Saint Francis Medical Center College of Nursing

Peoria, Illinois

A Tradition of Excellence in Nursing Education

Annual Report 2017-2018

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PRESIDENT'S REPORT

The 2017-2018 year presented another year of growth, changes and transitions for the College. During this year, the College accepted resignations from three full-time and three part-time faculty effective at the end of the contract period. Full-time faculty, Keli Briggs, RN, MSN, and Sue Barth, RN, MSN retired; and Kristine Rose, RN, MSN, resigned due to relocation to Michigan. Part-time faculty Deb Givan, RN, MSN retired, Karen Burkitt, RN, MSN, took a full-time position at another college, and Gerri Hellhake-Hall, was potentially relocating. The College also lost two, long-time staff members. Helene Batzek, Alumni Relations Representative, retired and Kim Prichard, Admissions Assistant, took another position within OSF. The College filled all the positions for the 2018-2019 academic year with highly qualified faculty and staff.

The College continued to look at strategic growth in 2017-2018. Student enrollment at the College remained steady with an enrollment of 648 students in fall 2017. In spring 2018, the enrollment was 595 students. The College focused recruitment strategies on the RN to BSN and DNP potential students. National leaders continue to project a worsening shortage of nurses through 2025, anticipating a need for close to 750,000 new nurses. The College is doing its part in the nursing shortage by preparing entry level and advanced practice nurses for the changing healthcare system. We graduated a total of 158 BSN students, 54 MSN students, and 4 DNP students. The College also awarded 5 post-graduate certificates. These students entered the challenging, ever changing healthcare arena as entry-level or advanced practice RNs.

During 2017–2018, as a component of quality higher education, the College focused on reaffirmation of accreditation with the regional institutional accreditor, the Higher Learning Commission (HLC). The College hosted its HLC accreditation visit for five visitors March 26-28, 2018. In September 2018, the College received notification that the HLC Board of Commissioners granted continuing accreditation to the college for 10 years. The College will transition its accreditation processes to the HLC Standard Pathway and begin its ongoing accreditation processes.

As we move into the 2018-2019 academic year, I look forward to the exciting changes and challenges facing higher education, nursing education, and healthcare. I will work to continue carrying on "the tradition of excellence" that was established by previous leaders of the College. On behalf of the College, I express our sincere appreciation for all that you do for us.

Patricia A. Stockert, RN, PhD

EVALUATION OF 2016-2017 STRATEGIC DIRECTIONS AND OBJECTIVES

Quality Education

This objective focused the College on developing and providing state of the art, innovative professional nursing education and clinical experiences of the highest quality in a professional learning environment. Our quality education was manifested as U.S. News and World Report named Saint Francis Medical Center College of Nursing Graduate program as one of the top 100 Online Graduate Nursing Programs for 2018. We were 83 with a score of 70 out of 100. There were 1200 graduate nursing programs surveyed. The 2017-2018 Quality Education Goals are discussed below.

Goal 1: Complete the established goals and timeline related to activities for incorporation of the College into a 501 (c) (3) corporation within OSF HealthCare System.

- Administrators from Saint Anthony College of Nursing and Saint Francis College of Nursing worked with an assigned attorney to complete the 501(c) (3) not-for-profit application to send to the federal government. Application was completed. Not-for-profit tax status was awarded to the College of Health Sciences.
- A national search was conducted for the President of the College of Health Sciences. College faculty participated in interviewing and evaluating the final candidates for the position. The President was named by the College of Health Science Board in August 2018.
- In July, the College received a letter from the Higher Learning Commission (HLC) indicating that the HLC Board was relooking at its requirement for college's to separately incorporate. The Board of Directors at its November 2018 meeting will be re-evaluating whether hospital based colleges can meet the criteria for accreditation related to governance and finances. The Board suspended acceptance of Change of Control documents until it makes its determination. Due to this, the College has put on hold its writing of the Change of Control document.

Goal 2: Evaluate revised BSN curriculum to increase clinical experiences in ambulatory settings.

- Administration and faculty worked with representatives from the OSF Medical Group to develop a clinical experience for students in the Nurse Run Clinics in the Medical Group offices. Students participated in the Nurse Run Clinics in fall and spring semester. Positive feedback was received from both students and the OSF Medical Groups. The College continues to provide learning experiences for students with the Faith Community Nurses as well as health programs at the RiverPlex. Additional experiences in ambulatory settings are being pursued for 2018-2019. For example, students will begin caring for residents in the Almost Home Kids Home starting spring 2019.

Goal 3: Complete development of BSN to DNP Program option.

- The Graduate Committee completed the curricula for the BSN to DNP program options. The new program options will be offered starting fall 2018. The Substantive Change report was submitted to the program accreditor, CCNE, in August 2018. There are four tracks within the BSN to DNP: Family Nurse Practitioner (FNP), Neonatal Nurse Practitioner (NNP), Psychiatric Mental Health Nurse Practitioner (PMHNP), and Adult Gerontology Acute Care Nurse Practitioner (AGACNP). Credit hours and practicum hours for each program are:
    - FNP – 72 credit hours, 1088 practicum hours
    - NNP – 73 credit hours, 1152 practicum hours
    - PMHNP – 77 credit hours, 1216 practicum hours
    - AGACNP – 77 credit hours, 1216 practicum hours

Goal 4: Evaluate effectiveness of strategies implemented to improve student success on NCLEX-RN licensure examination.

- In 2014, the College developed an AQIP Action Project, Improving Student Success on NCLEX-RN, in response to the drop in NCLEX-RN pass rates to 76%. The project focused on development of a comprehensive plan with strategies to raise the NCLEX-RN pass rate. Strategies included in the plan were related to a test development plan with a defined percentage for alternate form items at each semester; implementation of a course examination policy that requires students to achieve a passing grade (77% or above) on course examinations as well as earn an overall passing grade in the course; a change to HESI learning modules and case studies; use of HESI adaptive quizzing; use of HESI online NCLEX-RN preparation; and provision of a required on-site 3-day HESI NCLEX-RN Review course. The Academic Development Center and Counselor present programs to the graduating seniors on preparing for the NCLEX-RN licensure exam and reducing anxiety during testing. The Academic Development Center also offers students the opportunity to take a “mock NCLEX-RN Exam” after graduation. The Center simulates the process that students must follow when taking the actual NCLEX-RN examination. After the first year of implementation of the plan, the pass rate increased from 76% to 83%. After the second year of implementation of the plan, the NCLEX-RN pass rate increased to 87%. The NCLEX-RN pass rate in 2017 dipped to 83%. The pass rate for 2018 during the first two quarters has increased to 92.3%. This year, the Curriculum Committee developed a Test Development policy to standardize test development across the curriculum. This policy will help improve the reliability and validity of student exams. The College continues to implement all the strategies identified in the original plan.

Goal 5: Initiate investigation of revising RN-BSN curriculum to a competency-based model.

- The College made a decision not to pursue this option for the RN-BSN curriculum at this time. Enrollment in the program has decreased and the College is focused on recruitment. In the upcoming year, the College is developing a plan that will allow RNs to complete their BSN degree in 12 months.

Goal 6: Develop a post-graduate APRN Psychiatric Mental Health Nurse Practitioner certificate option.

- The post-graduate APRN Psychiatric Mental Health Nurse Practitioner certificate option was developed. The certificate is a 37 credit hour post master's certificate for nurses who want to specialize in the care of patients with psychiatric and mental health disorders. Students learn to diagnose, treat, and provide therapeutic interventions for this vulnerable population in the theory courses and the 704 hours of practicum.
- The College of Nursing was recognized in an article on the webpage published by MidlevelU, a website for midlevel providers. The article was published January 18, 2018 and was titled "These Psychiatric NP Programs have a 100% Certification Pass Rate." The article discusses psychiatric NP programs and lists those with 100% pass rate by name and state. The College is one of 28 programs listed.

Strategic Growth

The College is motivated to contribute qualified entry level and advanced practice nurses to the workforce. The American Association of Colleges of Nursing in May 2017 reported that the nursing shortage is expected to intensify with the aging of the Baby Boomers and the need for health care continues to grow. The U.S. Bureaus of Labor Statistics Employment Projections 2014-2024, reported that nursing is one of the top occupations in terms of job growth through 2022. The number of employed nurses is expected to grow by 16% (439,300 nurses) by 2024. By 2024, there is expected to be 1.09 million job openings for nurses due to growth and needed replacements. Many factors are contributing to the shortage. The College is addressing one of those factors by increasing the advanced practice nursing programs offered to meet the increasing demand for advanced practice nurses. A summary of the enrollment data follows:

- During fall 2017, a total of 648 students were enrolled at the College. Of the total, 405 students were enrolled in the baccalaureate program. Of the 405 students, 34 were in the RN to BSN accelerated option. There were a total of 243 graduate students enrolled, 8 of which were in post graduate certificates, 215 in the Master of Science in Nursing (MSN), and 20 of which were in the Doctor of Nursing Practice (DNP) program.
- During spring 2018 semester, a total of 595 students were enrolled at the beginning of the semester. Of these students, 374 were enrolled in the baccalaureate program. Of the 374 students, 29 were

RN to BSN students. There were 231 graduate students enrolled, 12 of which were in the post graduate certificate option, 189 were in the MSN option and 20 were in the DNP program.

- Summer school in 2018 had a total of 265 students enrolled. There were 170 BSN students. Of these, 10 were RN to BSN students. There were 95 graduate students enrolled.
- A total of 158 students received their Bachelor of Science degree, a total of 54 students received their Master of Science degree, and 4 students received the Doctor of Nursing Practice degree. Five students earned post-graduate certificates.

Goal 1: Explore options to increase enrollment in the RN to BSN option.

- The College's RN to BSN enrollment continues to hold steady but is beginning to show a slight decline in numbers. Fall 2017 and Spring 2018 saw enrollments of 34 and 29 respectively in the program. A possible reason for this is that the RNs required to obtain their BSN degree for their jobs have achieved this requirement. Also, the percentage of BSN prepared RNs at OSF SFMC has increased. The College continues to work with the OSF Chief Nursing Office group to achieve the OSF System-wide Nursing Goal of 80% BSN across the system by 2020.
- Dr. Stockert continues as a member of the OSF Chief Nursing Office group. A Strategic Goal of this group is to have 80% BSN RNs by 2020 for OSF. The College is working with this group on its "Professional Development: From Student to Expert" initiative which outlines strategies for OSF RNs to return to school to earn a BSN degree. A professional development plan was approved by the group and distributed to the OSF nurses.
- The Recruiter for the College continued to visit OSF facilities to make the College visible to Mission Partners. The College continued to offer a discounted tuition rate of $500 per credit hour for OSF RNs returning to the College of Nursing.
- One option the College is moving forward with in the upcoming year is to revise the RN to BSN curriculum so that it can be completed in 12 months. The shorter time frame for completion is an option that RNs are looking for when selecting a program.

Goal 2: Evaluate recruitment plans for all programs to increase numbers in programs with low enrollment and to maintain full BSN, MSN and DNP enrollment of highly qualified students.

- College personnel met with the Director of Marketing for the Central Region to devise a marketing strategy to target potential students. The College moved to radio and digital billboard advertisement for its Open Houses to reach a wider market. To reach potential students Marketing and the College developed a digital campaign that used "geo-fencing" to target particular locations. The results of this marketing campaign (per Marketing) were positive with high percentage of "click-throughs" and visits to the College website.

- The Graduate program marketing materials were totally revised to reflect the new program options being offered. The new marketing materials include a plan of study to show students exactly what courses and how long it will take to complete the program. The new marketing materials are also able to be electronically sent to prospective students. A new display of these materials is located in a heavy traffic hallway at OSF HealthCare Saint Francis Medical Center.

Goal 3: Work in collaboration with OSF, to develop plan for Nursing Resource Center laboratories relocation from the Allied Building.

- Dr. Stockert worked with Bob Anderson, President, OSF SFMC, on relocation of the Nursing Resource Center out of the Allied building. The selected location will be the 3rd and 4th floors of White School. OSF has other educational departments located in the building. This fall a team from the College will work with the OSF Project Manager and selected architects on remodel of the facility. The Nursing Resource Center labs will be on the 3rd floor. A large classroom will be located on the 4th floor. Additionally, an elevator is being installed in the building.

Community of Caregivers

This objective focuses on ensuring that the College has adequate faculty and staff to maintain quality education and service. This includes a succession planning to identify and develop future leaders, increasing diversity of the faculty and staff, and creating an inclusive, welcoming environment at the College. The nursing faculty shortage and the challenges that the College faces in retirements, resignations, and then replacement with qualified nursing faculty is an ongoing concern for the College. The 2017-2018 Community of Caregivers Goals are discussed below.

Goal 1: Provide leadership development opportunities for key individuals as a component of Succession Planning.

- Two key leaders at the College are continuing their involvement in leadership development activities as a component of succession planning. Kim Mitchell, PhD, RN, Dean of the Graduate Program, continues her participation in the OSF Leadership Formation program. This program is designed to enhance the formation of leaders with the OSF Mission and values. It also prepares leaders for the future for OSF HealthCare System. Sue Brown, PhD, RN, Dean of the Undergraduate Program, continues to enroll in online and OSF sponsored leadership activities. This year Dr. Brown completed the Emotional Intelligence course at OSF.

Goal 2: Continue to provide resources for faculty and staff development including faculty development for key topics identified by faculty.

- Approved in the FY 2018 budget was $500 per person education funds to use for development during the year. Employees used the funds to attend conferences and workshops, obtain certification in their area of expertise, or to purchase materials to be used in development. Faculty and staff continue to attend national meetings. Attendance at these meetings is an important networking opportunity for attendees. College faculty and staff were represented at the following national meetings or conferences: NLN Education Summit, Midwest Nursing Research Society, Illinois Association of Advanced Practice Nurses, Regional Health Conference, and National Family Nurse Practitioner.
- The Faculty Affairs Committee sponsored a Development Workshop for all faculty and staff members in May 2018. The speaker was Dr. Linda Caputi who presented a program on test development and test item analysis. The program was attended by full- and part-time faculty as well as faculty from other nursing programs in the region.

Goal 3: Continue to work on increasing diversity of CON students, faculty, and staff through the implementation of the CON Diversity Plan

- The College's comprehensive diversity plan titled: Integrating Diversity across the Curricula and across Campus was revised. The plan's theme is "One community, many cultures: celebrating our diversity." The plan focuses on educating culturally competent nurses, recruiting and retaining a culturally diverse student and employee population, and creating a welcoming environment that celebrates diversity. The plan was updated this academic year. Dr. Maureen Hermann is responsible for updating and facilitating implementation of the plan.
- Student diversity for the College continues to remain steady in spite of increased efforts to recruit a diverse student population from the Central Illinois region. For fall 2017, 12.1% (up from 10.9% in 2016) of the students were male and 13.4% (up from 9.9% in 2016) were of a race/ethnicity diversity for all programs. Student diversity for spring 2018 was 11.9% (11.6% in spring 2017) male and 13.1% (up from 11.5% in 2017) race/ethnicity diversity for all programs.

Service Excellence and Student Experience

This objective focuses on the College’s commitment to serving our students. The College will excel in service to our students and others which exemplifies the OSF Mission “to serve with the greatest care and love” and strive toward achieving our goal of every student every time. The 2017-2018 Service Excellence and Student Experience Goals are discussed below.

Goal 1: Implement new student information and learning management systems.

- After initially telling the College of Nursing in May 2017 that CAMS could not be implemented due to security and technical issues, OSF IT determined in July 2017 that CAMS could be implemented. This delayed the implementation longer than anticipated. Data conversion was completed in October 2017 and training began for Mission Partners on both the student information system (SIS) and learning management system (LMS). Go live for both systems was January 1, 2018 with the start of spring 2018 semester. Training was ongoing. Data conversion issues arose that were resolved.
- There were multiple conversations and concerns expressed by faculty and students that the LMS did not provide the robust online teaching opportunities needed. There were issues with student emails, downloading of materials, online discussions, and assignment and gradebook integration. Because of this, Dr. Stockert worked with OSF Leadership, IT, and personnel at the Jump Education and Simulation Center to implement Canvas as the LMS for fall 2018.
- The College has identified a team that will work with OSF IT and a team from Saint Anthony College of Nursing will participate over the next year in an OSF College of Health Sciences/College of Nursing System Selection for Learning and Student Management. This project will be done during the upcoming fiscal year.

Goal 2: Improve online services to students, i.e. online application, housing application.

- The College continues to work on developing additional online service for students, such as online application for admission and housing. This project is ongoing. The College is partnering with Saint Anthony College of Nursing and working with departments within OSF for online application and online payment ability.

Affordability and Sustainability

The focus of this objective is to demonstrate stewardship of financial resources to meet financial goals, to invest in educational technology, to grow graduates and programs which will align with the OSF and College missions. The College continues to work with OSF Saint Francis Medical Center Foundation to increase the donation of funds. The 2017-2018 Financial Stewardship Goals are discussed below.

Goal 1: Continue to secure major gifts and grants from donors to increase scholarships for students.

- Monthly meetings were held between the College President and Curt Leroy, Senior Director, Development to discuss strategies to increase giving to the College. Dr. Stockert worked with Tara Boehl from the Foundation to develop the annual giving campaign. The theme for the campaign this year was a focus on student scholarships for the College. A digital appeal was sent at the end of 2017 as a component of the spring 2017 appeal. Donations to

the College from alumni and friends during the 2016-2017 (August through June) appeal totaled $595,836.90. The total in the same time period for 2017 was $156,843.

- The College was blessed with two new endowed scholarships this year through the Morton Community Foundation. The Chuck Tolley Memorial Scholarship was started by his wife, Sue, in thanks for the care Chuck received as a patient at OSF Saint Francis Medical Center (OSF SFMC). The Tari L. Cruse Nursing Memorial Scholarship was started by her family to assist single mothers in obtaining a nursing degree. Tari was a nurse at OSF SFMC. Additionally, Mr. Peter Fischbach gave approximately $400,000 to increase the Dr. Rita Scholarship to $500,000 and the Endowment in Honor of Ensign Anne Fischbach to $50,000. The anonymous donor for The Kay Kaylor Foss Endowed Scholarship contributed $25,000 to increase that endowment to $50,000. A $25,000 donation was received to create a $2,500 scholarship for each of the next 10 years in honor of Yvonne Shields, Class of 1951.

Goal 2: Continue to optimize operations by ensuring revenue is in excess of expenses.

- The 3rd Quarter Financial Report (ending June 30, 2018) shows the College is managing expenses and that revenue exceeds expenses. The overall quarter report shows that for the year, revenue exceeds total expenses by $882,790. As of this date, salaries and wages are exceeding budget by $201,984. Overload pay for faculty was reduced this year by 8.4% ($14,267). Due to faculty illnesses, substitute pay was increased this year (as of July 6, 2018) to a total of 506.20 hours and $18,675.45. The College has had 268.21 hours of overtime for a total of $7,946.11 during the same time period.

2018-2019 STRATEGIC DIRECTIONS AND OBJECTIVES

Quality Education:

- Complete the established goals and timeline related to activities for incorporation of the College into a 501 (c) (3) corporation within OSF Healthcare System.
- Implement BSN to DNP Program and Adult Gerontology Acute Care Nurse Practitioner options.
- Evaluate effectiveness of strategies implemented to improve student success on NCLEX-RN licensure examination.
- Develop a plan to compress RN to BSN curriculum to one year of study.

Strategic Growth:

- Explore options to increase enrollment in the RN to BSN option.
- Evaluate recruitment plans for all programs to increase numbers in programs with low enrollment and to maintain full BSN, MSN and DNP enrollment of highly qualified students.
- Work in collaboration with OSF, to develop plan for Nursing Resource Center laboratories relocation from the Allied Building.

- Develop a summer camp option as a recruitment strategy targeting middle school/high school students. Implementation for summer 2019.

Community of Caregivers:

- Provide leadership development opportunities for key individuals as a component of Succession Planning.
- Continue to provide resources for faculty and staff development including faculty development for key topics identified by faculty.
- Continue to work on increasing diversity of CON students, faculty, and staff through the implementation of the CON Diversity Plan

Service Excellence and Student Experience:

- Improve online services to students, i.e. online application, housing application.
- Enhance safety of campus through development of lockdown procedures and mass communication process.

Affordability and Sustainability:

- Continue to secure major gifts and grants from donors to increase scholarships for students with one new endowed scholarship established in 2018-2019.
- Continue to optimize operations by ensuring revenue is in excess of expenses.

Table 1 Revenue and Expenses 2015-2018

	2015-2016	**2016-2017**	**2017-2018**
Tuition & Fees	8,430,492	8,668,419	9,119,798
Miscellaneous	103,962	24,541	47,662
Contributions	31,500	30,000	19,000
State and Federal Appropriations	-210,670	-236,486	-236,486
Total Revenue	**8,355,284**	**8,486,474**	**8,949,974**
Salaries & Benefits	6,295,693	6,624,597	6,651,195
Other	803,998	820,774	869,562
Total Expenses	**7,099,691**	**7,145,371**	**7,520,757**

COLLEGE BOARD 2017-2018

The College Board met four times during the 2017-2018 academic year. The Board:

- Was kept informed of all activities related to the Higher Learning Commission's new criteria for incorporation of the College and provided input as appropriate.
- Approved the FY 2018 Budget for the College.
- Reviewed quarterly College of Nursing financial and foundation reports.
- Approved a 3.01% increase in tuition for undergraduate students and a 3.11% increase in graduate tuition for 2018-2019. The Board continues the pattern of small tuition increases annually as opposed to large increases less frequently.
- Received and acted on promotion requests for four faculty members presented by administration.
- Participated in the reaffirmation of accreditation visit from the Higher Learning Commission.
- Reviewed and approved the 2018-2019 Strategic Directions for the College.

STUDENT'S RIGHT-TO-KNOW ABOUT CRIME

The College is required by law to report statistics on specific crimes that may occur on the campus. The reportable crimes are: murder and non-negligent manslaughter, negligent manslaughter, sex offenses, robbery, aggravated assault, burglary, motor vehicle theft, arson, liquor law and drug related violations, and offenses that manifest evidence of prejudice. SFMC College of Nursing also is registered as a member of the "Campus Crime and Security Survey" which is tabulated annually and required by the United States Department of Education by Section 4865(a) and (f) of the Higher Education Act. Table 2 discloses statistics for each crime for the past 4 years. The statistics are available to current and prospective students and parents, faculty and staff.

Table 2 Disclosure of Reported Criminal Offenses

Offense	2016	2017	2018
Murder/Non-Negligent Manslaughter	0	0	0
Negligent Manslaughter	0	0	0
Forcible/Nonforcible Sex Offenses	0	0	0
Robbery/Theft	0	0	0
Aggravated Assault	0	0	0
Burglary (vehicle)	0	0	0
Motor Vehicle Theft	0	0	0
Manslaughter	0	0	0
Arson	0	0	0
Liquor Law Violation/Drug Related Possession	0	0	0

Offense	2016	2017	2018
Weapon Possessions	0	0	0
Offenses that Manifest Evidence of Prejudice	0	0	0

AGENCY MEMBERSHIPS

Table 3 Memberships in Professional Organizations

American Association of Colleges of Nursing (AACN)
American Association of Collegiate Registrars and Admission Officers (AACRAO)
American College Health Association (ACHA)
American Health Sciences Education Consortium (AHSEC)
American Library Association (ALA)
Association of Institutional Research (AIR)
Council for Higher Education Accreditation (CHEA)
Higher Learning Commission (HLC), a commission of the North Central Association of Colleges and Schools (NCA)
Illinois Association of Colleges of Nursing (IACN)
Illinois Association of Student Financial Aid Administrators (ILASFAA)
National Association of Student Financial Aid Administrators (NASFAA)
National League for Nursing (NLN)
Accreditation Commission for Education in Nursing (Formerly National League for Nursing Accrediting Commission [NLNAC])

CLASS AND STUDENT INFORMATION

Enrollment by Semesters

Table 4 - Semesters Fall 2016-Summer 2018

	Fall 16 n=657		Spring 17 n=612		Sum 17 n=288		Fall 17 n=643		Spring 18 n=593		Sum 18 n=301	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
BSN Junior 1	83	30	82	13	0	37	88	30	24	11	0	23
BSN Junior 2	74	3	84	5	0	38	85	5	78	6	0	55

	Fall 16 n=657		Spring 17 n=612		Sum 17 n=288		Fall 17 n=643		Spring 18 n=593		Sum 18 n=301	
	FT	**PT**	**FT**	**PT**	**FT**	**PT**	**FT**	**PT**	**FT**	**PT**	**FT**	**PT**
BSN Senior 1	81	1	71	4	0	65	82	10	81	8	0	48
BSN Senior 2	63	7	76	2	0	46	59	9	79	7	0	33
BSN – RN	0	42	0	37	0	13	0	32	50	30	0	13
MSN	12	209	2	199	0	84	4	206	3	183	0	85
DNP	0	25	0	23	0	4	0	20	0	20	0	11
Post Grad Cert	0	19	0	10	0	0	0	8	0	12	0	0
Student at Large	0	8	0	4	0	1	0	5	0	1	0	33
Total	313	344	315	297	0	288	318	325	315	278	0	301

Graduation

During 2017-2018 school year, 169 students earned a Bachelor of Science in Nursing degree. From the graduate program, 53 received a Master's degree. There were no post Master's certificates earned and 4 people earned a doctoral degree.

Curriculum

Table 5 Student Enrollment for Fall 2017, Spring 2018

Course	**SCH***		**Fall 2017**	**Spring 2018**	**Summer 2019**
304 Nursing and Healthcare Ethics	3		165	252	**
310 Health Assessment	3		315	261	**
312 Pathophysiology	4		352	304	**
314 Pharmacology	3		240	168	**
317 Concepts of Professional Nursing (RNs only)	3		18	12	**
318 Research for Nursing Practice	3		180	219	**
321 Learning Strategies for Nursing Students	1		88	74	**
322 Concepts of Care for the Older Adult	3		255	234	**
324 Conceptual Basis of Nursing I Theory	4		364	312	**
325 Conceptual Basis of Nursing I Clinical	2		180	164	**
330 Conceptual Basis of Nursing II-Theory	5		450	405	**

Course	SCH*		Fall 2017	Spring 2018	Summer 2019
331 Conceptual Basis of Nursing II-Clinical	5		430	405	**
412 Trends and Issues for Professional Nursing	2		96	130	**
425 Promoting Healthy Communities (RNs only)	3		18	30	**
426 Conceptual Basis of Nursing III – Theory	5		430	445	**
427 Conceptual Basis of Nursing III – Clinical	5		435	435	**
431 Independent Study (1)	5		4	1	**
431 Independent Study (3)	8		33	48	**
431.11 Camp GranADA Experience	1		0	0	**
431.14 Cultural Immersion – Travel to Guatemala	2		0	0	**
431.2 Nursing: Emergency	3		45	50	**
431.3 Substance Abuse	3		48	0	**
431.6 Nursing Care of the Critically Ill Child	3		0	21	**
431.4 Nursing: Critically Ill Adult	3		7	21	**
431.8 Summer Clinical Elective	3		0	0	**
434 Concepts in Nursing Management	3		267	255	**
436 Trends and Issues for Professional Nursing (RNs only)	3		21	21	**
438 Conceptual Basis of Nursing IV – Theory	3		204	252	**
439 Conceptual Basis of Nursing IV – Clinical	3		198	246	**
450 Transition to Adv. Nsg. Practice + (RN-MSN only)	3		0	3	**
499 Statistical Methods for Nursing Research +	3		69	0	**
500 Theoretical Foundations of Advanced Nursing Practice	5		190	0	**
504 Health Promotion in Advanced Nursing Practice	5		175	50	**
508 Nursing Research	4		0	112	**
512 Roles and Issues in Advanced Practice Nursing	3		0	120	**
516 Advances in Nursing Leadership	3		63	0	**
517 Adv H Assess/Diagnostic Reasoning Across the Lifespan	3		120	0	**
519 Adv Pathophysiology Across the Lifespan	3		171	0	**
529 Adv Pharmacotherapeutics Across Lifespan	3		0	126	**
532 Foundations of Education in Nursing	3		0	3	**
536 Issues & Roles in Nsg. Education	3		6	0	**
538 Advanced Practice Seminar Topics	3		6	0	**

Course	SCH*		Fall 2017	Spring 2018	Summer 2019
540 Evaluation Strategies in Nursing Education	3		0	6	**
544 Development & Evaluation of Programs in Health Care	3		0	48	**
545 Adv Hlth Assess & Diag Reasoning of Neonate	3		24	0	**
546 Advanced Physiology & Pathophys of Neonate	3		12	24	**
547- Advanced Neonatal Pharmacotherapeutics	3		0	24	**
548 Nursing Informatics	3		42	75	**
549 Neonatal Management I	3		0	12	**
550 Neonatal Management II	3		0	12	**
552 Finance and Health Care Management	3		0	27	**
553 Health Policy, Law & Regulation	3		30	0	**
554 Human Resource Management	3		33	0	**
558 Managed Care and Integrated Delivery System	3		0	15	**
560 Family Healthcare Mgmt I	3		99	0	**
561 Advanced FNP Practicum I	3		93	0	**
564 Family Healthcare Mgmt II	3		0	81	**
565 Advanced FNP Practicum II	3		0	81	**
566 Family Mental Health Psycho-Pharmacology	3		33	0	**
568 Advanced Assessment and Therapeutic Interventions	3		33	0	**
569 FPMHNP Practicum I	2		22	0	**
570 FPMHN-Diagnosis & Mgt of Children & Adolescents	3		0	27	**
571 FPMHNP Practicum II	2		0	18	**
572 Adv Psy Nsg-Diagnosis/Mgt of Adults &Specialty Popul	3		12	0	**
573 FPMHNP Practicum III	3		10	0	**
599cr1 Graduate Independent Study	2		4	2	**
600.2 Educator Practicum	3		6	18	**
610.2 Clinician Practicum	2		0	0	**
611.1 Clinician Practicum	3		0	15	**
611.2 Clinician Practicum	2		6	3	**
612.1 CNL Immersion Experience	1		1	0	**
612.2 CNL Immersion Experience	3		0	2	**
614.1 Management Practicum	3		24	9	**

Course	SCH*		Fall 2017	Spring 2018	Summer 2019
614.2 Management Practicum	3		18	24	**
620.1 Research Experience	3.5		0	0	**
622 Evidence-Based Inquiry	3		15	15	**
630 Neonatal Nurse Practitioner Practicum	3.5		0	0	**
631 Neonatal Nurse Practitioner Practicum	3		6	0	**
640 Final FNP Practicum	3		39	39	**
650 FPMHNP Practicum IV	3		0	15	**
700 Principles of Epidemiology	3		18	75	**
710 Biostatistics	3		21	0	**
720 Evidence Based Pract: Appraisal & Analysis	3		0	12	**
730 Translation of Evidence Based Practice	3		9	0	**
735 Interprofessional Collaboration & Advanced Program	3		21	0	**
740 Impact of Ethics & Law on Role of the DNP	4		0	16	**
745 Managing Human Capital	4		28	0	**
750 Cultural Competency for Advanced Practice	3		9	0	**
760 Health Care Finance and Policy	3		0	33	**
770 Healthcare Information Systems & Outcome Mgmt	3		0	33	**
800.1 Capstone Project I Clinical	3		0	0	**
800.2 Capstone Project II Clinical	3		0	0	**
804.1 Capstone Project I Leadership	3		12	0	**
810 Organizational Management Leadership	3		15	0	**
820.1 Residency DNP - Clinical	3		0	0	**
820.2 Residency DNP - Clinical	3		0	0	**
822.1 Residency DNP - Leadership	3		0	12	**
822.2 Residency DNP - Leadership	2		0	12	**

*Semester Credit Hours

	Fall 2017	Spring 2018	Summer 2018	2017-2018 Total
Total Undergraduate Credit Hours	4912	4768	**	9680
Total Graduate Credit Hours	1426	1196	**	2622
Total Combined	6338	5964	**	12302

** The College switched Student Information systems and the current system does not have a report that calculates credit hours per class.

RECRUITMENT AND ADMISSIONS

Recruitment Activities for the BSN Program

Recruitment Activities during the 2017-2018 academic year included the following:

- The College of Nursing hosted two open house events: one in November 2017 and one in April 2018. Both open houses were well attended with approximately 181 potential students visiting along with 255 other guests touring the college.
- The recruiter visited one primary school, eleven high schools, eleven college fairs, five RN-BSN fairs, one graduate fair, five professional nursing conferences and two community events.
- The College hosted five events for high school students to come to the College of Nursing to tour its facilities and meet staff and current nursing students. Two of those groups were brought by the Peoria Educational Region for Employment and Career Training (PERFECT). The PERFECT organization and the college hosted four "Nurse for the Day" events for these high school students. The PERFECT visits included 120 high school students from Peoria Public Schools and from several of the county high schools.
- The recruiter met quarterly with the OSF Saint Francis Medical Center Marketing Department to maintain updated recruitment materials, billboards, and publicity for college events.

Admissions Data

During the 2017-2018 academic year, the college underwent a change in the student information system. As such, the college is unable to track the GPA from all of the applicants of the terms. The numbers below in Table 6 represent the GPAs of the students that started in the respective terms.

Table 6 Mean GPA for Pre-Nursing Courses, Full-Time Students-Initial Enrollment in Nursing Courses

GPA Range	Fall 2016 n =301	Spring 2017 n = 313	Fall 2017 n =89*	Spring 2018 n =74*
Low	2.81	2.56	2.85	2.56
High	4.00	4.0	4.0	3.9
Mean	3.46	3.35	3.45	3.24

Mean GPA is based on the total student population in each group.

*These numbers are for students who attended and not all applicants.

Table 7 BSN Full-Time Students: Age on Enrollment

Age Range	Fall 2017 n = 314	Spring 2018 n = 312
18-19	2	4
20-21	104	124
22-24	123	105
25-29	50	48
30-34	16	14
35-39	7	7
40-49	10	9
50-64	2	1
65+	0	0

The mean age of 2017-2018 enrolled student population was 26.

Table 8 Headcount Enrollment: Gender, Racial and Ethnic Background - BSN

Racial, Ethnic Background	Fall 2017		Spring 2018		Summer 2018	
	M	F	M	F	M	F
American Indian or Alaska Native	0	0	0	0	0	0
Asian	4	5	3	4	0	1
Black or African American	1	18	0	17	0	5
Hispanic of any race	3	18	2	14	0	7
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
Non-Resident Alien	0	4	0	4	0	0

Racial, Ethnic Background	Fall 2017		Spring 2018		Summer 2018	
	M	F	M	F	M	F
White	40	303	36	284	17	137
Two or more Races	0	7	0	8	0	4
Unknown	0	2	0	2	0	0

Table 9 Headcount Enrollment: Gender, Racial and Ethnic Background – Graduate

Racial, Ethnic Background	Fall 2017		Spring 2018		Summer 2018	
	M	F	M	F	M	F
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	4	0	2	0	1
Black or African American	2	10	2	9	0	2
Hispanic of any race	2	4	0	5	0	4
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
Non-Resident Alien	0	0	0	0	0	0
White	27	190	23	160	0	86
Two or more Races	0	6	0	4	0	2
Unknown	0	3	0	1	0	1

Table 10 Enrollment and Semester Credit Hours (SCH) Attempted - BSN & RN to BSN

Students	Fall 2017	Spring 2018	Summer 2018
Full-Time	4652	4818	0
Part-Time	485	387	594
Headcount	405	374	172
SCH Attempted	5137	5205	594
FTE*	342	347	42

* Illinois Board of Higher Education defines 1 Full Time Equivalent (FTE) = 15 SCH

Table 11 Enrollment and Semester Credit Hours (SCH) Attempted - Graduate*

Students	Fall 2017	Spring 2018	Summer 2018
Full-Time	39	27	0
Part-Time	1307	1129	277

Students	Fall 2017	Spring 2018	Summer 2018
Headcount	243	219	96
SCH Attempted	1346	1156	277
FTE*	112	96	18

* Illinois Board of Higher Education defines 1 Full Time Equivalent (FTE) = 12 SCH

Table 12 MSN Enrollment Data 2016-Spring 2018

	2016	2017	2018
Spring	224	201	186
Fall	221	243	191

The Spring/Fall 2018 enrollment of 377 represents a slight decrease over the Spring/Fall 2017 total enrollment of 444.

Table 13 Admissions Data Regarding New MSN Graduate Students

Cohort	N =	GPA	Essay Score	Years of Experience
2015-2016	62	3.58	18.6	6.19
2016-2017	73	3.42	18.9	7
2017-2018	98	3.27	18.7	7

Retention/Attrition

Table 14 BSN: Percentages of Attrition, Retention and Students Continuing (Full-Time BSN Students)

Semester of Entry	Year	Full-Time Students	Attrition		Continued Enrollment	Retention Rate
			N	%		%
Fall	2015	59	5	8	54	92
Spring	2016	62	6	10	56	90
Fall	2016	49	2	4	47	96
Spring	2017	49	4	8	45	92
Fall	2017	84	7	8	77	92
Spring	2018	67	5	7	62	93

This data represents the full time retention rate for the year after the given semester of entry. For more info, see the Integrated Scorecard measure #102005. The college switched definitions of retention during this time frame.

Table 15 MSN: Percentages of Attrition, Retention, Number of Graduates and Those Students Continuing

Semester of Entry	Year	Full-Time Students	Part-Time Students	Attrition		Continued Enrollment	Retention
				N	%	N	%
Spring	2015	0	23	5	21	18	79
Fall	2015	0	51	10	20	41	80
Spring	2016	0	8	5	62	3	38
Fall	2016	5	55	8	13	52	83
Spring	2017	0	14	5	35	9	65
Fall	2017	2	58	15	25	45	75
Spring	2018	0	0	0	0	0	0

This data represents the full time retention rate for the year after the given semester of entry. For more info, see the Integrated Scorecard measure #101437. The college switched definitions of retention during this time frame.

STUDENT SERVICES AND PROGRAMS

Financial Assistance 2017 - 2018

Table 16 Undergraduate and Graduate Program Student Financial Assistance (8/01/17 -7/31/18)

Academic Year	Undergraduate - Percent who Received Financial Assistance	Graduate - Percent who Received Financial Assistance
2017/2018	93%	60%
2016/2017	90%	56%
2015/2016	84%	67%

Table 17 Federal Loan Default Rates – 3 Year

Fiscal Year	Rate	Notice Received
FY2012	3.3%	9/15
FY2013	.7%	9/16
FY 2014	2.5%	9/17

Loan volumes have remained steady since last year; alternative loans have increased by 1%. During 2017/2018, we had 97 student (Graduate and Undergraduate) receiving $1,231,615.

Due to the generosity of individuals and businesses, Institutional College of Nursing Scholarships are available to undergraduate and graduate students at Saint Francis Medical Center College of Nursing. For the 2017/2018, the College of Nursing awarded $22,500 in scholarships to 10 graduate students and $56,271 in scholarships to 103 undergraduate students.

Library

The Saint Francis Medical Center College of Nursing Library, known as the Sister Ludgera Pieperbeck Learning Resource Center, is an academic library that serves as the College's intellectual resource center. The Library provides support for teaching and evidence-based research for students, faculty, administration, alumni, and staff. The Library maintains an in-depth collection of all aspects of nursing education, theory, healthcare literature, trends and higher education and is part of the I-Share resource sharing system. In 2017-18, the I-Share union catalog contained approximately 9.7 million unique bibliographic records and nearly 38.1 million item records, representing the holdings of 134 Consortium of Academic Research Libraries in Illinois (CARLI). The library provides instruction related to information literacy, technology, and information management to facilitate learning, empower students and faculty, enhance critical thinking, promote scholarship, and improve institutional outcomes.

During the 2017-18 school year, the Library circulated a total of 2,706 items and processed 1,434 interlibrary loan transactions, including loaned 679 and 755 borrowed items. The Library added 104 new titles to the general, reference and reserve nursing collection and expanded our concept-based learning curriculum for our faculty.

The Library has its own page on the College website with relevant links and tutorials for improving student and faculty access to information. In addition, our e-mail address is monitored to respond to patron queries.

Access to information is enhanced by the 24/7 availability of two computer labs and study rooms on the first and second floors. The Library has computers, a high-speed photocopier/fax machine/ scanner with the capability of creating PDF files. All Library and lab computers have internet and hospital LAN access which helps the Library's information literacy goal of producing students who are adept at searching in multiple formats.

The Library provides students with access to multiple databases and online research guides that facilitate the discovery of scholarly articles, streaming videos and other valuable resources. The Library gives patrons assistance in the use of complex search tools and guidance in evaluating the reliability and accuracy of the information they find.

The Library is a member of the following organizations:

- American Library Association (ALA)
- Association of College & Research Libraries (ACRL)
- Consortium of Academic & Research Libraries of Illinois (CARLI)
- Health Science Librarians of Illinois
- Heart of Illinois Library Consortium (HILC)
- I-Share
- National Network of Libraries of Medicine/Greater Midwest Region (NN/LM GMR)

Academic Development Center (ADC)

Fall 2017

The coordinator attended classes on Monday and Tuesday of the first week of school to talk to students in each semester about the ADC and counseling program. This was repeated in the spring. The coordinator attended the Learning Strategies course in both sections each semester to discuss test taking skills for the nursing major. Two other lunch time learning sessions were scheduled for J1 students on Thursdays on math calculations for meds and preparing for proficiencies. An additional lunch time learning presentation on reducing test anxiety was presented by the counselor. Tips on interviewing for jobs for S1 students were presented to the three S1 management classes. A presentation for S2 students on preparing for NCLEX was held during post conference week 14 for both Fall and Spring semesters. Attendance for all presentations can be found in Table 18.

The coordinator oriented 12 J2 peer teachers. A total of 15 peer teachers were assigned over the semester in all levels with the majority (12) assigned to J1 students. The coordinator worked with seven S2 students the last month of the semester to help them pass the last nursing course.

NCLEX simulations were scheduled in December and early January. The simulation exam was 100 alternative type questions from the Saunders program with calculation questions excluded and scores for the 34 graduates of the 42 who signed up averaged 33.6%. Summary of evaluations for the experience indicated it was helpful and would recommend it to other students.

The coordinator had 100 appointments in fall semester that averaged 34 minutes. Thirty seven of these students were new referrals. Students were helped with test taking, test review, clinical paperwork, and writing. One student was referred to the counselor for personal issues and test anxiety that were impacting success in course work.

Shari West, the English Language Learner (ELL) teacher worked with five students on oral presentations, writing, and test taking. Two were new referrals.

Spring 2018

The same seven lunchtime learning programs were presented as in fall for the J1 students. The tips on interviewing were presented in the three sections of S1 Management class and preparing for NCLEX for S2 students during post conference week 14. Attendance for spring lunchtime learning is in Table 18.

Both readmitted J1 students were seen weekly during the semester. Students repeating the course were given Prep-U program access for their respective textbooks. Since students this semester were having more difficulties in health assessment four more Weber's health assessment prepU were ordered and all were dispersed to students needing extra help. A budget request for next year was submitted for four of Ricci Women's Health, four Brunner and Suddarth Medical-Surgical packages and twelve Weber's Health Assessment. The new curriculum is using a different Medical-Surgical book but the Prep-U program will still be a good product for senior students at risk to use.

Seven J2 Peer Teachers were oriented to the program and Peer Teachers were assigned to 13 students of all levels. Currently, 32 referrals for J2 peer teachers for fall have been received from J1 faculty. The coordinator worked with two graduates who did not pass NCLEX and one of them has now passed. One Master's student was referred for test taking strategies per phone and did pass the course.

The ELL instructor continued to work with three students on a regular basis. She helped them with writing and oral presentations mostly. She plans on returning in the fall 2017.

The coordinator had 143 appointments (average time 30 minutes) with students of all levels including 19 new referrals. Six students were referred to the counselor for test anxiety or personal issues.

Practice NCLEX simulation sessions were offered to graduates the weeks of May 30th and June 5th. Twelve sessions were offered for a maximum of five students at a time in 3-hour blocks. Forty nine students signed up for the experience and 42 completed it with an average score of 32.17. The Saunders NCLEX review program downloaded on the task stations in ADC was used in all alternative format for a 100-question simulation test minus calculations. Students were sent a set of rules of testing and they had to come with a picture ID. Simulation of the testing environment was presented as much as possible. According to evaluations received from those that participated, this was a valuable experience.

Table 18 ADC Activity

	ATTENDANCE	
	FALL 2017	**SPRING 2018**
WORKSHOP		
Test Taking Strategies in Learning Strategies Class (J1)	88	94
Preparing for Proficiencies (J1)	61	63
Basic Med Calculations (J1)	23	38
Decreasing Test Anxiety (all)	18	27
Tips on Interviewing for Jobs (S1 Management class)	81	75
TOTAL	271	297
Senior 2		
Preparing for NCLEX (Nursing 4 post conference)	70	80
Mock NCLEX	34	42
TOTAL	104	122
REFERRALS		
Referral to Counselor	1	6
Peer Teaching program	15	13
Skills Lab Practice	0	0
Weekly ELL Classes	5	3
TOTAL	21	22
Other		
Work with Students not Passing NCLEX	0	2
Graduate students with on-line testing	0	1
TOTAL	0	3

Writing Center

Fall 2017–Spring 2018

The Writing Center strives to help students succeed academically by providing guidance in writing, APA style, and Word formatting. The Center aims to increase students' understanding of the symbiotic relationship between writing and critical thinking, and to promote scholarly writing as an ongoing conversation to communicate ideas

and research within the professional nursing community. Sessions include reviewing papers to improve students' skills in:

- Writing clearly and concisely: organization; transitions; writing style; reducing bias in language; grammar and usage, including clarity, logic, consistency, passive to active voice
- Mechanics of style: punctuation, spelling, capitalization, use of italics, abbreviations, numbers
- APA-style formatting: page set-up, in-text citations, references, tables and figures

Appointments are offered 12 hours per week during the academic year and on an ad hoc basis during the summer session. The coordinator meets with students one-on-one and in collaborative groups in 45-minute to 1-hour sessions and reaches out to distance learners via Skype and to students who are OSF employees via Lync. Faculty can refer students or students can self-refer. Students are requested to meet at least 3 to 5 days before deadline and to bring the rubric describing expectations for the paper. However, some students require assistance at earlier stages and receive help with brainstorming and content organization.

The Writing Center had 95 appointments during fall semester and 80 appointments during spring semester (see Table). The coordinator presented on the topics of scholarly writing and APA style in 6 undergraduate classes during the academic year.

Table 19: Writing Center Activity

APPOINTMENTS	FALL 2017	SPRING 2018
BSN Students	43	37
Graduate Students	52	43
TOTAL	**95**	**80**

Housing

The SFMC College of Nursing provides housing for our students. Eighty dorm rooms are used on full-time (24/7) and part-time basis (as study or shared study rooms). Pairs of students may split the cost of a dorm room and share it as a study room during the day with occasional overnight stays by one of the students during the semester.

Fall 2017

75 rooms used by 75 FT students

Total students in dorms: 75

Spring 2018

75 rooms used by 75 FT students

Total students in dorms: 75

Student Senate

The following is a list of events and activities that were sponsored by Student Senate during the 2017-2018 school year.

Traditional Events:

- **All-School Liturgy** – The All-School Liturgy was Monday, August 21, 2017 at 11:30 am in the Main Chapel. Students were encouraged to attend to receive an individual blessing. All members of the Senate Executive Board participated in the Liturgy. Attendance was up from the previous year. After mass/blessing, the Student Senate served lunch in the lobby to all students, administration, faculty and staff who attended.
- **Senate Election Luncheon**- The Executive Board election and luncheon was April 16, 2018. Students voted prior to receiving lunch. All luncheons were well attended by the students, and all Senate and Executive positions were filled.
- **American Red Cross Blood Drive**- Student Senators volunteered to help run the annual blood drive on April 10, 2018. A total of 6 donations were given by students and faculty.
- **Thanksgiving Dinner**- Thanksgiving dinner was hosted by Student Senate on November 15, 2017 at the Spalding Pastoral Center. The event was successful with 250 in attendance and Student Senate booked Spalding Pastoral Center for next year's dinner.
- **Senate Christmas Party**- The Senate Christmas party/November meeting was November 27, 2017 at Dr. Paulette Archer's home. Admission was a gift for the Central Illinois Agency on Aging giving program. Dinner consisted of spaghetti from Avanti's and Dr. Archer made her cheesy potatoes. The white elephant gift exchange was successful and occurred uneventfully.
- **Finals Breakfast** - The Student Senate provided a breakfast to the student body which included bagels with cream cheese and coffee for both semesters in Fall 2017 and Spring 2018.
- **Senior Send-off -** The Student Senate organized Senior Send-off which was held at the Peoria Public Library Fall 2017 and Spalding Pastoral Center Spring 2018 semesters to celebrate the graduating S2s.

Honors cords were distributed. The Alumni Association provided information to the graduates regarding the alumni events as well as an insulated lunch bag with the college logo. Student Senate presented the graduating students with SFMC CON pens with lights and a stylus for Fall 2017 and Spring 2018. The Fall 2017 graduating class presented a senior video made by students.

- **Volleyball Night**- Student Senate sponsored an all-school volleyball night for the students each semester. There were 20 students in attendance at Detweiller Park in the Fall of 2017 to play against Methodist College students. There were 25 total College of Nursing students in attendance who played each other at the RiverPlex on April 20, 2018.
- **Caring in Action**: Students submit names of fellow peers that demonstrate "Caring in Action" to the President, Jacqueline Munson. The list of nominees was read at each monthly meeting.
- **Volunteering at Sophia's Kitchen:** Student Senate donated $250 to Sophia's Kitchen to help clean, organize, and contribute to helping individuals less fortunate.
- **NCLEX Trivia Night:** Conducted NCLEX trivia May 2018. Mostly S2 students attended.

The Student Senate participated in fund raising benefits that included:

- Crisis Nursery
- Central Illinois Aging Agency gift giving project
- Sophia's Kitchen

The Student Senate members actively participated in the various Senate and faculty committees:

- Curriculum Committee
- Quality Improvement Program
- Admission and Progression Committee
- Educational Resources Committee
- Evaluation Committee
- Sigma Theta Tau International - Tau Omicron Honor Society
- College Board

Collaborations with College approved groups include:

- Student Resident Advisors (RA's)
- Student Nurses' Association (SNA)
- Sigma Theta Tau International - Tau Omicron Honor Society

- Multicultural Student Association (MSA)
- Language Partners Program

Funding in the Student Senate budget included money for RA's, SNA, MSA, Counselor, Peer Teacher Program, Academic Development Center, Believe in You series, and Language Partners Program.

Student Senator Issues and Activities throughout the 2017-2018 year:

- Alissa Watkins is a Faculty Advisor to Senate for the next year.
- Paulette Archer is an advisor that was re-elected in Spring 2018.
- Jennifer Carlock is an advisor to the Student Senate in the counselor role.
- Lexi Kahler was elected as the student representative for the College Board for Fall of 2018 and Spring of 2019.
- Student Activity Fees contributed to luncheons and meeting dinners, plus Senior Sendoffs and Thanksgiving dinner.
- Student Senate paid for a photo booth at the Annual Dr. Dance. This was a successful activity and will continue.

2017-2018 Senate Executive Board

- Jacqueline Munson - President
- Meghan O'Leary - Vice President
- Nana Brentuo - Secretary
- Sarah Salem - Treasurer

2018-2019 Senate Executive Board

- Mitch Corlas - President
- Logan McDanel - Vice President
- Eloise Arnold - Secretary
- Lauren Kramer - Treasurer

Sigma Theta Tau International Nursing Honor Society, Tau Omicron Chapter

Sigma Theta Tau International (STTI) is the honor society for nursing. The vision of STTI is to create a global community of nurses who lead by using knowledge, scholarship, service, and learning to improve the health of the world's people. Tau Omicron, Saint Francis Medical Center College of Nursing's chapter, received the Key Award

for chapter excellence for the fifth consecutive year at the 44th Biennial Conference in Indianapolis, IN. Only 76 chapters of 500+ chapters worldwide received this award. The application for the upcoming Biennial Conference was completed for submission in the summer of 2017. The next Key Award winners will be announced at the 45th Biennial Convention to be conducted in November of 2019 in Washington, DC.

Tau Omicron chapter participated in the Scholarship Dinner sponsored by the College of Nursing. The chapter gave three $500.00 scholarships this year. Two BSN students, Christina Mattern and Alexandra Vallas, and one MSN student, Julia Dexter, were scholarship recipients.

Tau Omicron, in collaboration with the College of Nursing's Graduate Program, assisted with the Annual Research Day at the Jump Trading Simulation and Education Center on Monday, April 16, 2018. Areas colleges and schools were invited to the event to hear of research completed by nurses and graduate nursing students.

On April 29, 2018, the chapter inducted 84 new members. The ceremony was held at the Jump Trading Simulation and Education Center with approximately 250 people joining in the celebration of this achievement.

On May 9, 2018, a Cinco de Mayo themed luncheon was held for new inductees at the College of Nursing. Current members provided Mexican-themed dishes and socialized with the new members. Recent graduate from Saint Francis Medical Center College of Nursing and TO member, Josh Twente, spoke to the new members on transitioning to the role of a nurse and how best to prepare for the NCLEX exam.

Student Health Services

Health Nurse

The Health Nurse contacted students via email, phone, and/or face to face to assist in the completion of submitting required health record information. Students submitted required health records to an online Clinical Requirements / Immunization Tracker (CastleBranch).

The Health Nurse provided health care for short-term acute illnesses. Standing orders from Dr. Brian Curtis were used to administer over-the-counter medications to students with minor illness/injury complaints. For conditions requiring further intervention, referral was made to students' primary care provider, Prompt Care, or the emergency department. Referrals were made to the College of Nursing (CON) counselor for students struggling with real or potential mental health issues.

Health Promotion

After Hours educational sessions were presented during the year. Topics included: *Fire Safety*, and *Bone Marrow Registry.* The programs were well received by students and staff.

Through an ongoing positive working relationship with the Employee Health department at OSF Saint Francis Medical Center (OSFSFMC), 440 undergraduate students, 28 RN to BSN students, and 223 graduate students received an influenza vaccine. All undergraduate students, staff, and faculty were encouraged to receive the annual influenza vaccine at OSFSFMC Employee Health. A total of 11 students (4 undergraduate and 7 graduate) chose not to receive an influenza vaccine.

2017-2018 Influenza Season Vaccine Data

Saint Francis Medical Center College of Nursing

	Vaccinated	Declination Waiver	Waiver by Choice	Waiver due to Medical Reason	OSF Employee	Non-Employee	Unknown	Vaccinated at OSF SFMC	Vaccinated Outside of OSF SFMC	Total # of Students
J1	111	0	0	0	34	77	0	40	71	111
J2	88	1	1	0	22	67	0	28	60	89
S1	86	2	2	0	24	64	0	35	51	88
S2	69	1	1	0	25	45	0	32	37	70
RN to BSN	28	0	0	0	23	5	0	20	8	28
MSN	197	4	4	0	113	88	0	83	114	201
DNP	18	1	1	0	7	12	0	5	13	19
POST GRAD	8	2	2	0	4	6	0	2	6	10
NEW SPRING '18 STUDENTS	86	0	0	0	18	68	0	18	68	86
TOTAL	**691**	**11**	**11**	**0**	**270**	**432**	**0**	**263**	**428**	**702**

The hallway bulletin board near the Health Nurse office was used as a means to provide health promotion to students, faculty, and staff. The Health Nurse kept pamphlet racks (outside of her office #603 and in the Basement level lunchroom area) stocked with literature on current health topics. The pamphlets were popular among the students and covered a wide variety of health promotion topics.

College Safety

The Health Nurse was the chair for the Campus Threat Assessment Team and Campus Violence Prevention Committee. Quarterly meetings were held, and in November 2017, a Table Top Disaster exercise took place in conjunction with OSF SFMC Disaster Preparedness Office. A *SWOT* analysis was done by the Health Nurse after the exercise, and an official After Action Report /Improvement Plan was completed by the OSF SFMC Disaster Preparedness Office. Both reports were disseminated to the committee members, and improvements based on the recommendations are currently in process.

The Safety Champion is a designated position in each department of OSF SFMC in order to maintain a safe environment for students, faculty, and staff. The Health Nurse fills that role for the CON, working in conjunction with the OSF Saint Francis Medical Center Safety Coordinator to ensure that policies and procedures were

followed. The Health Nurse conducted a monthly safety inspection of the building, and placed work orders for any safety issues identified.

Providing fire and crime statistics (occurring on the college campus) for the CON is another responsibility of the Health Nurse. These statistics are reported to the Federal Government to remain compliant with the Jeanne Clery Act. A new fire report was created and the CON *Staying Safe on Campus* booklet was revised to reflect the changes along with updated crime statistics. The booklet was posted online and distributed to incoming students at BSN Orientation in the spring. The Health Nurse updated the CON fire binders each academic semester, and coordinated with the OSF Saint Francis Medical Center Security and OSF Saint Francis Medical Center Disaster Preparedness Office to plan fire / safety drills at the CON. She also provided fire and safety training to the Resident Assistants (RAs) each semester.

Nursing Resource Center

The Health Nurse worked in the Nursing Resource Center ("Practice Lab") approximately 20 hours per week providing instruction on various skills to prepare students to provide safe and effective care to their assigned patients. The Health Nurse assisted students in becoming proficient in the following skills: bathing patients and providing a.m. cares; vital signs; removing medications from the Pyxis, critical thinking and understanding of the rationale for giving those medications, the correct routes of administering medication, and practice in injecting the medications; wound care, including properly performing both wet-to-dry and sterile dressing changes; Foley catheter insertion with an emphasis on maintaining sterile technique, patient safety and patient comfort; NG tube insertion, proper G-tube site care, and use of the Kangaroo pumps; IV insertion; sterile procedure; and proper use of lift equipment (overhead lift, sit-to-stand, Quick-move, Golvo, etc.) for both patient and caregiver safety.

Other Activities

In conjunction with Administration, the Health Nurse revised the immunization requirements for incoming students to more accurately reflect CDC and IDPH guidelines; ensured all health policies were updated and current in all CON publications; served as a resource for students needing extra practice with skills; proctored exams for students with an ADA accommodation for testing; chaired the Campus Threat Assessment Team and Campus Violence Prevention Committee; was a member of the Admission and Progression Committee; and the Chair of the informal Fire Binder committee.

The Health Nurse coordinated with the CON Counselor in planning and co-hosting the BSN Student Orientation for the fall and spring semesters. Both worked together to revise the BSN Orientation for the Spring 2018 semester, which worked went smoothly, and positive feedback was received from the students.

Nursing Resource Center

- The Nursing Resource Center (NRC) was open 19-27 hours per week during the academic year, depending upon the anticipated student need at given points during the semester.
- 14 faculty members, 1 graduate student, 1 lab assistant and the NRC Coordinator staffed practice labs during the Fall 2017 semester. 16 faculty, 2 lab assistants, and the NRC Coordinator staffed practice labs during the Spring 2018 semester.
- An approximate total of 2,043 undergraduate student visits were made to the NRC during the 2017-2018 academic year. These visits coincided with course-required practice lab sessions as well as voluntary practice lab sessions where students could practice various psychomotor skills.
- Limited summer hours were made available to the undergraduate students for practice sessions. These sessions were staffed by the lab assistant. 31 students attended practice sessions during the Summer 2017 semester.

Student Remediation

- The lab assistant and NRC Coordinator were available for students to assist them in their identified areas of clinical weakness on an as-needed basis at instructor request.
- J2 students who were unsuccessful on the second attempt at passing their required calculation exam were individually tutored by the lab assistant or NRC Coordinator.
- Students who missed a 310 Health Assessment Lab would come to practice lab with a partner to practice the skills and self-learn the content they missed with the assistance of available faculty in the lab.
- The NRC Coordinator and faculty with practice lab hours as part of their workload-and who also teach within the 310 Health Assessment course-would provide tutoring for those students unsuccessful on the first attempt of health assessment skill proficiency.
- The NRC Coordinator, lab assistant, select practice lab faculty and 325 CBN I course coordinator worked individually with students to provide remediation if a student was unsuccessful on the medication set-up and/or injection proficiency.

Simulation

- Simulation experiences continue to be incorporated into all courses throughout the curriculum.

Collaborative Efforts

- The eye assessment and ear assessment models were loaned to the Primary Care Fellowship faculty for use with their Fellows during simulations at JUMP.
- A manikin was loaned to the Occupational Therapy department for use with simulation exercises involving safety violation recognition.

- SimBaby was loaned to JUMP for use while their simulator was undergoing repair by Laerdal.

Recruitment to the Profession

- Collaborated with the College Recruiter and Admissions Department for programs in the Nursing Resource Center that involved hands-on activities for area student groups.
- The Nursing Resource Center was part of the tours for the CON Open House that occur twice per year to allow accepted and future students further opportunity to view the NRC.

COLLEGE OF NURSING EMPLOYEES AND QUALIFICATIONS

Table 20 Degrees Held by Administration

Administrators	Degrees Held
P. Stockert, President of the College	Doctor of Philosophy in Nursing Master of Science in Nursing
K. Mitchell, Dean of the Graduate Program	Doctor of Philosophy in Nursing Master of Science in Nursing
S. Brown, Dean of the Undergraduate Program	Doctor of Philosophy in Nursing Education Doctor of Nursing Practice Master of Science in Nursing
K. Stephens, Assistant Dean of Support Services	Bachelor of Science, Business Administration

Table 21 – Degrees Held by Full-time Faculty

Full-time Faculty	Degrees Held
P. Archer	Doctor of Education with a Major in Higher Education and a Concentration in Nursing Education; Master of Science with a Major in Nursing
N. Bailey	Master of Science
K. Bailey	Master of Science in Nursing
S. Barth	Master of Arts
L. Bonney	Doctor of Philosophy in Nursing; Master of Science in Nursing
K. Briggs	Master of Science in Nursing
K. Cone	Doctor of Philosophy in Nursing; Master of Science
M. Dabbs	Master of Science in Nursing
D. Davis	Master of Science in Nursing
R. J. Degitz	Doctor of Philosophy in Nursing; Master of Science in Nursing
M. Donnelly	Doctor of Education with a Major in Higher Education and Leadership Master of Science in Nursing (2)
Sr. M. R. Drees	Master of Science in Nursing
K. Fogelmark	Master of Science in Nursing
M. Frye	Master of Science in Nursing
C. Garcia	Doctor of Philosophy in Nursing; Master of Science in Nursing Administration
L. Graham	Doctor of Nursing Practice, Master of Science

Full-time Faculty	Degrees Held
M. Hermann	Doctor of Nursing Practice; Master of Science in Nursing
T. Hoadley	Doctor of Philosophy in Nursing Education; Master of Science
J. Hulet	Master of Science in Nursing
M. Joos	Master of Science in Nursing
J. Liphart	Master of Science
M. Markley	Master of Science in Nursing
S. Meuser	Master of Science in Nursing
T. Miller	Doctor of Philosophy in Nursing Education; Master of Science in Nursing/Health Service Administration
P. O'Connor	Master of Science in Nursing
B. Reynolds	Doctor of Education Degree in Curriculum and Instruction; Master of Science in Nursing
K. Rose	Master of Science in Nursing
S. Shane-Gray	Doctor of Education in Curriculum and Instruction; Master of Science in Nursing
T. Shumway	Master of Science in Nursing
S. Siegel	Master of Science in Nursing
C. Slaughter	Doctor of Nursing Practice; Master of Science in Nursing
S. Streitmatter	Master of Science in Nursing
A. Timm	Master of Science in Nursing
R. Vaughn	Master of Science in Nursing
A. Watkins	Master of Science in Nursing
R. Weaver	Master of Science in Nursing
C. Wright-Boon	Master of Science in Nursing

Part-Time Faculty	Degrees
K. Atkins	Doctor of Nursing Practice
L. Bowers	Master of Science in Nursing
K. Burkitt	Master of Science in Nursing
P. Dewitt	Doctor of Nursing Practice; Master of Science in Nursing
K. Ehnle	Master of Science
D. Givan	Master of Science in Nursing
J. Hayden	Doctor of Education in Human Resource Education; Master of Science in Nursing
G. Hellhake-Hall	Master of Science of Nursing
K. Leffler	Master of Science in Nursing
S. Meuser	Master of Science in Nursing
T. Minassian	Master of Science in Nursing
S. Pilon	Master of Science
T. Polanin	Master of Science
M. Reeves	Master of Science in Nursing
L. Reiner	Master of Science in Nursing
T. Smyth	Master of Science in Nursing
K. Tillis	Master of Science in Nursing
J. Verplaetse	Master of Science in Nursing
J. West	Master of Science in Nursing
R. Williams	Master of Business Administration

Adjunct/Contract Faculty	Degrees
K. Atkins	Doctor of Nursing Practice; Master of Science in Nursing
J. Boundy	Doctor of Philosophy Educational Administration; Master of Science in Nursing
A. Dude	Doctor of Philosophy; Doctor of Medicine
R. Ferrero-Patten	Juris Doctorate
J. Hayden	Doctor of Education in Human Resource Education; Master of Science in Nursing
A. Paul	Doctor of Nursing Practice; Master of Science in Nursing
D. Smith	Doctor of Nursing Practice; Master of Science in Nursing; Master of Business Administration
E. Templeton	Master of Science in Nursing

Professional Staff/Staff	Degrees/Experience
H. Batzek, Alumni Relations Representative	Associate Degree in Communications and Marketing, Administrative Assisting
K. Buffington, Assistant, Student Accounts	Associate Degree in Business
J. Carlock, Counselor	Masters in Social Work, Licensed Clinical Social Worker, Professional Certified Gambling Counselor
V. Craig, Admissions Assistant Graduate Program	Experience with computers, registrar skills
D. Crayton, Coordinator of Admissions	Experience with computers, some college
A. Evans, Coordinator Student Accounts and Business Services	Associate Degree in General Education Bachelor of Science, Health Service Management
J. Farquharson, Director of Admissions/ Registrar	Bachelor of Science in Education
L. Jost Assistant, Financial Assistance	Previous experience with accounting
W. Komanecki, Librarian	Master of Library and Information Science
L. Morelock, Administrative Assistant	Associate in Applied Science, Administrative Secretary
C. Murali, College Support Representative II	Associate in Applied Science, Business Administration
N. Perryman, Coordinator of Student Finance, Financial Assistance	Bachelor of Science, Office Administration
K. Prichard, Admissions Assistant Baccalaureate Program	Previous experience with customer service, medical records
E. Reynolds, Instructional Design/ Technology Specialist	Master of Education and Human Resources Development, Microsoft Certified Professional
R. Rundall, Library Technician	Bachelor of Arts, English
R. Strange, Health Nurse/Lab Assistant	Bachelor of Science in Nursing
I. Voltz, Professional Nurse Recruiter	Bachelor of Science in Nursing, Course in Recruitment
R. Williams, Institutional Effectiveness/Assessment Specialist	Master of Business Administration
E. Zaluska, College Support Representative II	Bachelor of Science, Accounting and Statistics

Faculty	Certification
N. Bailey	Certified Nurse Educator (CNE)
L. Bonney	Certified Critical Care Nurse (CCRN), Advanced Cardiac Life Support Provider (ACLS), Certified Nurse Educator (CNE)
L. Bowers	Neonatal Nurse Practitioner (NNP), Neonatal Resuscitation Program/Instructor (NRP)
K. Cone	Certified Nurse Educator (CNE)
R. J. Degitz	Certified Adult Critical Care (CCRN) - American Association of Critical Care Nurses

Faculty	Certification
P. Dewitt	ACNS – BC (Advanced Practice Nurse), AANP Family Nurse Practitioner
Sr. M. R. Drees	Certified Nurse Educator (CNE), Oncology Certified Nurse (OCN)
K. Ehnle	Advanced Cardiac Life Support Provider (ACLS), Basic Cardiac Life Support Provider/ Instructor
L. Graham	Certified Nurse Educator (CNE), Certified Professional in Healthcare Quality (CPHQ)
G. Hellhake-Hall	ANCC Certified Family Nurse Practitioner Advanced Cardiac Life Support (ACLS) Instructor Pediatric Advanced Life Support (PALS) provider Basic Life Support (BLS) provider
T. Hoadley	Trauma Nurse Specialist; Basic Cardiac Life Support Provider/Course Director/Instructor/Regional Faculty; Advanced Cardiac Life Support Provider/Course Director/Instructor/Regional Faculty; Pediatric Advanced Cardiac Life Support Provider/Course Director/ Instructor/Regional Faculty; Emergency Nurse Pediatric Course Provider/Instructor/Course Director; Trauma Nurse Core Course Provider/Instructor
A. Kouri	Ambulatory Care Nursing (BC), Basic Cardiac Life Support Provider/Instructor
S. Meuser	ANCC Family Nurse Practitioner
T. Minassian	AANP Family Nurse Practitioner
K. Mitchell	Certified Nurse Educator (CNE)
P. O'Connor	Certified Nurse Educator (CNE)
T. Polanin	ANCC Family Nurse Practitioner
B. Reynolds	Certified Nurse Educator (CNE)
S. Shane-Gray	Certified Advanced Practice Nurse-CNS-BC Pediatrics, Pediatric Advanced Life Support
T. Shumway	ANCC Certified Family Nurse Practitioner
S. Siegel	Certified Nurse Educator (CNE)
C. Slaughter	ACNS-BS, Advanced Practice Nurse; Board Certified Cardiac Vascular Nurse, Basic Cardiac Life Support Provider, Advanced Cardiac Life Support Provider
K. Tillis	Six Sigma Green Belt
J. Verplaetse	Neonatal Nurse Practitioner (NNP), Neonatal Resuscitation Program (NRP), Neonatal ICU Nurse (RNC-NIC)
A. Watkins	Pediatric Clinical Nurse Specialist (BC), Basic Cardiac Life Support Instructor, Certified Pediatric Nurse
C. Wright-Boon	Pediatric Advanced Life Support, EPIC Credentialed Trainer
J. Yates	Certified Rehabilitation Registered Nurse (CRRN)

Professional Staff	Certifications
J. Carlock	Certified Theraplay Level One, Eye Movement Desensitization and Reprocessing, Critical Incidence Stress Management
R. Williams	Six Sigma Green Belt; Graduate Certificate in Business Process Management

Table 27 Full-time Faculty Teaching Assignments

Full-time Faculty	Fall 2017 Courses	Spring 2018 Courses
Archer, Paulette	Older Adult Pathophysiology Coordinator, Academic Development Center	Older Adult Pathophysiology Coordinator, Academic Development Center

Full-time Faculty	Fall 2017 Courses	Spring 2018 Courses
Bailey, Kaitlin	Conceptual Basis of Nursing II Clinical and Theory Trends and Issues	Conceptual Basis of Nursing II Clinical and Theory Trends and Issues
Bailey, Nancy	Epidemiology Health Assessment Lab Promoting Heathy Communities RN	Promoting Heathy Communities RN Epidemiology Health Assessment Lab
Barth, Sue	Conceptual Basis of Nursing II Theory and Clinical Substance Abuse	Conceptual Basis of Nursing II Clinical
Bonney, Leigh Ann	Conceptual Basis of Nursing IV Theory and Clinical Older Adult HESI Coordinator	Conceptual Basis of Nursing IV Theory and Clinical Older Adult HESI Coordinator
Briggs, Keli	Conceptual Basis of Nursing IV Theory and Clinical Older Adult	Conceptual Basis of Nursing IV Theory and Clinical Older Adult
Brown, Suzanne Dean of Undergraduate Program		Independent Study
Cone, Kelly	MSN: Evidence-Based Inquiry MSN: Clinician Practicum MSN: Adv Practice Seminar Topics DNP: Evidence-Based Practice DNP Capstone/Chair/Committee MSN: Theoretical Foundations of Adv Nursing Practice	DNP: Residency MSN: Clinician Practicum DNP: EBP Appraisal and Analysis DNP Capstone/Chair/Committee MSN: Finance in Healthcare MSN: Nursing Research
Dabbs, Mark	Conceptual Basis of Nursing IV Theory and Clinical Management	Conceptual Basis of Nursing IV Theory and Clinical Management
Davis, Darcie	Conceptual Basis of Nursing II Clinical Health Assessment Lab Substance Abuse	Conceptual Basis of Nursing II Clinical Health Assessment Lab
Degitz, Joe	Conceptual Basis of Nursing IV Theory and Clinical Pharmacology	Conceptual Basis of Nursing IV Theory and Clinical Adult Critical Care
Donnelly, Mary	DNP Capstone Committee Member Conceptual Basis of Nursing II Theory and Clinical Concepts RN MSN: Leadership	Conceptual Basis of Nursing II Theory and Clinical Concepts RN
Drees, Sister M. Rosalinda	Conceptual Basis of Nursing I Clinical Ethics Health Assessment Lab	Conceptual Basis of Nursing I Clinical Ethics
Fogelmark, Kelly	Conceptual Basis of Nursing III Theory and Clinical Trends and Issues	Conceptual Basis of Nursing III Theory and Clinical Health Assessment Lab
Frye, Megan	Conceptual Basis of Nursing IV Theory and Clinical Pharmacology	Conceptual Basis of Nursing IV Theory and Clinical Pharmacology

Full-time Faculty	Fall 2017 Courses	Spring 2018 Courses
Garcia, Christina	DNP Capstone Chair/Committee MSN: Health Policy MSN: Human Resource Management MSN: Management Practicum MSN: CNL Immersion	MSN: Independent Study DNP Capstone/Chair MSN: CNL Immersion MSN: Managed Care MSN: Management Practicum
Graham, Lorri	Conceptual Basis of Nursing III Clinical Trends and Issues DNP: Organizational Management and Leadership Quality Improvement Manager	Conceptual Basis of Nursing III Clinical Trends and Issues Quality Improvement Manager
Hermann, Maureen	Conceptual Basis of Nursing I Theory and Clinical Health Assessment Academic Development Center Nursing Research	Health Assessment Academic Development Center Nursing Research Conceptual Basis of Nursing I Theory and Clinical Transcultural Nursing
Hoadley, Theresa	Emergency Nursing Elective Conceptual Basis of Nursing IV Theory and Clinical	Conceptual Basis of Nursing IV Theory and Clinical MSN: Roles and Issues Emergency Nursing
Hulet, Jeremy	Conceptual Basis of Nursing IV Theory and Clinical Trends and Issues RN	Conceptual Basis of Nursing IV Theory and Clinical Health Assessment Lab Trends & Issues RN
Joos, Melissa	Conceptual Basis of Nursing III Clinical Health Assessment Lab	Conceptual Basis of Nursing III Clinical Health Assessment Lab
Kouri, Angie	Conceptual Basis of Nursing III Clinical Health Assessment Lab	Conceptual Basis of Nursing III Clinical Health Assessment Lab
Markley, Margaret	Conceptual Basis of Nursing II Theory and Clinical Nursing Research	Conceptual Basis of Nursing II Theory and Clinical Nursing Research
Meuser, Stephanie	Nursing Resource Center Coordinator Health Assessment Lab MSN: FNP Practicum	Nursing Resource Center Coordinator Health Assessment Lab MSN: FNP Practicum
Miller, Theresa	Conceptual Basis of Nursing III Theory and Clinical Ethics	Conceptual Basis of Nursing III Theory and Clinical Management Ethics
Mitchell, Kim Dean of Graduate Program	MSN/DNP Independent Study	
O'Connor, Patricia	Conceptual Basis of Nursing I Theory and Clinical Learning Strategies Concepts RN Health Assessment RN Theory and Lab Independent Study	Conceptual Basis of Nursing I Theory and Clinical Concepts RN Learning Strategies Health Assessment RN Theory and Lab

Full-time Faculty	Fall 2017 Courses	Spring 2018 Courses
Reynolds, Beverly	MSN: Theoretical Foundation of Adv Nursing Practice MSN: Research and Educator Practicum Advisor DNP: Cultural Competence MSN: Role and Issues MSN: Evidence Based Inquiry	MSN: Foundations of Curriculum Development MSN: Evaluation Strategies MSN:Nursing Research MSN: Research and Educator Practicum Advisor DNP: Ethics Law MSN: Health Promotion
Rose, Kristine	Pathophysiology Conceptual Basis of Nursing III Theory and Clinical	Pathophysiology Conceptual Basis of Nursing III Theory and Clinical
Shane Gray, Suzan	MSN: Pathophysiology Conceptual Basis of Nursing III Theory and Clinical	Conceptual Basis of Nursing III Theory and Clinical MSN: Roles and Issues
Shumway, Terri	MSN: FNP Management MSN: FNP Practicum	MSN: FNP Management MSN: FNP Practicum I
Siegel, Sona	Conceptual Basis of Nursing II Clinical Health Assessment Theory/Lab	Conceptual Basis of Nursing II Clinical Health Assessment Theory/Lab Transcultural Nursing
Slaughter, Crystal	MSN: Health Promotion MSN: ADV Pathophysiology MSN: Advanced Health Assessment MSN: Evidence Based Inquiry	MSN: Research Advisor MSN: Pharmacology MSN: Roles and Issues
Stockert, Patricia, President	MSN: Research Advisor	MSN: Research Advisor
Strange, Robin	Conceptual Basis of Nursing I Theory and Clinical Health Assessment Lab	Conceptual Basis of Nursing I Theory and Clinical Health Assessment Lab
Streitmatter, Sheri	Conceptual Basis of Nursing II Theory and Clinical Health Assessment Lab	Conceptual Basis of Nursing II Theory and Clinical Health Assessment Lab Emergency Nursing
Timm, Angela	Conceptual Basis of Nursing II Theory and Clinical Health Assessment Lab	Conceptual Basis of Nursing II Theory and Clinical Health Assessment Lab Trends & Issues
Vaughn, Rebecca	Conceptual Basis of Nursing I Theory and Clinical Health Assessment Theory and Lab Management Learning Strategies	Conceptual Basis of Nursing I Theory and Clinical Health Assessment Theory and Lab Management Learning Strategies Trends and Issues
Verplaetse, Jessica	Conceptual Basis of Nursing II Theory and Clinical	Conceptual Basis of Nursing II Theory and Clinical
Watkins, Alissa	Conceptual Basis of Nursing III Theory and Clinical Nursing Research Peds Critical Care	Conceptual Basis of Nursing III Theory and Clinical Nursing Research Peds Critical Care

Full-time Faculty	Fall 2017 Courses	Spring 2018 Courses
Weaver, Rebecca	MSN: Advanced Psych Nursing Adults and Specialty Population Theory/ Practicum MSN: Psych Pharmacology MSN: Psych Advanced Assessment	MSN: Diagnosis and Management of Children and Adolescents Theory/ Practicum MSN: Final Psych Practicum
Wright-Boon, CJ	Conceptual Basis of Nursing III Theory and Clinical Independent Study EPIC Training	Conceptual Basis of Nursing III Theory and Clinical Independent Study EPIC Training

Part Time Faculty	Fall 2017 Courses	Spring 2018 Courses
Bowers, Laura	Coordinator, NNP Program MSN: NNP Adv Health Assessment MSN: NNP Practicum MSN: NNP Advanced Patho	Coordinator, NNP Program MSN: NNP Practicum MSN: Adv Phys and Path of Neonate MSN: Neonatal Management I MSN: Neonatal Management II
Burkitt, Karen	Conceptual Basis of Nursing I Clinical Health Assessment Lab	Conceptual Basis of Nursing I Clinical Health Assessment Lab
Coffman, Krissy	Conceptual Basis of Nursing II Clinical	Conceptual Basis of Nursing II Clinical
Dewitt, Phillis	Conceptual Basis of Nursing I Clinical Conceptual Basis of Nursing II Clinical	Conceptual Basis of Nursing I Clinical Conceptual Basis of Nursing II Clinical
Ehnle, Karen	Conceptual Basis of Nursing IV Clinical	Conceptual Basis of Nursing IV Clinical
Givan, Debra	Conceptual Basis of Nursing II Clinical	Conceptual Basis of Nursing II Clinical
Hellhake-Hall, Gerri	MSN: FNP Theory/Practicum	MSN: FNP Theory MSN: FNP Final Practicum
Leffler, Karla	Conceptual Basis of Nursing IV Clinical	Conceptual Basis of Nursing IV Clinical
Minassian, Tierney	MSN: Adv Health Assessment MSN: FNP Practicum	MSN: FNP Practicum MSN: Independent Study
Pilon, Suzanne W.	Conceptual Basis of Nursing II Clinical	Conceptual Basis of Nursing II Clinical
Polanin, Terry	MSN: FNP Practicum	MSN: FNP Practicum
Reeves, Melanie	Conceptual Basis of Nursing III Clinical	Conceptual Basis of Nursing III Clinical
Reiner, Lynne	Conceptual Basis of Nursing II Clinical	Conceptual Basis of Nursing II Clinical
Smyth, Teresa	Health Assessment Lab	Health Assessment Lab
Tillis, Kelly	Conceptual Basis of Nursing IV Theory Management RN-BSN	Conceptual Basis of Nursing IV Theory Management RN-BSN
West, June	Conceptual Basis of Nursing III Clinical	Conceptual Basis of Nursing III Clinical
Williams, Ryan	Statistics	Statistics
Yates, Jenna	Conceptual Basis of Nursing I Clinical	Conceptual Basis of Nursing I Clinical

Adjunct/Contract Faculty	Fall 2017 Courses	Spring 2018 Courses
Atkins, Kathy	DNP: Managing Human Capital	
Boundy, Janice	RN to MSN: Transition to Advanced Nursing Practice	RN to MSN: Transition to Advanced Nursing Practice
Dude, Annie	DNP: Biostatistics	
Ferrero-Patten, Rhonda		DNP: Ethics/Law
Hayden, Janis		DNP: Health Information Systems
Paul, Allison	DNP: Interprofessional Collaboration and Advanced Program Planning	
Smith, Deborah		DNP: Healthcare Finance
Templeton, Erin	MSN: Informatics	MSN: Informatics
Wilkins, Tammy	MSN: FNP Practicum	MSN: FNP Practicum

ASSESSMENT DATA

Graduation/completion rates are the percentages of students enrolled in the BSN program for the first time, who complete within three years. Three years represent 150% of the normal time for completion. The upper division of the BSN program is designed for completion in two years of full-time study. The maximum completion time for part-time study is three years. The pre-nursing courses for the BSN are to be completed prior to entry into the College. The MSN program is designed for completion in three years of full-time study. The established level of achievement for the BSN program is that 90% of the students will successfully complete the program within 3-5 years and 100% of the MSN students will graduate in five years.

The following tables below depict the number of BSN and MSN graduates since 2016. The number of graduates has increased due to the planned increase in enrollment. The College tends to graduate more students in the Spring than in the Fall. The total number of graduates since the inception of the BSN program in 1986 is 2965.

Graduation Count – BSN Students

Table 30 BSN Graduates (May 2016 – May 2018)

Year	May	December
2016	101	83
2017	84	74
2018	95	*

*to be reported in 2018-2019 Annual Report

Graduation Count - MSN Students

Table 31 MSN Graduates (May 2016 – May 2018)

Year	May	December
2016	49	21
2017	28	27
2018	29	*

*to be reported in 2018-2019 Annual Report

Graduation Count - DNP Students

Table 32 DNP Graduates (May 2016- May 2018)

Year	May	December
2016	7	**
2017	7	**
2018	4	**

**DNP students usually graduate in May only.

EVALUATION OF BSN PROGRAM

HESI Mid-curricular and Exit Exam Mean Scores

Elsevier's product *Evolve Reach- Powered by HESI Specialty and Exit Exams* provides standardized and custom tests for nursing schools. This company has a proven record of quality products, which assist students in their readiness for success on the National Council Licensure Examination for the Registered Nurse (NCLEX-RN), the professional licensing exam for registered nurses. Faculty chose to use this product because of the reliability and validity of the tests to predict the student's ability to pass the NCLEX-RN exam.

Evolve Reach- Powered by HESI Specialty and Exit Exams is based on testing theory and established reliability and validity. "Elsevier and HESI use item analysis data from all previous administrations of test items included on an exam to calculate an estimated reliability coefficient." The validity and reliability of the exams are updated on a continuous basis (http://evolve.elsevier.com/staticPages/i_reach_exams_reliability.html).

Faculty use the exam data to make decisions for individual courses and the nursing curricula. Faculty advisors and students use the exam results to make decisions about individual student's learning needs.

The mid-curricular exam is a custom exam designed by HESI. The mid-curricular exam reflects the junior year of the BSN curriculum. HESI used the course syllabi from both the Junior 1 and Junior 2 semesters to guide the development of this test. While there is no defined level of achievement for the mid-curricular exam, faculty are using the passing probability score (850) as a guide. The student not attaining the required score of 850 is required to complete a remediation plan prior to advancing to the next nursing courses. The HESI Mid-curricular Exam is given twice a year to students who are completing their second semester of courses.

Students that do not attain the required 850 score are **required** to complete 15 hours in Meds Publishing for remediation. Five (5) hours must be spent in the **Nurse Logic** module and 10 hours must be spent in the **Learning System, Dosage and Calculation, Pharm Made Easy, or NCLEX Review Tutor** modules. The specific modules completed should correlate with areas of weakness identified on the HESI exam. Students are also offered the opportunity to participate in simulations as remediation.

The HESI Exit Exam (E2) is given to the senior students during the semester before graduation to assess the level of nursing knowledge and readiness for NCLEX. The E2 is administered via computer prior to the end of the last senior semester. This exam covers the content of the entire nursing program and is a nationally standardized exam which provides comparison data for the College.

This comprehensive exam uses the same test blueprint as is used by the National Council of State Boards of Nursing for the NCLEX-RN. The predictive accuracy of the E2 has been shown to be 98.46% (Nibert, 2002). Again, the faculty use the passing probability score (850) as a guide. The score of 850 was chosen based on the HESI guidelines that this is the minimally-acceptable level, literature review, and benchmarking with other programs.

Each student's E2 score contributes to 10% of the total course grade for 428 Nursing Care of the Clients in Complex Situations. Faculty use the reported percent score and add 5% to allow for variation between HESI test items and the curriculum of the College. The students are encouraged to use the E2 score as an assessment of learning and to identify areas of strength and weakness in preparation for NCLEX.

The E2 scores are broken down into the ACEN accreditation categories of critical thinking, therapeutic communications, and therapeutic nursing interventions. Faculty use these data to make decisions related to individual courses and to the nursing curricula.

Table 33 HESI Mid-Curricular Exam for Junior-2 Students Spring 2015 – Spring 2018

Year/Semester	HESI Mid-Curricular Exam	
	n	Score*
2015 Spring	86	767
Fall	67	827
2016 Spring	83	816
Fall	74	811
2017 Spring	82	783
Fall	88	782
2018 Spring	78	824

* The rationale for use of the HESI is that it is a customized/comprehensive test exam for the first year of study based on the College of Nursing curriculum and provides immediate feedback to students to use for further study. Students met with their advisor to identify areas needing further study.

Table 34 HESI Mid-Curricular Exam Scores AACN Curriculum Standards (2008)

	Fall 17	Spring 18
Scholarship for Evidence Based Practice	766	814
Liberal Education for BSN Generalist	790	834
Interprofessional Communication	736	820
BSN Generalist Nursing Practice	783	825
Professionalism & Professional Values	913	974
Clinical Prevention & Population Health	981	813
Leadership for Quality Care & Patient Safety	778	820
Information Management and Patient Care Technology	719	755
Health Care Policy	764	806
Designer/Manager/Coordinator of Care	798	803
Provider of Care	779	822

Table 35 Exit HESI Mean Scores 2015-2018

Examination Year	Spring	Fall
2015	819	831 (n=74)
2016	832 (n=87)	854 (n=70)
2017	858 (n=78)	891 (n=68)
2018	876 (n=83)	*

*to be reported in 2018-2019 Annual Report

Table 36 Exit HESI Scores % Greater Than or Equal to 850 from 2015-2018 (Target 80%)

Examination Year	Spring	Fall
2015	35%	38%
2016	45%	49%
2017	47%	65%
2018	55%	*

*to be reported in 2018-2019 Annual Report

Table 37 HESI Mid-curricular and Exit Exam Mean Scores from 2015-2018

Term	Mid-curricular	Exit	National Exit
Spring 2015	767	819	859
Fall 2015	827	831	824
Spring 2016	816	832	824
Fall 2016	811	854	846
Spring 2017	783	858	846
Fall 2017	782	891	846
Spring 2018	824	876	853

The Curriculum Committee was tasked with increasing scores on the HESI exam. Overall, the college scored higher than last year, and the national mean echoed this trend as well. The Curriculum Committee is continuing to look at potential reasons for and strategies to raise the mean on the mid-curricular exams.

HESI changed the reports for the Spring 2014 administration. The college chose to start reporting AACN curriculum standards as a replacement, as they contain items that should be present in all baccalaureate programs. Table 38 shows the HESI performance in the new categories.

Table 38 HESI Exit Exam Scores AACN Curriculum Standards (2008)

	Fall 17	Spring 18
Scholarship for Evidence Based Practice	902	859
Liberal Education for BSN Generalist	863	876
Interprofessional Communication	933	849
BSN Generalist Nursing Practice	892	875
Professionalism & Professional Values	945	796
Clinical Prevention & Population Health	892	874
Leadership for Quality Care & Patient Safety	900	880
Information Management & Patient Care Technology	874	880
Health Care Policy	889	890
Designer/Manager/Coordinator of Care	909	907
Member of Profession	571	798
Provider of Care	895	874

Table 39 NCLEX-RN Pass Rate

Calendar Year	Completed	Passed	SFMC CON NCLEX Pass Rate %	National NCLEX Pass Rate	State NCLEX Pass Rate
2015	160	133	83%	85%	86%
2016	163	142	87%	85%	85%
2017	114	142	80%	87%	86%
2018	124	1335	92%	88%	88%

Noel-Levitz Student Satisfaction Inventory

Below are two tables that summarize the Fall 2017 findings of the Noel Levitz Student Satisfaction Inventory. The Noel Levitz survey is administered to all undergraduate students in fall semester. It asks students to rate their satisfaction and perception of importance on items. A gap score is then calculated. The College level of achievement is a gap score less than 1.0. Comparison data is also provided. Findings are shared with appropriate personnel for development of plans to address the issue. The tables below list strengths and challenges that were identified by Ruffalo Noel Levitz based on the responses from our students. As can be seen, the college scored

lower in many questions (both in strengths and weaknesses) compared to benchmark. A more detailed report is available onsite at the College.

Table 40 Items Identified on the Noel Levitz as Strengths and Challenges (year to year)

Strengths and Challenges	
Strengths	**vs. Comparison**
8. The content of the courses within my major is valuable.	
16. The instruction in my major field is excellent.	
68. Nearly all of the faculty are knowledgeable in their field.	
33. My academic advisor is knowledgeable about requirements in my major.	
2. The campus staff are caring and helpful.	
39. I am able to experience intellectual growth here.	
41. There is a commitment to academic excellence on this campus.	
65. Faculty are usually available after class and during office hours.	
55. Major requirements are clear and reasonable.	
6. My academic advisor is approachable.	
51. This institution has a good reputation within the community.	
3. Faculty care about me as an individual.	
4. Admissions staff are knowledgeable.	
76. Campus item 3	
Challenges	
26. Computer labs are adequate and accessible.	⊖
25. Faculty are fair and unbiased in their treatment of individual students.	
7. The campus is safe and secure for all students.	
80. Campus item 7	⊕
28. Parking lots are well-lighted and secure.	⊕
36. Security staff respond quickly in emergencies.	⊕
58. The quality of instruction I receive in most of my classes is excellent.	⊕
83. Campus item 10	⊕
66. Tuition paid is a worthwhile investment.	
47. Faculty provide timely feedback about student progress in a course.	⊕
81. Campus item 8	
21. The amount of student parking space on campus is adequate.	
17. Adequate financial aid is available for most students.	
29. It is an enjoyable experience to be a student on this campus.	
74. Campus item 1	⊕
12. Financial aid awards are announced to students in time to be helpful in college planning.	

Table 41 Items Identified on the Noel Levitz as Strengths and Challenges (Selected Schools comparison)

Strengths and Challenges	
Strengths	**vs. Comparison**
8. The content of the courses within my major is valuable.	
16. The instruction in my major field is excellent.	⊖
68. Nearly all of the faculty are knowledgeable in their field.	⊖
33. My academic advisor is knowledgeable about requirements in my major.	⊖
2. The campus staff are caring and helpful.	⊖
39. I am able to experience intellectual growth here.	⊖
41. There is a commitment to academic excellence on this campus.	⊖
65. Faculty are usually available after class and during office hours.	⊖
55. Major requirements are clear and reasonable.	
6. My academic advisor is approachable.	⊖
51. This institution has a good reputation within the community.	
3. Faculty care about me as an individual.	⊖
4. Admissions staff are knowledgeable.	
76. Campus item 3	
Challenges	
26. Computer labs are adequate and accessible.	⊖
25. Faculty are fair and unbiased in their treatment of individual students.	⊖
7. The campus is safe and secure for all students.	⊖
80. Campus item 7	
28. Parking lots are well-lighted and secure.	⊖
36. Security staff respond quickly in emergencies.	
58. The quality of instruction I receive in most of my classes is excellent.	⊖
83. Campus item 10	
66. Tuition paid is a worthwhile investment.	
47. Faculty provide timely feedback about student progress in a course.	⊖
81. Campus item 8	
21. The amount of student parking space on campus is adequate.	⊖
17. Adequate financial aid is available for most students.	
29. It is an enjoyable experience to be a student on this campus.	⊖
74. Campus item 1	
12. Financial aid awards are announced to students in time to be helpful in college planning.	⊖

Table 42 Items Identified on the Noel Levitz as Strengths and Challenges (All participating schools comparison)

Strengths and Challenges	
Strengths	**vs. Comparison**
8. The content of the courses within my major is valuable.	⊕
16. The instruction in my major field is excellent.	
68. Nearly all of the faculty are knowledgeable in their field.	⊖
33. My academic advisor is knowledgeable about requirements in my major.	
2. The campus staff are caring and helpful.	
39. I am able to experience intellectual growth here.	
41. There is a commitment to academic excellence on this campus.	⊕
65. Faculty are usually available after class and during office hours.	
55. Major requirements are clear and reasonable.	
6. My academic advisor is approachable.	
51. This institution has a good reputation within the community.	⊕
3. Faculty care about me as an individual.	
4. Admissions staff are knowledgeable.	⊕
76. Campus item 3	
Challenges	
26. Computer labs are adequate and accessible.	⊖
25. Faculty are fair and unbiased in their treatment of individual students.	⊖
7. The campus is safe and secure for all students.	⊖
80. Campus item 7	
28. Parking lots are well-lighted and secure.	⊖
36. Security staff respond quickly in emergencies.	
58. The quality of instruction I receive in most of my classes is excellent.	
83. Campus item 10	
66. Tuition paid is a worthwhile investment.	⊕
47. Faculty provide timely feedback about student progress in a course.	
81. Campus item 8	
21. The amount of student parking space on campus is adequate.	⊖
17. Adequate financial aid is available for most students.	
29. It is an enjoyable experience to be a student on this campus.	
74. Campus item 1	
12. Financial aid awards are announced to students in time to be helpful in college planning.	

Educational Benchmarking Inc. (EBI) Summary for 2017-2018

The survey for Educational Benchmarking, Inc. (EBI) is a tool that is purchased by Saint Francis Medical Center College of Nursing (CON) to monitor students' opinions on a variety of content that impact performance of the college. The survey contains questions that ask students for their opinion on the quality of instruction and the overall program in addition to their satisfaction with many different aspects of the college. It utilizes a Likert scale that ranges from 1 (Very Dissatisfied/Not at All) to 7 (Very Satisfied/Extremely), and provides the opportunity to select Not Applicable. All of the questions are grouped into 11 Factors which are listed below:

- Quality of Nursing Instruction
- Work and Class Size
- Course Lecture and Interaction
- Facilities and Administration
- Classmates
- Professional Values
- Core Competencies
- Technical Skills

- Core Knowledge
- Role Development
- Overall Program Effectiveness

In addition, EBI utilizes a priority matrix to determine which areas of the EBI are the largest/smallest predictors of overall satisfaction with our institution. The factors are then assigned one of four different recommendation categories:

Top Priority - Factors which have a high impact on program satisfaction but have low performance.

Maintain/Improve – Factors which have a high impact on program satisfaction and have high performance.

Maintain - Factors which have a low impact on program satisfaction but were high performing.

Monitor - Factors which have a low impact on program satisfaction and have low performance.

The factors are then compared to each other via a regression analysis that compares an independent variable (factor) to a dependent variable (overall program effectiveness). The following pages identify areas for improvement at SFMC CON based on the regression analyses with the *Overall Program Effectiveness (OPE)* factor which scored as follows:

FIGURE 1 - OVERALL PROGRAM EFFECTIVENESS FACTOR FOR 2017-2018

	Mean	Std Dev	N	% Responding
Factor 14 . Overall Program Effectiveness	5.56	1.32	144	98.0 %

Question	N	Std Dev	Mean
Q099. Overall Evaluation - Regarding your experience at this nursing program, to what degree: How inclined are you to recommend your nursing school to a close friend?	142	1.87	5.29
Q100. Overall Evaluation - Regarding your experience at this nursing program, to what degree: Did this nursing program provide a positive academic experience?	144	1.72	5.26
Q101. Overall Evaluation - Regarding your experience at this nursing program, to what degree: Were you challenged to do your best academic work?	144	1.26	5.92
Q102. Overall Evaluation - Regarding your experience at this nursing program, to what degree: Were you motivated to do your best academic work?	144	1.49	5.75
Q103. Overall Evaluation - Regarding your experience at this nursing program, to what degree: Was the information you learned applicable to your future career?	144	1.35	5.95
Q104. Overall Evaluation - Comparing the expense to the quality of your education, rate the value of the investment made in your degree.	102	1.34	4.98

For academic year 2017-2018, 144 surveys were returned for analysis from the students. Figure 1 shows the questions that comprise the Overall Program Effectiveness factor. The college's mean was above (5.5) goal for 3 questions in the Overall Program Effectiveness factor, which reflects overall student satisfaction with the program.

Figure 2 shows the factor name, its impact on program effectiveness, the contribution to the total impact (adjusted R squared value), Factors' mean performance, and EBI's recommendation category.

FIGURE 2 - FACTOR IMPACT ON OVERALL PROGRAM EFFECTIVESS (BSN)

Factor	Regression Variables		Impact on Overall Program Effectiveness		Performance of Factors	
	R^2	ΔR^2	Value	Description	Mean	Description
Top Priority						
Factor 3. Satisfaction: Course Lecture and Interaction	0.565	0.179	5.28	High Impact	5.25	Good
Factor 1. Satisfaction: Quality of Nursing Instruction	0.740	0.175	5.26	High Impact	4.81	Good
Maintain or Improve						
Factor 8. Learning: Core Competencies	0.386	0.386	6.05	Extreme Impact	5.65	Excellent
Maintain						
Factor 6. Satisfaction: Advisor	0.000	0.000	0.00	No Impact	5.61	Good
Factor 7. Learning: Professional Values	0.000	0.000	0.00	No Impact	5.95	Excellent
Factor 9. Learning: Technical Skills	0.000	0.000	0.00	No Impact	5.79	Excellent
Factor 10. Learning: Core Knowledge	0.000	0.000	0.00	No Impact	5.53	Good
Factor 11. Learning: Role Development	0.000	0.000	0.00	No Impact	5.52	Good
Monitor						
Factor 2. Satisfaction: Work and Class Size	0.000	0.000	0.00	No Impact	4.98	Good
Factor 4. Satisfaction: Facilities and Administration	0.000	0.000	0.00	No Impact	4.98	Good
Factor 5. Satisfaction: Classmates	0.000	0.000	0.00	No Impact	5.36	Good

The results show that *Factors 3 and 1* are considered a Top Priority (Adj. R sq ~18%,). These factors are considered a top priority because they have the greatest impact on the overall program effectiveness variable (impact is a scaled value of the variance from a range of 0 [no impact on Overall Program Effectiveness] to 7 [an extreme impact on Overall Program Effectiveness]). The mean for these factors were below the goal of 5.5 as well. The remaining factors did not have an impact on Overall Program Effectiveness, but need maintained or monitored for the future.

FIGURE 3 – FACTOR PERFORMANCE (ALL FACTORS BSN)

Factor	N	Std Dev	Mean
Factor 1. Satisfaction: Quality of Nursing Instruction	145	1.17	4.81
Factor 2. Satisfaction: Work and Class Size	144	1.13	4.98
Factor 3. Satisfaction: Course Lecture and Interaction	145	1.11	5.25
Factor 4. Satisfaction: Facilities and Administration	144	1.11	4.98
Factor 5. Satisfaction: Classmates	144	1.06	5.35
Factor 6. Satisfaction: Advisor	143	1.53	5.61
Factor 7. Learning: Professional Values	144	0.95	5.95
Factor 8. Learning: Core Competencies	144	0.96	5.65
Factor 9. Learning: Technical Skills	144	0.93	5.79
Factor 10. Learning: Core Knowledge	144	0.97	5.53
Factor 11. Learning: Role Development	144	1.08	5.52
Factor 12. Overall Satisfaction	144	1.75	5.26
Factor 13. Overall Learning	144	1.26	5.87
Factor 14. Overall Program Effectiveness	144	1.32	5.56

This year, as shown in **Figure 3**, the college is below the 5.5 goal in Factors 1, 2, 3, 4, 5 and 12 again.

Recommendations:

The college's Gap Committee met and decided to continue working on the current issues that were assigned from last year's EBI results in addition to adding other projects. The issues identified reflect the monitoring of technology, feedback from instructors and availability of college services and personnel. The college's Curriculum Committee is monitoring results and is implementing strategies to try and improve results.

Due to confidentiality agreements the benchmarking results cannot be published in the annual report, but it can be reported that the college scored higher than its benchmarks (select 6, Carnegie and all institutions) in most of the factors. A more detailed report is available on the college's SharePoint portal.

National Survey of Student Engagement (NSSE) 2017

The NSSE survey is deployed nationwide to first year and graduating senior students. The online survey is deployed in the spring and consists of 102 questions that ask students about their perception and engagement into the college's learning activities. The NSSE website also states that:

> *"Institutions use their data to identify aspects of the undergraduate experience inside and outside the classroom that can be improved through changes in policies and practices more consistent with good practices in undergraduate education. This information is also used by prospective college students, their parents, college counselors, academic advisers, institutional research officers, and researchers in learning more about how students spend their time at different colleges and universities and what they gain from their experiences."*

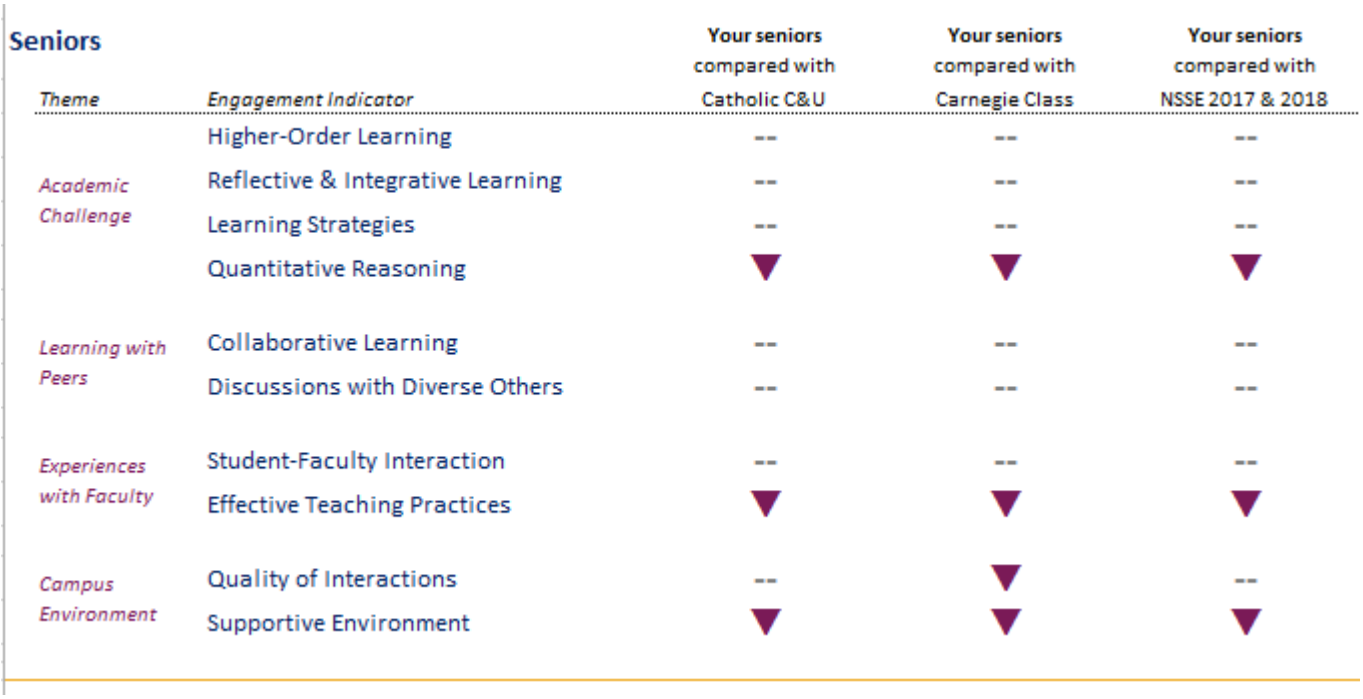
In 2017 SFMC CoN surveyed 88 S2 students, all of which were emailed a link to respond to the NSSE survey. Students who completed the survey were entered into random drawing for one of two $50 Gift Cards. Of the 79 students that were invited, 60 (76%) completed the survey. The completion rates for SFMC CoN are again much higher than the 30-40% national completion rate that NSSE publishes, but lower than the previous year.

Engagement Indicators vs. Carnegie Class

The NSSE snapshot report provided is a "concise collection of findings from the 2016 administration" and its intention is for the college's information to be disseminated throughout the college. This section will focus on the various items located in this report. All items in the snapshot were compared to our Carnegie Class, a grouping that was created by the Carnegie Foundation for the Advancement of Teaching.

Figure 4 shows that the SFMC College of Nursing was rated significantly lower than our benchmark groups for 5 benchmarked engagement indicators and above in three.

FIGURE 4 – ENGAGEMENT INDICATORS FROM 2017 NSSE SURVEY

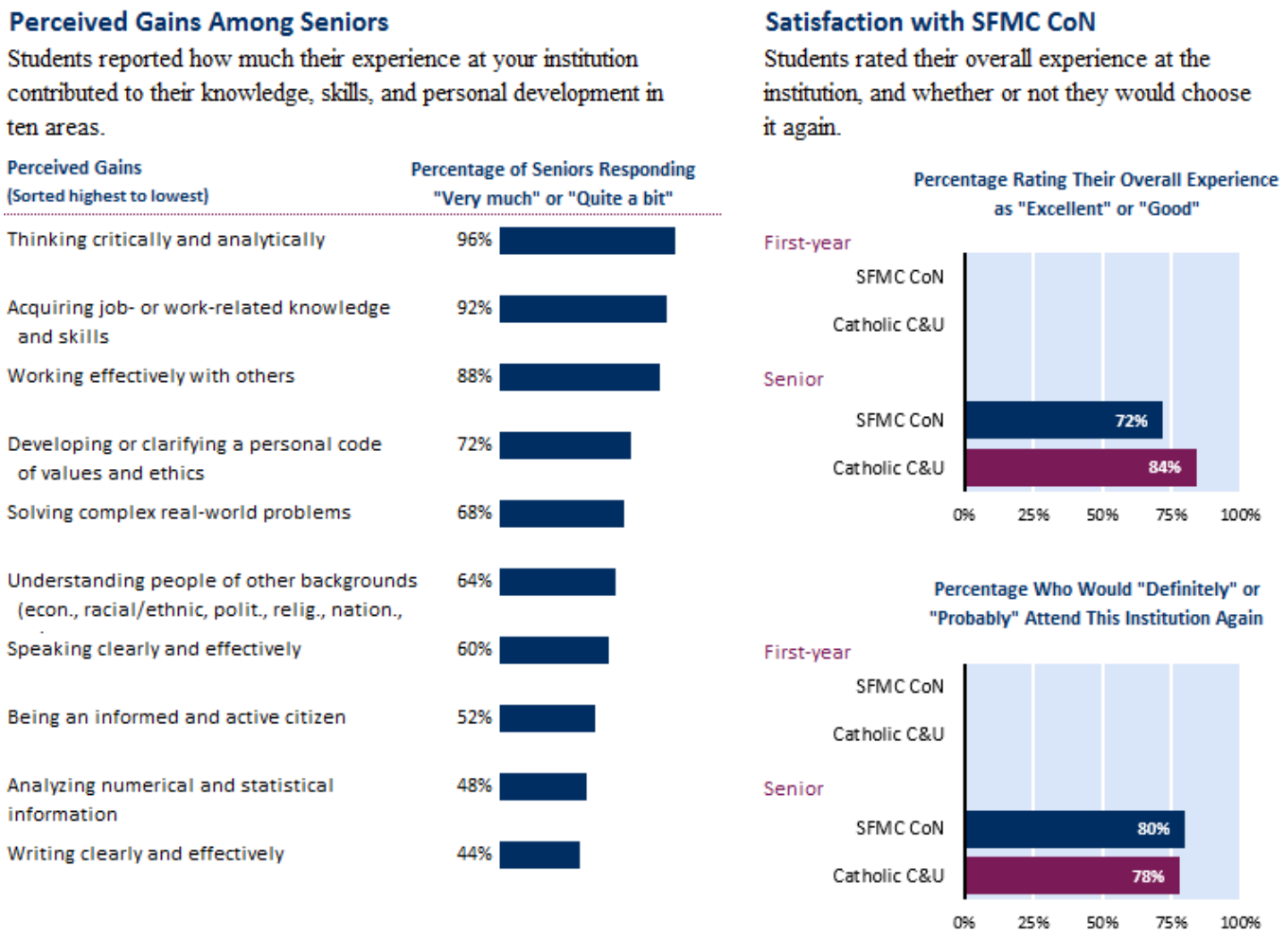


Seniors

Theme	*Engagement Indicator*	Your seniors compared with Catholic C&U	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2017 & 2018
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	▼	▼	▼
Learning with Peers	Collaborative Learning	--	--	--
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	▼	▼	▼
Campus Environment	Quality of Interactions	--	▼	--
	Supportive Environment	▼	▼	▼

Figure 5 shows the students' perceptions of their "cognitive and affective development, as well as their overall satisfaction with the institution" (NSSE Snapshot report). The highest gain amongst seniors was for *thinking critically and analytically*, as 96% of the students reporting responding "Very much" or "Quite a bit." This academic year, students are less satisfied (72%) with College of Nursing than other catholic colleges and universities are (84%). Lastly, 80% of the students indicated they would "definitely" or "probably" attend SFMC CON again as compared to 78% for the other catholic colleges and universities.

FIGURE 5 – PERCEIVED GAINS AND OVERALL SATISFACTION FROM 2017 NSSE SURVEY



Recommendations

Throughout the NSSE survey, the one theme that showed College of Nursing scoring lower than our benchmarks was the interaction between Student and Faculty. Strategies to increase performance were discussed in the Gap Committee meeting and the Curriculum Committee will be tasked with increasing performance for this indicator, specifically the questions regarding feedback from instructors. A more detailed report is available at the college on the SharePoint portal.

BSN Alumni Surveys

The college utilizes the Skyfactor Alumni Survey for Educational Benchmarking, Inc. (EBI). This a tool that monitors students' opinions on a variety of content that impact performance of the college. The survey contains questions that ask students for their opinion on the quality of instruction and the overall program in addition to their

satisfaction with many different aspects of the college. It utilizes a Likert scale that ranges from 1 (Very Dissatisfied/Not at All) to 7 (Very Satisfied/Extremely), and provides the opportunity to select Not Applicable. All of the questions are grouped into 14 Factors which are listed below:

Satisfaction: Quality of Nursing Instruction
Satisfaction: Work and Class Size
Satisfaction: Course Lecture and Interaction
Satisfaction: Facilities and Administration
Satisfaction: Classmates
Satisfaction: Advisor
Learning: Professional Values
Learning: Core Competencies
Learning: Technical Skills
Learning: Core Knowledge
Learning: Role Development
Overall Satisfaction
Overall Learning
Overall Program Effectiveness

A more detailed report is available at the college's SharePoint portal site, but a few figures will be displayed below to show overall results.

FIGURE 6 – OVERALL PROGRAM EFFECTIVENESS FOR 2017-2018 BSN ALUMNI SURVEY

	Mean	Std Dev	N	% Responding
Factor 15 . Overall Program Effectiveness	5.62	1.19	58	87.9 %

Question	N	Std Dev	Mean
Q050. Overall Evaluation - Regarding your experience at the nursing school, to what degree: Would you recommend the nursing school to a close friend?	58	1.61	5.71
Q051. Overall Evaluation - Regarding your experience at the nursing school, to what degree: Did the nursing school provide a positive academic experience?	57	1.58	5.53
Q052. Overall Evaluation - Regarding your experience at the nursing school, to what degree: Were you challenged to do your best academic work?	56	1.19	5.86
Q053. Overall Evaluation - Regarding your experience at the nursing school, to what degree: Were you motivated to do your best academic work?	57	1.38	5.67
Q054. Overall Evaluation - Regarding your experience at the nursing school, to what degree: Was the information you learned applicable to your future career?	58	1.14	5.71
Q055. Overall Evaluation - Comparing the expense to the quality of your education, how would you rate the value of the investment made in your degree?	58	1.32	5.21

Figure 6 shows that the college scored higher than benchmark for all but one of the questions in this factor. In addition to this, Skyfactor provides question grouping and buckets questions into a Satisfaction Group, a Learning Group and an Overall Group.

Figure 7 shows performance in these areas and which can be determined that the college performed above target in one instance and significantly lower in 5 instances. Furthermore, the college scored lower than the All Institutions benchmark group in all 3 of the bucketed factors.

FIGURE 7 – OVERALL SATISFACTION FOR FACTOR GROUPS ON 2017-18 BSN ALUMNI SURVEY

FIGURE 8 – FACTOR PERFORMANCE 2017-2018 BSN ALUMNI SURVEY

Factor	N	Std Dev	Mean
Factor 1. Satisfaction: Nursing Program Promoted Successful Career	59	1.09	5.51
Factor 2. Satisfaction: School Activities Contributed to Success	57	1.43	4.07
Factor 3. Learning: Importance of Patient Relationships and Care	48	1.07	5.60
Factor 4. Learning: Enhanced Patient Relationships and Care	38	1.16	5.47
Factor 5. Learning: Importance of Problem Solving	49	1.05	5.72
Factor 6. Learning: Enhanced Problem Solving	38	1.12	5.55
Factor 7. Learning: Importance of Community Health Care	49	1.25	5.13
Factor 8. Learning: Enhanced Community Health Care	38	1.21	5.14
Factor 9. Learning: Importance of Professional Skills	49	0.93	5.63
Factor 10. Learning: Enhanced Professional Skills	38	1.14	5.20
Factor 11. Learning: Importance of Management Skills	49	1.11	4.87
Factor 12. Learning: Enhanced Management Skills	38	1.16	4.90
Factor 13. Overall Satisfaction	58	1.56	5.63
Factor 14. Overall Learning	58	1.10	5.75
Factor 15. Overall Program Effectiveness	58	1.19	5.62

Figure 8 shows each factors' mean score from the deployment of the alumni survey. The college scored below the goal (5.5) in 7 factors.

These results were reported at College Senate and brought to the Gap committee to see if action needed to be taken to improve scores. Any action needed is located on the Gap Committee's SharePoint portal and/or minutes.

Employer Survey- 2017 Deployment

The college piloted a new process this academic year in order to increase response rates. Instead of targeting specific managers, the evaluation committee thought it would be prudent to send out a mass email to managers and educators at OSF, in addition to shortening the number of survey questions. There were 31 total responses and the overall satisfaction with our program from the employers is a 4.8 out of 5. Many of the comments from the employers focused on the knowledge of nursing and familiarity with SFMC policies.

EVALUATION OF GRADUATE PROGRAM

Master of Science in Nursing

AACN/EBI MSN Exit Assessment 2017-2018

For information about the EBI survey, please see the preceding undergraduate EBI section. The details of the survey are located there. The MSN EBI survey has more factors than the BSN survey does. All of the questions are grouped into 24 Factors which are below.

Quality of Faculty and Instruction	*Quality and Availability of Curriculum*
Administration and Academic Advising	*Quality of Support Services*
Sciences and Humanities	*Leadership Skills*
Quality Improvement and Safety	*Research*
Healthcare Technologies	*Policy and Advocacy*
Interprofessional Teamwork	*Prevention and Population Care*
Evidence-Based Knowledge	*Advanced Health Assessment*
Differentiation of Findings	*Acute and Chronic Conditions*
Prescription Drugs	*Patient Care*
Course Work	*Clinical Laboratory Procedures*
Clinical Epidemiological Principles	*Overall Satisfaction*
Overall Learning	*Overall Program Effectiveness*

In addition, MSN EBI utilizes a priority matrix to determine which areas of the EBI are the largest/smallest predictors of overall satisfaction with our institution. The factors are then assigned one of four different recommendation categories:

Top Priority - Factors which have a high impact on program satisfaction but have low performance.

Maintain/Improve – Factors which have a high impact on program satisfaction and have high performance.

Maintain - Factors which have a low impact on program satisfaction but were high performing.

Monitor - Factors which have a low impact on program satisfaction and have low performance.

The factors are then compared to each other via a regression analysis that compares an independent variable (factor) to a dependent variable (overall program effectiveness). The following pages identify areas for improvement at

SFMC CON based on the regression analyses with the *Overall Program Effectiveness (OPE)* factor which scored as follows:

FIGURE 9 - OVERALL PROGRAM EFFECTIVENESS FACTOR FOR 2017-2018

	Mean	Std Dev	N	% Responding
Factor 24 . Overall Program Effectiveness	6.29	0.88	38	95.0 %

Question	N	Std Dev	Mean
Q093. Overall Evaluation of the MSN Program - Regarding your experience at the MSN program, to what degree: Would you to recommend the MSN program to a close friend?	38	1.43	6.18
Q094. Overall Evaluation of the MSN Program - Regarding your experience at the MSN program, to what degree: Did the MSN program provide a positive academic experience?	38	1.16	6.37
Q095. Overall Evaluation of the MSN Program - Regarding your experience at the MSN program, to what degree: Were you challenged to do your best academic work?	38	0.99	6.47
Q096. Overall Evaluation of the MSN Program - Regarding your experience at the MSN program, to what degree: Were you motivated to do your best academic work?	38	0.67	6.58
Q097. Overall Evaluation of the MSN Program - Regarding your experience at the MSN program, to what degree: Was the information you learned applicable to your future career?	38	0.67	6.58
Q098. Overall Evaluation of the MSN Program - Comparing the expense to the quality of your education, rate the value of the investment made in your degree.	38	1.23	5.58

For academic year 2017-2018, 38 surveys were returned and Figure 9 shows the questions that comprise the Overall Program Effectiveness factor. The college's mean was above goal of 5.5 in all questions in the Overall Program Effectiveness factor, which reflects positive overall student satisfaction with the program.

Figure 10 shows the factor name, its impact on program effectiveness, the contribution to the total impact (adjusted R squared value), factors' mean performance, and EBI's recommendation category.

FIGURE 10 – FACTOR IMPACT ON OVERALL PROGRAM EFFECTIVENESS (MSN)

Factor	Regression Variables		Impact on Overall Program Effectiveness		Performance of Factors	
	R^2	ΔR^2	Value	Description	Mean	Description
Maintain or Improve						
Factor 7. Learning Outcomes from Core Masters: Quality Improvement and Safety	0.356	0.356	5.97	High Impact	6.37	Excellent
Factor 9. Learning Outcomes from Core Masters: Healthcare Technologies**	0.591	0.235	5.55	High Impact	6.46	Excellent
Factor 11. Learning Outcomes from Core Masters: Interprofessional Teamwork**	0.807	0.216	5.47	High Impact	6.46	Excellent
Factor 2. Satisfaction: Quality and Availability of Curriculum	0.933	0.126	4.93	Moderate Impact	6.42	Excellent
Maintain						
Factor 1. Satisfaction: Quality of Faculty and Instruction	0.000	0.000	0.00	No Impact	6.58	Excellent
Factor 3. Satisfaction: Administration and Academic Advising	0.000	0.000	0.00	No Impact	6.48	Excellent
Factor 4. Satisfaction: Quality of Support Services	0.000	0.000	0.00	No Impact	6.14	Excellent
Factor 5. Learning Outcomes from Core Masters: Sciences and Humanities	0.000	0.000	0.00	No Impact	6.07	Excellent
Factor 6. Learning Outcomes from Core Masters: Leadership Skills	0.000	0.000	0.00	No Impact	6.61	Excellent
Factor 8. Learning Outcomes from Core Masters: Research	0.000	0.000	0.00	No Impact	6.34	Excellent
Factor 10. Learning Outcomes from Core Masters: Policy and Advocacy	0.000	0.000	0.00	No Impact	6.17	Excellent
Factor 12. Learning Outcomes from Core Masters: Prevention and Population Care	0.000	0.000	0.00	No Impact	6.34	Excellent
Factor 13. Learning Outcomes from Core Masters: Evidence-Based Knowledge	0.000	0.000	0.00	No Impact	6.51	Excellent

The results show that Factors 2, 7,9,11 *are* in the *Maintain or Improve* category because of their strong association with overall program effectiveness. These factors were identified as having the greatest impact on the overall program effectiveness variable (impact is a scaled value of the variance from a range of 0 [no impact on Overall Program Effectiveness] to 7 [an extreme impact on Overall Program Effectiveness]). The mean for all of the factors were above the goal of 5.5 as well and EBI stated that performance on each of the factors were excellent or good but there was no impact on Program Effectiveness.

FIGURE 11 – FACTOR PERFORMANCE (ALL FACTORS – MSN)

Factor	N	Std Dev	Mean
Factor 1. Satisfaction: Quality of Faculty and Instruction	39	0.84	6.58
Factor 2. Satisfaction: Quality and Availability of Curriculum	38	0.77	6.42
Factor 3. Satisfaction: Administration and Academic Advising	39	0.88	6.48
Factor 4. Satisfaction: Quality of Support Services	36	1.32	6.14
Factor 5. Learning Outcomes from Core Masters: Sciences and Humanities	38	0.98	6.07
Factor 6. Learning Outcomes from Core Masters: Leadership Skills	38	0.73	6.61
Factor 7. Learning Outcomes from Core Masters: Quality Improvement and Safety	38	1.12	6.37
Factor 8. Learning Outcomes from Core Masters: Research	38	1.12	6.34
Factor 9. Learning Outcomes from Core Masters: Healthcare Technologies	38	0.86	6.46
Factor 10. Learning Outcomes from Core Masters: Policy and Advocacy	38	1.26	6.17
Factor 11. Learning Outcomes from Core Masters: Interprofessional Teamwork	38	1.14	6.46
Factor 12. Learning Outcomes from Core Masters: Prevention and Population Care	37	1.15	6.34
Factor 13. Learning Outcomes from Core Masters: Evidence-Based Knowledge	38	0.78	6.51
Factor 14. Learning Outcomes from Didactic/Clinical: Advanced Health Assessment	17	0.94	6.41
Factor 15. Learning Outcomes from Didactic/Clinical: Differentiation of Findings	17	0.98	6.18
Factor 16. Learning Outcomes from Didactic/Clinical: Acute and Chronic Conditions	17	1.07	6.31

Factor 18. Learning Outcomes from Didactic/Clinical: Patient Care	17	0.97	6.29
Factor 19. Learning Outcomes from Didactic/Clinical: Course Work	17	1.25	5.90
Factor 20. Learning Outcomes from Didactic/Clinical: Clinical Laboratory Procedures	17	1.34	5.66
Factor 21. Learning Outcomes from Didactic/Clinical: Clinical Epidemiological Principles	17	1.19	6.41
Factor 22. Overall Satisfaction	38	1.25	6.28
Factor 23. Overall Learning	38	0.68	6.54
Factor 24. Overall Program Effectiveness	38	0.88	6.29

This year, as shown in **Figure 11**, the college is above the 5.5 goal in all Factors.

Recommendations:

The results of this survey were presented at College Senate, Graduate Committee, and the GAP Committee. Information about the college's decision on the results of this survey will be located on the college portal. All other measures will be monitored at the next deployment.

Due to confidentiality agreements, the benchmarking results cannot be published in the annual report, but it can be reported that the College scored higher than its benchmarks (select 6, Carnegie and all institutions) in most of the factors. A more detailed report is available on the College's SharePoint portal.

MSN Graduate Program Alumni Survey Report

The College utilized Skyfactor's AACN/EBI Alumni Nursing Education Exit Assessment. This survey was deployed via email to all graduates from the MSN program from the 2017-2018 school year and 29 surveys were returned.

Factor 33: Overall Program Effectiveness had a mean score of 6.01, and had 1 question below the 5.5 goal as seen in Figure 12.

FIGURE 12 – OVERALL PROGRAM EFFECTIVENESS (MSN ALUMNI)

	Mean	Std Dev	N	% Responding
Factor 33 . Overall Program Effectiveness	6.01	0.96	29	96.7 %

Question	N	Std Dev	Mean
Q049. Overall Evaluation - Regarding your experience at the nursing school, to what degree: Would you recommend the nursing school to a close friend?	29	1.20	6.07
Q050. Overall Evaluation - Regarding your experience at the nursing school, to what degree: Did the nursing school provide a positive academic experience?	28	1.18	5.96
Q051. Overall Evaluation - Regarding your experience at the nursing school, to what degree: Were you challenged to do your best academic work?	27	1.20	6.11
Q052. Overall Evaluation - Regarding your experience at the nursing school, to what degree: Were you motivated to do your best academic work?	28	1.16	6.14
Q053. Overall Evaluation - Regarding your experience at the nursing school, to what degree: Was the information you learned applicable to your future career?	29	0.80	6.21
Q054. - Comparing the expense to the quality of your education, how would you rate the value of the investment made in your degree?	29	1.33	5.48

Of the 33 total factors that questions are bucketed into, the college scored below the 5.5 goal in 2 factors. Factor performance for this survey can be found on the college portal in the MSN Alumni EBI 2017-2018 Report.

FIGURE 13 – OVERALL SATISFACTION FOR FACTOR GROUPS (MSN ALUMNI)

Figure 13 shows the overall satisfaction with the Factor groups that Skyfactor buckets the questions in. There is only one benchmark group that the college scored lower than, even though the college was above all in the overall factor performance.

A more detailed report on the MSN alumni survey is available on the college's SharePoint portal site.

Employer Survey for MSN Alumni

The college did not survey the employers of the MSN alumni because it is not quite known how to go about deploying the survey. A process will be worked on and deployment will take place next academic year.

Doctor of Nursing Practice

AACN/EBI DNP Exit Assessment 2017-2018

Results from this academic year's deployment of the EBI survey were favorable. For academic year 2017-2018, 3 surveys were returned of the 4 sent for a completion rate of 75%. Because so few surveys were completed, Skyfactor does not compute factor mean scores for schools with less than 6 responses. In addition, 120 of the 180 questions were not answered by the graduates. Figure 14 shows what is on the reporting screen on the Skyfactor website.

FIGURE 14 – OVERALL PROGRAM EFFECTIVENESS (DNP EXIT)

	Mean	Std Dev	N	% Responding
Factor 27 . Overall Program Effectiveness	0.00	0.00	2	0.0 %

Question	N	Std Dev	Mean
Q173. Overall Evaluation of the DNP Program - Regarding your experience in your DNP program, to what degree: Would you recommend your DNP program to a close friend?	2	0.00	0.00
Q174. Overall Evaluation of the DNP Program - Regarding your experience in your DNP program, to what degree: Did your DNP program provide a positive academic experience?	2	0.00	0.00
Q175. Overall Evaluation of the DNP Program - Regarding your experience in your DNP program, to what degree: Were you challenged to do your best academic work?	2	0.00	0.00
Q176. Overall Evaluation of the DNP Program - Regarding your experience in your DNP program, to what degree: Were you motivated to do your best academic work?	2	0.00	0.00
Q177. Overall Evaluation of the DNP Program - Regarding your experience in your DNP program, to what degree: Was the information you learned applicable to your future career?	2	0.00	0.00
Q178. - Comparing the expense to the quality of your education, rate the value of the investment made in your degree?	2	0.00	0.00

Figure 15 shows the performance for the 3 overall factor groups. SFMC College of Nursing scored above goal in 3 of the 3 groups and above benchmark in the Select 6 and All Institutions benchmark group.

FIGURE 15 – PERFORMANCE FOR ALL 3 OVERALL FACTOR GROUPS

DNP Program Alumni Survey Report

The College utilized Skyfactor's AACN/EBI Alumni Nursing Education Exit Assessment. This survey was deployed via email to all 7 graduates from the DNP program and 6 students responded.

Factor 9: Overall Program Effectiveness had a mean score of 6.83 with all of the questions being above the 5.5 goal.

FIGURE 16 – OVERALL PROGRAM EFFECTIVENESS (DNP ALUMNI)

	Mean	Std Dev	N	% Responding
Factor 9 . Overall Program Effectiveness	6.83	0.26	5	100.0 %

Question	N	Std Dev	Mean
Q076. Overall Satisfaction with your DNP Program - Regarding your experience in the DNP program, to what degree: Would you recommend the DNP program to a close friend?	5	0.40	6.80
Q077. Overall Satisfaction with your DNP Program - Regarding your experience in the DNP program, to what degree: Did your the DNP program provide a positive academic experience?	5	0.00	7.00
Q078. Overall Satisfaction with your DNP Program - Regarding your experience in the DNP program, to what degree: Were you challenged to do your best academic work?	5	0.40	6.80
Q079. Overall Satisfaction with your DNP Program - Regarding your experience in the DNP program, to what degree: Were you motivated to do your best academic work?	5	0.40	6.80
Q080. Overall Satisfaction with your DNP Program - Regarding your experience in the DNP program, to what degree: Was the information you learned applicable to your future career?	4	0.43	6.75
Q081. - Comparing the expense to the quality of your education, how would you rate the value of the investment made in your degree?	5	0.40	6.80

FIGURE 17 – OVERALL FACTOR PERFORMANCE (DNP ALUMNI)

Factor	N	Std Dev	Mean
Factor 1. Satisfaction: Nursing Program Promoted Successful Career	5	0.96	5.04
Factor 2. Satisfaction: Nursing Program Provided Necessary Knowledge and Skills	5	0.40	6.80
Factor 3. Learning: Educational Activities Contributed to Practice	5	0.65	6.40
Factor 4. Learning: Interactions and Networking Contributed to Practice	5	0.97	5.70
Factor 5. Learning: Importance of Learning Outcomes	5	0.30	6.71
Factor 6. Learning: Nursing Program Enhanced Learning Outcomes	5	0.31	6.70
Factor 7. Overall Satisfaction	5	0.20	6.90
Factor 8. Overall Learning	5	0.40	6.80
Factor 9. Overall Program Effectiveness	5	0.26	6.83

Of the 9 total factors that questions are bucketed into, the college scored below the 5.5 goal in 1 factor.

FIGURE 18 – OVERALL SATISFACTION FOR FACTOR GROUPS (DNP ALUMNI)

The college scored above goal in the overall satisfaction buckets and above benchmark in all instances. A more detailed report on the DNP alumni survey is available on the college's SharePoint portal site.

Employer Survey for DNP Alumni

The college did not survey the employers of the MSN alumni because it is not quite known how to go about deploying the survey. A process will be worked on and deployment will take place next academic year.