to ensure that students can successfully perform computations needed for safe medication administration.

**Second Means of Assessment for Outcome Identified Above:**

**3. b. Means of Program Assessment and Criteria for Success:**  
Students will average a score of 3.5 (scale 1-4) for communication items on clinical evaluations at the end of each semester.

**3. b. Summary of Assessment Data Collected:** Data from 12 students was available on their NURS 206: Med-Surg clinical evaluation with an average communication score of 3.84.

**3. b. Use of Results to Improve Instructional Program:** The LPN-AAS students have prior experience working with patients



**in various care settings and demonstrated communication skills greater than the criteria for success. Additional measures will be utilized in 2005-2006 to identify effective use of general education skills appropriate to the nursing field.**

Form C-Educational Outcome Report Page

## PROGRAM ASSESSMENT PLAN

Nursing Program

(Instructional Degree Program)

Assoc Applied Science

(Degree Level)

2005 -2006

(Assessment Period Covered)

October 18, 2006

(Date Submitted)

Submitted By:

Susan I. White, RN, MS

(Department Head or Faculty Assessment Representative)

### Expanded Statement of Institutional Purpose Linkage:

#### **Institutional Mission / College Goals Reference:**

The college shall offer liberal arts and sciences programs and a limited number of professional, technical and graduate programs.

The nursing program supports the goals for the college. Specifically faculty strives to insure the utilization of broad-based knowledge as requisite for competent professional nursing.

#### **Intended Educational (Student) Outcomes:**

1. Graduates will demonstrate knowledge necessary for providing competent professional care.

2. Graduates will demonstrate skills necessary for employment/practice as a professional nurse.

3. Graduates will demonstrate effective use of math computational skills appropriate to the nursing field.

(Please Copy and Paste to create space for additional Student Outcomes, if needed)

**Intended Educational (Student) Outcome #1:**

**First Means of Program Assessment for Outcome #1:**

**1a. Means of Program Assessment and Criteria for Success: 90% of students will successfully pass A.T. I. tests at or above the 60 percentile threshold.**

*A total of 10 students were in the class, 8 took the ATI RN Comprehensive Predictor 3.0 75% of the students were above the 60 percentile.*

*All the nine students went on to pass NCLEX with the exception of one.*

*Of the two students who did not achieve the 60 percentile one did not pass NCLEX the first time but successfully passed on the second try. The other student did pass on the first try.*

**Second Means of Assessment for Outcome #1:**

**1b. Means of Program Assessment and Criteria for Success: 90% of students will pass the NCLEX-RN examination on their first attempt.**

*The 2005 graduating class had an 86% (national average is 84%) pass rate for the first time.*

*One student did not pass and retook the exam a month later and passed. The national average for second retake is 46% pass rate. MSC was 100%.*

*The 2006 class has not taken the NCLEX exam yet.*

**Intended Educational (Student) Outcome #2:**

**Graduates will demonstrate skills necessary for employment/practice as a professional nurse.**

**First Means of Assessment for Outcome #2:**

**2a. Means of Program Assessment and Criteria for Success: 90% of graduating AAS nursing students will rate “agree or strongly agree” on the semester program review.**

*This evaluation was not done for the 2005 class. There will be a one year after graduation done.*

*The 2006 class will have an exit evaluation as well as follow ups.*

*All but one student graduated from the 2005 class graduated from our program, which included the clinical as well as the theory content. The one student passed all nursing courses, however needed one PE credit to graduate from MSC. That student moved out of state and has now completed that one course and graduated from MCS. The student is now waiting to take NCLEX at this time. At this point the 2006 class has had one student that has not passed a clinical course with the remainder of the class passing clinical and theory. The 2005 graduating class has all been employed in nursing this last year.*

**Second Means of Assessment for Outcome #2:**

**2b. Means of Program Assessment and Criteria for Success: 90% of employers will rate “agree or disagree” on the employer survey.**

*An employer survey was not done, however a one year evaluation will be done for the 2005 class.*

**Intended Educational (Student) Outcome #3:**

**First Means of Assessment for Outcome #3:**

**3a. Means of Program Assessment and Criteria for Success: 80% of students at all levels in the nursing program will pass math quizzes on their first attempt.**

*This is not a clear means of evaluation; a more formal math (drug calculations) assessment is needed.*

*The 2005 class did not have trouble with math; all the graduates of the 2005 were able to pass the math competency tests embedded in the courses. However, many students in the 2006 class has had problems with math competency from the beginning in January 2006. The faculty has been exploring ways to assess and assist students with math. We've added a remedial Pharmacology Calculations course to the J-term and summer semester to assist students who are struggling with the applied math used in nursing practice.*

*We now require students to take an admission ATI TEAS (Test of Essential Academic Skills) which includes math. With the results of this test we will advise the student to take the remediation course and refer for tutoring when they begin the program. A program policy was also developed to address appropriate actions if a student is identified with poor math skills.*

## PROGRAM ASSESSMENT PLAN

LPN to AAS Nursing Program  
(Instructional Degree Program)

Assoc Applied Science  
(Degree Level)

January 2007- December 2007  
(Assessment Period Covered)

November, 2006  
(Date Submitted)

Submitted By: Susan I. White, RN, MS  
(Department Head or Faculty Assessment Representative)

### Expanded Statement of Institutional Purpose Linkage:

#### **Institutional Mission / College Goals Reference:**

The college shall offer liberal arts and sciences programs and a limited number of professional, technical and graduate programs.

The nursing program supports the goals for the college. Specifically faculty strives to insure the utilization of broad-based knowledge as requisite for competent professional nursing.

#### **Intended Educational (Student) Outcomes:**

1. Graduates will demonstrate knowledge necessary for providing competent professional care.

2. Graduates will demonstrate skills necessary for employment/practice as a professional nurse.

3. Graduates will demonstrate effective use of math computational skills appropriate to the nursing field.

(Please Copy and Paste to create space for additional Student Outcomes, if needed)

**Intended Educational (Student) Outcome #1:**

**First Means of Program Assessment for Outcome #1:**

**1a. Means of Program Assessment and Criteria for Success: 90% of students will successfully pass A.T. I. tests at or above the 60 percentile threshold.**

**Second Means of Assessment for Outcome #1:**

**1b. Means of Program Assessment and Criteria for Success: 90% of students will pass the NCLEX-RN examination on their first attempt.**

**Intended Educational (Student) Outcome #2:**

**Graduates will demonstrate skills necessary for employment/practice as a professional nurse.**

**First Means of Assessment for Outcome #2:**

**2a. Means of Program Assessment and Criteria for Success: 90% of graduating AAS nursing students will rate “agree or strongly agree” on the semester program review.**

**Second Means of Assessment for Outcome #2:**

**2b. Means of Program Assessment and Criteria for Success: 90% of employers will rate “agree or disagree” on the employer survey.**

**Intended Educational (Student) Outcome #3:**

**First Means of Assessment for Outcome #3:**

**3a. Means of Program Assessment and Criteria for Success: 80% of students in the nursing program will pass math quizzes on their first attempt in each semester (3).**

## PROGRAM ASSESSMENT PLAN

Nursing Program

(Instructional Degree Program)

Assoc Applied Sci

(Degree Level)

January 2006- December 2006

(Assessment Period Covered)

November, 2005

(Date Submitted)

Submitted By:

Susan I. White, RN, MS

(Department Head or Faculty Assessment Representative)

### Expanded Statement of Institutional Purpose Linkage:

#### **Institutional Mission / College Goals Reference:**

The college shall offer liberal arts and sciences programs and a limited number of professional, technical and graduate programs.

The nursing program supports the goals for the college. Specifically faculty strives to insure the utilization of broad-based knowledge as requisite for competent professional nursing.

#### **Intended Educational (Student) Outcomes:**

1. Graduates will demonstrate knowledge necessary for providing competent professional care.

2. Graduates will demonstrate skills necessary for employment/practice as a professional nurse.

3. Graduates will demonstrate effective use of math computational skills appropriate to the nursing field.

(Please Copy and Paste to create space for additional Student Outcomes, if needed)



**Intended Educational (Student) Outcome #1:**

**First Means of Program Assessment for Outcome #1:**

**1a. Means of Program Assessment and Criteria for Success: 90% of students will successfully pass A.T. I. tests at or above the 60 percentile threshold.**

**Second Means of Assessment for Outcome #1:**

**1b. Means of Program Assessment and Criteria for Success: 90% of students will pass the NCLEX-RN examination on their first attempt.**

**Intended Educational (Student) Outcome #2:**

**Graduates will demonstrate skills necessary for employment/practice as a professional nurse.**

**First Means of Assessment for Outcome #2:**

**2a. Means of Program Assessment and Criteria for Success: 90% of graduating AAS nursing students will rate “agree or strongly agree” on the semester program review.**

**Second Means of Assessment for Outcome #2:**

**2b. Means of Program Assessment and Criteria for Success: 90% of employers will rate “agree or disagree” on the employer survey.**

**Intended Educational (Student) Outcome #3:**

**First Means of Assessment for Outcome #3:**

**3a. Means of Program Assessment and Criteria for Success: 80% of students at all levels in the nursing program will pass math quizzes on their first attempt.**

## PROGRAM ASSESSMENT REPORT

Nursing program  
(Instructional Degree Program)

**Bachelor of Science**  
(Degree Level)

2004-2005  
(Assessment Period Covered)

October, 2005  
(Date Submitted)

Submitted By: Cindy Thomas, MS, RN  
(Department Head or Faculty Assessment Representative)

### Expanded Statement of Institutional Purpose Linkage:

#### **Institutional Mission / College Goals Reference:**

The college shall offer liberal arts and sciences programs and a limited number of professional, technical and graduate programs.

The nursing program supports the goals for the college. Specifically faculty strives to insure the utilization of broad-based knowledge as requisite for competent professional nursing.

#### **Intended Educational (Student) Outcomes:**

1. Graduates will demonstrate knowledge necessary for providing competent professional care.

2. Graduates will demonstrate skills necessary for employment/practice as a professional nurse.

3. Graduates will demonstrate effective use of math computational and communication skills appropriate to the nursing field.

(Please Copy and Paste to create space for additional Student Outcomes, if needed)

**Intended Educational (Student) Outcome #1:**

**First Means of Program Assessment for Outcome #1:**

**1a. Means of Program Assessment and Criteria for Success: 90% of students will successfully pass the exit exam (score of 66 or higher) on their first attempt.**

**1a. Summary of Assessment Data Collected:**  
**In December of 2004 29 of the 29 (100%) seniors passed the RN-CAT exit exam with a score of 66 or better.**  
**In May of 2005 19 of the 19 (100%) seniors who passed the exit with a score of 66% or better.**

**1a. Use of Results to Improve Program:**  
**The RN –CAT exit exam does provide summative scores for the student and the department however more detailed, data rich formative testing programs are now available. The Nursing Department will be switching to a new program beginning with students in the Fall 2005 graduating class.**

**Second Means of Assessment for Outcome #1:**

**1b. Means of Program Assessment and Criteria for Success: 90% of students will pass the NCLEX-RN examination on their first attempt.**

**1b. Summary of Assessment Data Collected:**  
**Fall 2004 Graduates (n=28) attained a 100% NCLEX Pass Rate. Spring of 2005 graduates, however, attained an 83.3% pass rates n=18). This equals a 93.5% combined pas rate for the 2004-2005 academic year.**

**1b. Use of Results to Improve Program:**

The BSN Program at MSC is constantly working to improve the nursing education of its graduates and, therefore, their NCLEX pass rates. We will be adding a formative testing process which will assist every student to test, remediate and retest throughout their nursing education. Data and past programs' histories have supported improved NCLEX success rates with this complete testing/feedback system.

**Intended Educational (Student) Outcome #2:**

**Graduates will demonstrate skills necessary for employment/practice as a professional nurse.**

**First Means of Assessment for Outcome #2:**

**2a. Means of Program Assessment and Criteria for Success: 90% of Level 5 students will rate "agree or strongly agree" on the semester program review.**

**2a. Summary of Assessment Data Collected:**

Available data showed that 13 out of the 14 students (92.8%) who completed the Program Review survey responded with Agree or Strongly Agree.

**2a. Use of Results to Improve Program: The areas with Disagree responses were analyzed and discussed at faculty meetings. These responses, as well as evaluative comments, were shared with faculty and changes were woven into the curriculum. As an example several comments spoke to the need for faculty to standardize their use and expectations of APA format. Faculty discussed this and APA standardization has been adopted throughout the program.**

**Second Means of Assessment for Outcome #2:**

**2b. Means of Program Assessment and Criteria for Success: 90% of employers will rate “agree or disagree” on the employer survey.**

**2b. Summary of Assessment Data Collected: The Nursing Department continues to struggle with establishing effective ways to evaluate this criteria. This year we hand delivered surveys to supervisors of departments which currently employ some of our recent graduates. These supervisors reacted negatively to our survey commenting that it was not an appropriate measure of the new graduates preparedness. Because we are not satisfied with our assessment mechanism currently in place, we are not submitting data relative to this criterion**

**2b. Use of Results to Improve Program: The Nursing Department at MSC feels strongly that we do want feedback and data from the employers of our graduates. We will be contacting other health profession educators and see if we can create a more usable tool and mechanism to gather this valuable information.**

**Intended Educational (Student) Outcome #3:**

**First Means of Assessment for Outcome #3:**

**3a. Means of Program Assessment and Criteria for Success: 80% of students at all levels in the nursing program will pass math quizzes on their first attempt.**

**3a. Summary of Assessment Data Collected: Math quizzes are administered in the 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> semesters of the nursing program. Results are as follows:**

Semester	Level within Program	n	% of students passing on 1 <sup>st</sup> attempt
Fall 2004	Level 2	30	94%
	Level 3	32	78%
	Level 4	20	100%
Spring 2005	Level 2	29	89.3%
	Level 3	29	79.3%

	<b>Level 4</b>	<b>32</b>	<b>100%</b>
<p><b>3a. Use of Results to Improve Program:</b>  <b>Math computational skills continue to be a significant problem within the BSN nursing program. Pre-admission testing with needed proof of remediation was initiated in 2004. In addition Senior students are now available to tutor up and coming nursing students. The new formative testing system, which will be adapted throughout the nursing program in Fall of 2005, should also assist in improving the mathematics skills of our student population.</b></p>			

**Second Means of Assessment for Outcome #3:**

**3b. Means of Program Assessment and Criteria for Success: Students at all levels will average a score of 3.5 ( scale 1-4) with regard to communication items on final , end of semester clinical evaluations. In addition, Teaching Project scores in the first and fifth semesters will be compared to assess if improvement has occurred.**

**3b. Summary of Assessment Data Collected:**  
**Communication is assessed each semester during each student's evaluation of clinical performance. Consistent evaluation criteria are used by clinical faculty in five areas: communication with patient/family, communication with instructor/staff/peers, patient teaching, documentation and group process. Communication sub scores and their averages are as follows. Level II Medical/Surgical students' scores averaged a score of 3.5 out of 4.0. Level IV, Advanced Medical/Surgical Students' scores averaged 3.6 out of 4.0. Teaching project scores for the first semester averaged 94.3%, while like scores for the fifth semester students averaged 94.3%.**

**3b. Use of Results to Improve Program:**  
**Communication scores increased from the second semester to the fourth semester, assuming, then, that communication skills are improving as the nursing student progresses though the program. In addition, scores earned in teaching projects improved from the first semester to the final semester, thus demonstrating growth in the key nursing communication area of teaching. Communication skills and teaching abilities will continue to be assessed using consistent mechanisms within the BSN program.**

## PROGRAM ASSESSMENT REPORT

Nursing program  
(Instructional Degree Program)

Bachelor of Science  
(Degree Level)

2005-2006  
(Assessment Period Covered)

October, 2006  
(Date Submitted)

Submitted By: Judy Goodhart, MSN, RN  
(Department Head or Faculty Assessment Representative)

### Expanded Statement of Institutional Purpose Linkage:

#### **Institutional Mission / College Goals Reference:**

The college shall offer liberal arts and sciences programs and a limited number of professional, technical and graduate programs.

The nursing program supports the goals for the college. Specifically faculty strives to insure the utilization of broad-based knowledge as requisite for competent professional nursing.

#### **Intended Educational (Student) Outcomes:**

1. Graduates will demonstrate knowledge necessary for providing competent professional care.

2. Graduates will demonstrate skills necessary for employment/practice as a professional nurse.

3. Graduates will demonstrate effective use of math computational and communication skills appropriate to the nursing field.

(Please Copy and Paste to create space for additional Student Outcomes, if needed)



**Intended Educational (Student) Outcome #1:**

**First Means of Program Assessment for Outcome #1:**

**1a. Means of Program Assessment and Criteria for Success: 90% of students will successfully pass the exit exam (score of 62% or higher) on their first attempt. This score implies predicted probability of passing the NCLEX at 91% or higher.**

**1a. Summary of Assessment Data Collected:  
-- In December, 2005, 30 of 32 students (93%) passed the new Comprehensive Predictor Exam provided by Assessment Technologies Institute (ATI) with a score of at least 62%**

**1a. Use of Results to Improve Program:  
The ATI RN Comprehensive Predictor Exam that is now given as an exit exam provides information on students' performance in specific content areas within all of the nursing courses. Information about weak areas in students' performance can then be reviewed and course content can be revised as needed. In addition, students get individual results that enable them to review areas that have been determined by the exam to be areas in need of improvement.**

**Second Means of Assessment for Outcome #1:**

**1b. Means of Program Assessment and Criteria for Success: 90% of students will pass the NCLEX-RN examination on their first attempt.**

**1b. Summary of Assessment Data Collected:  
Fall 2005 Graduates (n=30) attained a 90% NCLEX Pass Rate. Spring of 2006 graduates, however, attained an 86% pass rates ( n=28). This equals an 88% combined pass rate for the 2005-2006 academic year.**

**1b. Use of Results to Improve Program:**

The BSN Program at MSC is constantly working to improve the nursing education of its graduates and, therefore, their NCLEX pass rates. We have added the ATI testing assessments throughout the program. Beginning in Level I, students are able to take practice test questions, both under proctored situations and at their convenience on line for all nursing subjects. We anticipate that this will help students successfully pass the NCLEX exam.

**Intended Educational (Student) Outcome #2:**

**Graduates will demonstrate skills necessary for employment/practice as a professional nurse.**

**First Means of Assessment for Outcome #2:**

**2a. Means of Program Assessment and Criteria for Success: 90% of Level 5 students will rate “agree or strongly agree” on the semester program review.**

**2a. Summary of Assessment Data Collected:**

There is no data available for the 2005-2006 year. The program is in the process of developing electronic evaluation forms which will hopefully elicit better responses from students. We do know from informal conversations that students desire more instruction on delegation and prioritization of nursing care.

**2a. Use of Results to Improve Program:**

As a result of these informal discussions, faculty have begun to implement exercises in both classroom and in the lab situation that focus on delegation tasks and prioritization activities.

**Second Means of Assessment for Outcome #2:**

**2b. Means of Program Assessment and Criteria for Success: 90% of employers will rate “agree or disagree” on the employer survey.**

**2b. Summary of Assessment Data Collected:** The Nursing Department continues to struggle with establishing effective ways to evaluate this criteria. During the 2005-2006 academic year evaluations from employing agencies were not performed. The nursing department is in the process of developing an electronic form and will implement it for the next year

**2b. Use of Results to Improve Program:** The Nursing Department at MSC feels strongly that we do want feedback and data from the employers of our graduates. Based on informal discussions with employers, however, the faculty have determined that the program will begin a focus on delegation and prioritization of nursing care

**Intended Educational (Student) Outcome #3:**

**First Means of Assessment for Outcome #3:**

**3a. Means of Program Assessment and Criteria for Success:** 80% of students at all levels in the nursing program will pass math quizzes on their first attempt.

**3a. Summary of Assessment Data Collected:** Math quizzes are administered in the 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> semesters of the nursing program. Results are as follows:

Semester	Level within Program	N	% of students passing on 1 <sup>st</sup> attempt
	Level I	31	94%
Fall 2005	Level 2 – Pharm	31	90%
	- Med/surg	31	71%
	Level 3		No data available
	Level 4	27	98%
Spring 2006	Level 1	30	94%
	Level 2 – Pharm	31	96%
	- Med/surg	32	90%
	Level 3		No data available
	Level 4	31	97%

**3a. Use of Results to Improve Program:**

With increasing emphasis on math skills as a prerequisite for admission, the math capabilities of students throughout the program are improving. For those students who need assistance with math skills, senior students are available for tutoring. Beginning with the next year, students admitted to the program will be taking the TEAS (Test of Essential Academic Skills) from the ATI company. A component of this exam is math proficiency, so faculty are able to assess student skills from pre-entrance and throughout the program. We've added a Pharmacology Calculations course in the J-term and summer semesters to help students remediate applied math skills specific to nursing practice.

**Second Means of Assessment for Outcome #3:**

**3b. Means of Program Assessment and Criteria for Success:** Students at all levels will average a score of 3.5 ( scale 1-4) with regard to communication items on final , end of semester clinical evaluations. In addition, Teaching Project scores in the first and fifth semesters will be compared to assess if improvement has occurred.

**3b. Summary of Assessment Data Collected:**

Communication is assessed each semester during each student's evaluation of clinical performance. Consistent evaluation criteria are used by clinical faculty in five areas: communication with patient/family, communication with instructor/staff/peers, patient teaching, documentation and group process. Communication sub scores and their averages are as follows. In Fall of 05, Level I students averaged 3.31, Level II students averaged 3.53, Level III students averaged 3.61, Level IV students averaged 3.64 and Level V students averaged 3.6 Teaching project scores for the first semester averaged 96.9. Data from the last semester project are unavailable, but informal assessment implies that students in the last semester have consistently achieved at or above the 3.5 level

**3b. Use of Results to Improve Program:**

Communication scores increased from the first semester to the fourth semester, assuming, then, that communication skills are improving as the nursing student progresses though the program. In addition, scores earned in teaching projects improved from the first semester to the final semester, thus demonstrating growth in the key nursing communication area of teaching.

Communication skills and teaching abilities will continue to be assessed using consistent mechanisms within the BSN program.

**Debra K. Bailey**  
1935 N. 5<sup>th</sup> Street  
Grand Junction, CO 81501  
Home Phone: (970) 241-7693  
Work Phone: (970) 245-1220

**PERSONAL DATA**    Date of Birth:            March 22, 1960  
                          Place of Birth:            Grand Junction, Colorado  
                          Marital Status:         May 1, 1982  
                          Children:                 2 daughters: June 1, 1985; December 31, 1988

**EDUCATION:**

- 10/2003            SANE Training (Sexual Assault Nurse Examiner)
- 6/2002            Certification for Diabetic Education (C.D.E.)
- 1997-1998        UNIVERSITY OF COLORADO  
Family Nurse Practitioner Program. Graduation August 1998.
- 1993              UNIVERSITY OF COLORADO  
Masters of Science in Community Health Nursing
- 1988, 1992-1994    Clinical & Lecture Instructor for Mesa State College, School of Nursing, in Maternal/Child Nursing and Fundamentals of Nursing
- 1988              National Faculty for Newborn Resuscitation Program. May 1988, 1990, 1992, 1994, 1996, 1998
- 1987              MESA STATE COLLEGE, GRAND JUNCTION, COLORADO  
Bachelor of Science Degree in Nursing, May 1987, Clinical Nursing at St. Mary's Hospital and Medical Center.
- 1986-present    NAACOG Certification as Neonatal Nurse Practitioner
- 1985              SOUTH DAKOTA STATE UNIVERSITY, SIOUX FALLS, SOUTH DAKOTA  
Neonatal Nurse Practitioner Program. Graduated with 4.0 GPA in Didactic and Clinical Preceptorship at Primary Children's Hospital in Salt Lake City, Utah, and St. Mary's Hospital & Medical Center in Grand Junction, Colorado.
- 1980              MESA STATE COLLEGE, GRAND JUNCTION, COLORADO  
Associate of Science Degree in Nursing, Clinical Nursing experience at Veterans' Administration Hospital, St. Mary's Hospital & Medical Center and Community Hospital.

**EDUCATIONAL INSERVICES TAUGHT:**

1. Part H and the Intensive Care Nursery Infant  
Bridging the gap between NICUs and home.
2. Neonatal Resuscitation 1986-1994  
Taught to Outreach Nurses and Physicians in small hospitals, Neonatal Nurses, Labor & Delivery Nurses, Resident Family Practice Physicians.

## WORK EXPERIENCE:

- 9/1998-present  
Job Title: Family Nurse Practitioner  
Location: Primary Care Partners, P.C.  
Description: Direct patient services consisting of assessment, diagnosis and treatment of acute and chronic medical issues. Preventive care, health maintenance, well child care and counseling of multi-faceted health issues. Specialization in woman's health, teen health, diabetes and foot care. Teach Diabetes "Type 2 What to Do" classes three to four times per year.
- 8/1996-1999  
Job Title: Nursing Instructor  
Location: Mesa State College School of Nursing and Radiological Science, Mesa State College, Grand Junction, Colorado  
Description: ♦ Lecture for Pharmacology and Health Assessment, Role Transition.  
♦ Clinical Instructor for Community Health Nursing and Home Visits for Post-Surgical Open Heart Patients.
- 8/1994-6/1996  
Job Title: District Registered Nurse for School District #51  
Location: Mesa County Valley School District #51  
Description: ♦ Identify and coordinate health services for students aged preschool to twelfth grade.  
♦ Oversee services of 5000 students, 500 of which are in special education services.  
♦ Health services including vision, hearing, and physical assessment, and overseeing medication needs.  
♦ Identification of health issues and referral to appropriate community resources.
- 1988,  
1992-1994  
Job Title: Clinical & Lecture Instructor for Mesa State College, School of Nursing, in Maternal/Child Nursing and Fundamentals of Nursing
- 6/1984 to  
8/1994  
Job Title: Neonatal Nurse Practitioner  
Location: St. Mary's Hospital & Medical Center, Grand Junction, Colorado  
Description: ♦ Differential diagnosis and management of presenting neonatal problems in the delivery room and intensive care nursery.  
♦ Attend high-risk deliveries.  
♦ Perform emergency and diagnostic procedures, including tracheal intubation, chest tube placement, suprapubic aspiration, umbilical vessel catheterization, lumbar puncture, vena punctures, and needle aspiration of pneumothorax.  
♦ Psychosocial counseling with parents.  
♦ Outreach education and coordination of Newborn Resuscitation for Western Slope of Colorado, and Eastern Utah hospitals.  
♦ Assessment of staff development needs and inservice education.

- ◆ Assume management role in transport of referred high-risk neonates.
  - ◆ Collaborate with other health team members including the social worker, public health nurse, physicians (both referral and receiving), nurses, and family in administering care and coordination of appropriate dismissal follow-up plans.
- 5/1983 to  
1/1984
- Job Title: Intensive Care Nursery Staff Nurse  
Location: St. Mary's Hospital & Medical Center, Grand Junction, Colorado
- Description:
  - ◆ Assessment, care and evaluation of critically ill and recuperating infants in the intensive care nursery.
  - ◆ Working knowledge and functioning ability of a wide variety of critical care monitoring and respiratory care equipment.
  - ◆ Evaluation of psychosocial needs of patients.
  - ◆ Collaboration with other members of the health care team in administering care and planning follow-up for neonates in the ICN.
  - ◆ Transport Nurse for high risk transports.
- 1/1981 to  
5/1983
- Job Title: Assistant Head Nurse on Evening Shift  
Location: St. Mary's Hospital & Medical Center, Grand Junction, Colorado
- Description:
  - ◆ Staffing, scheduling, evaluations, and chronologicals of staff on evening shift.
  - ◆ Reviewing and participating in writing of policies and procedures.
  - ◆ Orientation of new nurses on Unit.
  - ◆ Transport Nurse for high-risk transports.
- 6/1980 to  
1/1981
- Job Title: Staff Nurse  
Location: St. Mary's Hospital & Medical Center, Grand Junction, Colorado
- Description:
  - ◆ Worked Orthopedics as staff RN doing patient care and team leading.
  - ◆ Oriented to Neuro unit for two months.

**PROFESSIONAL JOURNALS:**

Sigma Theta Tau Research Journal  
Journal of the American Academy of Nurse Practitioners  
American Journal of Nursing

**PROFESSIONAL AFFILIATIONS:**

Friends of Nursing  
Sigma Theta Tau, Nu Kappa, Mesa State College  
Alpha Kappa-At-Large, University of Colorado Health Science Center  
Colorado Nurses Association  
American Academy of Nurse Practitioners

**BOARDS:**

Mesa County Board of Health 1997-present (Term ends 2007)

# JUDITH BROCK

## CONTACT INFORMATION

729 A Shore Circle  
Grand Junction, Colorado 81505  
Home Phone: 970-245-9157  
Work phone: 970-248-1064  
E-mail: jdbrock@mesastate.edu

## EXPERIENCE

2005-2006      Mesa State College      Grand Junction, CO

### *Nursing Instructor*

January 2005: Nurs 403 – Public Health Nursing

January 2006 to present: In addition to Nurs 403 on campus and online, have taught Nurs 203 – Pharmacology I, Nurs 304 – Pharmacology II, Nurs 312 – Home Health Nursing, Nurs 112 – LPN Pharmacology, & Nurs 101 – LPN Pharm Calculations. Also assisted with Nurs 201 – Nursing Fundamentals.

1997 - 2006      Mesa County Health Department      Grand Junction, CO

### *HCP & Well Child Nursing Supervisor*

1997-2006: Directed Health Care Program for Children with Special Needs (HCP) for 11 counties of Colorado's Western Slope

2004-2006: Added Nursing Supervisor responsibilities for Mesa County

2005-2006: Added Well Child Coordinator responsibilities, including Mesa County Child Fatality Review and Underage Drinking Prevention Committees

Took the initiative to encourage applying for and receiving multiple years of Colorado Trust grants to study home visitation by public health nurses; developing an innovative scannable, computerized nursing assessment system (HVLG) to track needs of Mesa County's public health client population and services provided. For the last three years, assumed primary responsibility for annual reports to Colorado Department of Public Health and environment (CDPHE) for the county's maternal child and HCP programs.

1996-1997      Marillac Clinic      Grand Junction, CO

### *Medical Manager*

Served as the first Medical Manager for Marillac, working in collaboration with managers for dental, visual, and volunteer programs to coordinate directions for the agency as a whole, as well as to assure the efficient delivery and quality of health care services.



May 2000 Colorado Trust  
"Mesa County Nurse Home Visitation Project"  
Presentations on development of public health nursing assessment data system presented to Colorado Trust and Mesa County Board of Health.

Numerous other presentations and trainings offered 1997 through 2006, related to Federal Title V Children & Youth with Special Needs (CYSIN) Programs and other vulnerable populations, nursing care coordination, and nursing leadership, available upon request.

#### HONORS

1983 Mesa County Nurse of the Year

May 1986 Mesa County Employee of the Month

#### PROFESSIONAL ACCOMPLISHMENTS

##### Grants:

In 1998, wrote and received initial home visitation learning grant from Colorado Trust to create computerized PHN nursing assessment system. Collaborated in writing for and receiving two additional renewal grants.

In 2001, collaborated in and received Caring for Colorado grant to purchase teleconference equipment enabling Mesa County to continue pioneering efforts in offering pediatric specialty clinical telemedicine consultation.

In 2004, wrote and received Grand Junction city block development grant enabling purchase of needed clinical equipment for programs serving city, county, and regional children and youth with special needs.

##### Collaboration with Managed Care:

In 2002, negotiated the first managed care contract in the state of Colorado for paid nursing care coordination by public health agency for special needs children. The contract is ongoing, and has expanded to cover care coordination for high-risk, neonatal intensive care (NICU) infants.

##### Technology:

Created Mesa County's first Well Child Clinic computerized documentation and data base system in 1985.

Initiated the computerization of public school nursing services, 1990-1996.

Within one year of rehire date in 1997, all Mesa County district public health nurses were trained and charting activities on computers. From

1999-2002, jointly with district nurses, created innovative computerized, scannable, public health nursing assessment and documentation system.

Through Mesa County Health Department's Health Care Program for Children & Youth with Special Needs (HCP), and collaboration with Colorado's Department of Public Health & Environment (CDPHE), St. Mary's Family Practice, and Rocky Mountain Health Plans, held the first pediatric teleclinic in state of Colorado, in 2000.

Through collaboration with CDPHE HCP program, provided leadership and experience in design and initiation of first statewide-computerized data system for children with special needs in 2002-03, with ongoing participation and beta testing, for the updated system 2005-06.

#### REPORTS AND DOCUMENTS

1997-2006	Western Slope Region Annual HCP Reports to CDPHE
1999-2002	HVLG Colorado Trust Monthly & Annual Reports
2002-2006	Mesa County's MCH Annual Reports to CDPHE
2004-2006	RMHP-HCP Annual Reports

## Curriculum Vita

Sandy Forrest, RN, Ph.D.  
709 Canyon Creek Drive  
Grand Junction, CO 81503  
(970) 243-9335 home  
(970) 248-1398 work  
sforrest@bresnan.net

### EDUCATION

- June 1986-August 1989      **Ph.D.**, Psychiatric Nursing  
The University of Texas, TX  
**Dissertation:** Perceived Social Support, Self-Esteem, Depression and Suicidal Ideation of Rural Adolescents
- May 1978-August 1979      **Master of Science, Psychiatric Nursing**  
University of Miami, Miami, FL  
**Thesis:** Replication Study of the Relationship Between Educational Preparation and Therapeutic Approach to Acting-Out Psychiatric Patients
- September 1975-March 1977      **Master of Science, Adult Education**  
Florida International University, Miami, FL  
**Thesis:** Attitudinal Effect and Overall GPA of ADN Graduates; Relationship Between GPA and NLN Scores and NLN Score to Licensure Exam
- January 1973-June 1975      **B.S.N.**, Florida International University, Miami, FL  
**Research:** Relationship Between Educational Preparation and Therapeutic Approach to Acting-Out Psychiatric Patients
- January 1968-December 1970      **A.A., A.D.N.**, Santa Fe Community College,  
Gainesville, FL
- PROFESSIONAL EXPERIENCE**
- October 2003-Present      Therapist, Behavioral Health & Wellness Center  
Grand Junction, CO  
**Duties:** individual, couples and family counseling
- August 1980-Present      Professor, Nursing and Radiological Sciences,  
Department Chair 1994-2003  
Mesa State College, Grand Junction, CO  
**Duties:** Teach leadership, research, nursing electives
- June 1992-August 2002      Administrative Consultant, Community Hospital,  
Nursing Department, Grand Junction, CO  
**Duties:** Team building, assist with JCAHO accreditation process

June 1989-August 1993	Therapist, PsyHealth, Grand Junction, CO <b>Duties:</b> Team Leader (Specialized Treatment of Sexual Perpetrators); individual, group, family counseling; team building
January 1988-December 1988	Research Assistant, Center for Nursing Research, The University of Texas, Austin, TX <b>Duties:</b> Computer instruction; data collection and analyses; grant writing
October 1980-June 1986	Psychiatric Nurse Clinical Specialist, St. Mary's Hospital & Medical Center, Grand Junction, CO <b>Duties:</b> Team building; Staff development
September 1975-August 1980	Assistant Professor, Nursing, Miami Dade Community College, Miami, FL <b>Duties:</b> Administrative Coordinator
September 1975-December 1975	Charge Nurse, Out-Patient Psychiatry, Jackson Memorial Hospital, Miami, FL
June 1973-March 1975 May 1978-July 1980	Charge Nurse, Adolescent & Adult Psychiatry, Highland Park General Hospital, Miami, FL
January 1973-June 1973	Staff Nurse, Adult Psychiatry, Jackson Memorial Hospital, Miami, FL
September 1971-November 1972	Charge Nurse, Medical-Surgical, South Miami Hospital, Miami FL
June 1971-September 1971	Staff Nurse, Alachua General Hospital, Gainesville, FL

**LICENSURE**  
R.N., Colorado

**PRESENTATIONS**  
Stress Management

Community Hospital, 1989-91  
St. Mary's Hospital, 1990-91  
Independent Building Contractors, 1993  
Center for Executive Development, 1995-96  
Women's Network, 2001

Adolescent Suicide

WCAHEC, 1990, 1994  
American Association of Suicidology, 1990  
Hospital & Community Psychiatric Institute, 1990  
Colorado Nurses Association, 1990-91

Co-Dependency

WCAHEC, 1990-91

Drugs and Suicide	Mesa State College Colloquium, 1991
Putting Ourselves Within Eden's Realm	WCAHEC, 1992 Chautauqua, 1992
Managing Sensitive Situations	Center for Executive Development, 1994-95 Western Slope Society of Radiological Technologies, 2001
Gender Talk 101	Chautauqua, 1992
I Think, Therefore I am	Chautauqua, 1994
Personal Power and Conflict Resolution	MCP Hahnemann University, 2002 Mosby's Faculty Development Summer Institute, 2002
Spiritual Aspects of Caring	WCAHEC, 1993 Chautauqua, 1994 St. Mary's Women's Pavilion/Sr. Life Center, 1995
Spirituality in Nursing Education	MCP Hahnemann University, 1995
Strategic Planning	Community Hospital, 1995 Community Hospital, 1996
Journaling	Women's Network, 1995 MCP Hahnemann University, 1995
Learning Styles vs. Teaching Styles	Mosby's Faculty Development Summer Institute, 2002 Mosby's Faculty Development Institute, 2003 University of Memphis, 2003
Marketing Health Care	Community Hospital, 1996
Creative Leadership	Community Hospital, 1997
Transformational Leadership	Community Hospital, 1998 MCP Hahnemann University, 2002 Mosby's Faculty Development Institute, 2003
A Creative Approach to Outcomes Assessment	Indiana University School of Nursing, 1998
Critical Thinking and Communication	Indiana University School of Nursing, 1999 Jewish Hospital College of Nursing, 2002

Effective Outcomes  
Assessment

Chicago Institute for Nursing Education, 2001  
Northwest Nursing Education Institute (Portland),  
2001  
MCP Hahnemann University, 2002  
University of Memphis, 2002

Engaged Learning

University of Memphis, 2003

### **PROFESSIONAL MEMBERSHIPS**

Sigma Theta Tau - Nu Kappa Chapter, 1979-present

### **ACCREDITATION SITE VISITOR**

Commission on Collegiate Nursing Education, 1999-present

### **PUBLICATIONS**

Suicide and the rural adolescent. (1998, Summer). Adolescence, 23 (90), 341-347.

Understanding the self. (1993, May/June). Nursing Forum, 28 (2), 5-10.

A glance back in time. (1994, April/June). Nursing Forum, 29 (2), 35-36.

Psychotherapeutic drugs. (1996). In N.L. Pinell (Ed.), Nursing Pharmacology,  
PA: Saunders

Creativity on the edge of chaos. (1999). Seminars for Nurse Managers, 7 (3), 136-140.

Teaching styles. (2003). In L. Cauputi & L. Englemann (Eds.), Teaching Nursing: the Art  
and Science. IL: College of DuPage.

Learning styles. (2003). In L. Cauputi & L. Englemann (Eds.), Teaching Nursing: the Art  
and Science. IL: College of DuPage.

Personal power and conflict resolution. (2003). In L. Cauputi & L. Englemann (Eds.),  
Teaching Nursing: the Art and Science. IL: College of DuPage.

Effective outcomes assessment. (2003). In L. Cauputi & L. Englemann (Eds.), Teaching  
Nursing: the Art and Science. IL: College of DuPage.

Learning and teaching: the reciprocal link. (2004). The Journal of Continuing Education  
in Nursing.

Communication and conflict resolution. (2005). In B. Cherry & S.R. Jacob (Eds.),  
Contemporary Nursing: Issues, Trends and Management (3<sup>rd</sup> Ed.), MO: Mosby.

Peer reviewer:

Journal of Nursing Scholarship, 1994-present

Nursing Forum, 1993-present

Psychiatric Review, 1992-present

The Journal of Continuing Education in Nursing, 2003-present

## Curriculum Vitae

Sue K. Goebel RNC, M.S. ARNP  
2684 Bahamas Way  
Grand Junction, CO 81506  
(970) 255-8453  
(970) 248-1182

### EDUCATION

September 1990 --  
August 1993

**Master of Science, Parent Child Nursing**  
University of North Dakota, Grand Forks, ND 58201  
Thesis: Menstrual Hygiene Product Use and the Incidence  
Of Abnormal Papanicolaou Smear Results

September 1980 -  
December 1984

**Bachelor of Science, Nursing**  
University of North Dakota, Grand Forks, ND 58201

### CREDENTIALS

1999  
1994  
1993  
1992  
1991  
1984

Sexual Assault Nurse Examiner (S.A.N.E.) pending  
Women's Health Nurse Practitioner Certified  
Clinical Nurse Specialist: Parent Child Nursing  
Ambulatory Women's Health Nurse Certified  
HIV/AIDS Educator Red Cross Certified  
Crisis Intervention; Certified

### PROFESSIONAL EXPERIENCE

September 1998-  
Present

Associate Professor of Nursing  
Mesa State College, Grand Junction, CO 81506

July, 1998 -  
Present

Advanced Registered Nurse Practitioner  
Mesa County Public Health Department  
Grand Junction, CO 81506

September, 1993 -  
May 1998

Advance Registered Nurse Practitioner  
Valley Health, Grand Forks, ND 58201

June 1989-  
September 1993

Registered Nurse  
Valley Health, Grand Forks, ND 58201

June 1989 -  
May, 1998

Optimal Pregnancy Outcome Program Director  
Valley Health, North Dakota

September 1987-  
June, 1989

Public Health Nurse  
Steele County Public Health Department, Owatonna, MN

September 1997 -  
June, 1989

Registered Nurse  
St. Olaf's Hospital, Austin, MN

August 1985 -  
August 1987

Registered Nurse  
Valley Health, Grand Forks, ND 58201

August 1985 --  
August 1997

Optimal Pregnancy Outcome Program Director  
Valley Health, Grand Forks, ND 58201

December 1984 --  
August, 1985

Registered Nurse  
Medical Center Rehabilitation Hospital, Grand Forks, ND

#### LICENSURE

R. N., Colorado

Advanced Registered Nurse Practitioner; Colorado Registry

#### PRESENTATIONS

- documentation of presentations 1985-1997 was lost/destroyed in the Grand Forks Flood of 1997; numerous presentations on topics including Human Sexuality, Communication, Body Language, Parent Child Issues, Family Planning Issues, Domestic Violence Issues, Adolescent Behavior, Adolescent Parenting, the Well Woman, Menopause, Sexually Transmitted Disease, HIV/AIDS, and Public Health campaigns were presented to varied audiences composed of parents, children, teachers, health care professionals, college classrooms, law enforcement, crisis intervention volunteers and a number of task forces; often these groups were gathered together at conferences or conventions.

#### PROFESSIONAL MEMBERSHIPS

American Nurses Association, 1993-Present

Colorado Nurses Association, 1999-*Present*

North Dakota Nurse's Association, 1993-1998

Sigma Theta Tau International, 1992-present

National Association of Nurse Practitioners in reproductive Health, 1994-present

AWHONN (formerly NAACOG), 1992-1994

North Dakota Public Health Association, 1990-1998



## Curriculum Vita

Judy L. Goodhart, RN, MSN  
2730 Beechwood Street  
Grand Junction, CO 81506

Home: 970-243-4665  
Work: 970-248-1774  
goodhart@mesastate.cdu  
LJGoodhart@bresnan.net

### Education

- August, 1976 Graduate level Health Assessment Course from University of Colorado
- August, 1971 - August, 1973 **Master of Science, Medical-surgical Nursing**  
University of Colorado, Health Sciences Center, Denver, CO  
Research project: Stressors of ICU Nurses.
- January, 1971 - June, 1973 **Bachelor of Science in Nursing**  
Loretto Heights College, Denver, CO.
- August, 1961 - August, 1964 **Diploma, Nursing**  
Allegheny General Hospital School of Nursing  
Pittsburgh, PA

### Professional Experience

- Fall, 2000  
August, 1989 to present  
Awarded Professor of Nursing  
Bachelor of Science in Nursing Program Director  
Mesa State College, Grand Junction, CO
- August, 1976-1989  
Clinical instructor, nursing lecturer, Associate Degree and BSN Programs, Mesa State College, Grand Junction, CO
- August, 1973-December, 1975  
Nursing instructor, Community College of Denver, Denver, CO
- Summers, 1979-2004  
Patient Representative, Director of Volunteers, Discharge Planner and Utilization Review Nurse (relieve for vacations and days off)
- July, 1968-Aug, 1973  
Staff nurse, ICU, CCU, Rose Medical Center, Denver, CO
- July, 1966-May, 1968  
Staff nurse, ICU, CCU, Yale New Haven Hospital, New Haven, Connecticut
- January, 1965  
Staff nurse, ICU, CCU and float, Hospital of University of Pennsylvania, Philadelphia, Pennsylvania
- 1964 (4 months)  
Float RN, Allegheny General Hospital, Pittsburgh, Pennsylvania

## Licensure

R.N., Colorado 39515

## Memberships

Sigma Theta Tau, International	1974-present
Alpha Kappa Chapter -	1974-1975
Mesa State Nursing Honor Society	1989- 1992
Nu Kappa Chapter (Mesa State College)	1992 - present
Treasurer	1994 - 1996
Faculty Counselor	1998 - 2004
American Nurses' Association,	1973-present
Colorado Nurses' Association	
Offices held at Local level (DNA # 5:	
Corresponding Secretary	1979-1981
Workshop, Co-chair	1980-1981
Social and Legislative liaison	1980-1984
Continuing Education committee	1981-1982
Workshop committee	1983-1986, 1990-2005
Continuing Education chair	1984-1991, 1992-2003
DNA # 5, Board of Directors	1984-1986, 1988-1990
Health Education committee	1986-1990
Membership committee chair	1992-1993
Co-president DNA # 5	2000-2001
President DNA # 5	2001 - 2002
Treasurer DNA #5	2004 - present
Offices held at State level	
Chair - Scholarship committee	1984-1986
Chair - Nominating committee	1997-1998
Region III Director for State, CNA	1999-2001, 2002-2004
American Cancer Society	1980-present
Chair, Public Education committee (local)	1981-1982
Chair, Service and Rehab committee (local)	1982-1983
Vice-president (local unit)	1984-1986
President (local unit)	1986-1988
Secretary (local unit)	1993-2002
Appointed to Colorado Division Board	1985-1998
State Service and Rehab Committee chair	1991-1993
Executive Committee, Colorado Division Board	1991-1995
Cancer Control Committee, Colorado Division	1993-1995
Planning committee for Relay for Life	1999-2004

St. Mary's Hospital Home Care Services Professional Advisory Committee	1988-1994
St. Mary's Hospital Woman's Auxiliary	1984-1990
Family Health West Hospital Foundation Board	1990-1996
Hilltop Rehabilitation Hospital Board of Directors	1994-1996
Hilltop Community Resources Board	1996-present
Member, State-wide Task Force on Entry into Practice	1987-1991
Colorado Society of Nurse Executives	1993-1995
Colorado Association of Collegiate Nurses	1993-1995
Home Care of the Grand Valley Board of Directors	2003-present

### **Honors**

American Cancer Society's Volunteer Award of Excellence, 1987  
Colorado Nurses' Association Award for Notable Achievement in Nursing Education, 1992  
Colorado Nurses' Association – District 5 Nurse of the Year, 1993  
Colorado Nurses' Association Award for Outstanding Contribution at the DNA Level, 1995  
American Cancer Society, Colorado Division Quality of Life Award for Rehab, 1997  
Distinguished Faculty Award for Mesa State College, 2001  
Colorado Nightingale Award Finalist, 2002  
Colorado Student Nurses' Association (CSNA) Advisor of the Year, 2003  
Colorado Nurses' Association, District 5, Nurse of the Year, 2006  
Distinguished Visitor Embarkation to Naval Aircraft Carrier, U.S.S. Abraham Lincoln representing Mesa State College, BSN Program, July, 2007

### **Publications**

Goodhart, Judy and Mustee, Elizabeth. *Writing Guide for Nurses*. Grand Junction, CO, Mesa State College, 1982, with revision, 1984, 1988.

Goodhart, Judy and Page, Joyce. "Radiology Nursing". *Colorado Nurse*. June, 2005  
Goodhart, Judy and Page, Joyce, "Radiology Nursing", published in *Journal of Orthopedic Nursing*, January, 2007

### Peer Reviews

Peer reviewer for W. B. Saunders Co., 1998-Medical Surgical Nursing and Pharmacotherapeutics for Nursing texts.

Peer reviewer for *Journal of IV Therapy*, 1998-1999

Peer reviewer for *Nurse Educator*, 1999-2004

National Council Licensing Exam (NCLEX) item writer for national nursing licensing exam - February, 2000 and 2002, October, 2003

Peer reviewer for Mosby, 2002- *Medical Surgical Nursing*

Peer reviewer for Elsevier, 2006, *Handbook of Diseases*

Peer reviewer for Lippincott/Williams/Wilkins, *Focus on Pharmacology*, 2006, 2007



## Cathy Hartt, RN, MS

Advanced Practice Nurse  
Certified Health, Life and Business Coach  
Quality Improvement Specialist  
PO Box 1930  
344 High St.  
Lyons, CO 80540  
Phone: (303) 823-0204  
Email: cathy~~nm~~@msn.com

### OBJECTIVE

A position with a progressive health care firm that allows me to use my clinical, coaching and quality improvement skills in order to improve the outcomes of communities, teams and individuals.

### QUALIFICATIONS

I feel my unique background as an advance practice nurse, health care leader, certified positive psychology coach and quality improvement specialist make me a great match for health care leadership positions. My professional background includes over 20 years in the health care field, including both leadership and clinical roles. My strengths are effective recognition/mentoring of the individual strengths of team members, strategic planning, goal accomplishment, focus on high leverage changes, and love of continuous learning.

### EDUCATION

Master of Science in Nursing (Nurse-Midwifery), University of Utah, G.P.A. 3.77; 1988 – 1989  
Bachelor of Science in Nursing, Mesa State College, graduated Magna Cum Laude; 1985 – 1988  
Associate Degree in Nursing, Mesa State College, Graduated with distinction; 1981 – 1983  
A.A.S. in Graphic Communications, Mesa State College, Graduated with Honors; 1973 - 1975

### CERTIFICATIONS

Authentic Happiness Coaching, Martin E. P. Seligman, Ph.D., Spring 2004 class  
Institute for Healthcare Improvement Breakthrough Series, Boston, MA, April 2001.  
Nurse Midwifery Certification, American College of Nurse-Midwives #5627, March 1990

### EMPLOYMENT

**7/04-Present Owner/Coach, Empower! Health, Life and Business Coaching**  
Founded the first health, life and business coaching service in Lyons, CO. Service designed to serve local, regional individuals and businesses. Service also designed to serve health care professionals and teams desiring more positive, fulfilling outcomes.

**1/05-Present Area Faculty Chair, Family & Community Health, University of Phoenix Nursing Program**  
Serve as faculty for University of Phoenix Colorado Nursing Program. Teach courses in community health, women's health, family health, marketing, quality improvement, research, leadership, etc. Have attended the Flexnet faculty training and teach across the State via this primarily web-based modality.

**1/05-Present Home Visitor, Boulder Public Health Nurse-Family Partnership (NFP) Program**

Provide home visitation services low-income, first-time mothers throughout Boulder County for this research-based prevention program that involves coaching for improved life outcomes. Formerly worked for the NFP's national office in Denver and then served on the Boulder County Community Board for this agency. This is a 0.7 FTE position.

**4/04-5/05 Per Diem Nurse-Midwife, People's Clinic, Boulder, CO**

Per diem position to cover labor and delivery of Maternity Program patients 1-4 days/month. Have also been involved as a consultant between The Thayer Group and People's Clinic to assist in development of nurse-midwifery delivery services for private clients in the Boulder area. Privileges at Boulder Community Hospital.

**1/03-4/05 Nurse-Midwife/Consultant, The Thayer Group for Women's Care, Boulder, CO**

One day per week position as clinician and web designer for small private OB/gyn practice. Developed and implemented "Stepping Stones" prenatal program for early prenatal care. Design practice web site and participate in marketing and community networking.

**11/02-1/05 Certified Nurse-Midwife, Healthone Aurora Nurse-Midwives, Aurora, CO**

Half-time clinical position providing direct care to low-income, inner city obstetric patients in the clinic and labor/delivery settings. Privileges at The Medical Center of Aurora.

**1/01-11/02 Quality Improvement Coordinator, National Nurse-Family Partnership, Denver, CO**

Acted as the first quality improvement coordinator for national maternal-child home visit program. Attended the Institute for Healthcare Improvement Breakthrough Series and lead quality improvement initiatives in Colorado and Pennsylvania. Participated in planning and served as keynote speaker for California state-wide conference.

**8/98-1/01 Maternal Child Specialist, Faculty, Clinic Director, University of Texas Medical Branch, Regional Maternal & Child Health Program, Angleton and Galveston, TX**

Directed university-based clinic that provided OB, gynecology and pediatric services. Clinic was regulated by JCAHO and Texas Department of Health; oversaw credentialing visits from both agencies. Provided supervision of entire clinic staff, including nursing, advanced practice nurses and social workers. Involved in University-wide quality improvement through faculty committee appointment to the Nursing Peer Review and Development Committee. Oversaw student rotations and provided clinical instruction to medical students, residents and PA/APN students.

**11/93-4/98 Director, Nurse-Midwifery Services, Montrose Memorial Hospital, Montrose, CO**

Continued as Nurse-Midwifery department manager and practice director after selling private midwifery practice to Montrose Memorial Hospital 11/93. Was first unit to convert to CQI model. Implemented JCAHO standards and wrote department policies. Supervised all staff and involved on numerous community committees. Practice became the largest OB practice in the Montrose region. Awarded Colorado State Legislative Honorarium for pioneering midwifery in Montrose and improving regional perinatal outcomes.

**7/91-11/93 Owner, Woman To Woman, private nurse-midwifery practice, Montrose, CO**

Founded the first nurse-midwifery practice in Montrose County in order to improve regional perinatal outcomes through improved access to care. Developed practice into clinically successful and financially stable venture. Sold to Montrose Memorial Hospital in order to expand services. Continued on as department manager for the hospital until 1998.

6/91-3/92 Certified Nurse-Midwife/Practitioner, Montrose County Nursing Service, Montrose, CO  
Began as clinic practitioner for prenatal and gynecological clients. When clinic lost its contract to provide prenatal care, developed private practice in order for low-income prenatal to receive care locally. Continued on as gynecological nurse practitioner until private practice became self-supporting.

6/91-7/92 Family Planning Practitioner, Delta County Health Department, Delta, CO  
Part-time position as family planning practitioner. Worked here until Montrose private practice required I be within 30 minutes of Montrose Hospital. I provided advanced practice preceptorship through Planned Parenthood of the Rocky Mountains to an area RN who assumed this position from me. Preceptorship provided through my private practice.

6/90-5/91 Certified Nurse-Midwife, Phoenix Memorial Hospital, Phoenix, AZ  
Full-time, full-scope clinical midwifery position. Was clinician responsible for marketing within the practice.

6/83-6/90 Obstetric Nurse/Childbirth Educator/Nurse-Midwife/Consultant, Community Hospital, Grand Junction, CO  
Began with full-time position in obstetric nursing. This position also required cross-covering in ER, med-surg, out patient surgery. While in this position, I developed and marketed the hospital's first childbirth education program. Selected by hospital administration for role as first nurse-midwife at this facility - masters education funded in-part by this employer. Upon graduation, returned here to establish a practice (affiliated with two of the hospital's OB/gyn physicians) and acted as consultant/clinical specialist to hospital's L&D unit.

6/87-2/88 Obstetric/Nursery Nurse, Saint Mary's Hospital, Grand Junction, CO  
Per diem position to supplement full-time position at Grand Junction Community Hospital. Desired further experience in level II nursery and at level II OB setting.

6/81-11/83 Childbirth Educator, Mesa County Childbirth Education Association, Grand Junction, CO  
Position required certification through local ICEA group. Taught classes and acted as librarian for the group. Developed and published the first community newsletter, Family and Friends, for this agency.

#### LICENSURE INFORMATION

Colorado RN license and APN certification 076690  
DEA number available upon request

#### MEMBERSHIPS

American College of Nurse-Midwives, 1989 – Present  
Colorado Chapter of the American College of Nurse-Midwives, 1992 – Present  
Service Director's Network, Inc. (Secretary 1996-2002, web site editor 1999-present), 1994 – present  
Institute for Healthcare Improvement, 2001-Present  
Lyons Chamber of Commerce, 2004-present  
Lamaze International, 2004-present

## ORGANIZATIONS/COMMITTEES

- Lyons Girls and Boys Club Board, 2005.
- Lyons Chamber of Commerce Board, 2005.
- Lyons Depot Library Board, 2004-present.
- Boulder County Nurse-Family Partnership Community Coalition, 2004-present.
- American College of Nurse-Midwives, Member Quality Management Section, 2002-present.
- Annual Colorado Nurse-Midwifery Symposium, Planning Committee, 2002-2003.
- Training Event for the Diocese, Statewide Planning Committee, 2002.
- Mesa State College Alumni Association, Board of Directors, 2002-present.
- Warren Village women's home, facilitator, domestic violence group, 2002.
- Partners in Prevention Program, University of Colorado, Mentor, 2002-2003.
- Quality Improvement Committee Chair, National Center for Children, Families & Communities, Denver, CO; 2001- 2002.
- Faculty Committee Appointment, Nursing Peer Review and Development Committee, University of Texas Medical Branch, Galveston, TX; 2000.
- Mentoring Families to Families, Galveston, TX; 1999-2000.
- Quest for Mission Committee, Holy Comforter Episcopal Church, Angleton, TX; 1999.
- Western Colorado Area Health Education Center Colleagues in Caring Project; 1997-1998.
- Obstetric Clinical Paths Committee, Montrose Memorial Hospital; 1995-1996.
- Advanced Practice Nurses Network, group leader, Montrose; 1994-1998.
- Great Start Advisory Group, Montrose; 1995-1996.
- Family Center Home Visitation Program Advisory Group, Montrose; 1994-1996.
- Teen Pregnancy Prevention Initiative Stakeholders Group, Montrose; 1994-1998.
- Family Center Planning Committee, Montrose Memorial Hospital; 1992-1993.
- Uncompahgre Healthy Communities Project, Delta/Montrose; 1991-1992.

## HONORS

- Honorarium presented by Kay Alexander, Colorado State Legislature for pioneering low-income care in Montrose, CO; 1999
- ACNM Kitty Earnst Award Nominee; 1998
- Who's Who in Medicine and Healthcare, Second Edition; 1999
- Nightingale Award Nominee; 1996
- Who's Who in American Nursing; 1995
- National Dean's List; 1989
- Who's Who Among Students in American Colleges and Universities; 1987-1988
- Dean's List; Fall 1981, Spring 1983
- President's List; Fall 1982, Fall 1987
- Bernice Berg Scholarship; Fall 1987
- Colorado State Scholarship; Spring, 1982

## RESEARCH

- Marketing Program for Nurse-Midwifery Practice, Master's Project, University of Utah; 1989.



## PRESENTATIONS IN POSITIVE PSYCHOLOGY

- 8/04 Improving Postpartum Resilience, Boulder Community Hospital postpartum classes, Boulder, CO
- 10/04 Discover and Use Your Signature Strengths, Lyons United Methodist Church, Lyons, CO
- 10/04 Using Your Signature Strengths to Build Joy and Resilience for New Moms, Rose Hospital postpartum classes, Denver, CO
- 1/05 Using Signature Strengths to Build Joy and Resilience for New Moms, Nurse-Family Partnership Coalition, Boulder, CO
- 6/05 Savor a Beautiful Graduation Day, University of Phoenix Nursing Graduation Reception, Lone Tree, CO
- 8/05 Engaging Strengths, Finding Mission, Achieving Goals, presentation given for Lyons Boys and Girls Club Board

## PUBLICATIONS

Criterion, staff writer/editor, Mesa State College Newspaper, 1973 - 1975.

Family and Friends, editor, quarterly newsletter of the Mesa County Childbirth Education Association, 1981-1983.

Special Delivery, Editor, quarterly newsletter of Nurse-Midwifery Services, 1994--1998.

*Pioneering Nurse-Midwifery in Montrose: A Five Year Experience*, article published in Colorado Nurse, February 1997.

Empower! (formerly woman2woman). Editor/owner, Independent quarterly newsletter with supplemental monthly e-zine entitled Empower! Women as Leaders and local Lyon's CO printed supplement entitled "The Purring Lion", 1998 - Present. URL

*The Midwife as Clan Mother*, Connections Newsletter, Publication of the Whole Life Network, Montrose, CO, January 2000.

WomenofWonder Magazine, contributing writer, articles include: *We Deliver! History of Midwifery in the U.S.*, January 2000; *What Makes a Nurse-Midwifery Birth A Special Delivery?* March 2000; *Sticks, Stones and Broken Careers: Verbal Abuse in the Workplace*, July 2000.

OB/Gyn.net, contributing writer, articles include *Sticks, Stones and Broken Careers: Verbal Abuse in the Workplace*, July 2000; *A Woman's Experience of Traumatic Stress*, January 2001, *When 1 and 1 equal 2. Still? What Makes a Nurse Midwifery Birth A Special Delivery?* 2001, and *You're "Being Happy" for Two Now Improving Postpartum Resilience*, fall 2004.

Verbal Abuse.com, contributing author to site maintained by Author of the Verbally Abusive Relationship, Patricia Evans. *Sticks, Stones and Broken Careers: Verbal Abuse in the Workplace*. 2001.

## WEBSITES (Designed)

Anne Walters, CNM, [www.AnneWaltersCNM.com](http://www.AnneWaltersCNM.com)  
Colorado Perinatal Care Council, [www.coloradoperinatalcarecouncil.com](http://www.coloradoperinatalcarecouncil.com)  
Empower! Newsletter, [www.harttweb.com/empower](http://www.harttweb.com/empower)  
Nurse-Midwives' Service Directors Network, <http://servicedirectorsnetwork.com>  
The History of Pearl Lake State Park, [www.pearllakehist.com](http://www.pearllakehist.com)  
The Thayer Group for Women's Care, [www.thayergroup.org](http://www.thayergroup.org)  
The Mini MBA, [www.theminimba.info](http://www.theminimba.info)  
Wilson-Hughes Consulting, LLC, [www.wilsonhughesconsultingllc.com](http://www.wilsonhughesconsultingllc.com)  
Woman Care Midwifery Practice, [www.womancare.biz](http://www.womancare.biz)

## Curriculum Vita

Bethany R. Hoffman, RN, MS, CS  
3755 Horizon Glen Court  
Grand Junction, CO 81506

### EDUCATION

- 1997- 1998                      Doctoral Student, University of Colorado School of Nursing, Denver, Colorado.
- 1990-1993                      Masters of Science in Psychiatric Mental Health Nursing. University of Colorado Health Science Center, Denver, Colorado.
- 1972-1976                      Bachelor of Science in Nursing, University of Cincinnati, Cincinnati, Ohio.

### PROFESSIONAL EXPERIENCE

- 5/99- Present                      Associate Professor of Nursing, Mesa State College, Grand Junction, Colorado.
- 6/03- present                      Mental Health Therapist  
Marillac Clinic Grand Junction, Colorado
- 6/03-present                      RN, VA Medical Center, Psychiatric Services  
Grand Junction, Colorado
- 8/94-5/99                      Assistant Professor of Nursing, Mesa State College, Grand Junction, Colorado.
- 8/93-8/94                      Instructor, Associate Degree Nursing Program, Mesa State College, Grand Junction, Colorado.
- 6/87-12/95                      Psychiatric Staff Nurse, St. Mary's Hospital, Grand Junction, Colorado.
- 1/84-1/85                      Home Health Nurse, Hilltop Rehabilitation Hospital Grand Junction, Colorado.
- 1/78-1/85                      School Nurse, Mesa County School District 51 Grand Junction, Colorado.



- 2000                    *Group Therapy and Interventions* Hilltop
- 1998, 99                *Helpful, But Not Too Helpful* Academy for Educational  
Excellence, Mesa State College, VAMC
- 1998                    *Forensic Nursing* Colorado Nurses' Association
- 1997                    *Substance Abuse in the College Population* Mesa State College
- 1997, 98                *Managing the Assaultive Patient*, Aspen Valley Hospital, CU  
Medical Center Outreach Education
- 1996                    *Enhancing Empathy in Nursing Students*  
Seventh Annual National Nurse Educators' Conference
- 1996                    *Caring in Nursing Practice* Colorado Nurses' Association
- 1996                    *Coping With Stress* Mesa State College Student Nurses'  
Association
- 1995                    *Home Health Psychiatric Nursing* Mesa State College Center for  
Executive Development  
*Cultivating Your Creativity* Colorado Nurses' Assn.  
*Crisis Intervention* Stephens Ministry

**PROFESSIONAL REFERENCES:**

Complete name and title	Complete Address	Work phone	Years known
Dr Mark Rossman Senior Faculty	Capella University 225 S 6th St, 9th floor Minneapolis, MN 55402	1-888- 327-3552	3
Dr Elizabeth Bruch Senior Faculty	3038 F3/4 Rd Grand Junction, CO 81504	256-6455 434-1724	3
Viv Perry, RN			15

**GENERAL INFORMATION**

1. Have you ever been discharged or asked to resign from any position? .....  Yes  No  
(If "yes", give detailed explanation below.)

2a. Have you ever been convicted of an offense against the law, including traffic offenses? .....  Yes  No  
(You may omit any offense committed which was finally adjudicated in a juvenile court or under a Youth Offender law.)

2b. While in the military service, were you ever convicted by a general court martial? .....  Yes  No *M.*

(If "yes" to either 2a or 2b, give details below. Show for each offense: (1) date, (2) charge, (3) place, (4) court, and (5) action taken. NOTE: A conviction will not automatically exclude you from employment consideration.)

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

*Seeking employment with an active organization where I can continue and expand a career in the pre-hospital area as a paramedic.*

## PROFESSIONAL EXPERIENCE

---

### MESA STATE COLLEGE – Grand Junction, CO

#### ATL Assistant

Jan 2007- present

- Assist setting up labs for students
- Instruct students in development of specific skills
- Help develop and run scenarios for simulation lab

### ST. MARY'S HOSPITAL – Grand Junction, CO

#### Injury Prevention Coordinator

Aug. 2004-present

- Developed educational injury prevention programs for all ages
- Present injury prevention programs to schools and health fairs in Utah and Colorado
- Collaborate with various Grand Junction organizations and outreach areas in injury prevention programs
- Input data from trauma charts into the Colorado Trauma Registry

### PROFESSIONAL EMS EDUCATION – Grand Junction, CO

#### Instructor

June 2006- present

- Assist in instruction of EMT-B, EMT-I, BLS, ACLS, PALS, PEPP, AMLS classes

### SKY RIDGE MEDICAL CENTER – Lone Tree, CO

#### Medical Technologist

Aug. 2003-Aug. 2004

### SAN LUIS VALLEY REGIONAL MEDICAL CENTER – Alamosa, CO

#### Medical Technologist

Jan. 2002- June 2003

- Conducted laboratory tests in the areas of blood banking, chemistry, hematology, coagulation and urinalysis.
- Maintained computerized patient records and reported results to physicians and medical personnel in outlying clinics.
- Monitored and performed daily quality control on laboratory machines.
- Managed daily, weekly and monthly maintenance on specialized laboratory machines.

### WEST CARE AMBULANCE

#### Paramedic

June 2004-present

- Respond to pre-hospital 911 and paramedic transfer calls
- Assist in the initial process of billing

### SAN LUIS VALLEY REGIONAL MEDICAL CENTER – Alamosa, CO

#### Hospital EMS Director/Paramedic

Oct 1993 – Jan. 2002

#### EMT-I

April 1992 – Oct. 1993

- Supervised and managed a staff of 17 EMTs whose duties were to work in the emergency department and respond to pre-hospital calls 24-7 within Alamosa County.
- Developed and monitored annual EMS budget of \$475, 000.
- Received over \$250,000 through grant writing for equipment, training and ambulances.
- Initiated and presented several educational programs for grade, middle and high school students on an annual basis.
- Implemented QA/QI and QC for the Alamosa Ambulance Service, compliant with hospital's goals.

**Susan Mathews – B.A., NREMT-P, M.T. (ASCP)**

---

- Developed policies and procedures in compliance with JCAHO standards.
- Responded to pre-hospital calls and provided care for medical and trauma patients.
- Performed triage and direct patient care within the EMT-I/EMT-P scope of practice to emergency department patients.

**MONTE VISTA COMMUNITY AMBULANCE SERVICE Monte Vista, CO**

**EMT-I and Paramedic**

1982-1991; 1999-present

- Provided treatment and transport of medical and trauma patients.
- Integral member of the P&P team in developing and implementing performance standards for EMTs.
- Worked closely with Medical Director in reviewing runs and performing monthly QA/QI.
- Obtained over \$150,000 in grant funding for ambulances and training equipment.
- Upgraded the electronic patient care report and monitored safety issues for EMTs and patients.

**TRINIDAD STATE JUNIOR COLLEGE - Alamosa, CO**

**EMS Instructor**

1990-present

- Worked closely with EMS Educational Coordinator in implementing course objectives for EMS education.
- Instructed as a primary and secondary instructor for CPR, EMT-B, EMT-I and EMT-P classes.
- Maintained student records and grades

**EDUCATION**

---

Otterbein College Westerville, OH	Bachelor of Arts - Life Science	1975
St. Elizabeth Hospital Dayton, OH	Medical Technologist (ASCP)	1979
Trinidad State Junior College Alamosa, CO	Emergency Medical Technician – Basic	1982
	Emergency Medical Technician - Intermediate	1986
Adams State College Alamosa, CO	Bachelor of Science in Secondary Education	1992
Pueblo Community College Pueblo, CO	Emergency Medical Technician - Paramedic	2000
Excelsior College New York, New York	Registered Nurse	Estimated to complete in 2007

**CURRENT LICENSES AND CERTIFICATIONS**

---

State of Colorado EMS Coordinator	NREMT-Paramedic	BLS Instructor
State of Colorado Vocational Credential	ACLS Instructor	PALS Instructor
MT (ASCP) Medical Technologist	PHTLS Instructor	AMLS Instructor



**Kathy L. Olsen, BSRN**

2203 Knollwood Lane, Grand Junction, CO 81505

(970) 242-1374

[Kfolsen58@frontier.net](mailto:Kfolsen58@frontier.net)

**SKILLS  
SUMMARY**

Experienced Nurse of 25 years with a broad Nursing perspective. Experience includes hospital staff nursing and management, home care, public health, hospice, emergency and critical care nursing. Also experienced in process improvement, quality monitoring, standards development, facilitation of workgroups, education of staff.

**WORK  
HISTORY**

**LOA to Homeschool Daughter**

July 2005 – July 2006

**St. Mary's Hospital  
Director Medical Surgical Services  
Grand Junction, CO**

June 2004 – July 2005

- Vision and leadership of 4 medical surgical units (130 beds, approximately 190 FTE's)
  - Establish vision, 2 year blueprint and goals, culture statement
  - Customer Service and Satisfaction
  - Budget
  - Scheduling
  - Standards of care
  - Education
  - Quality monitoring and action planning

**St. Mary's Hospital  
Operations Manager Patient Services  
Grand Junction, CO**

April 2001 – June 2004

- Provide vision and leadership to the Staffing Office, House Supervisors, and Nursing Education.
- Provided vision and oversight for orientation of newly hired Nursing employees.
- Assisted in developing consistency in systems, processes and standards of care across departmental lines.
- Monitored regulatory compliance and subsequent relevant action plans.
- Developed vision and plan for safe medication practice, standard development, and reporting/monitoring of same. Facilitated multidisciplinary medication practice team.
- Facilitated Interdisciplinary Documentation team and a paper "bridge" to future Electronic Medical Record.
- Member and active participant of hospital Senior Nursing Leadership.
- Facilitate communication & education among Nursing personnel, including:
  - Nursing Focus newsletter
  - Nursing Focus intranet web-site
  - Facilitate agenda and minutes for Nursing Practice Committee

**St. Mary's Hospital  
Clinical Resource Specialist  
Grand Junction, CO**

July 2000 – April 2001

- Provided oversight and monitoring to the clinical education and competency of medical / oncology nursing staff.
- Monitored quality indicators and process improvements for the medical oncology unit.

**Hospice of the Grand Valley**  
**Admissions Coordinator**  
*Grand Junction, CO*

November 1997-July 2006

- Responsible for the coordination of admissions to Hospice services. Presented the Hospice alternatives, obtained consent, provided admission assessment and initial plan of care.
- Facilitated Hospice related educational offerings & marketed services to the local Hospitals and Nursing Care Facilities, as well as individuals in the community.

**Rocky Mountain HMO**  
**Discharge Planning, Auditor**  
*Grand Junction, CO*

December 1995 - June 1997

- Responsible for the coordination of discharges from hospital and other facilities.
- Audited facility chart to charges bills.
- Assisted in the refinement of auditing software.

**Sierra View District Hospital**  
**Manager, Quality & Utilization Review**  
*Porterville, CA*

1991 - December 1995

**Sierra View District Hospital**  
**RN, Emergency Department**  
*Porterville, CA*

1984 -1991

**Kaweah Delta District Hospital**  
**RN, Intensive Care Unit**  
*Visalia, CA*

1983-1984

**Mesa County Health Department**  
**RN, Clinic and Public Health**  
*Grand Junction, CO*

1982 - 1985

**Glendale Adventist Hospital**  
**RN, Definitive Observation Unit (ICU step-down)**  
*Glendale, CA*

1981 - 1982

**EDUCATION**

**B.S. Nursing 1976-1981**  
Bible minor (30 units required for graduation)  
*Biola (College) University, LaMirada, California*

**PROFESSIONAL  
ACTIVITIES**

- ◆ **Sigma Theta Tau, National Honor Society for Nursing**
- ◆ **Colorado Organization of Nurse Leaders**

**COMMUNITY  
ACTIVITIES**

- ◆ **Active member of Canyon Vineyard Church**
- ◆ **Elderly visitation and outreach**
- ◆ **Facilitate and teach faith based small groups**
- ◆ **Parent /Teacher Organization**

**Curriculum Vita**  
**Kristy Reuss, RN, Ph.D.**  
376 Soapweed Court  
Grand Junction, Colorado 81503  
970-241-6748 (home)  
970-248-1129 (work)  
E-mail: kreuss@mesastate.edu

**EDUCATION**

Ph.D., Nursing, University of Colorado Health Sciences Center. Dissertation: Conceptual triangulation of the physiologic response to therapeutic touch and the lived experience of therapeutic touch, 2004.

M.S., Nursing, University of Colorado Health Sciences, 1988. Major area of study: Community Health.

B.S.N., University of Colorado Health Sciences Center, 1977.

**ADMINISTRATIVE EXPERIENCE**

June, 2003 – present Academic Department Head  
Mesa State College  
Grand Junction, CO

July 1998 –  
December 2001 Western Colorado Holistic Nursing Practice  
Sole Proprietor  
Grand Junction, CO  
Duties: Healing touch and massage private practice

June 1998 – 1999 Research Assistant, Bone Marrow Transplant Unit, UCHSC  
Nurses Touch Study

September 1990 –  
May 1998 Staff RN, Telemetry Unit, Discharge Planner  
St. Mary's Hospital  
Grand Junction, CO

September 1985 –  
September 1990 Cardiac Rehab Coordinator, Diabetes Educator, Wellness Educator  
St. Mary's Hospital  
Grand Junction, CO

July 1982 –  
August 1985 Home Health Nurse, Wellness Coordinator  
Hilltop Rehabilitation Hospital  
Grand Junction, CO

February 1982 –  
July 1982 Staff Nurse, Pediatrics  
St. Mary's Hospital  
Grand Junction, CO

December 1977 – Community Health Nurse  
July 1981 Mesa County Health Department  
Grand Junction, CO

### **TEACHING EXPERIENCE:**

Professor of Nursing, Mesa State College, Grand Junction, CO, 1990 – present.

Topic specializations: public health nursing, home health nursing, health promotion, alternative and complementary healing, spirituality in nursing, wellness, pediatrics, advanced medical surgical nursing, and psychiatric nursing.

Major Accomplishments: Pioneered the Nursing Career Ladder at Mesa State College. Developed Practical Nursing, LPN-AAS Nursing, EMT-Basic and EMT-Paramedic programs. Initiated MASH Camp for middle school students.

### **LICENSURE**

Registered Nurse, Colorado, 1977 - present.

### **SCHOLARSHIP**

#### **Research**

Conceptual triangulation of the physiologic response to therapeutic touch and the lived experience of therapeutic touch, UCHSC doctoral thesis. May 2004.

Pilot study: autonomic nervous system responses to therapeutic touch, Mesa State College, 2001

The developmental process of becoming a nurse, Mesa State College, 1998

Teen pregnancy health clinic survey, Grand Junction, CO, 1997

#### **Publications**

Reuss, K. (2004) Conceptual triangulation of the physiologic response to therapeutic touch and the lived experience of therapeutic touch, UCHSC doctoral dissertation.

Reuss, K. (1995). Home health nursing curriculum.

Reuss, K., Princell, C. & Mohler, N. (1990). Heart smart: A guide to cardiac rehabilitation.

Reuss, K. et al. (1987). Genesis project: Glenwood Springs and Carbondale, Colorado.

Reuss, K. & Mohler, N. (1987). It's up to you: Managing your non-insulin dependent diabetes.

Reuss, K. & Princell, C. (1984). Ageless: A wellness program for seniors.

Reuss, K. & D'Andrea, M. (1979). Take care: A health promotion program for consumers.

#### **Papers and Presentations**

Outbreak in Dinosaur

Faculty colloquium, Mesa State College, 2002

Radiologic Technology Association CE Program, 2002

Arts and Nursing:

CNA District 5, 2001

Holistic Nursing	Colorado Student Nurse Association Annual Conf., 2001
Taking care of the caregiver	Western Colorado Early Childhood Conference, 2001
Process of becoming a nurse:	Sigma Theta Tau, 1998
Therapeutic Massage:	Roundhouse Conference, 1990-2000. Crossroad Conference on Children and Adolescents, 1990.
Asset Development in Youth:	Roundhouse Conference, 1997. Youth Prevention Initiative, 1998. Crossroads Conference on Children and Adolescents, 1998.
Home Visitation	Maternal Child Symposium, WCAHEC, 1997.
Home Health Nursing	Nurse Educator's Conference, 1996.
Stress Management	Sigma Theta Tau, 1995 Roundhouse Conference, 1994
NCLEX Review Course	St. Mary's Hospital, 1994-1997
Care for the Caregiver:	Roundhouse Conference, 1992 - 1995.

#### **PROFESSIONAL COMMUNITY SERVICE**

Mesa County Board of Health	2007-present
Rural Taskforce of Commission for Healthcare Reform in Colorado	2007-present
Governor's Taskforce for Nurse Staffing and Patient Safety	2007-present
Camp IdRaHaJe Board of Directors	2002-2007
Trendbender Steering Committee	1995-1997
Chair	1997
Teen Pregnancy Facilitator	1995-1997
FACT Foundation	1997-1999
Board of Directors	

#### **PROFESSIONAL ASSOCIATIONS:**

American Nurses Association, Colorado Nurses Association, District 5, 1990 – present  
Positions held: State Board of Directors, President Elect, Scholarship Committee chair, National Nurses' Day committee, and Program Committee.

American Holistic Nurses Association, 1994 – 1997

International Society for the Study of Subtle Energy Medicine, 1996-1997

Sigma Theta Tau, Nu Kappa Chapter, 1989 – present  
Positions held: Vice-president, President

Colorado Council of Nurse Educators, 2002-present

## **HONORS, AWARDS, AND GRANTS**

Principal investigator – Critical Care Grant (\$87,000) 2007-2008  
Principal investigator – Health Professions Initiative Grant (\$325,000) 2005-2008  
Principal investigator – Workforce Development Grant (\$750,000) 2004-2007  
Scholarship, Sigma Theta Tau, Nu Kappa Chapter, 2001  
Scholarship, Sigma Theta Tau, Alpha Kappa Chapter-at-Large, 1999, 2001  
Academic enrichment grant, 2001  
Office of State Colleges grant, 1998 and 1999  
Teacher of the Year at Mesa State College, Grand Jct. Area Chamber of Commerce, 1994, 1998  
Distinguished Faculty Award nominee, Mesa State College, 1998, 2004  
Technology Enhanced Education Grant: web-based instruction, 1998  
Faculty Senate President, 1998  
CNA, District 5, Nurse of the Year, 1996  
Academic Enrichment Grant: teen health clinic assessment, 1996  
Center for Professional Health Education, Coordinator, 1995-1996

## Curriculum Vita

Cheryl Roy  
2635 H. Road  
Grand Junction, CO. 81506

### EDUCATION

- September 1996-Present      **Doctoral Student**, School of Nursing, University of Colorado Health Sciences Center, Denver, CO.  
Research emphasis: Violence against women  
All courses completed.
- May 1979      **Master of Science, Medical Surgical Nursing-Pulmonary Nurse Clinical Specialty**. School of Nursing, University of Colorado Health Sciences Center, Denver, CO.
- May 1969      **Bachelor of Science in Nursing**, University of Iowa, Iowa City, IA.
- December 1998-99      **Sexual Assault Nurse Examiner Forensic Training and Education**. State Nurse education for the S.A.N.E. program of Colorado. Practical clinical training at Mesa County Health Department and St. Mary's Hospital Emergency Department.
- October, 2002      **SANE-A Certification (Certification as a Sexual Assault Nurse Examiner-Adult/Adolescent)**. Certification examination provided by the Forensic Nursing Certification Board of the International Association of Forensic Nurses.

### PROFESSIONAL EXPERIENCE

- August 1996-Present      **Associate Professor of Nursing**, BSN Program, Mesa State College, Grand Junction, CO.  
**Responsibilities** of full-time faculty member. Teaching responsibilities for 2003 include Physical Assessment and Health Promotion, Advanced Nursing (classroom lecture and clinical supervision), Forensic Nursing, and Senior Specialty advisor.
- January 1999-Present      **Sexual Assault Nurse Examiner** for Mesa County, CO.  
**Responsible** for examining any adult or child who is a victim of sexual assault and reports such to law enforcement. Work on call 24/7 shared with 5 other SANE's. Assessment of patient involves history, physical examination, collection of forensic evidence, treatment for

- STD's, and referral to community agencies for follow-up care. Serve as expert witness at court proceedings for patients examined. Part of a committee of 4 nurses that developed the SANE program for Mesa County.
- August 1996-98      **Utilization Review Nurse and Discharge Planner, St. Mary's Hospital, Grand Junction, CO.**  
**Responsible** for coordinating patient discharge needs for smooth transition through the health care system. Respond to the needs of the patients, hospital and managed care systems by evaluating patient needs, care and hospital stay. Patient education in relation to these functions.
- January 1992-May '96      **Chair, Associate Degree Nursing Program, Mesa State College.**  
**Responsibilities:** All administrative duties of program-credentialing, with NLN and CCOES; curriculum planning; hiring, orientation, scheduling, and evaluation of faculty members; advising all potential and current nursing students; full time teaching of medical surgical and pediatric nursing.
- January-May 1991      **Instructor of Nursing, Mesa State College School of Nursing, BSN faculty.** Clinical supervision and lecture.
- January 1980-1990      **Instructor of Nursing, Mesa State College School of Nursing, Associate Degree.** Clinical and lecture.
- May-June 1982      **Nurse Educator, Continuing Education Department, St. Mary's Hospital, Grand Junction, CO.**  
**Responsibilities:** Coordinator and lecturer for Nurse-Re-entry program.
- 1976-1978      **Staff Nurse, Pediatric Research Unit, University Hospital, University of Colorado Health Sciences Center, Denver.**
- 1974-1976      **Head Nurse and Supervisor, Surgical Unit and ICU, Gallup Indian Medical Center, Gallup, NM.**
- 1973-1974      **Team Leader, Labor and Delivery and Obstetrical O.R. University Hospital, Denver, CO.**
- 1972-1973      **Staff Nurse, ICU and ER, Presbyterian Medical Center, Denver, CO.**
- 1971-1972      **Staff Nurse, ICU, University Hospital, Denver, CO.**



1970-1971

Staff Nurse/OR Room Chief, Rush Presbyterian St.  
Luke's Medical Center, Chicago, IL.

**LICENSURE**

R.N., Colorado

**PRESENTATIONS**

"The Sexual Assault Examination conducted by a SANE"- presented to law enforcement agencies and VAP trainees in Mesa County (ongoing).

Own research- "Qualitative research study describing the developmental process that BSN students experience in becoming a nurse"- presented to Sigma Theta Tau International (Honor Society of Nursing), Nu Kappa Chapter, February, 1999.

"Critical Thinking through Creativity"- presented to Colorado Nurses' Association, January, 1998.

"The Clinical Teaching Associate Model" - presented to St. Mary's Hospital administration and staff, Grand Junction, CO., 1994.

**PROFESSIONAL MEMBERSHIPS**

American Nurses' Association/CNA 1994-Present

Sigma Theta Tau International Honor Society of Nursing 1968-Present

International Association of Forensic Nurses 1999- Present

APSAC (American Professional Society on the Abuse of Children) 1999-Present

Delta Kappa Gamma (Honor Society of Women Educators)

**COMMUNITY MEMBERSHIPS** (recent and current)

Sexual Assault Response Team (member 1998-2001)

Family Health West Foundation Board (board member 1999-2001)

St. Mary's Home Care Services Professional Board (1993-2001)

Mesa County Medical Society Alliance 1979-present (past president)

S.A.V.E. (Stop America's Violence Everywhere

Committee of MCMSA) present

"No Seatbelt No Ride"-campaign to promote seatbelt usage in teens. 2001-present

Deborah Sharpe  
134 Cody Drive  
Grand Junction, CO 81503  
(970) 242-2275

### Education

- Current: Mesa State College, RN-BSN Program (anticipated graduation Fall, 2007)
- Arapahoe Community College, A.D.N. Nursing. Graduated with Honors 1987

### Professional Experience

**Mesa State College**  
**1100 North Avenue**  
**Grand Junction, CO 81503**

**August 2003-present**

Auto-Tutorial Coordinator for the Mesa State College Nursing Program's learning labs. Responsible for working with all levels of nursing students, teaching and reviewing technical skills while using critical thinking; lecturing, participate in pre-nursing advising and student orientation and registration. Review and update reference literature and software for the library/media center; update and maintain technical equipment for all three clinical lab sites on Mesa State College campuses. Responsible for purchasing high-tech simulation mannequins as well as development of simulation scenarios, then teach the students implementing the scenarios. Coordinate clinical lab availability for the Mesa State College main campus. Hire and supervise work study students, and manage payroll.

**University of Colorado Health Sciences**  
**4200 E. 9<sup>th</sup> Ave.**  
**Denver, CO 80262**

**May, 2005 and January, 2005**

Teach nurse refresher course that includes review of the nursing process and nursing diagnosis, adult physical assessment, delegation of duties and the responsibilities of the professional nurse, demonstrate correct techniques for performing competency skills, demonstrate correct use nursing documentation and demonstrate pharmacology knowledge and drug calculation competency.

**St. Mary's Hospital**  
**2635 N. 7<sup>th</sup> Street**  
**Grand Junction, CO 81502**

**1992-2003**

Psychiatric Nurse Evaluator: Responsibilities include perform psychiatric evaluations and consultations in the emergency room and nursing units throughout the hospital. Act as a liaison between the family practice physicians and psychiatrists in implementing care for the patients needing admission to the psychiatric unit. Other duties included acting as a charge nurse for the psychiatric unit, stress debriefing and precepting nursing students.

**1987-1992**

Held staff nurse positions in Oncology unit, ICU/CCU, Burn Unit and Dialysis unit.

### **Awards**

- 2002 Nightingale Nominee
- 2005 C.N.A. Nurse of the Year for Mesa State College
- 2005 Recipient of Colorado Nurse Association Scholarship
- 2006 Recipient of Friends of Nursing Scholarship Award

### **Professional and Leadership Activities**

- Member of C.N.A. since March, 2005
  - Inducted into Sigma Theta Tau on December 1, 2005, NU Kappa chapter.
  - Collaborating with various nursing skills lab coordinators from nursing schools throughout Colorado to standardize scenarios for high-tech mannequin use through the WELLS Center in Aurora, CO. This project has been started through the Colorado Center for Nursing Excellence and is directed by Jana Berryman, RN, CNS, ND.
  - Pre-nursing advising for Student Orientation, Advising and Registration for students entering Mesa State College.
- 
- Participate in local career day to promote nursing as a profession to high school students.
  - Promote drug and alcohol awareness to local high school students and their parents.
  - Participate in yearly flu immunization clinics through Mesa County Health Department.

### **Community Activities and Service**

- Member of Canyon View Vineyard Church.
- Member of Mesa State College Recreation Center to promote personal wellness and act as a role model for my children, the public, and to maintain a healthy lifestyle.
- Participate in Colorado Nurse Alert Network for Disaster Preparedness.
- Completed certification through Ending Violence Against Women Project which is a program to aid women with domestic violence and sexual assault issues.

### **Hobbies**

I enjoy kayaking, river rafting, Alpine and Nordic skiing, biking, gardening and spending time with my children traveling.

**Genell R. Stites, BSN, RNC**

2323 E ½ Road - Grand Junction, CO 81503

970-241-6737

**Education:**

**University of Northern Colorado**

Greeley, CO

BSN – 1989

**Current Certifications:**

- ☆ BLS, ACLS, NRP, ALSO, AWOHN Certification in Fetal Heart Monitoring  
Perinatal Continuing Education Program (PCEP)
- ☆ RNC – Inpatient OB

**Experience:**

**St. Mary's Hospital**

Grand Junction, CO

**Labor & Delivery**

☆ Staff RN/PRN

9/03-Present

**Swedish Medical Center**

Englewood, CO

**Labor & Delivery - High Risk**

☆ Team Leader/Charge RN {8/01-7/03}

☆ Staff RN/Relief Charge RN {9/97-8/01}

☆ Clinical Nurse Coordinator (Acting){5/03-7/03}

9/97-7/03

**Integris Baptist Medical Center**

Oklahoma City, OK

**Labor & Delivery - High Risk**

☆ Staff RN/Relief Charge RN

Permanent PRN

4/96-7/97

**Columbia Edmond Hospital**

Edmond, OK

**Labor & Delivery**

☆ Staff RN

12/95-4/96

**Experience (continued):**

**United Medical Center - West**  
Cheyenne, WY

1/90-10/95

**Staff RN/Charge RN**

☆Labor & Delivery	{93-95}
☆Medical/Surgical	{90-92}
☆ICU/CCU (PRN-Float)	{90-92}
☆Level I Nursery (PRN-Float)	{90-92}
☆Pediatrics (PRN-Float)	{90-95}

**Laramie County Community College**

1/91-5/95

School of Nursing - Cheyenne, WY

**Adjunct Faculty/Clinical Instructor**

☆Medical/Surgical

**Providence Hospital**

6/89-12/89

Centralia, WA

**Staff RN**

☆Medical/Surgical

## Curriculum Vitae

*Cynthia Thomas, PhD (c), R.N.*

Home 970-245-1195  
Work 970-248-1789  
FAX 970-245-4650  
Cell 970-270-0488

321 Quail Drive  
Grand Junction, CO 81503  
[cynthia.thomas@uchsc.edu](mailto:cynthia.thomas@uchsc.edu)  
[cthomas@mesastate.edu](mailto:cthomas@mesastate.edu)

### **HIGHLIGHTS OF QUALIFICATIONS**

**Nursing Leader** - Twenty years in a variety of staff, middle management, teaching and leadership positions in Adult Medical/Surgical Nursing, Critical Care Nursing, Oncology Nursing, and Nursing Administration  
**Educator** - Seven years as a full time nurse educator as well as many successful opportunities to teach, present, facilitate, and mentor health care professionals  
**Skilled Clinician** - Strong skill sets in Medical/Surgical nursing with specific expertise in Cardiac and Critical Care, Medical/Oncology, and Quality Management  
**Computer Skills** - Moderate to advanced software, hardware, on-line teaching, and networking computer skills  
**Academician** - Completed requirements for two Bachelor of Science degrees, one Masters of Science degree and have completed 100% of course work toward a Ph.D. in nursing. Dissertation in progress  
**Citation** - Provided consultation in the areas of Quality Improvement, Safety Management, Staff Management, and textbook review work

### **PROFESSIONAL EXPERIENCE**

**Associate Professor** August 1999 to Present  
Mesa State College, Grand Junction, Co. - Full time, Tenured faculty position. Course load includes or has included Medical Surgical Nursing (Clinical and Lecture), Advanced Medical Surgical Nursing (Clinical and Lecture), Home Health Nursing, Health Promotion and Assessment, NCLEX Preparation Class, an Art and Literature in Nursing elective class, an Organ Transplantation elective class, Senior Specialty coordination, and guest lecturing in the Leadership, Professional Development, Fundamentals of Nursing, and Pharmacology classes.

**Director of Medical/Oncology Services** September 1996 to August 1999  
St. Mary's Hospital and Medical Center, Grand Junction, Co. - Directed the delivery of acute care to adult In and Outpatients with Medical, Oncology or Wound Care/ Ostomy needs. Included supervision of 75 various health care providers including pharmacists, RN's, transcriptionists, nurse assistants and secretaries.

**Quality Improvement Coordinator** August 1993 to September 1996  
St. Mary's Hospital and Medical Center, Grand Junction, Co - Coordinated the collection, analysis and presentation of Quality Performance Data and Information to physicians, administrators, staff and regulatory agencies. Prepared organization for several regulatory reviews (JCAHO, State Health Department, HCFA).

**Head Nurse, Telemetry Nursing Unit** August 1988 to September 1993  
St. Mary's Hospital and Medical Center, Grand Junction, Co - Direct supervision of a high acuity Medical/Telemetry Unit. Included initiation of Pre and Post Op Care and Educational Program for open heart surgical and cardiac catheterization populations.

*St. Mary's Hospital and Medical Center, Grand Junction, Co - Held staff nurse and early leadership roles in Adult Critical, Cardiac and Neurological Care. (ICU, Neuro ICU, CCU, Telemetry)*  
*October 1980 to September 1988*

## **EDUCATION**

**PhD, Nursing- Degree in progress.**

*University of Colorado, Denver, Co -*

*Course work completed in July, 2005.*

*Comprehensive Examination completed in April of 2006.*

*Dissertation in progress.*

*Projected graduation, May of 2008*

**M.S., Adult Medical/ Surgical Nursing**

*May 1987*

*University of Colorado, Denver, Co -*

*Included completion of publishable thesis*

**B.S.N., Nursing**

*May 1980*

*University of Utah, Salt Lake City, Utah -*

*Graduated Suma Cum laude*

**B.S., Physical Education, Biology, Minor: Education**

*June 1971*

*Wake Forest University, Winston-Salem, N.C -*

*Earned teaching certification in Physical Education and Biology*

## **PRESENTATIONS**

- *Faculty Colloquium Presentation, Mesa State College, Be Heart Smarter, February 2006*
- *Epistemology: What? Presentation at NuKappa Winter Meeting, February, 2006 Grand Junction, Co.*
- *Pulmonary Care for the Oncology Nurse-August 2004*
- *Cardiac Survival Skills For the Non-Cardiac Nurse: St. Mary's Hospital, April- May- June 2002*
- *Cancer Prevention: February 2002*
- *Coordinated and taught Cardiac Arrhythmia Class for five years, mentored current instructor*
- *Quest lectured at Mesa State College, prior to current full time faculty role.*
- *Adjunct Clinical Instructor for University of Utah, 1983-1984*
- *Presented at national Quality Management Conference: Use of Clinical Data in Patient Care Pathway Analysis; Boston, Ma, 1997*
- *NCLEX Preparation Instructor through University of Pennsylvania, presented locally, 1993-1996*
- *Taught and facilitated a wide variety of educational sessions including: CQI, JCAHO Preparation, New Employee Orientation, ACLS, ABG Interpretation, Cardiac Pharmacology, Stress Management, and Patient Centered Care.*

## **KEY ACCOMPLISHMENTS**

**Mesa State College- Faculty Senate President- 2005-2006:** *Functioned in campus leadership role, collaborating between faculty, administration. Board of Trustees, students, and other Faculty Senate Presidents statewide*

**Member 2005:** *State Selection Committee for Nightingale Award*

**Teaching Preceptor for Senior Nursing Students:** *2002, 2003, 2004, 2005*

**Mentor for Nightingale Nominee Candidates:** *2004, 2005*

*American Cancer Society Team Captain 2000 Relay For Life*

*Measles Task Force Leader 1995-1997: Lead Task Force, which was instrumental in impacting the immunization process and rates specifically within School District 51. Elevated measles immunization rates to greater than 90%, which remains the benchmark for the state of Colorado.*

*Mesa College Honor Society-Nu Kappa Transitional President 1992: Had the honor of working toward the transition of the Mesa State Nursing Honor Society to an actual Sigma Theta Tau Chapter, was then installed as Nu Kappa's first president.*

## **PROFESSIONAL ORGANIZATIONS**

*Colorado Society of Nurse Executives, 1996 to 1999 - Member*  
*Sigma Theta Tau, Nu Kappa Chapter, 1992 to 1999 - President, Member, Faculty Counselor*  
*American Heart Association, 1992 to 1999*  
*American Association of Critical Care Nurses - President, Member 1986-1989, 2000-2006*  
*American Association of Health Care Administrators, 1996 to 1999*  
*Association of Community Cancer Centers, April 1997 to April 1999 - Affiliate member*  
*Colorado Nurse's Association and American Nurse's Association-1999 to present*

## **HONORS AND AWARDS**

*President: Mesa State Faculty Senate 2005-2006*  
*Nightingale Foundation Scholarship Recipient- 2006-2007*  
*Friends of Nursing Scholarship Recipient, 2004, 2005, 2006*  
*Nu Kappa, Sigma Theta Tau Scholarship Recipient, Spring 2003*  
*Colorado Nurses Association Scholarship Recipient: Spring 2003, 2004, and 2007*  
*Mesa State College Department of Nursing, Outstanding Nurse of the Year Nominee: Spring 2002*  
*Nightingale Nominee, Western Slope Level, Colorado Foundation for Nursing and University of Colorado, School of Nursing: March 1999*

## **MESA STATE COLLEGE COMMITTEES**

*Chairperson: Faculty Search Committee, Fall 2007*  
*General Education Workgroup 2005-2006*  
*Tenure and Promotion Committee 2005-2006*  
*Academic Master Plan, Support Work Group- 2000*  
*Employee Benefit Committee- 2005- 2006*  
*Faculty Salary Committee 2005-2006*  
*Faculty Senate 2001-2002, 2002-2003, 2003-2004, 2004-2005, 2005-2006 (Faculty Senate President)*

## **BOARD PARTICIPTION**

*Mesa State College B.S.N. Advisory Board member- 1996 to present*  
*Rocky Mountain Nurses, Inc. Board of Directors member- 2003, 2004, 2005*



## **PUBLICATIONS**

- Article: Nursing Without Walls, Published in March 2004 Nursing Forum*  
*Articles: NCLEX Preparation: Alternate Format Questions: SNA Newsletter, Fall 2004*  
*Article: The Bell Shape of Groups, published in Nursing Notes, St. Mary's Hospital, July 2004*  
*Article: Risk Factors for Heart Disease and Stroke, published in The Grand Junction City Employee Newsletter, Jan. 2001*  
*Article: Get Ready For Ski Season: 10 Simple Exercises You Can Do At Home, published in The Grand Junction City Employee Newsletter, October 2002*  
*Article in Process: What the Evidence Shows: Caring for the Patient with an Endotracheal Tube*  
*Article in Process: Perinatal Cardiomyopathy*  
*Articles in Progress: Life After Organ Transplantation*

## **RESEARCH PARTICIPATION**

- Dissertation Proposal Approval: Jan. 25, 2007: Second Time Around: Living the Life of a Liver Recipient in the Long-Term, COMIRB Approval received March 22, 2007*  
*Research Assistant: Complementary Care Modality Use in the Oncology Population, Fall 2004*  
*Mock interventionist in a peer PhD student's dissertation study, Therapeutic Touch: Spring, 2003*  
*Researcher: Health Beliefs and Behaviors of Latino Families Related to Childhood Obesity, Spring 2004*  
*COMIRB I and II Certification Completion 201 January 29, 2004*  
*HIPAA I Certification completion January 29, 2004*  
*HIPAA II Certification, October, 2004*

## **PROFESSIONAL REFERENCES**

- Sandy Forrest, RN, Ph.D. , 709 Canyon Creek Dr., Grand Junction, Co. 81503
- Kristy Reuss, RN, Ph.D. , 376 Soapweed Ct. , Grand Junction, Co. 81503
- Gene Marsh, RN, PhD. , School of Nursing, 4200 East Ninth Ave, C289, Denver, Co. 80262
- Cathy Roberts, R.N., M.S., 2397 Ridgeway Ct., Grand Junction, Co. 81503
- Judy Goodhart, R.N., M.S., 2730 Beechwood St., Grand Junction, Co. 81506



# **External Program Review**

Prepared by:

Dr. Betty Johnson

Professor Emerita

University of Virginia

October 8–10, 2007

**MESA STATE COLLEGE**  
**EXTERNAL REVIEW REPORT**  
**October 8–10, 2007**

**A. OVERVIEW AND BRIEF HISTORY OF THE PROGRAM INCLUDING MAJORS, MINORS, AND CONCENTRATIONS**

The nursing program is housed in the Mesa State College Department of Health Sciences with the Head of Nursing reporting to the Vice President of Academic Affairs.

The pre-licensure BSN program was started in 1987 and, in recent years, has been successful in recruiting more qualified students than they are able to admit. Graduates of the program have been successful in achieving high state board scores and, even when a student or two fail to pass on their first attempts, they generally pass the second time.

In 2005 nursing began offering what is called “a complete nursing career ladder” that extends from the practical nurse to the nurse with a baccalaureate. The ladder does not include a graduate program in nursing. The following three programs comprise the ladder:

*Certificate of Practical Nursing (PN)*

The entry level to the career ladder prepares the individual for licensure as a practical nurse (LPN). It began in 2006 and is offered at Western Colorado Community College (WCCC), a branch of MSC.

*LPN to Associate of Applied Science in Nursing Degree (LPN-AAS)*

This track is for the LPN to continue education at the associate degree level to become a professional registered nurse (RN); the track began in spring 2005.

*AAS to Bachelor of Science in Nursing (AAS-BSN)*

The track for graduates of the AAS in nursing who are licensed as RNs and are pursuing a baccalaureate.

In addition to these three tracks, the Department offers the pre-licensure track mentioned above for traditional students to earn a BSN. The BSN program is considered the “flagship” nursing program and demonstrates the movement away from a technical level of practice to highly competent professionals with the education necessary to meet the needs to provide quality health care and to enter graduate study. An on-line track for RNs leading to the BSN was started in fall 2003 to provide for a higher level of care in the western rural areas of the state and help overcome distance and geographical barriers.

**CONCERNS:**

**SEE RECOMMENDATION I**

Across the country few nurses (estimated as 10 percent or less) who are prepared at the associate degree level continue their education at the baccalaureate level and graduate with a BSN. MSC reports that 30 percent of the initial class continued into the

BSN program, however, data concerning the graduation rate will not be available until after the class graduates. The need for nurses with baccalaureate and master's degrees is viewed by some as critical. At least two states are currently pursuing "The BSN in Ten," that would require, if passed, newly licensed nurses with associate of applied science degrees in nursing to complete a baccalaureate within ten years after receiving the associate degree, if they wish to maintain their licensure as nurses. Current AAS graduates would be "grandfathered" in.

## **B. PROGRAM GOALS AND OBJECTIVES, AND THEIR RELATIONSHIP TO THE ROLE AND MISSION OF MESA STATE**

The mission of the nursing program is to provide "a foundation for excellence in professional nursing practice." This is accomplished through fulfilling state licensure requirements, enabling graduates to practice as licensed practical nurses or professional registered nurses. It also enables BSN graduates to pursue graduate study, assume leadership roles, and promote learning as a lifelong process. MSC and nursing faculty are dedicated to excellence in teaching.

Program goals for baccalaureate nursing education are:

1. Utilize knowledge gained from liberal education courses as the base for professional nursing education,
2. Facilitate the development of value-based behaviors as the foundation for professional practice,
3. Ensure the utilization of broad-based knowledge as a requisite for competent professional nursing practice, and
4. Promote an awareness of the roles of the professional nurse.

Goals for the LPN-AAS track differ from those for the baccalaureate track in the following ways: General education rather than liberal education (#1), Use data related to biological, psychological, social, spiritual, cultural and development needs to promote, maintain, and restore health" (#3), and Promote the transition from practicing as a licensed practical nurse to practicing as a registered nurse" (#4).

Goals for the practical nursing track speak to: Providing a balance between general education rather than liberal education (#1), Prepare for practical nursing" rather than professional nursing practice (#2), Use data related to biological, psychological, social, spiritual, cultural and development needs to promote, maintain and restore health." (#3), and Promote the transition to practice as a practical nurse (#4).

MSC maintains a community college role that provides technical and vocational programs in addition to undergraduate and graduate programs. LPN-AAS is one of the rungs on the career ladder and taught at the community college.

The above mission and goals are consistent with the mission and role of MSC. Nursing, one of a limited number of professional programs offered by the College,

endorses the liberal arts and sciences and incorporates them into the major. In fact, accreditation standards stipulate that the liberal arts and sciences form the foundation for the nursing major.

Admission to the nursing major is becoming increasingly selective, especially, with the increasing number of young men and women seeking to become nurses. At MSC there is at least twice as many applicants for entrance into the pre-licensure track for nursing as the number that can be accommodated. In addition, the percent of male students enrolled in nursing programs has increased to ten percent or more in many colleges and universities, but only accounts for about 2 percent of the 3 million nurses in the workforce. In the class I visited, two of the 21 students were male.

Nursing curricula are intrinsically involved in the core values of MSC with active hands-on learning required of nursing students and numerous opportunities to learn about incorporating research into practice. The increasing emphasis on evidence-based patient care administered by student and graduate nurses, requires faculty to select didactic and clinical assignments consistent with the needs of the patients and best care.

**CONCERNS:**

**SEE RECOMMENDATION II**

As indicated above, the mission of the nursing program is to provide “a foundation for excellence in professional nursing practice.” One of the means of achieving this mission is through a career ladder that provides opportunities for individuals to move up the ladder from licensed practical nurse to AAS prepared registered nurse and subsequently to the BSN prepared nurse.

Recommendation I, requires not only considering the percent of individuals moving up the ladder, but also the speed with which they achieve the professional level, that is, the BSN. A prime concern related to the mission and goals of the nursing program is the availability of sufficient clinical opportunities for the increasing number of students enrolled in the nursing major. The education and practice of the health care workforce depends on access to a wide variety of health care facilities. Current research demonstrates that the death rate of hospitalized patients decreases when they are cared for by nurses with baccalaureate and master’s degrees.

In 1998 a consultant for the MSC nursing program recommended that a graduate program in nursing begin as early as 1999 or 2000; the recommendation was not fulfilled. There is great interest in programs preparing advanced practice nurses and doctors of nursing practice across the country to increase and improve nursing and health care and support the education of future nurses.

**C. ANALYSIS OF NEED FOR THE PROGRAM BASED UPON:**

**1. Enrollment, graduation rates, and other relevant data.**

Between 2002 and 2006 the number of students admitted to nursing tracks at MSC increased by 41 percent with some of the increase attributed to the career ladder. Some credit also has to be attributed to the wide national publicity about the nurse shortage. In the applicant pool for the BSN pre-licensure track, there are twice as many applicants as there are clinical placements and faculty to accommodate them. Enrollment per semester was increased from 20 to 30 students, but it is unlikely those who are not accommodated at MSC, are able to find open slots in other sites in Colorado or elsewhere.

In 2006-2007 there were 30 students admitted to the LPN track, 40 to the LPN-AAS track, and 60 to the AAS-BSN track. In the on-line RN to BSN program, all applicants are admitted. The overall attrition rate for MSC is between 10 to 16 percent. The graduation rate for nursing during the same period, '06-'07, was 29 for LPN, 21 for LPN-AAS, and 55 for AAS-BSN. These figures are important to monitor. Nursing students have not progressed up the career ladder to the highest degree possible, although the graduation rate of those entering the baccalaureate during recent years has been increasing.

## **2. Other considerations.**

In addition to the shortage of practicing professional nurses, there is also a serious shortage of nursing faculty. Many nursing programs, including those at MSC, have expanded the number of students they accept into their programs, sometime doubling or tripling the class size until the number of faculty and the clinical facilities prevent further increases. At the same time, programs find a diminishing number of nurses prepared or interested in teaching those students.

Across the country, some colleges and universities that have not offered nursing in the past, or have closed their programs when they had difficulty recruiting students, are reopening or developing new nursing programs. While these programs help meet the need for more nurses, they also compete for deans, faculty, adjunct faculty, preceptors, and clinical placements.

The nurse shortage in the Western Colorado area exceeds the national average. The increasing growth of the population, especially of individuals over 65 years of age, complicates the problem as well. At the time the country is trying to meet current health care needs, the number of elderly is also increasing with their varying and increasing health care needs. In the state of Colorado, the predictions of nurses are of great concern: there will be 17 percent fewer nurses than what is needed in 2010 and 31 percent fewer by 2020, unless programs are able to expand the number of nurses and nurse practitioners (U.S. Bureau of Labor Statistics, 2006, and National Workforce Study, early 2007). The 17 to 31 percent needs in Colorado, compares to a national need of only 12 percent.

In Colorado, over 80 percent of RN openings in 2007 were advertised for 60+ days and considered difficult to fill. The demand for growth is 7 percent for the short

term and 46 percent over the long-term leading to a gap between supply and demand. Obviously, the demand to fill new positions exceeds the supply.

#### **D. NARRATIVE SUMMARIES OF RESOURCES**

##### **1. Unique characteristics of the program influencing the need for resources.**

While resources for nursing education are similar to those of many other academic disciplines, nursing programs have additional needs to prepare hands-on practitioners. The following relates to the needs for faculty in the classroom as well as in the practice field, in onsite laboratory space for hands-on learning, and the use of simulation models for practicing procedures that are not readily available. There are also needs for monitoring the progress of students in achieving the knowledge and skills necessary to achieve licensure. Fortunately, NCLEX-RN pass rates at MSC have been consistently higher than those in many states and in the nation.

Nursing programs in every state must meet the regulations established by the state board of nursing. Most programs also seek national specialized accreditation in nursing that involves additional standards. The Colorado Board of Nursing limits faculty:student ratios in the clinical setting to 1:10. Some programs meet that ratio by increased use of part-time and/or adjunct faculty. These individuals are difficult to find in many locations, however, when they provide a high level of practice, there is an advantage to appointing them for the quality of nursing and teaching they provide. Unfortunately, salaries of nursing faculty have not kept pace with salaries of practicing nurses with graduate degrees which discourages nurses to move to education sites.

Other needs include simulation manikins, learning and computer laboratories; maintaining records of immunization, certification, insurance, and background checks of students as well as the increasing number of applications; and the need to monitor student progress toward preparation for licensure examinations.

##### **2. Faculty and staff**

The nursing department has ten tenured/tenure track faculty with two full-time temporary faculty. Only two faculty have doctorates, one is the department head, the other, the former department head. Four faculty are pursuing doctoral study and other faculty are preparing applications for admission to doctoral programs. The teaching load for faculty is 24 credits per year, but some report carrying overloads.

As indicated earlier, there is a national shortage of qualified faculty. As the shortage of faculty becomes increasingly critical, the nurse shortage worsens, the number of students in undergraduate and graduate programs increases, and salaries of nurses in the practice field increase more rapidly than those of academic nurses, recruiting and appointing nurse faculty becomes more competitive. In the Grand Junction area, nursing faculty salaries are now 22.7 percent lower than in Colorado as a whole. The College is



currently looking at differential tuition for nursing students to help pay for salary increases of faculty.

With the pressure to educate increasing numbers of student nurses, there is a need for additional faculty as well. When a program expands by adding a graduate program, the recruitment of faculty becomes somewhat easier, because nurse faculty, like those in other disciplines, tend to favor positions in educational settings where they have contact with graduate students. The increasing number of graduate programs in the country and the increasing number of nurses with graduate degrees may stimulate candidates to seek teaching positions at new sites.

Traditionally, nursing programs have tended to hire nurses for positions that might be served as well by non-nurses. In some programs, non-nurse employees are used to close the gap in advising, maintaining student records, health records, applicant inquiries, and applications. I am familiar with one case where non-nurses are trained as advisors. Students recognize they are served as well, and many times better, than nurse advisers, because their teaching, clinical, program responsibilities, and availability.

**CONCERN:**

**SEE RECOMMENDATION III**

Many nursing programs, including the one at MSC, are teaching as many students as the faculty, the facility, and the clinical agencies in the area can accommodate and, in some cases even more. As nursing faculty retire, replacements will be needed given the difficulty of finding faculty with appropriate education credentials and experience. Programs may have to appoint teachers with less experience who are not able to carry the workload current faculty do nor have the commitment that current faculty exhibit. Discussions with MSC nursing faculty, provided significant evidence of faculty commitment to their responsibilities and to students. The number of faculty is critical, but their level of experience in nursing and teaching must also be considered.

**3. Physical facilities.**

The nursing department requires basic physical facilities similar to other departments. Currently, nursing faculty have private offices. The Department also has a reception area, work-rooms, classrooms, learning laboratories -- one with a small simulation suite, and a learning resource room. Nursing programs need space for hospital beds, simulation models, and related materials as well as storage space for equipment. Offices, classrooms, and learning laboratories are located at satellite locations as well on the main campus.

Although nursing has outgrown its current facilities in the Medesy Building on the main MSC campus, a capital campaign is slated to include funds to expand the area to include additional faculty offices, a computer laboratory, and dedicated classrooms. In addition, there will be learning laboratories and a critical care simulation suite. All laboratories are open 11 hours on weekdays.

**4. Instructional equipment, including information technology and its use.**

As indicated above, there are laboratories for students to learn and practice hands-on competencies. In addition, all classrooms are SMART classrooms. The use of online education for RN to BSN students helps relieve some space problems and is generally more convenient for students who are working and live at a distance from the campus. The nature of teaching nursing skills requires significant equipment such as beds, linens, manikins, models, wheel chairs, walkers, and items consistent with hospital and home care that are too numerous to count or list. The recent development of simulation manikins requires additional space as well as programs for orienting faculty to these items for the best use of them in teaching.

**5. Library, including DVD, video, etc.**

In general, students in the nursing major are known as being among the most active users of campus libraries, and that is true at MSC. Students reported that librarians provide orientation to the library and valuable assistance in locating articles for research.

An assessment of the nursing collection conducted in July 2007 revealed that only 298 of the 6,576 books have been published in 2005 or later, 710 books were published between 2000-2004, and 1,493 between 1990 and 1999. This leaves 62 percent of the collection published before 1990. With electronic access to books and periodicals, students may not be using the books on the shelves as much, but the lack of current editions may draw their attention to the collection.

**CONCERN:**

**SEE RECOMMENDATION IV**

While students may be directed to books in the nursing collection that are recent and up-to-date, they may also be attracted to the large number of books published prior to 1990. Faculty may wonder whether students are focusing on the most recent publications or looking for others of interest.

**6. Unique sources of revenue and expenditures.**

While nursing majors are eligible for financial aid that is available to all college majors, there frequently are funds stipulated for nursing. In addition, students who are already licensed, may have access to tuition remission where they work or have designated scholarship funds limited to students in the nursing major. It is not unusual for development funds to be designated for nursing student scholarships.

While it is common for students in nursing, and other disciplines to pay laboratory or other related fees associated with specific courses. I am not aware of any other college where increases in student fees must be approved by students before being implemented.

The Department has received increased funding over the last five years, including substantial salary adjustments two years ago for full-time faculty. The Department has also been successful in receiving external funding that helped build the career ladder infrastructure. This included funding from the Department of Workforce Development, the Colorado Trust Fund, Caring for Colorado Critical Care Education Center, and matching grants from four local hospitals

## **E. EFFECTIVENESS**

### **1. Accreditations by professional, regional, or national associations:**

The BSN program has been accredited since its initial eligibility, first by the National League for Nursing (NLN) and, since 2000, by the Commission on Collegiate Nursing Education (CCNE). The CCNE Board of Commissioners granted the BSN program the maximum term of 10 years that extends to June 30, 2010, and stated “all four accreditation standards were met.”

In May 2005, in response to the continuous improvement progress report that all schools submit halfway through the term of their accreditation, the CCNE Board determined that the program continued to meet all accreditation standards. The next on-site evaluation of the BSN program will be in fall 2009 for action in spring 2010.

The National League for Nursing Accrediting Commission (NLNAC) has been contacted for accreditation of the LPN and LPN-AAS tracks; self studies will be submitted in 2008 and the site visit is scheduled for spring 2009. In addition, the nursing program has full approval for the BSN and the LPN-AAS programs from the Colorado State Board of Nursing (CSBN). The LPN program is in Phase 3 approval from CSBN and will be eligible for full approval when the first class graduates in 2008.

### **2. Changes since the most recent program review.**

There continues to be a high interest of students in entering the nursing program during from the last five years. Although the increase has been credited to the nursing career ladder in part, the pre-licensure BSN track has the largest applicant pool and remains the largest track. The major thrust nationally to counter the nurse shortage has come from national nursing organizations selling the need for more nurses to meet the demand for health care. Although the AAS track closed in 1996 because nursing graduates were unable to find jobs, five years later, workforce partners requested that it be re-opened. A career ladder was created, rather than reopen the previous program.

The nursing career ladder was started in 2005 with the implementation of the LPN-AAS in nursing. The PN program began in 2006 as the entry point in the ladder. Thirty percent of the last LPN-AAS class progressed into the RN to BSN track, the last step on the ladder; the graduation rate cannot be computed until the first class completes the program in spring 2008.

When the nursing shortage emerged, the decision was made to offer an associate in nursing program that was different from the previous one. The major thrust of the new program is its place in the career ladder as a route to the BSN with students completing general education requirements as they move through the program. While there have been curricular changes in the BSN track and LPN-AAS track, they have probably played a minimal role in the number of applicants for the various tracks.

Finally, the organizational structure of the program has changed. The position of Dean of Nursing was changed to Department Chair and eventually Department Head who now reports directly to the Vice President for Academic Affairs. The role of Department Head in Nursing has increased the workload.

- 3. Assessment of student academic achievements within the program, based on the program assessment plan. The narrative should include a summary of strengths and needs identified as a result of these assessments for the years covered by this review.**

**LPN Program:** Graduates perform well on normative tests and on math skills and medication calculation questions. In addition, they demonstrate strong performance on testing indicators and benchmark examinations indicating they will do well on NCLEX-LPN. The initial results from graduates and employers will not be available until after the first graduation in 2008.

**LPN-AAS Program:** The results on predictor tests, clinical experience, and didactic courses have been weak. Results from math competency tests improved when those with early difficulties were offered tutors and a remedial class. The ATI as a predictor of NCLEX-RN performance was a strength, but the use of Interactive Television (ITV) course delivery on one campus was not. The faculty is considering whether to eliminate the use of ITV in the program.

**BSN:** Graduates scored above the benchmarks on the ATI Comprehensive Predictor. Annual averages are above the 90 percent benchmark on the NCLEX-RN. Employer response to surveys about graduate performance is low using typical data collection. Finally, while communication skills are assessed positively, math skills are weak. The use of math questions on quizzes, peer tutoring, early identification of students with weak computational skills, and offering a remedial pharmacology class are being introduced to resolve these problems.

- 4. Faculty Success Data:**
  - (1) Faculty evaluation**

Faculty devote at least 60 percent of their time to teaching and are evaluated by end-of-course evaluation forms. Faculty members generally receive ratings of 4 to 5 on a five-point scale. The department head or program director also evaluates classroom teaching either every semester or annually. Faculty scores range between 6 and 8 on an eight-point scale. There has also been achievement in the use of web-based technology

including awards to two nursing faculty and attendance at national conferences. Several faculty members developed a conference to help educate new clinical educators and are implementing a mentoring program for new faculty.

**(2) Advising**

All tenure/tenure track faculty members serve as advisors to students. Program directors advise students in the PN, LPN-AAS, and RN-BSN tracks. Group advising sessions have been introduced for pre-nursing students with positive results. These weekly sessions are offered on a regular basis with positive responses from students.

**(3) Scholarship**

There is evidence of faculty scholarship in the areas of publications and presentations. There are a total of 15 publications and eleven faculty members have presented at professional conferences. One faculty member is analyzing data for her doctoral dissertation. In addition, others have continued their professional development at clinical practice settings.

Keeping an annual aggregate record of scholarly activities of faculty is helpful in monitoring the progress of faculty presentations and publications, community service activities, advanced education, as well as stimulating additional faculty efforts. While it is appropriate to recognize individual achievements, monitoring the faculty as a whole is beneficial as well.

**(4) Service**

Nursing faculty play significant roles in the nursing community locally and at the state and national levels. Using suggestions listed under scholarship could benefit involvement in community service as well. Providing a record of individual and aggregate services to the health care community and the community at large could be beneficial to the program as well as for individual faculty.

**(5) Other achievements student success data; e.g., awards, licensure rates, national testing for licensure rates, average test scores on graduate school admission tests such as GRE, MCAT, LSAT, acceptance into graduate or professional programs, employment in the field, etc.**

During the past five years the MSC nursing program has experienced rapid growth to meet local nursing workforce needs and making good progress in doing so. An assessment in 2002 indicated a need for improved access to education, so the program was linked to interactive teleconferencing in three settings. This led to the current online RN-BSN program in 2004 with its steady growth.

An NCLEX-RN first time pass rate of 93 percent for the BSN pre-licensing track has been maintained over the past five years and the first time pass rate for AAS

graduates has been 81 percent for the two years since the track was renewed. Twenty-four of the first class of LPN students have written the NCLEX-PN and all passed.

Graduates of the nursing programs have been successful in job placement, with 50 percent being hired prior to graduation. Sixty-six of BSN graduates indicate they are likely or highly likely to pursue graduate study; two-thirds are interested in an MSN and one-third in becoming nurse practitioners (NP) or doctors of nursing practice (DNP).

#### **F. STRENGTHS IDENTIFIED BY THE REVIEW**

The development of the nursing career ladder is recognized by the state and community organizations as an innovative and unique strength of the program. Faculty members are dedicated to excellence in teaching that contributes to the NCLEX-RN pass rate and early job placement.

Grant writing has yielded significant funds to support the program including instructional technology and equipment as well as support from the Mesa State College administration to provide additional space and expansion of faculty resources. The use of simulation has been viewed as a model in the area. The program has generated interest of prospective students with twice the number of applicants than the available slots. The community has also supported the use of evening and weekend rotations for increased capacity.

The Department maintains a National Student Nurses Association as well as a chapter of Sigma Theta Tau, International, Nu Kappa.

#### **G. AREAS NEEDING STRENGTHENING IDENTIFIED BY THE REVIEW**

**Faculty recruitment and retention:** A major concern is the maintenance of a faculty with appropriate credentials, experience, and up-to-date practice. The average age of the current faculty is 52 years. Two faculty members have doctorates, although several others are pursuing doctoral study or enrolling in programs. Faculty without doctorates should be urged to continue working on or matriculating into doctoral study. If possible, they should be supported to the extent possible with adjusted schedules and tuition.

Faculty salaries at MSC are reported to be the lowest of any comparable group of nurse faculty in the state. A proposal is being considered to institute differential tuition for nursing students to help relieve the situation. Other efforts need to be considered, such as examining the basic workload and decreasing overload assignments. The use of adjunct faculty members with strong practice backgrounds could lend itself to some relief of overload assignments for full-time faculty.

In view of faculty workload and the number of students that faculty advise, the department might consider training non-nurses for advising and other selected tasks. With appropriate training, non-nurse advisors can be more accessible and willing to listen when students have needs. Since group advising has been effective with pre-nursing students, it might be used with enrolled students as well, especially for students with few

or no issues. Committees take considerable time to conduct. Faculty may wish to examine how changes in the structure could achieve a more desirable way to conduct the business of the program. **(SEE RECOMMENDATION III)**

## **H. VISION**

### **1. Proposals for strengthening the program**

Recruitment and retention of qualified faculty is critical as is appointment of faculty with doctoral degrees. The appointment of faculty who are enrolled in doctoral study should be contingent on continuing that education and appointment of master's prepared faculty should be contingent on entering post-master's education. Promotion should be dependent on continued post-master's education. Current faculty without doctorates and not enrolled in doctoral study should be encouraged to enroll.

### **2. Program priorities requiring additional resources.**

Faculty should examine the assigning of overloads to full-time faculty; it is a problem that should be discontinued except in extreme circumstances. Initially, there may be a need for additional adjunct faculty, but eventually additional full-time faculty positions should be added to cover all scheduled courses. The number of full-time faculty must be sufficient to teach all courses in the curricula of all tracks. Unless there are additional funds and it is possible to hire qualified faculty, the enrollment must remain steady.

MSC and the Department of Nursing need to explore the feasibility of developing a graduate program in nursing including the benefits to the community as well as to the College. Such an action would stimulate interest of potential faculty taking positions in the department, even though they would also teach at the undergraduate level. Initially, this could start with enabling a partnership with a Colorado or regional college or university and then developing into a clinical focus that currently is not being taught in the area.

## RECOMMENDATIONS

**I. That Department of Nursing faculty review outcomes of the career ladder and set goals and a time table for assessing its success, including, but not necessarily limited to, the following:**

- a. The percent of LPNs who enroll in and complete the AAS in nursing.
- b. The percent of AAS RNs who enroll in and complete the BSN.

MSC nursing faculty should develop a mechanism to measure the level of success of the career ladder in increasing the number of nurses who achieve the BSN. Faculty should discuss and define what “success” means at each level of the ladder and the value of the career ladder concept, any. Collecting and analyzing these data, faculty will be able to revisit the ladder concept to determine the usefulness of maintaining it as it is, modifying it, or discontinuing it. The latter does NOT mean that any or all programs should be discontinued, only that the concept of a career ladder should be dissolved.

**II. That Department of Nursing faculty explore adding a master’s degree in nursing to its offerings.**

The addition of graduate education in nursing in western Colorado has many advantages including, a higher level of health care for the area; a new level of nursing for hospitals, health care agencies, and the community; opportunities to partner with health care agencies to improve education and health care in the area; and the increased likelihood of attracting advanced practice nurses and nurses with doctorates to the area. Initially, it might be reasonable to explore a partnership with a senior college or university in Colorado or an adjacent state to begin such a program.

**III. That the College seek funds to provide competitive salaries to maintain a sufficient number of qualified faculty as well as appropriate actions to facilitate the continuing interest of faculty in furthering their education.**

The faculty shortage is likely to exist as long as or longer than the nurse shortage. During my career of over 40 years in academic nursing, I have seen regular cyclical shortages of nurses that were resolved with some effort. While the number of nurse faculty has been sparse for some years, the current shortage of faculty is of increasing concern. Offering at least some graduate education in the area, even as a partner with another institution, would stimulate an increased interest of nurses to continue their education.

**IV. That faculty participate in the review of the nursing library collection related to its relevance and purchase of additional titles as described in the Assessment conducted in summer 2007 and develop a weeding policy for the future.**

The assessment has already been done that illustrates the needs for upgrading the nursing collection. While much of the work can be done by the library staff, faculty are responsible for helping to maintain the collection at a high level.





