

Comprehensive Program Review Report 2003

In October 2002, the CSU Baccalaureate Nursing Program completed a comprehensive self study and hosted site visitors from the National League for Nursing Accrediting Commission to evaluate the program for continued national accreditation. As a result, the program was granted continuing accreditation for eight years. This Comprehensive Program Review Report is completed in the format required by the Board of Regents but is indexed to the BSN Program Self Study book published in Fall 2002, the 2003 Annual Summary of Department of Nursing Activities, 2002-03 Department of Nursing Major Field Assessment, and the CSU Catalog 2003-2004, which accompany this report.

MISSION

- The Department of Nursing offers the Bachelor of Science in Nursing (BSN) degree. The BSN program is designed for qualified high school graduates, college students, individuals who have already earned a degree in another field, and registered nurses with a diploma or associate degree returning for a baccalaureate degree. (CSU Catalog, 2003-04, p. 141) Graduates are prepared to sit for the National Council Licensing Examination for Registered Nurses to earn a state license to practice as a Registered Nurse.
- The mission of the Columbus State University Baccalaureate Nursing Program is to prepare caring, competent professional nurses who provide holistic nursing services for diverse populations in multiple settings (CSU Catalog, 2003-04, p. 141). The program fosters and exemplifies excellence in teaching, nursing practice, and service to the community. The nursing philosophy statement (*Appendix A1*) further clarifies the program's view of and commitment to human beings, community, health, nursing, professional nursing education, learning, and teaching.
- The Department of Nursing philosophy and mission are congruent with the mission and vision statements of Columbus State University. Both nursing and the University statements emphasize student-centered programs, academic excellence, critical thinking, effective communication, information & technology literacy, creativity, and life-long learning. (*NLNAC Self Study Report pp. 18-19*)
- Students who complete all program requirements and earn a registered nurse license are prepared to practice as a nurse generalist in a variety of settings, including acute care facilities and hospitals, public & community health agencies, long term care facilities, home health agencies, and industry. They are also prepared to manage patient care, apply research findings in clinical practice, participate in continuing education and professional nursing organizations, and pursue graduate education. (CSU Catalog, 2003-04, p. 141)

TEACHING

- Faculty recognition is an integral part of the annual faculty performance review process. The department and institution reward professional competencies through faculty evaluation, promotion, tenure, and merit salary increases (Self Study, p. 28-29 and pp. 40-41).
- There is frequent and ongoing interaction between nursing students and faculty outside of the classroom. Faculty offices are conveniently located on the same two floors with nursing classrooms and the campus lab, which fosters easy interaction between students and faculty.

Faculty members are available to students on an as needed basis for group and individual assistance outside of the classroom. Individual faculty members also serve as advisors for each class of students and for the CSU Association of Nursing Students. Student representatives from each nursing class attend monthly Department of Nursing faculty meetings to share information and discuss issues of concern to them.

- The nursing program offers no formal tutoring program for nursing students. Nursing faculty members, however, are available to students on an as needed basis for group and individual assistance outside of the classroom.
- Six nursing courses have a clinical lab component requiring from 3 to 12 contact hours per week in a clinical nursing practice situation during which students provide care to patients in community health care facilities under the direct supervision of nursing faculty member (Self Study, pp. 61-70). The Senior Nursing Preceptorship (NURS 4377, 0-9-3) is a capstone course that includes 120 hours of clinical experience under the direct supervision of a carefully selected RN preceptor in a clinical setting (CSU Catalog, 2003-04, p. 335).

CURRICULUM

- The BSN curriculum is developed by the nursing faculty using an organizing framework from which program objectives, course objectives, and learning activities flow in a logical progression over the length of the program (Self Study, p. 54-56). There is also a systematic plan for program evaluation and assessment of all aspects of the program, including educational outcomes, which includes but is more in depth than the major field assessment (Self Study, pp. 101-138).
- Program and level outcomes are derived from the mission and philosophy statements, and provide the framework for developing course objectives and learning activities on the junior and senior levels (Self Study, pp. 56-70).
- Technological skills are incorporated into courses in multiple ways. CSU requires students to demonstrate competency in basic computer applications (word processing, email, presentations) skills via testing. Currently, every nursing course has a course web-site (Blackboard.com) which is used to varying degrees to enhance and support instruction in each course. Every clinical course incorporates teaching of technological skills related to the course content and clinical specialty of the course, including technology used in clinical facilities to provide and document patient care. In addition, the campus lab is equipped with simulations and models for student practice in a safe environment. Every CSU student has a CSU E-mail account and nursing students additionally have an e-mail list serve for every nursing course in which they are enrolled via the course website. Faculty and students use email to communicate with each other and use the course website to share and exchange documents and information. (Self Study pp. 76-77).
- The nursing program of study is relevant to student needs related to their goal of becoming a registered professional nurse. The program meets both Georgia Board of Nursing standards (state board approval) as well as National League of Nursing for Accrediting Commission standards (national accreditation). These standards require the program of study to be developed based on the knowledge, skills and abilities required for entry into nursing practice.
- Students are challenged to think across disciplines in many ways. Nursing students are expected to bring and apply knowledge gained from pre-nursing courses across many disciplines to nursing (Self Study p. 59-61). In addition, their clinical experiences are held in real-world health care facilities in which they function as part of a multi-disciplinary health care team.

- **GENERIC STUDENTS:** Junior level nursing courses are offered once per year. Juniors enter in the fall and take courses as a cohort through the following spring. Most senior level nursing courses are now taught twice each year, both fall and spring, because of increasing number of students in these primarily specialty courses. The class is divided in half at the beginning of the senior year and each half swaps taking senior level courses between the fall and spring semesters. However, Nursing Research (NURS 4175) is taught only once per year to all seniors in the fall, and the capstone Senior Nursing Preceptorship course is taught only once to all seniors in the spring. (Self Study, pp. 78-81; Appendix B-13, Curriculum Schema: Regular Student;).
RN-TO-BSN STUDENTS: The RN-to-BSN program is designed so that it can be completed in two semesters (fall and spring) of full time study. Each RN-to-BSN course is taught only once per year. (Self Study, pp. 81; Appendix B-15, Curriculum Schema: RN Student)
- The Department of Nursing faculty play a role in general education and other programs by serving on committees at all levels across the institution (see Self Study pp. 20-24).
- Diversity and multiculturalism perspectives are included in the nursing program. The program mission and philosophy, program objectives, level objectives, and course objectives all reflect integration of a commitment to diversity and multiculturalism throughout the curriculum (Self Study, pp. 18-19, 54-58, Appendix A-1 thru A-4, Appendix B-1 thru B11).

STUDENTS

- The BSN program student population is diverse in age, racial background, and gender (Quantitative Measures, pp. 2 -3).
- There is a systematic plan for program evaluation and assessment of all aspects of the program, including educational outcomes, which is inclusive of items contained in the major field assessment. Evidence of student satisfaction, meeting student learning needs, and of success in meeting learning outcomes is reflected in major field assessment (Self Study pp. 101-138 and Appendix D-4 thru D-10; 2002-03 Major Field Assessment;). Student and program evaluation tools are included in Self Study, Appendix C-1 thru C034.

FACULTY

- Nursing faculty members, both full and part time, are academically and experientially qualified and maintain expertise appropriate to teaching, service, and scholarly responsibilities. They are a diverse group from varying backgrounds, specialties, and with a variety of credentials. Part time faculty members are integrated into the program primarily as clinical instructors. They are oriented to CSU at the institution level, and to the program and course at the course level. (Self Study, pp. 25-27 and 31-43).
- Nursing faculty development is supported largely through a nursing endowment fund. The Department has provided paid release time and/or tuition support to five full time nursing faculty members pursuing doctoral degrees within the last 8 years, two of whom have completed doctorates, one who is completing her dissertation, and two who are currently taking courses. In addition, faculty members have participated in a number of continuing education offerings and professional development activities supported by the Nursing Department and the nursing endowment fund.

FACILITIES

- CSU facilities (including technology labs, equipment, and library resources) as well as community clinical facilities are adequate to meet the needs of the program and the students. The campus lab has recently undergone minor renovation and a second satellite lab has been added to accommodate growing numbers of students. Old and outdated equipment is currently being replaced, which has already significantly improved student learning in the campus lab. (Self Study pp. 82-88, 92-93, Appendix D-1 thru D-2).
- Institutional infrastructure is adequate to support the nursing program (Self Study pp. 94-96, 99-100).

RESEARCH AND SCHOLARSHIP

- CSU has only an undergraduate BSN program. In this program, the emphasis is upon teaching students how to read and evaluate research studies and apply them to clinical practice, thus the focus of student involvement in research is at the "user" level. The students are required to take Introductory Statistics and one Nursing Research course.
- Faculty members have published articles, book chapters, and given presentations on an ongoing basis (2003 Annual Summary of Department of Nursing Activities).

SERVICE

- Nursing faculty participate in a number of service activities through volunteer and professional organizations within the institution, the community, the region, and nationally. (2003 Annual Summary of Department of Nursing Activities)

ATTACHMENTS

1. Department of Nursing Quantitative Measures 1999 - 2003
2. Department of Nursing NLNAC Self-Study Report Fall 2002
3. Department of Nursing Annual Summary of Activities 2002-2003
4. Department of Nursing Major Field Assessment 2002-2003
5. NLNAC Report (findings of review team)

Columbus State University
Department of Nursing
Columbus, Georgia 31907

ANNUAL SUMMARY OF ACTIVITIES JULY 1, 2002 - JUNE 30, 2003

FACULTY ACCOMPLISHMENTS

Presentations, Publications and Consulting

Charlotte Ingram provided consulting services regarding safe nursing protocols/practices for the New Horizons Community Service Board & presented quarterly educational offerings in cultural diversity to the Columbus Rape Crisis Center volunteers.

Judy Davidson was the keynote speaker for the LaGrange College Nursing Honor Society Induction ceremony.

Melodie Stembridge made two presentations on "falls prevention" for the Annual Hawaii Office of Aging and for the CDC Gerontological seminar in Atlanta, GA. She also served as reviewer for the nursing research text, "Essentials of Nursing Research (5th Ed)" by Polit/Beck published by Lippincott.

Brenda French was a contributing author in the book *The HeArt of Nursing: Expressions of Creative Art in Nursing* published by Sigma Theta Tau International.

June Goynes and Janice Harris are authoring chapters in a fundamentals of nursing textbook for publication by F. A. Davis in fall 2004.

Peggy Batastini and Judy Davidson continue to author *Pharmacological Calculations for Nurses (3rd Ed)* published by Delmar.

Service

Faculty members volunteered service within the community, including:

- Lamaze Prepared Childbirth class instruction throughout the year
- Columbus Women's Health and Fitness Expo (fall city wide event)
- Board of Directors Beallwood Area Neighborhood Development, Family Connections & Health Coalition Board
- Health Advisor for Serve Our Sons Board
- Columbus Rape Crisis Center volunteer
- Three Rivers AHEC Summer Camp for Health Careers

- Contact volunteer
- Our House volunteer
- Women's Health Fair
- Lamaze classes
- Leukemia Foundation
- Kidney Foundation
- Harris County High School Health Occupations Advisory Committee
- Healthy Mothers Healthy Babies Coalition of Georgia
- Institute of Athletic Health Care and Research
- American Cancer Society
- National Leukemia Association

All faculty are members, most quite active, in multiple professional organizations and participated in numerous professional activities, including:

- American Nurses Association and Georgia Nurses Association (3rd District)
 - Delegates to state convention
 - 2nd VP 3rd District
 - GNA Workplace Advocacy Transition Team
 - GNA Marketing/Public Relations Ad Hoc Task Force
 - 3rd District Director 2001-2003
- Sigma Theta Tau & Pi Beta
 - Pres elect Pi Beta
 - Secy Pi Beta
 - Student counselor
 - Finance Committee Chair
- American Association of Critical Care Nurses & Board Members of Chattahoochee Valley Chapter AACN
- Emergency Nurses Association
- Association of Neuroscience Nurses
- Association of Women's Health Obstetric Neonatal Nurses
- National League for Nursing and Georgia League for Nursing
- Lamaze International
- Georgia Perinatal Association
- American Nurse Practitioner's Association
- Coastal Georgia Nurse Practitioner Council
- American Gerontological Nurse Practitioner Association
- West Georgia Cancer Coalition
- Asthma Committee for American Lung Association
- Board of Directors member & Secretary Columbus Hospice
- Volunteer House of Mercy
- Board of Directors, Three Rivers AHEC
- AHEC Advisory Committee for Nursing

- Board of Directors for the West Central GA Practice Improvement Collaborative on Substance Abuse (Vice-Chair) and (Chair) of the Research Committee with Morehouse School of Medicine in Atlanta, GA.
- CARE-NET Leadership Council with the Rosalyn Carter Institute at GA Southwestern University, Americus, GA.
- Georgia Section Chair for the Association of Women's Health, Obstetric, and Neonatal Nursing
- Director of the Third District Georgia Nurses Association and on the planning committee for the Georgia League of Nursing Educational Conference.
- Peer Reviewer for the Advanced Nurse Education & Practice Grant Program with the Health Resources and Service Administration (HRSA), U.S. Department of Health & Human Services, Bureau of Health Professions.
- GA Section Leader 2001-2004 for AWHONN
- Board of Regents Health Professions Subcommittee on Nursing

Professional Development & Certifications

Eleven faculty members hold current national certification in nine nursing specialties, including *Emergency Nursing, Critical Care Nursing, Neuroscience Nursing, Medical-Surgical Nursing, Inpatient Obstetric Nursing, Adult Psychiatric and Mental Health Nursing, Child and Adolescent Mental Health Nursing, Chemical Addiction and Family Therapy, and Pscyhoprophylaxis in Obstetrics*. Several faculty members also hold current certification in *Advanced Cardiac Life Support, Neonatal Resuscitation, and/or Pediatric Advanced Life Support*.

Five faculty members hold an advanced practice license, three as Certified Adult Nurse Practitioners and two as Clinical Nurse Specialists.

Two faculty members (Noviello and Stembridge) are working on doctoral dissertations and anticipate graduation within the next year. Two more faculty members (Harris and Johnosn) are enrolled in doctoral programs (one in Georgia and one online at Hampton University)

Fifteen nursing faculty members participated in over 55 professional continuing education offerings, supported in large part through the Griffin Foundation endowment fund.

PROGRAM ACCOMPLISHMENTS

BSN Program graduated 32 generic and 5 RN-to-BSN students spring 2003 and anticipate two more generic graduates August 2003. NCLEX-RN exams are underway and results pending.

BSN Program received 8-year full accreditation from the National League of Nursing Accrediting Commission following their site visit October 2002. Faculty members accomplished an inordinate amount of work involving significant individual efforts, frequent small-group sub-committee meetings, and at least monthly meetings of the faculty committee as a whole. The self-study process was intense, involving a thorough review of every aspect of the curriculum and program. Multiple revisions were made to improve the curriculum and as well as currency and consistency within the program. For example, every detail of the curriculum cognitive map was reviewed & revised to ensure current essential concepts are included without unintentional overlap, and the entire skills-testing and clinical evaluation process was reviewed and revised to ensure nursing practice standards are met within a fair and consistent process. To maintain accreditation, such activities for program evaluation are ongoing.

Received ongoing Georgia Board of Nursing approval following submission of self-study report and site visit February 2003.

Implemented the Nursing ICAPP program (see "scholarships & funding" below).

Scholarships and Funding

1. The BSN Program awarded \$ 22,440.00 in scholarships from scholarship endowment and foundation funds as outlined below:

Students	Amount Each	Total
4 Rising Senior Students (May 03)	\$ 500.00	\$ 2,000.00
2 Rising Senior Students (May 03)	20.00	40.00
10 Rising Senior Students (May 03)	1000.00	10,000.00
11 Junior & Senior Students (Sept 02)	800.00	8,800.00
4 Freshmen and Sophomore Students (Sept 02)	400.00	1,600.00
31 Students		\$ 22,440.00

2. In 2002-03 The BSN Program in partnership with local hospitals and the state of Georgia began the Nursing ICAPP Program which in its first year funded additional full time (2 nursing & 1 biology) and part time nursing faculty, as well as facility renovations/upgrades and equipment / media / teaching aid / technology acquisitions to support teaching and learning for increased numbers of nursing students. Although processed very slowly

through the state, eligible students in this class who applied were given the first half of a \$7500 state ICAPP "service cancelable loan". They will receive the second half fall 2004 provided state funding remains available.

Fall 2002 admissions were doubled to 70 students from a somewhat small applicant pool (90) which was completely depleted (all who sought admission and met eligibility requirements ultimately were admitted). There are 45 students progressing to their senior year. The fall 2003 applicant pool was much larger (120 students) and better qualified (higher GPAs), so we anticipate a much lower attrition rate. Seventy (70) students have been accepted for admission for fall 2003 based on continued ICAPP funding for the second year of the initiative, which continues to support additional faculty, equipment, and materials. We plan to resubmit an application to extend the ICAPP program another two years (2004-05 and 2005-06). We have a total of \$50,000 committed from local hospitals for each of those years and are seeking an additional \$50,000 for each year to qualify for state matching funds. If this program is not continued, our enrollment capacity will decrease. (See attached ICAPP quarterly reports).

3. Four full time faculty members will be lost for 2003-04 (one to retirement, one moving out of state, and two resignations within the past week related to inadequate salary). We have interviewed five applicants, two of whom were considered qualified enough to offer a position. However, the salary was not competitive enough for them to accept the offer, so our positions remain unfilled. We are continuing the searches.

Salary compression for current nursing faculty has prevented us from raising the entry salary any higher during this disastrous budget year. We are working with the Dean and VPAA to institute a 3 year plan for raising the salary of existing faculty so that entry salaries can be raised to competitive levels. We currently have 11 full time faculty members and 12 part time faculty members, which we realize does not meet GBN regulations. The VPAA and Dean are aware that if measures are not instituted to increase the number of full time faculty, we will have to admit fewer students into the fall 2003 class so that we can reduce the number of part time faculty and maintain a majority of full time faculty. This issue further impacts the number of students we will be able to admit fall 2004, especially if any other full time faculty member retire or leave at the end of this year.

4. Continuing *ROTC Partners in Nursing Education* (PNE) program, which provides five positions each fall in the nursing program for qualified ROTC pre-nursing students. There are only two ROTC students accepted for fall 2003 (they are having problems recruiting).

5. Established a part-time faculty position, Pre-nursing Coordinator, beginning July 1, 2002 (partially ICAPP funded) to provide for more organized, comprehensive recruitment efforts as well as a centralized, focused pre-nursing advisement process. This has been a tremendous success (students have given very positive feedback and number of qualified applicants has tremendously increased) and will be continued for 2003-04.
6. Endowed funds continue to be our major source for faculty continuing education and professional development funding.

Curriculum and Instruction

1. Five students completed the revised RN-to-BSN track, which was compressed into two semesters (one academic year) in order to better meet student needs and attract increasing numbers of RN students. Revision is ongoing based on feedback from this group of students.
2. Continuing efforts to begin the design and delivery of online nursing instruction in an effort to increase flexibility for students, especially the RN-to-BSN students, to better meet student needs & attract increasing numbers of students to both programs. This year all nursing courses will have a web-presence as faculty learn to use course web-sites to effectively support traditional instruction. We plan to begin developing modules for online delivery in non-clinical courses such as Nursing Research, Nursing Leadership, Pathophysiology, and Health Assessment. Four faculty members will be attending a workshop on developing and teaching online in June 2003 in Indianapolis.
3. Plans were developed to teach major senior nursing courses each semester as the senior nursing class grows in size. Large numbers cannot be accommodated clinically in specialty areas, so the senior class (beginning fall 2003) will be divided into two groups to rotate through smaller sections of senior clinical nursing courses.

Marketing and Recruitment

1. Established a part-time faculty position, Pre-nursing Coordinator, beginning July 1, 2002 to provide for more organized, comprehensive recruitment efforts as well as a centralized, focused pre-nursing advisement process. This has been a tremendous success (students have given very positive feedback) and will be continued for 2003-04.
2. News of the Nursing ICAPP Program and associated "service cancelable" state student loans have helped recruitment efforts for our nursing program.

STUDENT ACCOMPLISHMENTS

1. A delegation of 12 nursing students and two faculty advisors (C. Ingram & J. Harris) attended the Georgia Association of Nursing Students state convention fall 2002. Two students were elected to state office and the local organization won five awards. The CSU ANS sponsored a health fair in the Bibb City area of Columbus for local residents, primarily aimed at seniors citizens.
2. A number of senior and junior nursing students were recognized during the 2003 Honors Ceremony for outstanding academic achievement, outstanding clinical practice, and volunteer service within the community.

June S. Goyne RN, MSN, EdD, CEN
Chair, Dept of Nursing & BSN Program Director

Date