

TABLE OF CONTENTS

LETTER FROM DR. ELLEN HANELINE, DEAN OF COLLEGE OF ALLIED HEALTH SCIENCES.....	i
LETTER FROM DR. JULIE COON, DIRECTOR OF THE SCHOOL OF NURSING.....	ii
SECTION ONE-PROGRAM OVERVIEW.....	4
PROGRAM GOALS.....	14
PROGRAM VISIBILITY AND DISTINCTIVENESS.....	22
PROGRAM RELEVANCE.....	26
PROGRAM VALUE.....	34
SECTION TWO-COLLECTION OF PERCEPTIONS.....	39
GRADUATE ALUMNI SURVEY RESULTS.....	39
Alumni Descriptive.....	39
Quality of Courses and Instruction.....	43
Qualitative Assessment: General Comments.....	47
EMPLOYER SURVEY RESULTS.....	54
Core Outcomes.....	54
Importance of Degree.....	58
CURRENT STUDENTS SURVEY RESULTS.....	61
Student Descriptive.....	61
Quality of Courses and Instruction.....	65
Qualitative Assessment: General Comments.....	70
FACULTY PERCEPTIONS OF THE MSN PROGRAM.....	76
Support Services.....	77
Academics.....	78

Faculty.....	79
MSN Program.....	79
ADVISORY BOARD PERCEPTIONS OF THE MSN PROGRAM.....	81
Quality of the MSN Program.....	81
Quality and Employment Prospects for MSN Graduates.....	84
Communication to Board Members.....	84
Additional Comments & Suggestions.....	85
SECTION THREE-PROGRAM PROFILE.....	86
PROFILE OF STUDENTS.....	86
ENROLLMENT.....	96
PROGRAM CAPACITY.....	97
RETENTION AND GRADUATION.....	98
ACCESS.....	99
CURRICULUM.....	101
QUALITY OF INSTRUCTION.....	102
COMPOSITION AND QUALITY OF FACULTY.....	106
SERVICE TO NON-MAJORS.....	113
DEGREE PROGRAM COST AND PRODUCTIVITY DATA.....	114
ASSESSMENT AND EVALUATION.....	115
ADMINISTRATIVE EFFECTIVENESS.....	120
SECTION FOUR-FACILITIES AND EQUIPMENT.....	122
INSTRUCTIONAL ENVIRONMENT.....	122
COMPUTER ACCESS AND AVAILABILITY.....	124

OTHER INSTRUCTIONAL TECHNOLOGY.....	124
LIBRARY RESOURCES.....	125
SECTION FIVE-CONCLUSIONS.....	129
RELATIONSHIP TO FSU MISSION.....	129
PROGRAM VISIBILITY AND DISTINCTIVENESS.....	130
PROGRAM VALUE.....	132
ENROLLMENT.....	134
CHARACTERISTICS, QUALITY, AND EMPLOYABILITY OF STUDENTS.....	135
QUALITY OF CURRICULUM AND INSTRUCTION.....	138
COMPOSITION AND QUALITY OF THE FACULTY.....	140
ADDITIONAL RECOMMENDATIONS.....	141
APPENDICES	
APPENDIX A-GRADUATE HANDBOOK	
APPENDIX B-ALUMNI SURVEY & RESULTS	
APPENDIX C-EMPLOYER SURVEY & RESULTS	
APPENDIX D-CURRENT STUDENT SURVEY & RESULTS	
APPENDIX E-FACULTY SURVEY & RESULTS	
APPENDIX F-ADVISORY BOARD SURVEY & RESULTS	
APPENDIX G-CURRICULUM VITAE OF FACULTY	
APPENDIX H-INSTITUTIONAL RESEARCH AND TESTING DATA	
APPENDIX I-MSN PROGRAM ASSESSMENT PLAN & GRADING RUBRICS	
APPENDIX J-MSN PROGRAM CHECKSHEET	
APPENDIX K-SAMPLE SYLLABUS	

SECTION 1

OVERVIEW OF MASTER OF SCIENCE IN NURSING PROGRAM

The nursing programs at Ferris State University were established within the Department of Nursing in 1969 with the first LPN to RN ladder program in the State of Michigan. This model quickly became established as the standard throughout the state to address the nursing shortage of that time. In 1983, the program was converted to a generic Associate Degree Nursing (ADN) program, when the focus on career laddering was taken to the baccalaureate level. The associate degree program has served as the base for the Baccalaureate of Science in Nursing (BSN) program, which was started in 1983 as an upper-division program designed to provide career mobility for registered nurses (RN) who were initially prepared at the diploma or associate degree levels. The RN to BSN program gained initial accreditation in 1989 and has maintained accreditation since that time.

In 2004, the Ferris nursing programs expanded to include graduate education. The Master of Science in nursing (MSN) degree is the first graduate program within the College of Allied Health Sciences. The addition of the first graduate program within the College served as a catalyst to reorganize the departments, resulting in the establishment of the School of Nursing as an academic department within the College in 2005. Prior to this change, the nursing programs had been housed initially in the Department of Nursing and from 1999 to 2005 within the Department of Nursing and Dental Hygiene.

With the establishment of the graduate nursing program and the School of

Nursing at Ferris, the decision was made by the nursing faculty in 2004 to elevate the AAS pre-licensure program to the BSN degree level. This decision was made primarily to address the need for more BSN-prepared nurses in the State of Michigan and serve as the undergraduate base for the new graduate nursing program. The new generic BSN program was developed during the 2005-2007 academic years and was launched in the fall 2007 semester when the first cohort of 40 students began the six semester professional sequence of the traditional track. In January 2008, the first cohort of 20 second-degree students began the accelerated three semester professional sequence of the BSN program. The last cohort of ADN students was admitted in fall 2006 and completed the program in May 2008. As of fall 2008, all nursing programming at Ferris is offered at the BSN and MSN levels only.

The MSN program was established in the 2004-05 academic year in response to the need for more nurses to be prepared at the graduate level for advanced specialty roles in areas that fit the mission of Ferris State University and the School of Nursing. Prospective graduate nursing students already had many options within the state and in west Michigan to enter clinically-based MSN programs that provided preparation for the advanced practice roles of the nurse practitioner and clinical nurse specialist. However, with the growing shortage of adequately prepared nurse educators, the need for nurse administrators with an advanced nursing degree, and the newly emerging area of nursing informatics, the nursing faculty realized that these areas of advanced specialty role preparation could be provided by a unique collection of course offerings, some of which were already in place within other colleges at Ferris State University.

A collaborative planning process with the College of Business and the College of Education and Human Services resulted in a MSN program that is offered in three segments. The nursing core is comprised of 12 credits of coursework that provides the foundation for the next segment, which is the specialty concentration coursework. The 12 credits in the specialty concentration segment are taken through the College of Business for the administration and informatics majors, while the College of Education and Human Services offers 3 to 6 of the 12 credits in the nursing education major. The School of Nursing offers the remaining credits (6 to 9) in this major. The final segment is the capstone coursework where all of the previous academic work is synthesized within a nursing context for future practice and scholarly inquiry. This 12-credit segment of coursework includes the comprehensive exam, preparation for and implementation of a scholarly project, and a practicum experience in the selected advanced specialty role.

The current MSN curriculum is offered fully online in a variety of schedule options. Some students select the 7 semester part-time format which reflects approximately 6 credits per semester. Others opt for a more part-time format, taking only one course or approximately 3 credits per semester which spans the program over 12 semesters. Finally, a few students have elected to complete the program in a full-time schedule over 4 to 5 semesters. Students report satisfaction with the flexibility that the program offers in regard to scheduling.

When the MSN program at Ferris State University commenced in Fall 2004 there was an enrollment of 10 students. This semester was preceded by the graduate certificate in nursing education course offerings in the Spring and Summer semesters of

2004. Thus, 3 students were admitted to the MSN program in Fall 2004 who had already completed the graduate certificate in nursing education that included the 4 required specialty courses for the MSN degree with a major in nursing education. Since the program's inception, we have enrolled 160 students. Currently, there are 69 active students in the MSN program.

The nursing education programs at Ferris have been characterized as innovative and responsive to the needs of the profession within the state of Michigan. In accordance with the innovative delivery of nursing education programs at Ferris, the MSN program was initially launched as an 80% online program in the 2004-05 academic years, with three weekend face-to-face meetings a semester and the rest of the coursework online. Initially, it was felt that this mixed-delivery initiative would provide the same flexibility as the mixed-delivery offerings at the RN-to-BSN level which have been so successful for many years. However, it was soon discovered that students learning at this higher level wanted even more flexibility that only an online environment could offer. Thus, in the 2005-06 academic years, the MSN program offered the first set of fully online nursing courses. With this change, the enrollment in the program increased substantially with a growth of 143% from 2005/06 to 2006/07. Student satisfaction with the online delivery format has resulted in consistently high program interest with 59 students enrolled in the 2008-09 academic year.

The general mission of our graduate nursing program is to provide an innovative curriculum that prepares graduates to assume advanced leadership roles in specialty areas of practice that are focused on improving health care systems and advancing the

nursing profession. By engaging our students in the analysis of theoretical models, the acquisition of leadership skills, and the utilization of the best research evidence for improving practice, our program prepares our students for leadership positions.

The MSN program at Ferris is unique and different from other Michigan public universities which offer graduate education in nursing. In recent years, graduate nursing education has focused on advanced practice registered nurses (APRNs) who have acquired advanced specialized clinical knowledge and skills to provide health care and are expected to hold a master's or doctoral degree (American Nurses Association [ANA], 2004b). APRN is an umbrella term which encompasses the roles of certified registered nurse anesthetist (CRNA), certified nurse midwife (CNM), clinical nurse specialist (CNS), and nurse practitioner (NP). There are currently 8 universities in Michigan that offer the MSN degree with the APRN focus (Madonna [NP], Michigan State [NP,CNS,CRNA], Northern Michigan [NP], Oakland [CRNA], Saginaw Valley [NP, CNS], University of Detroit Mercy [CRNA, NP], University of Michigan [CNS, NP, CNM], and Wayne State University [NP, CNS, CNM]. With the additional consideration of completely online programs & virtual universities, the University of Phoenix only offers the MSN degree with an NP focus for NPs who already have the NP certification.

There are also RNs in advanced role specialty practice who hold masters or doctoral degrees and have advanced levels of nursing practice that intersect with another body of knowledge (ANA, 2004b). These RNs directly influence nursing practice and support the delivery of direct care rendered to patients by other registered nurses. Examples of role specialty practice areas include administration, education, professional

development, informatics, case management, quality initiatives, publishing, law, and research. Our MSN program prepares the RN for role specialty practice areas with a major in administration, education, and informatics. Our School of Nursing made this choice because it was determined that the numerous other graduate programs in the state were already adequately meeting the APRN needs and these 3 majors were the areas of greatest need that fit the mission of Ferris and the School of Nursing. Currently, there are 7 universities in Michigan that offer an MSN degree with the same role specialty practice areas (Andrews [education], Madonna [education, administration], Oakland [education], Saginaw Valley [education, administration, informatics], University of Detroit Mercy [administration, education], University of Michigan [administration, informatics, education], and Western Michigan [administration, education]). With the additional consideration of completely online programs and virtual universities, the University of Phoenix and Walden University both offer the same specialty role practice areas of informatics, education, and administration. It is important to note that although there are 7 other Michigan universities that offer the education specialty major, only 5 other universities offer the administration specialty major, and only 2 other universities offer the informatics specialty major.

It is important to note that our MSN program provides graduate level education for students seeking future admission into PhD programs in or related to nursing who desire to teach at the university level or become active in research. The success of our students' preparation and ability to be successful at the doctorate level are reflected by two of our recent alumni who are currently completing PhD programs at Western Michigan University and Loyola University Chicago.

The program has a coordinator and a departmental graduate committee. Although there is also a college graduate committee, the MSN program is currently the only graduate program offered in the College of Allied Health Sciences. Thus, the MSN program coordinator chairs this committee which meets infrequently and mostly on an informative basis. Until recently, there lacked a clear infrastructure to guide graduate programs at Ferris State University. In 2002, the University Graduate Professional Council (UGPC) was established by the Senate. The MSN program coordinator, as a member of this council, often consulted these members when the MSN program was created and as questions and problems arose related to policy and structure. The policies and procedures that are reflected in the *Handbook for Nursing Graduate Students* (see Appendix A) were mostly a consensus from the departmental graduate committee and in consultation with the UGPC. In December, 2006, Academic Affairs approved a university graduate policy. Work continues in this council to create more congruency across all graduate programs. Recruitment and marketing have been primarily handled by the MSN program coordinator who also serves as advisor to all graduate nursing students.

Since its inception, the MSN at Ferris has been well-received by nursing, in both the academic and practice communities. The program's success lies in utilizing quality faculty with or completing PhDs who have experience within the specialty areas of education, administration, and informatics. This knowledge and experience provides a solid base on which to explain and analyze theoretical concepts and apply them to the real world setting. Our students and graduates are advancing the reputation of Ferris as a quality institution by taking their knowledge back to their practice settings and

achieving new roles and promotions within and outside of their current institutions. Students have been hired into faculty positions at Mott Community College, Baker College, Indiana State University, and Ferris State University. Other students have been hired into or maintained nurse administrator and informatics nurse specialist positions.

At the present time, the nursing faculty teaching in the graduate program also teach in the undergraduate program. Dr. Marietta Bell-Scriber, who serves as the MSN program coordinator, teaches the core graduate courses related to role development and health care delivery systems, and the capstone level courses where the Scholarly Project and Practicum are completed. Dr. Denise Hoisington teaches the core graduate nursing theory and research courses and primarily teaches the research, leadership, and epidemiology and statistics courses at the undergraduate level. Michelle Teschendorf, who is currently completing her PhD, teaches the specialty graduate nursing courses related to instructional design, assessment, and evaluation; and issues and trends in nursing education. At the undergraduate level, Ms. Teschendorf primarily teaches nursing theory (with a focus on women's health and obstetrics) and health promotion. Recently, Dr. Mary Alkire joined our nursing faculty in a full-time contract position as an experienced nurse educator at the graduate level. She teaches the capstone graduate level courses where the Scholarly Project and Practicum are completed and the entry-level professional development courses at the undergraduate level. This spring, Sharon Colley, a tenure-track faculty member who is completing her PhD at Western Michigan University, was approved graduate level teaching status and will be teaching the graduate theory and research courses this next academic year. Ms. Colley also teaches nursing fundamentals and higher levels of nursing theory and

capstone work at the undergraduate level. As with other graduate programs, we struggle with juggling the needs of an expanding undergraduate program with the needs of an expanding graduate program.

The impact of providing graduate level education to the field of nursing is substantial. There is a national initiative to increase the knowledge level of nurses due to a growing body of research that supports that the higher the level of education of the nurse, the better the patient outcomes (e.g., Dr. Christopher Friese & colleagues; Dr. Linda Aiken and her colleagues; and the University of Toronto & the University of Alberta). Because of this evidence, there are now initiatives in both the academic and practice arenas for a more knowledgeable nursing workforce. In the practice arena, Munson Medical Center in Traverse City recently adopted a policy for all of their nurses to hold a minimum of a Bachelor of Science in Nursing degree. With the practicing nurse at the patient level now holding a bachelor's degree, the nurse leaders (e.g., supervisors, administrators, directors, specialists) are expected to hold graduate degrees. Additionally, many medical institutions are striving to obtain Magnet Status. The Magnet Recognition program was developed by the American Nurses Credentialing Center (ANCC) to recognize health care organizations that provide nursing excellence. The Magnet Recognition Program is based on quality indicators and standards of nursing practice as defined in the *American Nurses Association's Scope and Standards for Nurse Administrators* (2004). The Scope and Standards for Nurse Administrators and other "foundational documents" form the base upon which the Magnet environment is built. The Magnet designation process includes the appraisal of qualitative factors in nursing. These factors, referred to as "Forces of Magnetism" were first identified

through research done in 1983. To achieve this status, institutions must have strong visionary nursing leaders with higher levels of education (beyond the baccalaureate level) who advocate and support development and excellence in nursing practice.

Most recently, President Obama secured additional funding for nursing education in the newly enacted American Recovery and Reinvestment Act (H.R.1) that includes \$500 million for our nation's nursing and health professions. Three hundred million dollars will be awarded to the National Health Service Corps and the remaining \$200 million will be divided between the Nursing Workforce Development Programs (Title VIII of the Public Health Service Act) and the Health Professions Training Programs (Title VII). In a time when the Bureau of Labor Statistics is estimating that jobs for registered nurses will grow by 23%, or 587,000 positions, through 2016 and the federal government predicts that education and health services will account for more than 3 out of every 10 new jobs created in the next 7 years, these programs are tailor-made for supporting graduate education for nurses.

Additionally, there are two major forces influencing graduate education in nursing, the Clinical Nurse Leader (CNL) role and the clinical doctorate, designated as a doctor of nursing practice (DNP), as entry to advanced nursing practice. The CNL role is designed to address the complexity of patient care and the current nursing shortage. The DNP role is designed to elevate the level of nursing practice to be equivalent to other professional programs that have the doctorate as the entry level into advanced or professional practice, such as the Doctor of Pharmacy and the Doctor of Optometry. Although there are state and national graduate nursing programs that have embraced

these roles and adapted their graduate level programs accordingly, the jury is still out as to the sustainability of these roles in the future practice environment. One example of this lack of sustainability is Michigan State University's MSN program. MSU had trialed the CNL role in their graduate program and has since removed this role due to a lack of support from clinical agencies. We, at Ferris, continue to evaluate these graduate roles and their adoption (or lack of) into the practice arena before making any changes to our program that would include these new roles. Currently, there is only 1 DNP program in Michigan at the University of Michigan, with Grand Valley State recently receiving approval from the State Board of Nursing to begin a DNP program at that location. There are 2 universities that offer the CNL role, Saginaw Valley State University and University of Detroit Mercy.

Program Goals

Goal of MSN Program, How Goal was Established, and Application of Goal

The goal of the MSN program, established when the program was created by a consensus of the nursing faculty and Director of the School of Nursing, is to prepare nurse leaders who are able to improve health care delivery systems and advance the nursing profession in a rapidly changing and challenging health care environment. This goal directly aligns with the School of Nursing's purpose statement to "deliver nursing programs that prepare nurses to practice in the rapidly changing health care environment." This goal also aligns with the MSN program's mission and terminal outcomes which were additionally established at the creation of the MSN program by a consensus of the faculty and the Director of the School of Nursing. The MSN program's

mission is to “provide an innovative curriculum that prepares graduates to assume advanced leadership roles in specialty areas of practice that are focused on improving health care systems and advancing the nursing profession”. The MSN program’s terminal outcomes are for its graduates to be able to: 1) assume a leadership role within a selected specialty area of practice with the goal of improving health care and advancing the nursing profession, 2) apply advanced knowledge synthesized from nursing and related disciplines in a specialized area of practice, 3) directly influence care rendered to diverse populations by other registered nurses in complex health care delivery systems, 4) synthesize scholarly inquiry and scientific thinking to address issues central to the profession of nursing and delivery of health care, 5) engage with multidisciplinary or multi-disciplinary teams in ethical decision-making and effective problem-solving related to issues and concerns affecting specialty role practice and health services, and 6) demonstrate a commitment to the advancement of the profession by sharing scholarly work in a public arena. The curriculum is designed to meet the goal and vision of the MSN program which will then prepare students to meet these program outcomes. By the graduates meeting the program’s desired outcomes, they are able to assume advanced leadership roles in specialty areas of practice that will meet the employers’ needs related to improving health care systems and nursing’s needs related to advancing the nursing profession.

Whether the Goal of The MSN Program Has Changed

Although the goal has not changed since the inception of the program, concerns over the curriculum occurred when preparing for accreditation of our MSN program

through the National League for Nursing Accrediting Commission (NLNAC). After a consultant who had experience in site reviews with the NLNAC was brought to campus and a mentor from the NLNAC reviewed our program, we found areas in the program that needed to be cleaned-up prior to applying for accreditation. This clean-up began with the addition and then the removal of a free-standing informatics course. There was an initial concern from one of the consultants that there needed to be an opportunity for integration of knowledge from the core and specialty courses before the student proceeded to the 700 level capstone courses due to many if not all of the specialty courses occurring outside of the School of Nursing. Therefore, NURS 620-Introduction to Nursing Informatics was created in 2005 to not only provide the important informatics knowledge that was evolving in the practice arena, but also to provide an opportunity for the synthesis of content between the College of Business and College of Education courses and the School of Nursing courses. This informatics course was offered only one summer semester in 2006 before further evaluation supported that a) an introduction course should not be utilized as a synthesis course, b) based on student feedback, this important informatics content should be incorporated earlier in the sequence of courses, and c) synthesis of the knowledge from the core and specialty courses was already occurring at the 700 level during completion of the Scholarly Project and Specialty Practicum experiences. Thus, NURS 620-Introduction to Informatics was omitted as a separate course and the content was integrated into NURS 520-Health Care Delivery Systems & Nursing Practice.

An additional concern arose prior to accreditation related to the thesis option, of which the goal is to integrate knowledge by completing a research study. It was

discovered that the thesis option did not fit the philosophy of the program that is role and practice oriented. This finding was also supported at the national level via discussions and offerings at the annual MSN Conference, which is provided by the American Association of Colleges of Nursing. It was discovered through the MSN Coordinator's attendance at this conference that many MSN programs were changing from the thesis to a scholarly project as a requirement for the Master of Science in Nursing degree. The rationale provided was that most graduate students do not have the funding, ability, or resources available to make a truly original research contribution. Therefore, it is advocated to have original research completed at the doctorate instead of at the master's level.

There was also exploration as to what the other graduate programs at Ferris were doing related to the thesis requirement to make sure the MSN program was congruent with other graduate programs. It was discovered that the other graduate programs had many options for their students to integrate knowledge at the capstone level, including an integrated business experience and capstone project (College of Business); comprehensive exam or thesis (Criminal Justice Administration); and research field study, capstone portfolio project, and an experiential education concentration or thesis (College of Education). Thus, it was clear that there are many ways to provide integration of graduate knowledge, in addition to the completion of a thesis.

Therefore, in fall 2007, the thesis option was omitted from the program and a comprehensive examination was added that is taken after the graduate student

completes all nursing core and specialty concentration courses. The reason for the addition of a comprehensive examination was to provide an opportunity for the student to integrate knowledge between nursing and his or her chosen specialty area (informatics, administration, or education), demonstrating some knowledge proficiency before advancing to the Scholarly Project and Practicum learning activities. A couple examples of exam questions include one related to conceptualizing an innovation to improve nursing practice and one related to strategies to practice effectively in a rapidly-changing health care environment. NURS 710-Scholarly Project Preparation was then modified to reflect preparation for this examination by the students completing practice essays for peer and faculty feedback. Initially, the student was expected to take the comprehensive exam in the same semester in which they were completing NURS 710. Although the comprehensive exam was initially scheduled every semester that NURS 710 was offered, it is now offered twice a year, in November and April. The reasons for this change are that the offering of two exams per year meets the students' progression needs and graduate faculty are not always available in the summer semester to evaluate the students' essays.

When the comprehensive exam was added to the MSN curriculum, there were a few minor changes in the Scholarly Project requirements. Previous to the addition of the comprehensive exam, students had a Thesis or Scholarly Project option. Although both options engaged the graduate students in active research, the goals were slightly different. The goal of the Thesis was to contribute to the nursing knowledge base through independent research and the goal of the Scholarly Project was to validate a clinical concern and apply a nursing intervention aimed at problem resolution.

Additionally, where the focus of the thesis was an original research study or the replication of a study, the scholarly project was more research-utilization focused. Although the goal and focus of the Scholarly Project have basically not changed, students are no longer required to have a doctoral-prepared nursing faculty as a chairperson, an oral defense, and the end product professionally bound. Instead, students choose an MSN-prepared preceptor at a selected agency to assist them in completing their Scholarly Project, along with being mentored by a doctoral-prepared faculty member who teaches the course where the Scholarly Project is completed. Although an oral defense is no longer required, it is mandatory for the graduate student to present their Scholarly Project, either at the local, regional, or national level. The binding requirement was removed because the process was faculty time-intensive with few graduate faculty resources. It also became apparent that it was more important to present the Scholarly Project in a public arena than to have it bound and placed on a bookshelf. It is important to note that if a student is PhD bound, they are strongly encouraged to write an article for a selected professional journal or do a meta-analysis on a specific topic which will meet the scholarly writing requirements for entry into a doctorate program.

There were also some changes made related to the admission requirements to the MSN program. When the MSN program was initially created, there was a requirement to have the student complete the Graduate Record Exam (GRE). However, the scores on the exam were not weighted in any way to determine whether or not the students were granted admission to the program. Instead, the students were required to take this exam as part of completing the admission requirements. Due to the time and

money expense related to taking this exam and the anxiety that the exam provoked, the students avoided taking the exam if they were admitted conditionally and the exam became a barrier for potential students to enter the program. Research also supports that GRE scores are not predictive of graduate students' success. Therefore, there was faculty support to eliminate the GRE, citing other criteria which are now acknowledged to be stronger predictors for success in a graduate program such as GPA (it is important to note that our MSN program has a higher GPA requirement than some of the other graduate programs at Ferris), work experience, professional recommendations, writing samples, and so on. Thus, this barrier was removed in fall, 2006. The removal of this criterion has not had any clear impact on student success in our program.

Another initial admission requirement that has since been removed is the requirement for a Bachelor of Science in Nursing (BSN) degree. The question was whether a practicing nurse who had a bachelor's degree outside of nursing could still be successful in an MSN program. In other words, would there be enough knowledge from practice and continuing education to balance the additional theoretical knowledge that was missed from not completing a BSN program. When attempting to answer this question, it was discovered that there were other MSN programs that did not have this admission requirement. Therefore, a decision was made to trial admitting a small number of students who had a bachelor's degree outside of nursing to the MSN program beginning in fall, 2006. These students were then monitored to determine if they were struggling in the program or were having the same learning outcomes as students with BSN degrees. Because of these trial students' success, it was determined that a bachelor's degree outside of nursing with at least 2 years of registered nurse

(RN) practice experience, were adequate preparation to support success in our MSN program. The first of these trial students graduated with his MSN degree in May, 2009 with a cumulative GPA of 3.58.

When we changed to a 100% online program, there was concern from current students and faculty about how we would have opportunities for students to build their oral and presentation skills, in addition to their writing skills since there would no longer be an opportunity for face-to-face presentations. We have addressed this concern by having students purchase a microphone headset when entering the program. In several of the nursing courses, the students utilize these microphones to narrate PowerPoint presentations. These presentations are then uploaded online where their peers and faculty listen to them and offer feedback. This has proven to be very successful in building not only presentation skills, but also additional skills with technology.

Relationship of Program Goals to School of Nursing, College, and University

The program continues to strengthen its relationship to the mission of the School of Nursing, the college, and the university. Ferris's mission is to "prepare students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and career-oriented, broad-base education, Ferris serves our rapidly changing global economy and society." By preparing graduates to improve health care systems and advance the nursing profession, the program ensures that the graduates will be successful in their careers and responsible citizens who will be prepared to work collaboratively in a changing global economy and society.

The College of Allied Health Sciences (CAHS) builds upon Ferris's mission as its mission is listed "to prepare students for successful careers in the programs contained therein, to foster responsible citizenship and to promote lifelong learning. The college will partner with healthcare providers and facilities to prepare students for rapidly changing careers." The MSN program aligns with this mission by gaining a solid reputation for preparing students for successful careers and fostering responsible citizenship and lifelong learning. The program partners with healthcare providers and facilities for the preparation of advanced practice nurses in a rapidly changing healthcare environment. The MSN program provides timely, flexible, quality education that is sound in the nursing field. The program has expanded the reputation of the university by offering high-quality education that stands up against other programs offered by Michigan State, Grand Valley State, and other universities.

Program Visibility & Distinctiveness

Unique Features of MSN Program

Ferris's MSN degree is unique in several ways. First, it offers a lot of flexibility. Because the specialty concentration courses are recommended and not required, the students are able to select graduate courses in these majors from the appropriate college (Business, Education, or School of Nursing) that directly align with their learning needs. Additionally, a student's progression is never halted because a recommended course in his or her major is not being offered. Instead, a course is found that meets the student's learning and progression needs.

Our unique second feature is our RN to BSN program, which has an excellent reputation of being one of the best (if not the best) completion programs in Michigan due to its history of being student-centered and high-quality. This program has become a recruiter in helping to expand our quality reputation. Additionally, the change in our generic nursing program from an associate's to a bachelor's degree and the addition of an accelerated degree path for students entering nursing with another degree will provide more Ferris nursing graduates who may want the convenience of transitioning into an MSN program at the same institution.

It is important to note that we are currently pursuing the offering of an RN to MSN degree which will provide a new alternative track that reflects a hybrid of the two existing degree programs for RNs who enter the nursing profession after completion of an associate degree or diploma nursing program. The current RN to BSN completion program and the current MSN program will be combined to provide all of the necessary components to allow an accelerated trajectory to the MSN as the terminal nursing degree at Ferris. The rationale for this accelerated program is to increase the pipeline of nurses prepared at the graduate level to address the shortage of nurses with advanced specialty roles. This new model is currently offered at 3 universities in Michigan [Madonna, Saginaw Valley State, & University of Michigan] as well as online (Walden University), and across the nation. In the development of this new program, two premier programs were identified as models for the Ferris RN to MSN program, the RN to MSN programs at the School of Nursing at the University of North Carolina at Chapel Hill and the School of Nursing at Emory University.

Program's Ability to Attract Quality Students

The ability of the MSN program to attract quality students is reflected by the majority of students who enter the MSN program with an undergraduate GPA of 3.5 or higher, remain in the program at a 71-91% retention rate, and graduate with a GPA between 3.76-4.0. Contributing to this retention rate is the admission requirement of a 3.0 cumulative GPA from their undergraduate program. For further consideration is that many of our entering students are already in leadership positions. Because they are already earning a substantial salary, they could choose to attend any graduate program of their choice. The fact that they choose Ferris for graduate study speaks volumes for the quality of the program.

Main Competitors: Similarities and Differences & What Can Be Learned

Because of its close proximity, Grand Valley State's MSN program was our biggest competitor. However, with the success of our program and graduates, we were continually drawing students away from them. This may also be related to our current students and alumni in the practice arena who are encouraging their colleagues to come to Ferris. Our program content is guided by the community of health care organizations we serve, as well as the national certification bodies where our graduates will seek additional credentials. Additionally, as previously noted Grand Valley is in the process of revising their graduate nursing program offerings and currently does not offer any graduate nursing education degree options. With the change to a doctorate level graduate nursing education degree, it remains to be seen whether GVSU will offer any master's degree options or only the doctorate degree option, when they reopen their

graduate nursing programs. We will watch and observe GVSU's DNP program (and master's degree options if offered) to learn from the success or non-success of these ventures.

With GVSU's graduate nursing programs in transition, Western Michigan University is now the closest university that offers the MSN degree with two of the same majors, nurse leader/manager (similar to our nursing administration) and nurse educator (similar to our nursing education). However, WMU's MSN degree consists of 42 credits for completion, compared to 36 credits for our MSN degree. There really isn't anything to be learned from this comparative program at this point in time but we will continue to watch and observe for innovative approaches and new strategies for improvement in nursing graduate education.

This leaves the online programs from the University of Phoenix and Walden University as the two MSN program offerings that are the most similar to our graduate program offerings but have the disadvantage of not being a brick and mortar institution. These virtual programs and their degrees may not be as highly revered as Ferris State University, which has a physical location. These programs also are slightly heavier than our 36 credits (39 credits at the University of Phoenix & 41 credits at Walden University), which makes our program more marketable. Again, we will observe these programs for opportunities that could be applied to improve and strengthen our MSN program.

Program Relevance

Marketability of Future Graduates & Program's Alignment with Forces of Change

It is important again to note that many of our students may already be practicing in these leadership roles and therefore, are seeking formal graduate education to expand their knowledge and skills. Others may intend to seek these roles upon graduation. The relevance of these leadership roles are discussed individually.

Nurse Educators. It is well documented that there is a nursing shortage crisis (e.g., Acheson [2007], Buerhaus et al. [2007]). To bring more nurses into the workforce, we need more nurse educators. At the national level, The National League for Nursing (NLN) reported 147,465 qualified students were rejected from nursing programs in 2005 because nursing schools were unable to accommodate more students. At the state level, The Michigan Center for Nursing (MCN) reported there were 8,713 qualified applicants to nursing programs for the 2005-2006 academic years, but only 4,415 were able to start their nursing education. The schools cited a lack of faculty as the number one reason for their inability to accommodate all of the students. When MCN asked nursing education programs to provide information on their faculty needs, of the 43 schools that responded, the overall vacancy rate for full-time faculty positions was 7% and the vacancy rate for adjunct faculty was 6%.

Although there are data that support the need for more qualified faculty, there is an ongoing debate on the appropriate educational preparation for nurses who assume the faculty role. On one side of the debate is the support for master's level programs

that focus on development of the teacher role. On the other side of the debate is the support for doctorate level programs that focus on the development of the researcher/scholar and build expertise in advanced nursing science. It is argued, however, that only when these preparations are combined to focus both on the teacher and researcher/scholar roles are nurses adequately prepared for the complex and demanding role of faculty in the academic setting.

Nursing education takes place in diverse settings which include both practice and academic settings. Our MSN program prepares nurse educators for roles in either setting. In an academic setting, they are prepared to assume a nurse educator tenure-track position at the community college level or an adjunct or full-time nurse educator position at the university level. AACN reports that master's prepared faculty across all ranks earned an annual average salary of \$55,712 in 2005.

Because of the large number of community colleges in Michigan with associate degree nursing programs, there is a substantial need for nurses who are prepared to teach at this level. Of course, nurses who are prepared at the associate level are expected to continue to complete their bachelor's degree in nursing through an RN to BSN program, like our completion program at Ferris. At the university level, although nursing programs may desire to have nurse educators in tenure-track positions who have a doctorate degree, there are very few nurses available who have this academic preparation. Thus, universities are hiring master's prepared nurses into full-time and adjunct faculty positions to meet their growing enrollment needs. However, a master's degree is suggested for teaching in the clinical setting so this level of preparation will

always be needed outside of the classroom at any academic level. Although nursing education has existed for more than 150 years, academic nursing education as a specialty area of practice with certification has been slow to develop. Nurse Educator certification was only initially offered by NLN in 2006. Our MSN program with a major in nursing education helps our graduates meet the education requirements for certification which include a master's degree in nursing with a major emphasis in nursing education or nine or more graduate level education courses in curriculum development and evaluation, instructional design, principles of adult learning, assessment/measurement and evaluation, principles of teaching and learning, and instructional technology. Because our graduates will have a master's degree with an emphasis in nursing education, their practice requirement in an academic setting is decreased from 4 to 2 years of full-time employment.

In the practice setting, our nurse educator majors are prepared to assume a Staff Development nurse educator role. Staff development enhances the performance or professional development of health care providers and their continuing competence (ANA, 2000). Staff development activities, generally sponsored by nurses' employers and focused on competence assessment and development, include continuing education, orientation, and in-service educational activities. It is recommended and often required that a professional development educator has a nursing graduate degree. There is also certification for a Staff Development Educator through the American Nurses Association.

Nurse Administrators. The nurse administrator is most often described as a

registered nurse who represents nursing services and whose primary responsibility is the management of healthcare delivery services (ANA, 2004a). However, new opportunities have been created with the expansion of responsibilities for the management of multiple patient/client/resident care services. New roles across a continuum of services offered in multiple settings offer new challenges for nurse administrators as they seek to apply diverse skills in organizational analysis, strategic planning, financial and human resources management, and professional development.

Nursing administration is conceptually divided into the administrative levels of the nurse executive and nurse manager. The nurse executive is responsible and accountable for the overall management of nursing practice, nursing education and professional development, nursing research, nursing administration, and nursing services. In today's continuously evolving health care environment, the nurse executive may be identified by titles such as Chief Nursing Officer, Senior Vice President, Director of Clinical Nursing Services, Vice President for Patient Services, Chief Executive Officer, Director, President, Dean, or Associate Dean. It is advocated that the nurse executive hold both a bachelor's and master's degree with a major in nursing. A doctoral degree in a relevant field is also recommended, as is certification in nursing administration. According to salary.com (2009), the median expected salary for a nurse executive in the U.S. is \$173,493.

Nurse managers are responsible to a nurse executive and manage one or more defined areas of nursing services. Nurse managers advocate for and allocate resources to promote efficient, effective, safe, and compassionate nursing care based on current

standards of practice. Like the nurse executive level, nurse administrators at the manager level may be identified by other titles, such as Supervisor, Head Nurse, Department Head, Shift Manager, Clinical Coordinator, Project Manager, or Division Officer. The nurse manager should be prepared with a minimum of a bachelor's degree with a major in nursing. A master's degree with a focus in nursing is recommended, in addition to being nationally recognized via certification in nursing administration. According to salary.com (2009), the median salary for a nurse manager in 2009 is \$85,634. Salaries appear to be climbing since employers are competing to recruit and retain a shrinking pool of talented nurse managers to lead staff through the worsening shortage.

The American Nurses Credentialing Center recently changed the names of its Nursing Administration certification exams and updated the credential to bring them in line with contemporary health care culture and terminology. The new names for the exams are Nurse Executive and Nurse Executive, Advanced. The term "nurse executive" does not refer to a job title or position, but to the body of knowledge suitable for an executive decision-maker. Thus, the nurse executive and nurse executive, advanced certifications fit a broad range of nursing roles, including all types of supervisors, managers, consultants, chief nursing officers, faculty, deans, and leaders. The new certification examinations were launched in October, 2008. Our MSN program with a major in nursing administration helps our graduates meet the eligibility requirements for certification by allowing them to waive the 30 hours of continuing education in nursing administration because they have obtained a master's degree in nursing administration.

Informatics Nurse Specialists. Nursing informatics (NI) is the youngest of the nursing specialty roles. Recognized in 1992 by the American Nurses Association, this specialty field within nursing is growing exponentially. Nursing informatics and computer technology have become part of the nurse's professional activities. Working in fast-paced environments, making split-second decisions, communicating wireless, monitoring systems run with computers, and interfacing with computerized ordering and documentation are now fundamental to nursing practice. However, as the applications and tools become more numerous and varied, more nurse experts, informatics nurse specialists (INS), are needed to bridge the current gap that exists between nursing and technology/information. An INS is a bilingual interpreter, translating between the world of healthcare and the world of computer science.

According to payscale.com (2009), the median salary for an INS varies according to the number of years of experience and the type of employer. An INS with 1-4 years of experience can expect to earn \$63,664, 5-19 years of experience should anticipate earnings between \$66,566 and \$85,193, and 20 years or more of experience should expect a median wage of \$86,000. An INS who is employed at a for-profit company earns the highest wage (\$83,833), with the hospital setting having the second highest wage (\$78,024), and the non-profit organization displaying the lowest wage (\$60,000).

The first two graduate programs in nursing informatics were established at the University of Maryland and University of Utah in 1988 and 1990, respectively (ANA, 2008). The emergence of NI programs has increased dramatically in the last few years, but there are still only a few programs in Michigan. Although education for informatics

includes basic knowledge at the baccalaureate level, the informatics nurse specialist is achieved through advanced knowledge at the graduate level with national board certification. Because this specialty area is so new, however, there are very few nurses with graduate degrees who hold these positions. There are many roles that an INS can hold, including educators, researchers, administrators, analysts, consultants and project managers, vendors and marketing consultants, lobbyists and legal professionals, and clinical support liaisons. Certification for informatics is available through the American Nurses Credentialing Center since 1992. Our MSN program with a major in informatics assists our graduates in meeting the requirements for certification which include having completed a graduate program in nursing informatics containing a minimum of 200 hours of faculty supervised practice in informatics (our program has 300 hours of supervised practice) or 1000 hours of practice in informatics nursing in the last 3 years with a minimum of 12 semester hours of graduate level academic credit in informatics courses (our MSN nursing program contains 12 graduate semesters hours of informatics courses).

As previously noted, there are two major forces of change influencing graduate education in nursing, the Clinical Nurse Leader (CNL) role and the clinical doctorate, designated as a doctor of nursing practice (DNP), as entry to advanced nursing practice. The CNL role is designed to address the complexity of patient care and the current nursing shortage. The DNP role is designed to elevate the level of nursing practice to be equivalent to other professional programs that have the doctorate as the entry level into advanced or professional practice, such as the Doctor of Pharmacy and the Doctor of Optometry. Although there are state and national graduate nursing

programs that have embraced these roles and adapted their graduate level programs accordingly, the jury is still out as to the sustainability of these roles in the future practice environment. One example of this lack of sustainability is Michigan State University's MSN program. MSU had trialed the CNL role in their graduate program and has since removed this role due to a lack of support from clinical agencies. We, at Ferris, continue to evaluate these graduate roles and their adoption (or lack of) into the practice arena before making any changes to our program that would include these new roles. Currently, there is only 1 DNP program in Michigan at the University of Michigan, with Grand Valley State recently receiving approval from the State Board of Nursing to begin a DNP program at that location. There are 2 universities that offer the CNL role, Saginaw Valley State University and University of Detroit Mercy.

Why Students Come to Ferris

The majority of alumni in our survey stated they would definitely choose Ferris again if starting graduate school. The positive outcomes support why the graduates would choose Ferris again in that 29% were accepted in a doctoral program, 29% were employed in a position that required a master's degree, 43% were selected for their present position because of their master's degree, 29% were promoted since obtaining their master's degree, and 57% were in a nurse educator position. All of the alumni noted they were very satisfied with their overall MSN experience, with 86% noting the most important reason for selecting Ferris's MSN program was because they previously attended FSU. The alumni's high satisfaction with the ease of the admission process, clarity of degree requirements, opportunities for student evaluation, quality of holdings in

FLITE, quality of students in the program, availability of courses & ease of registration, and the quality of academic advising all probably contributed to why they would choose Ferris again for graduate work.

The most important reason as to why the current students chose Ferris was the flexibility of the program, although a few students noted they selected Ferris because they had previously attended FSU. Additionally, other reasons the current students noted for choosing Ferris were the admission standards; the advice of colleagues, friends, and/or family; the cost; an all online format; the location in Michigan; the availability of the program; the offering of the informatics specialty; the ease of transition from a BS to an MSN degree; a curriculum that specialized in education; the solid reputation of Ferris; the lack of a thesis; and a lack of a statistics requirement. Similar to the alumni, the majority of current students stated they would probably or definitely choose Ferris if they could start graduate school again.

Program Value

Benefit of the Program to the University and Entities External to University

The MSN program provides expectations for faculty to remain active in the academic and service community, which has further expanded the reputation of Ferris. As evidenced by the vitae, faculty sit on research committees (in professional nursing organizations, such as Sigma Theta Tau and local health care organizations, such as Spectrum Health), belong to many professional organizations associated with nursing, review and write manuscripts for journals and books, research and publish, and present

papers and posters at national conferences. Further, the faculty actively provide their expertise to the community by volunteering to practice in communities of need (with clients who are economically disadvantaged and have language barriers), volunteering to educate nurses in third world countries, taking on the role of guest speakers, and networking on an informal basis. This active participation is beneficial to the university because it extends the presence of the university into the scholarship and community service arenas. This active participation is beneficial to the entities external to the university because faculty bring their advanced skills, knowledge, and expertise to help these entities achieve their education, practice, and research goals.

Benefit of Program to Students

Overall, our program advances the knowledge of the profession of nursing. Our graduates are prepared to embrace leadership roles, having been provided with the necessary knowledge and skills that are required in the current fast-paced, challenging academic and health care environment. Due to the need for the content of the curriculum to be current and evidence-based, the faculty are encouraged to be active in research and scholarship in their areas of expertise. Then the faculty serve as role models when their scholarship and accomplishments are shared with the students. The faculty enhance both the undergraduate and graduate students' educational experience by bringing in real-world examples into the classroom.

Value of Program to Employers

The value of the MSN program was assessed by the advisory board member

survey by respondents who represent the employers within the healthcare community. The board members responded that they perceived the MSN program was relevant within the current health care delivery system. Further, the board members responded there is a need for more MSN prepared nurse educators, nurse administrators, and informatics nurse specialists.

The value of the MSN program to employers was additionally assessed in the program's faculty survey. The faculty noted they were satisfied with the overall quality of the MSN program, some of whom were especially impressed with the students' quality of work. Because of the high demand for graduates from our MSN program's majors, recruiters and organizations have inquired about our current graduate students and graduates to offer available employment opportunities. These recruitment activities further substantiate the value that is placed on our program by employers.

Services to Public Groups

Currently, there are no general public groups for which our program provides services. All of the presentations are in professional nursing or health care arenas.

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SECTION 2-A

GRADUATE ALUMNI SURVEY RESULTS

(Appendix B)

Because this is a new program, there were only twelve Master of Science in Nursing alumni available to send surveys. Of these twelve, four surveys were returned with incorrect email information. Two of the four were able to be resent via another email after leaving messages for the graduate students via telephone. Thus, seven surveys were returned demonstrating a response rate of 58%. The survey consisted of 67 questions that focused on the demographics of the graduates, quality of courses and instruction, availability of resources, the facilities, and outcomes related to the program. The responses are described below.

Alumni Descriptive

The surveys were returned by former full-time students who took 6-9 credit hours per semester (85.7%) and part-time students who took 5 credit hours or less a semester (14.3%). Note: this full- and part-time delineation is not congruent with the Office of the Institutional Research and Testing that reports full-time as 9 or more credits. The respondents were all female and White/Euro-American, which is not surprising since the majority of nurses (94%) are women and (84%) White/Caucasian/Non-Hispanic (U. S. Department of Health & Human Services, 2004). The alumni indicated that the majority had majored in nursing education (5 or 71.4%), with (1 or 14.3%) having majored in nursing administration and (1 or 14.3%) having majored in nursing informatics. All of the MSN graduates attended FSU for their undergraduate studies. Four (57.1%) alumni

indicated their undergraduate GPA had been between 3.9-4.0, two (28.6%) indicated an undergraduate GPA between 3.7-3.89, and one (14.3%) indicated an undergraduate GPA between 3.4-3.69. This finding not only supports the MSN admission policy of a GPA of 3.0 or higher, but also that the majority of students may enter with a much higher GPA (note: this is also confirmed in the current student survey results which revealed that the majority of students entered with an undergraduate GPA of 3.5 or higher). The majority of alumni (6 or 85.7%) had a final GPA upon graduation between 3.76-4.0, with one person (14.3%) graduating with a final GPA between a 3.51-3.75. The majority (85.7%) of the graduates paid for 50% or more of their graduate school expenses, with 28.6% having received some but less than half of their expenses supported by financial aid and 42.9% having received funding from their employer.

Of the 71.4% who reported their current salaries, one person declared an annual salary between \$70,001-80,000, one declared a salary between \$50,001-60,000, two people noted a salary between \$40,001-50,000, and one person reported an annual salary between \$30,001-40,000. Seventy-one percent of alumni are currently employed as an educator in the practice (hospital or health care facility) or academic (community college, private college, or university) settings. One (14.3%) person is currently employed as a nurse manager and one person (14.3%) is currently employed as a quality assurance analyst. Forty-three percent described their current specialty as the medical-surgical area, with one person declaring each of the education, mental health, quality improvement/risk management, and women's health areas as their current specialization focus. Current official job titles included Acting Assistant Professor, Adjunct Faculty, House Operations Administrator, Maternal/Child Clinical Coordinator,

Nursing Faculty, Quality Assurance Analyst, and Training Coordinator. The Training Coordinator noted she had secured a Part-time Adjunct Faculty position at a Community College. None of the alumni were currently unemployed. The majority of the alumni (57%) indicated working in a rural community, with 28.6% noting they worked in a suburban community and 14% indicating they worked in an urban community. The populations of the communities in which they worked varied between 10,001 and 250,000 or more.

The majority of the alumni (71%) stated they definitely would choose Ferris again if starting graduate school, with 29% stating they would probably choose Ferris. The majority (85.7%) indicated they perceived they earned a high quality degree, with 1 person (14.3%) who perceived she earned an average degree from Ferris. Most of the alumni (71%) had pursued the master's degree because they were interested in teaching or training at the college level. Some had pursued the master's degree because they were interested in pursuing their doctorate degree (28.6%), making themselves more employable (42.9%), wanting to be considered for possible promotion (42.9%), desiring a job or position that required a master's degree (28.6%), or enhancing their personal professional development (14.3%). Interestingly, none of the alumni noted that their employers had mandated they pursue a master's degree to remain in their current position when admitted to the program. The outcomes on these desires show that 28.6% were accepted into a doctoral program (Loyola University Chicago & Western Michigan University), 28.6% were employed in a position that requires a master's degree, 42.9% were selected for their present position because of their master's degree, 28.6% were promoted since obtaining their master's degree, and

57.1% were teaching or training for a college level program. One person noted she was not being recognized for the advanced education within her current position and agency. She declared, "I successfully achieved my Master's degree, which was my personal goal. However, a master's is not required in my current position, although it should be with the position requirements I am accountable for!" One person said she wanted to find a position in the hospital in administration.

All of the alumni (100%) were very satisfied with the overall MSN experience. Most of the alumni (85.7%) noted the most important reason for selecting Ferris's MSN program was because they previously attended FSU, with one person noting the flexibility of the program as the most important reason for her choice. One hundred percent of the alumni were very satisfied with the ease of the admission's process. The majority (71%) noted as being very satisfied, with one person declaring being somewhat satisfied and one person noting not having experience with the quality of orientation as preparation for the MSN program. This variance in response can be explained by a lack of formal orientation to the program when it began in 2004. A formal, mandatory, 4 hour face-to-face orientation to the MSN program began in Fall of 2005.

The majority of alumni (85.7%) noted being very satisfied with the clarity of degree requirements for completing the MSN degree, opportunities for student evaluation of instruction, quality of holdings accessible online at FLITE, quality of students in the program, with one person noted being somewhat satisfied. All of the alumni were very satisfied with the availability of courses, access to grades online, and ease of registration for courses. The majority were very satisfied (71.4%) or somewhat

satisfied (28.6%) with the quality and availability of technological support. The majority were very satisfied (71.4%) with access to academic advising, with one person noting she was somewhat dissatisfied and one person noting as not having experience with academic advising. The majority of students (71.4%) were very satisfied with timely communication about program changes with 2 alumni noting they did not have experience with this area. This variation in response reflects a variation in graduate faculty who advised the MSN students from the beginning of the program in 2004 until 2007 when the MSN Program Coordinator took over as advisor for all of the MSN students. The communication about program changes from 2007 forward then came from one source, the MSN Program Coordinator.

Quality of Courses and Instruction

The survey focused on 5 key areas: the 500 level core courses; the specialty courses for nursing education, nursing administration, and nursing informatics; and the 700 level capstone courses. The four 500 level core courses in nursing are Advanced Roles in Professional Nursing Practice; Theoretical Foundations of Nursing; Health Care Delivery Systems & Nursing Practice; and Nursing Research Design, Methods, and Analysis. The specialty area courses for nursing education consist of electives from either the College of Education or the School of Nursing. The specialty courses for nursing administration and nursing informatics consist of electives from the College of Business. The 700 level capstone courses are Scholarly Project Preparation, Scholarly Project, Practicum Proposal Development, and Advanced Specialty Role Practicum. Each area will be presented separately.

500 Level Core Courses

The majority of alumni (85.7%) were very satisfied with the overall quality of core nursing courses, with one person reported (14.3%) as being somewhat satisfied. When asked about rigor, 100% reported as being satisfied with rigorous expectations in the core nursing courses. When asked about the relevance of the core nursing courses to the current health care environment, again 100% noted being very satisfied.

Four statements focused on the quality of instruction. First, students were asked to rate the fairness of grading by those teaching the graduate nursing core courses. The majority (85.7%) noted being very satisfied, with one person noting being somewhat satisfied with the fairness of grading. When asked about the quality of instruction in the nursing core courses, 57.1% noted they were very satisfied, with 42.9% noting they were somewhat satisfied. All of the alumni were very satisfied with their access to faculty in the core courses. The textbooks selected by the faculty were well-received. Most (85.7%) reported they were very satisfied with the quality of the textbooks used in the core courses, with one person who reported as being somewhat satisfied. Overall, it appears that the alumni were satisfied with the quality of instruction at the nursing core level.

Nursing Education Courses

The quality of the nursing education courses was measured by the 5 alumni who had majored in this area and responded to these questions. These 5 alumni represented 63% (5 of 8) of the current alumni who could be queried who had majored

in nursing education. All of the alumni who answered these questions were very satisfied with the overall quality of the education specialty courses. The majority were very satisfied with the rigorous expectations in the education specialty courses, with one person declaring to be somewhat satisfied. All of the alumni who responded felt very satisfied with the quality of instruction in the education specialty courses, access to faculty teaching the education courses, and the relevance of the education content to the nurse educator role. When asked about fairness of grading in the education specialty courses, all were satisfied (57% were very satisfied & 14.3% were somewhat satisfied). All of the alumni answering this area reported being satisfied (57%-very satisfied & 14%-somewhat satisfied) with the quality of textbooks chosen by the faculty for the education specialty courses. Overall, the alumni were satisfied with the quality of courses and instruction in the nursing education courses.

Nursing Administration Courses

The quality of the nursing administration courses was measured by the 1 person who had majored in this area and responded to these questions. There were only 2 current alumni who had majored in nursing administration, so this one alumnus represented 50% of the current alumni within this major. Because there were two responses when asked about rigor, it can be safely assumed that one of the alumni began to answer this area and then realized the area was not applicable to her degree. Therefore, on the first question only, the two alumni reported being both very and somewhat satisfied with the rigorous expectations in the administration specialty courses. To all of the rest of the questions, the one alumnus reported being very

satisfied with the overall quality of the administration specialty courses, the relevance of the administration courses to the nurse administrator role, the fairness of grading in the administration specialty courses, the quality of instruction in the administration specialty courses, access to faculty teaching courses in administration, and the quality of textbooks selected by faculty that were used in the administration specialty courses. Overall, the alumni were satisfied with the quality of courses and instruction in the nursing administration courses.

Nursing Informatics Courses

Similar to the nursing administration area, the quality of the nursing informatics courses was measured by the 1 person who had majored in this area and responded to these questions. However, again because there were only 2 alumni who had majored in nursing informatics who could be queried, this alumnus represented 50% of this alumni population. This alumnus reported being very satisfied with the overall quality of the informatics specialty courses; the relevance of the informatics courses to the informatics nurse specialist role; the rigorous expectations, the fairness of grading, and the quality of instruction in the informatics specialty courses; access to faculty teaching courses in informatics; and the quality of textbooks selected by faculty that were used in the informatics specialty courses. Overall, the alumni were satisfied with the quality of courses and instruction in the nursing informatics courses.

700 Level Capstone Courses

The majority of alumni were satisfied with the overall quality of the capstone

courses (85.7%-very satisfied & 14.3%-somewhat satisfied). All of the alumni (100%) were very satisfied with the rigorous expectations in the capstone nursing courses, relevance of the capstone nursing courses to the current health care environment, and access to faculty. When asked about grading and the quality of instruction in the capstone nursing courses, the majority were very satisfied with the fairness of grading (85.7%-very satisfied & 14.3%-somewhat satisfied) and the quality of instruction (85.7%-very satisfied & 14.3%-somewhat satisfied). Overall, the alumni were satisfied with the quality of courses and instruction at the 700 capstone level.

Qualitative Assessment-General Comments

What They Liked The Most

When the alumni were asked what they liked most about the MSN program, they noted the convenience and flexibility of the online program. The online format was noted to allow completion of the program from a remote location at the student's pace. It was noted by one alumnus who had been an older graduate student that she was at first skeptical about her ability to keep abreast with the online assignments and expectations and had resigned her full-time position, taking a part-time position to lighten her current work load as preparation. However, as she became successful in completing the graduate courses, she found she was able to return to work full-time and still meet the expectations and requirements for the course work. She attributes this directly to the format of the MSN program.

The expertise and knowledge of the faculty, as well as the community of adult

learners were mentioned as a noteworthy effect on students' growth. It was also noted that the high expectations from some of the faculty prepared the alumni well for doctoral work. The timeliness of instructors' responses was noted as a positive aspect, along with the courses being interactive and having a community of adult learners who supported each other in the learning process. Additionally, it was perceived that the faculty were genuinely concerned about the students' progress and careers following graduation. In particular, the health policy core course was mentioned as applicable to practice and a faculty member was applauded for supervising a thesis with prompt feedback and excellent advice.

Because a few of these alumni were in the MSN program when the program had only a few students and was formatted to meet a couple of weekends face-to-face, it was noted that the small class sizes and the ability to meet face-to-face once a month provided for a cohesive group of learners.

What They Liked The Least

It was noted that a faculty member who instructed the research course was not very challenging and it was perceived that the course was similar to an undergraduate research course. It was noted that this faculty member has since retired. It was also noted that one faculty member had low expectations who again is no longer with the School of Nursing. These perceptions reflect the transition in faculty that has occurred since the inception of the MSN program with 2 faculty members having retired and 1 faculty member having left the School of Nursing who were originally teaching in the program. Another current nursing faculty member who is MSN-prepared has since

chosen not to teach at the graduate level. There is only one doctoral-prepared nursing faculty member who is currently teaching in the MSN program who has taught since the program began; she is currently the MSN Program Coordinator and also teaches some of the core and capstone level courses. There are currently 4 other nursing graduate faculty, three who are in a tenure-track position who have a doctorate or are nearing completion of their doctorate degree and teach at the core and education specialty course level and one who is a full-time faculty member with a doctorate degree and teaches at the capstone level.

It was perceived that the goals and objectives for the NURS 710 & NURS 730 capstone courses were vague. One student noted being confused and frustrated for the first half of the semester where she was not clear that she should be focused on evaluation rather than research. This perception reflects the challenges of a program change from a thesis to a scholarly project that occurred when some of these students were completing their capstone level courses. One faculty member who is no longer with the School of Nursing had a particularly difficult time with this transition. Because he struggled with understanding the difference between a thesis and scholarly project, some of this confusion was probably transferred to the students.

One student noted the challenges with online communication that lacks the nonverbal component. She felt that the tone and attitudes of students towards one another was aggressive at times. This occurrence is not atypical of the challenges that can occur with online communication. Because nonverbal components like smiles,

nods, shrugs, etc. cannot be readily displayed, the tone and attitudes of communication may be misperceived.

One student noted the load of paperwork as what was least appreciated about the MSN program. Certainly, the perception of a substantial amount of paperwork is not unusual at the graduate level where students are challenged to enhance their verbal and writing skills.

One person noted that she did not like the proctored 4-hour comprehensive exam. She perceived that she did not feel prepared and understood that the process has since changed, which she felt was appropriate. What this student is describing is that we no longer are requiring the students to come to a computer lab, toting all of their resources with them, writing an essay in a four hour time-frame, being proctored by a graduate faculty member. This process for the comprehensive exam only occurred once before we quickly realized that asking students to bring several semesters of resources to a computer lab and setting a four hour expectation to write a comprehensive essay was unreasonable. We now send out the comprehensive exam essay question via email and the student has 48 hours to write his or her essay at a location of choice with resources at hand.

Suggestions To Improve The Program

One student who majored in nursing education felt that the assessment and evaluation of students in the classroom setting was lacking. She felt ill-prepared to develop a meaningful test or grading rubrics. Since receiving this feedback, one of the

nursing education courses, NURS 610 (Instructional Design, Assessment, & Evaluation in Nursing Education), now has content related to the assessment and evaluation of students' work.

The same nursing education major noted that the topic of disadvantaged students and high attrition rates for some students in nursing programs was not addressed effectively. Although these topics are discussed in NURS 500 (Advanced Roles in Professional Nursing Practice), they could be explored in more depth in the nursing education specialty courses.

One graduate felt it "would be nice" as a Ferris Alumnus to have access to the online FLITE databases, even if there were to be an annual fee. This access would be very beneficial for graduates who do not have access to databases at their work setting.

Another nursing education major felt that more assistance should be provided to assist in finding employment in nursing education. Although employment opportunities are always passed along to current graduate students, there currently isn't an avenue to assist graduate students in finding employment.

One graduate felt that reflective journaling should be less formal and referenced to the literature to enhance a sense of exploration and innovation. It was perceived that this approach would alleviate the workload burden when students are working and taking more than one course at a time. Although most faculty would not argue against the value of exploration and innovation, they would support the value of increasing knowledge about the current literature as a priority over unstructured exploration and

innovation. It could also be argued that it is the student's choice to take more than one course at a time and that they have control over their work arena.

Additional Comments

There were mixed comments related to the thesis. One person felt that completing a thesis was very helpful to a graduate's doctoral studies. One graduate student who was working on her dissertation felt very well-prepared compared to fellow doctoral students. She was very thankful to Ferris nursing faculty and particularly one faculty member who co-chaired her thesis.

However, another person felt she had a problem with her thesis development at the beginning due to a faculty advisor. She did note that she was able to seamlessly change to another faculty member who was more available and supportive.

One graduate was astounded at times by the poor writing skills of her peers. She felt the need to express her wish that the program maintain the highest standards. She felt the program was tough (rigorous?) and was questioning whether other graduates earned their degree in the same manner.

One graduate with a nursing education major noted that she has worked in management due to having to take a major pay cut if she would have taken a job in nursing education. This finding is true. Unfortunately, academia has not kept current with the practice setting. Thus, nurses can earn a higher wage working a nurse leader in the practice rather than the academic setting.

One graduate noted that this was a very challenging and stimulating program of which she has a great sense of accomplishment for having completed it. She is thankful for the well-designed, user-friendly, and reasonable mechanisms within the program.

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SECTION 2-B

EMPLOYER SURVEY RESULTS

(Appendix C)

Eight surveys were sent out to employers when alumni provided consent and contact information concerning their current and previous employer (after completion of the MSN degree) on the Nursing Graduate Program Alumni Survey. All eight surveys were returned indicating a 100% response rate. The survey focused on the employer's level of satisfaction with the core outcomes of the MSN program related to the graduate's critical thinking skills, ethical decision-making abilities, problem-solving abilities, evidence-based or research effectiveness, theory synthesis into practice abilities, participation in addressing nursing issues, leadership abilities, communication skills, overall knowledge level, and effectiveness in advancing the nursing profession. There were also questions focused on the reputation of Ferris's MSN degree and the importance of hiring someone with an MSN degree for the position in which the graduate is/was employed. The results are reported below.

Core Outcomes

As noted above, there were 10 questions regarding the core outcomes of the MSN program. The first 3 questions dealt with critical thinking skills, ethical decision-making, and problem-solving abilities which are correlated with the MSN program outcome related to cognitive growth where the graduate is able to engage with multidisciplinary or inter-disciplinary teams in ethical decision-making and effective problem-solving related to issues and concerns affecting specialty role practice and

health services. All of the employers were satisfied (75%-very satisfied; 25%-somewhat satisfied) with the graduates' critical thinking skills. Additionally all of the employers were satisfied (88%-very satisfied; 12%-satisfied) with the graduates' ethical decision-making abilities. The majority of employers were satisfied with the graduates' ability to problem-solve (50%-very satisfied; 12%-satisfied, 25%-somewhat satisfied), with one employer (12%) reporting to be somewhat dissatisfied with a graduate's problem-solving abilities.

The next question addressed the graduate's effectiveness in working to advance the profession through the sharing of research or implementation of evidence-based practice. This question is related to the program outcome of the graduate being able to synthesize scholarly inquiry and scientific thinking to address issues central to the profession of nursing and delivery of health care. All of the employers surveyed were satisfied (63%-very satisfied; 37%-somewhat satisfied) with the graduate's ability to share research or implement evidence-based practice.

Next, the employers were asked about the graduate's ability to synthesize theory from nursing and related disciplines into practice. This question is related to the program outcome of the graduate being able to apply advanced knowledge synthesized from nursing and related disciplines in a specialized area of practice. All of the employers who were surveyed were satisfied (63%-very satisfied; 37%-somewhat satisfied) with the graduates' ability to synthesize theory into practice.

The next question asked the employers about their satisfaction related to the graduates' participation in addressing issues central to the profession of nursing. This

question is correlated to the program outcome of the graduate being able to synthesize scholarly inquiry and scientific thinking to address issues central to the profession of nursing and delivery of health care. The majority (87%) of employers were satisfied (50%-very satisfied; 37%-somewhat satisfied), with 1 employer declaring to be somewhat dissatisfied (12%) with the graduates' ability to participate in addressing issues central to the profession of nursing.

When asked about the employer's satisfaction related to the graduate's leadership ability within the specialty role practice which is correlated to the program outcome of the graduate assuming a leadership role within a selected specialty area of practice with the goal of improving health care and advancing the nursing profession, the majority declared they were satisfied (50%-very satisfied; 37%-somewhat satisfied). One employer (12%) declared being somewhat dissatisfied with a graduate's leadership ability.

Communication skills and the overall knowledge level were the next two areas of focus on the employer survey which can be directly correlated with achieving all of the program outcomes. When employers were asked to rate their satisfaction with the graduates' communication skills, all of them replied they were satisfied (50%-very satisfied; 50%-somewhat satisfied). The majority of employers were satisfied (75%-very satisfied; 12%-somewhat satisfied) with the overall knowledge level of the graduate, with one employer (12%) being somewhat dissatisfied. This dissatisfaction related to the overall knowledge level was explained in the "Other Thoughts" response area when the employer noted surprise by the lack of practice content (related to specialty or medical-

surgical practice) the graduate received and thus the mentoring she has required. This employer noted this finding was congruent with other MSN-Education programs which also did not focus on a clinical or pathophysiological foundation. This finding correlates with an active debate that is revealed in the literature about the appropriate educational preparation for nurses who assume the faculty role. On one side of the debate are nursing professionals and leaders who support MSN programs that focus on role development of the educator role with the supportive rationale that an expert clinician does not automatically transfer to an expert teacher. The nurses are expected to gain expertise in the practice setting and achieve certification. On the other side of the debate are nursing professionals and leaders who support advanced practice preparation that provides expert clinical knowledge. Although it may be advocated that this advanced preparation should be supported with graduate courses in teaching and learning to be an effective nurse educator, often advanced practice nurses are hired into nurse educator positions without academic preparation related to teaching and learning. Our MSN program admits nurses who have been practicing for at least 2 years full-time who desire to teach in the community college or practice setting. The two years of practice and generic nursing degree (ADN or BSN) provide the graduate with nursing practice expertise to teach in this setting. The knowledge and practice obtained in the MSN program related to the nurse educator role provide the graduate with nurse educator expertise to teach in this setting.

The next question asked the employers to rate their satisfaction with the graduates' overall effectiveness in advancing the nursing profession by sharing research and evidence-based practice. This question is related to the program outcome

of the graduate student demonstrating a commitment to the advancement of the profession by sharing scholarly work in a public arena. The majority were satisfied (50%-very satisfied; 37%-somewhat satisfied) with one employer (12%) being somewhat dissatisfied with the graduate's effectiveness in this area.

Importance of Degree

Many students come into the MSN program for specific reasons as noted in the Nursing Graduate Program Alumni Survey and Current Graduate Student Survey with many entering to teach at the college level, pursue their doctorate degree, make themselves more employable, be considered for promotion, obtain a position that requires a master's degree, improve their current job performance, or enhance their personal professional development. The nursing profession at large encourages nurses to continue with their education beyond the generic program that allows them to obtain their RN license, especially when taking on the role of a nurse leader. The practice setting, however, has been slow to respond. This is evident in hiring practices specifically related to the nurse administrator and informatics nurse specialist roles where these roles are often filled with someone who has obtained only a diploma or associate's degree in nursing. In fact, we are seeing nurses who are hired into these roles discovering they need more education and expertise, and thus are seeking the MSN degree to support them in their role as noted in the Current Graduate Student Survey. Because academia is more regulated, the MSN degree is the minimum degree required to teach in the classroom setting. Although the BSN degree is currently the academic requirement to teach in the clinical setting, it has been advocated by the

American Association of Colleges of Nursing to change this teaching requirement to the MSN degree.

Question 3 on the Employer survey asked the respondent to rate the importance of hiring someone with an MSN degree for the position in which the graduate is/was employed. The majority of employers rated this degree as important (63%-very important; 25%-somewhat important). One employer who rated the MSN degree as somewhat unimportant employed the graduate student in the role of nurse educator. This is a surprising finding based on the minimum degree requirements for classroom teaching and advocacy at the national level for elevating the requirement in the clinical setting. Perhaps this employer hired the graduate into a clinical nurse educator role and does not perceive the MSN degree as important in the clinical setting.

Overall, graduate education is desired by these specialty practice areas. Those responding were mostly enthusiastic about the graduate students' outcomes. One nursing education employer noted that a graduate was in the final stage of a PhD program in Ed. Leadership in Higher Education, which will increase the ranks of doctoral prepared faculty. It was noted by this employer that it was obvious that her MSN provided an excellent foundation for her success as a soon to be PhD. Another informatics nurse specialist employer noted that although the graduate wasn't currently employed in this specialist role, she was utilizing her database and technology competency to advance their quality program related to clinical outcomes. The Informatics Nurse Specialist graduate was perceived to have great communication skills, software knowledge, and quality improvement tool utilization. Thus, this finding

supports that graduates are able to apply their skills and knowledge to their current role, even if they aren't currently employed in the nursing specialty role for which they were academically prepared.

Another employer was appreciative of the admission barriers and hoops that are not present which often exist at other schools. The quality of the program was admired and the inclusion of an informatics major was perceived as very forward thinking for the university.

Overall, the employers are satisfied with the qualities of the graduates from Ferris's MSN program. The one employer who noted some disappointment with a graduate's qualities was reflecting a variance in expectations for the preparation of nurse educators that is occurring on a national level. The majority of employers are satisfied with the reputation of Ferris's MSN program and perceive the MSN degree as an important hiring requirement for the position in which the graduate is/was employed.

SECTION 2-C

CURRENT STUDENTS SURVEY RESULTS

(Appendix D)

It is important to note that a graduating student exit survey was not conducted due to the small number of graduating and current students in the program available to be queried and the need to create a substantial number of responses. Therefore, the graduating students were a small subset of the current student survey. In the future as the program continues to grow, a graduating exit survey will be conducted.

A survey was administered to all students who were taking courses in the Spring semester of 2009. Of 53 students who were currently active in this semester, 25 voluntarily participated and completed the survey. This is a response rate of 47%. The survey concentrated on the demographics of the student, the quality of the courses and instructors, resources available, the facilities, services, and the program.

Student Descriptive

Based on the answers provided, 56% of the students are part-time (5 credit hours or less), with the remaining 44% going to school full-time (6-9 credit hours). Again, it is important to note that this full- and part-time delineation is not congruent with the Office of the Institutional Research and Testing that reports full-time as 9 or more credits. The majority of the students were majoring in education (68%), with the other students almost equally split between administration (12%) and informatics (16%). One person (4%) is pursuing a dual degree in two majors. Almost all of the students (92%)

are paying for some of the expenses of the program, with surprisingly the majority of them (64%) not receiving any financial aid, although some of them may be receiving employer partial or full reimbursement. Thirty six percent of the current students attended FSU for their undergraduate degree, with Grand Valley State University, Spring Arbor College, University of Michigan, University of Detroit Mercy, University of Kansas, and Western Michigan University as the other universities the current students attended for their bachelor's degrees. Seventeen of the students had an undergraduate GPA of 3.5 or higher equaling 68% of the surveyed students. The remaining students (32%) had an undergraduate GPA between 3.0-3.49. When asked about their current GPA, twenty (80%) students had a GPA between 3.76-4.00, with five (20%) students describing a GPA between 3.51-3.75.

Not surprisingly, the majority of students are women (88%), with men only contributing to 12% of the current student population. However, this percentage is above the current national norm for men in nursing which is 5.8%. This may reflect that an increased percentage of the men in nursing are pursuing a higher degree. There is a lack of diversity with all of the students declaring their ethnicity as White/Euro-American.

Seventy-two percent of the students are employed full-time, with another 24% of the students working 20 or more hours per week. Only one student declared being unemployed and a full-time student. The majority (80%) of students are currently working in a leadership position, with 2 (8%) working as nurse managers, 2 working as nursing directors (8%), 1(4%) working as a Chief Nurse Officer, 6 (24%) working as educators (in a hospital, nursing home, or other health care facility), 2 (8%) working as

community college educators, 1 working as a university educator (4%), 2 (8%) working as informatics nurse specialists, 1 one working as a clinical leader (4%), 1 (4%) working as a case manager, and 1 (4%) working as a quality improvement specialist. Only five (20%) nurses were currently working as a staff nurse. There is a wide variance in specialty areas, including: medical-surgical (20%), acute care intensive care (4%), operating room (8%), geriatrics (4%), women's health/maternity/obstetrics (8%), public or community health (4%), education (4%), health insurance (4%), information systems or nursing informatics (8%), neonatal intensive care (4%), quality improvement (8%), nursing support services (4%), pain management (4%), radiology and cardiology (4%), and across the lifespan (4%). Because of the leadership focus, the majority of students (60%) have instructor, administrator, leader, educator, director, manager, coordinator, specialist, or analyst as part of their official job title. Of those who responded, the majority of students (76%) have a current salary over \$50,000, with 16% having a current salary over \$80,000. The majority of students work in an urban (52%) setting, with 32% of the students working in a suburban and 16% of the students working in a rural setting. Of the students who responded, the populations of the communities in which they work were reported to be: fewer than 10,000 (8%), 10,001-25,000 (4%), 25,001-50,000 (12%), 50,001-75,000 (20%), 75,001-100,000 (8%), 100,001-250,000 (24%), and over 250,000 (12%).

When asked about their reasons for pursuing a master's degree, 64% declared they are interested in teaching or training at the college level, 12% reported they are planning on pursuing a doctorate degree, 44% perceived the master's degree will make them more employable, 20% hoped for a possible promotion, and 20% noted the

master's degree is necessary for their job or position of interest. As with the alumni, none of the current students were pursuing this degree to remain in their current position due to an employer mandate. This current finding supports that employers are not always requiring a higher degree for a leadership position, of which the majority of these current students currently hold. Other reasons provided for pursuing a master's degree were to improve one's current job performance, support one's personal goal or professional/personal development, and provide self-satisfaction and continuing education.

Thirty-six percent of the students indicated the most important reason was flexibility for selecting Ferris's nursing graduate program over another university's program. Sixteen percent thought the most important reason for selecting Ferris was that they had previously attended FSU. Other reasons noted were the admission standards (8%); the advice of colleagues, friends, and/or family (8%); the cost (8%); an all online format and in Michigan (16%); the availability of the program and an interest in the informatics specialty (4%); the ease of transitioning from a BS to MSN degree without bridging courses or extra requirements (4%); a curriculum that specialized in education (4%); the solid reputation and/or a lack of a thesis (8%); and a lack of a statistics requirement (4%). The majority of students (92%) stated they would probably (40%) or definitely (52%) still choose Ferris for graduate school if they could start graduate school again. With the two students who noted they would probably not choose Ferris, one stated the reason was because he or she had been very happy with their undergraduate experience at University of Detroit Mercy (meaning another university cannot compare?) and the other was worried about whether the money spent

would provide him or her with a job in the immediate future without more years of experience.

Quality of Courses and Instruction

The survey focused on 5 key areas: the 500 level core courses; the specialty courses in nursing education, nursing administration, and nursing informatics; and the 700 level capstone courses. Each area will be presented separately with the overall quality of the program addressed last.

500 Level Core Courses

The majority of students (76%) were very satisfied with the overall quality of core nursing courses, with 24% being somewhat satisfied and one student (4%) noting not having any current experience with these courses. When asked about rigor, 68% reported being very satisfied, 20% reported being somewhat satisfied, and 12% reported being somewhat dissatisfied.

Four statements focused on the quality of instruction. First, students were asked to rate the fairness of grading by those teaching the graduate nursing courses. The majority (92%) noted being satisfied (84%-very; 8%-somewhat) and 2 students (8%) reported being somewhat dissatisfied with the fairness of grading. When asked about the quality of instruction in the nursing core courses, 92% noted they were satisfied (76%-very; 16%-somewhat) with 1 (4%) person noting being somewhat dissatisfied. All of the students were satisfied (80%- very; 20%-somewhat) satisfied with the relevance of the core nursing courses to the current health care environment. The majority (96%)

of students (80%-very; 16%-somewhat) stated they were satisfied with their access to faculty in the core courses, with 1 (4%) student stating he or she was somewhat dissatisfied with faculty access. The textbooks were overall well received by the majority of students (88%) who reported being satisfied (64%-very; 24%-somewhat) with the quality of textbooks used in the core courses. Overall, it appears that the current students were satisfied with the quality of instruction in the core nursing courses.

Nursing Education Courses

The quality of nursing education courses was measured by the 12 current students who responded to the survey who are majoring in nursing education. These respondents represented 32% (12 of 37-note: there are 2 students who have dual majors) of the current students who could be queried who were majoring in nursing education. All of the students were satisfied with the overall quality and rigorous expectations in the education specialty courses. Of the students who responded to the quality of instruction, the relevance of the education course content to the nurse educator role, fairness in grading, the quality of textbooks, and access to faculty teaching in the education specialty courses, 11 of 12 (92%) were satisfied, with one student reporting being somewhat dissatisfied. Overall, the students appear to be satisfied with the quality of instruction in the nursing education courses.

Nursing Administration Courses

The quality of nursing administration courses was measured by the 6 students who responded to the questions related to this specialty area. These respondents

represented 75% (6 of 8-note: there are 2 students who have dual majors) of the current students who could be queried who were majoring in nursing administration. All of the students who responded reported being very satisfied with the overall quality of the administration specialty courses. Because there were two more responses when asked about rigor, it can be safely assumed that two of the current students began to answer this section and then realized the area was not applicable to their major. Therefore, on this first question only, 7 of 8 (88%) students reported being satisfied with the rigorous expectations in the administration courses, with one student reporting being somewhat dissatisfied. All of the 6 students responded as being satisfied when asked about the relevance of the administration content to the nurse administrator role, fairness in grading, access to faculty, and quality of textbooks selected for the administration specialty courses. Five of six students (83%) responded as satisfied and one student reported being somewhat dissatisfied with the quality of instruction in the administration specialty courses. Overall, the students appear to be satisfied with the quality of instruction in the nursing administration courses.

Nursing Informatics Courses

The quality of nursing informatics courses was measured by the 3 students who responded to the questions related to this specialty area. These respondents represented 30% (3 of 10-note: there are 2 students who have dual majors) of the current students who could be queried who were majoring in nursing informatics. All three students were satisfied with the overall quality of the informatics courses. Additionally, 3 of 3 students were satisfied with the rigorous expectations, relevance of

the informatics specialty content to the informatics nurse specialist role, fairness in grading, quality of instruction, access to faculty, and quality of the textbooks used in the informatics specialty courses. Again, it appears that the students are satisfied with the quality of instruction in the nursing informatics courses.

700 Level Capstone Courses

The quality of the nursing capstone courses was measured by the 6 students who responded to the questions related to these courses. Five of six students reported being very satisfied with the overall quality of the nursing capstone courses, with one student who reported being somewhat dissatisfied. Again, because there was one more response when asked about rigor, it can be safely assumed that one of the current students began to answer this section and then realized the area was not applicable because he or she had not advanced to the capstone level. Therefore, on two questions only, 6 of 7 (86%) students reported being satisfied with the rigorous expectations in the capstone courses and relevance of the capstone nursing courses to the current health care environment and nursing, with one student reporting being somewhat dissatisfied. When asked about the fairness of grading in the capstone level courses, 4 of 6 students (67%) reported being very satisfied, with 2 students who reported being dissatisfied. The majority of students were satisfied with the quality of instruction (83%) and access to faculty (86%) at the capstone level, with 1 student (17%) who reported being somewhat dissatisfied. There appears to be an overall sense of satisfaction with the capstone level courses. The small amount of dissatisfaction related to the grading and

rigor may possibly be attributed to the rigor that is required to achieve a strong grade at this level.

Overall Quality of the Program

All of the students were satisfied with the overall quality of all courses in the MSN program. Although there was one response that noted no experience, since this response does not make sense for a current student who is taking courses within the program, it can be assumed that this was a response error. Sixty-eight percent of students reported being satisfied and 12% reported being somewhat dissatisfied with the overall quality of course textbooks within the MSN program. The majority of students (92%) were satisfied (68%-very; 24%-somewhat) with the quality of their peers in the program. Ninety-six percent of students were satisfied (84%-very; 12%-somewhat) with the ease of registration for courses and access to grades online, with 1 student being somewhat dissatisfied.

All of the students were satisfied (76%-very; 16%-somewhat) with the quality and availability of technological support. When asked about access to academic advising, all of the students were satisfied. The majority of students (92%) declared they were satisfied with the availability of courses, with 2 students (8%) noting they were somewhat dissatisfied. The majority of students (80%) were satisfied with the timeliness of communication about program changes, with 3 students (12%) who reported being somewhat dissatisfied. Interestingly, when asked how often students communicated with their advisor, only 44% noted they communicated most (16%) or every (28%) semester. Fifty-two percent reported communicating occasionally and 1 student

reported never communicating with his or her advisor. Because communication about program changes occurs via announcements sent via the students' Ferris emails, the dissatisfaction related to communication may be a reflection of the student who does not stay in contact with their university email or the advisor.

All of the students reported being satisfied with the ease of the admissions process and the quality of orientation as preparation for the MSN program. Although the majority of current students reporting being satisfied with the clarity of degree requirements (92%), opportunities for student evaluation (84%), the quality of holdings accessible online in FLITE (84%), and access to grades online (96%), there were 2 (8%) students who were somewhat dissatisfied with the clarity of degree requirements and opportunities for student evaluation (8%). Although the Student assessment of Instruction is delivered via the student's Ferris email, the current students have reported many challenges with being able to access the link and complete the assessment. Additionally, there is not a current avenue for faculty to track student participation so the response is low. There were also 2 (8%) students who were very dissatisfied with the quality of holdings accessible and access to grades online. However, overall, the current students' responses reflect they are overall satisfied with the MSN program.

Qualitative Assessment-General Comments

Program's Strengths

When the current students were asked about the strengths of the MSN program, the online structure and flexibility was mentioned most frequently (64%). The availability

and expertise/quality of instructors, the ability to take more than one major, the opportunity to collaborate with other learners (group activities and peer discussions), the caliber of students, the ability to focus on non-clinical MSN opportunities, and the communication between students and faculty and students were all listed as strengths.

The program was noted as being well-designed for the self-paced, working, adult learner; and having good availability for courses, online library resources, and technical support. The instructors were noted as being very approachable, organized, friendly, and compassionate; providing frequent and accurate communications about coursework and planning; teaching business courses in a way that nurses can be successful; and having strong instruction skills and expectations. The advisor and MSN program coordinator who are currently the same person were noted as strengths of the program by providing mentorship, clarity of expectations, help with navigation, communication about program changes in a timely manner, and guidance. Not having the GRE as an admission requirement and a thesis as a graduation requirement were also listed as strengths.

Opportunities for Improvement

When asked about the opportunities for improvement, some of the responses were related to the structure of the program. A couple of students perceived the 300 practicum hours required were excessive or difficult to achieve and noted that even a nurse practitioner (NP) program which has the biggest graduate level practicum requirement does not require these amount of hours. It is important to note that the NP programs require more than 1000 hours and the reason for this requirement is so

students who graduate have most if not all of the required clinical hours required to take the national certification exam. The student is also able to extend their practicum beyond one semester to accommodate the working adult.

One student felt there should be more preparation for the comprehensive exam, have it removed, or explained better. One student felt the scholarly project time requirements were not clear prior to taking the course where the project is completed. A couple of students felt communication related to the scholarly project and practicum and program changes could be clearer. It was noted that communication about the new informatics certificate could have been better. It is important to note that the College of Business just instituted this certificate so it is not surprising that some of the informatics students may have already taken some or all of their informatics courses before becoming aware of this new development. It was also noted by this same student that the on-campus requirements (related to a few face-to-face meetings to learn databases) for informatics majors were not communicated well-enough, which is surprising due to the fact that students are told prior to admission and at the MSN orientation about this requirement. This requirement is also noted on the MSN webpage. One student perceived the portfolio requirement was duplicated because it was addressed in 2 courses and again requested as a part of the fulfillment of graduation requirements. It is interesting that this student did not understand that one course provides a framework for the portfolio and one course provides a component to place into the portfolio to assist the student with meeting the graduation requirement.

One student noted that classes he or she needed were not offered when needed.

The lack of offering response is surprising because if courses are not being offered in the semester the student needs to take them, then other courses are substituted. A student's progression is never delayed due to a lack of course offerings. One student requested to have more administration courses available that were more nursing versus business related. Another student felt there should be a requirement of at least one on-site meeting per semester.

There were also opportunities for improvement noted related to technology and instruction. One student perceived there could be more timely feedback and grading of assignments related to online submissions to assist with improvement in his or her work. This timely feedback seemed to be related to one instructor. One student declared frustration with learning how to do online research. Although the librarian was placed into the course and available for questions and to assist with research, the student noted the librarian was not available late at night or early in the morning when the student needed to access her. A student who was majoring in education felt there could be instruction about syllabus development, goals and outcomes, objective development, and assessment. Another student noted that she was taking a course that was designed by another instructor and felt the course was disorganized and a struggle for the learner. One student felt the online format could be more organized without having to close windows and reload when viewing discussions. Another felt there should be less group work due to the lack of availability of peers who are working and also raising families. One student who took NURS 510 & NURS 530 perceived the questions difficult to understand and suggested examples be provided related to the questions to assist with this understanding.

Suggestions for Improvement

Some of the responses from the current students were related to instruction, such as reducing the number of group projects and papers, having more consistency with APA requirements; having more consistency with course design; offering a computer class prior to starting the MSN program which covers how to do research, write in APA, prepare a PowerPoint, etc.; offering a nursing administration finance course, nursing administration leadership development course, and other courses focusing less on business and more on nursing; evaluating the amount of papers and projects because of students who are working full-time and taking 6 credits; reconsidering the 300 practicum hour requirement being in one semester and allowing the hours to be accumulated outside the semester, both prior and after (note: students are already allowed to accumulate hours after the semester; they cannot accumulate hours legally prior to the semester without a contract in place); reducing the amount of books required for some of the nursing courses (NURS 530 was mentioned as requiring 5 books) or requiring books for some courses that do not currently have them (informatics courses); providing more access to medical and nursing journals in FLITE (it was noted that the journals or years of the journals were not available at all or in a timely manner or the licenses were all in use making the student have to log back-in later to retrieve the information); and offering at least one on-campus meeting between instructors and students a semester (although the student noted he or she would have a hard time getting to a face-to-face meeting). There was one response related to the online learning format where the student noted that the chat format does not allow students to copy and paste or save the chats.

Additional Comments

There was a suggestion related to the two required projects in NURS 720 & 740 although it is not clear as to what the student was suggesting when it was noted that one of them should focus on a project and the other should focus on the specialty role which is the way it is currently structured. It was suggested that students should be allowed to receive hours of credit for experience in the specialty role if they were currently working in the role and the experience was well-documented.

There was a suggestion to have the opportunity to choose a group or individual project or paper. There was another suggestion to provide book information earlier (and to include ISBN numbers for accuracy) because students like to read ahead and be prepared. It was also suggested to have new faculty know that it is important to have students grades posted in a timely manner. A suggestion was made to provide more teaching related to APA format because the book does not provide enough guidance. It was asked that students not be required to buy books that are never used by the instructor for the class. Finally, one student was surprised at the intensity of the program which has been more time consuming than was anticipated.

SECTION 2-D

FACULTY PERCEPTIONS OF THE MSN PROGRAM

(Appendix E)

In February 2009, the Faculty Survey for the MSN program was distributed to 17 faculty who teach the core and capstone courses in nursing (3 in the School of Nursing), the specialty courses in education (8 in the College of Education & 2 in the School of Nursing-note: one faculty member also teaches the core and capstone courses so is counted twice), and the specialty courses in administration and informatics (5 in the College of Business). Fourteen surveys were returned contributing to a response rate of 82%. Of the 14 faculty members who responded, 2 faculty teach the core nursing courses, 2 faculty teach the nursing education courses, 2 faculty teach the capstone nursing courses, 6 faculty teach the education courses (offered from the College of Education), 4 faculty teach the administration courses (offered from the College of Business), and 1 faculty member teaches the informatics courses (offered from the College of Business). It is important to note that 1 nursing faculty member was counted 3 times due to teaching courses at the core, specialty, and capstone levels. The survey consisted of 12 statements with a 4 point Likert-type response scale ranging from very satisfied to very dissatisfied. The survey addressed several pertinent areas related to support services (FLITE library, technology), academics (students' course workload, knowledge, communication skills, and motivation) faculty (workload and quality of instruction), and the MSN program (leadership and quality of program). There were two qualitative areas that provided an opportunity for faculty to elaborate on their answers

and provide additional comments.

Support Services

When the faculty members were asked about their level of satisfaction with the FLITE holdings as they relate to the needs of graduate education, all of them responded they were satisfied (79%-very satisfied; 21%-somewhat satisfied). In the qualitative response area, one faculty member noted that the “somewhat satisfied” response was provided due to students not knowing all of the assets available in the library. This satisfied response is reflective of the library’s efforts in recent years to expand the quantity and quality of electronic resources available to students who are learning off-campus and online. The Ferris Connect learning platform was perceived a little less positively, with 86% of faculty stating they were very satisfied, 1 faculty member (7%) stating he or she was somewhat satisfied, and 1 faculty member (7%) claiming to be somewhat dissatisfied with this online learning platform. In the qualitative response area, it was noted that a faculty member finds it difficult to teach students using FerrisConnect when there are students who are entering the program and just learning how to use it who are mixed with other students who have been in the program and more proficient. It is suggested that students take a course to become familiar with FerrisConnect prior to entering the MSN program. This same faculty member also noted that there should be some consistency between faculty members related to basic online policies. Overall, the faculty were satisfied with the support services.

Academics

Faculty members were asked about their satisfaction with the overall ability of the courses they taught to provide analytical and theoretical knowledge. All of the faculty members responded they were satisfied, with the majority (86%) of the faculty being very satisfied and 2 (14%) faculty members who were somewhat satisfied. When queried about their satisfaction with the workload required of MSN students in the courses they teach, all of the faculty were satisfied (79%-very; 21%-somewhat). When the faculty were asked about their satisfaction with the amount of technology incorporated into their courses, 71% were very satisfied and 29% were somewhat satisfied.

Overall, the faculty were satisfied with the written communication skills and motivation of the typical MSN students in their courses. Seventy-one percent of faculty were very satisfied and 29% of faculty were somewhat satisfied with the written communication skills of the MSN students. Eighty-six percent of faculty were very satisfied and 14% of faculty were somewhat satisfied with the motivation of the typical MSN students in their courses. One faculty member noted in the qualitative response area that the motivation he or she discovers as weak in a few students within different programs can be related to their expectation of the level of difficulty in a course, which is perceived as a typical student trait. When asked about the evolving knowledge base of MSN students in the courses they teach, all of the faculty who responded reported being satisfied (79%-very satisfied; 14%-somewhat satisfied). Overall, it appears that

the faculty were satisfied with the quality of the courses and the MSN students within them.

Faculty

The faculty's satisfaction with the workload required to teach courses in the MSN program was mostly positive. Overall, the faculty were satisfied with their workload, with 64% of them reporting being very satisfied and 29% of them reporting being somewhat satisfied. One faculty member (7%) reported being somewhat dissatisfied with the teaching workload. When faculty members were asked about their satisfaction with the quality of instruction provided to MSN students in their courses, they were satisfied. Eighty-six percent of faculty reported being satisfied and 14% of faculty reported being somewhat satisfied. It is interesting to note that one faculty member perceived it was perhaps self-serving to ask faculty members to rate their satisfaction with the quality of instruction in their courses. Overall, the faculty were satisfied with their workload and quality of instruction.

MSN Program

All of the faculty who responded stated they were satisfied with the leadership of the MSN program. Seventy-one percent were very satisfied and 1 faculty member (7%) was somewhat satisfied. There were 3 faculty members who did not respond. It was noted in the qualitative response area that a faculty member felt he or she could not comment on the overall leadership of the program because there was only engagement with the MSN students in the occasional education course.

When asked about the overall quality of the MSN program, all of the faculty members who responded noted they were satisfied. Eighty-six percent responded they were very satisfied, with 1 faculty member (7%) who responded as somewhat satisfied. Again, the one faculty member who did not respond to this question felt he or she could not comment on the overall quality of the program because there was only engagement with the MSN students in an occasional education course. One faculty member noted in the qualitative area that he or she perceived the MSN students as very good students who added a strong dimension to the courses being taught. Another faculty member noted being especially impressed with the quality of work completed in his or her courses by students in the MSN program. Overall, it appears that the faculty were satisfied with the leadership and overall quality of the MSN program.

SECTION 2-E

ADVISORY BOARD PERCEPTIONS OF THE MSN PROGRAM

(Appendix F)

In January 2009, surveys were sent to the 11 advisory board members of the School of Nursing. Five surveys were returned accounting for 46% of the advisory board. There were 17 statements addressing the MSN program with responses ranging from strongly agree to not applicable (strongly agree; somewhat agree; somewhat disagree; strongly disagree; not applicable). The survey focused on the quality of the MSN program (quality & relevance of program, quality of faculty members, resources and administrative support in the School of Nursing, future program needs), quality and employment prospects for graduates, and communication to board members. In addition, three qualitative areas were provided to identify areas needing improvement, provide suggestions for the future preparation of graduates, and allow an opportunity to elaborate on any areas or make additional comments.

Quality of the MSN Program

The advisory board members were asked whether they agreed with the statement that the MSN program offered by Ferris was relevant within the current health care delivery system. One hundred percent of the respondents strongly agreed with this statement. Additionally, the board members were asked if the nursing programs and curricula were regularly reviewed to assure currency and adaptability to a constantly changing health care delivery system and 100% of the board members strongly agreed.

The informatics focus and the online programs were particularly noted as strengths in the qualitative area.

When asked whether they agreed with the statement that the FSU Nursing programs are viewed positively within the state of Michigan, 100% strongly agreed. Additionally, when asked whether the FSU nursing programs prepare graduates for life-long learning and continuous professional development, 100% of the board members strongly agreed. The reputation of Ferris was noted to be a strength in the qualitative area.

When asked to agree that the FSU nursing faculty members reflect an appropriate level of diversity in their areas of clinical and scholarly expertise, 4 board members (80%) strongly agreed and 1 board member (20%) somewhat agreed. Additionally, the board members were asked if the FSU nursing faculty are committed to excellence in the delivery of both undergraduate and graduate programs. One hundred percent of the board members agreed with this commitment to excellence. The quality, caliber, and expertise of faculty were listed in the qualitative area as strengths of Ferris's nursing programs.

The advisory board members were asked whether the School of Nursing receives adequate resources from the university to delivery quality undergraduate and graduate programs. Three board members (60%) strongly agreed, 1 board member (20%) somewhat agreed, and one board member replied that the statement was not applicable. It can be assumed that this board member did not perceive to have adequate knowledge about the resources provided to the School of Nursing.

When asked for agreement as to whether the FSU nursing programs have appropriate administrative support, 4 of the 5 (80%) board members strongly agreed, with 1 board member (20%) claiming to somewhat agree. The leadership and administrative support from the Director of the School of Nursing was listed as a strength of the FSU nursing programs in the qualitative area.

Concerning future program needs, the board members were asked whether there is a need for more MSN prepared nurse educators to fill a need as acute care and undergraduate educators and MSN prepared nurses in the field of informatics. All of the board members agreed (strongly agreed-60%; somewhat agreed-40%). There was a slightly stronger agreement with the need for MSN prepared nurse administrators (strongly agreed-80%; somewhat agreed-20%). This slightly stronger response for the need for MSN prepared nurse administrators may be reflective of these board member's current needs.

It was also asked as to whether there is a need for an accelerated RN to MSN track to facilitate this career trajectory. Only 4 of the 5 board members responded, with 2 members (40%) in strong agreement, 1 member (20%) in somewhat agreement, and 1 member (20%) in somewhat disagreement. It was noted in the qualitative area that a strength of Ferris's nursing programs is the strong focus on offering a variety of options to increase the numbers of RNs with MSN degrees.

Overall, the board members appear to be satisfied with the quality of the MSN program. It was noted that "Ferris offers strong nursing programs and remains focused on addressing community need for well-qualified nurses."

Quality and Employment Prospects for MSN Graduates

When asked whether the quality of Ferris's MSN graduates compares favorably to graduates of other graduate nursing programs, the majority (80%) strongly agreed. One advisory board member responded this statement was not applicable so it can be assumed this board member did not have experience with the MSN graduates.

The advisory board was asked to agree with the statement that the employment prospects for all of the nursing graduates in all programs are positive. One hundred percent of the respondents strongly agreed with this statement. This response reflects the current nursing shortage that includes employment needs for both baccalaureate- and master's-prepared nurses.

Overall, the advisory board appears to be satisfied with the quality of MSN graduates and employment prospects for them.

Communication to Board Members

The advisory board members were asked to agree with the statement that they are well informed about the nursing programs. All of the board members (100%) strongly agreed. When asked whether they were well-informed by the School of Nursing about changes in nursing education at the state and national levels, 4 of the 5 (80%) board members strongly agreed. One board member noted this statement was not applicable. Since there wasn't any explanation in the qualitative area, it is unclear as to why this board member perceived this communication to not be applicable.

Board members were then asked to agree as to whether they are consulted prior to major program changes or initiatives. Four of the five (80%) of the board members strongly agreed, with 1 board member (20%) who was in somewhat agreement. This agreement is reflective of the recent consultation with the board for input when the School of Nursing changed from offering an associate to a bachelor's degree in nursing.

Overall, the board members appear to be satisfied overall with the amount and quality of communication received.

Additional Comments & Suggestions

The suggestions for improvement were related to the undergraduate programs with one suggestion to develop year round programs to increase the number of graduates to meet community needs and another suggestion to offer a wider variety of clinical sites.

SECTION 3

PROGRAM PROFILE

Profile of Students

Student Demographic Profile

The demographics of the students have changed slightly since the inception of the program in 2004/05. In Fall 2004, all 10 students who enrolled were women. Over the next 5 years, the number of men who enrolled in the program increased by 1 man per year until 2008/09 when the number of men doubled from 3 to 6. In 2008/09, the majority of students are women (90% women; 10% men), which again is expected in a profession that is dominated by the female gender and represented by only 5.8% of nurses who are male. Unfortunately, the program is not ethnically diverse, with 100% of the students being profiled as White/Caucasian. Although we have admitted 3 African-American women to the MSN program, they have not pursued beyond 2 semesters either due to needing to change to a graduate program that is more practice-focused or being placed on academic probation and deciding that an online learning environment was not a good fit for them.

The majority of students have been practicing as registered nurses for several years with the average age of students slightly decreasing from 48 years in 2004 to 42 years in 2008. This average age is not unexpected as nursing is an aging profession with the national average age of RNs reported in 2004 as 46.8 years according to The National Survey of Registered Nurses in 2004 (note: there was another survey

completed in 2008 but the results are not due to be reported until late 2009). Because registered nurses often pursue an associate's degree initially and then complete their bachelor's degree on a part-time basis while in practice and with their employers' financial support, it is on a rare occasion that a student is admitted to the MSN program who recently completed his or her bachelor's degree in a typical generic university setting and is between the ages of 22-25 years. Additionally, there is a 2 year practice requirement due to the leadership focus of the MSN program, which can delay a student's entry. Interestingly, in the 2008/09 year, of the 32 students who were admitted, 10 (31%) were younger than 40 years, with 9 (28%) students who ranged from 30-37 years, and 1 (3%) student who was 25 years of age. Thus, there is a recent trend of younger students.

To date, although we have had interest, we have not had any students from out of state. However, we have had one student who lived in the state and worked over the state line, but was still considered a resident. Most recently we have had a few international students inquire about our program, but unfortunately nursing practice and education requirements vary substantially from country to country which provides a profound admission barrier to these students. Because our program builds on the current undergraduate curriculum contained within the United States and prepares nurses for a leadership role in this national setting, it would be very difficult for an international student to succeed who does not have this basic nursing knowledge or the ability to practice here.

According to the Office of Institutional Research and Testing (OIRT), all (98%) of

the students attend the MSN program on a part-time basis, taking 1-2 graduate courses per semester. Again, it is important to note that the OIRT's and our surveys' data are not congruent due to full-time noted as 9 credits per semester by OIRT. Although the number of courses a student takes can vary from semester to semester, it appears that more of the students elected to take 2 courses concurrently this past academic year so they were able to receive financial aid, which is not surprising in this current economic climate where they may be losing the employers' financial support or their personal funds have dwindled. The MSN program is flexible, allowing students to work at their own pace within their own timeline, as long as they meet the university's requirement to complete their degree within 5 years. Because the majority (for informatics majors) or all (for education and administration majors) of the program is online, it meets the needs to both part-time and full-time students who may work the day, evening, or night shifts, and on weekends and holidays. Additionally, several of our students have an increased need for flexibility because they are already in leadership roles and salaried positions and work over 40 hours a week.

Quality of Students

The MSN program currently does not require a graduate level admission test, such as the Graduate Record Exam. Although the completion of this exam was an early program admission requirement, this requirement was removed in Fall, 2006. As previously noted, there were several reasons for this decision. First, the scores on the exam were not weighted at all to determine whether or not the students were granted admission to the program. Instead, the students were expected to take this exam as

part of completing the admission requirements. This completion requirement diminished their incentive to take the exam seriously. Second, due to the time and money expense related to taking this exam and the anxiety that the exam provoked, the exam became a barrier for potential students to enter the program. Additionally, research supports that GRE scores are not predictive of graduate student success. Therefore, there was faculty support to eliminate the GRE, citing other criteria which are now acknowledged to be stronger predictors for success in a graduate program such as GPAs (it is important to note that our MSN program has a higher GPA requirement than some of the other graduate programs at Ferris), work experience, professional recommendations, writing samples, and so on. Again, since the removal of these criteria, there has not been any clear impact on student success in our program.

Another previously mentioned initial admission requirement that has since been removed is the requirement for a Bachelor of Science in Nursing (BSN) degree. The question was whether a practicing nurse who had a bachelor's degree outside of nursing could still be successful in an MSN program. In other words, would there be enough knowledge from practice and continuing education to balance the additional theoretical knowledge that was missed from not completing a BSN program. When attempting to answer this question, it was discovered that there were other MSN programs that did not have this admission requirement. Therefore, a decision was made to trial admitting a small number of students who had a bachelor's degree outside of nursing to the MSN program beginning in fall, 2006. These students were then monitored to determine if they were struggling in the program or were having the same learning outcomes as students with BSN degrees. To date, all of the students who have

been admitted with a bachelor's degree outside of nursing have been unable to maintain a 3.0 GPA. Although there was one student who was placed on academic probation after the first semester due to a GPA that was less than 3.0, this student was able to quickly raise his GPA to meet the university's graduate program graduation requirements and graduated in May, 2009 with a cumulative 3.58 GPA. Because of these trial students' success, it was determined that a bachelor's degree outside of nursing with at least 2 years of registered nurse (RN) practice experience, were adequate preparation to support success in our MSN program.

Therefore, admission requirements are as follows. A student must complete an application, have a current MI license or eligibility, provide a writing sample in APA format or a 2-page typed goal statement as to his or her future goals and how the MSN degree will assist in meeting these goals, submit three professional references, provide a resume or curriculum vitae that demonstrates a minimum of 2 years of full-time practice as a registered nurse, and send official transcripts from all previous colleges or universities he or she attended with a minimum 3.0 GPA from the college or university that conferred the bachelor's degree. These are minimal requirements for practicing nurses who may have been out of school for a while and could be easily intimidated by more stringent entrance requirements. On occasion, we have admitted a student with a GPA that was slightly less than a 3.0 (e.g., 2.9) if this person met the other admission requirements in a substantial way (i.e., strong professional references, leader in practice setting, etc.). The reason for this small amount of flexibility related to the admission GPA is that a 2.9 GPA may not accurately reflect a 40-year-old practicing nurse's

potential for graduate school success when the degree was earned when he or she was much younger and learning behaviors were different.

The quality of the students in the program is evident in our graduate and current student surveys which reflect 86% of our graduates having a final GPA at graduation between 3.76-4.00 and 14% of our alumni graduating with a final GPA between 3.51-3.75. The quality is continually reflected by 80% of the current students currently having a GPA between 3.76-4.00, with 20% of the students having a GPA between 3.51-3.75. The ability of our current and graduating students to be able to maintain high GPAs are probably a result of the admission requirement of a 3.0 GPA from their undergraduate program along with the additional consideration that these are adult students and practicing nurses who have high achievement standards.

There are a few awards available to the graduate students. In addition to being recognized as an honor student or receiving distinction or high distinction at graduation, the MSN program has provided the opportunity for scholarships as they have been dispersed to nursing programs by the State of Michigan. Due to the nurse and nurse educator shortage, however, most of these scholarship opportunities have been focused on supporting the graduate preparation of nurse educators. Thus, MSN students who were majoring in nursing education and were well-established in their second or third year of the program were provided the opportunity to apply for these scholarship monies. Depending on the number of applicants, the scholarships were usually dispersed equally among those who applied.

Most recently, Ferris State University's School of Nursing became inducted into

the local Kappa Epsilon Chapter of the Sigma Theta Tau International (STTI) Honor Society of Nursing, joining Grand Valley State University, Calvin College, and Hope College. Therefore, for the first time, during the 2008/09 academic year, the top 10% of our graduating students according to GPA were selected and invited to join the STTI Honor Society. An induction ceremony took place at Calvin College on November 15, 2008 for our School of Nursing's undergraduate and graduate inductees, along with other inductees from the other colleges and university. Continuing with this tradition, we now can offer this outstanding academic recognition on an annual basis to the top 10% of our students preparing to graduate.

Unfortunately, there are very few scholarly activities that can be pursued while a student is pursuing the MSN degree. We did offer our graduate students who were completing or had just completed their scholarly projects an opportunity to submit an abstract to the Kappa Epsilon Research event on April 15, 2009 at the Lemmon Holton Cancer Center in Grand Rapids, MI. Five graduate students submitted abstracts and four were accepted for a poster presentation. Currently, there is no funding available to assist students in presenting their scholarly work on a national level or attending a national conference. More support is clearly needed in this area.

The accomplishments for some students come after earning their master's degree. As noted in the alumni survey, two of them are currently pursuing their doctorate degrees, a few are employed in a position that requires a master's degree, several were selected for their current position because of their master's degree, a couple were promoted since obtaining their master's degree, and over half were

teaching or training at the college level.

Employability of Students

Since the majority of the students are employed already as nurses when they begin the program, the question really focuses on whether the graduates are able to secure a position in their selected role or major upon graduation. Based on the alumni survey, the majority of the nurses who majored in nursing education are employed in a nurse educator or trainer role, with one of the nurses who majored in nursing education not currently employed as a nurse educator and instead in a House Operations Administrator position. The alumnus who majored in nursing informatics is currently working as a quality assurance analyst which is a position that does not require a master's degree. Her manager noted however that this alumnus was able to apply her informatics knowledge to her current role. This finding provides supportive rationale for why the analyst is a suggested position for the INS role. Another graduate was working as a nurse educator and had prepared for a role as a nurse administrator. Thus, it appears that some graduates may not pursue or secure their ideal or chosen role in their major immediately after graduation. Some reasons for this lack of chosen employment can be due to an unsatisfactory salary in the desired role, a previous goal of pursuing the degree for his or her own personal professional development (without the future goal of changing roles), a change in professional goals, or possibly an unwillingness of the graduate to change geographic locations or work settings. As noted previously, a factor that plays a role for MSN graduates is that most colleges or universities do not require a nurse to have majored in nursing education to be hired into

the nurse educator role, although these schools may encourage nurses to take graduate courses related to teaching and learning. The MSN degree is the only state requirement necessary to be able to teach in the college classroom setting. Thus, graduates who have the MSN degree are qualified to teach in the college setting, whether or not they have majored in nursing education. This MSN degree teaching requirement makes it easy for someone who has an MSN degree and majored in administration or informatics to choose to change to the nurse educator role upon graduation. Because there are fewer positions in the nurse informatics major, there is a greater chance that these graduates may have to relocate to other institutions or geographical areas to secure positions. Additionally, because there is a wide application of the nursing informatics skills to positions beyond the informatics nurse specialist role, these graduates may secure or remain in positions outside the traditional role, such as the informatics major who remains a quality assurance analyst but is able to utilize her database and technology competency in this role. It is important to note that we did not specifically survey whether these alumni were working full- or part-time, but it can probably be safely assumed that the majority are employed full-time as these are leadership positions.

According to the current student survey, 80% of the graduate students who enter the MSN program already have leadership roles. Although the majority of them are pursuing their MSN degrees because they want to teach or train at the college level and recognize they need an MSN or PhD degree as a requirement, some perceive the degree will make them more employable and are hoping for a promotion. Thus, although in the future we may see students taking on a new role after graduation, there

will probably also be students who will be making lateral moves or staying in their roles but making a higher salary.

The salary depends on the position. The alumni survey reflected a low salary range between \$30,000-40,000 and a high salary range between \$70,000-80,000. The average salary range for registered nurses as reported in 2004 by the National Survey for Registered Nurses was \$57,785 regardless of degree. However, only 13% of nurses in 2004 reported to hold a master's or higher degree. The majority of alumni work in the acute care or academic settings, with the majority (57%) located in a rural community. Nurses working in a rural community tend to have a lower salary range than those working in an urban setting. Thus, it would appear that our graduates fall within the expected salary range for their work setting.

According to our alumni survey, 2 students (29%) continued study by entering a doctorate program at Western Michigan and Loyola University Chicago, with 12% of our current students noting they are planning on pursuing a doctorate degree. Thus, it appears that there will continue to be a small number of our graduates who will pursue additional education and a higher degree. It will be interesting to track this data over time to determine whether alumni decide to pursue their doctorate in a longer time-frame after graduation from the program.

There really isn't any formal career assistance for our graduates. This was noted in the alumni survey when a graduate perceived that more assistance should be provided to assist graduates in finding employment opportunities. The MSN program coordinator sends out emails to current students or recent graduates about employment

opportunities when they are received. However, there have only been a couple of recruiters who have sought recent graduates or students nearing graduation for informatics or administrative nursing positions. The students are encouraged to join professional organizations related to their majors and scan these websites for job opportunities.

Enrollment

Applications are still being accepted for the fall semester, 2009. On average over the past 2 years, we have received around 25-35 applications a year with 98-99% of the applicants admitted. Of the 98-99% who are admitted, approximately 95% enroll. The enrollment for the MSN program is displayed in the table below. It is apparent that enrollment numbers increased substantially when the program was converted to a fully online offering beginning in Fall 2005.

2004/05	2005/06	2006/07	2007/08	2008/09
10	14	34	43	59

The program's current goals are to continue to expand the enrollment of students in the program. Because of the current need for nurse educators and informatics nurse specialists, we have not had the need to recruit more actively. Additionally, with the current resources, particularly faculty, we are at capacity for optimum learning conditions with faculty taking overload, more than 20 students in online sections, as well as additional sections of courses to accommodate incoming and ongoing students. The

program is gaining a reputation in lower Michigan on both the east and west sides of the state and it is a goal to make this occur more state-wide and eventually on a national level.

Program Capacity

Although the online courses in the School of Nursing are capped at 20 students for the core and specialty nursing education courses, faculty have taught courses with over 20 students to accommodate all students who were interested in taking the courses. In the past year, there has been a need to open an additional section of a core nursing course in the fall semester. The capstone courses are currently capped at 10 students because of the rigor of learning and amount of faculty investment in structuring and evaluating intensive writing assignments, scholarly projects, and guiding practicum experiences at this level. Although there has not been a need to accommodate beyond 10 students at the capstone level at this point in time, the capstone courses are now nearing or reaching capacity in some semesters. Thus, with the core courses at or over capacity and the capstone courses nearing or reaching capacity, a limitation for program growth now is a lack of additional faculty who can teach at the graduate level. This limitation is particularly experienced at the capstone level where there are only two faculty who teach these courses, one who is tenured and one who is employed in a full-time, non-tenured position. Although there are 2 faculty members who are nearing completion of their doctorate and teaching or going to teach at the core and specialty course level, they will need some mentoring and time to evolve to be able to teach at the capstone level. There is a newly hired tenure-track faculty member who will be

starting in the fall and is currently completing her doctorate degree. However, she will begin teaching at the undergraduate level and will need to be acclimated to the university and School of Nursing before she will be able to advance to teaching at the graduate level.

Retention and Graduation

Based on the enrollment profiles for the past 5 years, the MSN program has enrolled an average of 32 students. Although this is a small percentage of the School of Nursing's (15% for 2008-09) and the College of Allied Health Science's (3% for 2008-09) total enrollment, the numbers indicate stability and growth in the program. Retention is good, with 71% of the students retained from 2004, 90% retained from 2005, 72% retained from 2006, 67% retained from 2007, and 86% retained from 2008. Of the 11 students who were admitted in Spring 2009, 10 (91%) students remain in the program. Some students left the program when they discovered the program was too rigorous for their ability, needed to take on additional family or work responsibilities, perceived they were too old to continue, pursued a different career goal (e.g., nurse practitioner), or changed their major (two of our students switched to the Master in Information Systems Management program). A goal of the program is to find ways to increase the support to ethnic minority students so they can be retained to graduation. One strategy is to provide more support for scholarly writing which may be a challenge for some minority students.

As of May, 2009, 18 MSN degrees have been conferred. Institutional statistics provided for the last 3 years indicate that 2 degrees were conferred in 2005-06, 1

degree was conferred in 2006-07, 4 degrees were conferred in 2007-08, and 11 degrees were conferred so far in 2009. The majority of students finish the degree in about 6-7 semesters, or about 2-3 years. To date, no student has taken more than 4 years to complete the degree requirements. Additionally, to date, there have not been any students who have not been able to successfully pass the comprehensive examination, although it may have taken them two attempts during one examination process. Thus, there have not been any students whose progression was held up due to difficulty with passing the exam. Attrition out of the program usually occurs after the first or second semester for those students who discover they cannot meet the rigor of the program. On a couple of occasions, however, there have been students who have proceeded 3 or 4 semesters before withdrawing from the program. One of these students pursued to attempt to raise her GPA, others changed to different programs with different foci, and a few students left for unknown reasons due to a lack of communication with the program coordinator/advisor.

Access

The program is accessible in all locations due to being online. Because there are a couple of face-to-face meetings on campus for the informatics students, these meetings could provide a barrier for some students who desire this major and live a distance from campus. However, the meetings are usually scheduled on weekends which may provide better access for these students who are working and needing to travel a distance to class.

The entry point into the program is either into the specialty and/or core courses in

either the fall or spring semesters. Admissions are no longer accepted for the summer semester when there are no orientation sessions scheduled. Although it is ideal if a student progresses from the core to the specialty courses, these courses are often taken concurrently due to student need. All of the core and specialty courses however must be completed before progressing to the capstone level courses and comprehensive exam, but not in a specific order, which enhances the flexibility of the program.

Our marketing ability has recently improved with the addition of two advisors who assist off-campus students in both West and East Michigan areas and assist in marketing both the undergraduate and graduate nursing programs. These advisors attend with or in place of the current program coordinators at recruitment fairs as well as other recruiting opportunities. The University Graduate and Professional Council has discussed having Ferris market graduate education as a whole, but there has not been any additional action towards this goal.

Graduate students who need writing support do not have the resources needed. Because the writing center is usually staffed by undergraduate students who may or may not be knowledgeable in APA format, the services are not very helpful to students at this level. English as a second language graduate students (ESL), however, have found the writing center helpful because the students can assist them with their English skills.

There is easy access to the MSN program coordinator and advisor who is available via face-to-face, phone, email, or WebEx (via a virtual meeting). The

coordinator/advisor has met with students at various locations throughout Michigan when students have requested a face-to-face meeting. These locations have included Panera Bread, other restaurants, or off-campus Ferris locations in Grand Rapids and Flint. For the virtual learner who is located statewide, there must be flexibility, creativity, and adaptability for access.

The success of the students is dependent not only on the quality of instruction, but also on their access to learning resources. Access to FLITE resources has improved tremendously in the last few years, with numerous databases and electronic holdings available for access by online learners. One access problem that still occurs however is the limited number of students who are allowed to access some databases at one time due to licensing limitations. When the limitation to the number of students is met, students are not allowed access to the database and have to find another database, search for another article, or try to access the database at a later time. This access barrier is frustrating for busy students who may have a short window of time to complete their assignments.

Curriculum

The MSN degree is a 36 credit program consisting of 12 core nursing credits, 12 specialty credits in the selected major, and 12 capstone nursing credits (see Appendix J for program check sheet and Appendix K for an example syllabus). The degree is a collaborative offering with students completing up to 12 credits of their specialty courses outside the School of Nursing in the College of Business or College of Education. A comprehensive exam is taken at the capstone level either in November or April,

whichever date is closest to when the student is completing or has completed NURS 710 where the preparation for the exam occurs.

As noted in Section 1, there have been revisions to the program because it is a relatively new program and changes needed to be made prior to seeking accreditation. These changes included the removal of a free-standing informatics course, removal of the thesis option, inclusion of a comprehensive exam, modification of some of the capstone courses to allow preparation for the comprehensive exam and changes in the scholarly project requirements, and a change in some of the admission requirements. Please refer to Section 1 for more detail related to these changes. Currently, there is a proposal being developed for an RN-to-MSN program that will utilize the majority of the current RN-to-BSN courses and all of the MSN courses. This will allow an accelerated trajectory to the MSN degree to increase the pipeline of nurses prepared at the graduate level which will address the shortage of nurses with advanced specialty roles. Currently, there is no discussion about adding any majors to the current program or increasing graduate level programming to the doctorate level. As noted previously, the School of Nursing is taking a watch and wait approach before determining whether a Clinical Nurse Leader major or a Doctorate in Nursing Practice is a good fit for our community and university.

Quality of Instruction

The majority of current students and alumni stated they were satisfied with the quality of instruction in the MSN program. The survey asked about the 5 key areas of instruction: the 500 level courses; the specialty courses in nursing education, nursing

administration, and nursing informatics; and the 700 level capstone courses. Please see the tables below for the percentage of current students and alumni who were very or somewhat satisfied with the quality of instruction:

Core Courses: Quality of	Alumni	Current	Education Courses: Quality of	Alumni	Current Students	Administration Courses: Quality of	Alumni	Current Students
courses	100%	100%	courses	100%	100%	courses	100%	100%
rigor	100%	88%	rigor	100%	100%	Rigor	100%	88%
relevance	100%	100%	relevance	100%	92%	relevance	100%	100%
grading	100%	92%	grading	100%	92%	grading	100%	100%
instruction	100%	92%	instruction	100%	92%	instruction	100%	83%
textbooks	100%	88%	textbooks	100%	92%	textbooks	100%	100%

Informatics Courses: Quality of	Alumni	Current	Capstone Courses: Quality of	Alumni	Current Students
courses	100%	100%	courses	100%	83%
rigor	100%	100%	rigor	100%	86%
relevance	100%	100%	relevance	100%	86%
grading	100%	100%	grading	100%	67%
instruction	100%	100%	instruction	100%	83%
textbooks	100%	100%	textbooks	N/A	N/A

It is probably not surprising that overall the alumni rate the quality of instruction higher than the current students. This finding may indicate that the alumni have had more time to reflect on the quality of instruction in relation to their real world

experiences. Additionally, the stress and challenges associated with attending school can influence a student's current perceptions.

Although it could be perceived as self-serving, when the faculty were asked to report their level of satisfaction with the quality of instruction, 100% of the faculty were satisfied. The advisory board and employer perceptions did not focus specifically on the quality of instruction, but rather on the program's outcomes and relevance of the program's content to the nursing and health care community. These surveys indicate that the majority of employers were satisfied with the core outcomes of the MSN program related to the students' knowledge level and skills in leadership, critical thinking, and communication. The employers were also satisfied with the core outcomes related to the students' ability to ethically make decisions, problem-solve, share research and implement evidence-based practice, synthesize theory into practice, address issues central to nursing, and advance the profession. The advisory board surveys indicated they were in strong agreement that the MSN degree was relevant to the current health care delivery system. Additionally, the majority of the advisory board members perceived the quality of Ferris's MSN graduates compares favorably to graduates of other graduate nursing programs.

To enhance the learning environment, a four hour orientation is required of all graduate students upon entrance to the program. The opportunity for students to learn upon entry how to access FLITE's services off-campus and navigate FerrisConnect's online learning platform, meet with the program's coordinator/advisor and students from the area, obtain an overview of the program including expectations at the capstone

level, and receive an orientation to their first course, provides resources that help the student to “hit the ground running” and be successful early in the program. Although this orientation is currently offered only face-to-face at 3 different locations in the western, eastern, and mid portions of the state, there are plans this fall to make this orientation virtual via WebEx to accommodate students who cannot attend a face-to-face meeting.

As noted in the faculty’s curriculum vitae, they attend many professional development seminars and conferences to enhance the teaching and learning environment. Their attendance provides them with the best evidence-based practice related to teaching and learning. This attendance also provides the faculty with updated knowledge and skills to update their courses and change the readings and textbooks to reflect the most current issues and trends in nursing and the health care delivery system. The effects of these quality improvement efforts are reflected in the students’, faculty’s, alumni’s, and advisory board’s positive reflections about the quality of instruction as noted above. With this said, there are four courses (two core and two nursing education specialty courses) that need to be updated. The faculty member who previously taught these courses took the courses from previous faculty members who have since retired or no longer teach at the graduate level and did not update the materials. The two core courses related to nursing theory and nursing research were taught in the last academic year by a new faculty member who had not previously taught at the graduate level and thus taught the courses in their current state. In the next academic year, these courses will be updated and taught by a faculty member who although is new to teaching at the graduate level has expertise in theory and research. The two nursing education specialty courses were taught in the last academic year by a

new faculty member who also had not previously taught at the graduate level and taught the courses as they had been previously developed at the initiation of the MSN program. These courses are currently being updated for the next academic year as this same faculty member will continue to teach them.

Because this is an entirely online program, the interaction of students with faculty and peers occurs mainly in the online learning environment via email communication, discussion board postings, virtual chats, and instructor and student feedback on assignments. Because the majority of interaction occurs virtually, the faculty attempt to enhance these interactions by using emotive icons and frequent, supportive communication. The addition of the mandatory four hour orientation was an effort to not only enhance the students' success in the program but also to provide an opportunity for incoming students to interact with their peers and the program's coordinator and advisor, as well as a faculty representative. The recent addition of the graduate students' ability to do a poster presentation at the Kappa Epsilon Research event in the spring of which Ferris nursing faculty & graduate students may attend is an additional opportunity for the graduate students to increase their interaction with faculty and peers. Students are also encouraged to interact with their peers when completing group assignments and projects by either meeting virtually online or an agreed-upon locale. The effect of all of these efforts on the quality of teaching and learning is reflected in the overall high satisfaction of students and alumni with the MSN program.

Composition and Quality of Faculty

For the purposes of this report, information will only be presented on faculty who

are teaching the nursing courses in the MSN program. The vitas of the faculty from the College of Business and College of Education can be located in Appendix G. The faculty for 2008-09 are listed below with the one additional faculty member who has been granted graduate faculty status for 2009-10 and will be teaching next year also included. All of their vitas are located in Appendix G.

Dr. Mary Alkire, Full-Time, Temporary Faculty Member

EdD- University of Minnesota, Educational Policy and Administration

Thirty-six years of nursing experience with over 30 years of experience teaching nursing in higher education, holding positions of Associate Professor and Dean of Sciences and Health Careers. Her most recent clinical position was as Administrative Supervisor at St. John's Hospital in St. Paul, Minnesota. Has presented papers in national venues related to project management and collaborative learning and has published articles related to mentorship and new faculty orientation and enrichment. She currently teaches all of the capstone level courses.

Dr. Marietta Bell-Scriber, Professor/Graduate Program Coordinator &

Advisor

-PhD, Michigan State University, Higher Adult Learning and Education

Forty years of experience in nursing with the last 15 years at the advanced practice level (Clinical Nurse Specialist and Family Nurse Practitioner). Nine years experience teaching in higher education. Currently volunteers as Family Nurse

Practitioner in a non-profit health care center serving a medically uninsured population. She has recent articles that were published in the last year in *Nurse Educator and Nursing Education Perspectives* and wrote a chapter on *Sensory: Vision and Hearing* for a nursing textbook, *Promoting Health from Preconception Through Maturity: A Unique Nursing Role*. She is also a contributing author for *Giving Through Teaching: How Nurse Educators are Changing the World*. She has taught at the graduate level since the inception of the MSN program and currently teaches the core courses related to the advanced roles and health care delivery systems, as well as all of the capstone courses. She also co-teaches the specialty nursing education course, Clinical Instruction in Nursing, with another faculty member when it is offered.

Sharon Colley, Assistant Professor

MSN, PhDc-Western Michigan University, Leadership in Higher Education

Nineteen years of experience in nursing with expertise in medical-surgical and psychiatric nursing and leadership experience as a charge nurse and supervisor. She has been teaching nursing at Ferris for 7 years. Her current doctoral dissertation is a case study that assesses nursing faculty's experiences and perceptions of an implementation process to a learner-centered teaching philosophy. Expecting to complete her PhD this June, she was just awarded graduate faculty status and will be teaching the core courses related to nursing theory and research this next academic year.

Dr. Denise Hoisington, Assistant Professor

-PhD, Michigan State University, Educational Administration and MS in nursing administration.

She has thirty-three years in nursing with 14 years experience teaching in higher education. She has current expertise in informatics as a former Manager of Information Services from 1999-2007. She taught the theory and research graduate nursing courses in 2008-09 and has been a consultant for students' scholarly projects who are majoring in informatics.

Michelle Teschendorf, Assistant Professor

-MSN, PhDc in nursing, & certificate in teaching skills from St. Louis University.

Thirty-five years of nursing experience with 13 years experience teaching in higher education with her area of specialty in women's health. She has been an assistant research coordinator for Nelcor fetal oxygen saturation monitoring and was a chapter writer for *Women's Health Nursing: Women during the reproductive years* (2003) and co-author of an article on Hydrotherapy during labor: An example of developing a practice policy (2000). She teaches the specialty nursing education courses related to issues and trends in nursing education and instructional design, assessment, and evaluation.

Because there is a paucity of nursing faculty who are prepared at the doctorate level, it is challenging to secure and hire faculty who already have this credential. Thus, tenure-track faculty have been hired who pursuing their PhD. Because two of the faculty

members are currently immersed in scholarship by completing their PhD degrees and dissertation work, there are only 3 faculty members who are able to be active in the professional community at this time. Three of the faculty members, Bell-Scriber, Colley, and Hoisington have concentrated their research efforts on nursing education, assessing issues related to diversity, teaching and learning, and technology. Two of the faculty members have or are concentrating their research in the nursing practice arena, assessing workplace learning preferences and women's health issues. Two of the faculty members have attended and presented research at the Annual Meeting of the American Educational Research Association, the American Association of Colleges of Nursing's Master's or Baccalaureate Conferences, the National League for Nursing Summits, The Adult Higher Education Alliance Annual Meeting, and the Shaping the Agenda for Women in Higher Education conference. Dr. Bell-Scriber has presented at the international level in Cambodia, Finland, and England.

Since the inception of the graduate program, Dr. Bell-Scriber has been promoted to full Professor. Dr. Denise Hoisington, Michelle Teschendorf, and Sharon Colley are currently in the tenure-track process. Dr. Alkire does not desire to pursue tenure-track status and enjoys her full-time status as a faculty member.

Most if not all faculty teach overload each semester. For some the overload is teaching in the master's program. Of all of the graduate nursing courses, only the capstone nursing courses are offered in the summer semester. Historically, these courses have been shared by the faculty who teach at this level, although this summer only one full-time non-tenure track faculty member is teaching the courses.

The MSN Program Coordinator receives 3 credits of release time to coordinate the master's program, although this release time is reduced to 2 credits for summer coordination. For the past and current summers, another faculty member or the Director of the School of Nursing has assumed the coordination of the MSN program. This position is responsible for recruiting, advising, administrating, scheduling, marketing, and admitting students to the program. The coordinator also clears students for graduation, leads the comprehensive exam process, and reviews the exit portfolios. She is also responsible for all communication to the students and the Colleges of Allied Health, Education, and Business related to aspects of or changes in the program.

The recruiting of new faculty follows the university's guidelines. The Director of the School of Nursing is responsible for these procedures. Under the current administration, ABD or a current student in a PhD program is required for a tenure-track position, although we have previously hired faculty with a master's degree with the contractual expectation of the completion of a PhD. Although we attempt to find diversity, the lack of diversity is endemic to the nursing profession where men and ethnicities other than Caucasian are the minority. This lack of diversity is also endemic to Ferris State University due to its rural location which does not draw most minority candidates who are attracted to more urban areas. We did have a tenure-track faculty member who taught at the graduate level who was male and Jordanian. However, this faculty member resigned from the School of Nursing last year due to family responsibilities.

The orientation process for new faculty includes the assignment of a faculty

mentor (who may or may not be their tenure chair), attendance to the New Faculty Orientation, assignment of a lead faculty member to the courses of which they are assigned to teach (for teaching and learning resources), and attendance to FerrisConnect training, as well as any additional resources that are individually determined are needed to support the new faculty member. For example, if the new faculty member is new to online teaching, they would be provided with a faculty member who is experienced in online teaching and learning to mentor them in this new venture. The School of Nursing has created an orientation checklist that is reviewed with the new faculty member to make sure all information and resources are provided to support his or her success.

Although there is no reward structure within the School of Nursing, most requests for travel or specific supplies have been met. There has been communication however that due to the current economic climate, funding to support travel and professional growth opportunities has been reduced and is limited or may not be available in this climate.

The existing salary, although low, is competitive with other universities with a non-research, comprehensive focus. The challenge for academia is the competition with salaries in the nursing practice environment where nurses usually draw a higher salary. This is especially true for nurses who hold administrative, advanced practice, or other leadership roles. It is important for the School of Nursing to stay competitive to attract high quality faculty. Otherwise, we will lose opportunities to hire future faculty based on salary.

The criteria for teaching graduate courses is dictated by the University Graduate Professional Council's Graduate Policy. These guidelines require that faculty hold the appropriate degree, experience, and perform scholarship activities to support them in their teaching role. All of the nursing graduate faculty who teach courses have been granted full or temporary graduate teaching status based on these university guidelines. The temporary graduate teaching faculty are reviewed on an annual basis to determine continuation of their status.

Almost all of the nursing graduate courses are taught by tenure-track faculty. As noted previously, there is one full-time temporary graduate faculty member who has a wealth of experience and is qualified to teach at the capstone level. In this past fall, 37.5% (6 cr./16 cr. total) and in the spring, 33.3% (8 cr./24 cr. total) were taught by Mary Alkire. It really is beneficial to have this full-time faculty member with these credentials to assist teaching at the capstone level. It will continue to be the standard to have the majority of faculty be tenure-track or tenured to teach in the MSN program.

Service to Non-Majors

The 4 MMBA courses in the administration specialty major are approved and applicable for a dual MBA degree. Thus, the MSN student could pursue a dual MBA degree while pursuing the MSN degree supporting the College of Business. The 4 MMBA/MISM courses in the informatics specialty major apply to the Business Intelligence and Informatics Advanced Studies Certificate. Thus, the MSN student can concurrently earn this certificate from the College of Business while earning the MSN degree.

The MSN program could be serviced by the College of Business and College of Education by nursing students who begin taking graduate courses in education, administration, and informatics and decide to change to the MSN program or additionally pursue the MSN degree. Four courses from the College of Business in the MBA or MISM program could count towards the four required specialty courses in the nursing administration or nursing informatics majors and four courses from the College of Education could count towards the four required specialty courses in the nursing education major.

The interaction with the Colleges of Business and Education occur on a regular basis to determine all program's needs are mutually being met. For example, when an informatics course that was required for the MSN degree was recently revised, the MSN program coordinator was consulted to determine if the content met the knowledge requirements the graduate will need for certification.

There is a positive impact by the provision of courses from the College of Business and College of Education to our MSN graduates which is reflected in the positive responses related to the quality of courses in all of the three specialty areas. There is no future plan to increase or decrease the level of courses in the program that are dually used by programs in the School of Nursing, College of Business, and College of Education.

Degree Program Cost and Productivity Data

Based on the statistics provided by Institutional Research, the Student Credit

Hours (SCH) have increased in the past 4 years. There were 54 SCH in 2004, 78 SCH in 2005, 141 SCH in 2006, 196 SCH in 2007, and 291 SCH in 2008. However, it is not clear as to whether this data includes the summer courses. There wasn't any data specifically provided for the MSN program, but the College of Allied Health Sciences is ranked third at 512.68 for the Fall and Winter semesters 2007-08 related to the number of Student Credit Hours (SCH)/Full-time equated faculty (FTEF) numbers and the School of Nursing is ranked 12th by department at 482.24 SCH/FTE. Specifically, nursing courses are ranked together at the 61st location with 482.24 SCH/FTEF. In the last university document, Degree Costs for the College of Allied Health Sciences in 2003/04, there were no program costs noted for the MSN program because this data was retrieved prior to the beginning of the program. See Appendix H for the Institutional Research Data.

Assessment and Evaluation

The School of Nursing is currently changing its process for student assessment and course and program evaluation due to the university's focus on improving these processes. Prior to this new assessment and evaluation plan, there was a Focus Group Survey completed by 4 graduates in 2006 & 2007 due to the MSN program being new and the small number of graduates inquiring about employability and whether the graduates were pursuing their doctorate degree and/or specialty certification. Of the two students who graduated in 2006, both were employed in their specialty role and pursuing a doctorate degree. Of the two students who graduated in 2007, only 1 student was employed part-time in their specialty role and neither were pursuing a doctorate

degree. There was also a satisfaction survey provided to the MSN students for the 2005 & 2006 academic years that had a total of 9 (4 for 2005 and 5 for 2006) respondents. In 2005, all 4 students were satisfied with the 3 weekend meeting format with a specific strength listed as the instructors who communicated well and provided excellent feedback. The students also felt it was a challenging program and the content was excellent. However, 2 students suggested a meeting prior to the beginning of the program as it took them 4 weeks to become comfortable. All four of them noted they were dissatisfied with the GRE requirement and 2 of them felt some assignments were excessive. In 2006 (new instrument used), 5 students were 100% satisfied with the admission process, program information, registration, academic policies, learning environment and resources, course schedule and format, teaching and learning, academic advising, and nursing curriculum. The only item scoring somewhat dissatisfied was in regard to having a general understanding of the expectation and requirements for the 700-level practicum. As a result of the dissatisfaction, there were several program changes made including the addition of a formal orientation session and the removal of GRE admission requirement.

See Appendix I for the new Assessment Plan for the MSN program and the associated grading rubrics that are being implemented in Fall 2009. It is important to note that because this is a new assessment plan, there are no trend data available for these variables which will be assessed for the first time in Fall, 2009. Trend data is clearly an area for future assessment.

The outcome related to Professional Competency: Nursing Role Development is assessed by the quality of a student's completion of a clinical practicum in NURS 740. Evaluation of this outcome is reflected in the evaluation of all items on the Grading Rubric for the Clinical Practicum Paper. The criterion for success is measured by 90% of the students completing the leadership practicum achieving "meets expectations" for all items on this grading rubric. An additional assessment of this outcome occurs with the Alumni Survey that will be distributed on an annual basis where graduates are to report work setting parameters related to their leadership specialty roles within 1 year of graduation. The criterion for success is measured by 80% of graduates responding to the survey reporting they are employed in a leadership role in their selected specialty area within 1 year of graduation.

The outcome related to Professional Competency: Theory and Evidence Base for Practice is assessed by the quality of a Scholarly Project that is based on the best evidence for practice. Scholarly Projects are evaluated in NURS 720 where a synthesis paper is created reflecting the application of evidence-based and theoretical knowledge to a project related to the advanced specialty role. The criterion for success is measured by 90% of students completing the Scholarly Project Synthesis Paper achieving "meets expectations for Item G on the Grading Rubric for The Scholarly Project Synthesis Paper which evaluates demonstration of the application of knowledge from practice, theory, and research. This outcome is additionally assessed by the completion of the Comprehensive Exam where the student synthesizes their leadership role with theory and research. The criterion for success is measured by 90% of the students completing the competency exam earning a passing grade of 85% or higher.

The outcome related to Professional Competency: Context for Nursing Care is assessed by the completion of a clinical practicum and synthesis paper reflecting assimilation to the role. The criterion for success is measured by 90% of students who complete the leadership practicum achieving “meets expectations” for item D on the Grading Rubric for the Clinical Practicum Paper. This outcome is additionally assessed by the completion of the Comprehensive Exam where the student synthesizes their leadership role with theory and research. The criterion for success is measured by 90% of the students completing the competency exam earning a passing grade of 85% or higher.

The outcome related to Professional Competency: Research/Scholarly Endeavors is assessed by the completion of a Scholarly Project in NURS 720 that is related to their advanced specialty role. The criterion for success is measured by 90% of students completing their Scholarly Projects achieving “meets expectations” for all items on the Scholarly Project Synthesis Paper Grading Rubric.

The outcome related to Professional Competency: Cognitive Growth is assessed by the completion of a clinical practicum in a specialty leadership role in NURS 740 and the writing of a synthesis paper reflecting their engagement in ethical decision-making and effective problem-solving related to issues and concerns. The criterion for success is measured by 90% of students completing the clinical practicum paper achieving “meets expectations” for item C on the Clinical Practicum Paper Grading Rubric which reflects this engagement. This outcome is additionally assessed by the completion of the Comprehensive Exam where the student synthesizes their leadership role with

theory and research. The criterion for success is that 90% of the students completing the competency exam will earn a passing grade of 85% or higher.

The outcome related to Professional Competency: Advancement of the Profession is assessed by the students' presentation of their Scholarly Project in a public forum that is approved by the NURS 720 course instructor. The criterion for Success is measured by 100% of the students completing the Scholarly Project achieving "meets expectations" on all items on the Presentation of the Scholarly Project Grading Rubric. This outcome is additionally assessed in the Graduate Survey Report of career advancement activities within 2 years of graduation, such as advanced certification in specialty area and enrollment in a doctoral program. The criterion for success is measured by 50% of graduates who respond to the survey reporting they have attained advanced certification and/or enrolled in a doctoral program within 5 years of program completion.

The outcome related to maintaining the standards related to the National League for Nursing's accreditation is assessed by graduation rates, student demographic data, the student satisfaction survey, and employment rates. The criteria for success is measured by 80% of the students who are admitted to the MSN program graduating within 5 years of the completion of NURS 500, at least 10% of the students enrolled in the MSN program each academic year representing gender or ethnic diversity, 80% of the students reporting they are satisfied or highly satisfied with the quality of the program upon graduation, and 90% of graduates reporting they are employed in a specialty role within 1 year of program completion.

Administrative Effectiveness

The faculty survey asked about the leadership of the MSN program. All of the faculty replied they were satisfied, with 3 faculty members not responding. This lack of response was probably due to faculty located outside the School of Nursing who were unable to comment because of limited engagement with the MSN students in an occasional course. The entire School of Nursing has a full-time administrative secretary to handle some of the clerical aspects of the program, although she mostly handles these aspects for the Director of the School of Nursing. Therefore, most if not all clerical aspects related to this program are handled by the MSN program coordinator. Because the MSN program coordinator serves as the advisor to all the graduate students, she is in close administrative contact and is able to problem-solve issues and concerns.

The teaching schedules are determined 1-2 semesters in advance, which is both effective and efficient. Since all faculty teach at both the undergraduate and graduate levels, flexibility is required to accommodate both levels. Faculty are more than accommodating to meet these teaching needs.

The courses are offered as students have needs, although the MSN program does not have control over courses offered out of the College of Education and College of Business. Because of this lack of control, there is some flexibility in the specialty courses that students can take to complete their major but the courses need to be approved by the MSN Program Coordinator. The courses on the program sheet in the specialty area only are suggested courses, with the opportunity to substitute approved courses based on student's learning and scheduling needs. The MSN program

coordinator keeps in close communication with the College of Education and College of Business so they are aware of the number of MSN students and their course needs. This communication has limited the challenges of specialty courses not being offered when students are in need.

If a student misses a core or nursing education course, they have to wait until the next semester the course is offered which is either in the fall or spring semesters on an annual basis. However, students can take specialty courses while they are waiting for a core course. The capstone courses are offered every semester to enhance a student's progression and facilitate graduation. A student's progression has never been halted due to the inability to take a course or courses needed towards the MSN degree.

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SECTION 4

FACILITIES AND EQUIPMENT

Instructional Environment

The program is taught entirely online except for the students who are majoring in informatics. As noted prior, a couple of the informatics courses from the College of Business require a few face-to-face meetings, usually on a couple of Saturdays at the beginning and end of the semester, to learn the databases. The informatics students are told this requirement at application so they are making an informed decision when entering the program.

The online delivery method makes it essential that learning resources are available in a manner that renders them available to faculty and students at various geographic sites. The use of Ferris Connect as the online platform in all of the nursing and support courses makes it possible for faculty to avail resources to students, including those who are place bound, through links on the course website. Students entering the program are provided with specifications regarding the minimal requirements for computer hardware as well as software programs that will support online instruction. Whenever a new cohort is started, a hands-on orientation session to Ferris Connect is part of a 4-hour required program orientation that also includes 1) an overview of the MSN program (advisor role, scholarly project, practicum requirements, etc.), 2) information about writing at the graduate level (APA format and scholarly writing), 3) an orientation to FLITE off-site services by our college librarian, and 4) an

orientation to the current graduate courses. The Library computer labs on campus or in the regional offices of the University are used for this purpose. The actual resources for multimedia may vary slightly by site but all have the basic resources that allow the MSN program coordinator to conduct the orientation with faculty and incoming students having access to the internet.

On occasion, students may be offered the opportunity to meet with faculty or their peers face-to-face to enhance the teaching and learning process. These meetings usually occur at a Ferris outreach location closest to the students' home. Most often these sites include three primary locations: Flint, Grand Rapids, and Big Rapids (campus). There are adequate resources and physical facilities available to meet the needs of the students and faculty towards this purpose at all Ferris campus and outreach locations.

In response to an identified need for more support of students in regard to online learning, the nursing faculty were responsible for enlisting the support from the Faculty Center for Teaching and Learning to dedicate their staff to develop a formal plan for students new to the online learning environment. As a result of these efforts, a self-assessment module for readiness for online learning was made available, along with a formal orientation module to the FerrisConnect platform. These modules are incorporated into all courses and the results have been very positive in terms of student feedback and a marked reduction in student attrition early in the program. Once the orientation to FerrisConnect is complete, however, students do not typically utilize campus-based or outreach computer labs, but instead utilize their own private

computers.

Computer Access and Availability

The Dean in the College of Allied Health Sciences and the Director of the School of Nursing ensure that faculty have the resources needed to provide quality instruction. Faculty who teach online may utilize their office, home, and handheld (e.g., Blackberry devices) computers to stay in touch with the teaching and learning environment. Many faculty have personal laptop computers that they carry with them when attending meetings or conferences so they are virtually connected on a regular and consistent basis to meet the graduate students' learning needs. The Director of the School of Nursing also purchased laptop computers which are available for temporary use by faculty who desire a laptop but do not currently have one available. When a specific software program is needed for the MSN program, it is usually purchased.

Other Instructional Technology

Ferris's recent purchase of WebEx has provided an additional resource to support the MSN students. The MSN program coordinator has used this software to conduct virtual meetings with graduate students. Often, as graduate students elevate to the capstone courses at the 700 level, they have more specific questions about the scholarly project and practicum requirements. The MSN program coordinator has met virtually with graduate students using WebEx which has afforded the opportunity to visually provide information about these requirements while having live, interactive discussion. This software will continue to provide new opportunities for virtual meetings

not only with the MSN program coordinator, but with any faculty member who would like to conduct a virtual meeting with a group of graduate students.

Some of the MSN courses use electronic reserves. Faculty can fax reference documents to a number where they are converted into a PDF file. The document then appears on the electronic reserves site where faculty can place it into the course's reserve page. The students can then access these documents directly from the course's Ferris Connect site.

Overall, the students' technological needs are met with the appropriate technology resources. Because most of the technology that the student uses is personally owned, their needs align more with supportive technology for student learning.

Library Resources

The faculty members in the School of Nursing have many opportunities to provide input into the development and maintenance of learning resources. They provide input in regard to the selection of library acquisitions in collaboration with the Health Sciences librarian. When the MSN program was in development, the nursing faculty worked closely with the Health Sciences librarian to determine the additional electronic media and databases that would be needed to support the program. The FLITE personnel worked with the nursing faculty to set up the e-reserves for their respective graduate nursing courses, assuring a smooth transition for both faculty and students.

Books

An annual budget is allotted specifically towards the purchase of print books for the nursing program. Input from the faculty is taken into account when selecting books, as are core lists that include the now defunct *Brandon/Hill Selected List of Print Books and Journals in Allied Health* and the current *Doody's Core Titles* that have assumed the role of providing core lists of books for health and medical libraries. Electronic or online books are available and the budget for these books is in addition to the annual budget for print books. There are many relevant books available online through the library's subscriptions to *ebrary* and *NetLibrary*. *Ebrary* alone contains over 25,000 full-text books that enhances the library's collection and resources available to students and faculty. Also, an online collection of health and medical reference books is available through *Stat!Ref*, as are medical encyclopedias through the *Gale Virtual Reference Library*. More online reference books are being selected on an intermittent basis that further enhances the information resources available to our graduate students.

Journals

The library provides access to nearly 10,000 journals, most of which are online. A search aid used to determine journals subscribed to and their formats can be found on the FLITE website at: <http://www.ferris.edu/library/>.

Databases

Databases relevant to nursing span these subject areas:

- general and multidisciplinary resources

- health and medical resources
- newspaper and news service resources

The Distance Education Librarian is responsible for the provision of library services to faculty and students in off-campus programs. Our library liaison is commendable in her provision of program resources. She travels to all outreach locations, along with the MSN program coordinator, to provide orientation to our online students on using the library, which primarily includes searching and using databases. She also advocates to be placed into the first semester FerrisConnect courses so students have direct access to her as they are learning how to navigate the databases and search for literature. Her discussion area is visited on a regular basis by students during this first semester. Student feedback reveals that she has substantially decreased students' anxiety and frustration related to obtaining literature to support their course work. I feel she makes a substantial impact on retaining our students due to the fact that searching online databases can be an overwhelming and time-intensive task.

The FLITE databases are accessible to valid users located off-campus through use of MyFSU. Other FLITE databases of special interest to nursing students and faculty include: *Academic Press IDEAL Journals, CINAHL, Drug Facts & Comparisons, Health and Wellness Resource Center, Health Reference Center, IDIS, International Pharmaceutical Abstracts, Lexis-Nexis Academic Universe, Lexis-Nexis Statistical Universe, Medline, Natural Medicines Comprehensive Database, STAT!Ref, Electronic Medical Library, and VisionNet*. A complete list of FLITE databases can be found on the library's database access page: <http://library.ferris.edu/alphabetical.html>.

In addition to access to electronic resources, FLITE offers interlibrary loan and document delivery services to off-campus students and faculty. Valid off-campus library users submit their interlibrary loan and document requests through an electronic form on the FLITE website. Services to off-campus students are fully explained on the library's website at <http://www.ferris.edu/library/distanceed/homepage.html>.

Overall expenditures for library information resources have increased substantially over the past five years. Large encumbrances at the end of a fiscal year and prepayments made at the end of one fiscal year for materials received in the following year result in some inconsistency of spending patterns, but clearly the trend over the past years has been increased spending on information resources.

SECTION 5

CONCLUSIONS

The Master of Science in Nursing program began in the Fall of 2004 and just completed its 5th year offering high quality graduate education to nurses. The program has gained an excellent reputation in western and southern Michigan. Our graduates from both the RN to BSN and MSN programs have become our biggest recruiters with our numbers nearing capacity for our current resources. In Fall 2009, a curriculum proposal is being submitted for an RN to MSN track that will accelerate the path for practicing registered nurses to graduate preparation and advanced practice. Although the goal is to continue to expand and recruit more students inside and outside of the Michigan, the program's expansion is currently limited due to faculty resources, particularly at the capstone level.

Relationship to FSU Mission

Ferris's mission is to "prepare students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-base education, Ferris serves our rapidly changing global economy and society". The College of Allied Health Sciences builds upon Ferris's mission as its mission is listed "to prepare students for successful careers in the programs contained therein, to foster responsible citizenship and to promote lifelong learning. The college will partner with healthcare providers and facilities to prepare students for rapidly changing careers." Although at the graduate level this mission may take on a broader meaning, it

is clear based on the responses from the surveys that the Master of Science in Nursing program is meeting both missions. The program has gained a solid reputation for preparing students for successful careers and fosters responsible citizenship and lifelong learning. The program partners with healthcare providers and facilities for the preparation of advanced practice nurses in a rapidly changing healthcare environment.

Program Visibility and Distinctiveness

The MSN program is unique in several ways. First, it offers more flexibility than most graduate nursing programs which was noted to be a strength in the alumni's and current students' surveys. Because the specialty concentration courses are recommended and not required, the students are able to select graduate courses in these majors from the appropriate college (Business, Education, or Nursing) that directly align with their learning and scheduling needs. Students are also able to focus on more than one specialty concentration area while earning their degree and can earn a graduate certificate concurrently from the College of Business when majoring in informatics or apply the administration courses to an MBA degree. Additionally, students are able to take 1-4 courses per semester which provides course selection flexibility to allow working students who may already be in leadership positions to be able to work at their own pace and according to available resources. Adding to this flexibility is that the program is now entirely or mostly online, depending on the major. This change in delivery supported an enrollment growth of 143% from the 2005/06 to the 2006/07 academic year.

A unique second feature of the MSN program is the excellent reputation of the

RN to BSN program throughout Michigan due to its history of being student-centered and high quality. This excellent program is becoming a direct feeder and recruiter for the MSN program. Additionally, the change in our generic nursing program from an associate's to a bachelor's degree and the addition of an accelerated degree path for students entering with another degree will provide more Ferris nursing graduates who may want to transition into the MSN program within the same institution. This claim is substantiated by our alumni and current students who attended Ferris for their bachelor's degree (100%-alumni; 36% current) who stated they chose Ferris's MSN program because they had previously attended Ferris for their undergraduate degree. The addition of the RN to MSN accelerated trajectory will expand the MSN program's visibility by directly attaching it to the RN to BSN program that already has a high quality reputation and state-wide visibility. The RN to MSN program is also only currently being offered at 3 other universities in Michigan, as well as online through Walden University. Thus, the addition of this track will enhance the visibility and distinctiveness of the MSN program.

Our current biggest competitor is Western Michigan University which offers an MSN degree with two of the same majors in nursing administration and nursing education. Because their degree consists of an additional 6 credits, our degree is more competitive. Although there are two virtual universities, the University of Phoenix and Walden University, that offer an MSN program similar to our graduate program offering, these programs are disadvantaged by not being brick and mortar institutions. Thus, their degrees may not be as highly revered. Additionally, both programs are slightly heavier

in credits (39 and 41 credits, respectively) making our MSN program again more competitive and marketable.

The visibility of the MSN program is being increased by the employers who are hiring and promoting our current students and graduates. Further, the advisory board supported that the MSN program is viewed positively in the state of Michigan, Ferris's MSN graduates compare favorably to graduates from other graduate nursing programs, and the MSN program is relevant within the current health care delivery system. Our satisfied employers, alumni, students, and advisory board members will continue to enhance our MSN program's visibility.

Program Value

The surveys revealed that 100% of the alumni and 92% of the current students would choose Ferris again for their graduate school. This duplicative selection demonstrates the value students and graduates place in the MSN program. By providing employees with excellent critical thinking, ethical decision-making, problem solving, leadership, knowledge, and communication skills; as well as the ability to share research, implement evidence-based practice, synthesize theory, address issues central to nursing, and advance the profession, health care agencies gain competent nurses.

Our alumni and current students represent three specialty areas of great need within nursing that enhances the value of the MSN program. The nurse educator focus draws the greatest number of students (via the surveys, 71% of graduates; 68%

current), due to a need for more nurse educators because of the nursing shortage. As noted previously, 147,465 qualified students were rejected from nursing programs nationally in 2005 because nursing schools were unable to accommodate more students. In Michigan, only 4,415 out of 8,713 qualified applicants were able to start their nursing education in the 2005/06 academic year due to a lack of faculty being the number one reason for this lack of accommodation. The alumni and current student surveys revealed that the education specialty track is the largest area of interest (71%-alumni; 68%-current) due to this continuing need.

There is also a need for more nurse administrators as new roles across a continuum of services in multiple settings offer new challenges and leadership opportunities. The need for more nurse administrators was supported by the advisory board who represent the employers of our graduates. Because the practice arena may recognize a business graduate degree (e.g., MBA) above a nursing graduate degree and nurses are hired into management roles without a master's degree, our enrollment in this specialty track has been stable (14%-alumni; 12%-current). Sometimes, the MSN students will consider adding the administration specialty track to their specialty concentration in education as they often aspire to also become an administrator, desiring to acquire the knowledge and skills for both roles.

The informatics nurse specialist as the youngest of the nursing specialty roles is the nurse expert needed to bridge the current gap that exists between nursing and technology/information. Because of this need, the emergence of nursing informatics programs has increased dramatically in the last few years. However, because there are

still only a few programs available in Michigan or online, our MSN program is valuable to nurses who want to prepare for this role. The value of the informatics focus is supported by an advisory board member's reflections of the informatics focus being one of the strengths of the program, an employer noting that having an informatics track was very forward thinking, and the majority of the advisory board members who supported a need for more MSN prepared nurses in the field of informatics. The enrollment in this specialty track has also been stable (14%-alumni; 16%-current). This stability in enrollment could be due to the newness of this specialty area and nurses not clearly understanding the applicability or need for this role. Interestingly, if a student pursues a dual specialty emphasis, they have paired education with informatics because of the amount of education that occurs within the informatics role in teaching others about or how to use technology.

Enrollment

The enrollment trends demonstrate the program is growing every year and will continue to increase with the addition of the graduates from our new generic program (who will graduate its first cohort in May, 2010) and the accelerated BSN program (who had its first graduates in December, 2008) who decide to continue with their education, in addition to the nurses who will desire to enter the RN to MSN track. Although the new BSN graduates will need to transition into practice for a couple of years, when they are nearing their 2 year practice requirement for MSN entry, we should begin to see some of them interested in pursuing their graduate degree and applying to the MSN program. Additionally, with the nursing shortage expected to continue for several years, there will

be a continued need for nurse educators, nurse administrators, and informatics nurse specialists to replace the aging population of nurses who will continue to leave the workforce.

As the alumni and current students' surveys revealed, students' reasons for pursuing the degree are diverse. For example, although the goal for many of them is to pursue teaching at the college level, many see the MSN degree making them more employable, helping them to a promotion, improving their job performance, providing the advanced education necessary to seek other positions, and providing an opportunity to pursue a PhD degree or enhance their professional development. The survey findings that the graduates are able to meet these outcomes by pursuing doctorates, being promoted, becoming more employable, and obtaining positions that require an MSN degree substantiates these goals.

The retention of graduates is good ranging from 71% to 91% per academic year. Some of the students left the program when they discovered the program was too rigorous for their ability, needed to take on additional family or work responsibilities, perceived they were too old to continue, pursued a different career goal, or changed their major. Again, it is important for the program to find ways to increase the support to the ethnic minority students so they can be retained to graduation.

Characteristics, Quality, and Employability of Students

The demographics of our current students and graduates reveal that the majority of them attend graduate school on a part-time basis. This is due to the majority of them

(86%-alumni; 72%-current) being employed full-time while pursuing their graduate degree. This trend will continue due to the employability of nurses who may be the only person in the family able to secure work or a substantial wage in this challenging economic environment. Additionally, because the surveys revealed that graduate nursing students need to pay 50% or more of their graduate school expenses (86%-alumni; 48%-current) out of their own pocket and there is an increasing dependency on financial aid (32% of current students receiving half or more of expenses paid where 29% of alumni received less than half of their expenses paid), they need continual employment to do so. Further, often current employers will reimburse working nurses for some of their education expenses, which is reflected by 43% of the alumni claiming to have received at least some of their expenses funded by their employer.

Additional demographics reveal that the majority of our graduate students are women and White/Caucasian which is expected in a profession that is dominated by women and mainstream ethnicity. It is important however not to ignore the African-American women who either chose to pursue their degree elsewhere or decided the program was not a good fit for them. Because it was noted that the current writing center does not address graduate students' needs, more writing support might be a resource that can help retain minority students who may be disadvantaged by poor writing skills.

The surveys revealed a recent trend in the last year of an increasing number of younger nurses entering the MSN program with 31% of them noting they were younger than 40 years of age, which is below the average age of 46.8 years for practicing

nurses. Because there is a dire need for nurses prepared at the graduate level, it is encouraging to see younger nurses entering the program who will sustain in the practice arena longer than nurses who will reach the retirement age in the next 10-20 years.

The quality of students is reflected by the majority of students who enter the MSN program with an undergraduate GPA of 3.5 or higher and graduate with a GPA between 3.76-4.0. Clearly the removal of the GRE and BSN degree as admission requirements have not affected the quality of the current students and alumni and their ability to be successful. In contrast, the removal of these requirements was one of the reasons why some of the current students chose Ferris as their MSN program and probably contributed to why both the alumni and current students were satisfied with the admission's process.

Unfortunately, even with the high caliber of students in the MSN program, there are few scholarly activities that can be pursued while a student is pursuing their degree beyond presenting their scholarly projects at the Kappa Epsilon Spring Research event or being inducted into Sigma Theta Tau International Honor Society for nurses. There is a need for funding to be available to assist students in presenting their scholarly work or attending a national conference in their specialty area. It would be sad to have the only scholarly endeavors occur after students earn their master's degree.

The employability of the MSN graduates was reflected in the alumni survey. Findings from this survey revealed that although some of the graduates were employed in their specialty concentration area, some of them were not pursuing or securing positions in their chosen role immediately upon graduation. One reason for this lack of

chosen employment was due to an unsatisfactory salary in the desired role which was noted by a nurse who was making a larger salary as a supervisor than she could earn as a nurse educator. Another reason was that an alumni's goal for her degree was personal professional development rather than to change her role. Additionally, the wide application of the nursing informatics skills to positions beyond the nursing informatics specialist role provides opportunities to secure or remain in positions outside the traditional role, such as the informatics major who remains as a quality assurance analyst but is able to utilize her database and technology competency in this role. Other reasons may be that there might have been a change in one's goals or unwillingness of the alumni to change geographic locations to secure the role. An additional factor is that most colleges or universities do not require a nurse to have majored in nursing education to become a nurse educator. The lack of this requirement provides an easy avenue for graduates to transition from the informatics or administrative specialty areas into nursing education.

Because the current student survey revealed that 80% of the current students are already in leadership roles, in the future we may see more students making lateral moves or staying in their roles but earning a higher salary. It was suggested by alumni to have more career assistance provided to assist graduates in finding employment opportunities. It will need to be seen whether this is only a prior need of the previous graduates or will be a recurring need.

Quality of Curriculum and Instruction

The majority of students and alumni and all of the faculty stated they were

satisfied with the quality of instruction in the MSN program. It was not surprising that overall the alumni rated the quality of instruction higher than the current students. This finding may indicate that the alumni have had more time to reflect on the quality of instruction in relation to their real world experiences. Further, the stress and challenges associated with attending graduate school can influence a student's current perceptions.

The advisory board and employer perceptions did not focus specifically on the quality of instruction, but rather on the program's outcomes and relevance of the program's content to the health care community. These surveys indicate that the majority of employers were satisfied with the core outcomes of the MSN program. The advisory board surveys indicate they perceive the MSN degree as relevant to the current health care delivery system and that the quality of MSN graduates compares favorably to graduates from other graduate nursing programs.

The four hour orientation that is required of all graduate students upon entering the program contributes to the students' success. Both alumni and current students were satisfied with the quality of this orientation as preparation for the MSN program. Additionally, all of the current students and the majority of the alumni were satisfied with their access to academic advising which contributes to students' retention in the program.

As noted previously, there are four courses, two core and two nursing education courses, which need to be updated to reflect the most current issues and trends in nursing and education. These four courses are currently being revised by faculty who

have recently taught them or are preparing to teach them for the first time in the fall semester.

Composition and Quality of the Faculty

The alumni, current students, and advisory board members view the composition of faculty as high quality, noting the availability of knowledgeable educators who care about students' progress and careers as a strength of the program. The communication between faculty and students was also noted by the current students to be a strength of the program. It was noted however in the advisory survey that there could be more diversity, which is a challenge in a homogenous profession where the majority of its members are women and Caucasian. There has been some transition of faculty out of the School of Nursing in recent years, due to retirement or for other reasons. One of the faculty members who left was ethnically diverse and male. Although this transition of faculty has brought less diverse faculty into the fold, the transition has provided an opportunity to update and revamp courses that were perceived as lacking rigor.

Because there is a paucity of nursing faculty who are prepared at the doctorate level, it is challenging to secure and hire faculty who have this credential. Thus, only three faculty members who currently teach in the graduate program in the School of Nursing have their doctorate degrees. More faculty are clearly needed to support growth in the program with more experienced graduate faculty needed especially at the capstone level.

Additional Recommendations

Overall, the program review indicates that the Master of Science in Nursing degree is a successful venture. This program is providing knowledge and skills in a market of increasing need. The program is gaining a high quality reputation in expanding geographical areas. The key to continued success is to build upon what has been established, as well as create new opportunities for growth. One of the major areas of concern is the lack of a place within the university to support and administrate graduate education that distinguishes this level from undergraduate education. Although the University Graduate Professional Council was established in 2001 to provide collaborative and policy building opportunities between graduate and professional degree programs, its ability to support and advance graduate education is limited without an administrative link. Please see some additional concerns or elaboration on concerns presented in the above areas below:

1. To continue to build the quality reputation of the MSN program, the quality and amount of graduate faculty need to continue to expand. All graduate faculty should be active in academic pursuits which include an active research agenda, grant activity, and publications in peer-reviewed journals, as well as stay current in practice. The hiring of faculty meeting these standards should take precedent. However, the current availability of faculty at this standard is limited due to the amount of nursing faculty available with or near doctorate completion, the depressed economic climate in Michigan that does not easily draw candidates, and the lack of a research focus and the rural location of the university. It is

expected that the junior graduate nursing faculty who are completing their doctorate degree will continue in their academic pursuits beyond their dissertation while they gain more experience teaching at the graduate level. While junior graduate faculty continue to develop, it is also expected that faculty with a doctorate degree will continue their scholarly pursuits or take a more active role in scholarship and stay current in practice.

2. Adequate resources are needed for graduate students to support their scholarly work. Although the electronic holdings in FLITE have greatly increased in the last few years, the current limited licenses in some of the databases are a barrier to students who cannot access these holdings in a timely way. Therefore, the licenses on some of the databases need to be extended to accommodate more students at a time.
3. Scholarships for graduate nursing students are limited and often only focus on the nurse educator role. To recruit and retain more students, there should be more scholarship opportunities available for students in all nursing specialty areas.
4. The current method of student evaluation in FerrisConnect is inefficient. Although the Student Assessment of Instruction is delivered via the student's Ferris email, the students have reported many challenges with being able to access the link and complete the assessment. Additionally, there is no current avenue for faculty to track student participation so the response is low. Thus, since changing to FerrisConnect, there has not been an efficient process in place

for student evaluation in a course that is delivered completely online. The dissatisfaction of students with not having an opportunity for student evaluation was reflected in the current student survey. Therefore, the SAI evaluation process needs to be updated to make it more student- and user-friendly.

Otherwise, students will continue to lose their voice and be frustrated and faculty will continue to not have the opportunity to receive feedback to improve their instruction.

5. There were a couple of suggestions by current students and faculty to offer a computer course prior to entry into the MSN program. A course offering like this could assist students in learning APA, navigating FerrisConnect, and gaining skills related to the use of technology (creating and narrating a PowerPoint presentation, creating a word document, accessing databases in FLITE, etc.).

The challenge with offering a computer course is that it would add credits which would not directly count towards degree completion, increase the financing needed to complete the degree, and require available faculty who would be available to teach the course. If it was offered in the semester prior to when the student entered the MSN program, it could also delay entry. Thus, at this time, the addition of this course needs further discussion by faculty and administrators to determine its feasibility.

7. There was a suggestion by current students to have improved communication related to the comprehensive exam and capstone work. The MSN Program Coordinator/Advisor recently began holding WebEx sessions about the

comprehensive exam and capstone work, inviting students who are scheduled to begin their 700 level capstone courses in the following semester. Because the first couple of sessions were very well-received, this process will continue.

8. There were suggestions from current students to have administration courses with a nursing focus. This addition has been previously discussed by the faculty and administration. Due to the limitation in the number of current graduate nursing faculty, this course development has not occurred. The hope is that as the amount and experience of graduate faculty continue to grow, there will be faculty available to develop and teach courses in both the informatics and administration specialty area that have more of a nursing focus, such as the courses currently offered in the education specialty area.

In ending, the Master of Science in Nursing program is gaining a solid quality reputation, but can become a leader state-wide and eventually on the national level. In order for this to occur, the above resources (faculty, access to databases, scholarships, writing support for graduate students, funding for graduate students' scholarly endeavors) must be addressed.

FERRIS STATE UNIVERSITY
COLLEGE OF ALLIED HEALTH SCIENCES
SCHOOL OF NURSING

**HANDBOOK FOR GRADUATE
NURSING STUDENTS**

Supplement to the Ferris State University Student Handbook

AUGUST 2008

TABLE OF CONTENTS

ACADEMIC ADVISING.....	2
ACADEMIC TRANSCRIPTS.....	2
ADMISSION CRITERIA.....	2
AFFIRMATIVE ACTION.....	3
ANA STANDARDS.....	3
ATTENDANCE.....	3
COMPREHENSIVE EXAM.....	3
COMPUTER REQUIREMENTS.....	3
CONDITIONAL ADMISSION.....	4
CONFIDENTIALITY.....	4
COURSE MATERIAL.....	4
CREDIT HOUR DEFINITION.....	4
CURRICULUM SEQUENCE.....	5
GRADING SCALE.....	5
GRADUATION REQUIREMENTS.....	5
HARRASSMENT.....	6
PHILOSOPHY OF NURSING PROGRAMS.....	7
PLAGIARISM.....	9
PRACTICUM REQUIREMENTS.....	9
PROBATION/DISMISSAL.....	9
SCHOLARLY PROJECTS.....	9
STUDENTS.....	10
Rights.....	10
Responsibilities.....	10
Conflict Resolution.....	10
STUDY ABROAD OPTION.....	12
SUSPENSION.....	12
TRANSFER CREDIT.....	12
WRITING STYLE REQUIREMENT.....	12

ACADEMIC ADVISING

A nursing faculty member will be assigned as a graduate student's advisor. Graduate students should discuss their plan for program progression with their assigned advisor as needed who is available by telephone or e-mail.

ACADEMIC TRANSCRIPTS

Request an official academic transcript from:

Records Office
Center for Student Services
Ferris State University
1201 S State Street
Big Rapids MI 49307-2020
(231) 591-2792

or online through *MY FSU*.

ADMISSION CRITERIA Nursing Education Certificate Program

The following criteria have been established for the Certificate Programs in Nursing:

1. BSN degree – 3.00 GPA or higher
2. Licensure as a Registered Nurse
3. Professional Goal Statement (writing sample)
4. Official Transcripts (from BSN and/or MSN)
5. Completed Application Form

ADMISSION CRITERIA Master's Program

The following criteria have been established for the MSN Program in Nursing:

1. BSN degree – 3.00 GPA or higher
2. Licensure as a Registered Nurse
3. Two (full-time) years of clinical nursing experience
4. Professional Goal Statement (writing sample)
5. Three (3) professional references
6. Curriculum Vitae or resume
7. Official transcripts
8. Completed Application Form
9. International Students: TOEFL – minimum score of 550

AFFIRMATIVE ACTION STATEMENT

Ferris State University affirms its steady commitment and dedicated efforts to provide equal employment opportunity as described by federal and state laws, the Affirmative Action Program of the University, and other pronouncements made by its President. Ferris State University will ensure equal opportunity without regard to race, creed or religion, color, national origin, sex, age, marital status, height weight, sexual preference, veteran status, handicap, or other characteristics which cannot lawfully be the basis for educational or employment opportunity.

AMERICAN NURSES' ASSOCIATION STANDARDS

Ferris State University's Nursing graduate students are expected to abide by the standards set forth in the American Nurses' Association Code for Nurses and the American Nurses' Association Standards of Nursing Practice. These documents are available through the American Nurses' Association.

ATTENDANCE

Ferris State University's graduate nursing students are expected to participate in all learning experiences. **Absences from any learning experience may result in a lowered grade** (as determined by individual faculty as indicated in his or her course materials) and, thus, may jeopardize one's progression in the program.

COMPREHENSIVE EXAM

All MSN students will be required to take a comprehensive examination after completion of all core and specialty course credits. This examination offers an opportunity for the student to integrate knowledge between nursing and his or her chosen specialty area, demonstrating knowledge proficiency before advancing to the scholarly project and practicum learning activities. This examination is offered twice an academic year, on November 1st and April 1st. The student will take the examination on the date that is closest to the time they have enrolled in NURS 710. In this 700 level course, the student will have the opportunity to practice writing essays and receive feedback in preparation for the exam.

COMPUTER REQUIREMENTS

Because this is an online program, it is important for graduate students to have supportive technology. Student's technical requirements: **reliable Internet access and a PC computer with Internet Explorer (5.0 or higher) or with Netscape Navigator (6.2 or higher) with fast internet access (DSL or cable connection is recommended)**. Because computer hardware requirements change, students should have minimum system requirements at their entry into the program. Software requirements include 1) **Microsoft Word** for creation of scholarly papers, 2) **Microsoft PowerPoint** for creation of scholarly presentations, and 3) **Adobe Acrobat Reader** (5.0 and higher) to open, read, and print scholarly articles. Students must also be registered for the course through Ferris in order to gain access to the online course site and have a valid Ferris State ID access and password. Ferris State University uses the FerrisConnect platform to provide the online course infrastructure. It is strongly recommended that students are familiar with

basic computing skills and **review the on-line tutorial for navigating FerrisConnect prior to beginning their graduate course work.** You also will need a microphone headset for creating audio presentations to upload online. This supportive technology will help the graduate student complete the online course requirements.

CONDITIONAL ADMISSION

Conditional Admission may be granted in cases where selected admission criteria have not been demonstrated. The Graduate Program Coordinator will make recommendations regarding conditional admission to the Director of the School of Nursing, whose approval is required. Continued admission will be conditional based on the student's meeting the following requirements in the MSN program. If a student is admitted with:

- a. a GPA of less than 3.00, the student must successfully complete 9 semester hours of graduate work with a 3.0 GPA to qualify for regular admission
- b. undergraduate deficiencies, the student must clear any deficiencies in his/her undergraduate education before 9 semester hours of graduate work has been completed
- c. TOEFL scores between 500-549, the student must enroll in and successfully complete recommended ESL courses or may retake the TOEFL exam

Special enrollment will be permitted for students who are not planning to become candidates for a graduate degree in the MSN program. Special enrollment will be permitted only on a semester-by-semester basis and is subject to program approval.

CONFIDENTIALITY

Materials prepared by students relating to course assignments must conform to ethical standards of confidentiality and the client's right to privacy.

Students and faculty may not take any patient records, notes, or any identifying data out of a clinical agency on paper [must be shredded] or electronically.

In addition, information regarding student records is covered by the Privacy Act of 1974. Therefore, student files are private and most information may not be released without consent of the student.

COURSE MATERIAL

Each nursing course has course materials and required texts which are available through MBS, an online bookstore contracted by the University. Information about ordering course materials is given when the student registers.

CREDIT HOUR DEFINITION

Students will participate in interactive online learning for the equivalent of 50 minutes of learning activities per credit hour per week. However, based on the student's background and experience,

the actual time in learning activities may vary. In the capstone advanced specialty role practicum course, 300 hours of practice experience are to be completed in the specialty role to prepare the graduate student adequately for role entry and certification.

CURRICULUM SEQUENCE

The curriculum sequence is ordered to maximize skills and knowledge development. Some courses have co- or pre-requisites. Therefore, deviation from the identified course sequence may result in difficulty in progressing or meeting graduation requirements. Please check with your nursing advisor before omitting, substituting, or delaying any course.

GRADING SCALE

The grading scale for all nursing (NURS) courses is:

Letter Grade	Honor Points per Credit Hour	Numerical Grade
A	4.0	95 - 100
A-	3.7	92 - 94
B+	3.3	89 - 91
B	3.0	85 - 88
B-	2.7	82 - 84
C+	2.3	79 - 81
C	2.0	75 - 78
C-	1.7	72 - 74
D+	1.3	69 - 71
D	1.0	65 - 68
D-	0.7	62 - 64
F	0.0	61 and below

GRADUATION REQUIREMENTS

To meet the requirements for graduation, the MSN student must meet all of the required program conditions and requirements as outlined below:

1. A cumulative grade point average of 3.0 must be maintained in the MSN program.
2. Can be no more than a minimum of 2 grades of 2.0 or "C" in any courses.
3. No grade below "C" is acceptable for graduation.
3. A minimum of 70% of the credits must be earned at Ferris State University.
4. Successful completion of all required coursework as outlined in the curriculum plan.
5. Successful completion of the scholarly project.
6. Successful completion of the practicum experience.
7. Successful completion of the professional portfolio.
8. Successful pass of the comprehensive exam.
9. No more than 6 hours of independent study/special topics.
10. There is a time limit of five (5) years from first enrollment in a graduate class. An extension may be granted in extenuating circumstances.

HARASSMENT

Any person who believes he or she has been subjected to harassment of any kind (sexual, racial or otherwise) should approach the individual to whom they believe is responsible. He or she should identify the specific behavior, explain that he or she considers the behavior to be offensive and/or harassing, and ask the individual to stop the behavior. If assistance is needed to approach the individual, contact an Academic Dean, the Dean of Students, the Director of Minority Student Affairs, or the Director of Affirmative Action.

If approaching the individual is not possible, (i.e., you are uncomfortable or uncertain as to how the situation should be handled or you are concerned the situation may become volatile), or does not resolve the matter, it should then be reported immediately to an Academic Dean, the Dean of Students, the Director of Minority Student Affairs, the Director of Student Judicial Services, or the Director of Affirmative Action. If, for some reason, you are uncomfortable discussing your situation with any of these individuals, please report your situation to any member of the University administration. The circumstances surrounding the matter will be fully investigated, including the nature of the harassment and the context in which it occurred.

All reports of harassment and subsequent investigations will be kept as confidential as possible. Anyone found to have violated this policy will be subject to discipline up to, and including, discharge or dismissal that may include, but not be limited to, official reprimand, official apology, sensitivity training, and/or other disciplinary action including dismissal. Likewise, because intentionally false accusations of harassment can have serious effects on innocent people, anyone found to have intentionally falsely accused another person of violating this policy would be subject to discipline up to and including discharge or dismissal.

Sexual Harassment – Using the definition contained in the Equal Employment Opportunity Commission guidelines, adapted to include educational environments, sexual harassment is defined as follows:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement;
2. submission to, or rejection of, such conduct by an individual is used as a factor in employment or academic decisions affecting such individuals;
3. such conduct has the purpose or effect of substantially interfering with an individual's work or academic performance, or creating an intimidating, hostile, or offensive working, living, or academic environment.

While sexual harassment most often takes place in situations of power differential between the persons involved, sexual harassment may also occur between persons of the same status (e.g., student-to-student). The person exhibiting sexually harassing conduct need not realize or intend the conduct to be offensive for the conduct to constitute sexual harassment.

Racial Harassment – includes any conduct, physical or verbal, that victimizes or stigmatizes an individual on the basis of race, ethnicity, ancestry, or national origin. Such behavior could involve any of the following:

1. The use of physical force or violence to restrict the freedom of action or movement of another person, or to endanger the health or safety of another person;
2. Physical or verbal conduct intentional or otherwise that has the purpose or effect of (or explicitly or implicitly threatens to) interference with an individual's personal safety, academic efforts, employment, or participation in University-sponsored activities.
3. The conduct has the effect of unreasonably interfering with an individual's working, learning, or living environment.

The attributes of racial harassment described above are also the attributes of most other types of harassment that can occur. Harassment may be based upon a person's status that is protected by law (i.e., religion, veteran status, handicap, etc.), or may be for some other reason not specifically covered by law. In any event, harassment of any type is not acceptable at Ferris State University.

Ferris State University Board of Control Policy 11/14/00.

PHILOSOPHY OF NURSING PROGRAMS

The faculty believes that each individual is a highly complex, unified whole in continuous interaction with an ever-changing environment. Each individual is worthy of quality nursing care and has rights and privileges that must be respected including the right to make decisions regarding health care.

The faculty considers health to be a state of physiological, psychological, sociocultural, and spiritual well-being and is the goal of all nursing activity. Health is a dynamic state as defined by the individual in different realms of well-being.

The faculty views society as the context within which the client and nursing interact. Society is composed of multiple subsystems designed to provide for the basic human needs of protection, education and enculturation. The basic unit of this social structure is the family, as defined by the individual. Families and individuals unite into groups and communities based on commonalties or needs. Diverse societal norms and characteristics serve as a basis for nursing practice.

The faculty believes that nursing is a unique, dynamic interpersonal endeavor committed to assist individuals, families, groups, and communities in maintaining and promoting health, preventing illness, and maximizing potential. The goal of nursing is to facilitate client movement toward optimal well-being across the life cycle through the application of the nursing process. Nurses make judgments and use skills based on evidence derived from

behavioral, scientific and nursing theories. Nurses accept the legal, ethical and social standards of their profession and are accountable to the client, the nursing profession and society.

The faculty believes that nurses in society fill multiple roles caring for diverse clients in a variety of settings. The setting and scope of practice are determined by academic preparation and experience.

The faculty believes that the Associate Degree or Diploma prepared nurse provides direct nursing care of clients with an apparent or impending health need precipitating client problems. The nurse prepared at this level employs critical thinking and the nursing process to collaboratively guide the provision of care for clients in a structured setting.

The faculty believes that the Bachelor's prepared nurse provides direct and indirect nursing care for diverse clients with health promotion, risk reduction and disease management needs. The nurse prepared at this level guides the provision of comprehensive nursing care for clients including individuals, families, groups, and communities in a variety of structured and unstructured settings.

The faculty believes that the Master's prepared nurse provides leadership to directly influence nursing practice. The nurse prepared at the graduate level has acquired advanced specialized knowledge and skills to provide or guide practice in a variety of settings.

The faculty believes learning is an internal, self-directed, lifelong process resulting in behavioral change. Individuals learn in a variety of ways, building on previous knowledge and skill. Faculty has a responsibility to design, facilitate, and evaluate learner-centered experiences. Critical thinking and problem solving stimulate changes in behavior resulting in students' and graduates' fulfillment of their ethical, legal, and societal nursing responsibilities.

The faculty believes that educational experiences designed to promote professional behaviors include professional development and service which are considered to be intrinsic elements of nursing. It is further believed that these behaviors are learned through guided experiences and through modeling of behaviors by faculty.

The faculty believes that an evaluation plan is required to assure quality of the educational program. This evaluation plan must be developed in collaboration with the University evaluation plan and include the regular collection of data, the thoughtful assessment of that data, and the use of the data in ongoing program planning and improvement.

PLAGIARISM

Plagiarism is “the taking of ideas, writings, etc. from another and passing them off as one’s own”. This practice is not acceptable to the University, the College, the Nursing programs, or to the instructors. In an academic setting, this is equivalent to grand larceny. Severe consequences will result and may include: failure in the project or in the class, dismissal from the program and/or dismissal from the University.

PRACTICUM REQUIREMENTS

All graduate students will complete a 300 hour supervised practicum experience in their chosen specialty role. This practicum will occur during the final capstone practicum course. Students will create a proposal for both the scholarly project and practicum experience where at least one preceptor will be chosen & approved to guide and supervise the student's experience.

PROBATION/DISMISSAL

1. Students will be placed on academic probation in the MSN program if any of the following conditions occur:
 - A grade of less than a “C” is earned in a graduate course.
 - The overall GPA drops below 3.0.
2. Courses where a grade of less than 2.0 or “C” is earned will not count towards graduation and must be repeated.
3. No more than two courses may be repeated in the MSN program.
4. Students may be academically dismissed from the MSN program if any of the following conditions occur:
 - A grade of less than 2.0 is earned in two or more graduate courses.
 - A grade of less than 2.0 is earned in two or more attempts in the same graduate course.
 - The student is unable to raise the overall GPA to 3.0 or higher after two semesters.
5. Students who are academically dismissed from the program are not eligible for re-entry into the program.
6. Students with extenuating circumstances may appeal their dismissal from the program, as outlined in the CAHS Student Conflict Resolution Policy.

SCHOLARLY PROJECT

Students are to complete a scholarly project as part of their capstone experience in the MSN program. Students will create a proposal for both the scholarly project and practicum experiences. Some examples of appropriate scholarly projects could be:

- a. Select a problem related to nursing and healthcare and write a scholarly article for publication in a professional nursing journal (using the author's guidelines for that journal)
- b. Implement & evaluate a continuing education program for a targeted nursing audience at a healthcare agency

- c. Implement & evaluate a new evidence-based clinical protocol or nursing practice guideline related to a procedure, intervention, piece of equipment, etc. for a targeted nursing audience at a health care agency
- d. Implement and evaluate a new evidence-based program related to nursing or patient care
- e. Implement and evaluate a course pack related to a specific nursing course which includes the syllabus (containing learning objectives, evaluation methods, and assignment guidelines) and other course materials. Note: a course can be utilized that already has objectives, but the teaching and learning methods and process for evaluation must be created.
- f. Develop and administer a series of nursing tests in the NCLEX format and have the tests analyzed with interpretation. Evaluate the results.
- g. Implement and evaluate a new piece of software related to nursing practice
- h. Implement and evaluate a new database for measuring outcomes related to nursing practice
- i. Implement and evaluate a new evidence-based policy related to nursing practice

STUDENTS

RIGHTS

As a student at Ferris, you have the right to:

- Be treated as an adult
- Be treated with respect
- Know the instructor's expectations for you in the class
- Know the grading scale
- Obtain a written syllabus
- Know all class policies (attendance, etc.)
- Know the instructor's office hours
- Know all safety procedures (if applicable)

RESPONSIBILITIES

As a student at Ferris, your responsibilities include:

- To attend class on a regular basis according to the requirements set forth in the instructor's syllabus
- To be on time for class
- To be prepared for class
- To wear appropriate clothing to class
- To use appropriate language in class
- To take responsibility for your own learning
- To adhere to the academic honesty policies
- To respect all points of view, everyone's rights and feelings

If a student fails to fulfill his/her classroom responsibilities, such behavior may reflect negatively on his/her grade in the class, and/or disciplinary action may result.

CONFLICT RESOLUTION

CAHS Policy 5.0 Student Conflict Resolution:

When a student has a conflict with a grade, internship or other student/faculty issue, it is the responsibility of the student to use a progressive procedure on resolving the conflict. The following policies provide a step-by-step means of resolving student/faculty conflict. Individual programs may have other specific steps for resolving student/faculty issues.

- 5.1 The first step in resolving a grade, internship or other student/faculty issue is for the student to talk to the faculty member about the situation. There may be a simple remedy (e.g., a calculation error and the faculty member can make the correction with a change of grade form). The student and faculty member must try to resolve the conflict within five business days of the initial meeting of the student and faculty member. All discussions will be written and placed in the student's file on a standard form. If the conflict is not resolved between the student and faculty member within five days, the next step is for the student to meet with the faculty member and his/her Department Head.
- 5.2 After reading the documentation between the student and faculty member, the Department Head will meet with the student and faculty member to hear both sides of the situation and research the issue as needed. The Department Head will make a decision on the issue and inform the student and faculty member in writing within five business days of the meeting. If the student does not agree with the decision, he or she may petition the Dean.
- 5.3 After reading the documentation between the student and faculty member, and the Department Head's decision, the Dean will meet with the student, faculty member and Department Head to hear all sides of the situation and research the issue as needed. The Dean will make a decision on the issue and inform the student, faculty member and Department Head in writing within five business days of the meeting.
- 5.4 If the student does not agree with the decision of the Dean, he/she may petition the office of the VPAA according to the respective policies and procedures of that office.
- 5.5 According to FSU Academic Policy 04:4, Students have one year to appeal a course grade. After a year, grades cannot be changed. All other issues must be resolved within the semester the issue occurred or within the following semester at the latest.

Table 1. Steps in the Student/Faculty Conflict Resolution: Progressive Only if Required

<u>Steps</u>	<u>Parties Involved</u>	<u>Timeline (Business Days)</u>
Step 1. Student meets with Faculty Member	Student/Faculty	5 days

	<i>Time allowed between Step 1 and Step 2</i>	5 days
Step 2. Student meets with Faculty/Dept. Head	Student/Faculty/Dept. Head	5 days
	<i>Time allowed between Step 2 and Step 3</i>	5 days
Step 3. Student meets with Faculty/Dept. Head And Dean	Student/Faculty/Dept. Head/ Dean	5 days
Step 4. Student petitions Office of the VPAA	Student and Appropriate Representative of VPAA	According to VPAA Policies/Procedures

In all cases for steps 1 to 3, if the issue occurs at the end of the semester, the business day count will continue into the next semester, including summer semesters.

STUDY ABROAD OPTION

Students may choose a study abroad course, NURS 616: Increasing Cultural Competence in the Nurse Leader, as an elective course within their specialty role concentration area. Current countries where the study abroad option has been offered include Finland and New Zealand. The available countries may expand or change depending on current contracts with Ferris State University. Students will be notified each academic year of the current offerings. If students are interested in this elective option, however, they are encouraged contact their academic advisor for more information.

SUSPENSION

A student may be suspended for a specified or an indefinite period of time for misconduct. When readmitted, he/she is placed on disciplinary probation*.

*Ferris State University Student Handbook

TRANSFER CREDIT

A student has the opportunity to transfer into the MSN program 30% of the total credits (a total of 11 credits in a 36 credit program) from an accredited university. The student must formally request to have the courses considered for transfer credit by approaching the MSN Program Coordinator with a specific request. Each course syllabus must then be submitted for review where the MSN Program Coordinator will make a decision on whether the course is transferable based on its equivalency in content, structure, and hours. Students are advised to not take a course if they are waiting for a determination on transfer credits. Once an equivalent course has been taken, the student will lose the opportunity to receive transfer credits for that course.

WRITING STYLE REQUIREMENT

The current edition of the American Psychological Association Manual is the accepted departmental format for any papers submitted in any nursing course.

**FERRIS STATE UNIVERSITY
NURSING PROGRAM**

GRADUATE NURSING STUDENT HANDBOOK

This acknowledges receipt of a copy of the Ferris Handbook for Graduate Nursing students. I understand that it is my responsibility to read and understand the content herein, and any additional supplements which I may receive while enrolled in the Nursing program. I assume responsibility for abiding by the policies and statements in the Handbook.

Signature

Date

Name Printed

Nursing Graduate Program Alumni Survey

The Ferris State University School of Nursing is conducting a program review regarding graduate student success in the nursing specialty roles of education, informatics, and administration. Please take the time to respond to the following questions. Your responses to the following questions will be very helpful and your time is deeply appreciated. If you have changed your address, please contact the Dept. of Nursing at 231-591-2259 to update your address so we can keep in touch with you.

Q1 Please rate your level of satisfaction with each of the following areas related to your overall graduate experience.

	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied	No experience/Not Applicable
Ease of admissions process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of orientation as preparation for MSN program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clarity of degree requirements for completing MSN degree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunities for student evaluation of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of holdings accessible online at FLITE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of textbooks used in core nursing courses (500 level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality & availability of technological support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of students in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ease of registration for courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to grades online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to academic advising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Timely communication about program changes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall quality of core nursing courses (500 level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall quality of nursing capstone courses (700 level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rigorous expectations in core nursing courses (500 level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rigorous expectations in capstone nursing courses (700 level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relevance of core nursing courses (500 level) to the current health care environment & nursing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relevance of capstone nursing courses (700 level) to the current health care environment & nursing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fairness of grading in core nursing courses (500 level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fairness of grading in capstone nursing courses (700 level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of instruction in core nursing courses (500 level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of instruction in capstone nursing courses (700 level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to faculty in core nursing courses (500 level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to faculty in capstone nursing courses (700 level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall MSN experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ADMINISTRATION SPECIALTY ONLY (Please only complete this section ONLY if your specialty was Administration)

Q2 Please indicate your level of satisfaction with each of the following.

	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied
Rigorous expectations in administration specialty courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relevance of administration course content to the nurse administrator role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fairness of grading in administration specialty courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of instruction in administration specialty courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to faculty teaching courses in administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of textbooks used in administration specialty courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall quality of administration specialty courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EDUCATION SPECIALTY ONLY (Please only complete this section ONLY if your specialty was Education)

Q3 Please indicate your level of satisfaction with each of the following.

	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied
Rigorous expectations in education specialty courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relevance of education course content to the nurse educator role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fairness of grading in education specialty courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of instruction in education specialty courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to faculty teaching courses in education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of textbooks used in education specialty courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall quality of education specialty courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

INFORMATICS SPECIALTY ONLY (Please only complete this section ONLY if your specialty was Informatics)

Q4 Please indicate your level of satisfaction with each of the following.

	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied
Rigorous expectations in informatics specialty courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relevance of Informatics Specialty content to the Informatics Nurse Specialist role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fairness of grading in informatics specialty courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of instruction in informatics specialty courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to faculty teaching courses in informatics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of textbooks used in informatics specialty courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall quality of Informatics specialty courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q5 What is your current occupation? (Please indicate the one that best describes you.)

- Full-time student
- Not employed

- Staff Nurse
- Nurse Manager
- Nursing Director
- Chief Nurse Officer

- Educator (hospital, nursing home, other healthcare facility)
- Community College educator
- University educator
- Informatics Nurse Specialist
- Other

Please Specify: _____

- Master's is necessary for job or position of interest
- Other

Please Specify: _____

Q6 Which of the following best describes the specialty area of your current job?

- Not employed
- Adult Medical/Surgical
- Pediatrics
- Acute Care Intensive Care Unit
- OR/PARU
- ER/ED
- Mental Health
- Geriatrics
- Long-Term Care
- Home Care/Hospice
- Women's Health/Maternity/Obstetrics
- Public or Community Health
- Other

Please Specify: _____

Q7 What is your official job title?

Q8 What is your current salary range?

- Less than \$30,000
- \$30,001-\$40,000
- \$40,001-\$50,000
- \$50,001-\$60,000
- \$60,001-\$70,000
- \$70,001-\$80,000
- More than \$80,000

Q9 For what reason(s) did you pursue a Master's degree? (Please select all that apply.)

- Interested in teaching or training at college level
- Interested in pursuing Doctorate degree
- To make self more employable
- For possible promotion
- To remain in current position due to employer mandate

Q10 Based on your response(s) to Q9, which of your expectations were met? (Please indicate all that apply.)

- My expectations were not met (*Please elaborate in Q11*)
- I was accepted into a doctoral program (*Please indicate the name of the program in Q12*)
- I am employed in a position that requires a Master's degree (*Please indicate what your position is in Q13*)
- I was selected for my present position because of my Master's degree
- I have been promoted since obtaining my Master's degree (*Please indicate the position you were promoted to in Q14*)
- I am either teaching or training for a college level program
- Other reasons (*Please specify the other reasons in Q15*)

Q11 Please use this space to indicate how/why your expectations were not met.

Q12 Please use this space to indicate the name of your doctoral program.

Q13 Please use this space to indicate the name of your present position.

Q14 Please use this space to indicate the position you were promoted to.

Q15 Please use this space to indicate what other reasons you have.

Q16 What was the *most* important reason you chose to attend Ferris' Nursing Graduate program as opposed to another university?

- Reputation of MSN program
- Advice of colleagues, friends and/or family
- Previously attended FSU
- Cost
- Admission standards of MSN program
- No requirement for thesis
- Flexibility of program
- Other

Please Specify: _____

Q17 While attending FSU as a graduate student, were you primarily considered:

- Part-time (5 credit hours or less)
- Full-time (6-9 credit hours)

Q18 What was the specialty area you selected in the nursing program?

- Education
- Administration
- Informatics
- Dual

Please Specify: _____

Q19 What was your undergraduate grade point average?

- 3.0-3.29
- 3.3-3.49
- 3.5-3.69
- 3.7-3.89
- 3.9-4.00

Q20 What was your final grade point average in the MSN program?

- Less than 3.0
- 3.01-3.25
- 3.26-3.50
- 3.51-3.75
- 3.76-4.00

Q21 What proportion of your expenses as a graduate student at FSU were funded by financial aid?

- None

- Some, but less than half
- Half or more

Q22 What proportion of your expenses as a graduate student at FSU were funded by your employer?

- None
- Some, but less than half
- Half or more

Q23 What proportion of your expenses as a graduate student at FSU were funded by you?

- None
- Some, but less than half
- Half or more

Q24 Did you attend FSU for undergraduate studies?

- Yes
- No

Where did you attend? _____

Q25 If you could start graduate school over, would you choose to attend FSU?

- Definitely not
- Probably not
- Probably yes
- Definitely yes

Q26 Why not?

Q27 Which of the following best describes how you feel about your graduate degree from FSU?

- Low quality degree
- Average degree
- High quality degree

Q28 Why do you feel this way?

Thank you for your time and participation.

If you have any questions, please contact the Nursing Department at 231-591-2259.

2008 MSN APR...Alumni

Frequencies

Prepared by: Institutional Research & Testing, 02/09

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing	Valid	Missing	Valid
q1a Ease of admissions process	7	0	4.00	4.00	.000
q1b Quality of orientation as prep for MSN program	7	0	4.00	4.00	.577
q1c Clarity of degree requirements for MSN	7	0	3.86	4.00	.378
q1d Opportunities for student evaluation of instruction	7	0	3.86	4.00	.378
q1e Quality of holdings accessible online at FLITE	7	0	3.86	4.00	.378
q1f Quality of textbooks core courses (500 level)	7	0	3.86	4.00	.378
q1g Availability of courses	7	0	4.00	4.00	.000
q1h Quality & availability of technological support	7	0	3.71	4.00	.488
q1i Quality of students in the program	7	0	3.86	4.00	.378
q1j Ease of registration for courses	7	0	4.00	4.00	.000
q1k Access to grades online	7	0	4.00	4.00	.000
q1l Access to academic advising	7	0	3.86	4.00	.900
q1m Timely communication about program changes	7	0	4.29	4.00	.488
q1n Overall quality of core (500 level)	7	0	3.86	4.00	.378
q1o Overall quality of capstone (700 level)	7	0	3.86	4.00	.378
q1p Rigorous expectations in core (500 level)	7	0	4.00	4.00	.000
q1q Rigorous expectations in capstone (700 level)	7	0	4.00	4.00	.000
q1r Relevance of core (500 level) to current health care	7	0	4.00	4.00	.000
q1s Relevance of capstone (700 level) to current health care	7	0	4.00	4.00	.000
q1t Fairness of grading in core (500 level)	7	0	3.86	4.00	.378
q1u Fairness of grading in capstone (700 level)	7	0	3.86	4.00	.378
q1v Quality of instruction in core (500 level)	7	0	3.57	4.00	.535
q1w Quality of instruction in capstone (700 level)	7	0	3.86	4.00	.378
q1x Access to faculty in core (500 level)	7	0	4.00	4.00	.000
q1y Access to faculty in capstone (700 level)	7	0	4.00	4.00	.000
q1z Overall MSN experience	7	0	4.00	4.00	.000
q2a Rigorous expectations in admin specialty courses	2	5	3.50	3.50	.707
q2b Relevance of admin course to nurse admin role	1	6	4.00	4.00	
q2c Fairness of grading in admin specialty courses	1	6	4.00	4.00	
q2d Quality of instruction in admin specialty courses	1	6	4.00	4.00	
q2e Access to faculty teaching courses in admin	1	6	4.00	4.00	
q2f Quality of textbooks used in admin specialty courses	1	6	4.00	4.00	
q2g Overall quality of administration specialty courses	1	6	4.00	4.00	
q3a Rigorous expectations in education specialty courses	5	2	3.80	4.00	.447
q3b Relevance of ed course content to the nurse educator role	5	2	4.00	4.00	.000
q3c Fairness of grading in education specialty courses	5	2	3.80	4.00	.447
q3d Quality of instruction in education specialty courses	5	2	4.00	4.00	.000

q3e Access to faculty teaching courses in education	5	2	4.00	4.00	.000
q3f Quality of textbooks used in education specialty courses	5	2	3.80	4.00	.447
q3g Overall quality of education specialty courses	5	2	4.00	4.00	.000
q4a Rigorous expectations in informatics specialty courses	1	6	4.00	4.00	
q4b Relevance of Info Specialty content to Info Nurse Spec role	1	6	4.00	4.00	
q4c Fairness of grading in informatics specialty courses	1	6	4.00	4.00	
q4d Quality of instruction in informatics specialty courses	1	6	4.00	4.00	
q4e Access to faculty teaching courses in informatics	1	6	4.00	4.00	
q4f Quality of textbooks used in informatics specialty courses	1	6	4.00	4.00	
q4g Overall quality of Informatics specialty courses	1	6	4.00	4.00	
q5 What is your current occupation	7	0	8.14	8.00	2.478
q5a Current occupation Other specified	7	0			
q6 Speciality area	6	1	6.17	4.50	4.956
q6a Specialty area Other specified	7	0			
q7 Official job title	7	0			
q8 Current salary range	5	2	3.60	3.00	1.517
q9a Master's: Interested in tchg/train'g at college level	7	0	.71	1.00	.488
q9b Master's: Interested in pursuing Doctorate	7	0	.29	.00	.488
q9c Master's: To make self more employable	7	0	.43	.00	.535
q9d Master's: For possible promotion	7	0	.43	.00	.535
q9e Master's: Employer mandate	7	0	.00	.00	.000
q9f Master's: Master's is necessary	7	0	.29	.00	.488
q9g Master's: Other	7	0	.14	.00	.378
q9h Master's: Other specified	7	0			
q10a Expectations: Expectations not met	7	0	.00	.00	.000
q10b Expectations: Accepted into doctoral program	7	0	.29	.00	.488
q10c Expectations: Position requires Master's	7	0	.29	.00	.488
q10d Expectations: Selected for present pos'n b/c of Master's	7	0	.43	.00	.535
q10e Expectations: Promoted since obtaining Master's	7	0	.29	.00	.488
q10f Expectations: Teaching/training for college level program	7	0	.57	1.00	.535
q10g Expectations: Other	7	0	.14	.00	.378
q11 How/why expectations not met	7	0			
q12 Name of your doctoral program	7	0			
q13 Name of your present position	7	0			
q14 Position promoted to	7	0			
q15 Other reasons	7	0			
q16 Most important reason selected FSU's MSN program	7	0	3.57	3.00	1.512
q16a Most imp't: Other specified	7	0			
q17 Grad student, primarily	7	0	1.86	2.00	.378
q18 Specialty area	7	0	1.43	1.00	.787
q18a Dual specialty specified	7	0			
q19 Undergrad GPA	7	0	4.43	5.00	.787
q20 Final MSN GPA	7	0	4.86	5.00	.378
q21 Grad expenses funded by financial aid	7	0	1.29	1.00	.488
q22 Grad expenses funded by employer	7	0	1.57	1.00	.787
q23 Grad expenses funded by you	7	0	2.86	3.00	.378

q24 Attend FSU for undergrad	7	0	1.00	1.00	.000
q24a Where did you attend	7	0			
q25 Start grad school over, choose FSU	7	0	3.71	4.00	.488
q26 Why not	7	0			
q27 Your feelings about grad degree	7	0	2.86	3.00	.378
q28 Why	7	0			
q29 Gender	7	0	2.00	2.00	.000
q30 Ethnicity	7	0	4.00	4.00	.000
q31 Community type	7	0	1.57	1.00	.787
q32 Community population	6	1	3.67	3.00	1.966
q33 Like most about MSN program	7	0			
q34 Like least about MSN program	7	0			
q35 Suggestions to improve the program	7	0			
q36 Additional comments	7	0			

Frequency Table

q1a Ease of admissions process

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	7	100.0	100.0	100.0

q1b Quality of orientation as prep for MSN program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	1	14.3	14.3	14.3
	Very Satisfied	5	71.4	71.4	85.7
	No experience/Not Applicable	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

q1c Clarity of degree requirements for MSN

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	1	14.3	14.3	14.3
	Very Satisfied	6	85.7	85.7	100.0
	Total	7	100.0	100.0	

q1d Opportunities for student evaluation of instruction

		Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	Somewhat Satisfied	1	14.3	14.3	14.3
	Very Satisfied	6	85.7	85.7	100.0
	Total	7	100.0	100.0	

q1e Quality of holdings accessible online at FLITE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	1	14.3	14.3	14.3
	Very Satisfied	6	85.7	85.7	100.0
	Total	7	100.0	100.0	

q1f Quality of textbooks core courses (500 level)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	1	14.3	14.3	14.3
	Very Satisfied	6	85.7	85.7	100.0
	Total	7	100.0	100.0	

q1g Availability of courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	7	100.0	100.0	100.0

q1h Quality & availability of technological support

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	2	28.6	28.6	28.6
	Very Satisfied	5	71.4	71.4	100.0
	Total	7	100.0	100.0	

q1i Quality of students in the program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	1	14.3	14.3	14.3
	Very Satisfied	6	85.7	85.7	100.0
	Total	7	100.0	100.0	

q1j Ease of registration for courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	7	100.0	100.0	100.0

q1k Access to grades online

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	7	100.0	100.0	100.0

q1l Access to academic advising

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	14.3	14.3	14.3
	Very Satisfied	5	71.4	71.4	85.7
	No experience/Not Applicable	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

q1m Timely communication about program changes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	5	71.4	71.4	71.4
	No experience/Not Applicable	2	28.6	28.6	100.0
	Total	7	100.0	100.0	

q1n Overall quality of core (500 level)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	1	14.3	14.3	14.3
	Very Satisfied	6	85.7	85.7	100.0
	Total	7	100.0	100.0	

q1o Overall quality of capstone (700 level)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	1	14.3	14.3	14.3
	Very Satisfied	6	85.7	85.7	100.0

	Total	7	100.0	100.0	
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q1p Rigorous expectations in core (500 level)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	7	100.0	100.0	100.0

q1q Rigorous expectations in capstone (700 level)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	7	100.0	100.0	100.0

q1r Relevance of core (500 level) to current health care

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	7	100.0	100.0	100.0

q1s Relevance of capstone (700 level) to current health care

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	7	100.0	100.0	100.0

q1t Fairness of grading in core (500 level)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	1	14.3	14.3	14.3
	Very Satisfied	6	85.7	85.7	100.0
	Total	7	100.0	100.0	

q1u Fairness of grading in capstone (700 level)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	1	14.3	14.3	14.3
	Very Satisfied	6	85.7	85.7	100.0
	Total	7	100.0	100.0	

q1v Quality of instruction in core (500 level)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	3	42.9	42.9	42.9
	Very Satisfied	4	57.1	57.1	100.0
	Total	7	100.0	100.0	

q1w Quality of instruction in capstone (700 level)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	1	14.3	14.3	14.3
	Very Satisfied	6	85.7	85.7	100.0
	Total	7	100.0	100.0	

q1x Access to faculty in core (500 level)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	7	100.0	100.0	100.0

q1y Access to faculty in capstone (700 level)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	7	100.0	100.0	100.0

q1z Overall MSN experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	7	100.0	100.0	100.0

q2a Rigorous expectations in admin specialty courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	1	14.3	50.0	50.0
	Very Satisfied	1	14.3	50.0	100.0
	Total	2	28.6	100.0	
Missing	System	5	71.4		
Total		7	100.0		

q2b Relevance of admin course to nurse admin role

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	1	14.3	100.0	100.0
Missing	System	6	85.7		
Total		7	100.0		

q2c Fairness of grading in admin specialty courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	1	14.3	100.0	100.0
Missing	System	6	85.7		
Total		7	100.0		

q2d Quality of instruction in admin specialty courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	1	14.3	100.0	100.0
Missing	System	6	85.7		
Total		7	100.0		

q2e Access to faculty teaching courses in admin

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	1	14.3	100.0	100.0
Missing	System	6	85.7		
Total		7	100.0		

q2f Quality of textbooks used in admin specialty courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	1	14.3	100.0	100.0
Missing	System	6	85.7		
Total		7	100.0		

q2g Overall quality of administration specialty courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	1	14.3	100.0	100.0
Missing	System	6	85.7		
Total		7	100.0		

q3a Rigorous expectations in education specialty courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	1	14.3	20.0	20.0
	Very Satisfied	4	57.1	80.0	100.0
	Total	5	71.4	100.0	
Missing	System	2	28.6		
Total		7	100.0		

q3b Relevance of education course content to the nurse educator role

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	5	71.4	100.0	100.0
Missing	System	2	28.6		
Total		7	100.0		

q3c Fairness of grading in education specialty courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	1	14.3	20.0	20.0
	Very Satisfied	4	57.1	80.0	100.0
	Total	5	71.4	100.0	
Missing	System	2	28.6		
Total		7	100.0		

q3d Quality of instruction in education specialty courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	5	71.4	100.0	100.0
Missing	System	2	28.6		
Total		7	100.0		

q3e Access to faculty teaching courses in education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	5	71.4	100.0	100.0
Missing	System	2	28.6		
Total		7	100.0		

q3f Quality of textbooks used in education specialty courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	1	14.3	20.0	20.0
	Very Satisfied	4	57.1	80.0	100.0
	Total	5	71.4	100.0	
Missing	System	2	28.6		
Total		7	100.0		

q3g Overall quality of education specialty courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	5	71.4	100.0	100.0
Missing	System	2	28.6		
Total		7	100.0		

q4a Rigorous expectations in informatics specialty courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	1	14.3	100.0	100.0
Missing	System	6	85.7		
Total		7	100.0		

q4b Relevance of Informatics Specialty content to Info Nurse Spec role

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	1	14.3	100.0	100.0
Missing	System	6	85.7		
Total		7	100.0		

q4c Fairness of grading in informatics specialty courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	1	14.3	100.0	100.0
Missing	System	6	85.7		
Total		7	100.0		

q4d Quality of instruction in informatics specialty courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	1	14.3	100.0	100.0
Missing	System	6	85.7		
Total		7	100.0		

q4e Access to faculty teaching courses in informatics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	1	14.3	100.0	100.0
Missing	System	6	85.7		
Total		7	100.0		

q4f Quality of textbooks used in informatics specialty courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	1	14.3	100.0	100.0
Missing	System	6	85.7		
Total		7	100.0		

q4g Overall quality of Informatics specialty courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	1	14.3	100.0	100.0
Missing	System	6	85.7		
Total		7	100.0		

q5 What is your current occupation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Nurse Manager	1	14.3	14.3	14.3

Educator (hospital, nursing home, other healthcare facility)	2	28.6	28.6	42.9
Community College educator	1	14.3	14.3	57.1
University educator	1	14.3	14.3	71.4
Other	2	28.6	28.6	100.0
Total	7	100.0	100.0	

q5a Current occupation Other specified

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		5	71.4	71.4	71.4
	Private college nurse educator	1	14.3	14.3	85.7
	Quality Assurance Analyst	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

q6 Speciality area

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Adult Medical/Surgical	3	42.9	50.0	50.0
	Mental Health	1	14.3	16.7	66.7
	Women's Health/Maternity/Obstetrics	1	14.3	16.7	83.3
	Other	1	14.3	16.7	100.0
	Total	6	85.7	100.0	
Missing	System	1	14.3		
Total		7	100.0		

q6a Specialty area Other specified

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		5	71.4	71.4	71.4
	Education	1	14.3	14.3	85.7
	Quality Improvement/Risk Management	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

q7 Official job title

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Acting Assistant professor	1	14.3	14.3	14.3
	adjunct faculty	1	14.3	14.3	28.6
	House Operations Administrator	1	14.3	14.3	42.9

Maternal/Child Clinical Coordinator	1	14.3	14.3	57.1
Nursing faculty	1	14.3	14.3	71.4
Quality Assurance Analyst	1	14.3	14.3	85.7
Training Coordinator	1	14.3	14.3	100.0
Total	7	100.0	100.0	

q8 Current salary range

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	\$30,001-\$40,000	1	14.3	20.0	20.0
	\$40,001-\$50,000	2	28.6	40.0	60.0
	\$50,001-\$60,000	1	14.3	20.0	80.0
	\$70,001-\$80,000	1	14.3	20.0	100.0
	Total	5	71.4	100.0	
Missing	System	2	28.6		
Total		7	100.0		

q9a Master's: Interested in tchg/train'g at college level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	2	28.6	28.6	28.6
	Selected	5	71.4	71.4	100.0
	Total	7	100.0	100.0	

q9b Master's: Interested in pursuing Doctorate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	5	71.4	71.4	71.4
	Selected	2	28.6	28.6	100.0
	Total	7	100.0	100.0	

q9c Master's: To make self more employable

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	4	57.1	57.1	57.1
	Selected	3	42.9	42.9	100.0
	Total	7	100.0	100.0	

q9d Master's: For possible promotion

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	4	57.1	57.1	57.1
	Selected	3	42.9	42.9	100.0
	Total	7	100.0	100.0	

q9e Master's: Employer mandate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	7	100.0	100.0	100.0

q9f Master's: Master's is necessary

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	5	71.4	71.4	71.4
	Selected	2	28.6	28.6	100.0
	Total	7	100.0	100.0	

q9g Master's: Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	6	85.7	85.7	85.7
	Selected	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

q9h Master's: Other specified

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		6	85.7	85.7	85.7
	Personal professional development	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

q10a Expectations: Expectations not met

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	7	100.0	100.0	100.0

q10b Expectations: Accepted into doctoral program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	5	71.4	71.4	71.4
	Selected	2	28.6	28.6	100.0
	Total	7	100.0	100.0	

q10c Expectations: Position requires Master's

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	5	71.4	71.4	71.4
	Selected	2	28.6	28.6	100.0
	Total	7	100.0	100.0	

q10d Expectations: Selected for present pos'n b/c of Master's

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	4	57.1	57.1	57.1
	Selected	3	42.9	42.9	100.0
	Total	7	100.0	100.0	

q10e Expectations: Promoted since obtaining Master's

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	5	71.4	71.4	71.4
	Selected	2	28.6	28.6	100.0
	Total	7	100.0	100.0	

q10f Expectations: Teaching/training for college level program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	3	42.9	42.9	42.9
	Selected	4	57.1	57.1	100.0
	Total	7	100.0	100.0	

q10g Expectations: Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	6	85.7	85.7	85.7
	Selected	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

q11 How/why expectations not met

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		5	71.4	71.4	71.4
	I am not being recognized for the advanced education within my current position and agency.	1	14.3	14.3	85.7
	I wanted to find a position in the hospital in administration.	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

q12 Name of your doctoral program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		4	57.1	57.1	57.1
	Loyola University Chicago	1	14.3	14.3	71.4
	N/A	1	14.3	14.3	85.7
	PhD Leadership in Higher Ed	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

q13 Name of your present position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		3	42.9	42.9	42.9
	Acting Assistant professor	1	14.3	14.3	57.1
	House Operations Administrator	1	14.3	14.3	71.4
	Nursing faculty	1	14.3	14.3	85.7
	Training Coordinator, and part-time adjunct faculty at a community college	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

q14 Position promoted to

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		6	85.7	85.7	85.7

Secured an adjunct faculty position part-time at a community college	1	14.3	14.3	100.0
Total	7	100.0	100.0	

q15 Other reasons

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		6	85.7	85.7	85.7
	I successfully achieved my Masters Degree, which was my personal goal, however a Masters is not required in my current position, although it should be with the position requirements I am accountable for!	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

q16 Most important reason selected FSU's MSN program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Previously attended FSU	6	85.7	85.7	85.7
	Flexibility of program	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

q16a Most imp: Other specified

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		7	100.0	100.0	100.0

q17 Grad student, primarily

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Part-time (5 credit hours or less)	1	14.3	14.3	14.3
	Full-time (6-9 credit hours)	6	85.7	85.7	100.0
	Total	7	100.0	100.0	

q18 Specialty area

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Education	5	71.4	71.4	71.4
	Administration	1	14.3	14.3	85.7
	Informatics	1	14.3	14.3	100.0

	Total	7	100.0	100.0	
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q18a Dual specialty specified

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		7	100.0	100.0	100.0

q19 Undergrad GPA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.5-3.69	1	14.3	14.3	14.3
	3.7-3.89	2	28.6	28.6	42.9
	3.9-4.00	4	57.1	57.1	100.0
	Total	7	100.0	100.0	

q20 Final MSN GPA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.51-3.75	1	14.3	14.3	14.3
	3.76-4.00	6	85.7	85.7	100.0
	Total	7	100.0	100.0	

q21 Grad expenses funded by financial aid

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	5	71.4	71.4	71.4
	Some, but less than half	2	28.6	28.6	100.0
	Total	7	100.0	100.0	

q22 Grad expenses funded by employer

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	4	57.1	57.1	57.1
	Some, but less than half	2	28.6	28.6	85.7
	Half or more	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

q23 Grad expenses funded by you

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Some, but less than half	1	14.3	14.3	14.3
	Half or more	6	85.7	85.7	100.0
	Total	7	100.0	100.0	

q24 Attend FSU for undergrad

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7	100.0	100.0	100.0

q24a Where did you attend

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		7	100.0	100.0	100.0

q25 Start grad school over, choose FSU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Probably yes	2	28.6	28.6	28.6
	Definitely yes	5	71.4	71.4	100.0
	Total	7	100.0	100.0	

q26 Why not

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		7	100.0	100.0	100.0

q27 Your feelings about grad degree

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average degree	1	14.3	14.3	14.3
	High quality degree	6	85.7	85.7	100.0
	Total	7	100.0	100.0	

q28 Why

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		7	100.0	100.0	100.0

q29 Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	7	100.0	100.0	100.0

q30 Ethnicity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	White/Euro-American	7	100.0	100.0	100.0

q31 Community type

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rural	4	57.1	57.1	57.1
	Suburban	2	28.6	28.6	85.7
	Urban	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

q32 Community population

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10,001-25,000	2	28.6	33.3	33.3
	25,001-50,000	2	28.6	33.3	66.7
	75,001-100,000	1	14.3	16.7	83.3
	250,001 or more	1	14.3	16.7	100.0
	Total	6	85.7	100.0	
Missing	System	1	14.3		
Total		7	100.0		

q33 Like most about MSN program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Educators were knowledgeable, convenience of online courses, and ease of registration. Also, I enjoyed two study abroad trips.	1	14.3	14.3	14.3

I liked the exclusive online format. The community of adult learners who teach each other in the process and the expert input from instructors made this a tremendous growth spurt academically.	1	14.3	14.3	28.6
on line portion	1	14.3	14.3	42.9
Small class sizes, ability to meet face to face once a month and form a cohesive group, faculty in general were genuinely concerned about progress and career following graduation. The health policy course was applicable to practice and had a hands-on component visiting legislatures. XXXXX did a fantastic job supervising my thesis with prompt feedback and excellent advice	1	14.3	14.3	57.1
The flexibility of on-line learning. As an "older" graduate student I was at first very skeptical that I would not be able to keep up with the online assignments, papers, readings, etc. Because of this I did resign my fulltime position to start graduate school and took a part time position at our hospital. However as each course passed I found that I was able to return to work fulltime, and keep up with my studies. This was directly related to the format of the MSN program.	1	14.3	14.3	71.4
The high expectations from some faculty prepared me well for doctoral work	1	14.3	14.3	85.7
The on-line format that allowed me to complete the program from a remote location and at my pace. The instructors were timely with responses and the courses were interactive.	1	14.3	14.3	100.0
Total	7	100.0	100.0	

q34 Like least about MSN program

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	14.3	14.3	14.3
At the time of my coursework, the instructor for the research course was not very challenging, very similar to the undergrad research course, she has since retired so I cannot speak to how the research course is currently.	1	14.3	14.3	28.6
I did not like the 4-hour proctored writing "exam" at all. I did not feel I was prepared. I understand this process has since changed, which is good.	1	14.3	14.3	42.9
If expectations were low....this occurred with one faculty who is no longer with the school	1	14.3	14.3	57.1
NURS 710 & 730. I felt the goal and objectives for these courses were vague and gave little direction for the development of the proposals. I was confused and frustrated for the first half of the semester until I realized, on my own, that I was to evaluate where I felt I needed experience in relation to the core competencies of the NLN and develop my practicum to meet my own needs for 730 and in 710 I spoke to my preceptor who presented an idea for a project and I carefully developed the proposal using the word evaluation rather than the word research.	1	14.3	14.3	71.4
Sometime when working electronically in groups the tone and attitudes of students towards one another was aggressive. The need for students to be assertive and some times for the instructor to recognize that hostilities are occurring and step in is critical.	1	14.3	14.3	85.7

	The load of paperwork.	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

q35 Suggestions to improve the program

		Frequency	Percent	Valid Percent	Cumulative Percent
		2	28.6	28.6	28.6
Valid	1. I feel that education was lacking in the assessment and evaluation of students in the classroom setting. For example, I feel ill prepared to develop a meaningful test or grading rubrics. 2. No course or instructor introduced the topic of disadvantaged students. When I introduced the topic, the instructor had valuable insights, but my peers seemed uninterested. Since I teach in an urban environment, this issue is important to me and I would have appreciated more discourse on this topic. 3. Another topic I discovered in my research for my project that was not examined throughout the program was the high attrition rate for students in nursing programs. As a novice nurse educator, I think this is an important issue that deserves evaluation for causes and possible solutions.	1	14.3	14.3	42.9
	I feel having to complete a thesis was very helpful to my doctoral studies. I am working on my dissertation and feel very well prepared to complete it in a timely manner compared to fellow doctoral students in my program. THANKS Ferris nursing faculty and XXXXXX!	1	14.3	14.3	57.1
	It would be nice, "as a Ferris Alumnus" to have access to the online FLITE databases (even for a small annual fee). I enjoy doing research, and the databases were a tremendous plus!	1	14.3	14.3	71.4
	Provide more assistance in finding employment in nursing education.	1	14.3	14.3	85.7
	Reflective journaling could be less obligated to formality and referenced literature to enhance a sense of exploration and innovation. This would also alleviate the workload burden when students are working as most are while take more than one academic class at a time.	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

q36 Additional comments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		3	42.9	42.9	42.9
	I had a problem at the beginning of my thesis development with the faculty advisor, but was able to seamlessly change to another faculty member who was much more available and supportive.	1	14.3	14.3	57.1

<p>I was astounded at times by the poor writing skills of my peers. The graduates of a program reflect the quality and impact the reputation of a program. Thus, I have personal and professional reasons for expressing my wish that the program maintain the highest standards. I do not have any basis for comparison, but I thought the program was tough. I feel like I earned my degree and so should every other graduate. I feel like the program gave a good foundation for me to build upon in the role of a nurse educator.</p>	1	14.3	14.3	71.4
<p>Since receiving my master's in nursing education, I have worked in management because I would have taken a major pay cut working in nursing education.</p>	1	14.3	14.3	85.7
<p>This was a very challenging, stimulating program, that makes me feel a great sense of accomplishment having completed it. Thank you for the well-designed, user-friendly, and reasonable mechanisms for doing it.</p>	1	14.3	14.3	100.0
<p>Total</p>	7	100.0	100.0	

School of Nursing MSN Employer Survey

The Ferris State University School of Nursing is currently conducting a program review regarding graduate student success in the nursing specialty roles of education, informatics, and administration. Please take time to respond to the following questions. Your responses to the following questions will be very helpful and your time is deeply appreciated.

Question 1

Please select the role of the graduate student with whom you are associated:

- nursing administration 1 (12.5%)
- nursing education 6 (75%)
- nursing informatics 1 (12.5%)

Question 2

Please indicate your level of satisfaction with each of the following elements as they apply to the graduate(s) of the Master's of Science in Nursing (MSN) degree program:

Very Dissatisfied (VD); Somewhat Dissatisfied (SD); Somewhat Satisfied (SS); Very Satisfied (VS); [Satisfied (S) which was added by one employer]

	VD	SD	SS	S	VS
Critical Thinking	0	0	2 (25%)		6 (75%)
Ethical Decision making				1 (12%)	7 (88%)
Problem solving abilities	0	1(12%)	2 (25%)	1 (12%)	4 (50%)
Sharing of research/EBP			3 (37%)		5 (63%)
Synthesis of theory			3 (37%)		5 (63%)
Addressing nursing issues		1(12%)	3 (37%)		4 (50%)
Leadership ability		1(12%)	3 (37%)		4 (50%)
Communication skills			4 (50%)		4 (50%)
Overall knowledge level		1(12%)	1 (12%)		6 (75%)
Advancing the profession		1(12%)	3 (37%)		4 (50%)
Reputation of Ferris's MSN		1(12%)	2 (25%)		4 (50%)

Question 3

Please rate the importance of hiring someone with an MSN degree for the position in which the graduate is/was employed:

- very unimportant 0
- somewhat unimportant 1 (12%)
- somewhat important 2 (25%)
- very important 5 (63%)

Question 4

Other thoughts regarding the MSN program:

(Student's name) is the final stage of a PhD program in Ed. Leadership in Higher Education, which will increase our ranks of doctoral prepared faculty. It is obvious that her MSN provided an excellent foundation for her success as a soon to be PhD.

I was surprised by the lack of content (specialty/med-surg) of the person and the amount of mentoring she has required. To be honest and clear, I have had the same reaction to others from MSN-Education programs. The lack of clinical, pathophysiologic foundation is a weakness-only not overcome by pedagogical knowledge.

(Student's name) is utilizing her database and technology competency to advance our Quality program related to clinical outcomes. Great communication skills, software knowledge, and quality improvement tool utilization.

I appreciate the ease in which the BSN can enter the MSN program at Ferris. You have removed barriers and hoops that often exist at other schools. I also admire the quality of your program and the fact that you have an informatics track. Very forward thinking.

Master's of Science in Nursing Current Graduate Student Survey

The Ferris State University School of Nursing is conducting a program review and is asking current graduate students to give us their opinions regarding their experiences in the nursing specialty roles of education, informatics, and administration. Please take the time to respond to the following questions. Your responses to the following questions will be very helpful and your time is deeply appreciated.

Q1 Please rate your level of satisfaction with each of the following areas related to your overall graduate experience.

	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied	No experience/Not Applicable
Ease of admissions process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of orientation as preparation for MSN program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clarity of degree requirements for completing MSN degree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunities for student evaluation of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of holdings accessible online at FLITE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality & availability of technological support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of students in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ease of registration for courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to grades online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to academic advising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Timely communication about program changes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of textbooks used in core nursing courses (500 level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rigorous expectations in core nursing courses (500 level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rigorous expectations in capstone nursing courses (700 level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relevance of core nursing courses (500 level) to the current health care environment & nursing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relevance of capstone nursing courses (700 level) to the current health care environment & nursing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fairness of grading in core nursing courses (500 level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fairness of grading in capstone nursing courses (700 level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of instruction in core nursing courses (500 level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of instruction in capstone nursing courses (700 level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to faculty in core nursing courses (500 level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to faculty in capstone nursing courses (700 level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall quality of course textbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall quality of core nursing courses (500 level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall quality of nursing capstone courses (700 level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall quality of all courses in graduate program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you have not taken any specialty course in your major yet, please skip the next three sections and go to question 5.

ADMINISTRATION SPECIALTY ONLY (Please only complete this section ONLY if your specialty was Administration)

Q2 Please indicate your level of satisfaction with each of the following.

	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied
Rigorous expectations in administration specialty courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relevance of administration course content to the nurse administrator role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fairness of grading in administration specialty courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of instruction in administration specialty courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to faculty teaching courses in administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of textbooks used in administration specialty courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall quality of administration specialty courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EDUCATION SPECIALTY ONLY (Please only complete this section ONLY if your specialty was Education)

Q3 Please indicate your level of satisfaction with each of the following.

	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied
Rigorous expectations in education specialty courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relevance of education course content to the nurse educator role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fairness of grading in education specialty courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of instruction in education specialty courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to faculty teaching courses in education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of textbooks used in education specialty courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall quality of education specialty courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

INFORMATICS SPECIALTY ONLY (Please only complete this section ONLY if your specialty was Informatics)

Q4 Please indicate your level of satisfaction with each of the following.

	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied
Rigorous expectations in informatics specialty courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relevance of informatics specialty content to the Informatics Nurse Administrator role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fairness of grading in informatics specialty courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of instruction in informatics specialty courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to faculty teaching courses in informatics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of textbooks used in informatics specialty courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall quality of education specialty courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q5 How many hours are you currently working at a job this term?

- I am not working
- 1-9 hrs/wk
- 10-19 hrs/wk
- 20-29 hrs/wk
- 30-39 hrs/wk
- Employed full time

Q6 What is your current occupation? (Please indicate the one that best describes you.)

- Full-time student
- Not employed
- Staff Nurse
- Nurse Manager
- Nursing Director
- Chief Nurse Officer
- Educator (hospital, nursing home, other healthcare facility)
- Community College educator
- University educator
- Informatics Nurse Specialist
- Other

Please Specify: _____

Q7 Which of the following best describes the specialty area of your current job?

- Not employed
- Adult Medical/Surgical
- Pediatrics
- Acute Care Intensive Care Unit
- OR/PARU
- ER/ED
- Mental Health
- Geriatrics
- Long-Term Care
- Home Care/Hospice
- Women's Health/Maternity/Obstetrics
- Public or Community Health
- Other

Please Specify: _____

Q8 What is your official job title?

Q9 What is your current salary range?

- Less than \$30,000
- \$30,001-\$40,000
- \$40,001-\$50,000
- \$50,001-\$60,000
- \$60,001-\$70,000
- \$70,001-\$80,000
- More than \$80,000

Q10 For what reason(s) did you pursue a Master's degree? (Please select all that apply.)

- Interested in teaching or training at college level
- Interested in pursuing Doctorate degree
- To make self more employable
- For possible promotion
- To remain in current position due to employer mandate
- Master's is necessary for job or position of interest
- Other

Please Specify: _____

Q11 What was the most important reason who chose to attend Ferris' Nursing Graduate program as opposed to another university?

- Reputation of MSN program
- Advice of colleagues, friends and/or family
- Previously attended FSU
- Cost
- Admission standards of MSN program
- No requirement for thesis
- Flexibility of program
- Other

Please Specify: _____

Q12 While attending FSU as a graduate student, were you primarily considered:

- Part-time (5 credit hours or less)
- Full-time (6-9 credit hours)

Q13 What was the specialty area you selected in the nursing program?

- Education
- Administration
- Informatics
- Dual

Please Specify: _____

Q14 What was your undergraduate grade point average?

- 3.0-3.29
- 3.3-3.49
- 3.5-3.69
- 3.7-3.89
- 3.9-4.00

Q15 What is your current graduate level grade point average?

- First semester (no GPA)
- Less than 3.0
- 3.01-3.25
- 3.26-3.50
- 3.51-3.75
- 3.76-4.00

Q21 How often do you communicate with your MSN advisor for advising support

- Never
- This is my first semester
- Occasionally
- Most semesters
- Every semester

Q16 What proportion of your expenses as a graduate student at FSU are being funded by financial aid?

- None
- Some, but less than half
- Half or more

Q22 Gender

- Male
- Female

Q17 What proportion of your expenses as a graduate student at FSU are being funded by you?

- None
- Some, but less than half
- Half or more

Q23 Ethnicity

- Asian, Pacific Islander or Filipino
- Black/African-American
- Hispanic, Chicano, Spanish-speaking American
- White/Euro-American
- Native American
- Other

Q18 Did you attend FSU for undergraduate studies?

- Yes
- No

Where did you attend?

Q24 Type of community where you work

- Rural
- Suburban
- Urban

Q19 If you could start graduate school over, would you choose to attend FSU?

- Definitely not
- Probably not
- Probably yes
- Definitely yes

Q25 Population of the community where you work

- 10,000 or fewer
- 10,001-25,000
- 25,001-50,000
- 50,001-75,000
- 75,001-100,000
- 100,001-250,000
- 250,001 or more

Q20 Why not?

Q26 What are the strengths of the MSN program? Please elaborate.

2008 MSN APR...Current Students

Frequencies

Prepared by: Institutional Research & Testing, 03/09

Statistics

	N		Mean	Median	Std. Deviation	
	Valid	Missing	Valid	Missing	Valid	
q1a Ease of admissions process	25	0	3.96	4.00		.200
q1b Quality of orientation as preparation	25	0	3.72	4.00		.458
q1c Clarity of degree requirements	25	0	3.68	4.00		.627
q1d Opportunities for student evaluation	23	2	3.65	4.00		.647
q1e Quality of holdings accessible online	24	1	3.54	4.00		.932
q1f Availability of courses	25	0	3.60	4.00		.645
q1g Quality & availability of technological support	25	0	3.92	4.00		.493
q1h Quality of students in the program	25	0	3.60	4.00		.645
q1i Ease of registration for courses	25	0	3.80	4.00		.500
q1j Access to grades online	25	0	3.76	4.00		.663
q1k Access to academic advising	25	0	3.88	4.00		.440
q1l Timely communication about program changes	25	0	3.68	4.00		.802
q1m Quality of textbooks in core nursing courses	25	0	3.52	4.00		.714
q1n Rigorous expectations in core nursing courses	25	0	3.56	4.00		.712
q1o Rigorous expectations in capstone nursing courses	25	0	4.60	5.00		.764
q1p Relevance of core nursing courses	25	0	3.80	4.00		.408
q1q Relevance of capstone nursing courses	25	0	4.60	5.00		.764
q1r Fairness of grading in core nursing courses	25	0	3.76	4.00		.597
q1s Fairness of grading in capstone nursing courses	23	2	4.52	5.00		1.039
q1t Quality of instruction in core nursing courses	25	0	3.80	4.00		.577
q1u Quality of instruction in capstone nursing courses	24	1	4.63	5.00		.770
q1v Access to faculty in core nursing courses	25	0	3.76	4.00		.523
q1w Access to faculty in capstone nursing courses	25	0	4.64	5.00		.700
q1x Overall quality of course textbooks	25	0	3.80	4.00		.913
q1y Overall quality of core nursing courses	25	0	3.76	4.00		.436
q1z Overall quality of nursing capstone courses	25	0	4.68	5.00		.690
q1aa Overall quality of all courses	25	0	3.84	4.00		.473
q2a Rigorous expectations in admin specialty courses	8	17	3.63	4.00		.744
q2b Relevance of admin course content to nurse admin role	6	19	3.83	4.00		.408
q2c Fairness of grading in admin specialty courses	6	19	3.83	4.00		.408
q2d Quality of instruction in admin specialty courses	6	19	3.67	4.00		.816
q2e Access to faculty teaching in admin	6	19	3.83	4.00		.408
q2f Quality of textbooks in admin specialty courses	6	19	4.00	4.00		.000
q2g Overall quality of admin specialty courses	5	20	4.00	4.00		.000
q3a Rigorous expectations in edu specialty courses	12	13	3.92	4.00		.289
q3b Relevance of edu course content to nurse educator role	12	13	3.58	4.00		.669
q3c Fairness of grading in edu specialty courses	12	13	3.75	4.00		.622
q3d Quality of instruction in edu specialty courses	12	13	3.67	4.00		.651
q3e Access to faculty teaching in education	12	13	3.75	4.00		.622
q3f Quality of textbooks used in edu specialty courses	12	13	3.75	4.00		.622
q3g Overall quality of education specialty courses	12	13	3.75	4.00		.452
q4a Rigorous expectations in informatics specialty courses	3	22	3.67	4.00		.577
q4b Relevance of info spec content to Informatics Nurse Admin role	3	22	3.67	4.00		.577
q4c Fairness of grading in informatics specialty courses	3	22	4.00	4.00		.000
q4d Quality of instruction in informatics specialty courses	3	22	3.33	3.00		.577

q4e Access to faculty teaching courses in informatics	3	22	3.67	4.00	.577
q4f Quality of textbooks in informatics specialty courses	3	22	3.67	4.00	.577
q4g Overall quality of informatics specialty courses	3	22	3.67	4.00	.577
q5 How many hours are you currently working at a job this term	25	0	5.44	6.00	1.158
q6 Current occupation	25	0	6.72	7.00	3.195
q6a Current occupation Other specified	25	0			
q7 Specialty area	25	0	8.92	12.00	4.898
q7a Specialty Other specified	25	0			
q8 Official job title	25	0			
q9 Current salary range	24	1	4.54	5.00	1.693
q10a Master's: Teaching/training at college level	25	0	.64	1.00	.490
q10b Master's: Pursuing Doctorate degree	25	0	.12	.00	.332
q10c Master's: Make self more employable	25	0	.44	.00	.507
q10d Master's: Possible promotion	25	0	.20	.00	.408
q10e Master's: Employer mandate for current job	25	0	.00	.00	.000
q10f Master's: Necessary for job of interest	25	0	.20	.00	.408
q10g Master's: Other	25	0	.16	.00	.374
q10h Master's: Other specified	25	0			
q11 Most impnt reason to attend FSU	25	0	5.96	7.00	2.150
q11a Impnt reason Other specified	25	0			
q12 Primarily	25	0	1.44	1.00	.507
q13 Specialty area	25	0	1.56	1.00	.917
q13a Specialty Other specified	25	0			
q14 Undergrad GPA	25	0	3.24	4.00	1.451
q15 Current grad school GPA	25	0	5.80	6.00	.408
q16 Expenses pd by financial aid	25	0	1.68	1.00	.945
q17 Expenses pd by you	25	0	2.40	2.00	.645
q18 Attend FSU for undergrad	25	0	1.64	2.00	.490
q18a If not, where	25	0			
q19 Still choose FSU for grad school	25	0	3.44	4.00	.651
q20 If not, why	25	0			
q21 How often communicate with advisor	25	0	3.64	3.00	1.036
q22 Gender	25	0	1.88	2.00	.332
q23 Ethnicity	25	0	4.00	4.00	.000
q24 Type of community where you work	25	0	2.36	3.00	.757
q25 Population of the community where you work	22	3	4.55	4.50	1.845
q26 Program strengths	25	0			
q27 Opportunities for program improvement	25	0			
q28 Suggestions for improvement	25	0			
q29 Additional comments	25	0			

Frequency Table

q1a Ease of admissions process

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	1	4.0	4.0	4.0
	Very Satisfied	24	96.0	96.0	100.0
	Total	25	100.0	100.0	

q1b Quality of orientation as preparation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	7	28.0	28.0	28.0
	Very Satisfied	18	72.0	72.0	100.0
	Total	25	100.0	100.0	

q1c Clarity of degree requirements

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	2	8.0	8.0	8.0
	Somewhat Satisfied	4	16.0	16.0	24.0
	Very Satisfied	19	76.0	76.0	100.0
	Total	25	100.0	100.0	

q1d Opportunities for student evaluation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	2	8.0	8.7	8.7
	Somewhat Satisfied	4	16.0	17.4	26.1
	Very Satisfied	17	68.0	73.9	100.0
	Total	23	92.0	100.0	
Missing	System	2	8.0		
Total		25	100.0		

q1e Quality of holdings accessible online

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	2	8.0	8.3	8.3
	Somewhat Satisfied	6	24.0	25.0	33.3
	Very Satisfied	15	60.0	62.5	95.8
	No experience/Not Applicable	1	4.0	4.2	100.0
	Total	24	96.0	100.0	
Missing	System	1	4.0		
Total		25	100.0		

q1f Availability of courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	2	8.0	8.0	8.0
	Somewhat Satisfied	6	24.0	24.0	32.0
	Very Satisfied	17	68.0	68.0	100.0
	Total	25	100.0	100.0	

q1g Quality & availability of technological support

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	4	16.0	16.0	16.0

Very Satisfied	19	76.0	76.0	92.0
No experience/Not Applicable	2	8.0	8.0	100.0
Total	25	100.0	100.0	

q1h Quality of students in the program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	2	8.0	8.0	8.0
	Somewhat Satisfied	6	24.0	24.0	32.0
	Very Satisfied	17	68.0	68.0	100.0
	Total	25	100.0	100.0	

q1i Ease of registration for courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	4.0	4.0	4.0
	Somewhat Satisfied	3	12.0	12.0	16.0
	Very Satisfied	21	84.0	84.0	100.0
	Total	25	100.0	100.0	

q1j Access to grades online

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	4.0	4.0	4.0
	Somewhat Satisfied	3	12.0	12.0	16.0
	Very Satisfied	21	84.0	84.0	100.0
	Total	25	100.0	100.0	

q1k Access to academic advising

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	4	16.0	16.0	16.0
	Very Satisfied	20	80.0	80.0	96.0
	No experience/Not Applicable	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

q1l Timely communication about program changes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	3	12.0	12.0	12.0
	Somewhat Satisfied	4	16.0	16.0	28.0
	Very Satisfied	16	64.0	64.0	92.0
	No experience/Not Applicable	2	8.0	8.0	100.0
	Total	25	100.0	100.0	

q1m Quality of textbooks in core nursing courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	3	12.0	12.0	12.0
	Somewhat Satisfied	6	24.0	24.0	36.0
	Very Satisfied	16	64.0	64.0	100.0
	Total	25	100.0	100.0	

q1n Rigorous expectations in core nursing courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	3	12.0	12.0	12.0
	Somewhat Satisfied	5	20.0	20.0	32.0
	Very Satisfied	17	68.0	68.0	100.0
	Total	25	100.0	100.0	

q1o Rigorous expectations in capstone nursing courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	4.0	4.0	4.0
	Somewhat Satisfied	1	4.0	4.0	8.0
	Very Satisfied	5	20.0	20.0	28.0
	No experience/Not Applicable	18	72.0	72.0	100.0
	Total	25	100.0	100.0	

q1p Relevance of core nursing courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	5	20.0	20.0	20.0
	Very Satisfied	20	80.0	80.0	100.0
	Total	25	100.0	100.0	

q1q Relevance of capstone nursing courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	4.0	4.0	4.0
	Somewhat Satisfied	1	4.0	4.0	8.0
	Very Satisfied	5	20.0	20.0	28.0
	No experience/Not Applicable	18	72.0	72.0	100.0
	Total	25	100.0	100.0	

q1r Fairness of grading in core nursing courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	2	8.0	8.0	8.0
	Somewhat Satisfied	2	8.0	8.0	16.0
	Very Satisfied	21	84.0	84.0	100.0

Total	25	100.0	100.0
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q1s Fairness of grading in capstone nursing courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Dissatisfied	1	4.0	4.3	4.3
	Somewhat Dissatisfied	1	4.0	4.3	8.7
	Very Satisfied	4	16.0	17.4	26.1
	No experience/Not Applicable	17	68.0	73.9	100.0
	Total	23	92.0	100.0	
Missing	System	2	8.0		
Total		25	100.0		

q1t Quality of instruction in core nursing courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	4.0	4.0	4.0
	Somewhat Satisfied	4	16.0	16.0	20.0
	Very Satisfied	19	76.0	76.0	96.0
	No experience/Not Applicable	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

q1u Quality of instruction in capstone nursing courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	4.0	4.2	4.2
	Somewhat Satisfied	1	4.0	4.2	8.3
	Very Satisfied	4	16.0	16.7	25.0
	No experience/Not Applicable	18	72.0	75.0	100.0
	Total	24	96.0	100.0	
Missing	System	1	4.0		
Total		25	100.0		

q1v Access to faculty in core nursing courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	4.0	4.0	4.0
	Somewhat Satisfied	4	16.0	16.0	20.0
	Very Satisfied	20	80.0	80.0	100.0
	Total	25	100.0	100.0	

q1w Access to faculty in capstone nursing courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	4.0	4.0	4.0
	Very Satisfied	6	24.0	24.0	28.0
	No experience/Not Applicable	18	72.0	72.0	100.0

	Total	25	100.0	100.0	
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q1x Overall quality of course textbooks

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	3	12.0	12.0	12.0
	Somewhat Satisfied	4	16.0	16.0	28.0
	Very Satisfied	13	52.0	52.0	80.0
	No experience/Not Applicable	5	20.0	20.0	100.0
	Total	25	100.0	100.0	

q1y Overall quality of core nursing courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	6	24.0	24.0	24.0
	Very Satisfied	19	76.0	76.0	100.0
	Total	25	100.0	100.0	

q1z Overall quality of nursing capstone courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	4.0	4.0	4.0
	Very Satisfied	5	20.0	20.0	24.0
	No experience/Not Applicable	19	76.0	76.0	100.0
	Total	25	100.0	100.0	

q1aa Overall quality of all courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	5	20.0	20.0	20.0
	Very Satisfied	19	76.0	76.0	96.0
	No experience/Not Applicable	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

q2a Rigorous expectations in admin specialty courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	4.0	12.5	12.5
	Somewhat Satisfied	1	4.0	12.5	25.0
	Very Satisfied	6	24.0	75.0	100.0
	Total	8	32.0	100.0	
Missing	System	17	68.0		
Total		25	100.0		

q2b Relevance of admin course content to nurse administrator role

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	1	4.0	16.7	16.7
	Very Satisfied	5	20.0	83.3	100.0
	Total	6	24.0	100.0	
Missing	System	19	76.0		
Total		25	100.0		

q2c Fairness of grading in admin specialty courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	1	4.0	16.7	16.7
	Very Satisfied	5	20.0	83.3	100.0
	Total	6	24.0	100.0	
Missing	System	19	76.0		
Total		25	100.0		

q2d Quality of instruction in admin specialty courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	4.0	16.7	16.7
	Very Satisfied	5	20.0	83.3	100.0
	Total	6	24.0	100.0	
Missing	System	19	76.0		
Total		25	100.0		

q2e Access to faculty teaching in admin

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	1	4.0	16.7	16.7
	Very Satisfied	5	20.0	83.3	100.0
	Total	6	24.0	100.0	
Missing	System	19	76.0		
Total		25	100.0		

q2f Quality of textbooks in admin specialty courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	6	24.0	100.0	100.0
Missing	System	19	76.0		
Total		25	100.0		

q2g Overall quality of admin specialty courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	5	20.0	100.0	100.0
Missing	System	20	80.0		

Total	25	100.0		
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q3a Rigorous expectations in edu specialty courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	1	4.0	8.3	8.3
	Very Satisfied	11	44.0	91.7	100.0
	Total	12	48.0	100.0	
Missing	System	13	52.0		
Total		25	100.0		

q3b Relevance of edu course content to nurse educator role

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	4.0	8.3	8.3
	Somewhat Satisfied	3	12.0	25.0	33.3
	Very Satisfied	8	32.0	66.7	100.0
	Total	12	48.0	100.0	
Missing	System	13	52.0		
Total		25	100.0		

q3c Fairness of grading in edu specialty courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	4.0	8.3	8.3
	Somewhat Satisfied	1	4.0	8.3	16.7
	Very Satisfied	10	40.0	83.3	100.0
	Total	12	48.0	100.0	
Missing	System	13	52.0		
Total		25	100.0		

q3d Quality of instruction in edu specialty courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	4.0	8.3	8.3
	Somewhat Satisfied	2	8.0	16.7	25.0
	Very Satisfied	9	36.0	75.0	100.0
	Total	12	48.0	100.0	
Missing	System	13	52.0		
Total		25	100.0		

q3e Access to faculty teaching in education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	4.0	8.3	8.3
	Somewhat Satisfied	1	4.0	8.3	16.7
	Very Satisfied	10	40.0	83.3	100.0

	Total	12	48.0	100.0	
Missing	System	13	52.0		
Total		25	100.0		

q3f Quality of textbooks used in edu specialty courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	4.0	8.3	8.3
	Somewhat Satisfied	1	4.0	8.3	16.7
	Very Satisfied	10	40.0	83.3	100.0
	Total	12	48.0	100.0	
Missing	System	13	52.0		
Total		25	100.0		

q3g Overall quality of education specialty courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	3	12.0	25.0	25.0
	Very Satisfied	9	36.0	75.0	100.0
	Total	12	48.0	100.0	
Missing	System	13	52.0		
Total		25	100.0		

q4a Rigorous expectations in informatics specialty courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	1	4.0	33.3	33.3
	Very Satisfied	2	8.0	66.7	100.0
	Total	3	12.0	100.0	
Missing	System	22	88.0		
Total		25	100.0		

q4b Relevance of info spec content to Informatics Nurse Admin role

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	1	4.0	33.3	33.3
	Very Satisfied	2	8.0	66.7	100.0
	Total	3	12.0	100.0	
Missing	System	22	88.0		
Total		25	100.0		

q4c Fairness of grading in informatics specialty courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	3	12.0	100.0	100.0
Missing	System	22	88.0		
Total		25	100.0		

q4d Quality of instruction in informatics specialty courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	2	8.0	66.7	66.7
	Very Satisfied	1	4.0	33.3	100.0
	Total	3	12.0	100.0	
Missing	System	22	88.0		
Total		25	100.0		

q4e Access to faculty teaching courses in informatics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	1	4.0	33.3	33.3
	Very Satisfied	2	8.0	66.7	100.0
	Total	3	12.0	100.0	
Missing	System	22	88.0		
Total		25	100.0		

q4f Quality of textbooks in informatics specialty courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	1	4.0	33.3	33.3
	Very Satisfied	2	8.0	66.7	100.0
	Total	3	12.0	100.0	
Missing	System	22	88.0		
Total		25	100.0		

q4g Overall quality of informatics specialty courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	1	4.0	33.3	33.3
	Very Satisfied	2	8.0	66.7	100.0
	Total	3	12.0	100.0	
Missing	System	22	88.0		
Total		25	100.0		

q5 How many hours are you currently working at a job this term

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I am not working	1	4.0	4.0	4.0
	20-29 hrs/wk	3	12.0	12.0	16.0
	30-39 hrs/wk	3	12.0	12.0	28.0
	Employed full time	18	72.0	72.0	100.0
	Total	25	100.0	100.0	

q6 Current occupation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Full-time student	1	4.0	4.0	4.0
	Staff Nurse	5	20.0	20.0	24.0
	Nurse Manager	2	8.0	8.0	32.0
	Nursing Director	2	8.0	8.0	40.0
	Chief Nurse Officer	1	4.0	4.0	44.0
	Educator (hospital, nursing home, other healthcare facility)	4	16.0	16.0	60.0
	Community College educator	2	8.0	8.0	68.0
	University educator	1	4.0	4.0	72.0
	Informatics Nurse Specialist	2	8.0	8.0	80.0
	Other	5	20.0	20.0	100.0
	Total	25	100.0	100.0	

q6a Current occupation Other specified

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		20	80.0	80.0	80.0
	Clinical Leader	1	4.0	4.0	84.0
	educator for L&D and OB surgery. Also work as L&D staff nurse	1	4.0	4.0	88.0
	nurse case manager-HMO	1	4.0	4.0	92.0
	Quality Improvement Specialist which is part of nursing leadership	1	4.0	4.0	96.0
	Staff Nurse and Educator	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

q7 Specialty area

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not employed	1	4.0	4.0	4.0
	Adult Medical/Surgical	5	20.0	20.0	24.0
	Acute Care Intensive Care Unit	1	4.0	4.0	28.0
	OR/PARU	2	8.0	8.0	36.0
	Geriatrics	1	4.0	4.0	40.0
	Women's Health/Maternity/Obstetrics	2	8.0	8.0	48.0
	Public or Community Health	1	4.0	4.0	52.0
	Other	12	48.0	48.0	100.0
	Total	25	100.0	100.0	

q7a Specialty Other specified

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		13	52.0	52.0	52.0
	across the lifespan	1	4.0	4.0	56.0
	education	1	4.0	4.0	60.0
	educator for labor and delivery and OB surgery. Also work as L&D staff nurse	1	4.0	4.0	64.0
	health insurance	1	4.0	4.0	68.0
	Information Systems	1	4.0	4.0	72.0

	Neonatal Intensive Care	1	4.0	4.0	76.0
	Nursing Informatics Hospital Setting	1	4.0	4.0	80.0
	Nursing Quality Improvement	1	4.0	4.0	84.0
	Nursing Support Services Manager-Float Pool, central staffing department manager.	1	4.0	4.0	88.0
	Pain management clinic	1	4.0	4.0	92.0
	quality management/clinical instructor	1	4.0	4.0	96.0
	Radiology and Cardiology	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

q8 Official job title

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		2	8.0	8.0	8.0
	Adjunct Nursing Instructor	1	4.0	4.0	12.0
	Administrator	1	4.0	4.0	16.0
	Clinical Leader- Interventional Radiology & Cardiology Svcs	1	4.0	4.0	20.0
	Clinical Nurse Educator	3	12.0	12.0	32.0
	Clinical Nursing Director	1	4.0	4.0	36.0
	Manager Nursing Support Services	1	4.0	4.0	40.0
	Manager of Nursing Informatics & Infusion Center	1	4.0	4.0	44.0
	Nurse Case Manager	1	4.0	4.0	48.0
	Nurse Manager	1	4.0	4.0	52.0
	Nursing Lab Coordinator	1	4.0	4.0	56.0
	Patient Care Services Director	1	4.0	4.0	60.0
	Public Health Nurse	1	4.0	4.0	64.0
	Quality Improvement Specialist	1	4.0	4.0	68.0
	Resource RN	1	4.0	4.0	72.0
	RN - hyperalimentaion nurse	1	4.0	4.0	76.0
	RN	3	12.0	12.0	88.0
	RN, BSN	1	4.0	4.0	92.0
	Senior Systems Applications Analyst	1	4.0	4.0	96.0
	Staff RN	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

q9 Current salary range

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than \$30,000	1	4.0	4.2	4.2
	\$30,001-\$40,000	3	12.0	12.5	16.7
	\$40,001-\$50,000	1	4.0	4.2	20.8
	\$50,001-\$60,000	6	24.0	25.0	45.8
	\$60,001-\$70,000	7	28.0	29.2	75.0
	\$70,001-\$80,000	2	8.0	8.3	83.3
	More than \$80,000	4	16.0	16.7	100.0
	Total	24	96.0	100.0	
Missing	System	1	4.0		
	Total	25	100.0		

q10a Master's: Teaching/training at college level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	9	36.0	36.0	36.0
	Selected	16	64.0	64.0	100.0
	Total	25	100.0	100.0	

q10b Master's: Pursuing Doctorate degree

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	22	88.0	88.0	88.0
	Selected	3	12.0	12.0	100.0
	Total	25	100.0	100.0	

q10c Master's: Make self more employable

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	14	56.0	56.0	56.0
	Selected	11	44.0	44.0	100.0
	Total	25	100.0	100.0	

q10d Master's: Possible promotion

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	20	80.0	80.0	80.0
	Selected	5	20.0	20.0	100.0
	Total	25	100.0	100.0	

q10e Master's: Employer mandate for current job

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	25	100.0	100.0	100.0

q10f Master's: Necessary for job of interest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	20	80.0	80.0	80.0
	Selected	5	20.0	20.0	100.0
	Total	25	100.0	100.0	

q10g Master's: Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	21	84.0	84.0	84.0
	Selected	4	16.0	16.0	100.0
	Total	25	100.0	100.0	

q10h Master's: Other specified

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		21	84.0	84.0	84.0
	Improve my current job performance.	1	4.0	4.0	88.0
	Personal Goal	1	4.0	4.0	92.0
	Professional/personal development	1	4.0	4.0	96.0
	Self-satisfaction and continuing education.	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

q11 Most impnt reason to attend FSU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Advice of colleagues, friends and/or family	2	8.0	8.0	8.0
	Previously attended FSU	4	16.0	16.0	24.0
	Cost	1	4.0	4.0	28.0
	Admission standards of MSN program	2	8.0	8.0	36.0
	Flexibility of program	9	36.0	36.0	72.0
	Other	7	28.0	28.0	100.0
	Total	25	100.0	100.0	

q11a Impt reason Other specified

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		16	64.0	64.0	64.0
	All online format and cost.	1	4.0	4.0	68.0
	availability of prgram and interest in informatics specialty	1	4.0	4.0	72.0
	BS to MSN without bridging/ extra requirements	1	4.0	4.0	76.0
	I chose Ferris mostly because the curriculum was specific to education and the program was flexible. I have previously attended FSU twice for previous degrees.	1	4.0	4.0	80.0
	I needed a program that incorporated many of these, none more important than the other. I needed a flexible program because I work about 50 hours a week. I needed an affordable program because I do not have financial aid. I needed a program with a solid reputation so my degree has meaning. The lack of thesis is a huge bonus. I believe I have chosen well.	1	4.0	4.0	84.0
	nearly all online	1	4.0	4.0	88.0
	no statistics required	1	4.0	4.0	92.0
	On-line program in Michigan	1	4.0	4.0	96.0
	online, no thesis or travel required	1	4.0	4.0	100.0
Total	25	100.0	100.0		

q12 Primarily

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Part-time (5 credit hrs or less)	14	56.0	56.0	56.0
	Full-time (6-9 credit hours)	11	44.0	44.0	100.0
	Total	25	100.0	100.0	

q13 Specialty area

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Education	17	68.0	68.0	68.0
	Administration	3	12.0	12.0	80.0
	Informatics	4	16.0	16.0	96.0
	Dual	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

q13a Specialty Other specified

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		24	96.0	96.0	96.0
	Perioperative Staff Educator	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

q14 Undergrad GPA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.0-3.29	5	20.0	20.0	20.0
	3.3-3.49	3	12.0	12.0	32.0
	3.5-3.69	3	12.0	12.0	44.0
	3.7-3.89	9	36.0	36.0	80.0
	3.9-4.00	5	20.0	20.0	100.0
	Total	25	100.0	100.0	

q15 Current grad school GPA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.51-3.75	5	20.0	20.0	20.0
	3.76-4.00	20	80.0	80.0	100.0
	Total	25	100.0	100.0	

q16 Expenses pd by financial aid

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	16	64.0	64.0	64.0
	Some, but less than half	1	4.0	4.0	68.0
	Half or more	8	32.0	32.0	100.0
	Total	25	100.0	100.0	

q17 Expenses pd by you

		Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	None	2	8.0	8.0	8.0
	Some, but less than half	11	44.0	44.0	52.0
	Half or more	12	48.0	48.0	100.0
	Total	25	100.0	100.0	

q18 Attend FSU for undergrad

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	9	36.0	36.0	36.0
	No	16	64.0	64.0	100.0
	Total	25	100.0	100.0	

q18a If not, where

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		14	56.0	56.0	56.0
	Big Rapids Campus	1	4.0	4.0	60.0
	GVSU	2	8.0	8.0	68.0
	spring arbor	1	4.0	4.0	72.0
	U of M (RN-BSN program) and Butterworth Hospital School of Nursing (I am a dinosaur)	1	4.0	4.0	76.0
	Univ. of Detroit Mercy	3	12.0	12.0	88.0
	University of Kansas	1	4.0	4.0	92.0
	WMU	2	8.0	8.0	100.0
	Total	25	100.0	100.0	

q19 Still choose FSU for grad school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Probably not	2	8.0	8.0	8.0
	Probably yes	10	40.0	40.0	48.0
	Definitely yes	13	52.0	52.0	100.0
	Total	25	100.0	100.0	

q20 If not, why

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		23	92.0	92.0	92.0
	I spent so much money, and I don't feel I will get a job upon completion, I will still need more years of experience.	1	4.0	4.0	96.0
	Was VERY happy with my Undergrad experience at UofD/Mercy	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

q21 How often communicate with advisor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	4.0	4.0	4.0

Occasionally	13	52.0	52.0	56.0
Most semesters	4	16.0	16.0	72.0
Every semester	7	28.0	28.0	100.0
Total	25	100.0	100.0	

q22 Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	3	12.0	12.0	12.0
	Female	22	88.0	88.0	100.0
	Total	25	100.0	100.0	

q23 Ethnicity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	White/Euro-American	25	100.0	100.0	100.0

q24 Type of community where you work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rural	4	16.0	16.0	16.0
	Suburban	8	32.0	32.0	48.0
	Urban	13	52.0	52.0	100.0
	Total	25	100.0	100.0	

q25 Population of the community where you work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10,000 or fewer	2	8.0	9.1	9.1
	10,001-25,000	1	4.0	4.5	13.6
	25,001-50,000	3	12.0	13.6	27.3
	50,001-75,000	5	20.0	22.7	50.0
	75,001-100,000	2	8.0	9.1	59.1
	100,001-250,000	6	24.0	27.3	86.4
	250,001 or more	3	12.0	13.6	100.0
	Total	22	88.0	100.0	
Missing	System	3	12.0		
Total		25	100.0		

q26 Program strengths

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		3	12.0	12.0	12.0
	100% online availability.	1	4.0	4.0	16.0
	Flexibility	2	8.0	8.0	24.0
	flexibility, availability of instructors for help. so far, I feel that the program is well designed for the adult learner.	1	4.0	4.0	28.0

flexibility, online	1	4.0	4.0	32.0
Flexibility. On-Line offering. Multi-Rack option of specialty (can do more than one).	1	4.0	4.0	36.0
Flexibility and quality of instructors	1	4.0	4.0	40.0
I like the on line format.	1	4.0	4.0	44.0
Include: frequent and accurate communications about coursework and planning, flexibility, the self-paced experience, collaboration with other students, and the online learning environment.	1	4.0	4.0	48.0
Interactions with the instructors, availability of the online library and technical support	1	4.0	4.0	52.0
XXXXXXX is an excellent advisor and MSN coordinator. The clarity of her expectations and guidance through the program has been superb.	1	4.0	4.0	56.0
XXXXXXXXXX!! Need I say more. She has played a key role in my success and helped to facilitate the easy flow from class to class. She made certain that I was aware of any and all changes in the program requirements in a timely manner. I am very grateful for her assistance.	1	4.0	4.0	60.0
XXXXXXX! Access to her has been wonderful! She is a great mentor.	1	4.0	4.0	64.0
most classes are online, take classes at your own pace.	1	4.0	4.0	68.0
On-line availability, workload manageable while still working	1	4.0	4.0	72.0
one class at a time, good communication between students/students and students/faculty.	1	4.0	4.0	76.0
Online courses, flexibility of scheduling, classes available most semesters. Peer discussion and group activities.	1	4.0	4.0	80.0
Strong education skills and expectations of XXXXXXXX. Program almost entirely online, no thesis, no GRE. The fact that you offer the different tracks (education, informatics, administration. XXXXXXXX teaches the ISM classes in a way that nurses can be successful with the materials. Very satisfied with informatics classes taught by him.	1	4.0	4.0	84.0
the caliber of students and instructors	1	4.0	4.0	88.0
The flexibility and the online formatting. The instructors are very approachable, friendly, and compassionate. The expertise of the instructors and their flexibility is also a strength of the program.	1	4.0	4.0	92.0
The MSN Program Coordinator, XXXXXXXX. She is absolutely fantastic. XXXXXXXX is by far the most organized instructor I've ever seen.	1	4.0	4.0	96.0
Totally online, focus on non-clinical MSN opportunities,	1	4.0	4.0	100.0
Total	25	100.0	100.0	

q27 Opportunities for program improvement

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	7	28.0	28.0	28.0
300 clinical hours required to graduate is very excessive, especially when we are already licensed nurses. I could see the potential need for 300 clinical hours if the specialty program was for a Nurse Practitioner (and if I remember correctly other NP programs do not even require 300 hours), but for administration, education, and informatics?	1	4.0	4.0	32.0
Better more organized online format. I hate having to constantly close out of various windows and reload when viewing discussions.	1	4.0	4.0	36.0
classes I needed were not offered when I needed to take them	1	4.0	4.0	40.0
Educational component: elaborate on syllabus development, goals, and outcomes/objectives development and assessment.	1	4.0	4.0	44.0

either more prep for the comprehensive exam or removal of the comprehensive exam, or explanation of it, I don't know anything about it, also I did not know we had to do one when I started the program.	1	4.0	4.0	48.0
Frustrations in learning how to get information online for research. XXXX is not available late at night or early morning when I have time to do my research. I spend a lot of wasted time looking for information.	1	4.0	4.0	52.0
Having more MBA courses available directly related to nursing administration vs. business administration.	1	4.0	4.0	56.0
I'm fairly new to the program, so I've not come across anything of concern yet.	1	4.0	4.0	60.0
I am very pleased with my experience.	1	4.0	4.0	64.0
Less group work. I would prefer to have coursework that reflects my effort/knowledge and is not so intricately tied to that of my peers. Some of which are working 2-3 jobs and raising families and can not possibly devote the amount of time/effort that is required in a rigorous program such as this.	1	4.0	4.0	68.0
More communication about program changes, the practicum is very difficult for working people to complete.	1	4.0	4.0	72.0
More face to face, perhaps having 1 on site visit per semester	1	4.0	4.0	76.0
Not into it enough to give this feedback. So far, so good.	1	4.0	4.0	80.0
One class I took had obviously been designed by one instructor but was taught by another instructor. I did not find this to be a good thing, the class was disorganized and it was a struggle to learn. Please try to avoid this in the future.	1	4.0	4.0	84.0
Since instituting the exam, the project is supposed to be "less rigorous", but the guidelines of time required were not clear until I asked in 720. Communication regarding project and practicum requirements could be more clear.	1	4.0	4.0	88.0
The research class 510 and 530 questions are so difficult to understand. Examples at the time of the posting of questions would be great.	1	4.0	4.0	92.0
There seems to be some amount of duplication of materials/requirements. For instance the portfolio. This was addressed in 2 classes and is now requested again as a portion of fulfilling graduation requirements.	1	4.0	4.0	96.0
We are adult learners, and we expect timely feedback on our submissions so that we can improve the next submission. I am very dissatisfied with the very delayed grading of one nursing professor. Three quarters of the term was over before we got any grades for our assignments or exams. Communication could have been better that there was an additional certificate available for Informatics, depending on which classes I took. I found this out by mistake. I was definitely not informed well enough up front that there would be on-campus requirements for several of the informatics classes. I thought it was all online. Even more disturbing, I certainly did not fully understand the requirements in terms of hours for job shadowing an M.S.N. I still don't know how I'm going to accomplish that when I work full-time. I now wonder if I would have been better off to choose a program with a thesis requirement instead of 100's of hours of job shadowing. I suspect that this requirement will actually mean that one of my friends in the program will give up and never finish after all of the time and money she has invested. It's too bad.	1	4.0	4.0	100.0
Total	25	100.0	100.0	

q28 Suggestions for improvement

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10	40.0	40.0	40.0
???	1	4.0	4.0	44.0

I am still disappointed in the chat format that does not allow students to copy and paste, or even save, chats. Part of that software 'environment' is not user-friendly at all.	1	4.0	4.0	48.0
I would like to suggest less group projects. While I do understand the value of group work, to have so much of our grades depend upon the work ethic/quality of other students is frustrating. I would suggest decreasing the number of group papers/projects.	1	4.0	4.0	52.0
Improve your grading consistency within the program regarding APA. From course to course various instructors had different "APA" understanding. So what was "A" work with one instructor became "B" work with another. This was very irritating because it was all suppose to be APA which is pretty clearly described.	1	4.0	4.0	56.0
More user friendly Online program. Have standard organization for each teacher and each semester. Half of my time is spent trying to figure out what tab the teacher put what under...	1	4.0	4.0	60.0
None.	1	4.0	4.0	64.0
offer a computer class prior to starting that covers most aspects of computer learning such as research, power point, etc.	1	4.0	4.0	68.0
Offer nursing administration finance course, nursing administration leadership development course and other like courses in the MBA class offerings for the MSN students taking the nurse administrator track.	1	4.0	4.0	72.0
Program is advertised as flexible and geared towards working individuals, however working full time and taking 6 credits has proven to be very difficult to do. Perhaps, evaluation of the amount of papers and projects could be evaluated.	1	4.0	4.0	76.0
Reconsider the 300 hour practicum being within one semester. Allow hours to be accumulated outside the semester (both prior to and after)	1	4.0	4.0	80.0
Reduce the number of books that are required for some of the nursing classes- one semester I had to buy 5 books for 2 classes. However, the informatics classes could use some kind of books so there is a reference when trying to figure things out after the class ends. I am locked out from the classes now and all of the reference material is within the class structure.	1	4.0	4.0	84.0
See previous question	1	4.0	4.0	88.0
watch book costs. I'm in 530 research right now with five textbooks, I think that is ridiculous. also offer an APA course or support system for older nurses who are restarting, most of us have never even heard of APA format	1	4.0	4.0	92.0
We need much more access in FLITE to nursing and medical journals. Many of the journals I need for my research are not available, or the years aren't available, or the licenses are all in use and I have to log back in later to get them. The librarians are helpful, but sometimes they cannot supply the copies in time to utilize them for an assignment. In some classes the majority of the assignments are group papers and projects. This does not work well when we are balancing full-time jobs and a family too. I'm an adult learner and have many years of nursing experience. I work in groups, teams, and committees regularly at work. I feel that I do not need more practice at that. I dislike getting a group score for a paper when other students do not know the basics of how to utilize journal information and cite it correctly in APA without plagiarizing. The truth is that we each end of doing separate portions of the papers, and someone has to paste them all together and fix all of the problems without significantly stepping on toes. In my experiences it is NEVER truly a GROUP effort in terms of gathering ideas or a consensus for every portion of the assignment or paper. It's just not the same as being on-campus students who can convene in the library for a group project.	1	4.0	4.0	96.0

Well, as much as I hate to say it, I think the classes would benefit from having at least one on-campus meeting between instructors and students. Everyone tries very hard to create a bond, but keyboards and CPUs cannot replace the intimacy of human to human communication. (Can't believe I just suggested this when I would have hard time getting to a face to face meeting....)	1	4.0	4.0	100.0
Total	25	100.0	100.0	

q29 Additional comments

	Frequency	Percent	Valid Percent	Cumulative Percent
	18	72.0	72.0	72.0
720 and 740 both included project's. It would seem that one of them could focus on a project and the other should be focused more clearly on the specialty. OR maybe a portion of time could be credited for work experience. If I am already instructing and my specialty is education, could I not received some hours of credit for experience in the specialty as long as it was well documented? I understand some have never worked in their specialty field, but there are some of us who have and it, again, seems redundant.	1	4.0	4.0	76.0
Group papers and projects are difficult enough when done face to face, and prove to be even more difficult when done online. My suggestion is to not have group papers or allow individuals an opportunity to chose to do the paper individually as opposed to a group. Attempting to coordinate student's schedules to meet online and put together papers causes much unnecessary stress.	1	4.0	4.0	80.0
I was surprised by the intensity of this program. It has been more time consuming than I anticipated part time graduate work would be.	1	4.0	4.0	84.0
I wasn't sure how to answer the question about financial aid. I am receiving financial aid in the form of loans, that of course will have to be paid back. Does that mean I am paying?	1	4.0	4.0	88.0
Valid Is there any way to get the required book information out earlier? I like to read ahead and be prepared, and sometimes the book info comes out so late that I am scrambling to get the book...causes anxiety. Also, could someone let the new instructors know that it really is very important to the students that their end of semester grades be posted in a timely manner. It leaves some hard feelings when one must wait for grades that should have been posted weeks earlier.	1	4.0	4.0	92.0
Some of my nursing classmates obviously did not have XXXXXX for their first nursing classes. In subsequent nursing classes their paper-writing skills were sadly lacking. It can be very difficult to overcome this in a group paper situation without upsetting them, and this affects our group score. Please do something to teach/set standards for papers with regard to APA format. The book is not enough! Please don't ask us to buy books which are never used by the instructor for the class. When books are required, the instructor should be required to list the ISBN number so that we can be confident that we have the correct book & purchase them most affordably. We need to do everything we can to keep down the college costs. Thanks for asking for my input.	1	4.0	4.0	96.0
Thank you for the opportunity.	1	4.0	4.0	100.0
Total	25	100.0	100.0	

Thank you for your time and feedback.

2008 MSN APR...Faculty

Frequencies

Prepared by: Institutional Research & Testing, 03/09

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing	Valid	Missing	Valid
q1a Teach: NURS 500, 510, 520 and/or 530	14	0	.14	.00	.363
q1b Teach: NURS 600, 610 and/or 630	14	0	.14	.00	.363
q1c Teach: NURS 710, 720, 730 and/or 740	14	0	.14	.00	.363
q1d Teach: EDUC570 and/or other EDUC courses	14	0	.43	.00	.514
q1e Teach: MMBA 612, 625, 635 and/or 640	14	0	.29	.00	.469
q1f Teach: MISM 610, 640, 665 and/or other MISM courses	14	0	.07	.00	.267
q2a FLITE holdings	14	0	3.79	4.00	.426
q2b FerrisConnect learning platform	14	0	3.79	4.00	.579
q2c Overall ability of the courses to provide analytical & theoretical knowledge	14	0	3.86	4.00	.363
q2d Workload required of students in your course(s)	14	0	3.79	4.00	.426
q2e Amount of technology incorporated into the course(s)	14	0	3.71	4.00	.469
q2f Workload required teaching this/these course(s)	14	0	3.57	4.00	.646
q2g Written communication skills of students in your course(s)	14	0	3.71	4.00	.469
q2h Motivation of the typical MSN student in your course(s)	14	0	3.86	4.00	.363
q2i Evolving knowledge base of MSN students in your course(s)	13	1	3.85	4.00	.376
q2j Quality of instruction provided to MSN students in your course(s)	14	0	3.86	4.00	.363
q2k Leadership of the MSN program	11	3	3.91	4.00	.302
q2l Overall quality of the MSN program	13	1	3.92	4.00	.277
q3 Elaborate on above answers	14	0			
q4 Additional comments	14	0			

Frequency Table

q1a Teach: NURS 500, 510, 520 and/or 530

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	12	85.7	85.7	85.7
	Selected	2	14.3	14.3	100.0
	Total	14	100.0	100.0	

q1b Teach: NURS 600, 610 and/or 630

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	12	85.7	85.7	85.7
	Selected	2	14.3	14.3	100.0
	Total	14	100.0	100.0	

q1c Teach: NURS 710, 720, 730 and/or 740

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	12	85.7	85.7	85.7
	Selected	2	14.3	14.3	100.0
	Total	14	100.0	100.0	

q1d Teach: EDUC570 and/or other EDUC courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	8	57.1	57.1	57.1
	Selected	6	42.9	42.9	100.0
	Total	14	100.0	100.0	

q1e Teach: MMBA 612, 625, 635 and/or 640

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	10	71.4	71.4	71.4
	Selected	4	28.6	28.6	100.0
	Total	14	100.0	100.0	

q1f Teach: MISM 610, 640, 665 and/or other MISM courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Selected	13	92.9	92.9	92.9
	Selected	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

q2a FLITE holdings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	3	21.4	21.4	21.4
	Very Satisfied	11	78.6	78.6	100.0
	Total	14	100.0	100.0	

q2b FerrisConnect learning platform

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	7.1	7.1	7.1
	Somewhat Satisfied	1	7.1	7.1	14.3
	Very Satisfied	12	85.7	85.7	100.0
	Total	14	100.0	100.0	

q2c Overall ability of the courses to provide analytical & theoretical knowledge

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	2	14.3	14.3	14.3
	Very Satisfied	12	85.7	85.7	100.0
	Total	14	100.0	100.0	

q2d Workload required of students in your course(s)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	3	21.4	21.4	21.4
	Very Satisfied	11	78.6	78.6	100.0
	Total	14	100.0	100.0	

q2e Amount of technology incorporated into the course(s)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	4	28.6	28.6	28.6
	Very Satisfied	10	71.4	71.4	100.0
	Total	14	100.0	100.0	

q2f Workload required teaching this/these course(s)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Dissatisfied	1	7.1	7.1	7.1
	Somewhat Satisfied	4	28.6	28.6	35.7
	Very Satisfied	9	64.3	64.3	100.0
	Total	14	100.0	100.0	

q2g Written communication skills of students in your course(s)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	4	28.6	28.6	28.6
	Very Satisfied	10	71.4	71.4	100.0
	Total	14	100.0	100.0	

q2h Motivation of the typical MSN student in your course(s)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	2	14.3	14.3	14.3
	Very Satisfied	12	85.7	85.7	100.0
	Total	14	100.0	100.0	

q2i Evolving knowledge base of MSN students in your course(s)

		Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	Somewhat Satisfied	2	14.3	15.4	15.4
	Very Satisfied	11	78.6	84.6	100.0
	Total	13	92.9	100.0	
Missing	System	1	7.1		
Total		14	100.0		

q2j Quality of instruction provided to MSN students in your course(s)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	2	14.3	14.3	14.3
	Very Satisfied	12	85.7	85.7	100.0
	Total	14	100.0	100.0	

q2k Leadership of the MSN program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	1	7.1	9.1	9.1
	Very Satisfied	10	71.4	90.9	100.0
	Total	11	78.6	100.0	
Missing	System	3	21.4		
Total		14	100.0		

q2l Overall quality of the MSN program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Satisfied	1	7.1	7.7	7.7
	Very Satisfied	12	85.7	92.3	100.0
	Total	13	92.9	100.0	
Missing	System	1	7.1		
Total		14	100.0		

q3 Elaborate on above answers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		10	71.4	71.4	71.4
	Could not comment on the overall leadership and quality of the program as I only engage your students in the occasional Education course.	1	7.1	7.1	78.6
	The first question I commented lower only because sometimes they still don't know all of the assets available at the library. The motivation I find to be weak in a few students within different programs at times as far as their expectation of what difficult is. I imagine this is typical though, as life does thwor us challenges. It may be better to survey them about this?	1	7.1	7.1	85.7
	The MSN students are very good students and add a strong dimension to my classes.	1	7.1	7.1	92.9

There is a need to make the 500 level courses progressive. It is difficult to teach some students using ferrisconnect when it is thier first time and others who are familiar with it. The same with teaching 530 and some don't have theory (510). I think NURS 510 shoul come before 530. They should also have taken a course, to be familiar with FerrisConnect. I think before taking any couse beyond 500 they have to take 500 where they get familiar with FerrisConnect and online learning so the instructor can be sure basic online skills have been learned. wWhen you get a mix of people not knowing Ferris Connect and oter items, the range of knowledge makes it hard for students to do projects. There are also no policies and consistencies over courses on how online is handled. We need some consistencies between faculty in basic online policies.	<i>1</i>	<i>7.1</i>	<i>7.1</i>	<i>100.0</i>
Total	<i>14</i>	<i>100.0</i>	<i>100.0</i>	

q4 Additional comments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I don't usually teach any of the associated classes.	<i>11</i>	<i>78.6</i>	<i>78.6</i>	<i>78.6</i>
	I have been especially impressed with the quality of work completed in my classes by students in the MSN program.	<i>1</i>	<i>7.1</i>	<i>7.1</i>	<i>85.7</i>
	Thought it was a bit odd to ask the instructor about the "quality of instruction provided to MSN students in my course". Answer is a bit self-serving no?	<i>1</i>	<i>7.1</i>	<i>7.1</i>	<i>100.0</i>
	Total	<i>14</i>	<i>100.0</i>	<i>100.0</i>	

Advisory Board Survey of Nursing Program

The School of Nursing is currently conducting a review of all programs in accordance with the Academic Review Program cycle within the University. As part of this review, your input as an Advisory Board member is requested and greatly appreciated. Please take a few minutes to complete this survey, based upon the perceptions you have gained as an Advisory Board Member for the School of Nursing.

Q1 Please indicate your level of agreement with each of the following.

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Not Applicable
The undergraduate (BSN) Nursing programs offered by Ferris are relevant within the current health care delivery system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The graduate (MSN) Nursing programs offered by Ferris are relevant within the current health care delivery system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The quality of Ferris graduates who are prepared for initial licensure as Registered Nurses compares favorably to graduates of other pre-licensure programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The quality of Ferris RN to BSN graduates compares favorably to graduates of other undergraduate nursing programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The quality of Ferris MSN graduates compares favorably to graduates of other graduate nursing programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The employment prospects for nursing graduates in all programs are positive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FSU nursing programs are viewed positively within the state of Michigan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FSU nursing programs prepare graduates for life-long learning and continuous professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FSU nursing faculty members reflect an appropriate level of diversity in their areas of clinical & scholarly expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FSU nursing faculty members are committed to excellence in the delivery of undergraduate and graduate programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The School of Nursing receives adequate resources from the University to deliver quality undergraduate and graduate programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The FSU nursing programs have appropriate administrative support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The FSU nursing programs and curricula are regularly reviewed to assure currency and adaptability to a constantly changing health care delivery system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advisory Board members are well informed about the nursing programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advisory Board members are well informed by the School of Nursing about changes in nursing education at the state and national levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advisory Board members are consulted prior to major program changes or initiatives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is a need for more baccalaureate prepared entry level registered nurses in the state of Michigan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2008 Nursing APR...Advisory Board

Frequencies

Prepared by: Institutional Research & Testing, 01/09

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing	Valid	Missing	Valid
q1a BSN programs relevant	5	0	4.00	4.00	.000
q1b MSN programs relevant	5	0	4.00	4.00	.000
q1c Quality of FSU grads for RN compares favorably	5	0	3.80	4.00	.447
q1d Quality of RN-BSN grads compares favorably	5	0	3.80	4.00	.447
q1e Quality of MSN grads compares favorably	5	0	4.20	4.00	.447
q1f Employment prospects are positive	5	0	4.00	4.00	.000
q1g Programs viewed positively in MI	5	0	4.00	4.00	.000
q1h Programs prepare grads for life-long learning	5	0	4.00	4.00	.000
q1i Faculty reflect appropriate level of diversity	5	0	3.80	4.00	.447
q1j Faculty committed to excellence	5	0	4.00	4.00	.000
q1k School of Nursing receives adequate resources	5	0	4.00	4.00	.707
q1l Nursing programs appropriate administrative support	5	0	3.80	4.00	.447
q1m Nursing curricula regularly reviewed	5	0	4.00	4.00	.000
q1n Adv Bd well informed about programs	5	0	4.00	4.00	.000
q1o Adv Bd well informed about changes in nursing ed	5	0	4.20	4.00	.447
q1p Adv Bd consulted prior to major program changes	5	0	3.80	4.00	.447
q1q Need more BSN level registered nurses	5	0	4.00	4.00	.707
q1r Accelerated 2nd Degree BSN program is effective	5	0	3.40	3.00	.548
q1s RN to BSN program provides excellent career mobility options	5	0	3.80	4.00	.447
q1t Need for accelerated RN to MSN track	4	1	3.25	3.50	.957
q1u Need for more MSN prepared nurse educators	5	0	3.60	4.00	.548
q1v Need for more MSN prepared nurse administrators	5	0	3.80	4.00	.447
q1w Need for more MSN prepared nurses in the field of informatics	5	0	3.60	4.00	.548
q2 2 or 3 strengths	5	0			
q3 Areas need improvement	5	0			
q4 Comments/suggestions	5	0			
q5 Elaboration	5	0			

Frequency Table

q1a BSN programs relevant

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	5	100.0	100.0	100.0

q1b MSN programs relevant

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	5	100.0	100.0	100.0

q1c Quality of FSU grads for RN compares favorably

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	1	20.0	20.0	20.0
	Strongly Agree	4	80.0	80.0	100.0
	Total	5	100.0	100.0	

q1d Quality of RN-BSN grads compares favorably

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	1	20.0	20.0	20.0
	Strongly Agree	4	80.0	80.0	100.0
	Total	5	100.0	100.0	

q1e Quality of MSN grads compares favorably

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	4	80.0	80.0	80.0
	Not Applicable	1	20.0	20.0	100.0
	Total	5	100.0	100.0	

q1f Employment prospects are positive

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	5	100.0	100.0	100.0

q1g Programs viewed positively in MI

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	5	100.0	100.0	100.0

q1h Programs prepare grads for life-long learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	5	100.0	100.0	100.0

q1i Faculty reflect appropriate level of diversity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	1	20.0	20.0	20.0
	Strongly Agree	4	80.0	80.0	100.0
	Total	5	100.0	100.0	

q1j Faculty committed to excellence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	5	100.0	100.0	100.0

q1k School of Nursing receives adequate resources

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	1	20.0	20.0	20.0
	Strongly Agree	3	60.0	60.0	80.0
	Not Applicable	1	20.0	20.0	100.0
	Total	5	100.0	100.0	

q1l Nursing programs appropriate administrative support

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	1	20.0	20.0	20.0
	Strongly Agree	4	80.0	80.0	100.0
	Total	5	100.0	100.0	

q1m Nursing curricula regularly reviewed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	5	100.0	100.0	100.0

q1n Adv Bd well informed about programs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	5	100.0	100.0	100.0

q1o Adv Bd well informed about changes in nursing ed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	4	80.0	80.0	80.0
	Not Applicable	1	20.0	20.0	100.0
	Total	5	100.0	100.0	

q1p Adv Bd consulted prior to major program changes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	1	20.0	20.0	20.0
	Strongly Agree	4	80.0	80.0	100.0
	Total	5	100.0	100.0	

q1q Need more BSN level registered nurses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	1	20.0	20.0	20.0
	Strongly Agree	3	60.0	60.0	80.0
	Not Applicable	1	20.0	20.0	100.0
	Total	5	100.0	100.0	

q1r Accelerated 2nd Degree BSN program is effective

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	3	60.0	60.0	60.0
	Strongly Agree	2	40.0	40.0	100.0
	Total	5	100.0	100.0	

q1s RN to BSN program provides excellent career mobility options

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	1	20.0	20.0	20.0
	Strongly Agree	4	80.0	80.0	100.0
	Total	5	100.0	100.0	

q1t Need for accelerated RN to MSN track

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	20.0	25.0	25.0
	Somewhat Agree	1	20.0	25.0	50.0
	Strongly Agree	2	40.0	50.0	100.0
	Total	4	80.0	100.0	
Missing	System	1	20.0		
Total		5	100.0		

q1u Need for more MSN prepared nurse educators

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	2	40.0	40.0	40.0
	Strongly Agree	3	60.0	60.0	100.0
	Total	5	100.0	100.0	

q1v Need for more MSN prepared nurse administrators

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	1	20.0	20.0	20.0
	Strongly Agree	4	80.0	80.0	100.0
	Total	5	100.0	100.0	

q1w Need for more MSN prepared nurses in the field of informatics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	2	40.0	40.0	40.0
	Strongly Agree	3	60.0	60.0	100.0
	Total	5	100.0	100.0	

q2 2 or 3 strengths

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	20.0	20.0	20.0
	online programs informatics focus variety of clinical settings	1	20.0	20.0	40.0
	Positive employment opportunity Ferris has a good reputation	1	20.0	20.0	60.0
	Quality and expertise of faculty Leadership of the Director of the School of Nursing Strong focus on offering a variety of options to increase the numbers of RNs and MSNs	1	20.0	20.0	80.0
	quality of education administrative support caliber of faculty	1	20.0	20.0	100.0
	Total	5	100.0	100.0	

q3 Areas need improvement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		4	80.0	80.0	80.0
	A wider variety of clinical sites	1	20.0	20.0	100.0
	Total	5	100.0	100.0	

q4 Comments/suggestions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		4	80.0	80.0	80.0
	The development of year round programs could increase the number of graduates to meet community needs	1	20.0	20.0	100.0
	Total	5	100.0	100.0	

q5 Elaboration

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		4	80.0	80.0	80.0
	Ferris offers strong nursing programs, and remains focused on addressing community need for well qualified nurses	1	20.0	20.0	100.0
	Total	5	100.0	100.0	

Dr. Mary Alkire EdD, RN
(Formerly Mary Reuland)
mpalkire@gmail.com

Education:

- 1999 **EdD.**, Educational Policy and Administration, University of Minnesota, Minneapolis, MN. Focus: Educational leadership and policy. Dissertation, "Collaborative Learning as Professional Socialization"
- 1978 **MS.**, Nursing: University of Minnesota, Minneapolis, MN. Focus: Maternal Child Nursing and Nursing Education
- 1973 **BSN.**, Summa Cum Laude, Nursing: Northern Michigan University, Marquette, MI

Professional Experience:

- 5/08-currently Ferris State University, Big Rapids, MI. Full time Temporary Faculty
- 5/07-currently Walden University, Minneapolis, MN. Adjunct Faculty
- 9/01 – 5/07 Bethel University Nursing Department, St. Paul, MN. Associate Professor. Director of Graduate Nursing Program as of fall 2004
- 5/00 – 8/01 North Hennepin Community College, Brooklyn Park, MN. Dean of Sciences and Health Careers
- 8/99 – 5/00 Winona State University, Rochester Center, Rochester, MN. Associate Professor Nursing
- 8/88 – 8/99 College of St. Catherine, Minneapolis, MN. Associate Professor Nursing Tenured.
- Summer 1992, 1993 Medical College of Pennsylvania (sponsor), Minneapolis, Minnesota
Instructor NCLEX Review Course
- 8/84 – 8/88 Bethel College, St. Paul, MN. Adjunct Nursing Faculty
- 8/78 – 8/80 Anoka Ramsey Community College, Anoka, MN. Nursing Instructor
- 5/75 – 8/77 Lutheran Deaconess Hospital, Minneapolis, MN. Staff Nurse
- 5/74 – 5/75 Trivilla of Golden Valley, Golden Valley, MN. Staff Nurse
- 5/73 – 5/74 Marquette General Hospital, Marquette, MN. Staff Nurse

Casual Positions:

2005 – 2007 St. John's Hospital, St. Paul, MN. Administrative Supervisor.

1990-1992 Shriner's Hospital for Crippled Children, Minneapolis, MN. Staff Nurse

1987-1989 St. Paul Children's Hospital, St. Paul, MN. Staff Nurse

1980 – 1984 Self-employed Prenatal Educator

Summer 1978
and 1979 Unity Hospital, Fridley, MN. Staff Nurse

Licensure:

Michigan Board of Nursing-4704101520
Minnesota Board of Nursing-Registered Nurse R0766991
Minnesota Public Health Certificate 14464

Membership in Professional Organizations:

National League for Nursing
Minnesota Association of Colleges of Nursing

Publications:

- Reuland, M. P. (2005, October). *Integrating project management into nursing education: A best practice model*. Paper presented at the annual meeting of The Adult Higher Education Alliance, Boston MA.
- Reuland, M. P. (2005, February). *Project management: Developing leadership skills for the future*. Poster session presented at American Association of Colleges of Nursing Master's Education Conference, San Diego; CA.
- Reuland, M. P. (2000). *Collaborative learning as professional socialization*. Columbus, Ohio: ERIC Clearinghouse on Adult, Career, and Vocational Education (ERIC Document Reproduction Service No.ED440274).
- Reuland, M.P. (2000, April). *Collaboration as professional socialization*. Paper presented at the annual meeting of The American Educational Research Association, New Orleans, LA.
- Reuland, M. P. (2000, March). *Collaboration in the workplace: Nurses working together*. Paper presented at Shaping a National Agenda for Women in Higher Education, Minneapolis, MN.
- Reuland, M. P. (1999). Collaborative learning as professional socialization. (Doctoral dissertation, University of Minnesota, 1999). *Dissertation Abstracts International*, 60-05(B), 2063.

Reuland, M.P. (1995) Mentoring: A method to meet the self-directed student's clinical needs, *Colleagues* 5 (2), 6-7.

Reuland, M. P. & Villafana, P. (1995). New faculty orientation and enrichment: Yesterday and today. *Colleagues*, 5 (1), 6.

Faculty Development Program Featured in:

Eldre, M. (1993). The issue of supply: Fostering senior faculty leadership at the College of St. Catherine. (pages 33-34). In *Making teaching community property*. Edited by Pat Hutchings. Washington, DC: American Association for Higher Education.

Item writer for:

Stein, Alice, and Miller, Judith, eds. NSNA NCLEX-RN Review, Delmar Publishers, 1994, second edition.

Reuland, M. P. (1991, January). *Telephone Triage -- Simulations for Student Nurses*. Poster session presented at the annual Nursing Education Conference, Orlando, FL.

Professional Presentations:

Alkire, M. P. (2009). *Spirituality in the workplace*. Eastern Upper Peninsula Women's Day of Renewal, St. Ignace, MI.

Reuland, M. P. (2006, September). *Integrating project management into nursing education: A best practice model*. National League for Nursing Annual Summit, New York, NY.

Reuland, M. P. (2005, May). *Using project management to develop leadership skills*. Fifth Annual Nursing Research Symposium, Bethel University Nursing Department, St. Paul, MN.

Reuland, M. P. (2005, February). *Project management: Developing leadership skills for the future*. American Association Colleges of Nursing Master's Education Conference San Diego, CA.

Reuland, M. P. (2004, October). *Fairy tales, fables, and stories*. Minnesota Association of Colleges of Nursing. St. Paul, MN. Accepted for presentation, however conference cancelled.

Reuland, M. P. (2004, May). *Assessment and evaluation in nursing education*. Hibbing Community College, Hibbing, MN.

Reuland, M. P. (2003, November). *Using project management to develop leadership skills for the RN to BSN student*. Minnesota Association of Colleges of Nursing, Minneapolis, MN.

Reuland, M.P. (2000, April). *Collaboration as professional socialization*. Paper presented at New Orleans, LA, American Educational Research Annual Conference, New Orleans, LA.

Reuland, M. P. (2000, March). *Collaboration in the workplace: Nurses working together*. Paper presented at Women's Lives, Women's Voices, Women's Solutions: Shaping a National Agenda for Women in Higher Education, Minneapolis, MN.

Reuland, M. P. (1999, July). *Test construction: Evaluating student learning*. Hibbing Community and Technical College, Hibbing, MN

Reuland, M. P. (1999, June). *Qualitative research: Getting started*. University of Minnesota, Minneapolis, MN.

Reuland, M. P. (1999, May). *Principles and methods of assessment and evaluation*. Bethel College, St. Paul, MN.

Reuland, M. P. (1999, April). *Collaborative learning as professional socialization*. Leadership Academy, University of Minnesota, Minneapolis MN.

Reuland, M. P. (1998, January). *Clinical evaluation: A discussion on current and future concerns*. College of St. Catherine, St. Paul, MN.

Reuland, M. P. (1997, November). *Evaluation workshop: Classroom evaluation*. College of St. Catherine- Minneapolis, Minneapolis, MN.

Reuland, M. P. (1997, October). *Evaluation workshop: Psychomotor skills*. College of St. Catherine-Minneapolis, Minneapolis, MN.

Reuland, M. P. (1997, September). *Evaluation workshop: An introduction*. College of St. Catherine- Minneapolis, Minneapolis, MN.

Reuland, M. P. (1995, October). *Increasing our understanding of current and upcoming students*. College of St. Catherine-Minneapolis, Minneapolis, MN.

Reuland, M. P. (1995, December). *Beyond the lecture habit: Teaching through learning groups*. College of St. Catherine-Minneapolis, Minneapolis, MN.

Reuland, M. P. (1994, April). *Evaluation workshop: item writing*. College of St. Catherine-Minneapolis, Minneapolis, MN.

Reuland, M. P. (1991, January). *Telephone triage: Simulations for student nurses*. Poster session presented at Nursing Education Conference, Orlando, FL.

Sabbatical

Granted for January-May 1998. Area of research during sabbatical: Collaborative Learning in Nursing Education: Meeting the Needs of the Health Care Workplace. Development of a curricular model to prepare nurses for collaboration in health care.

Research

2006-2007 Workplace Learning Preferences for Nurses. A collaborative research project with Hennepin County Medical Center

- 200-2007 Thesis advisor for graduate nursing students in master's program
- 2004-2007 Evaluation of Project Management to Develop Leadership Skills in RN –BSN Students.
- 1999 Dissertation: Collaborative Learning As Professional Socialization.
- 1997 Associate Degree Nursing Skills Necessary for Practice: A Comparative Study between Nurse Educators and Nurses in Practice. A collaborative research project with Susan Hyndman.
- 1996 Workload Issues and Concerns in Nursing Education.
- 1996 The Process of Collaboration in Faculty Study Groups: A Descriptive Case Study.

Grant Activity

North Hennepin Community College Foundation Grant, 2001, to explore ways to improve student learning for nursing students with Limited English Proficiency (LLP) and English as a Second Language.

Perkins III, 2001, development grant from MnSCU for chemistry faculty to explore new program options for chemical laboratory assistant certificate.

Participated as a member of the grant writing team for Bush Foundation. College of St. Catherine, 1994-1998. Grant received \$300,000 for three-year project on faculty development.

Grant funded by College of St. Catherine, January 1996. Topic: Curriculum Revision for Nursing Department: A Collaborative Effort.

Grant funded by College of St. Catherine-Minneapolis, August 1995. Topic: Development of Study Skills Component in Nursing Education.

Grant awarded by the College of St. Catherine-Minneapolis, May 1992. Topic: Development of Clinical Resource Center-Pediatric Setting.

Grant awarded by the College of St. Catherine-Minneapolis, May 1991. Topic: Clinical Decision-Making in the Pediatric Setting.

Professional, Consultative and Advisory Positions

Ferris State University, Big Rapids MI. Online course development NURS 317 Spirituality in Nursing and NUR 495 Leadership Practicum.

Bethel University, St Paul MN. Online course development NUR 498 Dimensions of Professional Practice I and NUR 665 Theoretical Basis of Promoting Organizational Health

Nova Southeast University, Ft. Lauderdale, FL: Online course development NSG 5340 Nursing Leadership and NSG 5230 Nursing Decisions in Complex Health Care Systems. 2007-2008.

NLN Advisory Task Force "Evaluation in All Domains of Learning" 2007-2008

Consultant for Hennepin Technical College: Needs Assessment for Nursing Program Expansion, 2007

NLN Annual Summit Program Planning Committee, 2004-2007.

Abstract Reviewer for NLN Educational Summit 2004, 2005, and 2006

Consultant for North Hennepin Community College: Online Nursing Education Course Development and State Articulation Plans, 2003.

Reviewer/screener for TIAA/CREF faculty development award: "The Hesburgh Award for Faculty Development to Enhance Undergraduate Teaching." 1995-2001

Reviewer: American Educational Research Association. Reviewer of proposals, 1996-1998 for Annual Conference.

Textbook review for Mosby Publishing Company, 1993-1995, 1997

Professional Test Item Writer 1993-1997, Visual Education Corporation. Princeton, New Jersey.

Professional Test Item Writer 1992-1998. Medical College of Pennsylvania. Philadelphia, Pennsylvania

Program Development and Evaluation:

Bethel University, St Paul MN. Task force for DNP program development.

Bethel University, St. Paul, MN. School Nurse Certificate

Bethel University Nursing Department, St. Paul, MN. CCNE accreditation

St Paul Public Schools, St. Paul, MN. AGAPE program: Adolescent prenatal education program.

St Paul Public Schools, St. Paul, MN. AGAPE program site assessment and evaluation.

North Hennepin Community College, Brooklyn Park, MN. Evening Weekend Nursing Program

North Hennepin Community College, Brooklyn Park, MN. Chemical Laboratory Assistant Certificate

North Hennepin Community College, Brooklyn Park, MN. NLN accreditation, NCA accreditation team

College of St. Catherine, Minneapolis Campus, Minneapolis, MN. Faculty Development Program and Faculty Mentoring Program

College of St. Catherine, Minneapolis Campus, Minneapolis, MN. NLN accreditation



Marietta Joyce Bell-Scriber, PhD, FNP-BC

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rscriber@chartermi.net

PROFESSIONAL LICENSURE

Michigan State Board of Nursing, License 4704085607
Michigan State Board of Nursing, Nurse Practitioner Specialty Certification

EDUCATION

Institution	Degrees	Date
Michigan State University	PhD in Higher Adult Learning and Education	5/05
Michigan State University	Post-Master's Certificate: Family Nurse Practitioner	8/97
Grand Valley State University	M. S. Nursing	12/94
Ferris State University	B. S. Nursing	3/90
Saginaw General Hospital	Diploma	8/69

CERTIFICATIONS

American Nurse's Credentialing Center: Board Certified- Family Nurse Practitioner, CERT# 0277061-22, 1997-2012
Emergency Nurse's Association: Certified Emergency Nurse, 1991- 2000
American Heart Association: Basic CPR Instructor, 1983- 2002
Emergency Nurse's Association: National Trauma Nurse Core Course- Provider & Instructor- 1993-1995
Certification and Educator for Intraaortic Balloon Pumping, 1989- 94
American Heart Association: Advanced Cardiac Life Support Provider- 1981- 1993

ACADEMIC APPOINTMENTS

3/07-Present **Professor-tenured**, Ferris State University, School of Nursing, Big Rapids, MI
8/01-3/07 **Associate Professor-tenured**, Ferris State University, School of Nursing, Big Rapids, MI
2-12/2000 **Adjunct Faculty**, Grand Valley State University, Northwestern Michigan University Center, Traverse City, MI
Nov-Dec-'95 **Adjunct Faculty**, Spring Arbor College, Northwestern Michigan University Center, Traverse City, MI

CLINICAL APPOINTMENTS

- January 7, 2008
-present **Family Nurse Practitioner**, Health Intervention Services, Grand Rapids, MI (Work in collaboration with Dr. VanderMolen, Director, in a non-profit health care center serving the urban community of Grand Rapids to provide primary care services to the medically uninsured, a majority of whom are Hispanic patients (65%).
- April-June, 2002 **Consultant**, Munson Medical Center, Traverse City, MI (Performed Northflight Chart review and analysis with recommendations for quality improvement)
- 7/98- 8/01 **Cardiovascular Outreach Coordinator**, Munson Medical Center Traverse City, MI (Coordinated a smooth transfer process for cardiovascular patients)
- 9/97-7/98 **Family Nurse Practitioner**, Urgent Care, Traverse City, MI (Worked in collaboration with the Urgent Care physicians to provide a full spectrum of primary care services, occupational medicine, and urgent care to patients.)
- 12/94-9/97 **Cardiovascular Clinical Nurse Specialist**, Munson Healthcare (Program development and coordination of Cardiac Home Care Program; Consultation regarding cardiac clinical problems in Munson Home Services (all branches- Traverse City, Otsego, Tolfree & West Shore)
- 12/94-12/95 **Nurse Clinician**, Cardiothoracic Surgeons of Grand Traverse, Traverse City, MI (Assisted with clinical hospital management of patients who have received cardiothoracic surgery)
- 6/93-12/94 **CTU/CTSU Unit Manager**, Munson Medical Center, Traverse City, MI (Designed and managed 17-bed combined intensive and step-down cardiothoracic surgical unit)

Previous to 1993 available on request

REFEREED WORKS

NATIONAL JOURNAL ARTICLES

- Bell-Scriber, M. & Morton, A.** (2009, March/April). Clinical Instruction Institute: Train the trainer. *Nurse Educator*, 34(2), 84-87.
- Bell-Scriber, M.** (2008, May/June). Warming the nursing education climate for traditional-age learners who are male. *Nursing Education Perspectives*, 29(3), 143-149.
- Bell-Scriber, M.** (Manuscript in process). Encounters with other cultures: Combining Finnish and American students in a workshop to increase cultural competence.

BOOK CHAPTERS

- Bell-Scriber, M.** (2010). Chapter 29: Sensory: Vision and hearing. In Youngkin, E. Q., & Raines, D. A. (Eds.). *Promoting health from preconception through maturity: A unique nursing role*. Philadelphia, PA: F.A. Davis.
- Bell-Scriber, M.** (2009). Teaching in Cambodia: Lessons learned. Manuscript accepted as a contributing author for *Giving through teaching: How nurse educators are changing the world*, co-published by NLN Foundation and Springer Publishing Company.
- (2007). Chapter 56: Nursing Management: Stroke in Lewis, Heitkemper, Dirksen (Eds.) *Medical-Surgical Nursing: Assessment and Management of Clinical Problems (7th ed.)*. **Edited and reviewed.**

STATE JOURNAL ARTICLES

- Gardner (Bell-Scriber), M.** (1996). Do male and female spouses differ in their perceptions and adaptation to their partner's open heart surgery? *Michigan Nurse*, 69 (9), 22-23.

NATIONAL CONFERENCE PRESENTATIONS (Refereed on basis of abstract)

- Bell-Scriber, M.** (November, 2007). *Micro-Inequities: A Barrier to a Warm Nursing Education Climate for Minority Students Who are Male or of an Ethnic Minority*. 2007 AACN Bachelor's Education Conference. New Orleans, LA.
- Bell-Scriber, M. & Morton, A.** (November, 2007). *Clinical Instruction Institute: Preparing Effective Teachers*. 2007 AACN Bachelor's Education Conference. New Orleans, LA.
- Bell-Scriber, M.** (September, 2006). *Warming the Nursing Education Climate for Students who are Male or of an Ethnic Minority*. National League for Nursing Education Summit 2006: Transformation Begins With You. New York, NY.
- Bell-Scriber, M. & Morton, A.** (September, 2006). *Clinical Nursing Instruction: Train the Trainer*. National League for Nursing Education Summit 2006: Transformation Begins With You. New York, NY.
- Bell-Scriber, M.** (September, 2005). *Feeding Their Young, Instead of Eating Their Young: England's Mentorship Program for Nursing*. National League for Nursing Education Summit 2005: Navigating Toward New Horizons. Baltimore, MD.
- Bell-Scriber, M.** (February, 2005). *Designing and Teaching a Course for Advanced Specialty Role Practice*. 2005 AACN Master's Education Conference. San Diego, CA.

NON-REFEREED WORKS

INTERNATIONAL TEACHING EXPERIENCES

- Bell-Scriber, M.** (March 7-March 22, 2008). *Health Volunteers Overseas: To improve the education of the Cambodian nurses through nursing lectures and clinical instruction. Topics: EKG Interpretation; Pericardiocentesis & Cardioversion Procedures*. Sihanouk Hospital Center of HOPE, Phnom Penh, Cambodia.
- Bell-Scriber, M.** (May 12-May 16, 2008). *Encounters with Other Cultures: Increasing*

One's Cultural Competence. International Workshop to provide the opportunity for Finnish and American students to engage in a critical and reflexive examination of culture. Participants participated in interactional and shared experiences to explore and understand the uniqueness of self and others as cultural human beings. HAMK Wellbeing Summer School 2008, Hameenlinna, Finland.

INTERNATIONAL PRESENTATIONS

- Bell-Scriber, M.** (April, 2007). *The Impact of Disaster on Nurse Responders*. HAMK University of Applied Sciences, Hameenlinna, Finland.
- Bell-Scriber, M. & Fogarty, S.** (April, 2006). *Nursing in the U.S.* International Day Presentation. HAMK University of Applied Sciences, Hameenlinna, Finland.
- Bell-Scriber, M.** (June, 2004). *Nursing Education in the United States*. Leadership and Management class. University of Plymouth. Plymouth, U.K.

OUT OF STATE PRESENTATIONS

- Bell-Scriber, M. & Morton, A.** (October, 2008). *Clinical Faculty Orientation Workshop*, Great Oaks School of Practical Nursing, Dayton, Ohio.
- Bell-Scriber, M. & Morton, A.** (January, 2007). *Clinical Faculty Orientation Workshop*, RETS School of Nursing, Centerville, Ohio.

LOCAL OR REGIONAL PRESENTATIONS

- Bell-Scriber, M., & Morton, A.** (August, 2009). *Clinical Faculty Orientation Workshop*, Big Rapids, MI.
- Bell-Scriber, M., & Morton, A.** (January, 2008). *Clinical Faculty Orientation Workshop*, Big Rapids, MI.
- Bell-Scriber, M., & Morton, A.** (August, 2007). *Clinical Faculty Orientation Workshop*, Big Rapids, MI.
- Bell-Scriber, M., & Morton, A.** (January, 2007). *Clinical Faculty Orientation Workshop*, Big Rapids, MI.
- Bell-Scriber, M., Forgarty, S., & Morton, A.** (October, 2006). *Building Critical Thinking in our Health Professional Students: Having the Right Tools*. Flint, MI.
- Bell-Scriber, M., & Morton, A.** (August, 2006). *Clinical Faculty Orientation Workshop*, Big Rapids, MI.
- Bell-Scriber, M., Cairy, M., & Morton, A.** (January, 2006). *Clinical Faculty Orientation Workshop*. Grand Rapids, MI.
- Bell-Scriber, M., Morton, A., & Poindexter, K.** (January, 2005). *Clinical Faculty Orientation Workshop*. Grand Rapids, MI.
- Bell-Scriber, M.** (December, 2004). *Feeding our Young, Instead of Eating our Young: England's Mentorship Program for Nursing*. Graduate Colloquium, Michigan State University, Lansing, MI.
- Bell-Scriber, M., Morton, A., & Poindexter, K.** (September, 2004). *Clinical Faculty Orientation Workshop*. Grand Rapids, MI.
- Bell-Scriber, M.** (May, 2004). *Nursing Classroom Climate: Cold or Warm?* Dissertation proposal defense. Michigan State University, Lansing, MI.

Bell-Scriber, M. (February, 2002). *Risk Factor Education: Targeting the Difference in Subcultures*. Michigan Student Nurse's Association, Lansing, MI.

Bell-Scriber, M. (March, 2001). *Signs and Symptoms of Stroke*. Kiwanis Club of Traverse City, MI.

PUBLICATIONS (Note- publication under previous married name of Gardner)

Gardner (Bell-Scriber), M., Drake, D., Stirling, M., & Smith R. (1995). *Resource Manual for Nurses Caring for Open Heart Surgery Patients at Home*. Traverse City, MI: Munson Healthcare, Inc.

VIDEOS

(2001). *Now That You Have Heart Disease.....* Co-written and Professional Consultation provided. Produced by Munson Health Network in cooperation with Brauer Productions, Inc., Traverse City, MI.

(2001). *Healthwise: Early Cardiovascular Care Education Program*. Writing and Professional Consultation provided. Produced by Munson Health Network in cooperation with Brauer Productions, Inc., Traverse City, MI

(1996). *Recovering From Open Heart Surgery*. Co-written, Edited, and Professional Consultation provided. Produced by Munson Heart Network and Munson Home Services in cooperation with Brauer Productions, Inc., Traverse City, MI

(1995). *Preparing For Open Heart Surgery*. Provided Writing, Narration, Direction, and Editing. Produced by Munson Medical Center, Traverse City, MI

PROFESSIONAL MEMBERSHIPS

American Nurses Association-2006-present

Sigma Theta Tau- 1993- present

National League for Nursing- member – 2001-present

Health Volunteers Overseas-2008-present

Michigan Nurses Association- 1992-94, 1997-98, 2000-2006

MNA Lakeshore Chapter-2003-2006

MNA Congress on Practice- 2005-2006

Alternate Delegate to MNA Convention 2005

Michigan State University Alumni Association- 2005-2006

National Organization for Associate Degree Nursing- 2001-2004

International Alliance of Teacher Scholars, Inc.- 2002-2003

Advance Practice Council, Michigan Nurses Association- 1997-98

American Association of Critical Care Nurses- 1993-1997

HONORS AND AWARDS

Professional Development Grant, "Enhancing a Global Perspective in Teaching and Learning at Ferris State University", Ferris State University-2008

Walter F. & Mary Jane Johnson Dissertation Research Award Scholarship-2005

University Graduate Continuing Fellowship Award-Michigan State University-2005

Phi Kappa Phi-2005

University Graduate Continuing Fellowship Award- Michigan State University- 2004
Member of Kappa Epsilon Chapter of Sigma Theta Tau International Honor Society for
Nursing- 1993- present

Recipient of Excellence in Nursing Research Award sponsored by Butterworth Hospital
and Grand Valley State University, April 1995 for graduate thesis

Graduate Research was one of three selected by GVSU for poster presentation at National
Research Conference in Kansas City, Missouri in 1996

Merit awards for exemplary performance at MMC- 1987, 1990, 1991

Salary bonuses for excellence in performance at MMC- 2000-2001

COMMUNITY OUTREACH

Member of Spectrum Health Nursing Research Council, Spectrum Health, Grand Rapids,
MI- 2007 to present

Member of MCNEA/MACN/MONE Task Force to increase nursing faculty in Michigan-
2006 to present

Faculty Champion and member of Michigan Nursing Faculty Summit on Diversity,
October, 2006 and May, 2007 in East Lansing, Michigan. A collaboration of
the Office of the Chief Nurse Executive, Michigan State University College of
Nursing, and Lansing Community College, the purpose is to identify issues and
develop strategies to increase recruitment and improve retention of a diverse
student population in Michigan's nursing education programs.

Member of MI Voluntary Registry for Licensed Health Professionals in the event of an
accidental, normal, or intentional emergency, or other public or health care
disaster- 2005 to present.

Evaluator of Functional and Full-Scale Bioterrorism Exercise for District 1 Regional
Medical Response Coalition (9 regional counties in Michigan) held July 26-28,
2006 in Lansing, MI. This real-time bioterrorism exercise involved organizations
representing emergency management, public health, hospitals, and Emergency
Medical Services. The exercise provided an opportunity for response
organizations to test and evaluate disaster response processes, systems,
knowledge, and skills.

Member of RNRN an RN Response Network (affiliated with the California Nurses
Foundation) in Oakland, California. Within hours of knowing the scope of a
disaster, the organization deploys committed RNs as resources directly into
hospitals, clinics, and mobile units.

Lead Faculty for Study Abroad to Finland-Summer 2008, *NURS 491, Clinical Practicum
in Transcultural Nursing.*

Lead Faculty for Study Abroad to Finland-Spring 2007. *NURS 480 & 491, Senior
Seminar & Clinical Practicum in Transcultural Nursing & NURS 740, Advanced
Specialty Role Practicum*

Training as Faculty for Study Abroad to Finland-Winter 2006. *NURS 480 & 491, Senior
Seminar & Clinical Practicum in Transcultural Nursing*

Provision of Mentorship to a Graduate Nursing Student Pursuing NP -2006-2007, *Grand
Valley State University, Grand Rapids, MI*

Participation as Graduate Student in Study Abroad to England- Summer, 2004. Capstone Project: *Feeding Our Young, Instead of Eating our Young: England's Mentorship Program for Nursing*

MAJOR COMMITTEES

SCHOOL OF NURSING

Tenure Chair-2007-present
Chair-MSN Committee-2005-present
Chair-Faculty Search Committee-2005-2006
MSN Design Committee--2002-2005
Curriculum Committee- 2002-2005
Nursing Advisory Committee- 2002-present
Student Advisory Committee- 2002-present
NCLEX Improvement Taskforce-2001-02
Faculty Search Committee- 2001-02; 2007

COLLEGE

Chair-Graduate Committee- 2003-present
Curriculum Committee-2007-present
Leadership Council- 2005- present
Health & Safety Committee- 2004-2005
Core Curriculum Committee- 2002-2003
College of AHS Clinical Coordination Task Force- 2003-2004
Recruitment and Retention Committee- 2002-2003

UNIVERSITY

Search Committee for Dean of Optometry-2009
Advancement of Online Learning Taskforce-2005-2006
University Graduate & Professional Council 2005-present
Senate Diversity Committee-2004-2006

OTHER SIGNIFICANT SCHOLARLY, RESEARCH, OR ADMINISTRATIVE EXPERIENCE

2006- **Item Writer for NLN Nurse Educator Certification Exam**

2005-present-**MSN Program Coordinator**-Recruitment, Admission of Master's students, Curriculum Development, Accreditation, Coordination, Orientation, Advising, Tracking

Thesis Committees:

2006-2007 **Member;** *"A Qualitative Study on Nurse Retention"*

- 2006-2007 **Member;** *"Patient Satisfaction: A case study"*
2005-2006 **Chair;** *"Emergency room nurses: Their descriptions of the occurrences of culturally competent care of Hispanic patients"*
2005-2006 **Member;** *"Nursing students' perceptions of short psychiatric clinical experiences with and without preparatory role-play"*

2002-2004-Course Coordinator/Clinical Coordinator in the ADN program: NURS 106- Clinical Nursing I (Fundamentals)

2002-present-Advisor-Pre-nursing students; Nursing students- Associate; RN to BSN; MSN

Mentorship:

- MSN student pursuing NP-2005-present
- New Faculty-2002-present
- Clinical Faculty at MCGH during Fall '03, Winter '04, Fall '04, Fall '05

Developed or Co-Developed/Teach in the MSN program-

- NURS 500- Advanced Roles in Professional Nursing Practice
- NURS 520- Health Care Delivery Systems & Nursing Practice
- NURS 630- Teaching in the Clinical Setting
- NURS 616- Increasing Cultural Competence in the Nurse Leader
- NURS 710- Seminar: Thesis/Scholarly Project Preparation
- NURS 720- Thesis/Scholarly Project Practicum
- NURS 730- Seminar: Practicum Proposal Development
- NURS 740- Advanced Specialty Role Practicum

Development/Teach in the RN-BSN program-

- NURS 300-Pathophysiology for Nursing
- NURS 310- Nursing Health Promotion
- NURS 315- End-of-Life Nursing Care
- NURS 316-Transcultural Nursing
- NURS 318- Advanced Health Assessment
- NURS 319- Disaster Nursing and Emergency Preparedness
- NURS 324- Transition into Professional Nursing
- NURS 350- Research in Nursing
- NURS 440- Leadership in Nursing
- NURS 450 & 491- Senior Seminar & Senior Capstone Courses-Study Abroad Option

Developed or Co-Developed/Teach in the BSN program-

- NURS 242-Assessment Lab
- NURS 350-Research in Nursing
- NURS 300-Pathophysiology for Nursing

NURS 440-Leadership in Nursing

Development/Taught in the ADN program:

NURS 106- Clinical Nursing I (Fundamentals)

NURS 102- Cultural Diversity I

NURS 116- Clinical Nursing 2 (Med-Surg.)- Taught only

Pre-Nursing- FSUS 100 (Freshmen Seminar)

Curriculum Vitae

Sharon L. Colley, RN, BSN, MSN, PhD.c.
8861 S. Lakeola Road
Reed City, MI 49677
231-832-9255 (H)
231-201-1126 (C)
231-591-2288 (O)

Education

Associate Degree in Nursing, 1990
West Shore Community College
Scottville, MI

Bachelor of Science in Nursing, 2000
Ferris State University
Big Rapids, MI

University of Phoenix On-Line
Phoenix, AZ
8 credits towards MSN in administration/education

Certificate in Nursing Education, 2004
Ferris State University
Big Rapids, MI

Master of Science in Nursing, May, 2006
Ferris State University
Big Rapids, MI

PhD in Leadership in Higher Education
Western Michigan University
Expected Completion June, 2009

Experience

College of Allied Health Sciences
Ferris State University
Big Rapids, MI 49307
August 2002 to present.

Nursing Faculty (August, 2006 to present). Taught various courses at both the ADN and BSN level. Teaching involved use of online course delivery, laboratory and classroom technology, and learner-centered approaches. Coordinated multi-faceted clinical skills

course. Participated in curriculum development meetings as well as course development for, BSN program.

Nursing Clinical Lab Coordinator (August, 2002 to August, 2006). Assisted in student practice and check-offs in skills lab, set up patient simulations and designed and implemented computer scenarios with "Simman" mannequin, conducted summer nursing camps and open lab recruitment tours.

Adjunct Faculty (January 2004 to August 2006). Taught various courses in both the Core Curriculum and Associate Degree Nursing program.

Mecosta County General Hospital
Big Rapids, MI 49307
May, 1991 to March, 1995
September, 2001 to August, 2002

Staff nurse working in various areas. Four years in ambulatory surgery, one year in med-surg-peds, and four months in rehab. Also cross-trained to cardiac rehab and various clinics.

Spectrum Health-Reed City Campus
Reed City, MI 49677
June, 2001 to December, 2001

Worked part time and then per diem as a staff nurse on a med-surg unit.

Muskegon Community College
Muskegon, MI 49442
January, 2000 to March, 2002

Adjunct faculty for psychiatric clinical rotations in associate degree nursing program.

Gerber Hospital
Fremont, MI 49412
May, 1990 to February, 2001

Worked as a charge nurse with weekend supervision of 16 bed psychiatric unit. Direct nursing care as well as delegation of duties to staff, leading group sessions, one-to-one meetings with patients and family members, care plan design and implementation, and decision making in all areas of patient care.

Courses Taught

As a faculty at Ferris State University I have taught various courses in the core curriculum, associate, and baccalaureate degree nursing programs including: FSUS 100 (University Seminar), CCHS 103 (Core Skills Lab), NURS 101 (Health Promotion), NURS 241 (Nursing Fundamentals), NURS 116 (Health Assessment), NURS 234 (Mental Health Nursing), NURS 230 (Transitions to Technical Nursing), NURS 240 (Concepts of Professional Nursing), NURS 324 (Transitions to Professional Nursing), NURS 312 (Advanced Health Assessment), NURS 325 (Professional Nursing Skills Development), NURS 324 (Transition to Professional Nursing), NURS 350 (Nursing Research), NURS 441 Theory 4, NURS 450 (Nursing Senior Seminar), and 491 (Senior Capstone Practicum).

I co-designed and implemented an injection skills course for optometry students in collaboration with the optometry department at FSU.

At Muskegon Community College I was an adjunct faculty teaching psychiatric clinical rotations to second year associate degree nursing students.

Instructional Materials

Developed instructor course materials to address theory objectives for a core curriculum course. Revised course syllabi to reflect learner-centered activities and approaches in NURS 230, 324, 441, and 350. Revising 241 course materials to adapt to online format rather than traditional lecture.

As part of a grant proposal, I am working in collaboration with the Faculty Center for Teaching and Learning to develop course materials to use for faculty development related to learner-centered approaches for STEM programs at FSU.

Developed and implemented a proposal to create CD skill demonstrations as an adjunct learning tool for a nursing skills laboratory, and also participated in development of a similar CD for an online core curriculum skills course.

Developed 6 computerized Simman scenarios for 1st and 2nd year ADN students to use in development of skills and critical thinking.

Current Committee Work

College of Allied Health Sciences Graduate Programs Committee
Master's of Science in Nursing Committee
Strategic Planning Committee
Academic Senate beginning 2009-2010
Human Subjects Research Committee

Research

Master's Thesis. (Winter 2006) Nursing Students' Perceptions of Short Psychiatric Clinical Experiences With and Without Preparatory Role-Play.

Current Research: Doctoral Dissertation – Nursing Faculty Experiences and Perceptions of an Implementation Process to a Learner-Centered Teaching Philosophy: A Case Study.

Professional Development

Lilly Conference North, September 19 – 21, 2008, Traverse City, Michigan

Teaching Students the Skills They Will Need to Succeed in a Learner-Centered Classroom, July 15, 16, & 17, 2008, Ferris State University

Honors

National Achievement Academy Award, 1990, West Shore Community College

Bachelors Degree in Nursing, Summa Cum Laude, Ferris State University, 2000

Masters Degree in Nursing, Summa Cum Laude, Ferris State University, 2006

Doctorate in Leadership in Higher Education, GPA of 4.0, Western Michigan University, 2009.

Denise L. Hoisington, RN, MSN, PhD

8727 140th Avenue
Stanwood, MI 49346
231-823-2696
dhoisington@hughes.net

VITAE

EDUCATION

Michigan State University, East Lansing, MI - 2000
Ph.D. in Educational Administration: Higher, Adult and Lifelong Education focus in Teaching and Learning.
Dissertation: "Learning Styles of Nursing Student and Use of the Internet"
Honors: Graduated "with Honors", Phi Kappa Phi

Andrews University, Berrien Springs, MI - 1990
M.S. in Nursing Administration, Care of the Adult
Thesis: Difference in Learning Styles of Nursing Students
Phi Kappa Phi and Sigma Theta Tau

Ferris State University, Big Rapids, MI - 1990
M.S. in Occupational Education
Honors: Graduated with Highest Distinction

Ferris State University, Big Rapids, MI – 1986
B.S. Nursing

Ferris State University, Big Rapids, MI – 1976
A.D. Nursing

AWARDS

- Phi Kappa Phi Multidisciplinary Academic
- Sigma Theta Tau International Honor Society of Nursing

TEACHING/WORK EXPERIENCE

Ferris State University, Big Rapids, MI
Associate Professor – 2007- Present
Teaching: nursing courses including, basic skills lab, undergraduate research, statistics and epidemiology, Graduate course in Theory and Research, Undergraduate Computer in Health course

- Teaching fully on-line course and in the classroom
- Academic Advising
- Developed Computers in Health Care course CAHS 300
- Initiated PDA initiative for undergraduate students
- Presented PDA initiative, hardware, and software to FCTL and to CAHS Faculty Spring 09
- FSU Student Nurse Association faculty advisor 2008, 2009

Committees

- Fall and Winter Ferris State University Health Screening Committee and supervision of students for health screening years 2007/08, 2008/2009
- School of Nursing MSN Committee 2008, 2009
- CAHS Graduate Committee 2008, 2009
- CAHS Strategic Planning Committee 2008, 2009
- School of Nursing MSN APR 2009

Inquiry into Education course through FCTL

Mecosta County Medical Center (MCMC), Big Rapids, MI
Manager of Information Services (IS) – 1999 - 2007

Administrative Responsibilities: Preparation of Capital budget for all hospital Information Technology (IT) needs and operating budget for IS department. Chair of Information Systems (IS) Steering Committee and Core Information Systems Team. Collaboration with all departments in the integration of software programs including all financial and clinical applications. Collaborative efforts with Chief Financial Officer and Billing to get date for medicare, Medicaid and third party payers and cost accounting.

Health Insurance Portability Accountability Act (HIPAA) Co-chair HIPAA Core Implementation Team, including organizational assessment, GAP analysis, risk assessment, policy implementation and HIPAA Security Officer.

Participation in two successful accreditation visits by JCAHO (Joint Commission Accreditation of Health-Care Organizations) as the management of Information chapter leader.

Development of department competencies and Quality Improvement programs for Information Services Department; as well as policy and procedure development for the facility related to technology and MCMC's information systems.

Developed MCMC's Information Management Plan and Strategic Plan.

Seminars – HIPAA Summit, Multiple Michigan Hospital Association legal and risk audio conferences, HIPAA Seminars, Meditech User Group (MUSE) in-services

Multiple other Audio and Video Conferences and Seminars, Health Information Management Society member, MUSE member.

Teaching Responsibilities: HIPAA rules and regulations, monthly new hire orientation and yearly mandatory in-services, Board of Trustee updates, Continuing Medical Education presentation.

Projects Implemented: HIPAA privacy and Security; Valco document scanning, Access E-forms; Hardware and software upgrades and updates.

I am currently collaborating on the implementation of a PACs (Picture Archiving and Communication System) system for Medical Imaging.

Collaborating on the implementation of a practice management system for a large local office practice, including interfaces to the main Health Care Information system.

Leader for the implementation team for patient records scanning, Accounts Receivable scanning, paperless Registration and Forms Automation.

Ferris State University, Big Rapids, MI

Lecturer and Clinical Nursing Instructor – 1987-1999

Developed course syllabi, overall course structures, and administered all grades.

Content areas taught: Pharmacology, Fundamentals, Research and Statistics, Medical Surgical Nursing, Geriatrics, Leadership, Assessment, Nursing Theory.

Grand Valley State University, Allendale, MI

Adjunct Instructor – Grand Valley State University, Allendale, MI

Clinical facilitator for MSN students

Montcalm Community College and Grand Rapids Community College

Substitute Instructor – Part-time clinical facilitator in hospitals for nursing students.

Mecosta Medical Center, Big Rapids, MI

Clinical Nursing: 1976 – 1982; 1986 – 1999

Registered Nursing – Staff Nurse with experience in Intensive Coronary Care Unit (ICCU), Operating Room, Recovery room, Ambulatory Care, Emergency room, Medical Surgical Nursing, EKG Instructor, Cardio Pulmonary Resuscitation instructor.

Curriculum Vitae

Michelle Teschendorf RNC, MSN, PNCNS

16709 Pond Creek
Spring Lake, MI 49456
616-844-4426 (H)
314-398-7082 (C)
231-591-2292 (O)

Formal Education –

Diploma	1974	Barnes Hospital School of Nursing	St. Louis, MO	Nursing
BSN	1996	Missouri Western State College	St Joseph, MO	Nursing
MSN	1999	St Louis University	St. Louis, MO	Nursing

Currently enrolled in PhD of Nursing program at St Louis University. Completed course work Spring 2006. Now working on dissertation.

Honors/Certifications

Register Nurse – current in Missouri and Michigan
Honored Member Empire Who's Who Professional and Executive Registry 2006-2007
Certificate in University Teaching Skills from St Louis University

Professional Experience

Professional Teaching Experience

<u>Year</u>	<u>Employer</u>	<u>City & State</u>
2007-current	Ferris State University	Big Rapids, Michigan
	Assistant Professor. Teaching in the traditional BSN, accelerated BSN, RN to BSN, and MSN programs. The delivery format is both classroom and online.	
Summer 2007	Grand Valley State University	Grand Rapids, Michigan
	Clinical Instructor in the Accelerated BSN program.	
1999-2007	St. Louis Community College	St. Louis, MO
	Assistant Professor 1999-2002. Courses taught included: Med-Surg in the second year; OB and Fundamentals in the first year.	
	Associate Professor 2002-2005. Courses remained the same along with Nursing Management.	
	Professor 2005-2007.	
	Other responsibilities have included: member of the campus Curriculum Committee for the last 7 years; member of the Nursing Curriculum committee for the last 7 years and chair 2000-2003; and member of the campus Academic Council 2002-2004 with the position of Vice-chair in 2004.	
Summers 99-04	St. Louis University	St. Louis, MO
	Clinical Instructor in the Accelerated BSN program.	

1996 Missouri Western State College St. Joseph, MO
Clinical Instructor for 1st level BSN students.

Professional Nursing Experience

- 1996-2005 St. John's Mercy Medical Center, Saint Louis, Missouri, Staff Nurse Labor and Delivery, Co-chair of LDR Practice committee, preceptor, and charge nurse. Assistant research coordinator for Nelcor fetal oxygen saturation monitoring.
- 1994-1996 Heartland Health System, Saint Joseph, Missouri; PRN staff nurse LDRP, member of Decision Making Team for Unit.
- Saint Luke's Hospital Berry Road, Kansas City, Missouri; PRN staff nurse LDRP.
- 1991-1994 Charleston Area Medical Center-Women's and Children Hospital, Charleston, West Virginia; Clinical Nurse III, Labor and Delivery, relief charge nurse, preceptor; Member: L&D Policy & Procedure Committee, Standards Council, OB Outreach Advisory Committee, Nursing Research Committee. Fetal Monitoring Instructor for University of West Virginia Medical School.
- 1984-1991 Maury Regional Medical Center, Columbia, Tennessee; Staff Nurse Labor & Delivery; charge nurse, preceptor.
- 1981-1984 Druid City Hospital, Tuscaloosa, Alabama; Childbirth Instructor, Staff Nurse NICU for first year, Coordinator Prenatal Department.
- 1979-1980 Northeast Medical Center, Humble, Texas; Staff and charge nurse, Med-Surg.
- 1978-1979 Parkway Hospital, Houston, Texas; Assistant Head Nurse Postpartum; Childbirth Instructor; Chairman Policy & Procedure Committee.
- 1975-1978 Lake County Hospital, Painesville, Ohio; Staff and charge nurse, Med-Surg.
- 1973-1974 Barnes Hospital, St. Louis, Missouri; Undergraduate Nurse; Staff Nurse, Neuro-Medical.

Publications/Presentations

Reviewer for Promoting Health from Preconception through Maturity by Youngkin, FA Davis Publishers, 2010.

Chapter writer for Women's Health Nursing: Women during the reproductive years. E. Breslin & V. Lucas, Saunders (2003).

Co-author: Hydrotherapy during labor: an example of developing a practice policy. The American Journal of Maternal/Child Nursing, July/Aug. (2000).

Reviewer for AWHONN Competence Validation for Perinatal Care Providers by Kathleen Simpson and Patricia Creehan, Lippencott Publishers, (1997).

Professional Membership & Activities:

<u>Date</u>	<u>Organization Name</u>
1999	Sigma Theta Tau National Nursing Honor Society
1994	American Nurses Association
1994	Missouri Nurses Association; previously held position of Secretary.
1991	AWOHNN, Association of Women's Health, Obstetric and Neonatal Nurses

Vitae

F. Michael Ennis, Ph.D.

1522 Kings Bridge Rd., Grand Blanc, MI 48439

Tele: (810) 603-3226

ennisf@ferris.edu

EDUCATION

Doctorate of Philosophy. Dissertation: *Ohio Joint School Administrators' Perceptions Regarding the Importance and Use of Total Quality Management.* The Ohio State University, Feb., 1996.

Master of Science. Thesis: *The Prioritization of Agricultural Education Teachers Responsibilities as Perceived by Secondary Vocational Administrators and Agricultural Education Teacher.* Michigan State University, Extension Education. June, 1991.

Bachelor of Science & Teacher Certification. Michigan State University, Dec., 1985.

Associate Degree in Technology. St. Clair County Community College, Dec., 1981.

PROFESSIONAL EXPERIENCE

Ferris State University – Associate Professor Career and Technical Education

The position requires online and face-to-face teaching of educational foundations, research methods and evaluation, educational technology, teaching methods, curriculum development, student assessment, instructional planning and practice. The courses taught include: EDUC 501, 502, 503, 504, 511, 516, 540, EDUC 205, 206, 289, 303, 339, 430, ECTE 400, 500, 504, 516, EDGP 439 Additional responsibilities include committee memberships, program review and teacher certification updating, technology applications, research and service to the internal and external community. Aug., 2005 to present: Dr. Liza Ing (231) 591-5361.

Mott Community College (MCC) – Curriculum Research Specialist and Teacher Education Program Coordinator & Adjunct Faculty Member

The position at MCC contained a wide variety of responsibilities including: conducting needs assessments and academic review process for programs and disciplines, assisting in developing new programs and course offerings, representing MCC at external professional organization meetings, and creating articulation program agreements between K-12, community college and university programs. Curriculum development activities included being DACUM and WIDS trained to assist in and create curriculum aligned with internal and external standards and create distance learning courses using Blackboard and in-class instruction. Special projects included: An Analysis of Developmental Math Courses, Educator Preparation Transfer Study, Open Entry/ Open Exit Study, Manufacturing Labor Market Report and College Transfer Studies. The teaching responsibilities included developing and offering EDUC 240, EDPP 101, and EDPP 102 through in-class and online formats. Aug., 2001 to July, 2005.

Mott Community College - National Science Foundation Project Manager & Teacher Education Transfer Coordinator

The NSF project manager responsibilities focused on curriculum development and project management activities for a \$350,000 NSF Manufacturing Simulation Technology grant and contributor to a second \$750,000 NSF project for advanced activities. The Teacher Education Program Director position required developing a teacher preparation program through Mott Community College and 4 – year teacher certification programs. The positions required a wide range of administrative activities including research, grant writing, transfer and articulation issues, educational program development, and negotiating. Additional activities included computerized curriculum development, institutional research, web page development, marketing and promotion and writing draft legal contracts. Aug. 1998 to 2001. Mr. William Angus, (810) 762-5698 & Mr. James Drummond, (810) 232-2812.

Eastern Michigan University – Adjunct Lecturer

The Adjunct Professor position required the development and instruction of two graduate level educational technology and research methods courses both in an online format and in-class using the E-College system. Jan. 1, 1999 & Sept. 2003. Dr. James Berry, (734) 487-0255.

University of Michigan - Flint, Program Evaluator

The evaluator position was funded by a H.U.D. Grant in cooperation with The North Flint Twenty-First Century Communities, the Community Outreach Partnership Center Program and Flint Community Schools. Responsibilities included developing an evaluation plan, constructing data collection instruments, and compiling intermediate and final evaluation reports. Sept., 1997 to 2000. Project Coordinator: Dr. Kristin Skivington, (810) 767-7030.

University of Michigan - Flint, Visiting Assistant Professor College of Education and Human Services (CEHS)

The Visiting Assistant Professor position in the CEHS required teaching pre-student teaching course work for undergraduate students, curriculum development, instructional delivery, classroom management, and assessment. Classes taught included Research Methods, SWK 250 – 9 years of online experience using the Blackboard and e-College systems. Educational Psychology, EDU 301, Sociology of Education, EDU 302, Multi-cultural Education, EDU 438, Interaction Laboratory, EDU 303, and Tutor Aide Field Placement, EDU 304. Additional responsibilities included placing students in urban classrooms, monitoring progress, troubleshooting problems and acting as the coordinator for the Tutor-Aide Program with other visiting professors. January, 1996 to present, Dr. Kathleen Woehrle, (810) 762-3390.

Ohio State University - Technology Resource Person & Extension Researcher

The Extension Administrative Researcher responsibilities included teaching, computer support and research. Teaching responsibilities included single tutoring sessions on the use of computers and classroom presentations to students, faculty and administrators. Computer support responsibilities included system setup, software installation, repair, and troubleshooting. Research activities consisted of design, instrumentation, data collection, analysis and report writing. Research projects included: Total Quality Management Training for Licking County Government, Community Economic Professionalism Study, Lodi Community Survey, Peabody Coal Miner Study, and Signage for Small Business. Employment. Dec., 1993 to July, 1995. Ohio Extension Associate Director: Dr. John Rohrer, (614) 292-8436.

Ohio State University - Research Associate

Graduate Research Associate responsibilities included research design, desktop publishing, instrumentation, computerized data collection, data analysis and report writing. Research projects included: a national Delphi study of education programs and comparative analysis of information access for small businesses in Ohio and Wales, England. Jan., 1993 to Dec., 1993. Project Director, Dr. Larry Miller, (614) 292 - 6671.

Ohio State University - Computer Instruction Coordinator

The coordinator position required maintaining a computer laboratory containing both Macintosh and DOS based personal computers. Other responsibilities included computer setup, trouble-shooting and repair, software installation, establishing E-mail accounts, and individual tutoring of faculty and staff. 1993 - 1994. Dr. Nolan Rindfleisch, (614) 292-6288.

Michigan Department of Education & Michigan State University – In-Service Developer

Multiple positions held at the *Michigan Center for Career and Technical Education* required the development and utilization of a variety of skills and responsibilities. Responsibilities included: accessing computer databases, determining occupational employment projects, constructing conference displays, developing marketing plans, assisting with teacher in-service activities, developing curriculum materials and constructing competency based education materials. Additional activities included: developing quality standards for instruction, desktop publishing a variety of newsletters and special publications, conducting research, and providing administrative support materials and information for secondary and post-secondary education administrators. These skills were utilized in the following projects: Educational Products Marketing, State of Michigan Technical Education Cluster Standards, National Network for Curriculum Coordination in Vocational and Technical Education Conference, Project Education Designed for Gainful Employment (EDGE), National Federation of Independent Businesses, UMI Microbot Inc., Vendor Link Database, United Auto Workers & General Motors, American Builders and Contractors, Huron Valley Women's Correctional Facility, Michigan State Department of Education. Sept., 1989 to Aug., 1993. Dr. Gloria Kielbaso, (517) 353-4397.

Michigan State University – In-Service Coordinator

Responsibilities of the in-service coordinator position at the Michigan Vocational Education Personnel Development Project included: conducting research, organizing focus groups, designing educational programs, coordinating educational in-service logistics, evaluation and report writing. The responsibilities were utilized in the following projects: state-wide educational needs assessment, 90 in-service activities involving 120 presenters and 2000 participants, program review, and private in-service activities. A sample of in-service topics included: Fundamentals of Digital and Microprocessor Based Systems, Unibody Frame Repair and Measuring, Teaching Skills, and New Techniques in Energy Efficient Construction. Employment dates: Sept. 1986 to May 1989. Dr. George Ferns, (517) 482- 3634.

Michigan State University - Resource Materials Coordinator

Responsibilities of the Resource Materials Coordinator position included: organizing research materials for the department and maintaining a computer database of current research publications, professional journals and teaching materials for department faculty and international students. Sept., 1986 - Aug., 1991. Sandi Bauer, (517) 355-6580.

Lakeview High School – Agriscience Education Instructor

Responsibilities of the Agriscience Education Instructor position included: teaching science, supervising an education program with 100 students, organizing and delivering classroom instruction, sponsoring software review sessions for teachers in North-Central Michigan, operating 110 acre forest woodlot and land laboratory, and organizing community service activities through the FFA, 4-H and the Montcalm County Extension Service. Dec., 1984 to June, 1986. Mr. Bill Wales.

PROFESSIONAL ACTIVITIES

Professional Service:

Evaluation Contributor to RFP: The Advanced Nuclear Welding (ANWT) Program: NSF ATE. Mott Community College. Oct. 2008.

STAR Minority Teacher Recruitment Program Evaluator, Mott Foundation Sponsored Project, Flint, MI 2007-2008.

Michigan Association for Community College Educator Preparation (MACCEP) Conference Committee Member and Conference Organizer, 2002-2008.

MACCEP, Member at Large and Secretary and Treasurer, 2004-2008.

AERA) Proposal Review Board Member: SIG Career and Technical Education and Problem Based Learning SIG. 2005 - 2008.

Bachelor in Science in Training in Business and Industry Academic Program Review. Chair. 2006-07.

Interviewee, Concept Mapping Doctoral Research Study, Bonnie Heckard, Doctoral Candidate Educational Leadership, Central Michigan University July 2, 2007.

Membership in Internal Reviewer Group, American Association of Colleges and Universities System of Voluntary Accountability. Roberta Teahan – Chair 2007.

MACCEP Response to the State Board of Education Draft of Teacher Certification Code. Feb 2, 2006.

Submitted MACCEP Organizational Response to Changes in MDE Teacher Code 2006

National Association for Community College Teacher Preparation. (NACCTEP) Proposal Review Committee Co-Chair 2006.

NACCTEP Conference, Proposal Reviewer, 2004 -2005

Contributed Lesson Materials to NACCTEP's Materials Learning Exchange, (MLX), June 2005.
<http://zircon.mcli.dist.maricopa.edu/nacctep/more.php?m=1&idx=5>

Planning Committee, State-Wide Day of Dialogue Conference 2002-2004.

Charter Organization Committee Member for the Michigan Association for Community College Educator Programs, Lansing, Michigan, Winter 2003-04.

National Science Foundation ATE Proposal Reviewer, Washington, DC. 2003.

Faculty Scholarships and Grants Committee, University of Michigan – Flint 2003.

Michigan Department of Education and Michigan Department of Career Development Community College Partnership Committee, 2002-2003.

Articulation and Transfer Committee, Mott Community College, 2001-2003.

Web-Page Development Committee, Mott Community College, 2002-2003.

Michigan Education Association – Educational Support Personnel Certification Project 2002-03.
Committee Member

Program Review and Development Committee, Mott Community College, 1999-2003.

Teacher Education Program Committee, Co-Chair - Mott Community College, 1999 – 2000.

Technology Round Table, University of Michigan – Flint, 1999 – 2000.

Open Entry – Open Exit Committee, Mott Community College, 1999 – 2000.

Program Review Process Committee, Mott Community College, 1999 – 2000.

On-line Learning Committee – University of Michigan – Flint, 1999 – 2000.

Teacher Preparation Program Committee, Co-Chair, 1999 & 2000.

North Central Accreditation Association - Team Member, Finney High School, Detroit, MI, 1997.

University of Michigan - Flint Community School Partnership Team, Flint, MI, 1997.

Ohio State University College of Agriculture Quality Control Initiative, Committee Member. 1994 – 95.

The Honor Society of Omicron Tau Theta, Newsletter Editor, 1994 - 1995,

The Honor Society of Phi Kappa Phi, Membership Coordinator for 2300 Students. 1992- 1995.

Comprehensive Vocational Educational Graduate Studies, Committee Representative, 1993- 94

Phi Delta Kappa, Member, 1994

Omicron Tau Theta, Member 1993

Society of Manufacturing Engineers National Robotics Contest: Contest Judge. Southfield, MI.
May 10, 1992.

President of the Agricultural and Extension Education Graduate Student Association 1989-90

Youth Development Grants Evaluation Team: Evaluator. Michigan State University, East Lansing,
Michigan. March, 1990.

Council of Graduate Students University International Committee Member. 1990.

Development Advisory Team Workshop: Group Leader,. Michigan State University and North Carolina
Agricultural and Technical State University, June 2 - 6, 1990

Agricultural and Extension Education Graduate Student Association - President, 1989.

University Council of Graduate Students: Representative 1989 - 90, Michigan State University.
Internationalizing Vocational Agriculture Project: Project Coordinator. Sites: Charlotte, Saline, Lainsburg, MI.
Oct., 1989.

Agriculture and Natural Resources Club (ANRE), Officer, 1985 – 1987.

Agriculture and Extension Education Department Advisor to the ANRE Club. 1987.



Professional Organization Memberships:

Michigan Association of Teacher Educators, Member, 2007-2008.

Michigan Association of Computer Users in Education, Member. 2008.

National Association for Community College Teacher Education Programs, Member, 2002-2004 & 2008.

Association for Career and Technical Education Member, 1985 - 2008.

American Education Research Association, Member, 1999-2008.


American Society for Quality, Member, 1994 – 1997.

Michigan Science Teachers Association (MSTA), Member, 1990 – 1994.

Michigan Occupational Education Association (MOEA), Member, 1987 – 1989.

Conferences Attended/ Professional Development:

Day of Dialogue VIII: Changes in Teacher Education: Standards and Technology. Monroe Community College. Michigan Association for Community College. March 14, 2008.



Center for Teaching and Learning Winter Conference: Maximizing Student Success with Strengths – Yours and Theirs. Participant. Flint, MI., Feb 29, 2008.

Increase Enrollment, Retention and Student Success with Web-Based Class Capture: Campus Technologies. March 3, 2007.

Live-Text Training. Attended Training Session with Dr. Virginia Hines in Oct. 2007.

Peer to Peer Distance Learning Workshop. Sponsored by Mott Community College. May 18th 2007.

Engaging Students at Higher Cognitive Levels Conference. Dr. Susie Whittington, The Ohio State University, Flint, Michigan, Nov. 2, 2007.

How to Teach so Students Remember, Ferris Faculty Center for Teaching and Learning. Terry Doyle. Sept 2007. Banner Training Feb 28, 2006

Banner Training, Ferris State University. Feb 28, 2006.

Update Meeting with State Vocational Consultant, Randy Showerman at Michigan State University March 31, 2006

Center for Teaching and Learning Winter Conference: Teaching Critical Thinking. Participant. Flint, MI., Feb 29, 2006.

Student Academic Success Summit: Promoting a Culture of Student Success: The First Year and Beyond; Dr John Gardner. University of Michigan-Flint. Oct. 13, 2006.

DARTEP and Vocational Certification Meetings. 2005-2006.

Attended "School Reform from the Inside Out: Policy, Practice, and Performance" by Richard Elmore at UM-Flint March 14, 2006.

Submitted MACCEP Organizational Response to Changes in MDE Teacher Code 2006.

Attended the Grant Submission Process seminar conducted by the Extended Learning UM-Flint – Feb. 2006.

Ford World Headquarters NSF Meeting on Sustainable Engineering. Dec. 14, 2005.

Inaugural New Faculty Orientation Week. Aug. 15-19, 2005.

Association for Career and Technical Education, Participant, Kansas City, MO. 2005.

DACUM Training. The Ohio State University. Feb. 9-13, 2004.

National Conference on Community College Policy in Teacher Education, Participant, Steamboat Springs, CO, 2003.

Dialog Informational Services Update: Participant. Washington D.C. March 1990.

New Directions in Understanding Agriculture and Natural Resources: Michigan Farm Bureau and Michigan State University: Participant. Okemos, MI. June, 1990.

Project Learning Tree Science Teaching Training Session: Participant. Charlotte, MI. June, 1989.

Michigan Association for Adult Continuing Education Conference: Participant. Lansing, MI. Nov. 1987.

Conference Presentations

Michigan Council on Exceptional Children Conference: Using the Internet to Enhance Instruction. Co-Presenter with Dr. Christine Conley-Sowels. Feb. 28, 2008.

Curriculum Connections Using New Technology. Michigan Career Education Conference, Detroit, MI. Feb 10-12, 2008.

Career Education Conference: Michigan 2008. Curriculum Connections Using New Technology. Feb 11, 2008.

Transfer Culture Shock: LAND Conference Co-Presenters: Sophie Jeffries, Mary Belknap, Mary Lou Kata, Nancy Reddy, Cynthia Cicchelli. Feb 27, 2007.

Internet Video to Enhance CTE Instructional Delivery. Michigan Career Education Conference, , Detroit, MI, co-presenter: Dr. Amy Kavanaugh, Feb. 11-13, 2007.

Academic Integration: Lessons from the Past for the Present. Michigan Career Education Conference, Detroit, MI, Feb. 11-13, 2007.

The Use of Online Video in Teacher Preparation. Michigan Association of Teacher Education: Conference on Excellence in Teaching and Learning: Excellence Preschool through Graduate School. Bay Valley Resort, Bay City, MI. Co-presenters: Dr. Amy Kavanaugh & Dr. Christine Conley-Sowels, Oct. 26-27, 2007.

Internet Based Media to Enhance Instruction: Lilly Conference On College and University Teaching, Co-Presenters: Dr. Kathleen Woehrle and Dr. Amy Kavanaugh. Traverse City, MI. Oct. 4, 2007.

Alternative Educator Opportunities. MACCEP. Jackson Community College. Jackson, MI. March 30, 2007.

Macomb ISD Teacher In-service Presentation. May 24, 2006.

Presentation at the MACCEP Day of Dialogue "Non Teacher Certification Options" Grand Rapids, MI. 2006.

MACCEP Day of Dialogue "Non- Cert Teaching Options" Schoolcraft Community College. March 30, 2006.

Michigan Career Education Conference Presentations:

An Innovative Alternative Approach to Certifying CTWE Teachers. Role: Main Presenter: Dr. Katherine Manley and Co-Presenter Dr. Cheryl Thomas.

Using the Malcolm Baldrige Performance Criteria to Improve Program Outcomes. Main Presenter: Dr. Katherine Manley and Co-Presenter Dr. Cheryl Thomas.

Finding the Yellow Brick Road: Curricular and Articulation Pathways – Role: Main Presenter Dr. Ennis and Co presenters Dr, Katherine Manley and Co-Presenter Dr. Cheryl Thomas. Grand Rapids, MI. Feb. 2006

MACCEP Learning Exchange - “Articulation Agreement Process Improvement Cycles” Clinton Township, MI. Sept. 30 2005.

MACCEP Day of Dialogue “Non Teacher Certification Options” Grand Rapids, Oct., 2005.

MACCEP Day of Dialogue “Articulation Agreement Process Improvement Cycles. Grand Rapids Community College. Sept. 30, 2005.

NACCTEP National Conference. - Articulation and Partnerships in Community College Educator Programs. New York, NY. Feb. 2005.

No Child Left Behind – WorkKeys in Michigan: Invited Panelist. Michigan Department of Education, Macomb Community College. 2003.

NACCTEP Conference: Preparing for Collaboration or Preparing for Battle?, Phoenix, AZ, 2003
Program and Discipline Review Process: Occupational Trends Conference: Traverse City, MI, 2002.

Space Allocation Process or Oklahoma Land Grab: Occupational Trends Conference: Traverse City, MI, 2002.

Urban League of Flint: How Wide the GAP: The Condition of Blacks in Flint, Michigan: 25 Years Later. Press Conference Jan. 2002.

Teacher Expo: Conference Organizer – Four years in a row, 1999-2002.

Day of Dialogue I & II – Paraprofessional Pathways: Presenter at both conferences: 2002 “Core competencies for Paraprofessionals Developed and Utilized by Three States” 2002.

Technology Roundtable Presentation: Online Learning Lessons Learned, U of M-Flint, 2001.

National Science Foundation Poster Presentation Simulation Project, American Association of Community Colleges, Washington, DC. Nov. 2000.

National Science Foundation Principal Investigator’s Conference: Participant 1999 & 2000.

Student Evaluation Using Blooms Taxonomy, Invited In-service Presenter at St. Clair County Community College, Port Huron, MI. 1998.

The Use of Curriculum Development Software in Curriculum Design, BPD Conference, Portland, Oregon. Oct., 1996.

Roles of OSU Extension Economic Development Practitioners and Non-Extension Economic Development Practitioners Examined and Compared, Provided data for presentation at the Applied Geography Conference and the Society for Community Development, Oct. 1994 & June 1994.

Total Quality Management in Vocational Education, Pre-Session. Assisted with organization, presentation and preparation of materials. National VICA, American Vocational Association conference, Nashville, TN. Dec. 1993.

Networking for Competency Based Education, National Competency Based Education Conference, Proposal Accepted,. Columbus, OH. June 14 - 17, 1992.

Integration of Resources through Science Curriculum Development Using PEAKS Software, Michigan Science Teachers Association Conference. Lansing, MI. Feb. 1992.

Informational Networking, National Career Education Conference, Nov. 1991. Cincinnati, OH.

AAAE National Poster Session, American Vocational Association Conference, Los Angeles, CA. Dec. 1991.

AAAE Regional Poster Session, AAAE Regional Conference. Springfield. IL, June 1991.

National Curriculum Coordination for Vocational Technical Education Conference: Conference Organizer. Dearborn, MI. June 16 - 19, 1991.

Survey Your Educational Needs, Michigan Business Educators Association. Traverse City, MI. Oct. 1990.

Educational Resources Through the Michigan Center for Career and Technical Education, Michigan Career Counselors Education Conference. Battle Creek, MI. Sept. 1989.

Service Internal

Committee Membership:

Chair, SOECC, 2009-2010

Chair, GCC 2008-2009

ProMoted Committee Member, 2008-Present

Bachelor of Science, Secondary TCP Academic Program Committee Member, 2008-2009.

Masters of Education C&I, Academic Program Committee Member, 2008-2009.

TEAC Committee Member, 2008

Masters of Science, Career and Technical Education, Academic Program Review Committee Member, 2008
Member - Search Committee Special Education Position 2008.

Interview Committee Member for Special Education Position. 2008.

Advised Troops to Teachers Students 2006-Present

Graduate Curriculum Committee, Secretary-3 years, member 1 year, 2004-2008.

Graduate Student Dispositions Policy Committee, Member 2007-2008.

Graduate Student Handbook Committee, Member 2008.

Graduate Student Orientation, Participant, - Fall Semesters, 2005-2008.

Graduation Ceremony Representative-Flint, 2005-2008.

International Teacher Assignment, EDUC 400 Face to Face in Winnipeg Manitoba for UCEL Summer 2006.

Interview Committee Member UCEL Program Specialist Position April 2007.

Bachelor of Science, Training in Business and Industry, Academic Program Review, Chair 2006-2007.

University Committees

Ed.D. Program Advisory and Development Team, 2008-2009.

Presidents Taskforce on Transfer and Articulation. Member. Oct. 2005

Capstone Committees:

Doug Zentz

John Kantowski

Georgette Kelly

Domince Patterson

Nancy Strebeck

Shandra Sweet

Mr. Pohl

Thesis Committees

Joe Washington

Maria Wallevand

Tracy Camp

Jeff Campbell - Chair

Faculty Retreats:

Attendance at all scheduled SOE Retreats 2005-2008.

Student Advising:

Advised Teacher Certification Students in Flint.

Participated in two informational meetings to promote the CTE cohort in Macomb County 2005-2006.
Grand Blanc Schools Presentation. Nov. 17, 2005. Grand Blanc View: Local Paper.

Student Recruitment

Summer 2006, 120 hours contract for Southeast Michigan.

Summer 2007, 180 hours contract for Southeast Michigan

Summer 2008, 50 hours contract for Southeast Michigan

Summer 2009, 50 hours contract for Southeast Michigan

Publications / Projects:

Ennis, F., C. Thomas, & K. Manley. (2007). Academic Program Review for training in business and industry bachelor degree. Ferris State University. Big Rapids, MI.

Ennis, F., Conley, C. & Kavanaugh A. (2007). Conference Proceedings of the Conference on Excellence in Teaching and Learning: Excellence Preschool through Graduate School. Oct. 26-27, 2007. Michigan Association of Teacher Educators. Bay City, MI

Ennis, F. & et al. (2002-2005). Miscellaneous: Discipline and Program Reviews for the following programs: Culinary Arts, Photography, Nursing, Allied Health and Related Fields, Drafting Technology, Math, Biology, Developmental English, Cosmetology, Mott Community College. Flint, MI.

Ennis, (2005). Educator preparation course transfer sheet, Michigan community colleges to Michigan public universities. MACCEP. Flint, MI.

Ennis, F. (2005). Criminal justice program analysis and strategic curricular planning. Mott Community College. Flint, MI

Ennis, F. (2004). Michigan community college mathematics courses Mott Community College. Flint, MI

Ennis, F., et al. (2004). Discipline analysis and strategic planning guide Mott Community College. Flint, MI.

Ennis, F., et al. (2004). Program analysis and strategic planning guide Mott Community College. Flint, MI

Ennis, F. (2004). Educator preparation transfer study. Mott Community College. Flint, MI.

Ennis, F. (2004). Manufacturing labor market report: A report on selected occupations: Genesee, Oakland, and other selected Michigan counties. Mott Community College. Flint, MI

Ennis, F., (2003). Characteristics of selected photography programs in Michigan Community Colleges. Mott Community College. Flint, MI

Ennis, F. (2003). Forensic technician occupation research Mott Community College. Flint, MI

Ennis, F. (2003). College transfer studies. Mott Community College. Flint, MI.

Ennis, F. (2002). Open entry/ open exit study. Mott Community College. Flint, MI.

Ennis, F. (2002). Food service management, culinary art and baking and pastry art program occupation survey. Mott Community College. Flint, MI

Ennis, F. (2002). Assistive technology program needs assessment. Mott Community College. Flint, MI
Mott Community College. Flint, MI

Ennis, F. (2002). Manufacturing skills: survey results. Mott Community College. Flint, MI

Ennis, F. (2002). Characteristics of selected photography programs in Michigan community colleges. Mott Community College. Flint, MI.

Ennis, F. & et al. (2002). Urban League: The condition of Blacks in Flint, Michigan, 25 years later. Community Foundation.

Ennis, F. (2001). Health care professions survey. Mott Community College. Flint, MI

Ennis, F. (2001). An Analysis of Developmental Math Courses in Michigan community colleges. Mott Community College. Flint, MI.

Ennis, F. et al. (2001). Discipline and program review guide. Mott Community College. Flint, MI.

Ennis, F. (2001). Directory of community college educator programs guide. Mott Community College. Flint, MI.

Ennis, F. (2000). Characteristics of selected art programs Mott Community College. Flint, MI

Ennis, F. (2000). Manufacturing labor market report. Mott Community College. Flint, MI.

Ennis, F. M. (2000). Community outreach partnership center program, mid-term and final reports. U.S. Department of Housing and Urban Development. Project #RFGA - 4056

Ennis, F. M. (1997). Feasibility study: Occupational and workforce education program, College of Arts and Sciences - UM-Flint, June 1997. Flint, MI.

Ennis, F. M. (1997). Education department offerings at St. Clair County Community College: Justification and predictions. Long Range Planning Committee, Education Department – UM Flint, Flint MI.

Ennis, F. M. (1994-95), (Ed.). Omicron Tau Theta Reporter, Columbus, OH.

Ennis, F. M. (1994), (Ed.). Licenses, permits and zoning bulletin. OSU Extension Small Business Series. Columbus, OH.

Ennis, F. M. (1994). Information sources, OSU Extension Small Business Series. Columbus, OH.

Ennis, F. M. (1994). Insurance, OSU Extension Small Business Series. Columbus, OH.

Miller, L. (1994). A comparison of Ohio and Wales, England small farmers on information Access. NATO Project. The Ohio State University. Columbus, OH. [Data Collection- Ennis]

Rohrer, J. (1994). Economic development assessment of Lodi Ohio, Ohio Extension, The Ohio State University. Columbus, OH. [Data Collection - Ennis]

Rohrer, J. & F. M. Ennis (1994). An assessment of private and public economic development professionals' activities. Ohio Extension Service, The Ohio State University, Columbus, OH.

Ennis, F. M. & D. Hey. (1993). Climate survey for quality programming, Columbus State Community College, Columbus, OH.

Miller, L., (1993). What should be taught, how, in pesticide applicator training programs: a national Delphi study?. EPA Project #93-EXCA-3-0028. Ohio State University. Columbus, OH. [Data Collection- Ennis]

Heilman, C., F. M. Ennis, D. Burr, & P. Leach. (1992). Results of the upgrade training needs of Michigan business 1992: A Report to the State Legislature. Lansing, MI.

Woolsey, C., (Author), & F. M. Ennis (Ed) (1992). Competency based education facilitator's guide. Michigan State University. E. Lansing, MI.

Ennis, F. M. (1992). Dental care program resource guide. E. Lansing, MI.

Ennis, F. M. (1992). Airline reservations and travel service resource guide. E. Lansing, MI.

Ennis, F. M. (1992). Computer applications for business resource guide. E. Lansing, MI.

Ennis, F. M. (1992). Emergency medical care resource guide. E. Lansing, MI.

Ennis, F. M. (1992). Law enforcement and security resource guide. E. Lansing, MI.

Ennis, F. M. (1992). Human and animal bond resource packet, National FFA. Foundation, Michigan State University, E. Lansing, MI.

Ennis, F. M. (1992). Office support services resource guide. E. Lansing, MI.

Ennis, F. M. (1992). Electronics and robotics resource guide. E. Lansing, MI.

Ennis, F. M. (1992). Advanced Agriscience units resource materials. College of Agriculture and Natural Resources, Michigan State University, E. Lansing, MI.

Ennis, F. M. (1991). National network for curriculum coordination in vocational technical education curriculum materials catalog. Michigan Department of Education, Michigan Center for Career and Technical Education, Michigan State University, E. Lansing, MI.

Ennis, F. M., (1991). "The Prioritization of Agricultural Education Teachers' Responsibilities as perceived by Vocational Administrators and Agricultural Education Teachers", AEE Department, Michigan State University, E. Lansing, MI.

Ennis, F. M. (1990). Grant resource guide for economic development in Ireland. Michigan State University, E. Lansing, MI.

Ennis, F. M. (1990). Distance learning resource guide, Michigan State University, E. Lansing, MI.

Ennis, F. M., (1989). "Were you there?". MIES Journal, (6) 2. E. Lansing, MI.

Ennis, F. M. (1988-89). (author & editor), AEE library bulletin newsletter, 12 Issues. E. Lansing, MI

Ennis, F. M. (1989). (author & editor). What you need to know about project EDGE Newsletter, 8 issues.

Ennis, F. M. (1987). 1987 Summer hitchhike series report. Vocational Education Personnel Development Project. College of Education, Michigan State University, E. Lansing, MI.

Ennis, F. M. (1987). 1987 Needs assessment survey guide for vocational education, Michigan State University, E. Lansing, MI.

Ennis F. M. (1987). Booklet: Designing questionnaires. Vocational Education Personnel Development, Michigan State University, E. Lansing, MI.

Ennis, F. M. (1987). Explorations through personal contacts at Michigan State University, ANR Educator. Michigan State University, E. Lansing, MI.

Ennis, F. M., M. Keller., W. Wheeler. (1986). Recommendations to improve the Michigan management contest, Michigan State University, E. Lansing, MI.

Ferns, G. W., F. M. Ennis, & P. L. Smith (1987). Michigan industrial arts teacher in-service professional development needs assessment survey. College of Education, Michigan State University, E. Lansing, MI.

Ferns, G. W., F. M. Ennis, & G. Callahan (1987). Needs assessment for post-secondary vocational education. College of Education, Michigan State University, E. Lansing, MI.

Awards and Recognition

Ferris State University Faculty Center for Teaching and Learning. Professional Development Funds to Attend the ACTE Conference in St. Louis, MO. 2006.

Nominated Golden Apple Award – University of Michigan – Flint 2005.

Golden Apple Award, Mott Community College 2005.

Web Pioneer Award, UM-Flint, 2000.

Distinguished Faculty Award Nomination, University of Michigan-Flint, 1997.

American Society for Quality Control Fellowship, 1995.

Michigan Industrial Arts Education Society, Outstanding Service Recognition 1988.

Michigan Department of Education Teacher Mini-Grant Recipient, Lakeview High School 1985.

Agricultural and Extension Education Department Fellowships 1988 and 1992.

Agriculture and Natural Resources Education Club Advisory Appreciation Certificate. 1988.

AMY L. KAVANAUGH
amykavanaugh@ferris.edu

EDUCATION

Doctor of Education

Western Michigan University, August 2001
Department of Teaching, Learning, and Leadership
Concentration: Curriculum & Instruction
Dissertation Title: "New Teachers' Perceptions of Discipline-Related School Problems and Teacher Satisfaction"

Master of Arts

Western Michigan University, December 1994
Concentration: Educational Leadership

Bachelor of Arts

Michigan State University, August 1992
Elementary Education: Language Arts and Social Studies
Senior year practice teaching at Professional Development School
Studied Britain's Education System at the University of London
MI Professional Certification in Elementary Education

PROFESSIONAL EXPERIENCE

Associate Professor 2007

Assistant Professor, May 2002-May 2007

Ferris State University, School of Education

- Develop and teach face-to-face and online courses in instructional planning, curriculum, methods, action research, and diversity
- Advise students in elementary education, and graduate programs
- Guide thesis and capstone research projects for graduate students
- Lead and serve on community, college, and university level committees

Elementary Education Term Faculty Member, August 2001-August 2002

Western Michigan University

College of Education, Department of Teaching, Learning, and Leadership

- Taught Elementary School Science Methods
- Guided graduate students in their capstone projects
- Advised graduate students in Elementary Education
- Served on the Graduate Programs Council

Professional Development Consultant, June 1998-2002

Classroom Management Co-facilitator for teachers in Calhoun County

- Assisted teachers in the development of plans for classroom expectations, building relationships with students, and choice theory

Graduate Research Associate, August 2000-June 2001

Western Michigan University College of Education, Department of Teaching, Learning, and Leadership

- Assisted professors with research related to leadership and instruction

Fifth Grade Teacher, August 1998-August 2000

Lakeview School District, Battle Creek, MI

Westlake School

- Piloted performance assessments in the classroom
- Trained teachers in the development of performance assessments
- Chaired the School Improvement Team

Fifth & Sixth Grade Teacher, January 1993-August 1998

Battle Creek Public Schools, Battle Creek, MI

Level Park School and Washington School

- Assisted in the "I Have A Dream Program" for inner city youth
- Facilitated student-involved conferences
- Conducted Family Math Program to encourage parent involvement

PROFESSIONAL DEVELOPMENT

Ferris State University

Ferris Connect Training	2007
ASCD Conference	2007
Holmes Group Conference	2006
Equity in the Classroom Conference	2004 & 2006
Advisor Training	2004
Lilly Conference on College Teaching	2003, 2006, 2007
Preparing for Your First Semester Online	2003
Facilitating Online Learning	2002

Pre K-12

Battle Creek Math and Science Center Instructor	1992-2002
Leadership Academy with Roland Barth, Calhoun ISD	1998
ASCD Teaching and Learning Conference	1997 & 1998
Curriculum Internship, KRESA	1997
Connected Math Project	1997-1998
Instructional Model Training	1995-1996
Spencer Kagan Cooperative Learning Training	1995
Control Theory Responsibility Training	1993

PUBLICATIONS

Kavanaugh, A. (2005). Introduction to principalship. In J. Shen (Ed.), *School Principals*

(pp. 1-13). New York: Peter Lang.

Kwak, C., Shen, J., & Kavanaugh, A. (2002). An overview of the practice and development of service-learning. *Educational Horizons*, 80(4), 190-194.

Kavanaugh, A. (2001). New Teachers' Perceptions of Discipline-Related School Problems and Teacher Satisfaction. Dissertation completed through Western Michigan University.

Kavanaugh, A. & Shen, J. (2001). Profiles and preparation of urban school principals: A comparative study in the United States and China. *Wingspan*, 14 (1), 29-31. A review of Su, Z., Adams, J. & Mininberg, E. (2000) article published in *Education and Urban Society*, 32 (4) 455-480.

PRESENTATIONS

EERA Conference Faculty Perceptions of Plagiarism	February 2009 Sarasota, FL
Lilly Conference on College Teaching	October 2007 Traverse City, MI
Michigan Career Education Conference Using Media in the Classroom	February 2007 Detroit, MI
Lilly Conference on College Teaching Designing integrated Web quests	September 2006 Traverse City, MI
WOTV News Back to school tips for college students	August 2006 Grand Rapids, MI
Ferris State University Spring Learning Institute Creating community in the classroom <i>Proposal accepted</i>	April 2006 Big Rapids, MI
Conference on Career Education Career and academic trends for the future	February 2006 Grand Rapids, MI
COATT Camp Using Web quests to engage at-risk learners	June 2005 Big Rapids, MI
FIRE-UP Conference	March 2005

Relationship building strategies for the classroom	Allendale, MI
FIRE-UP Conference Motivation strategies for the classroom	March 2004 Allendale, MI
Westwood Middle School First Year Teachers Instructional design and classroom management	Winter Semester 2004 Grand Rapids, MI
Dissertation Seminars WMU Gathering and using National Data through NCES	Fall 2001 Kalamazoo, MI

PROFESSIONAL SERVICE

Ferris State University

AACTE Proposal Reviewer for 62 nd Annual Meeting	summer 2009
Faculty Senate Representative	2006-2008
Faculty Center for Teaching and Learning Advisory Committee	2002-present
COEHS Curriculum Committee	2005-present
School of Education Curriculum Committee	2002-present
Chairperson	2005-2006
School of Education Graduate Curriculum Committee	2002-present
Chairperson	2004-2006
Secretary	2008-2009
Secondary Education Bachelor's Degree Program Review Panel	2002-2003

Western Michigan University College of Education

Graduate Programs Council Chairperson	2001-2002
Doctoral Associate	2000-2001

Community

Inter-institutional Teacher Education Council of West Michigan	2003-present
K-12 Sub Committee of the Implementation Team	2005-2006
Michigan Department of Education Grant Reviewer	2006
Portage Public Schools Site Based Leadership Team	2005-present
Junior League of Kalamazoo	1997-2002
Provisional Recruitment Committee	2001
Festival of Trees Children's Area Chairperson	2000

Battle Creek Public Schools and Lakeview School Districts

School Improvement Chair, Westlake School	1999-2000
Battle Creek Area Assessment Team	1997-1999
Writing Committee Chairperson, Level Park School	1996-1998
At Risk Program Teacher, Level Park School	1995-1996
Science Coordinator, Washington School	1994-1995

PROFESSIONAL ORGANIZATIONS AND AWARDS

ASCD member	1998-present
Phi Delta Kappa Western Michigan Chapter	1999-2003
Outstanding Dissertation	2002
Vice President for Programming	2002-2003
American Educational Research Association	2002-2003

Johnson, Leonard R.
Professor of Education
Undergraduate and Graduate Faculty
Appointed, August 1998

1. Academic Degrees

Ph.D. Kent State University	1994	Cultural Foundations of Education
M.Ed. Kent State University	1981	Higher Educational Administration
B.A. Kalamazoo College	1977	Psychology and Sociology

2. Professional Experience

2002-present	Ferris State University, Professor
1998-2002	Ferris State University, Associate Professor
1995-1998	Mount Senario College, Chair, Division of Education
1997-1998	Mount Senario College, Associate Professor
1995-1997	Mount Senario College, Assistant Professor
1992-1995	Kentucky State University, Assistant Professor
1992-1995	Kentucky State University, Director of Supervised Teaching

3. Faculty and Administrative Load

Fall Semester, 2008

RMLS 119	Fundamentals of Flying Disc Sports	1 cr.
EDGP 444	Teaching Read. in the Sec. Content Areas 2	1 cr.
EDUC 289	Principles of Teaching & Learning	3 crs
EDUC 303	School, Work, & Society/ (on-line)	3 crs
EDUC 443/543	Teaching Reading in the Sec. Content Areas	4 crs
Release Time	Evaluate Transfer Equivalencies	1 crs
Release Time	Chair of University Curriculum Committee	3 crs

Summer Semester, 2008

EDGP 443	Teaching Read. in the Sec. Content Areas 1	1 cr.
EDUC 570	Advanced Theories of Teaching and Learning (on-line)	4 crs
EDUC 570	Advanced Theories of Teaching and Learning (on-line)	4 crs
EDUC 570	Advanced Theories of Teaching and Learning (on-line)	4 crs

Spring Semester, 2008

EDUC 289/ 501	Principles of Teaching & Learning	4 crs
EDUC 303	School, Work, & Society (on-line)	3 crs
EDUC 443/ 543	Teaching Reading in the Sec. Content Areas	4 crs
Release Time	Chair of University Curriculum Committee	3 crs
Release Time	Evaluate Transfer Equivalencies	1 crs

Fall Semester, 2007

FSUS 100	FSU Seminar	1 cr.
RMLS 119	Fundamentals of Flying Disc Sports	1 cr.
EDGP 444	Teaching Read. in the Sec. Content Areas 2	1 cr.
EDGP 445	Teach. Read. in the Sec. Content Areas 3	1 cr.
EDUC 289	Principles of Teaching & Learning	3 crs
EDUC 303/ 503	School, Work, & Society/ (on-line) Foundations of Education	4 crs
EDUC 443/ 543	Teaching Reading in the Sec. Content Areas	4 crs
Release Time	Evaluate Transfer Equivalencies	1 crs
Release Time	Chair of University Curriculum Committee	3 crs

Summer Semester, 2007

EDGP 443	Teaching Read. in the Sec. Content Areas 1	1 cr.
EDUC 570	Advanced Theories of Teaching and Learning (on-line)	4 crs
EDUC 570	Advanced Theories of Teaching and Learning (on-line)	4 crs
EDUC 570	Advanced Theories of Teaching and Learning (on-line)	4 crs

Spring Semester, 2007

EDUC 289	Principles of Teaching & Learning	3 crs
EDUC 443/ 543	Teaching Reading in the Sec. Content Areas	4 crs
EDUC 516	Issues in Education	4 crs
Release Time	Chair of University Curriculum Committee	3 crs
Release Time	Evaluate Transfer Equivalencies	1 crs

Fall Semester, 2006

FSUS 100	FSU Seminar	1 cr.
RMLS 119	Fundamentals of Flying Disc Sports	1 cr.
EDGP 443	Teaching Read. in the Sec. Content Areas 1	.5 cr.
EDGP 444	Teaching Read. in the Sec. Content Areas 2	.5 cr.
EDGP 445	Teach. Read. in the Sec. Content Areas 3	1.25 cr.
EDUC 289	Principles of Teaching & Learning	3 crs
EDUC 289	Principles of Teaching & Learning	3 crs

EDUC 443/ 543	Teaching Reading in the Sec. Content Areas	4 crs
Release Time	Evaluate Transfer Equivalencies	1 crs
Release Time	Chair of University Curriculum Committee	3 crs

Summer Semester, 2006

EDGP 443	Teaching Read. in the Sec. Content Areas 1	.5 cr.
EDGP 444	Teaching Read. in the Sec. Content Areas 2	.75 cr.
EDUC 516	Issues in Education (on-line)	4 crs
EDUC 518	Diversity in the Classroom & Workplace (on-line)	4 crs
EDUC 570	Advanced Theories of Teaching and Learning (on-line)	4 crs

Spring Semester, 2006

EDUC 289	Principles of Teaching & Learning	3 crs
EDUC 289	Principles of Teaching & Learning	3 crs
EDUC 443/ 543	Teaching Reading in the Sec. Content Areas	4 crs
Release Time	Chair of University Curriculum Committee	3 crs
Release Time	Evaluate Transfer Equivalencies	3 crs

Fall Semester, 2005

EDUC 289	Principles of Teaching & Learning	3 crs
EDUC 443/ 543	Teaching Reading in the Sec. Content Areas	4 crs
FSUS 100	FSU Seminar	1 cr
RMLS 119	Fundamentals of Flying Disc Sports	1 cr
EDUC 495	Post-Secondary Directed Teaching (4 x .75)	3 crs
Release Time	Chair of University Curriculum Committee	3 crs
Release Time	Evaluate Transfer Equivalencies	3 crs

Summer Semester, 2005

EDUC 570	Teaching & Learning Theories (on-line)	4 crs
EDUC 570	Teaching & Learning Theories (on-line)	4 crs
EDUC 570	Teaching & Learning Theories (on-line)	4 crs

Spring Semester, 2005

EDUC 289	Principles of Teaching & Learning	3 crs
EDUC 289	Principles of Teaching & Learning	3 crs
EDUC 443/ 543	Teaching Reading in the Sec. Content Areas	4 crs
EDUC 570	Teaching & Learning Theories (on-line)	4 crs
Release Time	Bay Mills CC Grant	2 crs

Fall Semester, 2004

EDUC 289	Principles of Teaching & Learning	3 crs
EDUC 289	Principles of Teaching & Learning	3 crs
EDUC 443/ 543	Teaching Reading in the Sec. Content Areas	4 crs
FSUS 100	FSU Seminar	1 cr
PHED 190	Fundamentals of Flying Disc Sports	1 cr
Release Time	Bay Mills CC Grant	6 crs

Summer Semester, 2004

EDUC 301	Principles of Teaching & Learning	3 crs
EDUC 443/ 543	Teaching Reading in the Sec. Content Areas	4 crs
EDUC 570	Teaching & Learning Theories (on-line)	4 crs
EDUC 570	Teaching & Learning Theories (on-line)	4 crs

Spring Semester, 2004

EDUC 301	Principles of Teaching & Learning	3 crs
EDUC 301	Principles of Teaching & Learning	3 crs
EDUC 443/ 543	Teaching Reading in the Sec. Content Areas	4 crs
Release Time	Bay Mills CC Grant	6 crs

Fall Semester, 2003

EDUC 301	Principles of Teaching & Learning	3 crs
EDUC 301	Principles of Teaching & Learning	3 crs
EDUC 443/ 543	Teaching Reading in the Sec. Content Areas	4 crs
FSUS 100	FSU Seminar	1 cr
Release Time	Bay Mills CC Grant	6 crs

4. Current Professional and Academic Association Memberships

Ferris Faculty Association
Michigan Education Association
National Education Association

5. Professional Assignments and Activities

Ferris State University Committees/Activities

Chair, University Curriculum Committee	Fall 2005 to present
Member, Academic Advisory Team	Fall 2008 to present
Member, E-Learning Advisory Team	Fall 2008 to present

Member, Governing Ideas Task Force	Spring 2007 to S 2008
Member, Blue Ribbon Task Force	Fall 2006 to F 2008
Determine Transfer Equivalencies	Fall 2004 to present
Member, Institutional Strategic Planning Committee	Fall 2006 to F 2008
Member, FerrisConnect Pilot Study Group	Spring 2007 to F 2007
Member, Nursing Faculty Search Committee	F 2006 to S 2007
Member, General Education Committee	F 1999 to W 2005
Senator on Academic Senate	F 1999 to W 2005
Member, University Curriculum Committee	F 2000 to W 2005
Member, Executive Board of the Academic Senate	F 2004 to W 2005

College of Education and Human Services Committees

Member, COEHS Promotion/Merit Committee	F 2007 to present
Member, Search Committee for Department Head	S 2005 to S 07
Chair, Tenure Review Committee	F 2003 to W 05
Member, Search Committee for RMLS Faculty	F 2004 to W 05
Member, Tenure Committee for TDMP Faculty (Morcom)	F 2004 to W 05
Member, COEHS Associate Dean Search Committee	F 2003 to S 04
Member, APRC – Early Childhood Education	F 2004 to F 05

School of Education Committees/Activities

Co-Chair, APRC Program Review Sec. & Voc. Ed	Fall 2008 to present
Member, APRC Program Review, M.Ed in C. & I.	Fall 2008 to present
Member, SOE Tenure Review Committee	Fall 2008 to present
Chair, SOE Tenure Review Committee	F 2005 to F 2007
Member, EDUCC	F 2006 to present
Advisor to UA TBI degree students	F 2005 to present
Member, Search Committee for Technology position	F 2005 to S 06
Advisor to all PE Minors during program transition	F 2004 to W 05
Member, EDUCC	F 2000 to W 03
Chair, SOECC	F 2002 to W 03
Member, Search Committee for Math position (Wortz)	F 2004 to W 05
Member, Search Committee for Voc Ed position (Ennis)	F 2004 to W 05
Chair, Search Committee for ELED position (Hines)	F 2002 to W 03
Member, Search Committee for EDUC position (VanSant)	F 2002 to W 03
Member, Search Committee for UCEL position	Summer 2003

6. Scholarly/Creative Activities

Member of faculty driven initiative to modularize our teacher-education program. Pro-Mo-TEd. Fall 2003 to present.

Published works of poetry in:

Morse, D. (2006). The 2006 Rhysling Anthology: The Best Science Fiction, Fantasy and Horror Poetry of 2005.

Published works of poetry in the novel,

Bernier, N. R. (2005). Mindlings: Encounters Within Inner Space, Hats Off Books, Tucson, AZ. ISBN: 1-58736-398-4.

Developed on-line courses – EDUC 303, EDUC 503, EDUC 516, EDUC 518, EDUC 570, EDGP 443, EDGP 444, & EDGP 445

7. Professional Development Activities

Conferences Attended

American Association for Higher Education National Conference, April 1 – 4, 2004

1st Annual Lilly Conference on College & University Teaching, Sept. 21-22, 2001

American Educational Research Association Annual Meeting, April 10-14, 2001

Workshops Attended

Attended FerrisConnect Pilot Study Group Training, Summer 2007

“Issues in Education: Literacy Instruction for the 21st Century,” April 4, 2003, Holiday Inn Hotel & Conference Center, Big Rapids, MI

Problem-Based Learning, July 16-18, 2001

8. University Service

Advisor to FSU Disc Sports Club, Fall 2002 to present.

Advisor to Kappa Delta Pi, Fall 2002 to Winter 2003

Extensive work on University-wide and College-wide Committees (see #5)

9. **Community Service**

Designed, Funded and Installed a Disc Golf course at North End Riverview Park in Big Rapids, Fall 2001 – Summer 2006.

Received Big Rapids Citizen of the Year Award, Spring, 2007.

Vitae

Nancy Lashaway-Bokina
655 Negaunee Lake
Evart, Michigan 49631

Home telephone: 231-734-2937

Office telephone: 231-591-5368

e-mail: pmrjjsn1@aol.com

lashawan@ferris.edu

Degrees

- | | |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| 1996 | University of Connecticut, Storrs, Connecticut
Major Area: Educational Psychology
Ph.D. in Special Education, Gifted and Talented Education |
| 1981 | Michigan State University, East Lansing, Michigan
Major Area: Reading
M.A. in Education |
| 1966 | Central Michigan University, Mt. Pleasant, Michigan
Major Area: Speech Therapy
B.S. in Education |

Additional Education

- | | |
|------|----------------------------------------------------------------------------------------------------------------------------|
| 1982 | Lansing Community College, Lansing, Michigan
Beginning, intermediate, and conversational Spanish classes |
| 1983 | University of Texas-Pan American, Edinburg, Texas
Texas Teacher Certification required course work |
| 1985 | University of Texas-Pan American, Edinburg, Texas
Intermediate Spanish |
| 1990 | University of Connecticut, Storrs, Connecticut
Sixth-year degree certification classes in gifted and talented education |
| 1991 | University of Texas-San Antonio, Edinburg, Texas
Elementary Science, Project Rise Participant |
| 1993 | Mid-Management Certification course work at the University of Texas-Pan American, Edinburg, Texas |

Professional Experience

- 1966-69 Shiawassee County Intermediate School District, Corunna, Michigan, Speech Therapist for grades 1-12
- 1969-72 Clinton Intermediate School District, St. Johns, Michigan, Speech Therapist for grades 1-12
- 1972-83 St. Johns Public Schools, St. Johns, Michigan, taught first, second, and third grades.
- 1986-87 University of Texas-Pan American, Edinburg, Texas, taught English as a Second Language.
- 1983-92 Edinburg Consolidated Independent School District, Edinburg, Texas, taught second and fifth grades. Fifth grade experience was in a magnet school for gifted and talented students.
- 1993-93 The University of Connecticut, Storrs, Connecticut, Research Assistant at The National Research Center in Gifted and Talented Children
- Summer 93 The University of Connecticut, Storrs, Connecticut, taught summer classes at conference for teachers of gifted and talented students
- 1994-95 Western Illinois University, assistant professor in elementary education
- Summer 94 The University of Connecticut, Storrs, Connecticut. Confratute an institute and conference for indepth study of gifted education. Taught courses on curriculum compacting and on coordinating gifted programs.
- Summer 95 The University of Connecticut, Storrs, Connecticut
- Summer 96 The University of Connecticut, Storrs, Connecticut
- 1995-97 Central Michigan University, assistant professor in elementary education, taught reading and educational psychology

- 1997-98 The University of Texas-Brownsville and Southmost College, lecturer in curriculum and instruction
- Summer 98 Central Michigan University, taught two secondary Content Area Literacy classes
- Summer 98 Idaho State University, guest lecturer, Edu Fest Conference, one week, taught the writing workshop, identification of Hispanic students for gifted programs, and a one hour session on genealogy.
- 1998-99 Central Michigan University, assistant professor, taught Corrective Reading, Reading in the Elementary School, and Educational Research and Evaluation
- 1999-03 Curriculum Assistant, Edinburg Consolidated Independent
1999-04 School District, Edinburg, TX
- 2003-present Associate professor, Education and Human Services, Ferris State University
- 2006 Adjunct professor, Central Michigan University, Traverse City Campus

Professional Activities

- 1974-76 First grade, grade level chairperson, St. Johns Public Schools
- 1984-86 Second grade, grade level chairperson, Edinburg Consolidated Independent School District
- 1986-88 Principal's Advisory Council, Edinburg Consolidated Independent School District
- 1988-90 Fifth grade, grade level chairperson, Edinburg Consolidated Independent School District
- 1990-91 *Sports Illustrated for Kids*, review board, New York, New York
- 1991-92 Superintendent's Advisory Council, Edinburg Consolidated Independent School District
- 1994-95 Advisory Committee for the Quad-City Library Facility, Western Illinois University

- 1995-97 Professional Education Council, member, Central Michigan University
- 1996-97 Teacher Education and Professional Development Scholarship Committee, member, Central Michigan University
- 1996-97 Teacher Education and Professional Development Handbook Committee, member, Central Michigan University
- 1998-99 Promotion and Tenure Committee, member, Central Michigan University
- 1998-99 University, State, and Local Collaboration Committee, member
NCATE preparation team
- 2003-current Student Life Committee, member, Ferris State University
- 2003 School of Education Curriculum Council, member
- 2003 Participant at the Lilly West Conference, Pamona, CA, March, 18.
- 2003 Participant in WEBCT instruction. Sponsored by Bill Knapp. Ferris State University. Sept.-Oct.
- 2004 Participant at the 2003 Assessment Institute, Indianapolis, Indiana, November
- 2006-current School of Education Graduate Committee, member
- 2006-current College of Education Curriculum Committee, member, former
Chair
- 2007 School of Education Tenure Committee, member

Professional Achievements

- 1974 Nominated for Outstanding Young Teacher Award by staff, St. Johns, Michigan
- 1985 Completed Great Books Leader Training Course, Edinburg, Texas

- 1986 Passed Texas Examination of Teacher Competency, Edinburg, Texas
- 1991 Nominated by principal for Presidential Award for Excellence in Science teaching, Edinburg, Texas
- 1991 University of Texas-San Antonio Alliance for Education Mini-Grant writer and recipient
- 1992 Editorial Board, The National Research Center on the Gifted and Talented Newsletter, University of Connecticut, Storrs, Connecticut
- 1996-97 Board of Directors, Michigan Association of Gifted Educators, secretary
- 1996-98 Faculty Advisor, CLASS International Reading Association, Central Michigan University student organization
- 1997 Association of Teacher Educators Conference participant, Washington, D.C., CMU.
- 1998-99 Faculty Advisor, Kappa Delta Pi an International Honor Society in Education, Central Michigan University
- 2002 Washington D.C., Javitz Grant Reader, for the National Association of Gifted and Talented Education, August.
- 2006 Nominated for Outstanding Registered Student Organization Advisor of the Year. Kappa Delta Pi, Ferris State University.
- 2004-current Faculty adviser for Kappa Delta Pi an International Honor Society in Education
- 2008-current Faculty adviser for the Association of Future Teachers

Professional Honors

- 1984 Rho Chapter, Delta Kappa Gamma Local Scholarship, Edinburg, Texas
- 1990 Rho Chapter, Delta Kappa Gamma Local Scholarship, Edinburg, Texas

- 1991 Rho Chapter, Delta Kappa Gamma Local Scholarship, Edinburg, Texas
- 1991 Texas Association for the Gifted and Talented Scholarship, Austin, Texas
- 1992 Alpha State, Delta Kappa Gamma Scholarship, Austin, Texas
- 1992 Canterbury Elementary School PTA Scholarship, Edinburg, Texas
- 1992 University of Connecticut Research Fellowship, Storrs, Connecticut
- 1993 Alpha State, Delta Kappa Gamma Scholarship, Austin, Texas
- 1993 Phi Delta Kappa Graduate Scholarship, University of Connecticut Chapter
- 1996 Faculty Research and Curriculum Award to attend Michigan Reading Conference, Grand Rapids, MI, Central Michigan University
- 1996 Dean's travel award, to attend Michigan Reading Conference, Grand Rapids, MI, Central Michigan University
- 1997 Faculty Research Curriculum Award, to attend Michigan Reading Conference, Grand Rapids, MI, Central Michigan University
- 1997 Delta Kappa Gamma, Professional Education Association, Certificate of Recognition for completion of dissertation, Delta Kappa Gamma State Conference, Grand Rapids, MI
- 1998 Faculty Research Curriculum Award to attend the Sixth Conference of the International Society for the Study of European Ideas in Haifa, Israel, Central Michigan University
- 2002 TIMME faculty award, Ferris State University, faculty development, Kellogg Ranch at Cal Poly, Pomona, CA.
- 2003-04 Faculty Research Grant to attend International Reading

- Association conference, Salt Lake City, Utah, presenter and attendee. Ferris State University
- 2005 TIMME faculty award, Ferris State University, to attend the 14th European Conference on Reading in Zagrab, Croatia. July, Presenter and attendee.
- 2005 Research Grant to attend the Heinemann Workshop, Harvey Daniels presenter on Literature Circles. Sante Fe, NM, January.
- 2005 National Association of Gifted Children, attendee and presenter, Louisville, KY, November.
- 2006 College of Education and Human Services grant money support to attend and present at the Michigan Reading Association Conference, Cobo Hall, Detroit, March.
- 2006 TIMME faculty award, Ferris State University, to attend and present at the National Association for Gifted Children Conference in Charlotte, North Carolina. November
- 2007 College of Education and Human Services support to attend and present at the Michigan Reading Conference, March, Grand Rapids, Michigan. Amway Center
- 2007 TIMME faculty award and Delta Kappa Gamma International Scholarship to attend and present at the 15th International Conference on Reading, Berlin, Germany, Aug.
- 2008 Education department and College of Education and Human Services support to attend the Michigan Reading Conference, Cobo Hall, Detroit, MI, March with four ERLA 516 graduate students.
- 2008 College of Education and Human Services to attend the National Academic Advising Association Conference. Grand Rapids, Michigan. Amway Center, April 7th. Attendee.
- 2008 Education department and College of Education and Human Services support to attend the National Association for Gifted Children Conference in Tampa, Florida, Nov.

Professional Memberships

- 1974-current Delta Kappa Gamma Society International, a professional teachers' organization, Rho Chapter
- 1987 Texas Classroom Teachers Association, Austin, Texas
- 1987 Canterbury Elementary PTA, Edinburg, Texas
- 1988 Texas Association for the Gifted and Talented, Austin, Texas
- 1988 Texas Congress of Parents and Teachers, Austin, Texas
- 1988 National Science Teachers Association
- 1988 Rio Grande Valley Science Association, Brownsville, Texas
- 1990-current National Association for Gifted Children, Washington, D.C.
- 1992 Association for Supervision and Curriculum Development, Alexandria, Virginia
- 1992-94 Phi Delta Kappa, University of Connecticut Chapter, Storrs, Connecticut
- 1994-current International Reading Association
- 1994 Illinois Reading Council
- 1994 Black Hawk Reading Council, Moline, IL
- 1995-current Kappa Delta Pi International Honor Society in Education
- 1995-current Michigan Reading Association
- 1996 Michigan Association of Gifted Educators
- 2007-current Michigan Alliance of Reading Professors

National, State, and International Presentations

- 1993 "Exceptional Ability: Choice, Challenge, or Chance," National Association of Gifted Children, Atlanta, Georgia
- 1994 "Tell Them For Me: Identification Measures for Gifted Mexican Americans" National Association of Gifted Children, Salt Lake City, Utah

- 1994 "Nonsense? High-Ability Students That Dropout of School"
Texas Association for the Gifted and Talented, Fort Worth,
Texas
- 1995 "Gifted and Out: Mexican American Female Dropouts"
National Association of Gifted Children, Tampa, Florida
preliminary findings
- 1996 "Essential Elements for Gifted-Child Parent Groups,"
National Association of Gifted Children, Indianapolis, Indiana
- 1997 "Bibliotherapy: Texts as Life Rafts in Turbulent Seas,"
Michigan Reading Association, Grand Rapids, Michigan
- 1997 "Coordinating Gifted Programs," Michigan Alliance for Gifted
Education, East Lansing, Michigan
- 1997 "Gifted but Gone: High-Ability, Mexican-American, Female
Dropouts," research strand, National Association for Gifted
Children, November 5-9, Little Rock, Arkansas
- 1997 "Bridging the Gap: Technological Support for Migrant
Students," National Association for Gifted Children,
November 5-9, Little Rock Arkansas
- 1998 "Does Listening Influence Children's Appreciation of Texts?"
Michigan Reading Association, Grand Rapids, Michigan,
March 14.
- 1998 "Identity, Destiny, and Invention: The Role of the Mentor in
Literary Achievement," Sixth Conference of the International
Society for the Study of European Ideas, Haifa, Israel,
August 16-21.
- 1998 "Identity, Destiny, and Invention," This presentation included
new information from the European study of mentors and
mentees. The National Association of Gifted Children,
Louisville, Kentucky, November 5-7, 1998.
- 1998 "Identity, Destiny, and Invention," Texas Association for the
Gifted and Talented, Dallas, Texas, December 10-12.
- 1999 "Young Leaders: Attributes of Effective Leadership,"
Michigan Reading Conference, Grand Rapids, MI, March,
15.

- 1999 "At Last: A Focus on Fine Arts," National Association for Gifted Children, Albuquerque, New Mexico, Nov. 8.
- 1999 "Standardized Testing: A Curse to Creativity?" National Association for Gifted Children Conference, Cincinnati, Ohio, November 9.
- 2000 "Engaging Readers in Comprehending Science Concepts Through Literature," Texas Association of Gifted and Talented, Houston, TX, Nov. 11.
- 2002 "Engaging Readers in Comprehending Science Concepts Through Literature and Brain-Based Learning Strategies," International Reading Association, San Francisco, CA, April 30, 2002.
- 2002 "Using Brain-based Learning Strategies and Pairs of Fictional and Nonfictional Literature to Engage Readers in Science." Orlando, Florida, International Reading Association, May 7.
- 2000 "Facilitating In-Depth Studies," National Association of Gifted Children, Salt Lake City Utah, November 7.
- 2000 "Effective Reading Programs that serve Bilingual Students," 14th European Conference on Reading. Presenter and attendee. Zagreb, Croatia. August 8.
- 2005 National Association of Gifted Children, attendee and presenter, "Single-Sex Classrooms," Louisville, KY, November.
- 2006 Michigan Reading Conference, Detroit, MI. attendee and presenter, "Stop the Press! Where Have all the Readers Gone?" March.
- 2001 National Association for Gifted Children, Charlotte, North Carolina, attendee and presenter, "Controversial Pathways: Current Research on Gender Specific Classes." November
Michigan Reading Conference, Grand Rapids, MI attendee and presenter. "Do Single Gender Classes Improve Literacy?" March
- 2007 15th European Conference on Reading, Berlin, Germany,

August 5-9 Presenter. "Controversial Pathways: Current Research in Gender Specific Literature Classes."

Workshop Presentations

- 1985 "Using Personal Stories to Improve Reading Skills," Edinburg, Texas
- 1989 "Curriculum Compacting," Edinburg, Texas, Elementary faculty presentation
- 1990 "Tessellation, A New Approach to Teaching Geometry," Edinburg, Texas.
- 1991 "Science for the Curious," Faculty inservice. Edinburg, Texas
- 1992 "Modifying Curriculum to Encourage Student Participation in the Learning Experience," Mansfield Public School, Mansfield, Connecticut, fifth grade teachers
- 1992 "Portfolio Assessment: We Can Assess the Many Strengths of Children," Andover Elementary School, Andover, Connecticut, staff inservice
- 1993 "Curriculum Compacting," Cheshire High School, Cheshire, Connecticut, staff inservice day
- 1994 "Valuing Literacy Learning Conference, Macomb, Illinois
- 1996 "Identifying Learning Styles." Central Michigan University, Professional Development Conference, Anspach Hall, sponsored by the Student Michigan Education Association.
- 1998 "My Ideal Gifted Education Program." Presentation before the Edinburg Parent Gifted and Talented Advocacy Group, April 30, 1998

Community and University Service

- 1996-97 Teacher Education and Professional Development Handbook Committee, member, Central Michigan University

- 1996-97 Co-advisor with Dr. Helen Gill, CLASS IRA, Central Michigan University
- 1996-97 Professional Education Council, member, Central Michigan University
- 1997-98 Brownsville Independent School District, Gifted and Talented Advisory Board, member, Brownsville, Texas, Monthly meetings
- 1997-98 Judge, Odyssey of the Mind Competition, Brownsville, Texas
- 1998 Judge, Texas Academic Decathlon Competition, Brownsville, TX, January 30-31, 1998
- 1998 Advisor, Kappa Delta Pi an international honor society in education, Central Michigan University.
- 1998 Co-advisor, CLASS IRA the university student branch of the international reading association, Central Michigan University.
- 1998 Met with the Idaho State Gifted Education Advisory Council to discussion identification measures used in gifted and talented programs.
- 2003-04 Member, Big Rapids Public Schools Curriculum Council
- 2003-current Co-advisor and then Advisor, Kappa Delta Phi an international honor society in education, Ferris State University
- 2003-current Member of the University Student Life Committee
- 2002-current Member of the College of Education Undergraduate Committee, former secretary and chair.
- 2005-06 Member of the College of Education Graduate Committee
- 2002-current Member and current chair of the School of Education Curriculum Committee
- 2006-07 College Wide Committee, Curriculum Committee representative.
- 2006 Attended the Prism Writing contest reception to honor the

writing of two of my students who had won awards. Crystal Schuberg and Bradley Moore.

- 2005-2006 Honored guest of the Student Athletic Association two years for faculty appreciation night.
- 2006-2008 Honored guest of Senior Send Off, Honors Program Banquet. Guest of Lacy Beehler, 2006, Kimberly Sams, 2007, and Jeremy Lebeau, 2008.
- 2007 Guest of Mitchell Faarsen, at Ferris Greek Awards Banquet.
- 2008 Prism Writing contest reception to honor Antoinette Rewa, student award winner. By invitation.
- 2002 Academic Senate member.
- 2008 University Professional and graduate committee member.

Publications

- 1996 Dissertation, "Gifted but Gone: High Ability, Mexican-American, Female Dropouts, University of Connecticut, August 1996
- 1997 "Scavenging the Newspapers," *Michigan Reading Association Newsletter, News & Views on Reading*, May, Volume 41, No. 4
- 1997 "Gifted, But Gone: High Ability, Mexican-American, Female Dropouts," *The National Research Center on the Gifted and Talented Newsletter*, Spring, 1997.
- 1998 "Portrait of a Life-long Learner," *Delta Kappa Gamma Bulletin*, Spring 1998, Volume 64 (3), pp. 5-8.
- 1998 "Essential Elements for Gifted-Child Parent Groups," *Tempo, Texas Association for the Gifted and Talented Journal*, Volume XVIII Issue 4, pp. 10-16.
- 1998 "Assignment in Intrinsic Motivation Yields Surprising Results," *Roeper Review*, acceptance letter dated September 15, publication pending in 1999.

- 1998 "Mentoring At Its Best," the National Research Center on the Gifted and Talented (NRC/GT) *Newletter*, 1999.

Manuscript Reviews

- 1992 "Creativity as an Education Objective for Disadvantaged Students," by Dr. Mark A. Runco, The National Research Center on the
- 1992 "Some Children Under Some Conditions: TV and the High Potential Kid," by Dr. Robert Abelman, The National Research Center on the Gifted and Talented
- 1992 "Preparing for College: A Guide for Teachers, Parents, and Students" by Dr. Paula Olszewski-Kubilius and Avis Wright, The National Research Center on the Gifted and Talented
- 1992 "Admissions Programs of Residential Schools of Mathematics and Science For Academically Talented Youth," by Fathi A. Jarwan and John F. Feldhusen, The National Research Center on the Gifted and Talented.
- 2002 "Gifted and High School Dropouts: Personal, Family, and School Related Factors," by Joseph Renzulli and Sunghee Park, the National Research Center on the Gifted and Talented, May.
- 2003 "Explaining and Nurturing Latino High Achievement," by Patricia Gandara. The National Research Center on the Gifted and Talented.
- 2004 "Providing Effective Instruction to ESL Students in the Classroom," *Michigan Reading Journal*, October, 2004. Blind review.
- 2008 Promotion file review of Patrica Gallant, University of Michigan

Book Review

- 1995-96 *Politics of Art*, John Richard Bokina, published in September, 1997

Frederick B. Van Sant, Ph.D.

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QUALIFICATIONS

Educational Specialist offering more than 25 years of experience in educational leadership, curriculum development, project design and management, program evaluation, and training. Results focused and reflective leader with proven ability to conceptualize and implement educationally related projects. Talent for proactively identifying and resolving problems, synthesizing information, and creating conceptual models. Able to bring a broad experiential background to maximize program effectiveness. Advanced computer and educational technology skills. **Bilingual in Spanish.**

EDUCATION

Ph.D. Education Leadership

Purdue University, West Lafayette, Indiana, 1996.

M.A. Special Education

University of South Florida, Tampa, Florida. 1977.

B.A. Psychology. University of North Carolina, Chapel Hill, North Carolina. 1975.

PROFESSIONAL EXPERIENCE

2003 - Current Associate Professor of Education, Ferris State University, Big Rapids, Michigan. USA

❖ Teaching - Graduate

- Educational Psychology
- Diversity in Schools and Work
- Educational Technology
- Introduction to Special Education

❖ Teaching - Undergraduate

- Educational Psychology
- Educational Technology
- Introduction to Special Education

❖ **Leadership**

- Lead development of innovative on-line, modularized teacher education program using WebCT and Live Text
- Lead development of administrative processes for improving academic integrity of off campus programs taught by adjunct instructors
- Created statewide educational entrepreneurial model for multimillion dollar statewide laptop initiative

❖ **University Committees**

- Chair / Member – University Research (2003 – 2006)
- Member – University International Education Committee (2006 – current)
- Member – University Online Accreditation Committee (2005 – 2006)

❖ **College Committees**

- Chair School of Education Curriculum Committee (2007 – 2008)
- Chair / Member – Undergraduate Education Curriculum Committee (2003 – 2006)
- Member – School of Education Curriculum Committee (2003 – 2006)
- Member – Graduate Education Curriculum Committee (2006 – 2007)
- Member – Field Experience Review Committee (2006 – 2008)
- Member – Sabbatical Committee (2006 – 2007)

2000 - 2003

Associate Professor of Education & Director of Educational Technology,
Zayed University, Dubai, United Arab Emirates

❖ **Teaching**

- Introduction to Teaching
- Introduction to Work in Schools
- Human Growth and Development
- Cognition and Learning
- Educational Technology I and II
- Curriculum for Special Needs Learners
- Professional Field Experience

❖ **Leadership**

- Development Coordinator for the University Outcome Based Academic Model.
- Coordinate the work of six University Outcome Learning Communities with over 50 faculty members
- Design and oversee the implementation of the first pilot study of the outcome based model
- Participate in the 5 year strategic planning of the shift to this new academic model
- Coordinate emerging Educational Technology initiatives in a laptop university environment
- Direct the development of the College's Professional Development Center for providing training to Ministry and private schools

❖ **Committees**

- Chair – Academic Program Leadership Team
- Zayed University Technology Initiatives Committee
- Zayed University Web Advisory Committee

1997 - 2000

Associate Professor of Education, Eastern Mennonite University; Harrisonburg, Virginia

❖ **Teaching**

- Action Research
- Computers and Instructional Technology in Education
- Professional Block: Curriculum and Methods
- Learning, Motivation, and Assessment
- Senior Thesis
- Teaching Diverse Populations
- At-Risk Issues in Non-School Settings
- Classroom Climate and Intervention Strategies for Diverse Learners
- Learning and Behavioral Disorders
- Evaluating Exceptional Learners
- Intervention Strategies for Middle and Secondary School Mildly Disabled Students

- Professional Field Experience

❖ **Leadership**

- Coordinate Special Education teacher preparation program
- Coordinate Masters level track in at-risk youth
- Supervise Master theses
- Develop, and lead Cross Cultural experience to the Navajo Nation, 1998, 1999 and 2000
- Coordinate and prepare NCATE / CEC Professional Folio in Special Education
- Mentor a Virginia Collegium Scholar – Virginia College Fund (1998)
- Advisor – Latino Student Alliance

❖ **Committees**

- Chair: Committee on Action Research Projects (MA)
- Committee on Teacher Education
- Teacher Education Admissions Committee

1997- 2000

**Independent Hearing Officer; Washington
DC Public Schools**

**Expulsion Appeals Officer; Minnesota
Department of Children, Families and Learning**

1989 - 1993

1994 - 1997

**Administrative Appeal and Due Process Specialist, Minnesota Department
of Education; St. Paul, Minnesota**

- ❖ Provide statewide legal assistance to school districts.
- ❖ Provide statewide technical assistance to school districts in the area of program improvement and teacher performance.
- ❖ Provide statewide technical assistance to schools in the area of conflict resolution and alternative dispute resolution
- ❖ Oversee statewide compliance of Federal and State special education laws.
- ❖ Serve as state representative on numerous policy and program work groups.
- ❖ Developed statewide special education mediation system
- ❖ Special Education Due Process Appeal Review Officer

- ❖ Expulsion Appeal Review Officer

1993 - 1994

Evaluation Advisor, and Interim Chief of Party, Strengthening Achievement in Basic Education (SABE) project, Academy for Educational Development, El Salvador, Central America

- ❖ Serve as primary international advisor to the Minister of Education in matters relating to educational system change and program evaluation
- ❖ Supervise 8 professional 28 non-professional staff
- ❖ Manage a 58 million dollar budget
- ❖ Provide training to Ministry of Education and University professionals in teacher training
- ❖ Develop and implement a program evaluation model basic education reform project
- ❖ Build consensus between the Academy for Educational Development, the U.S. Agency for International Development (USAID) Office of Education in El Salvador, and the Salvadoran Ministry of Education on teacher training, system change and program evaluation

1992

Adjunct Professor, St. Thomas & St. Catherine University, Minnesota

- ❖ Developed and taught original course in Conflict Resolution to a combined Graduate Social Work and Undergraduate Peace and Justice Studies programs.

1988 - 1989

Coordinator of Training and Evaluation, Special Education Department, Purdue University; Lafayette, Indiana

- ❖ Recruitment, selection and training of teachers for both secondary and elementary levels
- ❖ Coordinate the Activities of \$300,000 OSER Teacher Training Grant.
- ❖ Conduct extensive program evaluation
- ❖ Organize and direct Advisory Board activities
- ❖ **Teaching**
 - Educational Assessment of Exceptional Children
 - Practicum in Special Education
 - Seminar in Special Education

Evaluation Consultant, Indiana State Special Education Mediation Project

- ❖ Program Evaluation
- ❖ Survey Construction
- ❖ Data Analysis

Hearing Officer, Indiana Department of Education, Indianapolis, Indiana

- ❖ Conduct Special Education Due Process Hearings

1987 - 1988 **Jones Fellow School Management Institute University of South Florida; Tampa, Florida**

- ❖ Develop and publish a training program for paraprofessional personnel
- ❖ Full-time studies; Ed.D. Educational Administration and Supervision

1984 - 1987 **Supervisor; District School Board of Pasco County, Land O'Lakes, Florida**

- ❖ Assist in district level planning of services for Secondary and Elementary EH, SED, and Autistic populations.
- ❖ Case management and interagency communication.
- ❖ Plan and deliver inservices in the areas of assessment, behavior management, aggression diffusion,
- ❖ Develop, monitor, and evaluate behavior management systems for EH, SED, and Autistic populations.
- ❖ Parent training and counseling.

1977 - 1984 **Teacher; Hillsborough County School Board, Tampa, Florida.**

- ❖ Multiple settings including: Elementary Level Public Schools; Autistic and Profoundly Disturbed, Emotionally Handicapped and Secondary Level Public Schools; Juvenile Detention, Residential, Drug and Alcohol Rehabilitation.

GRANTS AND AWARDS

- ❖ Youth Leadership Program: Diversity, Democracy, Globalization, and Citizenship; Germany and Turkey. Office of Citizen Exchanges Youth Programs Division United States Department of State. (2008) \$245,000 – Under current review
- ❖ A Survey of Rural Schools in Michigan to Examine Impact of No Child Left Behind, Highly Qualified Teacher Requirements. Michigan Department of Education (2004-2005) \$60,000

- ❖ Freedom to Learn: Michigan's K-12 Laptop Initiative for the New Economy. Michigan Congressional Leadership. (2003 – 2004) \$10,000
- ❖ Finalist: Youth Leadership Program for Bosnia and Herzegovina (2006)
- ❖ Finalist: United Arab Emirates Educational IT Challenge: Best University Organizational Project. Dubai, UAE (2002)
- ❖ A Paraprofessional Training Management System. Virginia Department of Education (1999 – 2001). \$42,000
- ❖ Special Education Mediation. A Teleconference for the Virginia Department of Education (1999) \$12,000
- ❖ U.S. Department of Education Teacher Training grants extension (1989-1991). \$90,000

STATE AND LOCAL COMMITTEES AND BOARDS

- ❖ Mid-East Council for Curriculum Reform. Educational Technology Subcommittee (2000 – 2003)
- ❖ Ministers Council of Educational Technology. United Arab Emirates Ministry of Education (2001 – 2003)
- ❖ State Task Force for Special Education Mediation. Virginia Department of Education (1997 – 2000)
- ❖ State Task Force on Paraprofessionals. Virginia Department of Education (1997 – 2000)
- ❖ Board of Directors; Rockingham, Harrisonburg Office of Children and Youth (1998 – 2000)
- ❖ Board of Directors; Rockingham County ARC (formerly the Association of Retarded Citizens) (1998 – 2000)

PUBLICATIONS

- Van Sant, F. (2007). Leaders Learning from Student Teachers: The Perception of Ministry of Education Supervisors in the United Arab Emirates to Being Taught by Student Teachers. Proceedings of Ed-Media 2007. Vancouver, BC. Pg 118.
- Van Sant, F. (N/A). Once for Control and Once for Inspiration: Comparative Experiences in K-12 Assessment in El Salvador and the United Arab Emirates. Journal of the International Society for Teacher Education. (Submitted for publication Summer 2006)
- Van Sant, F. & Johnston, M. (2005). How are Small Rural School Districts in Michigan Meeting the Demands of No Child Left Behind (NCLB) for Highly Qualified Teachers? Michigan Department of Education. Lansing, Michigan.
- Van Sant, F., & Van Sant B. (1004). Freedom to Learn: Michigan's K-12 Laptop Initiative for the New Economy. Ferris State University, College of Education Press.

- Van Sant, F. (2003). Next Generation E-Learning. The Proceedings of the Society for Information Technology in Teacher Education. Albuquerque, NM (in press)
- Jar chow, E., Van Sant, F. & McGrew-Zoubi R. (2001). Preparing Emirates Teachers The Proceedings of the 2nd National International Conference on Educational Reform in the UAE. Dubai, United Arab Emirates
- Van Sant, F.B., (1999). Review of the book Cybereducator by Jane Bissell. Boston, MA: McGraw Hill.
- Van Sant, F.B., (1997). Marketing Conflict Resolution. The Fourth R: Conflict Resolution Education Network. Vol. 80.
- Van Sant, F.B., (1996). Factors contributing to the effectiveness of the Indiana Special education Mediation Project. unpublished doctoral dissertation, Purdue University, West Lafayette, Indiana
- Van Sant, F. B., (1996). Discipline and Special Education, InSight,
- Van Sant, F. B., (1992). Suspension: An Update, MEEDer Reader, 13, 14.
- Van Sant, F. B., (1988). Staff Development in the Eighties, Wingspan, 4, 11-13.
- Van Sant, F. B., & Gorgen, P. (1987). Project AIM: Training and Management of School-Based Paraprofessionals. Florida ASCD Journal, 4, 50-55.
- Van Sant, F. B., & Gorgen, P. (1987). AIM (Aides: Instruction and Management). (Available from AIM Project Development Center: 8409 Squires St. NE, Rockford, MI 49341).

PROFESSIONAL ACTIVITIES

2007. E-Learn 2007 – World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education. **Presenter**. She Learns – He Learns: What We Know About the Brain
2007. Ed-Media 2007: World Conference on Educational Multimedia, Hypermedia, and Telecommunications. **Presenter**. Leaders Learning from Student Teachers: The Perception of Ministry of Education Supervisors in the United Arab Emirates to Being Taught by Student Teachers
2005. The Lilly West Teaching and Learning Conference, Pomona, California. **Presenter**. Conflict Resolution in the College Classroom.
2005. Michigan Academy of Arts and Sciences Annual Conference, Oakland, MI. **Presenter**. Conflict Resolution in Special Education
2003. The 14th International Society for Information Technology and Teacher Education Conference, Albuquerque, New Mexico. **Presenter**. Third Generation E-Learning

2002. The 22nd Annual Seminar of the International Society for Teacher Education, Copenhagen, Denmark. **Presenter.** Comparative Assessment Experiences in El Salvador and the United Arab Emirates.

2002. International Council for Education of Teaching 47th World Assembly, Amsterdam, Netherlands. **Presenter.** Using University Students to Train Ministry of Education Staff.

2002. Judge for 1st Dubai Strategy Forum Essay contest <http://www.dubaistrategy.com/>

2002. 2nd International Conference on Education Reform in the UAE. Dubai, United Arab Emirates. **Invited Presenter,** Preparing Emirates Teachers to Use Technology in the Classroom, A Goal of Vision 2020

2000 World Congress of Special Education, Vancouver, Canada. **Presenter.** The Navajo Nation; A Cross Cultural Teacher Preparation Program.

1999 Office on Children and Youth; Roundtable Meeting. **Invited Presenter,** Search Institute's Asset Model for Nurturing Developmental Assets in Youth.

1999, Harrisonburg City Schools. **Invited Presenter,** How to Have an Effective Parent/Teacher Conference and other Practical Tips.

1998 EMU Nursing Department. **Invited Presenter.** Risk Assessment in Children.

1998 EMU – SVEA. **Invited Presenter,** Legal Issues in Education.

1998 EMU – SVEA. **Invited Presenter,** Seven Habits of Highly Effective Teachers

1999, University of Minnesota - Duluth, **Adjunct Professor,** Summer Special Education Institute, Course: Conflict Resolution in Education

1998, University of Minnesota - Duluth, **Adjunct Professor,** Summer Special Education Institute, Course: Conflict Resolution in Education

1998, Conflict Resolution Education Network (CreNet). **Presenter,** Legal Aspects of K-12 Conflict Resolution Programs. Columbus, Ohio

1997, University of Minnesota - Duluth, **Adjunct Professor,** Summer Special Education Institute, Course: Legal Foundations of IEP Development,

1995-1996, University of Minnesota, **Guest Lecturer,** Course in Educational Leadership, topic: Conflict Prevention and Resolution.

1996, The 17th National Institute on Legal Issues of Education Individuals with Disabilities, Orlando, FL.

1995, The 16th National Institute on Legal Issues of Education Individuals with Disabilities, New Orleans, LA.

1993, Improving Educational Efficiency Conference, **Invited Facilitator**, Florida State University, Florida.

1993, 1994, Universidad Francisco Gavidia, **Guest Lecturer**, Courses in Educational Administration and Evaluation, San Salvador, El Salvador.

1993, 1994, Universidad Centro Americano, Jose Simon Cardenas, **Guest Lecturer**, Courses in Educational Administration and Evaluation, San Salvador, El Salvador.

1992 Minnesota Learning Disabilities Conference, **Keynote Speaker**, Minnesota Department of Education, Brainard, Minnesota.

1992 Parent Partnership, **Keynote Speaker**, Learning Disabilities of Minnesota, Minneapolis, Minnesota.

1992 Statewide Conference for Paraprofessionals in Education, Rehabilitation and Training, **Invited Speaker**, Minnesota Department of Education, Hutchinson, Minnesota.

1992, The Development of a Special Education Mediation System for the State of Minnesota. An ongoing project under my direction. Minnesota.

1991, Emotionally / Behaviorally Disordered Students, **Invited Speaker**, North St. Paul Public Schools, St. Paul, Minnesota.

PROFESSIONAL ORGANIZATIONS

Association for Supervision and Curriculum Development (ASCD)

American Association of Colleges for Teacher Education (AACTE)

Association of Teacher Educators (ATE)

National Institute for Dispute Resolution (NIDR)

Conflict Resolution in Education Network (CreNet)

Council of Exceptional Children, (CEC)

FERRIS STATE UNIVERSITY

NORMAN, KAREN LOUISE, ED.D

Professor

Employment: July, 1997 - Present

Academic Degrees

Doctorate in Education, Wayne State University, 1987-1992

Major: Curriculum and Instruction

Minor: Vocational Education

Dissertation Title: "Lifelong Learning Skills Needed by Michigan's Professional and Technical Workers as Perceived by Human Resource Managers" (1992)

Master of Arts, Western Michigan University, 1973-1980

Major: Education (Specialty: Teaching Disadvantaged Youth)

Minor: Business Education

Bachelor of Science, Western Michigan University, 1969-1971

Major: Business Education

Minor: General Business

Hold a Michigan continuing secondary teaching certificate (GX) and a Michigan full vocational authorization (VB). [Verified 4000 hours of valid work experience related to major and minor.]

Professional Experience

2002-Present	Ferris State University Professor
2002	Ferris State University Promotion to Professor
2001	Ferris State University Tenure Received
1999-2001	Ferris State University Associate Professor
1997-1999	Ferris State University, Big Rapids, Michigan Associate Professor/Coordinator
1996-1997	Baker College National Faculty/Associate Professor
1992-1996	Baker College, System Director of Assessment & Institutional Effectiveness
1988-1992	Baker College, Flint, MI Academic Dean (Allied Health & Office Administration)
1987-1988	Baker College, Flint Academic Associate Dean (Allied Health & Office Admin.)

1980-1987 Baker College, Flint
Full-Time Faculty

1978-1980 Baker College, Flint, Michigan
Adjunct Faculty

1973-1978 Goodrich Area Schools, Goodrich, MI
Full-Time High School Teacher & Co-op Coordinator

1971-1973 Flint Public Schools, Flint, MI
Full-Time Temporary & Substitute Teacher

Professional and Academic Association Memberships

American Association for Higher Education (4 years)
 American Association for Adult and Continuing Education (4 years)
 Association for Institutional Research (3 years)
 Association for Supervision and Curriculum Development (11 years)
 Delta Pi Epsilon (7 years)
 Ferris Faculty Association (since 1997)
 International Society for Business Education (2 years)
 Michigan Business Education Association (33 years)
 Past President 1993
 President 1992
 President Elect 1991
 College/University Representative on Board 2003-2006
 Michigan Education Association (since 1971)
 National Business Education Association (since 1971)
 National Education Association (since 1971)

Professional Assignments and Activities

Ferris State University Committees

Academic Program Review Council Member	2000-2001
President's Summer School Task Force	Winter, 2001
Economic Education Council, FSU Co-Director	2001
Distinguished Teacher Awards Committee Member	2002-2003
Distinguished Teacher Awards Committee Chair	2003-2004
President's Accreditation Task Force	2005-2006

College of Education & Human Services (COEHS) and School of Education (SOE) Committees

COEHS Curriculum Committee Member	2000-2001
SOE Graduate Committee Member	2001-2002
SOE Tenure Committee Chair	2001-2002
COEHS Tenure Committee Member	2001-2002
	2003-2004
SOE Graduate Curriculum Committee Chair	2001-2002
SOE Graduate Curriculum Committee Member	2002-2003
Secondary Education Academic Program Review	

Committee Co-chair (produced and presented report)	2002-2003
SOE Tenure Committee Member	2001-Present
SOE Tenure Committee Chair	2003-2004
SOE Early Childhood Education Academic Program Review Panel	2004-2005
SOE Curriculum Committee Member	2001-Present
SOE Search Committees for Faculty Positions	2002, 2003, & 2004
SOE Search Committee for Director	2005-2006
SOE Curriculum Committee Minutes Taker	2004-2006
SOE Undergraduate Curriculum Committee Member	2005-2006
SOE Charter Schools Ad Hoc Committee Chair	2005-2006
SOE Review Committee for Field Experience Member	2005-present

Community Service

Big Rapids Schools Curriculum Council Member	1998-2001
Volunteer Artworks - Arts Council	2004-2006

University, College, & Department Service

Faculty Recognition Dinner	April, 2001
CTE Teacher Educator Meeting, East Lansing	September, 2003
Mentor to four Non-tenured Faculty	2001-2005
Convention Facilitator, Michigan Business Education Association Annual Convention	October, 2004
Chair Curriculum Committee, Michigan Business Education Association	2004-2006
Chair Student Awards, Michigan Business Education Association	2003-2006
Faculty Recognition Dinner Presented Distinguished Teacher Awards	April, 2004
Attend Graduation Annually	2001-2006
Volunteer Late Registrations Every Semester	2001-2006
Attend College Meetings and Annual Convocation	2001-2005
Michigan Business Education Association Board Member (Four-Year Teacher Education Rep)	2003-2006
Sponsored five students as members of Michigan Business Education Association	2003-2004
National Business Education Association Awards Committee Member	2004-2005
Alumni Banquet (attended & presented)	2004 & 2006
SOE Graduate Orientations (attended four)	2004-2006
Supplied SOE Graduate Curriculum Committee with Generic Syllabi for EDUC502 & 504 for Adjunct use	2004-2005
Assisted COB in updating Business Education and Marketing Education Majors; drafted the methods course for COB	2005
Mathematics Education Seminar (FSU attended)	April, 2005

FSUS100 Section for Education Majors (teaching) Fall, 2005

Professional Development Activities

Science & Math Program Improvement Training, (SAMPI), "Observing Lessons in K-12 Classrooms," Mt. Pleasant, Muskegon, Shepard	March/May, 2001
Jim Crow Museum Facilitator's Training (FSU)	March/April, 2001
Problem-Based Learning Training (FSU)	July, 2001
Preparation & Delivery for EDUC330 Distance Learning Integrative Classroom (Traverse City & Big Rapids)	2001-2002
Spring Learning Institute (FSU)	March, 2002
SOE Retreat Planning, Attendance & Participation	2001, 2002 & 2003
Lotus Notes Training	April, 2003
National Business Education Association Convention (attended, worked registration) Chicago	April, 2003
Michigan Business Education Association Convention (attended and presented) Grand Rapids, East Lansing, Novi, Kalamazoo	2003, 2004, 2005, 2006
MBEA Region 2 Professional Development	June, 2004
FSUS100 Instructor Training	August, 2005
WebCT Training	May, 2005

Grant Activities

Michigan Department of Career Development, Office of Career & Technical Preparation, Program Improvement Grant, Co-Writer and Participant, 2000-2001.

FSU School of Education and College of Arts & Science, Detroit Institute of Arts and Public School Partners, "Drawing on Diversity: A Comprehensive 6-12 Critical Thinking Curricula Development Program," Presenter and Participant, 2000-2001.

Textbook Review

Secondary School Teaching: A Guide to Methods and Resources, 3rd Edition, by Richard and Noreen Kellough. 2006.

Newsletter Publications

MBEA Today	"Tips for Teachers: Using Props in Your Business Classroom" (January, 2004)
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MBEA Today

"Tips for Improving Students' Reading Skills" (June, 2004)

MBEA Today

"Tips for Teachers: Websites" (August, 2004)

Presentations

Drawing on Diversity

Presented and collaborated with public school grades 6-12 teachers developing curriculum outlines as foundation for classroom activities using artifacts or art objects and Visual Thinking Strategies to integrate curriculum and diversity issues. Big Rapids, MI (June, 2001)

"Lesson Plan Ideas for New Teachers"

Michigan Business Education Association Annual Convention, East Lansing, MI (October, 2004)

Student Teacher Orientation

Presented lesson planning review to over 75 FSU student teachers. Big Rapids, MI (August, 2003 & 2004)

Adjunct Teacher Orientation

Presented to and participated with the SOE adjunct teachers' orientation. Big Rapids, MI (August, 2004)

"Be a Dynamic Demonstrator!"

Michigan Business Education Association Annual Convention, Novi, MI (October, 2005)

"Share & Brainstorm Best Practices"

Michigan Business Education Association Annual Convention, Novi, MI (October, 2005)

/RESUME 2006 "ZIP"

Greg E. Gogolin

Ferris State University
AFIS
(231) 591-3159
Email: gogoling@ferris.edu

Education

Ph D, Michigan State University, 2000.

Major: College and University Administration

Supporting Areas of Emphasis: Instructional Technology

Dissertation Title: "A Case Study of an Approach to Nursing Education using a Mixed Model of Distance and Live Instruction"

MS, Ferris State University, 1991.

Major: Computer Information Systems Management

Dissertation Title: "An Evaluation of CASE Technology compared to traditional Third-Generation Development Methodologies"

BS, Ferris State University, 1987.

Major: Applied Biology

BS, Ferris State University, 1987.

Major: Computer Information Systems

AA, Ferris State University, 1983.

Major: Arts

Development Activities Attended

Readings.

Website visitation/subscriber.

Workshop. (1991 - Present).

Seminar, "EnCase EnCE examination training." (July 2008).

Seminar, "EnCase Computer Forensics I training." (May 2008).

Workshop, "Course Portfolio Workshop," Ferris Center for Teaching & Learning. (2007).

Conference Attendance, "i2 User Conference – Intelligence." (May 2007).

Workshop, "Design & Delivery of Online Instruction," Ferris Center for Teaching & Learning. (May 2007).

Workshop, "Ferris Connect, Overview for Fall Phase-in," Ferris Center for Teaching & Learning. (May 2007).

Seminar, "Visual Analysis training – i2." (May 2006).

Seminar, "EnCase Forensic examiner training." (2005).

Workshop, "Faculty learning community," FSU's Faculty Center for Faculty development. (2005).

Workshop, "Learner-Centered Teaching Workshop," Ferris Center for Teaching & Learning. (2005).

Workshop, "Rethinking College Teaching Workshop," Ferris Center for Teaching & Learning. (2005).

Workshop, "Critical thinking workshop," FSU's Faculty Center for Faculty development.. (2005).

Workshop, "Instructional design workshop," FSU's Faculty Center for Faculty development. (January 2005).

RESEARCH

Published Intellectual Contributions

Other

Gogolin, G. E. (2006). *First Responder Training Curriculum - Revised*. Michigan Commission On Law Enforcement.

Gogolin, G. E. (2004). *First Responder Training Curriculum*. Michigan Commission On Law Enforcement.

Presentations Given

Gogolin, G. E. (Presenter & Author), Web training for teacher and students, Rockford Public School System, Rockford, MI.

Gogolin, G. E. (Presenter & Author), Lilly Conference North, "Using Effective Podcasting to Augment Instruction," Traverse City, MI. (2008).

Gogolin, G. E. (Presenter & Author), AESA National Conference, "Using Computerized Data to Make Curriculum Decisions," AESA, Savannah, GA. (2005).

Gogolin, G. E. (Presenter & Author), Banner Oracle Advanced Training. (2004).

Gogolin, G. E. (Presenter & Author), Banner Oracle Intro Training. (2004).

Gogolin, G. E. (Presenter & Author), Banner Oracle PL/SQL Training. (2004).

Gogolin, G. E. (Presenter & Author), Lilly Conference North, "The Effectiveness of Distance Education," Big Rapids, MI. (2004).

Gogolin, G. E. (Presenter & Author), Oracle 9i Database Administration. (2004).

Contracts, Grants and Sponsored Research

Grant

Gogolin, Greg E (Principal), "Software grant/gift in kind," Sponsored by Choicepoint, Private, \$977,296.00. (2007).

Gogolin, Greg E, "Tech-Literacy Grant," Sponsored by Newaygo County RESA, Local, \$250,000.00. (2007).

Gogolin, Greg E (Principal), "Software grant/gift in kind," Sponsored by Choicepoint, Private, \$679,780.00. (2006).

Gogolin, Greg E (Principal), "Software/hardware grant," Sponsored by Paraben Corporation, Private, \$9,664.40. (2005).

Gogolin, Greg E (Principal), "Software in kind gift," Sponsored by Quest Software, Private, \$400,000.00. (2004).

Research in Progress

"Applied research for feasibility and composition of Information Security & Intelligence degree." (On-Going)

"Capstone Projects" (On-Going)

Extensive research: have directed 150+ capstone projects, the majority of which have a research component.

"study of effectiveness of distance education (Internet based)." (On-Going)

Extensive: study of effectiveness of distance education (Internet based).

SERVICE

Department Service

Faculty Mentor, Information Systems Management Student Association.

Committee Member, New ISM Student Orientation Committee - Graduate program.

Committee Chair, Program Advisory Board. (2003 - Present).

Committee Member, Faculty Search Committee. (2008).

Committee Member, Faculty Search Committee. (2007).

Committee Chair, Curriculum Development: Information Security and Intelligence. (2006 - 2007).

College Service

Committee Chair, Core Assessment Team. (2005 - 2007).

Co-chair, Curriculum and Assessment Committee. (2004 - 2006).

Committee Member, Promotion Merit Committee. (2004 - 2006).

Committee Chair, College Curriculum Committee. (2002 - 2006).

Co-Chair, Curriculum and Assessment Committee. (2002 - 2006).

Committee Member, College of Business Strategy Committee. (2003 - 2004).

University Service

- Co-Chair, University Preparedness – Technology. (2007).
- Consultant. (2006 - 2007).
- Committee Member, Banner Steering Committee. (2003 - 2007).
- Committee Member, Senate subcommittee on Online Accreditation, Banner Steering Committee. (2003 - 2007).
- Committee Member, Banner Oracle License Committee. (2006).
- Committee Member, Nursing faculty search/recruitment committee. (2006).
- Chauffeur for Guest Speaker. (2006).
- Committee Member, Senate subcommittee on Online Accreditation Standards. (2006).
- Committee Member, University Curriculum Committee. (2004).
- Committee Member, Banner Oracle License Committee. (2003 - 2004).

Professional Service

- Reviewer, Grant Proposal, Department of Homeland Security (CEDAP). (2006 - Present).

Public Service

- Board Member, St. Peter's Lutheran Church and School - Board of Christian Education, Rockford, MI.
- Classroom volunteer, Elk Rapids Public Schools, Elk Rapids, MI. (2005 - Present).
- Workshop Presentation, Newaygo County ISD Employees and Consultants, MI. (2001 - Present).
- Event Director, Osceola County Community Foundation - Special Needs Fundraiser, MI. (2003 - 2005).
- Classroom volunteer, Rockford Public Schools, Rockford, MI. (1998 - 2004).

Consulting

- Public and private school systems. (1999 - Present).
- For Profit Organization, Rockford Files, LLC. (1999 - Present).
- Michigan Commission on Law Enforcement Standards (MCOLES). (2008).
- Michigan Commission on Law Enforcement Standards (MCOLES). (2005).

Dr. David Marion Ph.D.

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(231) 591-3164
Email: mariond@ferris.edu

Education

Ph D, University of Toledo, 2006.

Major: Manufacturing Management with Engineering

Dissertation Title: The Antecedents and Consequences of a Strategic Orientation Leading to Innovation, Organizational Structure and Competitive Advantage

MMM, University of Toledo, 2004.

Major: Manufacturing Management with Engineering

BME, University of Toledo, 2001.

Major: Mechanical Engineering

Professional Memberships

Academy of Management.

APICS.

Decision Sciences.

Development Activities Attended

Conference Attendance, "Meetings," APICS. (2007).

Conference Attendance, "Meetings," Project Management Institute. (2007).

Seminar, "Professional Development Day for Project Management Institute." (2007).

RESEARCH

Presentations Given

Marion, D. (Presenter Only), Statistics Club, "Presentation for Statistics Club." (2007).

Marion, D. (Presenter & Author), Midwest Decision Sciences, "Strategic Organization in Small Business that Leads to a Competitive Advantage.," Chicago, IL. (June 2007).

Marion, D. (Presenter & Author), Lim, J. (Presenter & Author), Jeong, J. S. (Presenter & Author), DSI National Conference, "An Integrated Conceptual Model of B2B E-Commerce Adoption Intention," DSI, San Fransisco, CA, US. (November 2005).

Marion, D. (Presenter & Author), DSI National Conference, "Manufacturing verseus Design Dominance in the New Product Development Process," DSI, San Fransisco, CA. (November 2005).

Marion, D. (Presenter Only), Lim, J., Hawaii International Conference on Business, "A Study of the Relationship Between Market Orientation and Strategic Orientation," Wakiki, Hawaii. (April 2005).

Marion, D. (Presenter & Author), Midwest Decision Sciences, "Computer Integrated Systems and Inter-Organizational Systems Effect on New Product Development," Toledo, OH. (April 2005).

Marion, D. (Presenter & Author), Liao, K. (Presenter & Author), Lim, J. (Presenter & Author), Midwest Decision Sciences, "Degree of Outsourcing in Prototyping Function in Global Supply Chain Management," Toledo, OH. (April 2005).

Marion, D. (Presenter & Author), DSI National Conference, "A Strategic Profile for Service Firms," DSI, Boston, MA, US. (November 2004).

Marion, D. (Presenter & Author), DSI National Conference, "Virtual Teams: Allocentrism or Idiocentrism? Which Will Perform Better in a Computer-Mediated Environment?," DSI, Boston, MA, US. (November 2004).

Marion, D. (Presenter & Author), Midwest Decision Sciences, "Will Vendor Selection Go the Way of E-Procurement?," Cleveland, OH. (April 2004).

Contracts, Grants and Sponsored Research

Grant

Marion, David, "What Can LEAN Do For Us?," Ferris State University, \$2,500.00. (2007).

Intellectual Contributions in Submission

Other

Tower, S., Boras, W., Marion, D., Crandall, T. *Fleet Management Collaboration*.

SERVICE

College Service

Accreditation movement. (2007 - 2008).

Committee Member, College of Business Core Committee. (2006 - 2007).

Attendee, Meeting, Honors Dinner. (2006 - 2007).

Professional Service

Reviewer, Conference Paper, National DSI Conference. (2007).

Reviewer, Book, Project management text. (2007).

Public Service

Reader/Discussant, 4th Grade Classes. (2007).

Reader/Discussant, 4th Grade Classes. (2007).

Judge, Stanwood School Innovation Day, Stanwood, MI. (2007).

Maureen S. Heaphy Ph.D.

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Email: heaphym@ferris.edu

Education

- Ph D, Wayne State University, 1998.
Major: Industrial and Manufacturing Engineering
Dissertation Title: Holistic, Ecological, and Systemic Measures of Patient Focused Care in Hospitals
- MS, Wayne State University, 1982.
Major: Industrial Engineering: Operations Research
- MA, University of Michigan, 1975.
Major: Statistics
- BS, University of Michigan Dearborn, 1973.
Major: Michigan, Mathematics and Computer

Professional Positions

Academic - Post-Secondary

- Adjunct Faculty, Grand Valley State U. (May 2005 - August 2005).
- Adjunct Faculty, Madonna University Business School. (2001 - 2004).
- Adjunct Faculty, Wayne State University. (1987 - 2004).

Professional

- Principal Consultant, The Transformation Network, Incorporated. (June 1987 - 2005).

Licensures and Certifications

- Certified Manager of Quality/Organizational Excellence, American Society for Quality. (1996 - Present).
- Certified Reliability Engineer, American Society for Quality. (1984 - Present).
- Certified Quality Engineer, American Society for Quality. (1981 - Present).

Professional Memberships

- Chair, American Society for Quality. (1980 - 2010).
- Academy of Management Membership. (2007 - 2009).
- Founding Member - Michigan Quality Council. (1994 - 2009).
- Founding Member - Deming Study Group. (1988 - 2009).

Development Activities Attended

- Seminar, "COB Colloquium - Sustainability," Ferris State University - College of Business. (April 23, 2009 - Present).
- Workshop, "TracDat," Catherine Cummings WMU. (December 11, 2008 - Present).
- Workshop, "Scholr.com," FCTL at FSU. (November 4, 2008 - Present).
- Seminar, "College of Business Colloquiums," FSU - College of Business. (2005 - Present).
- Workshop, "Adult Learner, FC drop in sessions." (2005 - Present).
- Seminar, "FSU Quarterly Tech Updates." (2008 - 2009).
- Seminar, "Critical Thinking Community," FCTL at FSU. (January 2009 - April 2009).
- Workshop, "Course Level Assessment: More Than Exams," FSU CAHS. (April 9, 2009).
- Conference Attendance, "FCTL Spring Conference." (March 31, 2009 - April 1, 2009).
- Workshop, "Technology Users Forum," FSU Computer Technology Services. (February 12, 2009).
- Conference Attendance, "What's Next on Accountability & Assessment," Association of American Colleges and Universities. (January 15, 2009).
- Workshop, "Technology Users Forum," FSU Computer Technology Services. (December 2, 2008).
- Seminar, "Summer University," FSU. (June 2, 2008 - June 4, 2008).
- Book Discussion, "The Science of e-Learning Content Design." (September 2007 - December 2007).
- Conference Attendance, "Online Learning Conference," Sloan C. (November 8, 2007 - November 9, 2007).
- Workshop, "Faculty Development Day," Ferris State University. (August 22, 2007).
- Workshop, "New Faculty Training Program," Ferris State University - Faculty Center for Teaching and Learning. (August 2006 - May 2007).
- Self-Study Program, "Key to Successful Online Instruction: Universal Design," Faculty Center for Teaching and Learning. (April 3, 2007).
- Workshop, "Measurable Outcomes," UCEL Faculty Development. (January 25, 2007).
- Workshop, "Becoming A Learner Centered Teacher," Faculty Center for Teaching and Learning - FSU. (January 3, 2007 - January 5, 2007).
- Conference Attendance, "FSU Spring learning Institute - Creating the learning-Centered University," Ferris State University. (January 3, 2007).
- Workshop, "Ongoing Transition Program." (September 14, 2006 - November 30, 2006).

Conference Attendance, "Punished by Rewards: Rethinking Motivation at Work and School," Alfie Kohn. (October 6, 2006).

Seminar, "New Faculty Transition Week Long Program," Ferris State University - Faculty Center for Teaching and Learning. (August 12, 2006 - August 17, 2006).

Workshop, "WebCT training," Ferris State University - Faculty Center for Teaching and Learning. (September 2005 - December 2005).

Workshop, "TurnItIn." (September 30, 2005).

Seminar, "Teaching and learning," Faculty Center for Teaching and learning. (August 24, 2005).

TEACHING

Non-Credit Instruction

Certification, Michigan Quality Council, 72 participants. (March 11, 2009 - March 12, 2009).

Certification, Michigan Quality Council, 58 participants. (March 18, 2008 - March 19, 2008).

Certification, Michigan Quality Council, 60 participants. (March 21, 2007 - March 22, 2007).

Certification, Michigan Quality Council, 48 participants. (March 2006).

Directed Student Learning

Master's Thesis Committee Chair.
Advised: Need to add List

Directed Individual/Independent Study, "Costa Rica: A study of controlled economic advancement," Other (Within Ferris State University). (2009 - Present).
Advised: Donna Smith

Directed Individual/Independent Study, "MBA Labor market demand analysis," Management. (2009).
Advised: Todd Price

Master's Thesis Committee Chair, "Balanced Scorecard in IT," Management. (May 2008 - August 2009).
Advised: Scott Thede

Awards and Honors

Certified Online Instructor Level 4, FSU. (2008).

RESEARCH

Published Intellectual Contributions

Book Chapters

Heaphy, M. S. (2008). *Productivity Improvement Program. HR Handbook.*



Other

Heaphy, M. S. (2006). *User Manual - MBA705* (pp. 20).

Presentations Given

Heaphy, M. S., Annual Assessment Conference, "Tracking Assessment, as Easy as 1 - 2- 3," Texas A & M, College Station, TX. (February 23, 2009).

Heaphy, M. S., Teaching and Learning Series, "Using Grading Forms (Rubrics) to Track Assessment," FSU Faculty Center for Teaching and Learning. (January 27, 2009).

Heaphy, M. S. (Presenter & Author), Marion, D. M (Presenter Only), Association of Collegiate Business Schools and Programs Annual Conference, "How to Assess Online Classes," ACBSP, Louisiana Mississippi. (June 2008).

Heaphy, M. S., Leap Forward, "Evaluate and Improve Program Level Student Learning," College of Business. (February 2008).

Heaphy, M. S. (Presenter & Author), FSU COB Symposium, "Creating Teams in the Classroom," Ferris State University, College of Business, Big Rapids, MI. (February 2007).

SERVICE



Department Service

Committee Chair, MBA Advisory Board. (October 30, 2008 - Present).

Committee Member, Search Committee Mgt Department Head. (2006 - 2007).

Booth attendant, Business Expo. (2005).

College Service

Faculty Advisor, Assessment Mentor - TracDat. (August 2008 - Present).

Committee Member, COB Accreditation Team. (2007 - Present).

Attendee, Meeting, Graduation & Open House. (2007 - Present).

Committee Chair, Celebration Fest. (2006 - Present).

Guest Speaker, Guest Speaker. (2008 - 2009).

Committee Chair, Display of COB Values. (2007 - 2008).

Committee Member, Benchmark Study UW - Stout. (December 5, 2008).

Committee Chair, COB Planning Leadership Committee. (2006 - 2007).



University Service

Committee Member, Online Instructor Certification Review Team. (September 2008 - Present).

Chairperson, Faculty Research Grant Committee. (2008 - 2009).

Attendee, Award Ceremony, Student Excellence Award. (2005 - 2009).

Attendee, Meeting, HLC Criterion Listening Sessions. (December 2008 - January 2009).

Committee Member, Search Committee IT in FCTL. (September 2008 - December 2008).

Committee Member, First Impressions. (2006 - 2008).

Session Chair, Analyzing NSSE 2008. (February 12, 2008).

Faculty Search Committee/College of Allied Health. (2006 - 2007).

Faculty Research Grant Secretary. (2005 - 2007).

Professional Service

Invited Lecture, Michigan Quality Council Examiner Training. (2006 - 2009).

Chairperson, ACBSP Site Visit Lead Evaluator. (2008).

Committee Member, ACBSP Site Visit Troy U. (2008).

Attendee, Meeting, Certification Body of Knowledge. (October 28, 2008).

Member, ACBSP Site Visit Webster U. (2007).

Recertification, American Society for Quality (ASQ) Recertification, Milwaukee, WI. (2007).

Committee Member, American Society for Quality (ASQ) Cert Exam Review, Milwaukee, WI. (2006).

Board of Trustees, Michigan Quality Council, Ann Arbor, MI. (1994 - 2004).

Public Service

Representative for COB Management Department, United Way, Big Rapids, MI. (2006 - Present).

Attendee, Meeting, Certified CPR. (September 2008).

Consulting

Non-Governmental Organization (NGO), Michigan Quality Leadership Award. (2007).

For Profit Organization, Transform Automotive (TFA), Shelby Twp, MI. (2007).

Non-Governmental Organization (NGO), American Society for Quality. (2006).

Spencer Tower

Ferris State University
MGMT
(231) 591-3163
Email: towers@ferris.edu

Education

Ph D, Michigan State University, 1999.

Major: Organizational Behavior

Dissertation Title: Reactions to Negative Feedback: The Influence of Goal Orientation, Self-Efficacy, and Public or Private Feedback Deliver on Task Choice and Changes in Self-Efficacy

MA, Western Illinois University, 1983.

Major: College Student Personnel

BS, Aquinas College, 1981.

Major: Business & Psychology, Double major

Professional Positions

Academic - Post-Secondary

Adjunct Faculty, Central Michigan University. (January 1997 - August 2006).

Development Activities Attended

Conference Attendance, "Asynchronous Learning Networks (online course design)," The 13th Sloan-C International Conference. (2007).

Conference Attendance, "Michigan's New Tax Reform: What it Means for Small Business," M-Tech Center. (2007).

"Tour/discussion," Fuel Systems, LLCC. (2007).

Seminar, "John Tagg's presentation on student learning.." (2007).

Workshop, "How Do You Know What You Want Students to Learn," Faculty Center for Teaching & Learning. (2007).

Workshop, "Putting Your Course On-line," Faculty Center for Teaching and Learning. (2007).

Workshop, "Using Macromedia Flashplayer," Faculty Center for Teaching & Learning. (2007).

Workshop, "Ferris Connect Training," FSU. (August 2007).

Conference Attendance, "Toyota Supplier Relations Conference." (2006).

College of Business Colloquium, "Structural Equation Modeling," College of Business, FSU. (2006).

Facilitator-In-Training, "'Peerspectives' Rountable," Edward Lowe Foundation. (2006).

Seminar, "New Faculty Transitions Program Series." (2006).

- Seminar, "New Faculty Transitions Program Series." (2006).
- Seminar, "New Faculty Transitions Program Series." (2006).
- Seminar, "New Faculty Transitions Program Series." (2006).
- Workshop, "Biology of the Brain Learning Community," Faculty Center for Teaching and Learning. (2006).
- Workshop, "Using RSS Feeds for Teaching and Research," Faculty Center for Teaching & Learning. (2006).
- Workshop, "Day Long FSU Faculty Writing Retreat," FSU. (October 2006).
- Conference Attendance, "Academy of Management International Conference," Academy of Management. (2005).
- Workshop, "Learning effectiveness: Active learning in the classroom," Central Michigan University. (2005).
- Workshop, "Small Business Funding," Michigan Small Business and Technology Development Center. (2005).
- Workshop, "Using Blackboard: Rationale and Procedures," Central Michigan University. (2005).
- Workshop, "Using Problem-Based Learning in the Classroom," Central Michigan University, Faculty Center for Innovative Teaching. (2005).
- Workshop, "Blackboard Institute," Central Michigan University, Faculty Center for Innovative Teaching. (2004).
- Workshop, "Coaching: Leadership in Action," Grand Rapids Association for Human Resources Management. (2004).
- Workshop, "Publish and Flourish: Become a Prolific Scholar," Office of Research and Sponsored Programs, Central Michigan. (2004).
- Workshop, "SAP Overview," SAP University Alliance, Western Michigan University. (2004).

RESEARCH

Published Intellectual Contributions

Books

- Tower, S., Winters, D., Wagner, J. A. (2005). *Organizational Behavior: Securing Competitive Advantage* (pp. Pages 60-63). South-Western.

Conference Proceedings

- Tower, S., Fagerman, A. L., Grennier, R. (2007). *Why We Can't Kumbaya, Group Hug, and Share the Same Lean Manufacturing Straw: Using Motivation Theories to Clarify and Minimize the Barriers to Positive Supply Chain Relations* (vol. 7). International Conference on

Industry, Engineering: 2007 International Conference on Industry, Engineering, and Management Systems.

Presentations Given

- Tower, S. (Presenter & Author), 2007 Campus Job Fair, "The Three Essentials: What Employers Crave," FSU, Big Rapids, MI. (2007).
- Tower, S. (Presenter & Author), Eli Lilly North Conference on College Teaching, "If One Works, Let's Do More! Experiential Learning: Using a Sequence of Simulations to Enhance Understanding," Traverse City, MI. (October 2007).
- Tower, S. (Presenter & Author), Lilly Conference on College Teaching, " $P = f(A \times M \times O)$: Are We a Factor of Our Student's Performance?," Traverse City, MI. (October 2007).
- Tower, S. (Presenter & Author), McCarthy, B., MC-ICE 2007, "Removing Internship Participation Barriers: Six Ways to Motivate Faculty, Students, and Even Employers," Michigan Council for Internships and Cooperative Education, Bay City, MI. (June 2007).
- Tower, S. (Presenter & Author), McCarthy, B. (Presenter & Author), Western Business Management Conference, "Who Should Be Doing What: Helping Students with Career Decisions," Las Vegas, Nevada. (December 2006).
- Tower, S. (Presenter & Author), International Conference on Industry, Engineering, and Management, "Strategic Decisions: Acknowledging the Neglected Human Component," Cocoa Beach, Florida, US. (2006).
- Tower, S. (Presenter & Author), Leadership Institute, "Removing Barriers: Six Ways to Motivate Students, Subordinates, and Significant," Mt. Pleasant, MI. (2006).
- Tower, S. (Presenter & Author), Towers, R. S. (Presenter & Author), Eli Lilly North Conference on College Teaching, "Building Cohesive Student Teams: Three Activities You Can Use Immediately," Traverse City, MI. (2005).
- Tower, S. (Presenter & Author), Siers, B. (Presenter & Author), International Association of Management, "Why so distracted? The impact of dispositional goal orientation and feedback characteristics on cognitive interference during task activity.," Association of Management/International Association of Management, Norfolk, VA. (2005).
- Tower, S. (Presenter & Author), Academy of Management, "Men's Insistence on Showing Competence: Illustrating Gender Differences within Goal Orientation Research," Academy of Management, New Orleans, Louisiana. (2004).
- Tower, S. (Presenter & Author), Lilly North Conference on College Teaching, "Performance Measurement as a Motivator: Theory-Based Applications to Arouse and Eager Want in your Students, Your Peers, Your Bosses, and Even Yourself!," Traverse City, MI. (2004).

Intellectual Contributions in Submission

Other

Tower, S., Boras, W., Marion, D., Crandall, T. *Fleet Management Collaboration*.

SERVICE



Department Service

Department Adjunct Reviewer. (2006 - 2007).

College Service

Marshall, College of Business Commencement Ceremony. (2007).

Judge, 2007 Regional DECA Conference. (2006 - 2007).

Committee Member, College of Business Core Appraisal Team - Focus Group. (2006 - 2007).

Committee Member, College of Business Planning leadership Committee. (2006 - 2007).

Committee Member, Management Department Head Search Committee. (2006 - 2007).

Committee Member, MGMT 301 Revision Committee. (2006 - 2007).

Attendee, Meeting, Business Professionals Day. (March 2007).

University Service

Committee Member, Faculty Center for Teaching and Learning, Advisory Committee. (2007 - 2008).

Professional Service



Reviewer, Journal Article, Academy of Management. (2006).

Reviewer, Book, Pearson Prentice Hall, Management. (2005).

Public Service

Guest Speaker, Commencement Speaker, Central Michigan University Master of Science Administration, Winnipeg. (2004 - 2005).

Anita L. Fagerman

Ferris State University

MGMT

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Email: fagerman@ferris.edu

Education

Ph D, Capella University, 2006.

Major: Organization & Management

Supporting Areas of Emphasis: Leadership specialization

Dissertation Title: Land Patents and Condemnation: Developing a Measure based on Organizational Learning in the United States Land Management System

MS, Purdue University, 1992.

Major: Applied Statistics

BS, Ferris State University, 1990.

Major: Applied Mathematics

Professional Positions

Academic - Post-Secondary

Faculty, Ferris State University. (2004 - Present).

Temporary - Full Time Instructor, Ferris State University. (August 2001 - August 2004).

Professional

Co-owner, Calm Actions, LLC.. (2001 - Present).

Member, Fagerman Family Farms. (1980 - Present).

Licensures and Certifications

Certified Quality Engineer (ASQ).

Certified Quality Manager (ASQ).

Provisional Auditor (RABQSA).

Professional Memberships

Senior Member, American Society of Quality.

American Statistical Association.

International Taekwon Do Federation.

Michigan Association of Planning.

Michigan Townships Association.

Senior Member, Society of Manufacturing Engineers.

United States Taekwon Do Federation.

Development Activities Attended

- Workshop, "WebEx Training," Faculty Center for Teaching and Learning. (April 15, 2009).
- Continuing Education Program, "2009 Michigan Quality Council Examiner Training," Michigan Quality Council. (March 11, 2009 - March 12, 2009).
- Seminar, "2008 Certification Boot Camp, Kaplan & Norton Balanced Scorecard Certification Program," Palladium Group, Inc.. (December 9, 2008 - December 12, 2008).
- Continuing Education Program, "2008 MBNQA Examiner Training," ASQ, NIST, MBNQA Program. (April 30, 2008 - May 2, 2008).
- Leadership Development Activity, "FSU Leadership Development Program," Ferris State University. (September 20, 2007 - April 17, 2008).
- Continuing Education Program, "2008 Michigan Quality Council Examiner Training," Michigan Quality Council. (March 12, 2008).
- Book Discussion, "Book Discussion on How People Learn: Brain, Mind, Experience, and School," Faculty Center for Teaching and Learning. (October 2007 - February 2008).
- Workshop, "Get Web-Ready with Macromedia FlashPaper," Faculty Center for Teaching and Learning. (September 18, 2007).
- Continuing Education Program, "2007 MBNQA Examiner Training," ASQ, NIST, MBNQA Program. (May 2, 2007 - May 4, 2007).
- Continuing Education Program, "2007 Michigan Quality Council Examiner Training," Michigan Quality Council. (March 22, 2007).
- Book Discussion, "Book Discussion on Harry Boyte's Everyday Politics," Faculty Center for Teaching and Learning. (2005).
- Workshop, "Critical Thinking Faculty Learning Community," Faculty Center for Teaching and Learning. (2005).
- Workshop, "Learner-Centered Teaching Faculty Learning Community," FCTL. (2005).
- Continuing Education Program, "2005 MBNQA Examiner Training," ASQ, NIST, MBNQA Program. (May 2005).
- Tutorial, "Institute Review Board & Human Research testing," University of Miami School of Medicine. (2004).
- Continuing Education Program, "2004 MBNQA Examiner Training," ASQ, NIST, MBNQA Program. (May 2004).

RESEARCH

Published Intellectual Contributions

Conference Proceedings

Tower, S., Fagerman, A. L., Grennier, R. (2007). *Why We Can't Kumbaya, Group Hug, and Share the Same Lean Manufacturing Straw: Using Motivation Theories to Clarify and Minimize the Barriers to Positive Supply Chain Relations* (vol. 7). International Conference on Industry, Engineering: 2007 International Conference on Industry, Engineering, and Management Systems.

Presentations Given

Fagerman, A. L., Lianne Brigg's HOMT 312 class, "Quality Concepts." (February 2005).

SERVICE

Department Service

Nominator, COB Student Excellence Award Nominator. (February 2009).

Nominator/Presenter, COB Student Excellence Award Nominator. (February 2008).

Attendee, Meeting, COB Leap Forward Workshop. (2006 - 2007).

Committee Member, Collaborative Meeting - MBA Design Certificate. (May 31, 2007).

Nominator/Presenter, COB Student Excellence Award Nominator. (February 2007).

Committee Member, Collaborative Meeting. (December 12, 2006).

Nominator/Presenter, COB Student Excellence Award Nominator. (February 2006).

College Service

Committee Member, COB Curriculum Committee. (2007 - 2008).

Committee Member, COB ACBSP Professional Development Team Member. (2006 - 2007).

Committee Member, COB Leadership and Strategic Planning Committee. (2004 - 2005).

University Service

Support MSN Program Accreditation Process. (2007 - 2008).

Attendee, Meeting, Small Group Discussion with President Eisler. (2005 - 2006).

Committee Member, University Graduate and Professional Council. (2004 - 2006).

Judge, College Of Technology pumpkin contest. (2004 - 2005).

Attendee, Meeting, President's Task Force on Communication. (2004 - 2005).

Professional Service

Judge, ASQ, International Team Excellence Award, Deerfield, IL. (2007).

ASQ, Milwaukee, Wisconsin. (2007).

Examiner, Michigan Quality Council, Ann Arbor, MI. (2007).

Reviewer, Manuscript, ASQ Quality Press, Milwaukee, WI. (2006).

Officer, Vice President, Northern Michigan Section of ASQ, Cadillac/Traverse City, MI. (2005).

Examiner, MBNQA Program - NIST, Gaithersburg, Maryland. (2004 - 2005).

Reviewer, Manuscript, ASQ Quality Press, Milwaukee, WI. (2003 - 2004).

Public Service

Board Member, Haring Charter Township Board of Trustees. (2006 - 2008).

Officer, Secretary, Haring Charter Township Planning Commission. (2005 - 2008).

Discussant, MSU Focus Group. (2007).

Consulting

Leelanau Industries. (2002 - Present).

Saber Tool. (2002 - Present).

Precision Edge. (2006).

STUDENTS/ENROLLMENT

ENROLLMENT BY PROGRAM FALL SEMESTER

COLLEGE	2004/05	2005/06	2006/07	2007/08	2008/09
ALLIED HEALTH SCIENCES					
HEALTH MANAGEMENT					
Environmental Health & Safety Management BS	20	13	0	2	1
Environmental Health & Safety Technology	2	1	0	0	0
Health Care Systems Administration	124	182	0	0	0
Health Information Management BS	0	0	0	21	17
Medical Record Administration	33	27	0	0	0
Medical Record Technology	37	36	0	0	0
Phlebotomy	0	5	0	0	0
On-Campus Total	216	264	0	23	18
OFF-CAMPUS					
Coding/Reimbursement Specialist CERT	32	12	0	3	1
Environmental Health & Safety Management	21	13	0	0	0
Environmental Health & Safety Technology CERT	0	0	0	0	0
Health Care Systems Administration	12	30	0	0	0
Health Information Management BS	0	0	0	10	17
Medical Record Administration	15	16	0	0	0
Medical Record Technology	66	85	0	0	0
Phlebotomy	8	18	0	0	0
Off-Campus Total	154	174	0	13	18
<i>DEPARTMENT TOTAL</i>	370	438	0	36	36
HEALTH RELATED					
Diagnostic Medical Sonography	33	30	0	0	0
Medical Laboratory Technology	8	12	0	0	0
Medical Technology	29	47	0	0	0
Nuclear Medicine Technology AAS	56	49	0	0	0
Nuclear Medicine Technology BS	7	0	0	0	0
Opticianry	0	0	0	0	0
Radiography	94	80	0	0	0
Respiratory Care	33	34	0	0	0
On-Campus Total	260	252	0	0	0
OFF-CAMPUS					
Respiratory Care	18	68	0	0	0
Off-Campus Total	18	68	0	0	0
<i>DEPARTMENT TOTAL</i>	278	320	0	0	0
NURSING & DENTAL HYGIENE					
Dental Hygiene	113	109	0	0	0
Nursing AAS	96	72	0	0	0
Master of Science in Nursing	10	1	0	0	0
On-Campus Total	219	182	0	0	0
OFF-CAMPUS					
Nursing BSN	126	183	0	0	0
Master of Science in Nursing	0	13	0	0	0
Off-Campus Total	126	196	0	0	0
<i>DEPARTMENT TOTAL</i>	345	378	0	0	0

STUDENTS/ENROLLMENT

ENROLLMENT BY PROGRAM FALL SEMESTER

COLLEGE	2004/05	2005/06	2006/07	2007/08	2008/09
ALLIED HEALTH SCIENCES					
PRE-ALLIED HEALTH *					
Pre-Dental Hygiene	112	128	0	0	0
Pre-Diagnostic Medical Sonography	25	35	0	0	0
Pre-Environmental Health & Safety Management	0	0	0	0	0
Pre-Health Care Systems Administration	8	9	0	0	0
Pre-Medical Laboratory Technology	2	9	0	0	0
Pre-Medical Record Technology	6	11	0	0	0
Pre-Medical Record Administration	1	4	0	0	0
Pre-Medical Technology	3	10	0	0	0
Pre-Nuclear Medicine 2-Yr	51	67	0	0	0
Pre-Nuclear Medicine 4-Yr	2	0	0	0	0
Pre-Nursing	179	218	0	0	0
Pre-Radiography	114	114	0	0	0
Pre-Respiratory Care	12	21	0	0	0
TOTAL	515	626	0	0	0
SCHOOL OF NURSING					
Nursing AAS	0	0	70	36	0
Nursing BS	0	0	0	20	5
Nursing BSN	0	0	24	31	105
Pre-Nursing AAS	0	0	208	11	7
Pre-Nursing BS	0	0	0	216	287
On-Campus Total	0	0	302	314	404
OFF-CAMPUS					
Nursing AAS	0	0	0	2	1
Nursing BS	0	0	0	217	347
Nursing BSN**	0	0	167	0	0
Nursing Education CERT	0	0	1	1	0
Master of Science in Nursing MSN	0	0	34	43	59
Off-Campus Total	0	0	202	263	407
DEPARTMENT TOTAL	0	0	504	577	811
UNDECLARED OFF-CAMPUS	14	5	8	7	5
UNDECLARED GRAD - OFF-CAMPUS	0	0	0	8	1
ON-CAMPUS TOTAL	1,210	1,324	772	903	1,585
OFF-CAMPUS TOTAL	312	443	314	391	729
COLLEGE TOTAL	1,522	1,767	1,086	1,294	2,314

*These curricula are a subset of the base programs and are utilized by students who are academically admissible and are waiting to enter the technical phase of the program or by students who are fulfilling academic requirements for program admission.

**Total off-campus SNUR Nursing BSN is 8 higher than the official 4th day count data due to being incorrectly coded in the College of Education

Source: Office of Institutional Research and Testing

DEGREES CONFERRED BY PROGRAM
ACADEMIC YEAR (SUMMER, FALL, SPRING/WINTER SEMESTERS)

ALLIED HEALTH SCIENCES	2005-06				2006-07				2007-08			
	CERT	AS	BS	MS	CERT	AS	BS	MS	CERT	AS	BS	MS
CLINICAL LAB, RESP CARE & HEALTH ADM.												
Coding/Reimbursement Specialist	19				2				1			
Environmental Health & Safety		1	16				11				8	
Health Care Systems Administration			21				41				60	
Health Information Management											1	
Health Information Technology										17		
Medical Laboratory Technology		4				6				1		
Medical Record Administration			11				10				9	
Medical Record Clerk									1			
Medical Record Technology		34				32				32		
Medical Technology			9				16				22	
Nuclear Medicine Technology		29				36				40		
Phlebotomy	20				36				25			
Respiratory Care		26				42				55		
Unit Clerk									1			
TOTAL	39	94	57	0	38	116	78	0	28	145	100	0
DENTAL HYGIENE & MEDICAL IMAGING												
Dental Hygiene		62				55				54		
Diagnostic Medical Sonography		4				14				15		
Radiography		41				40				48		
TOTAL	0	107	0	0	0	109	0	0	0	117	0	0
SCHOOL OF NURSING												
Master of Science in Nursing				2				1				4
Nursing		32	58			39	62			47	55	
Nursing Education					1				1			
TOTAL	0	32	58	2	1	39	62	1	1	47	55	4
COLLEGE TOTAL	39	233	115	2	39	264	140	1	29	309	155	4

Source: Office of Institutional Research and Testing

Ferris State University
APR Graduated 2003-04 Through 2007-08
Average GPA

AH
Master of Science in Nursing
MSN

FSU GPA

<u>Year</u>	<u>Average GPA</u>	<u>Min. GPA</u>	<u>Max. GPA</u>
2005-2006	3.98	3.968	4.000
2007-2008	3.85	3.61	4

Ferris State University
 APR 04-08 Enrollment by Sex and Ethnicity

AH
 Master of Science in Nursing
 MSN

<u>Term</u>	<u>Enrolled</u>	<u>Gender</u>			<u>Ethnicity</u>						<u>Full/Part Time</u>	
		<u>Male</u>	<u>Female</u>	<u>Unknown</u>	<u>Black</u>	<u>Hispanic</u>	<u>Indian/Alaskan</u>	<u>Asian/Pac Islander</u>	<u>White</u>	<u>Foreign</u>	<u>Full Time</u>	<u>Part Time</u>
200408	10	0	10	0	0	0	0	0	10	0	0	10
200508	14	1	13	0	0	0	0	0	14	0	1	13
200608	34	2	32	2	1	0	0	0	31	0	0	34
200708	43	3	40	0	1	0	0	0	42	0	1	42
200808	59	6	53	2	1	0	0	0	56	0	1	58

Ferris State University
 APR 04-08 Enrollment by Residency, Age, FSU GPA, and ACT

AH
 Master of Science in Nursing
 MSN

<u>Term</u>	<u>Residency</u>				<u>Age</u>	<u>FSU GPA</u>			<u>ACT</u>		
	<u>Blank</u>	<u>Resident</u>	<u>Midwest Compact</u>	<u>Non-Resident</u>	<u>Avg. Age</u>	<u>Avg. GPA</u>	<u>Min. GPA</u>	<u>Max. GPA</u>	<u>Avg. ACT</u>	<u>Min. ACT</u>	<u>Max. ACT</u>
200408	0	10	0	0	48	4.00	4.000	4.000	.00	0	0
200508	0	14	0	0	42	3.95	3.850	4.000	.00	0	0
200608	0	34	0	0	43	3.75	2.5	4	22.00	21	23
200708	0	43	0	0	45	3.75	2.68	4	23.00	23	23
200808	0	59	0	0	42	3.81	3.23	4	20.86	17	27

Ferris State University
 Administrative Program Review 2008
 SCH's

AH
 Master of Science in Nursing
 MSN

Student Credit Hours - On, Off, and Total

Term	Fresh On	Fresh Off	Fresh Tot	Soph On	Soph Off	Soph Tot	Junior On	Junior Off	Junior Tot	Senior On	Senior Off	Senior Tot	1st Prof On	1st Prof Off	1st Prof Total	Mast On	Mast Off	Mast Tot
200408	0	0	0	0	0	0	0	0	0	0	6	6	0	0	0	0	54	54
200508	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	75	78
200608	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	93	48	141
200708	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	196	0	196
200808	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	291	0	291

Ferris State University
Administrative Program Review 2008
Graduates

AH
Master of Science in Nursing
MSN

Graduate Headcount

<u>Academic Year</u>	<u>On Campus</u>	<u>Off Campus</u>	<u>Total</u>
2005-2006	0	2	2
2006-2007	1	0	1
2007-2008	0	5	5

Ferris State University
 Administrative Program Review 2008
 Enrollment (Headcounts)

AH
 Master of Science in Nursing
 MSN

Enrollment (Headcounts) - On, Off, and Total

Term	Fresh On	Fresh Off	Fresh Tot	Soph On	Soph Off	Soph Tot	Junior On	Junior Off	Junior Tot	Senior On	Senior Off	Senior Tot	1st Prof On	1st Prof Off	1st Prof Tot	Mast On	Mast Off	Mast Tot
200408	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	9	9
200508	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	13	14
200608	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	23	11	34
200708	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	43	0	43
200808	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	59	0	59

Assessment Plan

Ferris State University

Program - Nursing (M.S.)

Program - Nursing (M.S.)

Outcome: Professional Competency: Nursing Role Development

Graduates will demonstrate ability to assume a leadership role within a selected specialty area of practice with the goal of improving health care and advancing the nursing profession

Outcome Type: Learning

Start Date: 01/08/2009

Outcome Status: Active

Means of Assessment

Assessment Method

Students complete a clinical practicum in a specialty leadership role in NURS 740 and write a synthesis paper reflecting their assimilation of the role. Evaluation of this outcome is reflected in the evaluation of all items on the Grading Rubric for the Clinical Practicum Paper.

Criterion for Success

90% of students completing the leadership practicum will achieve "meets expectations" for all items on the grading rubric for the clinical practicum paper.

Assessment Schedule

Every summer semester

Active

Yes

Assessment Method Category:

Internship Evaluation

Assessment Method

Graduates report work setting parameters related to leadership specialty roles assumed within 1 year of graduation.

Criterion for Success

80% of graduates who respond to the survey will report that they are employed in a leadership role in their selected specialty area within 1 year of completion of the program.

Assessment Schedule

Every summer semester

Active

Yes

Assessment Method Category:

Survey - Alumni (after one year)

Outcome: Professional Competency: Theory & Evidence Base for Practice

Graduates of the program will demonstrate the ability to apply advanced knowledge from nursing and related disciplines in a specialized area of practice.

Outcome Type: Learning

Start Date: 01/08/2009

Outcome Status: Active

Means of Assessment

Assessment Method

Students are required to create a Scholarly Project with is based on the best evidence for practice. Scholarly Projects are evaluated in NURS 720 where a synthesis paper is created reflecting the application of evidence-based and theoretical knowledge to a project related to their advanced specialty role, which is assessed by Item G on the Grading Rubric for the Scholarly Project Synthesis Paper, which evaluated demonstration of the application of knowledge from practice, theory and research.

Criterion for Success

90% of students completing the Scholarly Project Synthesis Paper will achieve "meets

expectations" for item G on the Scholarly Project Grading Rubric.

Assessment Schedule

Every Summer

Active

Yes

Assessment Method Category:

Project/Model/Invention

Assessment Method

Comprehensive Exam in NURS 710 - synthesis of leadership role with theory and research.
90% of students completing the competency exam will earn a passing grade of 85% or higher.

Assessment Schedule

Every summer semester

Active

Yes

Assessment Method Category:

Test - Internally Developed - Pre/Post or Post

Outcome: Professional Competency: Context for Nursing Care

Graduates of the program will demonstrate the ability to analyze various frameworks for application in complex health care delivery systems.

Outcome Type: Learning

Start Date: 01/08/2009

Outcome Status: Active

Means of Assessment

Assessment Method

Comprehensive Exam in NURS 710 - synthesis of leadership role with theory and research.

Criterion for Success

90% of students completing the competency exam will earn a passing grade of 85% or higher.

Assessment Schedule

Every summer semester

Active

Yes

Assessment Method Category:

Test - Internally Developed - Pre/Post or Post

Assessment Method

Students are required to complete a clinical practicum in a specialty leadership role in NURS 740 and write a synthesis paper reflecting their assimilation to the role. Evaluation of this outcome is reflected in the evaluation of item D on the Grading Rubric for Clinical Practicum Paper which reflects the ability to analyze the leadership role in the health care setting selected for the experience.

Criterion for Success

90% of students completing the leadership practicum will achieve
"meets expectations" for item D on the Grading Rubric for the Clinical Practicum Paper.

Assessment Schedule

Every Summer

Active

Yes

Assessment Method Category:

Internship Evaluation

Outcome: Professional Competency: Research / Scholarly Endeavors

Graduates of the program will demonstrate the ability to participate in scholarly inquiry and scientific thinking to address issues central to the profession of nursing and delivery of health care.

Outcome Type: Learning

Start Date: 01/08/2009

Outcome Status: Active

Means of Assessment

Assessment Method

Students complete a scholarly project in NURS 720 that is related to their advanced specialty leadership role. Evaluation of this outcome is reflected in the evaluation of all items on the Scholarly Project Synthesis Paper Grading Rubric.

Criterion for Success

90% of students completing the scholarly project will achieve "meets expectations" for all items on the Scholarly Project Synthesis Paper Grading Rubric.

Assessment Schedule

Every summer semester

Active

Yes

Assessment Method Category:

Project/Model/Invention

Outcome: Professional Competency: Cognitive Growth

Graduates of the program will demonstrate the ability to engage in ethical decision-making and effective problem-solving related to issues and concerns affecting specialty role practice.

Outcome Type: Learning

Start Date: 01/08/2009

Outcome Status: Active

Means of Assessment

Assessment Method

Comprehensive Exam in NURS 710 - synthesis of leadership role with theory and research.

Criterion for Success

90% of students completing the competency exam will earn a passing grade of 85% or higher.

Assessment Schedule

Every summer semester

Active

Yes

Assessment Method Category:

Test - Internally Developed - Pre/Post or Post

Assessment Method

Students are required to complete a clinical practicum in a specialty leadership role in NURS 740 and write a synthesis paper reflecting their engagement in ethical decision-making and effective problem-solving related to issues and concerns affecting the specialty role. Evaluation of this outcome is reflected in the evaluation of Item C on the Clinical Practicum Paper Grading Rubric which evaluates the analysis of strategies and approaches that were applied during the practicum to address issues, challenges, and concerns.

Criterion for Success

90% of students completing the clinical practicum paper will achieve "meets expectations" for item C on the Clinical Practicum Paper Grading Rubric

Assessment Schedule

Every Summer

Active

Yes

Assessment Method Category:

Internship Evaluation

Outcome: Professional Competency: Advancement of the Profession

Graduates of the program demonstrate a commitment to the advancement of the profession by sharing scholarly working a public arena.

Outcome Type: Learning

Start Date: 01/08/2009

Outcome Status: Active

Means of Assessment

Assessment Method

Students present their scholarly project in a public forum that is approved by the NURS 720 course instructor. Evaluation of this outcome is reflected in the evaluation of all items on the Presentation of Scholarly Project Grading Rubric.

Criterion for Success

100% of students completing the scholarly project within their Advanced Specialty role will achieve "meets expectations" on all items on the Presentation of Scholarly Project Grading Rubric.

Assessment Schedule

Every Summer

Active

Yes

Assessment Method Category:

Presentation(Oral)

Assessment Method

Graduate survey report of career advancement activities within 2 years of graduation. Examples include: 1) Advanced Certification in specialty area or 2) Enrollment in a doctoral/graduate program.

Criterion for Success

50% of graduates who respond to the survey will report that they have attained advanced certification and / or enrolled in a doctoral / graduate program within 5 years of program completion.

Assessment Schedule

Every summer

Active

Yes

Assessment Method Category:

Survey - Alumni (after one year)

Outcome: Accreditation Outcomes

The MSN Program will maintain standards related to the National League of Nursing Accreditation Commission.

Outcome Type: Other

Start Date: 01/08/2009

Outcome Status: Active

Means of Assessment

Assessment Method

Graduation Rates

Criterion for Success

80% of students who are admitted to the MSN program will graduate within 5 years of the completion of NURS 500.

Assessment Schedule

Every summer

Active

Yes

Assessment Method Category:

Survey - Students

Assessment Method

Student demographic data.

Criterion for Success

At least 10% of the students enrolled in the MSN program each academic year will represent gender or ethnic diversity.

Assessment Schedule

Every summer

Active

Yes

Assessment Method Category:

Survey - Students

Assessment Method

Student Satisfaction survey

Criterion for Success

80% of students surveyed at the end of the program will report that they are satisfied or highly satisfied with the quality of the MSN program.

Assessment Schedule

Every Summer

Active

Yes

Assessment Method Category:

Survey - Graduate (Current Year)

Assessment Method

Employment Rates

Criterion for Success

90% of graduates will report that they are employed in a specialty leadership role within 1 year of program completion.

Assessment Schedule

Every Summer

Active

Yes

Assessment Method Category:

Survey - Alumni (after one year)

PRESENTATION OF SCHOLARLY PROJECT GRADING RUBRIC

	Below Expectations	Needs Improvement	Meets Expectations	Exceptional
A. Completeness of content	(25 points) Student had a below average overview of scholarly project; previously stated goals and objectives are incomplete; there is not a clear demonstration that it is evidence-based; the description of personal and professional accountability is unclear; the analysis of outcomes supported by the literature, including a description of adherence to legal, ethical, nursing, and organizational standards lacks depth & breadth; excellent evaluation of project with recommendations for future implementation is not clearly supported by the literature	(35 points) Student had an average overview of scholarly project; previously stated goals and objectives may not be complete; demonstration that it is evidence-based may not be entirely clear; description of personal and professional accountability is somewhat clear; analysis of outcomes supported by the literature, including a description of adherence to legal, ethical, nursing, and organizational standards is somewhat clear; evaluation of project with recommendations for future implementation may not be clearly supported by the literature	(41 points) Student had a good overview of scholarly project w/previously stated goals and objectives; mostly clear demonstration that it is evidence-based; good description of personal and professional accountability; good analysis of outcomes supported by the literature, including a description of adherence to legal, ethical, nursing, and organizational standards; good evaluation of project with recommendations for future implementation supported by the literature	(50 points) Student had an excellent overview of scholarly project w/previously stated goals and objectives; clear demonstration that it is evidence-based; excellent description of personal and professional accountability; excellent analysis of outcomes supported by the literature, including a description of adherence to legal, ethical, nursing, and organizational standards; excellent evaluation of project with recommendations for future implementation supported by the literature
B. Organization	(5 points) The presentation was not clearly organized and was difficult to follow	(7 points) The presentation was mostly organized, but it may be a little difficult to follow	(8 points) The presentation was organized, but clear objectives and summary may be missing	(10 points) The presentation was well-organized, with clear objectives, and summary
C. Communicates ideas clearly	(5 points) The presentation was not communicated clearly and the intended audience was not clear	(7 points) The presentation had some areas that were not clear and the intended audience may not be clear	(8 points) The presentation was clearly communicated but intended audience was not clear	(10 points) The student communicated ideas clearly and the overall message and intended audience were clear
D. Summary of attendee's evaluations or picture of poster presentation	(10 points) There is a summary of the evaluations from the presentation but several may be missing; or the picture of the poster presentation does not clearly represent the chosen venue	(12 points) There is a summary of the evaluations from the presentation, but some of them may be missing; or the picture of the poster presentation is not clear as to what it represents	(14 points) There is a good summary of the evaluations from the presentation or there is a good picture of the poster presentation at the chosen venue	(15 points) There is an excellent summary of the evaluations from the presentation or there is an excellent picture of the poster presentation at the chosen venue

E. Documentation from a nurse leader that the presentation was completed	(10 points) There is below average documentation from a nurse leader that the presentation was completed. It is not clear, may not be signed, and there is not clear evidence that this person is a nurse leader.	(12 points) There is average documentation from a nurse leader that the presentation was completed in the form of an informal communication (e.g., email). It is not clearly signed. The documentation may not be clear as to whether this person is a nurse leader.	(14 points) There is good documentation from a nurse leader that the presentation was completed in the form of a short statement. It is clearly signed.	(15 points) There is excellent documentation from a nurse leader that the presentation was completed in the form of a memo or letter. It is clearly signed.
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GRADING RUBRIC FOR CLINICAL PRACTICUM PAPER

	Below Expectations	Needs Improvement	Meets Expectations	Exceptional
A. Introduction	(2 points) The introduction is below average. It is not clear what will be discussed.	(3 points) There is an average, brief introduction to the paper and what will be discussed	(4 points) There is a good, clear, brief introduction to the paper and what will be discussed	(5 points) There is an excellent, clear, brief introduction to the paper and what will be discussed
B. Issues, concerns, & challenges related to application of this role	(13 points) There is a below average analysis of the issues, concerns, & challenges related to the student's application of the role. This analysis is not supported well by the literature. The analysis is lacking in depth & breadth	(17 points) There is an average analysis of the issues, concerns, & challenges related to the student's application of the role support by the literature. This analysis could use more depth & breadth	(18 points) There is a good analysis of the issues, concerns, & challenges related to the student's application of the role support by the literature. This analysis has good depth & breadth.	(20 points) There is an excellent analysis of the issues, concerns, & challenges related to the student's application of the role support by the literature. This analysis has excellent depth & breadth
C. Strategies and approaches that were applied to address the issues, challenges, & concerns	(13 points) There is a below average analysis of the strategies and approaches that were applied related to address the issues, challenges, & concerns. This analysis lacks depth & breadth and has not effectively addressed both ethical decision-making and effective problem solving.	(17 points) There is an average analysis of the strategies and approaches that were applied related to address the issues, challenges, & concerns. This analysis could use more depth & breadth and may not have effectively address both ethical decision-making and effective problem solving.	(18 points) There is a good analysis of the strategies and approaches that were applied related to address the issues, challenges, & concerns. This analysis has good depth & breadth but may not have effectively address both ethical decision-making and effective problem solving.	(20 points) There is an excellent analysis of the strategies and approaches that were applied related to address the issues, challenges, & concerns. This analysis has excellent depth & breadth and includes ethical decision-making and effective problem solving.

D. Application of knowledge from practice, theory, and research	(13 points) There is a below average demonstration of the application of knowledge from practice, theory, and research. The analysis lacks depth & breadth. Two or more of these areas are not effectively addressed.	(17 points) There is an average demonstration of the application of knowledge from practice, theory, and research. The analysis could use more depth & breadth. One of these areas is not effectively addressed.	(18 points) There is good demonstration of the application of knowledge from practice, theory, and research. One of these areas may be addressed in less depth & breadth.	(20 points) There is an excellent demonstration of the application of knowledge from practice, theory, and research.
E. Description & analysis of clinical project	(5 points) There is a below average description and analysis of the clinical project that demonstrates direct application of the role. This analysis lacks depth & breadth.	(7 points) There is an average description and analysis of the clinical project that demonstrates direct application of the role. This analysis could use more depth & breadth.	(8 points) There is a good description and analysis of the clinical project that demonstrates direct application of the role. This analysis has good depth & breadth.	(10 points) There is an excellent description and analysis of the clinical project that demonstrates direct application of the role. This analysis has excellent depth & breadth.
F. Evaluation of Practicum	(5 points) There is a below average evaluation of the practicum. More than two surveys that includes both the preceptor's and student's evaluations of the individualized objectives, and other evaluations as appropriate (students', staff, etc.) are missing.	(7 points) There is an average evaluation of the practicum that includes both the preceptor's and student's evaluations of the individualized objectives, and other evaluations as appropriate (students', staff, etc.). Two key surveys may be missing.	(8 points) There is a good evaluation of the practicum that includes both the preceptor's and student's evaluations of the individualized objectives, and other evaluations as appropriate (students', staff, etc.). One key survey may be missing.	(10 points) There is an excellent evaluation of the practicum that includes both the preceptor's and student's evaluations of the individualized objectives, and other evaluations as appropriate (students', staff, etc.)
G. Conclusion	(2 points) There is a below average summary or conclusion related to the key points in the paper. All new information is introduced.	(3 points) There is an average summary or conclusion related to the key points in the paper. Mostly new information is introduced.	(4 points) There is a good summary or conclusion related to the key points in the paper. Some new information may be introduced.	(5 points) There is an excellent summary or conclusion related to the key points in the paper. No new information is introduced.
H. Data & Information	(2 points) Resources are somewhat current (< 5yrs. unless a classical resource) with a minimum of 7 which are evidence-based. Completed scholarly project is placed in the appendix.	(3 points) Resources are mostly current (< 5yrs. unless a classical resource) with a minimum of 8 which are evidence-based. Completed scholarly project is placed in the appendix.	(4 points) Resources are mostly current (< 5yrs. unless a classical resource) with a minimum of 9 which are evidence-based. Completed scholarly project is placed in the appendix.	(5 points) Resources are current (< 5yrs. unless a classical resource) with a minimum of 10 which are evidence-based. Completed scholarly project is placed in the appendix.

I. APA Format; Spelling & Grammar; Clarity of ideas	(2 points) APA format is below average; >10 errors in grammar or spelling; Ideas are not clearly presented	(3 points) APA format is average; <10 errors in grammar or spelling; Ideas are almost always clearly presented	(4 points) APA format is good; <5 errors in grammar or spelling; Ideas are clearly presented	(5 points) APA format is excellent; No errors in grammar or spelling; Ideas are clearly presented
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GRADING RUBRIC FOR SCHOLARLY PROJECT SYNTHESIS PAPER

	Below Expectations	Needs Improvement	Meets Expectations	Exceptional
A. Introduction	(2 points) The introduction is below average. It is not clear what will be discussed.	(3 points) There is an average, brief introduction to the paper and what will be discussed	(4 points) There is a good, clear, brief introduction to the paper and what will be discussed	(5 points) There is an excellent, clear, brief introduction to the paper and what will be discussed
B. Description of scholarly project with previously stated goals and objectives	(2 points) The description of the scholarly project with previously stated goals and objectives is unclear.	(3 points) The description of the scholarly project is average; The previously stated goals and objectives may not be included or complete.	(4 points) There is a good description of scholarly project with previously stated goals and objectives	(5 points) There is an excellent description of scholarly project with previously stated goals and objectives
C. Description of personal and professional accountability in the implementation of the project	(2 points) There is a below average description of personal and professional accountability in the implementation of the project. Personal and professional accountability is unclear.	(3 points) The description of personal and professional accountability in the implementation of the project is average; there may be some unclear areas as to personal and professional accountability	(4 points) There is a good description of personal and professional accountability in the implementation of the project	(5 points) There is an excellent description of personal and professional accountability in the implementation of the project
D. Description & analysis of the outcomes with adherence to legal, ethical, nursing, and organizational standards; Analysis of issues, concerns, & challenges related to this adherence.	(13 points) There is a below average description & analysis of the outcomes with adherence to legal, ethical, nursing, and organizational standards; There is a below average analysis of issues, concerns, & challenges related to this adherence with several unclear areas.	(17 points) The description & analysis of the outcomes with adherence to legal, ethical, nursing, and organizational standards is average; Two of the adherence criteria may not be addressed. There is an average analysis of issues, concerns, & challenges related to this adherence, but there may be some unclear areas.	(18 points) There is a good description & analysis of the outcomes with adherence to legal, ethical, nursing, and organizational standards; One of the adherence criteria may not be addressed. There is a good analysis of issues, concerns, & challenges related to this adherence.	(20 points) There is an excellent description & analysis of the outcomes with adherence to legal, ethical, nursing, and organizational standards; There is an excellent analysis of issues, concerns, & challenges related to this adherence.

E. Evaluation of Scholarly Project	(5 points) There is a below average evaluation of the scholarly project. Surveys and other evaluations are missing from the recipients of the project. A self-evaluation and preceptor(s) evaluations related to the student's work may not be included.	(7 points) There is an average evaluation of the scholarly project. Surveys and other evaluations are provided from the recipients of the project. A self-evaluation and preceptor(s) evaluations related to the student's work is included. Two key surveys may be missing.	(8 points) There is a good evaluation of the scholarly project. Surveys and other evaluations are provided from the recipients of the project. A self-evaluation and preceptor(s) evaluations related to the student's work is included. One key survey may be missing.	(10 points) There is an excellent evaluation of the scholarly project. Surveys and other evaluations are provided from the recipients of the project. A self-evaluation and preceptor(s) evaluations related to the student's work is included.
F. Recommendations for future implementation of a similar project	(5 points) Below average recommendations for future implementation of a similar project are made but not effectively based on the evaluations with support from the literature.	(7 points) Average recommendations for future implementation of a similar project are made based on the evaluations with support from the literature. The support from the evaluations and literature may be weak.	(8 points) Good recommendations for future implementation of a similar project are made based on the evaluations with support from the literature.	(10 points) Excellent recommendations for future implementation of a similar project are made based on the evaluations with support from the literature.
G. Demonstration of application of knowledge from practice, theory, and research; Clear documentation that scholarly project is evidence-based	(13 points) There is a below average demonstration of the application of knowledge from practice, theory, and research. There is below average documentation that the scholarly project is evidence-based. All of the applications of knowledge from practice, theory, or research are weak.	(17 points) There is an average demonstration of the application of knowledge from practice, theory, and research. There is average documentation that the scholarly project is evidence-based. Two of the applications of knowledge from practice, theory, or research may be weak.	(18 points) There is good demonstration of the application of knowledge from practice, theory, and research. There is good documentation that the scholarly project is evidence-based. One of the applications of knowledge from practice, theory, or research may be weak.	(20 points) There is an excellent demonstration of the application of knowledge from practice, theory, and research. There is clear documentation that the scholarly project is evidence-based.
H. Conclusion	(2 points) There is a below average summary or conclusion related to the key points in the paper. All new information is introduced.	(3 points) There is an average summary or conclusion related to the key points in the paper. Mostly new information is introduced.	(4 points) There is a good summary or conclusion related to the key points in the paper. Some new information may be introduced.	(5 points) There is an excellent summary or conclusion related to the key points in the paper. No new information is introduced.

I. Data & Information	(5 points) Resources are somewhat current (< 5yrs. unless a classical resource) with a minimum of 7 which are evidence-based. Completed scholarly project is placed in the appendix.	(7 points) Resources are mostly current (< 5yrs. unless a classical resource) with a minimum of 8 which are evidence-based. Completed scholarly project is placed in the appendix.	(9 points) Resources are mostly current (< 5yrs. unless a classical resource) with a minimum of 9 which are evidence-based. Completed scholarly project is placed in the appendix.	(10 points) Resources are current (< 5yrs. unless a classical resource) with a minimum of 10 which are evidence-based. Completed scholarly project is placed in the appendix.
J. APA Format; Spelling & Grammar; Clarity of ideas	(5 points) APA format is below average; >10 errors in grammar or spelling; Ideas are not clearly presented	(7 points) APA format is average; <10 errors in grammar or spelling; Ideas are almost always clearly presented	(8 points) APA format is good; <5 errors in grammar or spelling; Ideas are clearly presented	(10 points) APA format is excellent; No errors in grammar or spelling; Ideas are clearly presented

REQUIRED COURSES FOR MSN DEGREE

PRE	NUM	COURSE TITLE [Pre-requisites in brackets]	CR	GR
NURSING CORE- 12 CREDITS				
NURS	500	Advanced Roles in Professional Nursing Practice [Grad Status]	3	
NURS	510	Theoretical Foundations of Nursing [Grad Status]	3	
NURS	520	Health Care Delivery Systems & Nursing Practice [Grad Status]	3	
NURS	530	Nursing Research Design, Methods & Analysis [Grad Status]	3	
SPECIALTY CONCENTRATIONS- 12 CREDITS EACH				
<i>NURSING EDUCATION CONCENTRATION*</i>				
EDUC	570	Teaching & Learning Theories in the Classroom [Grad Status]	3	
NURS	600	Issues & Trends in Nursing Education [Grad Status]	3	
NURS	610	Instructional Design, Assessment & Evaluation in Nursing Education [Grad Status]	3	
EDUC	ELEC	Education Elective (course to be specified and approved by advisor)	3	
		*Other EDUC or NURS courses may be substituted to best fit the needs of the individual student's professional career goals		
<i>NURSING ADMINISTRATION CONCENTRATION*</i>				
MMBA	612	Introduction to Performance Metric Systems [Grad Status]	3	
MMBA	625	Organizational Leadership & Corporate Citizenship [Grad Status]	3	
MMBA	635	Organizational Resource Systems [Grad Status]	3	
MMBA	640	Project Management [Grad Status]	3	
		*Other MMBA courses may be substituted to best fit the needs of the individual student's professional career goals		
<i>NURSING INFORMATICS CONCENTRATION*</i>				
MISM	610	Data Base Management & Administration [Grad Status]	3	
MMBA	640	Project Management [Grad Status]	3	
MISM	665	Information and Analysis Systems [Grad Status]	3	
MISM	ELEC	Technical Elective (course to be specified and approved by advisor)	3	
		*Other MISM courses may be substituted to best fit the needs of the individual student's professional career goals		
INTEGRATION OF KNOWLEDGE-12 CREDITS				
NURS	710	Seminar: Scholarly Project Preparation [Grad Status; all core & major courses]	2	
NURS	720	Scholarly Project [Grad Status; all core & major courses]	4	
		Comprehensive Exam [Grad Status; all core & major courses]	Pass	
NURS	730	Seminar: Practicum Proposal Development [Grad Status; all core & major courses]	2	
NURS	740	Advanced Specialty Role Practicum [Grad Status; all core & major courses]	4	
TOTAL CREDITS REQUIRED FOR DEGREE			36	

**FERRIS STATE UNIVERSITY
SCHOOL OF NURSING**

MSN PROGRAM

NURS 500

**Advanced Roles in Professional
Nursing Practice**

Marietta Bell-Scriber PhD, FNP-BC

Fall 2008

**FERRIS STATE UNIVERSITY
COLLEGE OF ALLIED HEALTH SCIENCES
SCHOOL OF NURSING**

**NURS 500: ADVANCED ROLES IN PROFESSIONAL NURSING
PRACTICE**

FALL 2008

COURSE DESCRIPTION:

This course is designed to provide an overview of the advanced roles of graduate nursing practice, with a focus on an examination of nursing role specialties. These role specialty practices are advanced levels of nursing practice, which intersect with another body of knowledge, have a direct influence on nursing practice, and support the delivery of direct care to patients by other registered nurses (ANA, 2004). Various components will be examined to prepare students for acquisition and transition into their selected specialty role. In this course, the student will begin to develop his/her professional portfolio, which is to be completed by graduation from the MSN program. 3 credits (3+0) Pre-requisite: Graduate status.

INSTRUCTOR:

Marietta Bell-Scriber, PhD, FNP-BC
Campus address: VFS 304
Campus phone: 231-591-3987
Email address: bell-scm@ferris.edu
Office hours: By appointment or to be scheduled virtually online

COURSE SCHEDULE:

The coursework will be online.

REQUIRED COURSE MATERIALS:

American Nurses Association. (2004). *Nursing: Scope and standards of practice*. Washington, D. C.:Nursesbooks.org. Available at ANA website at the following link: <http://nursingworld.org/books/>

(2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, D. C.: American Psychological Association.

(2007). *APA style guide to electronic references*. Washington, D. C.: American Psychological Association. Available to download in .pdf format from <http://books.apa.org/books.cfm?id=4210509> for \$11.95.

ADDITIONAL MATERIALS FOR SPECIALTY AREA:

NURSE ADMINISTRATOR

American Nurses Association. (2004). *Scope and standards for nurse administrators*. Washington, D.C.: Nursesbooks.org. Available at ANA website at the following link: <http://nursingworld.org/books/>

NURSE EDUCATOR: ACADEMIA

National League for Nursing. (2005). *The scope and practice for academic nurse educators*. New York: National League for Nursing. Available for purchase at the National League for Nursing website at the following link: <http://www.nln.org/publications/booksandmonographs/nlnbooks.htm>

Additionally *recommended*: Halstead, J. (2007). *Nurse educator competencies: Creating an evidence-based practice for nurse educators*. Available for purchase at the National League for Nursing website at the following link: <http://www.nln.org/publications/booksandmonographs/nlnbooks.htm>

NURSE EDUCATOR: CLINICAL PRACTICE SETTING

American Nurses Association. (2000). *Scope and standards of practice for nursing professional development*. Washington, D.C.: Nursebooks.org. Available for purchase at the National Nursing Staff Development website at the following link: https://www.nnsdo.org/component/option,com_virtuemart/Itemid,163/page,shop/browse/category_id,10/vmcchk,1/

INFORMATICS NURSE SPECIALIST

American Nurses Association. (2004). *Nursing informatics: Scope and standards of practice*. Washington, D.C.: Nursesbooks.org. Available at ANA website at the following link: <http://nursingworld.org/books/>

EVALUATION CRITERIA:

Grading scale:

A	95-100	C	75-78
A-	92-94	C-	72-74
B+	89-91	D+	69-71

B	85-88	D	65-68
B-	82-84	D-	62-64
C+	79-81	F	61 and below

Explanation of Role Presentation-	10%
Role Analysis Paper-	20%
Role Challenges and Plan Group Paper-	20%
Development of Framework for Portfolio-	20%
Online Participation & Activities-	30%

Assignments earning an “A” grade will be of excellent quality, reflecting critical thinking, creativity, and mastery of course material. They will be well-organized and clear. They will only have a minimal amount of errors in syntax, grammar, and APA format. An “A-” grade might result from a few additional deductions in any of these areas.

Assignments earning a “B” grade will be of good quality, reflecting a solid grasp of the course material and clear, well-organized writing style. They might contain some additional errors in syntax, grammar, or APA format, but will not be seriously flawed. A “B-” grade might result from more significant reductions in these areas.

Assignments earning a “C” grade will be of acceptable quality, reflecting familiarity with course material. They might contain weaknesses in organization and errors in syntax, grammar, or APA format. A “C-” grade might result from more severe weaknesses.

Assignments earning below a “C-” are unacceptable and will receive no credit.

LATE ASSIGNMENTS:

Ferris State University graduate nursing students are expected to complete all assignments by the due dates unless prior arrangements have been made with the course instructor. Unless prior arrangements have been made with me, late submissions may not be accepted and may result in a grade of 0 for that assignment. Grades for late submissions that are accepted may be reduced.

COURSE OBJECTIVES:

I. Examines the advanced roles of master's prepared nurses.

Discusses the historical development of advanced roles in nursing practice

Differentiates and compares advanced roles in nursing practice.

Discusses trends and issues that affect the advanced role in nursing practice.

Explores core competencies for the advanced role in nursing practice.

Analyzes the student's selected advanced role within the health care system.

Initiates the process of developing a professional portfolio.

II. Evaluates multiculturalism as it relates to advanced roles in nursing.

Discusses the importance of multicultural considerations in advanced role.

Defines and designs culturally competent care in the student's advanced role.

Analyzes current research related to multiculturalism and advanced role.

III. Analyzes ethical issues related to advanced roles in nursing.

Identifies ethical issues that affect the advanced role.

Discusses ethical methods of decision-making.

Analyzes the ethical decision-making process.

IV. Advocates for the nursing profession and actively recruits students.

Discusses advocacy for the nursing profession.

Develops a plan to actively recruit students.

V. Synthesizes the various components for the acquisition and transition into the advanced nursing role.

Identifies inter- and intra-professional challenges affecting the advanced nursing specialty role.

Identifies communication skills necessary to work in collaborative and interdependent relationships.

Develops a plan to meet identified challenges affecting the advanced nursing specialty role.

Proposes a plan for becoming an active change agent to improve health care or educational outcomes.

VI. Analyzes future challenges to role specialty practice.

Americans with Disabilities Act:

Ferris State University complies with this act and students with special needs should contact the instructor or the Special Needs Counselor on campus.

ASSIGNMENT GUIDELINES:

✓ **Readings and Topical Assignments.**

You should come to the online discussions ready to discuss after you have researched and read the literature. Although it is not required, some students find it helpful to prepare questions or comments on each reading. These readings will form the basis of online discussion and individual or group work.

Because readings and topical assignments will form the basis of online work, your grade in this area will be reflected in your online participation grade.

✓ **Online Participation & Activities (30%)**

Active participation requires preparation (through readings and topical assignments), contributions to online discussions, and completion of online activities. Absences from any online discussion or assignment will result in a deduction in your grade in this area.

It is important that you complete each learning module and accompanying assignments that are located within each module within the scheduled time-frames. Students need to be working on the same assignments at the same time as there will be required interactions with other students. Beginning and ending dates will be given as a framework for when online assignments and discussions should be completed for each module. Students have until midnight on the ending date to complete a module's online assignments.

A word on discussion postings. Although your postings do not have to be in APA format, you need to back up all of your postings with rationale and evidence from the literature (resources). Otherwise, your posting is not scholarly and could be interpreted as based on hearsay or opinion. Your postings should always be substantive, thoughtful, and reflective.

Here are guidelines for supporting your postings with rationale: Cite the author and year behind statements you have lifted from the literature. Then, at the bottom of your posting, cite the complete resource. For example, in your posting you state, "According to Robinson and Kish (2001), racial and ethnic groups are underrepresented in nursing faculty, despite affirmative action hiring practices." Then, at the bottom of your posting you list the entire citation for all references used in your posting, such as below:

Robinson, D. & Kish, C.P. (2001). *Core concepts in advanced practice nursing*. St. Louis, MO: Mosby. [note: cite your resources in APA format]

There are usually three postings required for each discussion assignment: a more in-depth and breadth initial posting and two responses to other students' postings. The first posting should be of considerable length where you address a comprehensive response to the prompt. The expectation is that you should do an initial posting at least once during the course (i.e., not waiting for others to post first). Follow-up postings can be somewhat shorter in length, but simply agreeing with a student or not supporting your stance with the literature is not a substantive follow-up posting. The idea is that you add information or data to your peer's posting to broaden our knowledge and understanding about the topic under discussion. Because you have a substantial time-frame to complete assignments, late postings will not receive credit. It is a good practice to post early enough to avoid any technological

problems that could occur when attempting to posting at the last minute. **See Grading Rubric for Online Postings at the end of the syllabus.**

To create an active learning environment, I will be dividing up students into small discussion groups with rotation between group members to facilitate learning with other members in the course. Because we need to have a process for bringing some closure to the discussions to make sure the main ideas have been presented and everyone's questions have been addressed, I will assign two or more students to each online learning module to post a summary of the content of the postings within a week after the module is completed. You can decide within the group as to how to divide up the content but please make sure you address the following:

- 1) What were the main concepts and ideas that were presented related to the topic for each specialty role (administration, education, and informatics)?
- 2) What questions were left unanswered?
- 3) Was there good evidence to support the concepts and ideas or what additional information or data is still needed?
- 4) Were any areas left unclear?
- 5) What conclusions can be drawn from this discussion?

✓ **Explanation of Role Presentation (10%)**

Pick an advanced specialty role (education, informatics, or administration) for a 10-15 minute online presentation. This should be an explanation of this role to the public. You need to identify whom you are addressing (politicians, health care administrators, physicians, etc.). Important resources you will want to use are the American Nurses Association's *Scope & standards of practice* (focusing on the Nursing Role Specialty), the American Nurses Association's *Scope and standards for nurse administrators*, the American Nurses Association's *Nursing Informatics: Scope and standards of practice*, the American Nurses Association's *Scope and standards of practice for nursing professional development*, and the National League for Nursing's *Scope and practice for academic nurse educators*. You will also want to do some additional research on the role, either online or via the library. Presentations will be evaluated on the content (a brief discussion of the historical evolution of the role, the focus of the role, scope of practice, competencies, practice environments, and outcomes) and the quality of the style of your presentation (organization of the presentation with clearly stated objectives at the beginning of the presentation, clear communication of ideas, creativity). Content=50%; Quality of Presentation=50%. **See Grading Rubric at end of syllabus. Presentation is due Sept. 21.**

✓ **Role Analysis Paper (20%)**

For this paper in APA format, you will need to interview a nurse in an advanced specialty role in either education, informatics, or administration. Using ANA's *Scope & standards for nurse administrators*, ANA's *Nursing*

Informatics: Scope and standards of practice, ANA's Scope and standards of practice for nursing professional development, or NLN's Scope of practice for academic nurse educators, you will then analyze this advanced specialty role in the following areas:

- Start with an introduction of the person (use a pseudonym for anonymity). What is this person's education and experience in and outside of the role? How long have they been practicing in this specialty role?
- Next, what are the focus (role definition), environment (acute care, long-term care, home care, etc.), and scope of practice (responsibilities) of this role? What competencies (knowledge & skills) does this role require? What are the competencies of this person (graduate education, certification, experience, etc.)? **Analyze the fit of this person's competencies with the competencies this role requires** (according to ANA or NLN). What does this nurse think are his/her strengths and weaknesses in this role? Do you agree? **Provide evidence from the literature to support your analysis.**
- What is the orientation of this role? In other words, how does this person practice in the role? Does he or she use a holistic perspective? Are there partnerships? Is there use of expert clinical reasoning? Is there a reliance on research evidence whenever possible? **Analyze the fit with what this role requires. Use evidence from the literature to support your analysis.**
- Using Benner's Theory of Novice to Expert, where are they in the attainment of their role? Novice, advanced beginner, competent, proficient, expert? **Use evidence from the literature to support your analysis.**
- How is this role directly or indirectly affecting patients, health care systems, the nursing profession, and the person's personal professional outcomes? Additionally, what effect does this role have on the organization as a whole? **Analyze the fit with what this role requires. Use evidence from the literature to support your analysis.**
- What are some of the issues affecting this role? How is this advanced role specialty nurse dealing with them? **Use evidence from the literature to support your analysis.**
- Evaluate this role for culturally competent health care delivery practices. **Use evidence from the literature to support your analysis.**

Make sure you do an analysis of each area. How does this role compare to what the literature says? You should have a minimum of 6-8 scholarly sources for this paper. **See Grading Rubric at end of syllabus. Paper is due Oct. 30.**

✓ **Role Challenges and Plan Paper (20%)**

For this paper, as a specialty role group you will analyze how meeting the standards of professional practice (**according to ANA's *Scope and Standards of Practice for nurse administrators, nursing informatics practice, or NLN's Scope and practice for academic nurse educators***) will present intra- or inter-professional challenges. **Note: for this assignment everyone majoring in nursing education will look at the academic practice role.** This is a group project and paper due to the fact that you will be challenged in your specialty roles (or for some you, you are already challenged because you are already in the role!) to collaborate with other professionals. I am going to have you as a group of specialty role professionals (informatics nurse specialists, nurse administrators, or nurse educators) address the standards of professional performance and practice for your specialty role, identify at least one challenge related to meeting at least one selected standard (i.e., you do not have to address all of the standards), and propose a plan to overcome these challenges. Any of the standards in your ANA or NLN scope & standards of practice books can be used. There is no minimum as to the number of standards and challenges to address. Utilize the standards where appropriate. For example, "as informatics specialists, as we design quality improvement initiatives under Standard 7: Quality of Practice, we will be challenged with financial constraints and limited resources in a rapidly, changing health care environment." It is important to provide detail and evidence to support this claim from scholarly resources. Next, you will propose a plan to meet these challenges. You should have 6-8 scholarly sources for this paper.

A word on creating a group paper. A group paper should have one common voice. Although the work will be divided up with each member responsible for a specific portion of the content, all group members are responsible for the final content and product. The final paper should not read like several different papers that have been added together. Instead, it should read as one common voice and point-of-view. One group member should be chosen as the editor of the paper with responsibilities for introduction, transitions, and conclusion. Although one member is chosen as the editor, all sections, in addition to the final paper, should be peer-edited. I will provide more information and guidelines online to help you with this process.

There will be two components that will form the grade for this assignment: evaluation of the group paper (50%) and evaluations by your peer group members related to your participation in this assignment using the group participation rubric (50%). **See the Grading Rubrics at the end of the syllabus for the group paper and group participation. Paper and group member evaluations are due Nov. 17.**

✓ **Development of Framework for Portfolio (20%)**

One of the requirements for this course is for the student to develop a framework for their role specialty portfolio. With the framework in place following this course, this portfolio will be continue to be built throughout the student's graduate

program to document the quality and content of the student's scholarly work and showcase his or her proficiencies and competencies related to the selected specialty role (educator, administrator, informatics specialist). The completed portfolio will be presented to the MSN program coordinator at the end of the MSN program for final evaluation as part of the graduation requirements. The portfolio should focus on the student's professional interests and reflect current and future practice. A professional self-assessment should be performed with five- and ten-year goals included for professional development.

The student will submit their portfolios to the instructor for evaluation either electronically or in a notebook format. The notebook can be submitted at a regional Ferris office (Flint, Grand Rapids, etc.) or sent via [snail] mail but I must receive your portfolio by the due date. **See the Grading Rubric for Portfolio at the end of syllabus. Portfolio is due Dec. 5.**

PROPOSED COURSE PLAN

(Note: This course plan can be changed as deemed necessary by the instructor)

EXAMINING THE ADVANCED ROLES OF MASTER'S PREPARED NURSES

MODULE ONE- (9/2-9/13)- Discussing historical development of advanced roles in nursing practice.

MODULE TWO- (9/14-9/21)- Differentiating and comparing advanced roles in nursing practice. Exploring core competencies for the advanced role. ***Online Presentation- Succinctly explain a specialty role to the public. Identify whom you are addressing (10 minutes)-Due 9/21.***

MODULE THREE- (9/22-10/3)- Discussing trends & issues affecting the advanced role in nursing practice within the health care system.

EVALUATING MULTICULTURALISM AS IT RELATES TO ADVANCED ROLES IN NURSING

MODULE FOUR- (10/4-10/15)- Discussing the importance of multicultural considerations in advanced role; defining and designing culturally-competent care in the student's advanced role; analyzing current research related to multiculturalism and advanced role- Develop a plan for multicultural outcomes with specialty role.

ANALYZING ETHICAL ISSUES RELATED TO ADVANCED ROLES IN NURSING

MODULE FIVE-(10/16-10/30)- Identifying ethical issues that affect the advanced role; discussing ethical methods of decision-making; analyzing the ethical decision-making process. Benner's Theory. Analyze an ethical issue related to your specialty role; the outcome; how the decision was derived. ***Interview someone practicing within your specialty role and perform a role analysis. Evaluate for culturally-competent health care delivery practices. Role Analysis Paper due 10/30.***

SYNTHESIZING THE VARIOUS COMPONENTS FOR THE ACQUISITION AND TRANSITION INTO THE ADVANCED ROLE

MODULE SIX- (10/31-11/9)- Identifying communication skills necessary to work in collaborative and interdependent relationships. Becoming an active change agent. Present a situation where you would serve as a change agent within your specialty role. Explain the problem and propose a plan for what strategies you would implement to improve the situation. There will also be constructive feedback to a peer's role analysis paper.

ADVOCATING FOR THE NURSING PROFESSION AND ACTIVELY RECRUITING STUDENTS

MODULE SEVEN- (11/10-11/23)- Discussing advocacy for the nursing profession; Develop a plan to actively recruit students and participate in a recruitment activity.

SYNTHESIZING THE VARIOUS COMPONENTS FOR THE ACQUISITION AND TRANSITION INTO THE ADVANCED ROLE

MODULE EIGHT- (11/10-11/23)- Identifying inter- and intra-professional challenges affecting the nursing specialty role. Present intra- and inter-professional challenges affecting a specialty role and propose a plan for implementation. ***Group Paper: Role Challenges and Plan due 11/17.***

SYNTHESIZING THE VARIOUS COMPONENTS FOR THE ACQUISITION AND TRANSITION INTO THE ADVANCED ROLE

MODULE NINE- (11/24-12/5)- Discussing the process of developing a professional portfolio. ***Submission of Portfolio for role specialty with Five & Ten year goals for professional development- due 12/5.***

MODULE TEN- (12/6-12/12)- Discussing future challenges to advanced roles.

Grading Rubric for Evaluation of Online Postings

Spelling & Grammar	No postings	More than 3 misspelled words and/or grammar errors	Less than 3 misspelled words and/or grammar errors	No misspelled words or grammar errors
	0 points	5 points	10 points	15 points
Critical Thinking & Analysis	No postings	Critical thinking needs improvement and posting lacks depth & breadth	Demonstrates good critical thinking and analysis with adequate depth & breadth	Demonstrates excellent critical thinking and analysis with good depth & breadth
	0 points	15 points	25 points	35 points
Support for Answer	No postings	Posting is not supported with scholarly resources and has the appearance of hearsay or opinion	Some of the evidence to support posting is not from a good scholarly or reliable source	Has evidence to support posting that includes professional and scholarly literature or reliable web resources
	0 points	15 points	35 points	40 points
Timeliness of Postings	Three or more postings were late	Two of the postings were late	One of the postings was late	All of the postings were on time and met the due dates
	0 points	0 points	5 points	10 points

EXPLANATION OF ROLE PRESENTATION GRADING RUBRIC

Date _____ Student _____

Identification of audience to whom student is addressing (politicians, health care administrators, physicians, etc.) _____

Time: (10-15 min) _____

Content

Brief discussion of historical evolution of role (10)

Focus of the role (10)

Scope of practice (10)

Competencies (10)

Practice Environments (5) & Practice Outcomes (5)

Presentation Style

Organization (16.7)

Communicates ideas clearly (16.7)

Creativity (16.6)

CONTENT _____ **PRESENTATION STYLE** _____ = **GRADE** _____

GRADING CRITERIA FOR ROLE ANALYSIS PAPER

	Points	Grade and Comments
Introduction	5	
Introduction: education & experience of person (inside & outside of role). how long practicing in role	/5	
Body of the Paper: Description & Analysis	80	
Focus (how is this role defined?), Environment (acute care, hospice, etc.), & Scope of Practice (responsibilities) of this role	/10	
Person's Competencies (education, experience, certification, etc.) & Analysis of Fit to What is Expected and Required for Role (according to ANA or NLN)	/10	
Person's Perception of Strengths & Weaknesses & Agreement of Student; Evidence must be provided from the literature to support your analysis	/10	
Orientation of Role (Use of holistic perspective, partnerships, evidence of expert clinical reasoning, reliance on research evidence). Analyze the fit with what this role requires & use evidence from the literature to support your analysis.	/10	
Analysis of Role Attainment According to Benner; use evidence to support your analysis	/10	
Role's Effect on Patient, Systems, Profession, Personal Professional Outcomes, & Organization as a Whole. Analyze the fit with what this role requires & use evidence from the literature to support your analysis.	/10	
Issues Affecting Role & How Nurse is Dealing With Them. Use evidence from the literature to support your analysis.	/10	
Culturally competent Practices. Use evidence from the literature to support your analysis.	/10	
Resources, Structure, & Format	15	
Data & Information: A minimum of 6-8 scholarly resources are utilized	/5	
APA Format (abstract, headings, headers, references, etc). Grammar, Spelling, Clarity of Ideas	/10	
Total Points	/100	%

GRADING CRITERIA FOR ROLE CHALLENGES & PLAN GROUP PAPER

	Points	Grade and Comments
Introduction	5	
Introduction: A brief introduction to the paper and what will be presented	/5	
Body of the Paper: Description & Analysis	60	
Identification of at least one intra- or inter-professional challenge related to meeting a selected standard of professional performance and practice related to your specialty role (education, administration, or informatics); support this as a standard from either ANA or NLN.	/20	
Detail and evidence from the literature to support your scholarly claim	/20	
A detailed plan is provided to address this/these challenge(s)	/20	
Resources, Structure, & Format	35	
Data & Information: A minimum of 6-8 scholarly resources are utilized	/15	
APA Format (abstract, headings, headers, references, etc). Grammar, Spelling, Clarity of Ideas	/20	
Total Points	/100	%

GROUP PARTICIPATION RUBRIC

Directions: Complete for each group member

Name _____

Score	Excellent-5	Good-4	Average-3	Poor-2
	Did a full share of the work or more	Did an equal share of the work	Did almost as much work as others	Did less work than others
	Took the initiative in helping the group to get organized	Worked agreeably with group members concerning times and places to meet	Could be coaxed into meeting with other group members	Did not meet members at agreed times and places
	Provided many ideas for group project	Participated in discussions about group project	Listened to others; on some occasions, made suggestions	Seemed bored with conversations about the group project
	Assisted other group members	Offered encouragement to other group members	Seemed preoccupied with own part of project	Took little pride in group project
	Work was ready on time or sometimes ahead of time	Work was ready very close to the agreed time	Work was usually late but was completed in time to be graded	Some work never got completed and other members completed the assignment
	Clearly communicated desires, ideas, personal needs and feelings	Usually shared feelings and thoughts with other group members	Rarely expressed feelings, preferences	Never spoke up to express excitement and/or frustration
	Expressed frequent appreciation for other group members	Often encouraged and appreciated other group members	Encouraged and appreciated other group members. Seemed to take the work of others for granted.	Group members often wondered "What is going on here?"
	Gave feedback to others that dignified	Gave feedback in ways that did not offend	Sometimes hurt feelings of others with feedback	Was openly rude when giving feedback
	Accepted feedback from others willingly	Reluctantly accepted feedback	Argued own point of view over feedback	Refused to listen to feedback

Adapted with permission from Participation Rubric for Unit Development by Dr. Barbara Frandsen © Barbara Frandsen, St. Edward's University, Austin, Texas, 2005.

GRADING RUBRIC FOR ELECTRONIC OR NOTEBOOK PORTFOLIO

	Points	Grade and Comments
Body of the Portfolio	65	
Philosophy statement that reflects your ideal educator, administrator, informatics specialist. It should not be longer than 2 pages, be creative, and reflect excitement and depth of your thoughts and perceptions.	/15	
Summary of personal information background, and development into the role with 5 & 10 year professional development goals. Complete CV/resume and other detail is placed in appendix or a hyperlink.	/15	
Summary of teaching, administrative, or informatics experience and/or project /materials development or implementation. Samples of projects and detail related to experience in appendix.	/10	
Summary of evaluations in role (more complete evaluations are in appendix or hyperlink)	/10	
Summary of role development activities (formal education, training, conferences, workshops); certificates of attendance, diplomas, certification documents, etc. are placed in appendix or hyperlink.	/10	
Summary of other relevant information. Copies of awards, newspaper articles, abstracts of relevant research, etc. are placed in appendix or hyperlink).	/5	
Presentation	35	
Clearly organized; detailed Table of Contents	/10	
Professional looking; easy to navigate and locate materials	/10	
Reader-friendliness (clear writing, free of jargon, information is summarized with detailed documents in appendices or hyperlinks; side notes or introductory statements are provided throughout to explain to the reader what is being viewed)	/15	
Total Points	/100	%



COLLEGE OF ALLIED HEALTH SCIENCES

July 27, 2009

TO: Members of the Academic Program Review Committee

FROM: Ellen J. Haneline, Ph.D. Dean-College of Allied Health Sciences

RE: Masters of Science in Nursing

Health of the program

The mission of the master's of science in nursing program is in congruence with the university mission. Both espouse dedication to the preparation of students for successful careers and cite the importance of life-long learning. Graduates demonstrate the adherence of the program to its mission as evidenced by comments from employers and graduates. Graduates are perceived as being competent practitioners.

Demand for the masters program continues to increase, especially with the addition of a fully on-line opportunity. Current trends in health care facilities and the demand for nurses with masters degree or higher means that enrollment in the program will remain strong throughout the current decade. Because the program prepares educators and nurses skilled with informatics rather than clinical practitioners, the program's graduates are highly sought after to fill the shortage of nurse educators, especially at the community college level.

All faculty members within the program are credentialed nurses and all possess advanced degrees. The program has been able to attract adjunct faculty members, prepared at the doctoral level to assist with the instruction of students.

Future Goals

Programmatic faculty will continue to enhance their efforts in demonstration of student learning through programmatic and course level assessment. Within the next two academic years, the program will offer a RN-MSN track to further meet the needs of the current population of nurses and the demand of the health care industry. Because of the trend shifts, it will be necessary for the faculty and administration of the School of Nursing to closely monitor nursing education at the national level to be proactive in the development of new offerings and/or maintenance of the current model for preparation of nurses at the master's level.

Adequacy of Resources

The phenomenal growth in the RN-BSN program is stretching its current resources. Because nursing faculty, both full-time and part-time are shared among the three programs (pre-professional BSN, RN-BSN and MSN), growth in one of the areas impacts the other two. The current numbers of faculty are sufficient to meet the needs of the currently enrolled students, however, should additional growth occur, additional faculty resources will be needed.

The continued quality of the on-line offerings will require the university to commit to a mechanism for evaluation of instruction by students.



TO: Ferris State University Academic Program Review Panel

FROM: Dr. Julie Coon, Director of the School of Nursing

RE: Analysis of the MSN Program

DATE: July 20, 2009

Health of the MSN program

The MSN program enjoys a high level of program “health” as demonstrated by several variables:

- It is a program of high consumer demand that offers a variety of program formats that meet the needs of Registered Nurses who seek a masters degree
- The program reflects an innovative collaboration between the School of Nursing, the College of Business and the College of Health and Human Services to deliver a program that is both cost effective and interdisciplinary.
- The program boasts innovative faculty who have readily adapted the program to be responsive to a broad consumer population
- The program is fully accredited by the National League for Nursing Accreditation Commission (NLNAC).

Program Demand: The MSN program at Ferris is a graduate program that is fairly unique among graduate nursing programs in that it is designed without a clinical specialization focus as reflected in most MSN programs. The Ferris program was specifically designed to prepare nurses to assume leadership roles in the specialty areas of nursing education, nursing administration and nursing education and was initially launched in 2004 as a blended graduate program. The small initial enrollment and the wide geographic dispersion of students who expressed interest in the program prompted the faculty to consider offering the program in a fully online format with the goal of increasing enrollment in the core courses. The online instructional delivery model was launched in 2005 with an almost immediate increase in enrollment in the program. Other factors that can be attributed to the increased interest in the program include the current nursing faculty shortage and the growing demand for health care personnel with informatics expertise. At this time the Nursing Education concentration is the most heavily enrolled, with the Nursing Informatics concentration as the second most popular area of emphasis. Plans are currently underway to establish an accelerated RN to MSN track which will allow students whose ultimate goal is to earn the MSN degree to start the RN to BSN program and then accelerated into the MSN coursework. This will be discussed under future goals.

Interdisciplinary Collaboration among Colleges for Efficient and Innovative programming: The development of a graduate program that would focus on the roles of education, administration and informatics reflects the strengths that an institution like Ferris State University can bring to this kind of program design. The School of Nursing designed the three areas of specialty leadership role concentrations in collaboration with the College of Business for the administration and informatics concentrations and with the College of Education & Human Services for the education concentration. This is a very cost effective design because all MSN students take the first 12 credits of core coursework, thus maximizing enrollment in those sections. Then, students can branch out into their specialty concentration courses. The informatics and administration students each take 12 credits of specified coursework from the College of Business in the MISM and MMBA programs respectively. The nursing education students take 3-6 credits in the School of Education and the other 6-9 credits in the School of Nursing. This approach to the specialty concentration courses allows the smaller number of MSN students in each concentration to take courses with students in other disciplines and to have access to the courses they need because they are offered for a larger population of diverse students. Upon completion of the specialty concentration coursework, the MSN students all come back together in the School of Nursing to complete the final 12 credits that reflect a synthesis of the specialty role in nursing practice. This model of instructional delivery has allowed the program to be offered in an efficient manner to a larger number of students, which has supported a consistent pattern of growth in the program.

Faculty Innovation: The MSN program has proven to be particularly agile in terms of responsiveness to consumer demand for the program as evidenced by several examples of program adaptations. In the early stages of the program there were inquiries from RNs who held a BS degree in a field other than nursing. It was decided to allow a conditional admission to these students if they met all the other admission criteria on a trial basis to increase enrollment. After several students were able to demonstrate success in the program it was determined that this could become a routine practice and would actually serve to enhance the program by increasing diversity of academic backgrounds among the student population. Another change from the original program design was the decision to stop the requirement of a directed research project or thesis and to adopt the requirement of a comprehensive exam as a measure of the synthesis of knowledge. MSN students still do a scholarly project, but it is defined much more broadly and is more closely aligned with the specialty role concentration of the student. Within the last year, a dedicated elective was developed, NURS 616 Cultural Competence in Nursing Leadership, which provides MSN students with an opportunity to participate in a Study Away experience. In summary it is noted that in spite of the relative newness of the program, several minor curriculum changes have been made to reflect responsiveness to the changing landscape of graduate nursing education, resulting in a curriculum that is fresh, relevant and consistent with current practice.

Accreditation: The MSN program was granted full accreditation in 2008 by the National League for Nursing Accreditation Commission (NLNAC), reflecting quality and adherence to established national nursing education standards.

Future Goals of the MSN Program

Future goals of the MSN program would include the following areas of emphasis:

- To develop an accelerated RN to MSN program as an alternative program design and delivery model to address changing needs of prospective students.
- To prepare for ongoing program accreditation with a site visit anticipated in 2013
- To maintain an environmental scan of graduate nursing program trends as a way to guide future programming.

Accelerated RN to MSN Program: There is a proposal to be submitted in Fall 2009 to the UCC for the creation of a new track, which would be a RN to MSN accelerated program. This new program is designed to address the growing demand for the MSN among students currently enrolled in the RN to BSN completion program. The new track would allow a student who has completed the first 17 nursing (NURS) credits of the RN to BSN program, as well as all the general education requirements for the BS degree, to apply for an accelerated admission to the MSN program. The student would have to meet admission requirements for the MSN program, and if admitted would bypass the last 10 credits of nursing in the RN to BSN program. Upon completion of the MSN courses, the student would be awarded both the BSN and the MSN degree. This reflects a collaboration between the RN to BSN and the MSN programs that does not require additional courses or resources.

Preparation for Ongoing Accreditation: As noted previously, the MSN program is accredited by the NLNAC. The RN to BSN and BSN (RN) programs are also accredited by NLNAC and all programs will be due for a site visit in 2013. One of the questions the faculty must resolve is whether to continue with the NLNAC as the accrediting body for FSU nursing programs, or to move to the accreditation body endorsed by the AACN, which is the Commission on Collegiate Nursing Education (CCNE). The CCNE is considered to be the leader in nursing education for baccalaureate and higher degree nursing programs and accredits significantly more BSN and MSN programs than the NLNAC. However, the NLNAC has recently revised its standards for accreditation and so it will be necessary for the faculty to analyze both processes so that they can weigh the pros and cons of each. It will be critical to begin preparations for this process in the 2010-11 academic year.

Monitor Future Trends in Graduate Nursing Education: As noted at the beginning, the MSN program reflects a program design that is unique among current MSN programs. Most MSN programs prepare nurses for advanced clinical specialization practice roles as nurse practitioners (NP), clinical nurse specialists (CNS), midwives or nurse anesthetists. The MSN degree in advanced specialty leadership roles that the Ferris program represents are relatively newer MSN degree programs. The nursing education community has recently made the decision to move graduate programs for advanced clinical practice (NP, CNS, etc.) to the doctoral level for a new professional doctorate, the Doctorate of Nursing Practice (DNP). In conjunction with this change, it has been proposed that the MSN degree reflect an advanced level of the nurse generalist as conceptualized by a role called the Clinical Nurse Leader (CNL). These changes do not reflect the current MSN program at Ferris and it is not yet clear as to where programs like the one offered at Ferris will fit into the new graduate nursing education landscape. Therefore it will be critical for the School of Nursing to monitor this discussion so that we can be responsive and ready to modify the MSN program if necessary.

Analysis of the Adequacy of Resource Allocation for the MSN Program

Resources allocations in the areas of personnel, equipment, infrastructure and support for professional development are meeting current needs for the program, but it is anticipated that there will be challenges in this area if the program is expected to continue to grow or if it becomes necessary to change the focus of the program as noted in the last goal discussed in the previous section.

Personnel Resources: There are 13 full-time dedicated faculty positions in the School of Nursing for the three under graduate and graduate programs. Faculty must be in a tenure track position, hold an earned doctorate and must demonstrate appropriate scholarly activities to be granted full graduate faculty status. Faculty who are not in a tenure track position but hold a doctorate, or those who are but are still nearing completion of the doctorate may be granted affiliate graduate faculty status. Currently there is one full graduate faculty and four affiliate graduate faculty for a total of 5 full-time faculty members who can teach in this program. Most of these faculty teach in both the undergraduate and the graduate programs. For the fall semester, there are 28.5 instructional credits or 2.4 FTE instructional load, with an additional .25 of release time dedicated to the function of program coordination for a total of 2.65 FTE. At this time the graduate faculty complement allows for full-time faculty to provide all of the instruction for the MSN program, resulting in the ability to provide diversity of instruction as well as consistency and quality for the program. With the current rate of program growth, it is noted that the current faculty complement will be challenged eventually to provide instruction in both the graduate and undergraduate programs. For this reason, the School of Nursing now requires all newly hired tenure track faculty to hold an earned doctorate or to be enrolled in and making significant progress in a doctoral program at the time of hire.

Equipment Resources: The MSN program is not an equipment intensive program. As an online or blended delivery site-based program, it is important for faculty to have appropriate and adequate technology in the form of computer support and software. This has been an adequate resource for the program with the computer replacement system the University has provided over the past several years.

Infrastructure Resources: As an online program, the MSN program does not require significant infrastructure resources. The only area of concern in this category would be what could be construed as inadequate support for course evaluation by students. The Student Assessment of Instruction (SAI) process is both cumbersome and ineffective in terms of yielding any useful data for tenure track or post tenure review faculty. The CAHS tenure policy and department practice requires all non-tenured faculty to conduct the SAI in all sections they are assigned to teach. Unfortunately we have experienced very poor responses to the SAI in the online courses. If the University is committed to the expansion of online course sections, finding a way to effectively administer anonymous student surveys should be identified as a priority.

Professional Development: In all of the health care fields, it is critical for faculty to maintain currency in the areas of clinical and technology advances as well as in the scholarship of teaching. The School of Nursing has enjoyed the added revenue generated from incentive money attained from off campus programming efforts over the years. This revenue source has comprised the departmental contribution to assist faculty in this area. In addition, the availability of CAHS Faculty Development funding and Timme grants have been useful in supporting faculty in their professional development endeavors. It is noted that there is anticipation that funding from at least the departmental and college sources will likely diminish or disappear over the next year or so. If this is the case, there will be greater challenges for faculty to find the funding to attend national conferences for this critical professional development.

In summary, the MSN Completion program has the enviable position of being a program that enjoys a high level of consumer demand, a dedicated and innovative faculty who are committed to excellence and ongoing program improvement and resource allocations that are meeting the current needs of the program. The program clearly reflects the mission of Ferris State University to “prepare students for successful careers, responsible citizenship, and lifelong learning” and will remain a relevant and valued program within the College of Allied Health Sciences and University.