



University of
West Florida

PROGRAM REVIEW
2006 - 2007

Department of Nursing
College of Arts and Sciences

51.1601 Nursing, B.S.N

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Department of Nursing

Executive Summary

2006-2007

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**CONFIRMATION OF PROCESSES
FOR
ACADEMIC PROGRAM REVIEW**

I hereby confirm that the enclosed program review for Nursing has included all processes outlined in Board of Governors requirements:

- a delineation of the specific academic programs (with levels) that were included in review
- a brief description of the nature of the review and whether it was part of an accreditation review or self-study with external consultant
- directory information on the external consultant
- a synopsis of actions taken as a result of earlier program reviews
- a copy of the Academic Learning Compact for each reviewed baccalaureate degree program
- a summary of program strengths, weaknesses, opportunities, and threats (SWOTs)
- recommendations based on review findings.

These items are included in the Executive Summary. Further, each program review was conducted according to University of West Florida approved university policy.

Marilyn L. Lamborn
Department or Program Head

5/24/07
Date

Barbara G. Lyman
Barbara G. Lyman, Vice Provost for
Programs and Planning

5/29/07
Date

John C. Cavanaugh
John C. Cavanaugh, UWF President

6/25/07
Date

The University of West Florida

Academic Program Reviews

[Program Review Report—Executive Summary](#)

THE UNIVERSITY OF WEST FLORIDA

Academic Program Review
Executive Summary

Department/Division: Nursing_____

Chair: Marilyn L. Lamborn, PhD, RN_____

Review Dates: November 15, 16, 17, 2006_____

Programs Reviewed:

CIP Code	Degree Level	Degree Name
51.16 _____	Bachelors _____	Bachelor of Science in Nursing _____
_____	_____	_____
_____	_____	_____
_____	_____	_____

NURSING PROGRAM REVIEW REPORT EXECUTIVE SUMMARY

I. Identification of the specific academic programs (with levels) that was included in the review

This undergraduate review included the generic BSN tract and the shared integrated curriculum with the RN to BSN students. Additionally, the review incorporated the satellite nursing program for the RN to BSN tract established by a cooperative agreement with Okaloosa Walton College referred to as the OWC/UWF Cooperative BSN Program.

II. A brief description of the nature of the review and whether it was part of an accreditation review or self-study with external consultant

This re-accreditation review of the baccalaureate degree program was conducted on November 15th-17th in 2006 by the Commission on Collegiate Nursing Education (CCNE). It focused on five CCNE established standards: Standard I. Program Quality: Mission and Governance; Standard II. Program Quality: Institutional Commitment and Resources; Standard III. Program Quality: Curriculum and Teaching-Learning Practices; and Standard IV. Program Effectiveness: Student performance and Faculty Accomplishments. The review process started with completion of a self study addressing each CCNE standard. Supporting evidence was placed in the appendices and further evidence was placed in a filing cabinet (for on-site review). The CCNE accreditation on-site evaluation was performed by three external reviewers. To verify that the program met the standards, the visitors reviewed data and spoke with administrators, faculty, staff, students, and the community of interest.

III. Directory information on the external consultants

Team Leader

Academic Representative

Nadine Coudret, EdD, RN
Dean
School of Nursing & Health Professions
University of Southern Indiana

Contact Information:

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Evansville, IN 47712
Phone: 812-465-1151
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Academic Representative

Debra Kubinski, PhD, RN
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Practicing Nurse Representative

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School Nurse
Baltimore County Public Schools
Edgemere, MD
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E-Mail: bzelauskas@comcast.net

IV. A synopsis of actions taken as a result of earlier program reviews (previous accreditation report)

A response to the evaluation team's 2001 visit report was made to Jennifer Butlin, Director of the Commission on Collegiate Nursing Education on January 24, 2002.

1. The report referred to the School of Nursing, our program is a Department of Nursing; and, the term "preceptor" should be replaced with "facilitator". Preceptor, as defined by the Florida Board of Nursing denotes a person who is directly responsible for the clinical education of students, is omnipresent, and is financially compensated. We have facilitators who assist the students in their clinical endeavors and act as agency advisors, but are not preceptors.
2. Standard I-D (page 6). In reviewing the faculty minutes, there are instances that policies and changes are documented, but others are not reflected in the minutes. We appreciate the accreditation team bringing this matter to our attention and we will be more diligent about recording all policy changes in the form of faculty minutes.
3. Standard II-B (page 11). One student was on clinical rotation the day the visitor went to the clinical site. Due to the circumstances and activities of the student being involved in three different clinics at the Health Department, and after several attempts, the visitor was unable to make contact with the student.

4. Standard III -A (page 14). Second Paragraph: We appreciate the visitors identifying these discrepancies and as we review and revise the curriculum, we will bring these into line.

5. Standard III-C (page 15). The discussion in the text of the Self-Study document was intended to address the strength of relationship between the Essentials, Standards, and professional behaviors. Refinement in this area will clarify these relationships.

Third paragraph (page 16): Revision of the clinical contracts are in progress and are being done in collaboration with the University's Provost and Executive Vice president for Academic Affairs; and the University's General Counsel. A copy of the missing clinical contract was located and placed in the file.

6. Standard III-D (page 17). Documentation of input from the Nursing Advisory Council will be better reflected in the faculty minutes for curriculum and clinical change considerations.

7. Standard I-E (page 18). Faculty consistently verify and validate among themselves curriculum and teaching/learning practices and program evaluations. We will work towards formal documentation of these areas

V. A copy of the Academic Learning Compact for each reviewed baccalaureate degree program



NURSING

Mission Statement

The mission of the University of West Florida Nursing Program is to educate the student as a professional nurse – one who is a clinical generalist, a leader, and a life-long learner.

The nursing graduate of the UWF program will be capable of using the nursing process with clients of all ages, with diverse backgrounds in a variety of health care settings. The program develops and refines clinical skills and stimulates the awareness of research applications, the practice of active inquiry, the ability to think and respond critically, and the desire for advanced study. This baccalaureate program provides a service to the health care community by increasing the number of nurses who practice professional nursing. The program also serves the populations' health needs by providing quality nursing care.

Student Learning Outcomes

UWF Nursing graduates should be able to do the following:

Content

- Use the concepts of nursing theory, research and practice, based on the foundation of the arts and sciences courses, in the provision of care to diverse clients of all ages
- Employ theories and principles of leadership/management in the provision of quality nursing care
- Describe and use appropriate teaching-learning theories to design, implement, and evaluate educational experiences with clients of all ages and abilities

Critical Thinking

- Use effective critical thinking skills (e.g., observation, analysis, synthesis) through the nursing process to provide and direct quality care to diverse clients of all ages
- Incorporate socio-cultural, ethnic, religious, and other unique individual considerations in the plan of care
- Evaluate and use appropriate research findings in own evidence based nursing practice

Communication

- Apply therapeutic communication techniques to nurse-client relationships
- Demonstrate effective written and oral communication as a member of the interdisciplinary healthcare team
- Uses media resources and information technologies to enhance knowledge base
- Create and deliver professional presentations using a variety of media

Integrity/Values

- Demonstrate accountability, responsibility, authority, and professionalism based on the American Nurses Association Code of Ethics in own professional nursing practice
- Explain the need for lifelong learning and describe a feasible plan for professional development
- Function as a beginning leader/change agent through participation in community, governmental, and professional agencies/groups/organizations

Project Management

The Project Management learning domain in nursing is organized into four categories with related student learning outcomes. The four broad categories with associated specific student learning outcomes are:

Project Conceptualization

- Selects and defines a realistic problem to be solved
- Integrates discipline concepts, resources, and research appropriately

Self-regulation

- Sets appropriate goals for completing project
- Manages appropriate time-frame

Team-work Skills

- Completes responsibilities as team member
- Assesses quality of contributions of each team member accurately

Project Delivery

- Delivers a quality project on time
- Effectively presents results using oral, written, and/or visual means

Job Prospects for Nursing Graduates

- | | |
|--------------------------------------|-----------------------------------|
| Intensive Care | Public Health Nursing |
| Coronary Care | Operating Room |
| Out Patient Surgery | Out Patient Clinic |
| Pediatrics | Maternal-Infant (Obstetrics) |
| Adult/Medical/Surgical | Dialysis |
| Transplant Units | School Health Nursing |
| Nursing in Correctional Institutions | Industrial Health Nursing |
| Geriatrics | End of Life Care |
| Oncology Nursing | Orthopedic Nursing |
| Sports Medicine | Psychiatric/Mental Health Nursing |
| Military Nursing | Veterans Administration |

Overview

The Nursing Program has designed and supports Academic Learning Compacts (ALCs) for the following program:

- BSN**
- RN – BSN Plan of Study**

Justification for Staged Implementation

To develop sustainable plans for data collection leading to systematic review of these programs, the Nursing Program proposes an assessment plan broken into four stages, as follows:

Stage	Time Frame	Action Plans and Associated Tangible Products
1	Summer 2005	REVIEW, REFINE, or DESIGN ASSESSMENT PLANS incorporating direct and indirect measures of evaluation for: <ul style="list-style-type: none"> • BSN Plan of Study • RN – BSN Plan of Study Identify target assessment strategies for each plan of study Identify initial set of tools for direct and indirect assessment of each plan of study
2	Summer 2005	Design tools for INDIRECT ASSESSMENT <ul style="list-style-type: none"> • Incorporate standard 3/5-part Likert scale, multiple choice, fill in the blank feedback on program-related student learning outcomes (SLOs) within currently used exit survey • Collect baseline data from exit survey from Spring 2005 graduates • Refine exit survey as needed based on analysis of baseline data • Request program-specific data from Commission on Collegiate Nursing Education (CCNE) compare to exit survey analysis for additional refinements
3	Fall 2005- Spring 2006	Design tools for DIRECT ASSESSMENT <ul style="list-style-type: none"> • Review/restructure syllabi in each course within a “capstone pathway” to ensure compliance with stated SLOs in related program ALCs • Design/review data collection plan within “capstone pathway” courses to: <ul style="list-style-type: none"> ○ Identify exact SLO-linked materials to be collected in each course ○ Identify exact evaluation rubric to be submitted with collected materials to measure

		<p>compliance with proposed SLOs</p> <ul style="list-style-type: none"> o Identify exact process for selecting random subset of students for assessment • Collect baseline data from students in courses in Fall 2005-Spring 2006 • Refine process of direct assessment as needed on analysis of baseline data • Define exact materials to be retained from list above for documenting direct assessment of seniors • Request 2005 new graduate NCLEX results for baseline data and analysis
4	Summer 2006-Fall 2006	<p>Revise and Redesign ALCs and SLOs so they are more workable for nursing. Also, they will incorporate direct and indirect measures of evaluation for:</p> <ul style="list-style-type: none"> • BSN Plan of Study • RN – BSN Plan of Study <p>Identify target assessment strategies for each plan of study Identify initial set of tools for direct and indirect assessment of each plan of study</p> <ul style="list-style-type: none"> ▪ Obtain approval from the College of Arts & Sciences Dean and Center for Teaching & Learning <p>Redesign tools for Indirect Assessment</p> <ul style="list-style-type: none"> • Incorporate standard 3/5-part Likert scale, multiple choice, fill in the blank feedback on program-related revised student learning outcomes (SLOs) within currently used exit survey • Collect baseline data from exit survey from Spring 2006 graduates • Refine exit survey as needed based on analysis of baseline data <p>Redesign tools for Direct Assessment</p> <ul style="list-style-type: none"> • Review/restructure syllabi in each course within a “capstone pathway” to ensure compliance with stated SLOs in related program ALCs • Design/review data collection plan within “capstone pathway” courses to: <ul style="list-style-type: none"> o Identify exact SLO-linked materials to be collected in each course o Identify exact evaluation rubric to be submitted with collected materials to measure compliance with proposed SLOs • Refine process of direct assessment as needed on analysis of baseline data • Define exact materials to be retained from list above for documenting direct assessment of seniors • Request 2006 new graduate NCLEX results for baseline data and analysis <p>EXTEND ASSESSMENT PLANS to:</p> <ul style="list-style-type: none"> ▪ Electives offered by nursing ▪ Courses in program outside “capstone pathways” and general education
5.	Spring 2007	<p>EXTEND ASSESSMENT PLANS to:</p> <ul style="list-style-type: none"> ▪ Include general education

Summer 2005

Stage 1: Assessment Plan for BSN Plan of Study and RN – BSN Plan of Study

The ALCs associated with the Nursing Program in the BSN Plan of Study and RN – BSN Plan of Study are based on the knowledge and skills students acquire in the courses forming the core “capstone pathways” of these plans of study.

The Nursing Program’s assessment plan for these program calls for the identification of at least one direct and indirect measure of assessment for each program. The indirect measure of assessment will initially be based on an exit survey, supplemented with (Educational Resources Incorporated (ERI) data (when available). For direct measures of assessment, a number of items will be collected beginning in Fall 2005 from the courses listed below to ensure SLO compliance across the five dimensions of Content, Critical Thinking, Communication, Integrity/Values, and Project Management. The following items within each course and their relationships to programmatic SLOs have initially been identified for these purposes:

Summer 2005

Courses in Major	Content	Critical Thinking	COMMUNICATIONS				Integrity/Ethics	Project Management
			Writing	Speaking	Computer Technology	Quantitative Literature		
Family and Community Nursing 1. Team Presentations	X	X	X	X	X	X	X	

2. Family Assessment Paper 3. Written Exams 4. Nursing Care Plans								
Nursing Research 1. Written critiques (individual & group) 2. Written exams 3. Oral Team Presentations	X	X	X	X	X	X	X	X
Medical-Surgical Nursing III 1. Case Studies 2. Written Exams 3. Nursing Care Plans	X	X	X	X	X	X	X	X
Management and Leadership in Nursing (Capstone Course) 1. Written exams 2. Oral Practicum Team Presentations 3. Interviews with nurse leaders	X	X	X	X	X	X	X	X

***Use of Information:** After baseline data has been collected as described in the staged plan above, data from these sources will be reviewed annually for programmatic review. Copies of derived action plans resulting from these annual meetings will be forwarded to the Dean and summarized for 5-year program reviews.

SUMMER 2006

Revised Stage 1: Assessment Plan for BSN Plan of Study and RN – BSN Plan of Study

The ALCs associated with the Nursing Program in the BSN Plan of Study and RN – BSN Plan of Study are based on the knowledge and skills students acquire in the courses forming the core “capstone pathways” of these plans of study.

The Nursing Program’s assessment plan for these program calls for the identification of at least one direct and indirect measure of assessment for each program. The indirect measure of assessment will initially be based on an exit survey, supplemented with Educational Resources Incorporated (ERI) data (when available on generic students only). For direct measures of assessment, a number of items will be collected beginning in Fall 2006 from the courses listed below to ensure SLO compliance across the five dimensions of Content, Critical Thinking, Communication, Integrity/Values, and Project Management. The following items within each course and their relationships to programmatic SLOs have initially been identified for these purposes:

Revised Summer Assessment Plan 2006 Generic & RN – BSN

Courses in Major	I.Content IA IB IC	II. Critical Thinking IIA IIB IIC	III. COMMUNICATIONS				IV. Integrity/ Values IVA IVB IVC	V. Project Management V.I.A V.I.B V.II.A V.II.B V.III .A V.III.B V.IV.A V.IV.B
			Writing IIB (written)	Speaking IIB (oral) IID	Computer Technology IIC	Interpersonal Communication IIIA		
<i>NUR 3026C Basic Nursing Skills</i>	<i>IC T/L</i>						<i>V.IB V.IIA V.IIB T/L (No choice on topic Individual Proposed T/L Sets appropriate goals for completing project Design HO)</i>	
<i>RN-BSN Health Assessment/Lab</i>		<i>IIA Head to Toe Assessment</i>		<i>IIB Write-ups</i>				
<i>Concepts for Nursing Practice</i>	<i>IB Nursing Theorist & Leader Assignment</i>					<i>IVB Goals on Profession al Resume IVC Pt Safety Presentatio n Assignmen t</i>		
<i>RN-BSN Concepts for Nursing Practice</i>	<i>IB Nursing Theorist & Leader Assignment</i>					<i>IVB Goals on Profession al Resume IVC Pt Safety Presentatio n Assignmen t</i>		
<i>RN-BSN Concepts for Nursing Practice</i>	<i>IB Exam Nursing Theorist & Leader</i>					<i>IVB Goals on Profession al Resume IVC Pt Safety Presentatio n Assignmen t</i>		
<i>Pharmacology</i>		<i>IIC Research a New Drug</i>			<i>IIC Research a New Drug</i>			
<i>RN-BSN Pharmacology</i>		<i>IIC Research a New Drug</i>			<i>IIC Research a New Drug</i>			
<i>Medical-Surgical I</i>			<i>IIB Clinical Evaluations</i>			<i>IIIA In Clinical Haven Quality of Life Interview</i>		

<i>Medical-Surgical II</i>		<i>IIA Plan of Care</i> <i>IIB Plan of Care</i>						
<i>Psych/Mental Health</i>						<i>IIIA Clinical Process Recording</i>		<i>V.I.A V.I.B. V.II.A V.II.B V.III .A V.III.B V.IV.A V.IV.B T/L Project (Choice on topic Group Integrates discipline concepts, resources, & research appropriately Actual T/L Design HO Present PPT to class Completes responsibilities as a team member Assesses quality of contributions of each team member accurately)</i>
<i>Maternal Child</i>	<i>IA Research article R/T Pt DX</i>	<i>IIA Case study using the NP</i>						
<i>Health Care Issues</i>				<i>IIID Professional Presentation</i>			<i>IVA Profession al Presentatio n Evaluation</i>	
<i>RN-BSN Health Care Issues</i>				<i>IIID Professional Presentation</i>			<i>IVA Profession al Presentatio n Evaluation</i>	
<i>Drugs & The Human Body</i>					<i>IIIC Internet Summary</i>			
<i>Cultural factors in Health & Illness</i>		<i>IIB Cultural Assessment of a client or client group</i>						
<i>Men's Health</i>		<i>IIC Critique</i>						
<i>Holistic Healthcare</i>					<i>IIIC Paper 1</i>			
<i>Nursing Staff Development for the Departmental Educator</i>				<i>IIID CE presentation</i>				
<i>Introduction to Critical Care Nursing</i>	<i>IA Concept Map</i>							
<i>Family and</i>		<i>IIB</i>						<i>V.II.A</i>

Community Nursing 1. Team Presentations 2. Family Assessment Paper 3. Written Exams 4. Nursing Care Plans		In Clinical Family Assessment						V.II.B V.III.A V.III.B V.IV.A V.IV.B Community Assessment (No choice Group Integrates discipline concepts, resources, & research appropriately Sets goals for completion Manages appropriate time frame Present PPT to community Completes responsibilities as a team member Assesses quality of contributions of each team member accurately)
RN-BSN Family and Community Nursing 1. Team Presentations 2. Family Assessment Paper 3. Written Exams 4. Nursing Care Plans		IIB In Clinical Family Assessment						V.II.A V.II.B V.III.A V.III.B V.IV.A V.IV.B Community Assessment (No choice Group Integrates discipline concepts, resources, & research appropriately Sets goals for completion Manages appropriate time frame Present PPT to community Completes responsibilities as a team member Assesses quality of contributions of each team member accurately)
Nursing Research		IIC Final Research Critique		IIID Oral Team Presentations				
Medical-Surgical Nursing III			IIIB Clinical Evaluations	IIIB Clinical Evaluations				
CAPSTONE COURSES								
Management and Leadership in Nursing	IA Journal IB Written Exam IC In-service Education project	IIA Practicum IIB Journal IIC Project	IIIB Written Administrative Interview	IIIB See other IIID Final Sr Project	IIIC Final Sr Project	IIIA Clinical Practicum	IVA Clinical Practicum IVB Written Exam IVC Written Exam	V.I.A V.I.B V.II.A V.II.B V.III.A V.III.B V.IV.A V.IV.B Mgt/Leadership Project Selects & defines a realistic problem to be solved Integrates discipline

								<i>concepts, resources, & research appropriately Manages appropriate time frame</i>
<i>RN-BSN Management and Leadership in Nursing</i>	<i>IA Journal IB Written Exam IC In-service Education project</i>	<i>IIA Practicum IIB Journal IIC Project</i>	<i>IIIB Written Administrative Interview</i>	<i>IIIB Oral report on the Written Administrative Interview IIID Final Sr Project</i>	<i>IIIC Final Senior Project</i>	<i>IIIA Clinical Practicum</i>	<i>IVA Clinical Practicum IVB Written Exam IVC Written Exam</i>	<i>V.I.A. V.I.B. V.II.A. V.II.B. V.III.A. V.III.B. V.IV.A. V.IV.B. Mgt/Leadership Project Selects & defines a realistic problem to be solved Integrates discipline concepts, resources, & research appropriately Manages appropriate time frame</i>

VI. A summary of program strengths, weaknesses, opportunities, and threats (SWOTs)

Standard I

Strengths:

1. The nursing program at UWF was inspired by and is wholeheartedly supported and promoted by the community of interest, which includes students, alumni, area health agencies, nursing community leaders, military representatives, the Nursing Leadership Board and the UWF BOT. The nursing program is responsive to the needs and expectations of these constituents.
2. Personal faculty-student relationships are valued at UWF. Nursing faculty members are easily accessible to students via email, telephone, or personal appointment.
3. Communication with students is aided through use of the Nursing web page, as well as through posted announcements and verbal announcements in classes.
4. The RN to BSN students are permitted to enroll either full-time or part-time, thus enabling them to pursue their academic program while accommodating to their schedules.
5. All nursing program faculty members and student representatives are actively involved in ongoing efforts to improve program quality.

6. The faculty members of the nursing program are actively involved in the governance of the nursing program and the governance of University of West Florida.

Areas for Improvement and Action Proposed:

1. Documentation of input from the community of interest on the mission, goals, and expected outcomes of the nursing program is limited.

Action: Nursing Program Director will present a summary of the nursing program actions and proposals to the Nursing Program Leadership Committee at the fall meeting. Feedback will be documented in the Leadership Committee minutes and recommendations discussed at nursing program faculty meetings.

2. Bylaws function of the nursing organization has been limited.

Action: The Bylaws Committee will be on the agenda for and submit report to the scheduled meetings of the NFO.

3. Recruitment of students from groups underrepresented in nursing has not been a priority.

Action: An ad hoc committee will be formed for the purpose of development of a specific plan to be presented to the NFO during the 2006-2007 year for approval and implementation.

Standard II

Strengths:

1. Teaching, scholarship, and service are promoted by the institution and by the College
2. Support of the institution and College for scholarly/research activities by faculty
3. Stable and dedicated faculty with diverse educational and cultural backgrounds
4. Extensive appropriate clinical sites and preceptors
5. Making strides to develop and participate in research projects jointly with nursing service researchers (Honor Society)

Areas for Improvement and Action Proposed:

1. Small size of department reduces effectiveness when competing for College and

University development funds

Action: Develop a plan for growth.

2. Need for better understanding of program goals and requirements by staff of institutional academic support services

Action: In progress

3. Need for more detailed and regularly published program bulletin

Action: In progress

4. Need to recruit more faculty with doctoral preparation

Action: In progress

5. Salary scale for program faculty considerably lower than that of faculty in comparable regional institutions

Action: In progress

6. Need administrative nursing presence throughout the calendar year to address student and faculty concerns

Action: Request 12 month contract for Program Director.

7. UWF leases WFH facility on a year-to-year basis, need permanent location to house Program

Action: Future plans are to house Program in a new allied health building

8. Explore available grants and other external funding sources for new initiatives

Action: In progress

9. Increase the number and variety of courses offered on-line.

Action: In progress

Standard III

Strengths:

1. The philosophy, curriculum and strategies are complementary.
2. Compliance with standards is evident throughout the curriculum.
3. A broad range of community clinical sites are used.
4. The program is accomplishing its educational purpose.
5. The program demonstrates integrity in its practices and relationships.
6. A joint program has been developed with another institution in neighboring counties.

7. The community of interest provides input on a regular basis.
8. A mechanism for peer review of instruction is in use.

Areas for Improvement/Action Plan

1. Continued need for on-line offerings, particularly for the RN-BSN program, to increase flexibility and accommodate work schedules more readily.
Action: Curriculum Committee to take more active role in promoting value of online education. Involve faculty already teaching online to serve as mentors.
2. Need for additional nursing electives, particularly online offerings, offered on a regular schedule.
Action: Several new courses have been developed and have either been approved or are moving towards the approval process. It is anticipated that with the new generic program now firmly established and the accreditation process completed, faculty will be more readily available for these endeavors.
3. Urgent need for an MSN program in the Florida Panhandle
Action: Currently in progress – proposal for an online MSN program with a Curriculum plan has been forwarded to the University for approval.
4. Need for faculty prepared at the doctoral level.
Action: UWF is now part of a cooperative program with the University of Florida – offering a PhD in Nursing. Two nursing faculty are currently enrolled in the program.

Standard IV

Strengths:

1. The Nursing Program has a high rate of retention in both the generic and RN to BSN plans indicating high levels of student satisfaction with the Nursing Program.
2. The Nursing Program survey data indicates consistently that our graduates feel that they can accomplish our program outcomes.
3. Our outcome evaluation data is used to drive changes in curriculum and Nursing Program outcomes.

4. Nursing Program faculty members have an excellent reputation of accomplishments in the areas of service, practice, and research.

Areas for Improvement and Action Plan:

1. Response rates for employer surveys dropped over the past 3 years.
Action: After the initial survey mailing, the Chair of the Evaluation Committee sent follow-up emails and placed phone calls to these institutions. We plan to continue this practice.
2. The survey used to collect information on the achievement of program objectives did not have clearly differentiated response categories and did not categorize post-graduation job changes and attainment of further education in an easily quantifiable manner.
Action: The Evaluation Committee will modify the survey to reflect these items.
3. Overall the RN to BSN students have a reduced graduation rate related to admission rate due to a variety of reasons such as course work, employment, financial, and family problems.
Action: Identify potential key problems prior to enrolling in classes and try to develop an individualized plan to meet potential problems before they occur. Refer to Recruitment, Admissions, Retention, and Progression Committee for development of a tool to evaluate student stressors and referral of high risk students to UWF Counseling Center. Increase more on-line courses to accommodate the RN to BSN student.
4. Evaluate more of the OWC/UWF RN/BSN courses in the nursing evaluation process. The UWF faculty were unable to attend their classes for evaluation purposes since the classes were running concurrently.
Action: We must capture this information. Involve other administrative faculty as evaluators.
5. The Student Exit Questionnaires are not being completed when a student is dismissed from the program or decelerates.
Action: Request that the student see the Assistant Program Director for

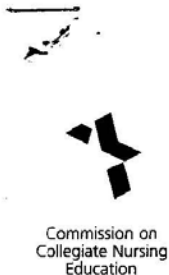
completion of this form prior to exiting the program. Add this to the list of things students must do as they exit the program.

6. We have 2 evaluation methods for the Nursing Program.

Action: After determination that the 2006-2007 Student Learning Outcomes effectively measure the items we want measured, we will merge the 2003-2010 Nursing Program Evaluation into the Student Learning Outcomes.

VII. Recommendations based on review findings

The final review report has not been received. It is expected at the end of May, 2007. Dr. Marilyn Lamborn received a phone call from Margaret Jackman, Associate Director of CCNE, stating that we had received a ten year accreditation with no recommendations.



Serving the
Public Interest
Through Quality
Accreditation

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May 18, 2007

Marilyn L. Lamborn, PhD, RN
Director
Nursing Program
University of West Florida
11000 University Parkway
Pensacola, FL 32514

Dear Dr. Lamborn:

On behalf of the Commission on Collegiate Nursing Education (CCNE), I am pleased to advise you that the CCNE Board of Commissioners acted at its meeting on April 21, 2007, to grant accreditation of the baccalaureate degree program in nursing at University of West Florida for a term of 10 years, extending to June 30, 2017. You should plan for the next on-site evaluation to take place in the fall of 2016.

At its meeting, the Board determined that the program met all four accreditation standards. The Board additionally determined that there are no compliance concerns with respect to the key elements.

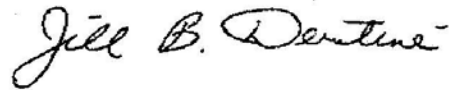
As is required for all accredited programs, the Board requested that the program submit a continuous improvement progress report at the mid-point of the accreditation term. That report should address the nursing program's continued compliance with all accreditation standards. The deadline for submitting the progress report to CCNE is June 30, 2012. The Report Review Committee, and then the Board of Commissioners, will review the progress report in the fall of 2012. For more information about the continuous improvement progress report, please refer to the CCNE procedures.

A copy of the accreditation report that was sent to you earlier, along with your response to it, is being transmitted to the institution's chief executive officer as the Commission's official report to University of West Florida. We hope that both the results of your self-study process and the accreditation report will be useful to the continued growth and development of the nursing program. A certificate of accreditation is enclosed.

As a reminder, programs are expected to continue to comply with the CCNE standards and procedures throughout the period of accreditation. This includes advising CCNE in the event of any substantive change in your nursing program or of any major organizational changes that may affect the program's administration, scope or quality. These reporting requirements are discussed further in the CCNE procedures.

We appreciate the many courtesies and the helpfulness extended to the CCNE evaluation team in the fall of 2006. The Commissioners join me in expressing our best wishes as you proceed with tasks important to the future of your nursing program.

Sincerely,

A handwritten signature in black ink that reads "Jill B. Derstine". The signature is written in a cursive style with a large initial "J" and a long horizontal stroke at the end.

Jill B. Derstine, EdD, RN, FAAN
Chair, Board of Commissioners

cc: President John C. Cavanaugh
CCNE Board of Commissioners
CCNE Accreditation Review Committee
CCNE Evaluation Team

CERTIFICATE OF ACCREDITATION

In accordance with its accreditation standards and procedures, the



Commission on Collegiate Nursing Education

has accredited
the

Baccalaureate Degree Program in Nursing

at

University of West Florida


Director of the Commission on Collegiate Nursing Education

April 21, 2007

Date of Accreditation Action

The Commission on Collegiate Nursing Education is listed by the U.S. Secretary of Education
as a nationally recognized accrediting agency.

This certificate is effective for the duration of the period of accreditation.

Commission on Collegiate Nursing Education
One Dupont Circle, NW, Suite 530 • Washington, DC 20036