



ILLINOIS STATE  
UNIVERSITY  
*Mennonite College of Nursing*

# FY20 Annual Report

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## **Acknowledgements**

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*Faculty & Staff  
of Mennonite College of Nursing*

## Table of Contents

Mission Statement.....	3
Vision Statement .....	3
Strategic Goals .....	4
2018-2023 Strategic Map .....	5
Mennonite College of Nursing .....	6
A. Mennonite College of Nursing Committees.....	6
B. Mennonite College of Nursing: Faculty and Staff Headcount By Fiscal Year ....	7
C. College Building Locations and Utilization .....	7
D. Mennonite College of Nursing: Organizational Chart .....	8
Accomplishments and Measures of Productivity for FY20.....	9
A. Celebrating 100 Years of Nursing Education .....	9
B. Student Admission, Enrollment, Retention, Degrees Conferred.....	10
C. Licensure Pass Rates.....	13
D. National Rankings.....	14
E. Faculty & Staff Accomplishments.....	14
F. Student Accomplishments .....	21
G. Diversity and Inclusion .....	24
H. Community Engagement .....	26
I. Fundraising and Scholarships .....	26
J. Mennonite College of Nursing: Major Goal Accomplishments for FY20.....	28
Internal Reallocations and Reorganizations in FY20.....	62
A. Reallocations or Reorganizations. Including the Movement of Positions, Upgrade of Positions, Creation of New Positions, or Reallocation of Personnel or Operating Funds .....	62
B. Use of Additional Funds to Enhance Accomplishments and Productivity .....	63

# Illinois State University's Mennonite College of Nursing

## Mission Statement

Mennonite College of Nursing promotes excellence and innovation in education while striving to improve health locally and globally through exceptionally well-prepared nurses.

## Vision Statement

The vision of Mennonite College of Nursing is to be a community that sets the standard for excellence in nursing practice and education, changing the world one exceptionally well-prepared nurse at a time.

# Mennonite College of Nursing Strategic Goal

## Alignment with Educate • Connect • Elevate: Illinois State

Developed in 2018 through the spirit of shared governance, the Mennonite College of Nursing 2018-2023 Strategic Plan shapes the direction of human and fiscal resources. The strategic goals will serve as a guide for the college over this five-year period. A primary focus for the college remains maintaining excellence, adapting to the changing healthcare climate, and preparing students to make a difference in our global society.

<b>2018-2023</b> <b>Educate, Connect,</b> <b>Elevate</b>	<b>MCN Strategic Goal 1:</b>  Teach Our Students with Excellence	<b>MCN Strategic Goal 2:</b>  Strategically Grow Research and Scholarly Works	<b>MCN Strategic Goal 3:</b>  Collaborate with Our Community	<b>MCN Strategic Goal 4:</b>  Develop Diverse Clinical Experiences for Students	<b>MCN Strategic Goal 5:</b>  Grow and Promote a Premier Institution of Nursing Excellence
<b>ECE Goal 1:</b> <b>Enhance Strength and Stability</b>	✓	✓	✓	✓	✓
<b>ECE Goal 2:</b> <b>Foster Innovation</b>	✓	✓	✓	✓	✓
<b>ECE Goal 3:</b> <b>Nurture Diversity and Inclusion</b>	✓		✓	✓	✓
<b>ECE Goal 4:</b> <b>Enrich Engagement</b>	✓	✓	✓	✓	✓

2018-2023

# Strategic Map



**MENNONITE  
COLLEGE OF NURSING**  
*Illinois State University*



# Mennonite College of Nursing

## A. Mennonite College of Nursing Committees

MCN supports shared governance by authority of the University's Academic Senate. Under the umbrella of the College Council (CC), comprised of tenured and tenure track faculty, non-tenure track faculty, and staff, standing committees serve to support the missions of the College and University. On average, committees meet monthly to accomplish shared goals.

College committees include:

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• College Elections Committee (CEC)</li><li>• Prelicensure Curriculum Committee (PCC)</li><li>• Prelicensure Program Committee (PPC)</li><li>• RN to BSN Committee (RN to BSN)</li><li>• College Research Committee (CRC)</li></ul> | <ul style="list-style-type: none"><li>• Technology Steering Committee (TSC)</li><li>• Graduate Program and Curriculum Committee (GPCC)</li><li>• Simulation Committee (SC)</li><li>• College Faculty Status Committee (CFSC)</li><li>• Department Faculty Status Committee (DFSC)</li></ul> |
|---|---|

The following committees, including external constituencies, also provide governance to the College:

- The MCN Dean's Council consisting of the Dean, the Associate Dean for Academics, Associate Dean for Academic Support, and the Associate Dean for Research provide oversight for College strategic goal development and resource management.
- The Mennonite Nurses Alumni Organization (MNAO) is led by a volunteer board of directors that works in tandem with College and University Alumni Relations staff to promote collaboration and fellowship among graduates and students at the College.
- The Strategy and Planning Council (SPC) is comprised of committed community members external to the College and provides strategic visioning, branding, outreach, development, and communication of strategic priorities to external constituencies.

## B. Mennonite College of Nursing: Faculty and Staff Headcount by Fiscal Year

The College continues to recruit and retain outstanding nurse educators and researchers despite national faculty shortages.

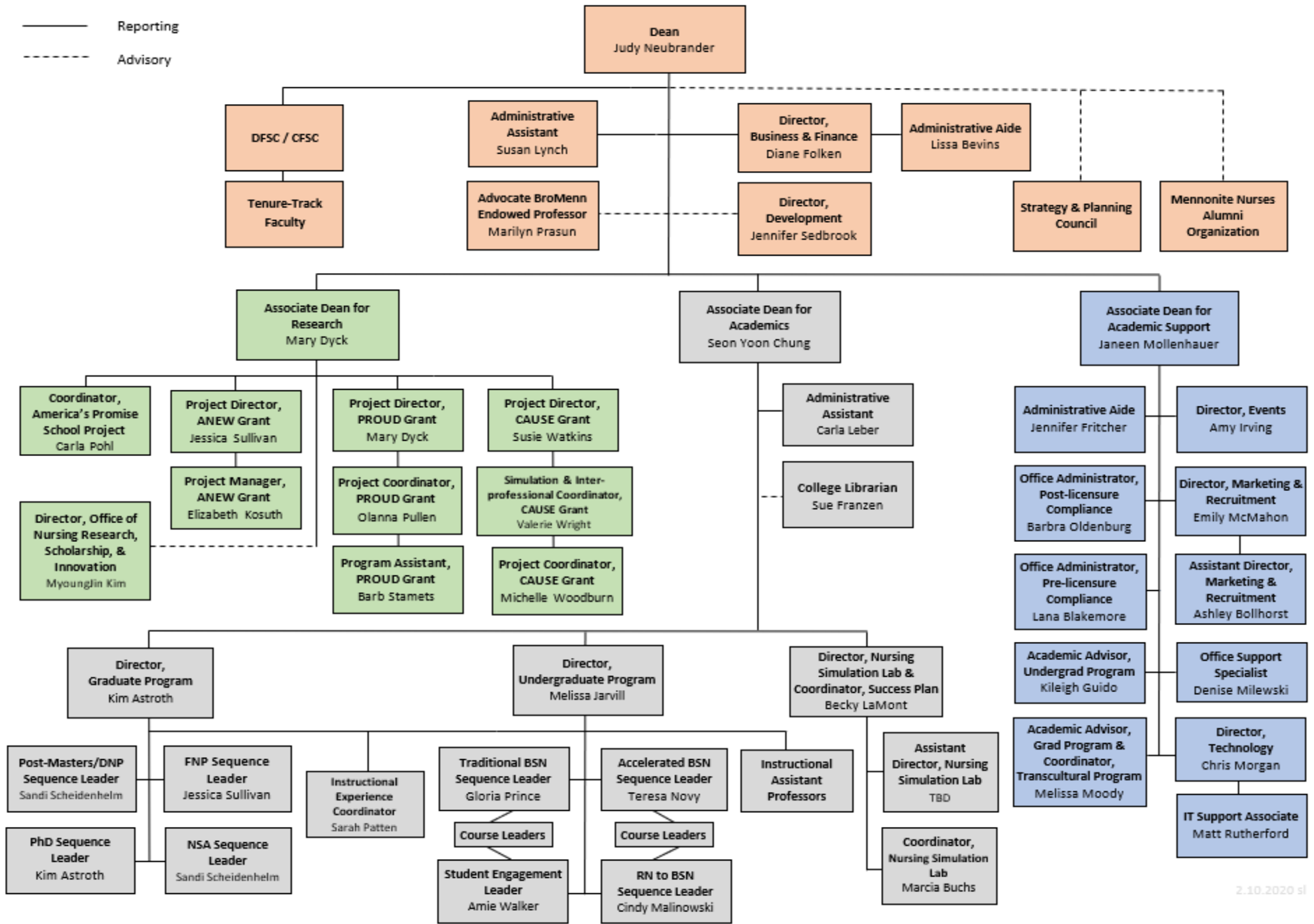
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020*
Full Time Tenured or Tenure Track Faculty	17	17	20	23	22
Full Time Non-Tenure Track Faculty	19	18	17	18	21
Part time Non-Tenure Track Faculty	57	53	67	67	63
Administrative Professional Staff	9	9	8	9	10
Civil Service Exempt Staff	5	5	4	7	8
Civil Service Non-Exempt Staff	5	5	5	4	5
<b>Total**</b>	112	107	121	129	129

\* As of spring 2020; does not include Extra Help positions

## C. College Building Locations and Utilization

The faculty and staff at Mennonite College of Nursing are currently spread across two buildings. With the clear majority located in Edwards Hall, the reality of anticipated new hires will likely result in the doubling of occupancy per single office space for some faculty by fall 2020. A smaller number of faculty and staff are situated at the Nursing Simulation Lab. Located at the corner of Locust Street and Normal Avenue this modular building accommodates assessment labs, classrooms, patient simulation areas and offices. Students have access to this building from 7 a.m. – 9 p.m. Monday through Thursday and 7 a.m. – 5 p.m. on Friday.

# D. Mennonite College of Nursing: Organizational Chart



2.10.2020 sl



# Accomplishments and Measures of Productivity for FY20

## A. Celebrating 100 Years of Nursing Education

Since its founding in 1919 Mennonite College of Nursing has continued to develop exceptionally well-prepared nurses through the promotion of excellence in teaching, research, service, and practice. In honor of the College's 100<sup>th</sup> anniversary a steering committee was assembled to prepare for the many events that would be celebrated during the 2018-2019 academic year. Subcommittees were comprised of alumni, faculty, staff, and community partners.

To help commemorate our 100<sup>th</sup> anniversary, a Centennial Garden was created outside of Edwards Hall. A short program followed its unveiling in May 2019 to include special comments by President Dietz and Dean Neubrandner. A portrait of Dr. Carol Farran, a former administrator of the College, was unveiled at the event. This space represents a culmination of honoring our past, pride for our present, and creating our future.

The highlight of the spring semester included the Centennial Celebration Gala. Held in a 1920s art deco theme at the Hilton DoubleTree on Saturday, May 4, 2019, this event premiered a special anniversary video, silent auction, and style show of nursing uniforms from the past 100 years. There were over 440 guests in attendance that evening, including faculty, staff, alumni, students, and community members.

The yearly celebration concluded with the publication of the College's new history book, *The Keepers of the Flame – One Hundred Years of Stories*. The book was unveiled at the annual holiday gathering at the Alumni Center in December 2019. The author and book committee provided a nostalgic recap of the many stories that brought our history to life. A number of copies were purchased at the event, with continued sales available through Barnes & Nobel Bookstore.

## B. Student Admission, Enrollment, Retention, Degrees Conferred

Competition for the nursing major remains a reality. Each year the College admits high quality students into the traditional Prelicensure Sequence. The interest for this sequence far exceeds capacity. Approximately 1 in 5 applicants will be offered a freshman traditional prelicensure seat, 1 in 5 external transfers will be offered an external transfer seat and about 1 in 2 will be admitted into the Accelerated Option. Over the past 5 years the average GPA for enrolled freshmen is 3.86 with an average ACT of 27. For external transfer students the average GPA for those enrolled is 3.68.

The RN to BSN Sequence has seen targeted growth through Dual Admission and Dual Enrollment partnerships addressed in section J of this document. Application numbers have increased since the prior fiscal year with anticipation that enrollment numbers will continue to rise for fall 2020.

The Graduate Program experienced a decline in the on-line NSA Sequences, while the on-line DNP Sequence saw an increase after a temporary dip in enrollment. The Family Nurse Practitioner Sequence remains robust with continued interest from high quality students. The School Nurse Certificate program has seen significant interest within the year following its launch. Ten students enrolled in the first offering of this program for summer 2019. As of this date, 23 students have been admitted for summer 2020, with 28 applications in process. Marketing and recruitment efforts will continue to focus on promotion of under-enrolled sequences over the next fiscal year.

The following tables highlight student admission profiles and overall enrollment numbers by sequence.

Undergraduate Admissions by Fiscal Year					
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<b>Direct Admit Freshmen*</b>					
Received by Priority Filing 11/15	1,351	1,150	1089	1248	1674
Admitted	372	370	356	380	371
Average GPA of Enrolled	3.77	3.81	3.89	3.84	4.0
Average ACT of Enrolled	26.5	27	27	27	28
Enrolled	140	152	130	139	143

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<b>External Transfers**</b>	SP/SU'16	SP/SU'17	Changed admission terms to fall	F'18	F'19
Received	132	170	N/A	245	258
Admitted	52	59	N/A	42	57
Average GPA of Enrolled	3.69	3.65	N/A	3.86	3.81
Enrolled	41	29	N/A	40	47
<b>Internal Transfers***</b>					
Received	28	27	8	8	5
Admitted	0	0	0	1	0
Average GPA of Enrolled	N/A	N/A	N/A	4.0	N/A
Average ACT of Enrolled	N/A	N/A	N/A	31	N/A
Enrolled	N/A	N/A	N/A	1	N/A
<b>Accelerated Option+</b>	SU'16	SU'17	SU'18	SU'19	SU'20
Received	81	112	114	83	In process
Admitted	32	27	57	32	In process
Average GPA of Enrolled	3.42	3.43	3.33	3.33	In process
Enrolled	23	16++	28	28	In process
<b>RN to BSN Sequence+++</b>					
Received	41	22	45	76	79
Admitted	34	18	43	53	50
Average GPA of Enrolled	2.97	2.96	3.18	3.17	3.40
Enrolled	23	13	32	37	42

- \* Students directly admitted into major as a freshman; equals 75% of projected cohort for graduation
- \*\* External transfer students admitted spring and summer until FY19 when switched to fall admissions; first cohort admitted fall 2018; equals 25% of a projected cohort for graduation
- \*\*\* Model changed in 2014; internal transfer admissions contingent upon attrition
- + 2nd degree students returning for a Baccalaureate Degree in nursing; cohorts enter in May and graduate in August of following year
- ++ After summer 2017 the college moved from targeting 16-18 admits to 32
- +++ For current Registered Nurses; FY14, FY16, & FY17 = fall admissions only; FY15, FY18, FY19, FY20 = fall and spring admission cohorts

Graduate Program Admissions by Fiscal Year					
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<b>MSN: Family Nurse Practitioner</b>					
Received	57	70	56	59	61
Qualified	50	56	40	56	60
Admitted	26	28	24	25	24
Enrolled	24	26	24	25	24
<b>MSN: Nursing Systems Administration</b>					
Received	14	14	20	14	11
Qualified	12	14	20	10	9
Admitted	12	14	20	10	9
Enrolled	11	12	18	9	5
<b>School Nurse Certificate *</b>					
Received					11
Qualified					10
Admitted					10
Enrolled					10
<b>PhD</b>					
Received	4	5	4	4	6
Qualified	2	5	4	4	4
Admitted	2	5	4	4	4
Enrolled	2	4	4	3	4
<b>DNP: Doctoral of Nursing Practice</b>					
Received	9	8	8	7	9
Qualified	7	8	8	7	9
Admitted	7	8	8	5	9
Enrolled	6	6	8	5	8

\*First cohort enrolled summer 2019

Headcount Enrollment: All Programs by Fiscal Year*					
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<b>Undergraduate Program</b>					
Prelicensure	565	581	539	532	544
RN to BSN	53	33	36	56	66
Accelerated	22	24	17	26	24
Total Undergraduate	640	638	592	614	634
<b>Graduate Program</b>					
Master's	82	86	93	85	83
PhD	26	26	24	18	16
DNP	19	13	15	11	14
Total Graduate	127	125	132	115	115
<b>College Total</b>					
	767	763	724+	728	749

\* Enrollment Headcount on 2/1

+ Enrollment down from prior fiscal year given change in admission term for external transfers; admitted external transfers in spring & summer 2017 and then moved to fall entry point beginning fall 2018. Decline also attributed to larger than expected show rate for fall 2016 freshmen class.

Retention data drives programming and student engagement strategies. Five-year retention rates for undergraduate and graduate students remain high in the mid 80 to high 90 percentile ranges when considering dismissals and withdraws. The College continues to exceed the Commission on Collegiate Nursing Education (CCNE) expected program completion rate of 70%.

Graduations/Degree by Program by Academic Year					
	2015-2016 (SU/FA/SP)	2016-2017 (SU/FA/SP)	2017-2018 (SU/FA/SP)	2018-2019 (SU/FA/SP)	SU19, FA19
B.S. in Nursing (RN to BSN, Accelerated BSN, Traditional)	181	199	179*	180	51
M.S. in Nursing	33	27	31	32	7
School Nurse Certificate**	N/A	N/A	N/A	N/A	8
PhD in Nursing	4	4	5	6	3
DNP in Nursing	2	12	0	5	4
Total	220	242	214	223	64

\* Decrease from prior year primarily due to less RN to BSN graduates.

\*\* Admitted first cohort in summer 2019; complete courses in summer/fall

## C. Licensure Pass Rates

Mennonite College of Nursing undergraduate students achieved a 95 percent pass rate on the national nursing licensure examination (NCLEX-RN) for 2019, better than state (88%) and national (88%) averages. Graduates of MCN's Family Nurse Practitioner (FNP) Sequence achieved a 96% pass rate on the national family nurse practitioner Certification examination in 2019.

<b>NCLEX-RN (National Council Licensure Examination for Registered Nurses)</b>					
<b>First Time Writer Pass Rates - By Calendar Year</b>					
	2015 (n=177)	2016 (n=157)	2017 (n=163)	2018 (n=160)	2019 (n=164)
MCN Pass Rate	96%	94%	95%	96%	95%
Illinois Pass Rate	86	85	86%	88%	88%
Nationwide Pass Rate	85	85	87%	88%	88%

<b>Family Nurse Practitioner Certification</b>					
<b>First Time Writer Pass Rates</b>					
<b>By Calendar Year</b>					
	2015 (n=22)	2016 (n=24)	2017 (n=24)	2018 (n=24)	2019 (n=24)
MCN Pass Rate	95.2%	100%	100%	100%	96%
Nationwide Pass Rate	74.5%	81.6%	82.9%	86%	Not available

## D. National Rankings

The on-line Nursing Systems Administration Sequence and RN to BSN Sequence continue to be ranked by *U.S. News and World Reports* recognition of *Best Online Programs*. MCN's on line RN to BSN Sequence ranked 23<sup>rd</sup> when combined with the university's Health Sciences Certificate, up from a ranking of 58 from the prior year. Bachelor's degree programs were rated on engagement, services and technologies, faculty credentials and training, and expert opinion. The NSA Sequence remains ranked near the top 100 at 111.

## E. Faculty & Staff Accomplishments Contributions, Awards, Publications, and Grants

The faculty and staff at Mennonite College of Nursing continue to excel in teaching, research, and service at the college level, university level, and via agency, state, and national recognition. Since March 1, 2019, the faculty and staff listed below have received recognition for their professional contributions, awards, and nominations.

## **Awards and Honors by Fiscal Year**

- Tina Fillman, Instructional Assistant Professor, was the recipient of the Mennonite College of Nursing Kathleen Hogan Teaching Excellence Award in May 2019.
- Dr. Denise Hammer received the 2020 Nurse Educator Fellowship from the Illinois Board of Higher Education.
- Dr. Denise Hammer received the Advocate Career Advancement Program (ANCAP) Level A at Advocate BroMenn Medical Center.
- Diane Folken, Director of Business and Finance was the recipient of the Mennonite College of Nursing Staff Excellence Award in May 2019.
- Dr. Melissa Jarvill was awarded the Early Career Research Award in February of 2019.
- Dr. Sheryl Jenkins received the Meridean Mass Faculty Mentor Award in February of 2019.
- Dr. Sheryl Jenkins received the Mennonite College of Nursing Graduate Program Teaching Excellence Award in May 2019.
- Dr. MyoungJin Kim was nominated by the College for the Outstanding University Researcher Award, Illinois State University in February of 2019.
- Emily McMahan received the University's Emerging Leader Award at the February 2020 Founders Day celebration.
- Emily McMahan and the marketing team received ISU's Most Innovative Use of Social Media Award in May 2019.
- Dr. Judy Neubrandner, Dean, serves as the chair for the Illinois Association Colleges of Nursing.
- Dr. Marilyn Prasun assumed the Advocate BroMenn Endowed Professor role beginning in May 2019. An event honoring her inauguration was held at the Alumni Center in December 2019.
- Dr. Marilyn Prasun received the Distinguished Member Award for service and advancement of Heart Failure Nursing from the American Association of Heart Failure Nurses.
- Dr. O. Erin Reitz received the Outstanding College Research Award in February of 2019.

- Drs. O. Erin Reitz and Blanca Miller received first place in the poster competition at the 6th Annual Cultural Inclusion Institute Conference for a “Systematic Research Review of End of Life Care and Advanced Care Planning for LGBTQ+ Persons.

### **Publications by Calendar Year**

During calendar year 2019 Mennonite College of Nursing had 22 publications with an additional 8 manuscripts in press. These numbers compare favorably with the 25 publications in 2018 and 16 each in 2017 and 2016.

- Astroth, K.S., & Hain, D. (2019). Disseminating scholarly work through nursing presentations. *Nephrology Nursing Journal*, 46(5), 545-549.
- Chung, S. Y., & Barnes, J., & Astroth, K. S. (2019). Gastrointestinal microbiota in patients with Chronic kidney disease: A systematic review. *Advances in Nutrition: An International Review Journal*, 10, 888-901. <https://doi.org/10.1093/advances/nmz028> (September)
- Chung, S. Y., & Jarvill, M. (2019). Improving nursing student cultural competence: Comparing simulation to case-based learning. *Journal of Nursing Education and Practice*, 9(7), 128-132.
- Emmerling, S.A., Astroth, K. S., Kim, M.J., Woith, W.L., & Dyck, M.J. (2019). A comparative study of social capital and hospital readmission in older adults. *Geriatric Nursing*, 40, 25-30. <https://doi.org/10.1016/j.gerinurse.2018.06.003>
- Franzen, S. R., & Mathis, R. (2019). INPUT: An academic-practice partnership to an underserved rural community. *Public Health Nursing*, 36(2), 233-237. <https://doi.org/10.1111/phn.12566>
- Hayat, M. J., Staggs, V. S., Schwartz, T. A., Higgins, M., Azuero, A., Budhathoki, C., Chandrasekhar, R., Cook, P., Cramer, E., Dietrich, M. S., Garnier-Villarreal, M., Hanlon, A., He, J., Hu, J., Kim, M., Mueller, M., Nolan, J. R., Perkhounkova, Y., Rothers, J., Schluck, G., Su, X., Templin, T. N., Weaver, M. T., Yang, Q., & Ye, S. (2019). Moving nursing beyond  $p < .05$  [Letter to the Editor]. *Nursing Outlook*, 67, 509-510.
- Hayat, M. J., Staggs, V. S., Schwartz, T. A., Higgins, M., Azuero, A., Budhathoki, C., Chandrasekhar, R., Cook, P., Cramer, E., Dietrich, M. S., Garnier-Villarreal, M.,



- Hanlon, A., He, J., Hu, J., Kim, M., Mueller, M., Nolan, J. R., Perkhounkova, Y., Rothers, J., Schluck, G., Su, X., Templin, T. N., Weaver, M. T., Yang, Q., & Ye, S. (2019). Moving nursing beyond  $p < .05$  [Letter to the Editor]. *Research and Theory for Nursing Practice: An International Journal*, 33(3), 217-221. DOI:10.1891/1541-6577.33.3.217
- Hayat, M. J., Staggs, V. S., Schwartz, T. A., Higgins, M., Azuero, A., Budhathoki, C., Chandrasekhar, R., Cook, P., Cramer, E., Dietrich, M. S., Garnier-Villarreal, M., Hanlon, A., He, J., Hu, J., Kim, M., Mueller, M., Nolan, J. R., Perkhounkova, Y., Rothers, J., Schluck, G., Su, X., Templin, T. N., Weaver, M. T., Yang, Q., & Ye, S. (2019). Moving nursing beyond  $p < .05$  [Letter to the Editor]. *International Journal of Nursing Studies*, 2019(05).
  - Hayat, M. J., Staggs, V. S., Schwartz, T. A., Higgins, M., Azuero, A., Budhathoki, C., Chandrasekhar, R., Cook, P., Cramer, E., Dietrich, M. S., Garnier-Villarreal, M., Hanlon, A., He, J., Hu, J., Kim, M., Mueller, M., Nolan, J. R., Perkhounkova, Y., Rothers, J., Schluck, G., Su, X., Templin, T. N., Weaver, M. T., Yang, Q., & Ye, S. (2019). Moving nursing beyond  $p < .05$  [Guest Editorial]. *Research in Nursing & Health*.
  - Hayat, M., Jiroutek, M., Kim, M., & Schwartz, T. (2019). Assessment of dental faculty members' understanding of statistical concepts. *Health Professions Education*, <https://doi.org/10.1016/j.hpe.2019.09.002>
  - Hubbell, A., Astroth, K., Hardy, E., Jenkins, S. H., Woith, M. W., & Mallory, C. (2019). Methodological issues of research with African-American women: Influences on long-term physical activity in physically Active African-American women. *Journal of the National Black Nurses Association*, (30)1, 29-33.
  - Hubbell, A., Astroth, K., Hardy, E., Jenkins, S., Woith, W., & Mallory, C. (2019). A qualitative study of influences on long-term physical activity in physically active African American women. *Nursing Forum*, 1-9. DOI:10.1111/nuf.12420
  - Javadi, E., Gebauer, J., & Novotny, N. L. (2019). Informational evaluation and social comparison: A winning pair for course discussion design. *Information Systems Education Journal*, 7(1), 18-27. Available at <http://isedj.org/2019-17/n1/ISEDJv17n1p18.pdf>
  - Jiroutek, M., Kim, M., Hayat, M., & Schwartz, T. (2019). A cross-sectional assessment of statistical knowledge among pharmacy faculty. *Currents in Pharmacy Teaching and Learning*, 11(8), 793-801.

- Kertes, S., Fillman, V., Krawczyk, B., Hirsch, L., Martin, A., Noble, P., Clark, T., Battelle, A., Johnson, D. (2019). Effects of endotracheal administration of epinephrine in cardiac arrest of adult and pediatric swine. *Medical Science & Healthcare Practice*, 3(1), 34-46. doi: 10.22158/mshp.v3n2p34 (September)
- Lockwood, M. B., Chung, S.Y., Puzantian, H., Bronas, U. G., Ryan, C. J., Park, C., & DeVon, H. A. (2019). Symptom cluster science in chronic kidney disease: A literature review. *Western Journal of Nursing Research*, 41(7), 1056-2091. <https://doi.org/10.1177/0193945918808766>
- LoVerde, J. A., Kerber, C., & Jenkins, S. (2019). Manipulatives in nursing education: A concept analysis. *Nursing Forum*, 54(4), 629-635. <https://doi.org/10.1111/nuf.12387>.
- Reitz, O.E. & Smith, E.V., Jr. (2019). An examination of the psychometrics properties of the Job Embeddedness Instrument: A Rasch perspective. *Western Journal of Nursing Research*, 41(2), 258-272. doi:10.1177/0193945918778593
- Shropshire, M., Stapleton S., Dyck, M., Kim M. J., & Mallory, C. (2019). Older people’s use of nonpharmacological interventions for chronic, non-cancer pain and comfort. *Nursing Older People*, 31(6), 33-39. doi: 10.7748/nop.2019.e1110
- Stockmann, C., Diaz, D. A., Murphy, D., Dever, K., Marchini, M., Huffman-Fraze, J., & Anderson, M. (2019). Development of a mental health Objective Structured Clinical Examination (OSCE): A pilot study. *Simulation & Gaming*, 50(4), 448-460. doi: 10.1177/1046878119866878 <https://doi.org/10.1177/1046878119866878>

### External Grants by Fiscal Year

The following table reflects the funded external grant amounts for the college for the past 5 fiscal years:

External Grant Submissions and Award Funding Received By Fiscal Year					
	2015-2016	2016-2017*	2017-2018**	2018-2019+	2019-2020++
Submission Funding Requested (# of proposals)	\$ 1,261,395 (5)	\$ 3,415,834 (6)	\$1,372,919 (7)	\$3,200,105 (8)	\$852,365 (5)
Award Funding Received (# of awards)	\$ 351,844 (2)	\$ 349,999 (1)	\$1,311,991 (7)	\$2,140,449 (6)	\$1,876,630 (5)

\* Per ISU Research and Sponsored Programs as of 2/1/17; includes funds awarded during the fiscal year

\*\* Per MCN Director of Business and Finance as of 3/6/18; includes funds awarded during the fiscal year

+ Per MCN Director of Business and Finance as of 3/6/19; includes funds awarded during the fiscal year

++ Per MCN Director of Business and Finance as of 3/1/20; includes funds awarded during the fiscal year

- A grant was funded in the amount of \$2 million from the U.S. Department of Health and Human Services Health Resources and Services Administration (HRSA) to support developing diversity in the nursing workforce. Of the total grant amount \$495,852 was awarded during FY20.
- A \$1.4 million Advanced Nursing Education Workforce (ANEW) grant from the Bureau of Health Workforce in the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services was awarded to the College on July 1, 2019. The four-year grant ending in 2023 will provide \$700,000 per year to prepare students enrolled in the Family Nurse Practitioner (FNP) Sequence of the graduate program to practice primary care in rural and underserved settings through academic and clinical training. The grant will provide development opportunities for clinical preceptors and financial support for 30 FNP students per year. Only fifty of these grants were awarded in the nation.
- The College received a \$2.8 million Health Resources and Service Administration (HRSA) grant on July 1, 2018 to launch the Change Agents to the Underserved Service Education (CAUSE) project. MCN is one of 42 universities nationwide and four universities in the state of Illinois to receive the four-year grant. The project aims to increase the number of nurses working in primary care at the full scope of their license, improve the health and well-being of patients outside the hospital, prevent hospital readmission, and ultimately, coordinate care and management of chronic illness, mental health, and substance use issues. The award amount for FY20 was \$667,528.
- A 6-month grant in the amount of \$98,708 was received in December 2018 from the Illinois Board of Higher Education to develop a short-term and long-term plan to create Academic Progression Partnerships with associate degree nursing programs across the state of Illinois. Heeding the recommendations of the Institute of Medicine's 2011 report, this grant aimed to increase the number of baccalaureate-prepared nurses. Culminating in June 2019, the grant helped strengthen relationships between associate degree nursing programs and four-year institutions across the state, as well as increase the number of educational pathways that associate degree nurses may choose through MCN's RN to BSN Sequence.

- Dr. Denise Hammer received an Illinois Board of Higher Education Nurse Educator Fellowship in the amount of \$10,000.

### **Internal Grants by Calendar Year**

- Chung, S.Y. & Jarvill, M. (2019). Use of a Computer-based Testing Software to Assess Student Learning and Program Effectiveness. Assessment Initiative Award, Sponsored by Illinois State University Assessment Advisory Council, \$2,000.00.
- Dyck, M. J., & Novotny, N. L. (2019). Mennonite College of Nursing Internal Grant. Why won't they come? Registered Nurses in Long-Term Care. \$800.
- Fillman, V. & Jarvill, M. (2019). Effects of paper-based and computer-based testing on NCLEX predictors, student perception of readiness, and test anxiety: A pilot study. Mennonite College of Nursing: University Research Grant, Funded \$4,000.
- Jarvill, M. (2019). Medication Administration Practice among Prelicensure Nursing Students. Scholarship of Teaching and Learning Travel Grant, Sponsored by Illinois State University Office of the Cross Chair in The Scholarship of Teaching and Learning, \$700.
- Jarvill, M., Fillman, V., Morgan, C., LaMont, R., Wright, V., & Cobb, D. (2019). Nursing's Implementation of Computer-based ExamSoft (NICE). Teaching Innovations Grant, sponsored by Illinois State University Center for Teaching, Learning, and Technology, \$600.
- Jarvill, M. Using a Simulation Research Fellowship to Support Building a Program of Research. New Faculty Start Up Support, Sponsored by Illinois State University, \$3,500.
- Johnson, B. P. (2017-2019). New Faculty Startup Grant. Office of Research and Graduate Studies at Illinois State University. PI: Johnson, B.P. \$3280.
- Pence, P. L. SoTL Seed Grant. (Scholarship of Teaching and Learning). Illinois State University. Exploring Innovations in Technology for Nursing Education for New SoTL Scholars. \$250.
- Pence, P. L. New Faculty Start Up Grant. Mennonite College of Nursing. \$2000.
- Prasun, M. A., (PI) Crutcher, K., Mehta, K., & Jarzabkowski, D. (2019). Cardiac rehabilitation in patients with heart failure with preserved ejection fraction (HFpEF):

Results from a Randomized, Controlled Trial. Mennonite College of Nursing, \$20,440.08.

- Woith, W. M., Jenkins, S. H., Astroth, K. S., & Kerber, C. K. (2018). Using a Photovoice Intervention to Teach Nursing Students about Living Homeless. Teaching Innovations Grant, ISU Center for Teaching, Learning, and Technology, \$2,200.
- 2019 Summer Research Fellowships were awarded to:
  - Dr. Melissa Jarvill, \$4,500.
  - Dr. Patricia L. Pence, \$4,500.

## F. Student Accomplishments

Mennonite College of Nursing undergraduate and graduate students support the Mission of the College and University through their involvement in a wide variety of organizations and activities, including scholar programs, leadership development and mentorship programs, externships, nursing simulation support, research, and study abroad opportunities. Below is a summary of these activities.

### **Student Scholars**

For spring 2019 the College acknowledges 8 Presidential Scholars, 17 University Scholar, and 143 students in the Honors Program.

### **Committees**

As part of the formal plan for college assessment students are elected to serve on College Council and each standing committee outlined in the bylaws. Ten students have been elected this academic year to serve on their respective committees.

### **Leadership Academy**

Thirty-one graduating seniors participated in the third annual senior Leadership Academy, led by Tom Carroll, former executive vice president and chief administrative officer at RR Donnelley. The free, not-for-credit program focuses on establishing a strong leadership philosophy and strengthening the new graduate nurse's ability to lead others. New features of the program this year included individual coaching on resumes, job searching, interviewing, and negotiating compensation. Most students in the prelicensure program are

female, and the Leadership Academy attempts to address the gender pay gap in the United States by equipping our students with the tools they need to feel more confident and comfortable in the hiring process, while negotiating compensation.

Also incorporated into the program this year was a dinner providing coaching on proper etiquette and conversation. Community members were invited to serve as table hosts and mentors to the students. A mini job fair was held at the final session, giving area healthcare recruiters the opportunity to meet with our Leadership Academy participants.

### **Externships**

Undergraduate nursing students are encouraged to pursue paid summer externship programs through a hospital or healthcare facility. Given the limited availability of these positions, they remain competitive. Mennonite College of Nursing undergraduate students continue to rise to the top in the selection process for these prestigious positions. The following is a list of some of these externship locations: Advocate BroMenn & Barnes-Jewish Hospital, Carle Foundation Hospital, Northwestern Memorial Hospital, OSF St. Joseph Medical Center, OSF St. Francis, and Swedish American Hospital.

### **Nursing Christian Fellowship**

MCN started a Nursing Christian Fellowship chapter at ISU this past year. The chapter is also listed as a registered student organization. Under the direction of faculty advisor, Dr. Valerie Wright, discussions focus on Christianity and the profession of nursing.

### **Mentors**

Twenty-nine volunteer junior and senior Peer Mentors, referred to as Peer Support Persons (PSPs), are hired each year to support incoming nursing students at their orientation and throughout the academic year. They also assist at college recruitment events. Eight paid junior or senior-level Peer Tutors are hired each year to support students needing academic assistance for the academic year. They provided a total of 190 hours of collective tutoring during the fall 2019 semester. These mentors and tutors support student retention efforts and content mastery.

### **Nursing Simulation Lab (NSL) Support**

Each year junior and senior level nursing students and theater students are hired as standardized patients to support learning in the NSL. Support provided averages 76 hours per week. The student worker role includes facilitating skills practice, assisting in the psychomotor skills course, and acting as standardized patients in simulation. Extra help registered nurses help facilitate simulation scenarios and provide support in the psychomotor skills course for an additional 55 hours per week, allowing for an enhanced integration of theory and practice.

### **Student Nurses Association (SNA)**

The Student Nurses Association supports focused service work through their yearly activities. Fall 2019 activities supporting these efforts include the Alzheimer's Walk, McLean County Heart Walk, American Liver Foundation Walk, Midwest Foodbank donations, Panama City donation drive for personal items, Homecoming decorating and float participation, and St. Jude Up Until Dawn. Plans for spring 2020 include Play 4 Kay, College Mentors for Kids, food fundraisers, a medical supply drive, a Health Fair for Pepper Ridge Elementary, and additional donations to the Midwest Foodbank. SNA faculty sponsor, Amie Walker, plans to work with SNA members to promote a future activity with a mental health focus.

### **Men Are Excellent Nurses (M.E.N.) Group**

The Men are Excellent Nurses (MEN) group meets monthly on average during the school year to explore the history of men in nursing, discuss clinical and social issues men encounter as a minority in the profession, and network with alumni and peers.

### **Research**

In 2019 five students (1 BSN, 1 DNP and 3 PhD students) presented at the Midwest Nursing Research Society in April. Three PhD students published manuscripts together with faculty. Seven students will be attending this conference in spring 2020 (i.e. 3 BSN, 1 DNP and 3 PhD students).

## **Transcultural Nursing Experiences**

MCN had its inaugural exchange with the University of Panama in May 2019 after creating this partnership last year. Nine students traveled to Panama City, Panama with Dr. Susana Calderon, a native Panamanian, to experience hands-on nursing clinicals. Each student accrued 45 clinical hours while in Panama that are held in escrow for their senior year. Student placements included working with the pediatric population while conducting vital signs, health histories, physical assessments, and home visits. While assisting in therapies, providing immunizations, and providing nutrition guidance, these students used evidence-based teaching for health promotion. MCN will be sending a group of thirteen students to Panama in 2020 with two faculty leads, Dr. Susana Calderon and Dr. Judy Neubrandner. MCN expects to receive a small group of faculty from the University of Panama in 2020.

In May 2019 the College supported four nursing students on a faculty led, two-week trip to Vladimir, Russia to continue our exchange relationship with Vladimir Medical College (VMC). MCN students were able to join the ISU Kinesiology group for some combined programs, as their trip dates overlapped this year. In return, MCN hosted a group of three from Vladimir Medical College for a two-week stay in October 2019. Six students are scheduled to travel to VMC again in May 2020 with faculty, Megan Rappleyea.

To date, our relationship with the University of Campinas in Brazil has consisted of receiving visiting scholars and faculty over the last eight years. These have been fruitful experiences for their students and for the MCN community. We are excited to be sending our first group of four MCN students to the University of Campinas in May 2020 on a faculty led, two-week trip. MCN will also plan to receive two faculty and two students from Campinas, Brazil in October 2020.

## **G. Diversity and Inclusion**

In July 2017, MCN received a four year, 2.0 million grant from the U.S. Department of Health and Human Resources – Health Resources and Services Administration. The purpose of this program is to increase recruitment, enrollment, retention, and graduation of nursing students from disadvantaged backgrounds by offering pre-entry and retention activities and professional development activities to encouraged advanced education



preparation. The PROUD program provides additional support to students through academic and peer support, mentoring, leadership, and financial support for those who qualify per the HRSA federal guidelines.

In spring 2019, the PROUD Program under the recommendation of the academic enhancement specialist, revised study table sessions to reflect hourly attendance. As a result of her mentorship, all 14 graduates of PROUD passed the NCLEX exam on their first attempt in summer 2019. Also, in early fall 2019, 3 accelerated graduates passed on the first attempt. The project coordinator also recruited speakers and scheduled 11 programming events during this time period.

The Mennonite College of Nursing Strategic Plan emphasizes the College's commitment to diversity and inclusion through defined College values: We value life-long, curious learners and relationships with one another and our community. We strive to improve health; demonstrate excellence in our work; provide service to and care for others; and display empathy, openness, advocacy, and purposeful action, in an environment that welcomes diversity while promoting inclusion and the celebration of personal and professional accomplishments.

As part of the college's commitment to diversity, signage was developed and placed on all main entry doors to Edwards Hall, the main hub for nursing faculty and staff offices. These signs accentuate our Mission and Values. Messaging centered on welcoming all to our community—a community founded on holistic, inclusive care that advocates for the vulnerable. The signage placed throughout Edwards Hall invites community members to share their thoughts on how MCN could better provide an inclusive environment both inside and outside of the classroom.

With the onboarding of new faculty and staff and in follow up to discussions occurring in College Council, the committee developed a comprehensive survey tool that was administered to all full and part-time faculty and staff members in March 2019. The culture survey included aspects of the Mission, Vision, Values, interactions with colleagues, diversity & inclusion, involvement in decision-making, campus climate, workload, satisfaction with the College, and satisfaction with ISU as an employer. The University

Assessment Office collated all survey responses and provided results to the committee. Next steps will include an overview of themes with College Council in spring 2020. These themes and pending college discussion will inform next steps.

## H. Community Engagement

In support of community engage, the College is active in placing hundreds of students per semester in local and central-Illinois based healthcare facilities. One hundred and eighty-seven clinical affiliation agreements have been established with agencies within a seventy-mile radius of Bloomington-Normal. Partnerships include a variety of healthcare systems, not-for-profit, and advocacy organizations. Clinical placements are mutually beneficial in that the partners provide learning opportunities for nursing students who might become future employees. Nursing students have the advantage of exposure to multiple healthcare systems with varied clinical charting software and policies, creating a competitive edge for employment.

Other programming that highlights the College's engagement with university partners includes the flu clinic through Student Health Services (SHS) and disaster preparedness planning through Environmental Health and Safety (EHS). For the past several years the College and SHS have pooled human resources to provide the flu vaccine to the university community. This collaboration allows students to learn the skill of administering the flu vaccine while being trained in a mass vaccination setting. Approximately 913 students and 711 faculty and staff were serviced on campus by this partnership. In support of the university's disaster planning process select College faculty are working collaboratively with Redbird EMS, athletic trainers, ISU police, and the SHS to be trained on procedures should a disaster occur at or near ISU.

Several community partners in support of student clinical experiences, dual admission and dual enrollment programs, the Advocate preferred education partnership, and research collaborations with the College will be highlighted in the Major Goal Accomplishments section to follow (i.e. section J).

## I. Fundraising and Scholarships

The goal for Mennonite College of Nursing in support of the *Redbirds Rising* Campaign for Illinois State is 7.5 million. To date in FY20, the college received a total of \$2,868,441.25 in major gifts and pledges. The Dean and Development Director have worked diligently to cultivate new donors and share the College's vision for supporting the Nursing Simulation Lab, faculty/staff development, and student scholarships. Below is a table that reflects total gifts received by the College during the 2020 fiscal year.

Item	Amount Total
Endowed scholarships:	\$25,000 <i>Laura Sue and Charles Baue Endowed Scholarship</i>
Faculty awards/support funds	\$100,000 (also includes planned gift) <i>Mark Pelletier Fund for Faculty Development</i>
Major Gifts of \$25,000 or more:	\$1,177,449.25 <ul style="list-style-type: none"> <li>➤ One gift of \$1,000,000 for unrestricted use</li> <li>➤ Two gifts totaling \$75,000 for the William E. and Nancy Froelich Endowment for Long Term Care</li> <li>➤ \$102,449.25 deferred gift payment from the Estate of Helen Nadine Reining to the MCN Dean's Priority Fund (Program Support)</li> </ul>
Restricted Scholarship becoming an endowed scholarship	<i>Chad Henry Guenther Scholarship</i> fund became fully endowed with gifts totaling \$15,992
Deferred Gifts	\$1,550,000 <ul style="list-style-type: none"> <li>➤ \$1,200,000 for the Mark Pelletier Endowed Fund for Faculty Development</li> <li>➤ \$300,000 for the Jerry and Jenny Lu Etcheson Endowed Graduate Fellowship in End of Life Care</li> <li>➤ \$25,000 for Mary Ryder Endowed Scholarship</li> <li>➤ \$25,000 for the Jen Patton Endowed Scholarship</li> </ul>
Total Major Gifts:	\$2,868,441.25

## J. Mennonite College of Nursing: Major Goal Accomplishments for Fiscal Year 2020

Below is list of accomplishments for goals identified in the College's 2018-2023 Strategic Plan.

### Strategic Goal 1: Teach Our Students with Excellence

#### Objective 1: Programs

**FUTURE GOAL** **Goal 1: Plan, manage and explore growth of new and current programs (BSN, RN to BSN, MSN, PhD, DNP, BSN to DNP)**  
(responsible: PCC, RN BSN, GPCC)

Progress: Although work on this goal was initially deferred beyond FY20, progress is identified below.

Growth in the RN to BSN Sequence is noted for spring 2020 based on the establishment of new dual admission (pathways) and dual enrollment partnerships with associate degree nursing programs and diploma programs in the state. Four initial pathway partnerships were established with Heartland Community College, Illinois Central College, Illinois Valley Community College, and Parkland College in 2015, with the first dual enrollment partnership established with Heartland in January 2018. Between March 2018 and March 2019 three additional dual admission and four dual enrollment partnerships were established with three new institutions (i.e. Graham Hospital School of Nursing, Southeastern Illinois College, and Joliet Junior College). Between March 2019 and March 2020 eight additional partnerships were secured with College of Lake County, Danville Area Community College, Elgin Community College, Kankakee Community College, Lake Land College, Lincoln Land Community College, Rend Lake College, and Richland Community College. To date, seven partnerships have included a formal partner signing ceremony at the partner institution with President Dietz and Dean Neubrander in attendance. Two additional signing events are in the process of being scheduled.

The College was selected as one of four Preferred Education Partners for the state-wide Advocate Healthcare System in fall 2017, allowing their employees to receive up to \$7200 in

tuition assistance each calendar year for completing RN to BSN, MSN, PhD, and DNP nursing coursework at the College. When first implemented in spring 2018, three Advocate employees representing three sequences enrolled in coursework. By spring 2020 the number of enrollees had modestly increased to eleven. On-going assessment of barriers to enrolling higher numbers of Advocate nurses into under-enrolled on-line sequences is critical. Given tuition-reimbursement incentives for nurses in the system, the College had anticipated more enrollees. With the recent purchase of Advocate Healthcare System by Carle Hospital Foundation and the expansion of Advocate tuition benefits to nurses in the Wisconsin-based Advocate Aurora healthcare system, the terms of a continued partnership are being modified.

With the goal of maximizing student recruitment while adhering to State Board of Nursing regulations for faculty, preceptors, and students residing in one state and practicing or being enrolled in a different state, the Graduate Program Curriculum Committee (GPCC) reviewed licensure requirements for the new Psychiatric Mental-Health Nurse Practitioner Certificate Program (PMHNP). This review included a comparison to the current DNP program that does not require students to hold an Illinois license for enrollment. The new PMHNP certificate program was approved in College Council in November 2019 and is pending university approval this semester. The goal is to enroll the first cohort of six students in summer 2021.

GPCC formed two ad-hoc committees for the purpose of gathering information about BSN to PhD programs. One ad-hoc is gathering information about the sequencing of courses for a sample of programs in institutions with Carnegie designation similar to ISU. The second ad-hoc is gathering information about potential sources of funding (i.e. grants from public and private sources) for starting a BSN to PhD program as well as for student fellowships. A brief survey will be sent to all current BSN seniors enrolled in NUR 327 *Leadership Dimensions* and NUR 336 *Research & Theory* courses in spring 2020 for the purpose of analyzing interest in a PhD program. Findings of each ad-hoc group will be reported in April 2020.

On February 25, 2020 the College was notified of the approval of three sequences for the D.N.P. in Doctor of Nursing Practice: Post Master's Sequence, Leadership Sequence, and

Family Nurse Practitioner Sequence. The Nursing Systems Administration Sequence was changed to Leadership and Management in Nursing. The new sequences, name change, and admissions requirement change will become effective May 18, 2020.

## Objective 2: Curriculum

**FY'20**

**Goal 1: Holistic review and adjustment of undergraduate and graduate curricula; align to identified best practices, industry needs, licensure requirements, and accrediting agencies**

(responsible: PCC, RN BSN, GPCC)

Progress: As part of the Plan for College Assessment (PCA), courses supporting the Prelicensure Sequence were reviewed according to the defined three-year review schedule. As part of that review, the committee is evaluating the effectiveness of the Clinical Performance Evaluation Tool for meeting course objectives and providing effective feedback to students. Next steps in the curricular review process will include mapping the undergraduate curriculum to the American Association of Colleges of Nursing Essentials that are set to be released from the association during the next fiscal year.

A holistic review of the curriculum mapping the RN to BSN Sequence was completed in fall 2018. The committee will continue to periodically review course content for alignment with best practices and industry needs moving forward.

Student admission criteria for graduate programs with a clinical component (i.e. Bachelor of Science to Doctorate of Nursing Practice and Psychiatric Mental Health Nurse Practitioner Certificate Program) were reviewed from the perspective of liberalizing licensure requirements as much as possible while staying within parameters set by the State Boards of Nursing.

**FY'20**

**Goal 2: Integrate holistic health, vulnerable populations, cross-disciplinary experiences, and service into clinical experiences that align with curricula**

(responsible: PCC, RN BSN, GPCC)

Progress: The Prelicensure Curriculum Committee plans to complete a content mapping exercise for the traditional prelicensure curriculum during the next fiscal year when the American Association of Colleges of Nursing Essentials are released, and this mapping will include an assessment of the categories in this goal.

As part of the America's Promise School Project, prelicensure students provided physical assessments and nursing care to a diverse pediatric population in twenty-two schools in central Illinois. Students completed comprehensive family and child assessments, conducted home visits, and developed school care plans for children with chronic health conditions.

This goal was completed for the RN to BSN Sequence during FY19 when the RN to BSN Committee conducted a review of where these topic areas fall within the 9 courses offered in that sequence.

The Director of the Graduate Program affirms that the content in this goal is addressed in the FNP and NSA Sequences through NUR 405 *Epidemiology and Health Promotion*. In the doctoral programs these might be accomplished through taking additional courses or studying topics as related to their scholarly work.

**ONGOING**

### **Goal 3: Integrate and utilize simulation learning experiences to enable greater clinical competence**

(responsible: SC)

Progress: In response to student survey data from previous senior simulation days, the NUR 327 *Leadership Dimensions* faculty and Director of Simulation modified existing learning experiences to increase student confidence and competence. For spring 2020 students in NUR 327 students are piloting virtual simulations in support of delegation, management of care, prioritization and collaboration. Areas of improvement are noted at the end of the simulation and students have additional opportunities to improve their test scores. These exercises augment existing clinical protocols and aid in building confidence for soon-to-be graduates.

Two youth mannequins were purchased and initially used in 2019. They were integrated into existing simulations in order to enhance the simulation learning experience for the students. Additionally, nine intravenous arms were upgraded to allow students to practice the skill of starting IVs and blood draws.

In response to perceived gaps in student learning, the timing for practicing certain technical nursing skills in the NSL were moved to better align with the courses where the material is predominantly taught. For example, the skills involved with tracheotomy care and suctioning was moved from NUR 222 *Psychomotor Skills* to NUR 325 *Adult Nursing III* where it was more appropriate.

As Simulation Coordinator for the CAUSE grant, Dr. Valerie Wright hired eleven community members and five ISU theater students as standardized participants to assist with clinical simulations in the NSL. These collaborative relationships have mutual benefits. Community members see the difference they are making for our students as they learn and grow professionally. Students enjoy collaborating as a united team versus working in their own silos.

The RN to BSN Committee piloted a virtual clinical assessment simulation program in fall 2019 in NUR 227 *Health Assessment Across the Lifespan*. The program received positive evaluations from faculty and students and will be implemented on an on-going basis in fall 2020. Virtual simulations for NUR 341 *Leadership Dimensions in Professional Nursing* are being explored for summer 2020 from the same clinical assessment simulation company.

This past year the NSL experienced a change in leadership in May 2019. Dr. Melissa Jarvill transitioned from the NSL Director role to the Director of the Undergraduate Program. Becky LaMont then assumed the combined role of Director of Student Success Plan and Nursing Simulation. With increased enrollment in undergraduate sequences, pressure points related to lab space continued to be the focus. The need for students to test their simulation proficiency with various simulation procedures resulted in creating and sustaining partitions in lab hallways for testing. As additional simulation experiences are



created to enhance clinical competence, lab space will remain a primary consideration for implementation.

**FY'20**

**Goal 4: Align testing with NCLEX standards throughout undergraduate program**

(responsible: PCC)

Progress: All nursing student graduates must pass the National Council Licensure Examination (NCLEX) to practice as registered nurses. Nursing programs use the NCLEX pass rates of students from their program as a benchmark of success and those pass rates impact recruitment, employability of graduates, and accreditation.

In fall 2019 the Director of the Success Plan and Nursing Simulation continued the work of updating a curriculum map for courses in the traditional Prelicensure Sequence with the goal of aligning tests with the NCLEX blueprint throughout the undergraduate program. This work continued into spring 2020 in the Prelicensure Program Committee. Discussions have focused on how to best meet the needs of at-risk students while working to approve a structure for faculty to tag their exam questions along national exam guidelines. PCC is currently working to coordinate how exam questions are leveled based on difficulty. In fall 2019 NUR 231 *Adult Nursing II* was the first course to fully map course exam questions to NCLEX categories and taxonomic levels in order to provide feedback and individualized interventions to students. Other courses have since become part of this dialogue.

Discussions to expand simulation to the graduate program are targeted for the next academic year.

**ONGOING**

**Goal 5: Maintain standards of excellence using benchmark data, aspirant schools and NCLEX pass rates**

(responsible: ADA)

Progress: For 2019, MCN's NCLEX pass rate was 95%, compared to national pass rates of (88%) and state pass rates. Pass rates for the FNP Certification Exam was 96%.

### Objective 3: Leadership & Development

**FY'20**

#### **Goal 1: Integrate leadership development, service concepts, and work environment expectations into curriculum where appropriate**

(responsible: PCC, RN BSN, GPCC)

Progress: Concepts of leadership development, service, and work environment expectations are consistently woven throughout the traditional Prelicensure Sequence, culminating in rich discussion in NUR 327 *Leadership Dimensions*, the senior capstone course. Those seniors enrolled in the Leadership Academy obtain additional exposure to these concepts through guest speakers in the field and mentoring by the Leadership Academy facilitator, Tom Carroll.

The RN to BSN Committee completed work on this topic and reported accordingly during the prior fiscal year.

In January 2020 the Graduate Program Curriculum Committee (GPCC) reviewed all course titles, syllabi, and objectives in the Nursing Systems Administration Sequence and Doctorate of Nursing Practice Sequence for recommendation of a closer alignment with concepts of leadership. Four courses were identified as requiring minor changes in terminology (i.e. NUR 425, NUR 451, NUR 453, NUR 483). Course descriptions and objectives were revised to reflect a stronger emphasis on leadership and management and less emphasis on systems administration. Course name changes were recommended for two courses (i.e. NUR 453 *Organizational Behavior in Health Care Systems* to *Organizational Behavior* and NUR 483 *Executive Nursing Leadership* to *Nursing Leadership Capstone*).

Four courses in the PhD Sequence were reviewed (i.e. NUR 502, NUR 503, NUR 504, and NUR 506). Issues identified included potentially changing the sequence of NUR 502 and NUR 503 and some partial content duplication in NUR 504 and NUR 506. Discussion will continue as the remainder of courses in the sequence are reviewed this semester.

**FUTURE GOAL****Goal 2: Explore strategic campus-wide partnerships – MBA program; Public Health**

Progress: In FY 19 a market survey was conducted by EAB consulting firm to estimate demand for the joint MBA/MSN and MBA/DNP programs. Their market research revealed that statewide and regional demand for these joint degree programs is low. For this reason, the College will not pursue these options. Although the College initially pursued the possibility of working with the College of Business to provide additional coursework for DNP students, we are no longer working with them to pursue courses given the challenges with the funding model and the structure of sharing courses between masters and doctoral education.

With the goal of collaborating about shared courses, the Dean for Mennonite College of Nursing continues to have discussions with the Dean in the Department of Health Sciences in their pursuit of an online Interdisciplinary Master of Public Health program.

**ONGOING**

**Goal 3: Conduct Leadership Academy; provide students with the knowledge, experience and exposure necessary to successfully navigate the business environment of healthcare**

(responsible: Dean)

Progress: The Leadership Academy continues to be highly successful and allows our senior nursing students an opportunity to develop leadership skills to prepare them for leadership roles after graduation. Tom Carroll leads the program and continues to provide one-on-one advisement to each student who elects to take advantage of this opportunity. A new addition to the leadership academy was an etiquette dinner that included having friends of the college serve as table hosts, giving them the opportunity to engage with students. The Leadership Academy is fully funded by two generous donors.

**FY'20**

**Goal 4: Provide support and learning opportunities for gender-specific challenges potentially facing our male and female students**

(responsible: PCC, RN BSN, GPCC)

Progress: This goal was not addressed in FY20. A January 2020 discussion in College Council resulted in a decision to change the goal language, as members found the current focus ambiguous. The new goal to be addressed in FY 21 is as follows: Evaluate the curriculum to assess gender-specific challenges for students and/or patients; develop plan to meet gaps.

#### Objective 4: Technology

##### **FUTURE GOAL**

**Goal 1: Explore new technologies--virtual reality, robotics, telehealth, etc.**

(responsible: TSC, SC)

Progress: The RN to BSN Committee piloted a virtual clinical assessment simulation program in fall 2019 in NUR 227 *Health Assessment Across the Lifespan*. The program received positive evaluations from faculty and students and will be implemented on an on-going basis in fall 2020. Virtual simulations for NUR 341 *Leadership Dimensions in Professional Nursing* are being explored for summer 2020 from the same clinical assessment simulation company.

##### **ONGOING**

**Goal 2: Further develop online learning offerings, distant education and methods to promote and support these offerings**

(responsible: PCC, RN BSN, GPCC)

Progress: Quality Matters (QM), as supported by ISU's Center for Teaching and Learning (CTLT), is a nationally-recognized program committed to scalable quality assurance, using research to drive rubric development, tools and best practices for on-line learning. The College implemented a policy for fall 2018 requiring all faculty teaching in the on-line RN to BSN Sequence to complete QM training within one year of teaching in the on-line sequence. To date, all RN to BSN faculty have completed QM training within this timeframe.

Faculty teaching in online graduate programs are expected to participate in the training specific for online education (e.g., DART) provided through (CTLT). Faculty are

encouraged to use CTLT for midterm faculty chats or review of online courses as appropriate.

### **Goal 3: Further expand simulation learning; explore online simulation**

Progress: It was determined during the initial strategic planning process that work on this goal would be deferred beyond FY19. This past year the Nursing Simulation Lab has experienced significant change. With the hiring of a new NSL Director, current search for the Assistant Director following a resignation, and challenges with hiring Extra Help RNs to support simulation scenarios, the focus has been on maintaining current simulation learning experiences during the transition. Some supplemental simulation scenarios have been developed by the CAUSE grant simulation team this past year.

**FY'20**

### **Goal 4: Develop digital testing (online testing platform)**

(responsible: PCC)

Progress: Recommended strategies to improve NCLEX pass rates include improving test-taking skills and ensuring students are comfortable and familiar with the technology used to deliver the exam. The NCLEX has been a computer-based exam since 1994. A subcommittee of the Prelicensure Curriculum Committee outlined vendor requirements, previewed products from various vendors, ruled out Reggienet as a potential platform, and selected ExamSoft as the computer-based testing and assessment management platform that was implemented at the College in fall 2019. While optional for faculty to integrate, the majority of undergraduate courses (i.e. 10 of sixteen) are using it with success in administering and providing feedback to students in a timely manner. An additional five courses will be implemented by the end of summer 2020.

## **Strategic Goal 2: Strategically Grow Research and Scholarly Works**

### **Objective 1: Reputation**

**ONGOING****Goal 1: Hire faculty with competence and motivation to achieve desired quality and quantity of research; assess needs and impending retirements of current faculty**

(responsible: DC)

Progress: The college continues to focus on hiring nursing faculty who are expert clinical nurses and who have experience in teaching and research. In addition, faculty who are hired into tenure-track positions need to be prepared to carry out original research and to maintain their scholarship at a high level. To support this focus on research, a national search was conducted and Dr. Marilyn Prasun was hired as the Advocated BroMenn Endowed Professor in May 2019. Aimed at fostering collaboration between Advocate and ISU, Dr. Prasun is the fourth professor to hold the BroMenn Endowed Professorship in Nursing role.

**FUTURE GOAL****Goal 2: Consider faculty member for NIH Reviewer Training**

Progress: Though work on this goal area was originally deferred, the MCN Office of Nursing Research, Scholarship, and Innovation continues to seek out research opportunities that might more consistently secure NIH funding so that NIH reviewer training might follow.

**FUTURE GOAL****Goal 3: Increase quantity and quality of externally-funded research, projects, and publications; engage faculty on focus areas that are fundable**

Progress: The College Research Committee met in November 2019 and developed the following plan to increase the number of scholarly publications.

- Encourage graduate advisors to follow through on manuscripts that have previously been rejected.
- Develop writing activities for the DNP intensives and PhD orientation.
- Reinforce expectations of publication for anyone receiving MCN funds.
- Increase staff development by encouraging submission of the following type of articles: concept analysis, review articles, professional big data, case reports, opinions, theoretical articles or method articles.

Authors with expertise in concept analysis, review articles, professional big data, case reports, opinions, theoretical articles or method articles are being encouraged to put together a fact sheet that could then be sent to potential authors.

**FUTURE GOAL**

**Goal 4: Using marketing strategies, develop alternative communication channels on research outcomes for internal and external audiences**

Progress: Although tenure-track faculty members conducting research have been highlighted on social media venues, there has not been focused progress on this goal area this past year.

Objective 2: Focus

**ONGOING**

**Goal 1: Hire and sustain tenure track faculty that support research focus**  
(responsible: DC)

Progress: The College continues to focus on hiring nursing faculty who have experience in teaching and research. Processes for hiring include pairing faculty with those most closely aligned with their research focus area.

Objective 3: Technology

**ONGOING**

**Goal 1: Leverage technology to enhance programs that require research (PhD, DNP, etc.)**

(responsible: ADR, CRC)

Progress: The College is currently working with campus partners on a plan for high performance computing services. A graduate assistant position has been posted by Administrative Technologies to support this initiative. Additionally, IBM SPSS statistics licenses are now provided for students via the Citrix Desktop Client. Previously this licensing was paid for by students on an individual basis if required for their coursework. The College continues to use Zoom to provide synchronous instruction for online programs.

**FY'19****Goal 2: Support large dataset studies**

Progress: The Associate Dean for Research, Dr. Mary Dyck, and the College statistician, Dr. MyoungJin Kim, meet regularly to discuss dataset studies, and Dr. Kim has attended professional development opportunities on this topic. The gerontological nursing research circle is in the process of obtaining 2 large datasets for analysis related to the health of older adults.

**FY'19****Goal 3: Develop simple and transparent tracking system for timelines on grant submissions, IRB protocol submissions, all current research projects – especially ones that are happening with our students**

Progress: Processes were developed and implemented in Microsoft Teams to track internal and external research funding, research with students, Midwest Nursing Research Society annual conference attendance, and summer research fellowships. Additional tracking will be implemented as needed.

**Strategic Goal 3: Collaborate with Our Community****Objective 1: Strengthen & Develop Partnerships****ONGOING****Goal 1: Explore health-related opportunities that help to educate our students and provide a benefit to the community – both on and off campus**

(responsible: APSP, ANEW, CAUSE)

Progress: The America's Promise Schools Project (APSP) is a project that continues to support the health and well-being of children in kindergarten through high school by placing undergraduate nursing students in urban and rural settings. These partnerships are a benefit to the student and community. Prelicensure students in the APSP program participated in several unique healthcare experiences this past academic year, including administering the flu vaccine to students, faculty, and staff within the University population, EKG screening of high school students through the young hearts 4 life program sponsored by Advocate Bromenn Hospital, and providing education on Project Happiness to third grade students at



Grove Elementary School. Project Happiness education focuses on improving social emotional learning.

In order to increase awareness about oral health in the community, tooth brushes were distributed during the homecoming parade by Mennonite College of Nursing students and APSP team members. These toothbrushes were purchased with grant funds.

The development of the School Nurse Graduate Certificate Program was approved by the Graduate Program Curriculum Committee and was granted approval by the State Educator Preparation and Licensure Board (SEPLB). The first cohort of ten students was enrolled in summer 2019. The APSP implemented and actively promoted the new School Nurse Graduate Certificate program, enrolling 7 of the 10 school nurses from Unit 5, District 87, CUSD 4 and Ohio-Wabash Special Education School District located in southern Illinois. As of this date, 23 students have been accepted for summer 2020, with 28 additional applications in progress. This program was explored at the request of a local school district and will provide a benefit to the community.

The ANEW grant team have been working to continue development of the academic-practice partnership with Chestnut Health Systems, which will offer expanded clinical placements for Family Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner students. Staff and providers from Chestnut will assist with developing mental health simulation scenarios and presenting at the annual Mennonite College of Nursing Preceptor Workshop in Spring 2020. The ANEW Grant Project Director continues to develop the Psychiatric Mental Health Nurse Practitioner post-master's certificate, which has the potential to significantly increase access to psychiatric care for people living in the community. The ANEW Grant team is beginning to contact and network with departments across the University and different organizations in the community to continue development of the Center for Senior Advocacy, which will offer services to older adults in the surrounding communities to help them remain in their homes for as long as possible.

The Nursing Simulation Lab hosted hands on events for the following groups this past year: Bloomington Area Career Center (BACC), College Mentors, Youth Build, Metcalf students, and Sigma Theta Tau International XiPi chapter. These opportunities provide a service to the community while showcasing the profession. Additionally, the BACC students join

MCN students in the NUR 327 *Leadership Dimensions* simulations that teach management and delegation skills.

**FY'20**

**Goal 2: Offer health-related service experiences through cross-agency collaboration that develop leadership skills, and understanding of vulnerable and diverse populations**

(responsible: APSP, ANEW, CAUSE, SEL)

Progress: Work conducted by the America's Promise School Project noted in the previous goal supports the innovative cross-agency collaboration targeted by this goal.

The annual Mennonite College of Nursing preceptor workshop in spring 2020 included a variety of topics addressing the opioid crisis, LGBTQIAA+ primary care, dermatology, and cardiovascular disease. In their presentation "Prescriber or Enabler? An Honest Look at the Evidence, Role, and Challenges of Medication-Assisted Treatment for Substance Use Disorder", McLean County Coroner Kathy Yoder and Chestnut Health Systems' Bryan Hinman took an in-depth look at the opioid crisis, substance use disorders, and prescribing MAT. Dr. Blair Brown, PsyD at Psychology Specialists, presented "Psychological Considerations in Primary Care for the LGBTQIA+ Community", and Dr. David A. Jones provided education on dermatology for the primary care provider. Finally, Jennifer Lanz of Advocate Medical Group shared her expertise on the prevention of cardiovascular disease and lipid management.

Objective 2: Develop Stronger Focus on Healthcare Delivery Outside of Acute Environment

**ONGOING**

**Goal 1: Ensure curriculum teaches nursing's role in community health, public health, wellness/prevention, primary health care, end of life, ambulatory centers, and other non-hospital-based care**

(responsible: PCC, RN BSN, GPCC)

Progress: Over the past year the College has been engaged in curriculum reviews at both the undergraduate and graduate levels. Certain sequences are farther along in their assessment

than others. Plans for completion of the curriculum map for the traditional Prelicensure Sequence is slated for early FY21. This map will then inform where these topics are taught in the curriculum. This goal was addressed by the RN to BSN Committee and Graduate Program Curriculum Committee in the prior Annual Budget report and is complete. The APSP grant team facilitated the placement of prelicensure nursing students at 22 schools in central Illinois. Students completed comprehensive family and child assessments, conducted home visits and developed school care plans for children with chronic health conditions.

**ONGOING**

**Goal 2: Lead community health, wellness, and prevention events in partnership with other community organizations -- focus skill development on leadership, communication, project management, teamwork, cross discipline knowledge/ collaboration, public speaking, and education**

(responsible: APSP, ANEW, CAUSE)

Progress: With support from the ANEW grant, graduate-level FNP students gain experience with the challenges and needs that exist when providing healthcare in rural and underserved communities. The grant also provides financial support through the award of traineeships for FNP students who complete a minimum of 3 months immersion in care of rural/underserved populations. ANEW grant preceptors who are seasoned FNP professionals in rural healthcare contribute their expertise toward integrating components of rural and underserved healthcare into existing curriculum. Grant funds are used to provide faculty, FNP students and FNP preceptors with an annual educational workshop in which area healthcare providers share their expertise on prevailing topics pertinent to the participants.

The Nursing Simulation Lab continues in its collaboration with speech and language pathology students to include online modules and simulation experiences. The NSL also has continued to integrate child life students into pediatric simulation scenarios and utilize theater students as standardized patients. These learning opportunities accentuate the importance of interdisciplinary teamwork in the various healthcare fields.

The ANEW grant team continues to develop academic-practice partnerships as reviewed in Strategic Goal 3, Objective 1, Goal 1.

### Objective 3: Capture and Highlight Community Service of College

**FY'20** **Goal 1: Faculty, staff, and student service tracking--ensure nurse's role and responsibility in serving others is taught in curriculum**

(responsible: PCC)

Progress: It was determined in a January 2020 College Council meeting that this goal would be divided into two goals: 1) Ensure nurses role and responsibility in serving others is taught in the curriculum (i.e. to be addressed in FY21), and 2) Track all service work being done today and maintain data (i.e. addressed below in next goal).

**FY'19** **Goal 2: Assess and track all service projects and work being done today and maintain data**

Progress: In FY'20 a new platform was initiated by the Center for Community Engagement and Service Learning to track service projects and college-wide civic engagement activities. This platform was reviewed with the college community for use in 2020.

**ONGOING** **Highlight health-related service work by college in branding stories about the college**

(responsible: DMR)

Progress: To date, MCN has published 25 stories on news.illinoisstate.edu, 11 of which specifically highlighted the service of our students, faculty, alumni and staff. These 11 stories generated 2965 pageviews on news.illinoisstate.edu, and 2198 entrances from organic search on Google. Collectively, stories on news.illinoisstate.edu have generated 417 users who clicked through to the MCN subdomain, resulting in 12 requests for information about MCN's nursing programs.

Social Media was leveraged to deliver content to diverse audiences, with growth across all platforms. Facebook followership grew by 7%, with an average daily reach of 643 people. Instagram was launched, with the specific purpose of highlighting the people of our community, making MCN more human and approachable.

In fall 2019 MCN kicked off several projects aimed at speaking to and delivering content to students where they are in their journey as a prospect, as a new student, or as a fresh graduate. To accomplish this, MCN started by mapping the student journey from prospect through graduation for each of the MCN sequences. This deeper understanding of the student journey will allow the marketing team to initiate a full content refresh on the MCN website, as well as a rebrand of all promotional materials, with a goal of completion by the end of FY20.

**ONGOING**

#### **Goal 4: Target and strive for meaningful change through focused service work**

(responsible: TBD)

Progress: For the past several years the flu clinic collaboration with Student Health Services (SHS) has allowed undergraduate nursing students to learn the skill of administering the flu vaccine while being trained in a mass vaccination setting. Approximately 913 students and 711 faculty and staff were serviced on campus by this partnership. In support of the university's disaster planning process select College faculty are working collaboratively with Redbird EMS, athletic trainers, ISU police, and the SHS to be trained on procedures should a disaster occur at or near ISU.

The Student Nurses Association supports focused service work through their yearly activities. Fall 2019 activities supporting these efforts include the Alzheimer's Walk, McLean County Heart Walk, American Liver Foundation Walk, Midwest Foodbank donations, Panama City donation drive for personal items, Homecoming decorating and float participation, and St. Jude Up Until Dawn. Plans for spring 2020 include Play 4 Kay, College Mentors for Kids, food fundraisers, a medical supply drive, a Health Fair for Pepper Ridge Elementary, and additional donations to the Midwest Foodbank. SNA faculty

sponsor, Amie Walker, plans to work with SNA members to promote a future activity with a mental health focus.

The Transcultural Nursing Experience Program created a new faculty led experience with University of Panama in Panama City and ran the first official student experience in May 2019. The experience provided one clinical group of students the opportunity to earn half of their clinical hours for NUR 317 *Nursing Care of Children* and NUR 329 *Public Health Nursing* in clinical settings in Panama City, Panama, providing a benefit to the underserved community. Two student clinical groups are slated for May 2020 based on increased student interest.

#### Objective 4: Strengthen Alumni Engagement

**FY'20** **Goal 1: Engage alumni in focus areas such as fund raising, developing clinical sites, collaborating on community service projects, assisting in classroom or simulation lab learning, and mentoring students in clinical settings and alumni relations**  
(responsible: Dean)

Progress: The College continues to foster strong relationships with alumni both regionally and nationally. A considerable number of alumni volunteered to serve on planning committees for the College's 100<sup>th</sup> anniversary celebration. In addition, new and repurposed events have been identified to continue to creatively engage alumni in the work of the College. These include hosting educational events in the surrounding community, engaging alum in the scoring of scholarship essays, arranging cost-effective family-friendly outings, coordinating community service opportunities, and hosting gatherings in honor of retiring faculty members. Most recently alumni and friends of the college were invited to participate in a professional etiquette dinner as part of the student Leadership Academy. The event allowed students to engage with alum in an environment aimed at helping the soon-to-be graduates polish their interpersonal skills.

#### Strategic Goal 4: Develop Diverse Clinical Experiences for Students

During the initial strategic planning process work on this entire Strategic Goal was deferred beyond FY19. Objectives and the goals that support them below will be formally addressed following review of the College's undergraduate curriculum map. Though deferred, some initial work has been noted.

## Objective 1: Assure Varied Clinical Experiences

### **FUTURE GOAL**

**Goal 1: Offer experiences in diverse settings that align to industry shifts--outpatient and ambulatory environments, in-patient environments, mental health, chemical dependency, long-term care, end of life care, chronic disease care, and global health--assuring nursing students understand clinical practices beyond the traditional in-patient medical model**

Progress: As part of the America's Promise School Project prelicensure nursing students provided CPR training to students in 4 area high schools, assisting schools in maintaining compliance with Lauren's law. Students also provided breast and testicular self-examination teaching to promote early detection of breast and testicular cancer. Students worked in teams to develop and implement health promotion projects for identified health needs within their assigned school. Each team prepared 3 health promotion projects covering topics such as oral health, suicide prevention, healthy lifestyles and social emotional health. Susy Marcum, PEL-SCN, MS and Dr. Carla Pohl, DNP, CNM discussed the America's Promise School Project at the annual civic engagement seminar this past year.

The Change Agents to the Underserved Service Education (CAUSE) grant team provided education to four Registered Nurses (RNs) to provide care coordination and transition management (CCTM) services within three community-based clinic partner sites that serve the medically-underserved populations. These four RNs have also been educated for preceptorship of MCN's prelicensure nursing students. Sixteen BSN students began their clinical experiences within the three clinic partner sites during the fall 2019 semester. These students will continue returning to these clinical sites for a total of 150 hours through 2021. Recruitment has begun for 16 additional BSN students to begin completing CAUSE clinical experiences in spring 2020, of which 13 have been enrolled. These students will provide

nursing care alongside RN clinic partner preceptors practicing CCTM services to the medically-underserved high disease risk patient population.

The CAUSE primary care RN education program, developed and delivered to the four clinic partner RNs, included an interprofessional education poverty simulation and complex stroke hospital discharge care planning session between social work students, RN students, and health promotion & wellness students. The CAUSE grant director also developed the CAUSE advisory board consisting of interprofessional community healthcare stakeholders to support and provide guidance for the project. This advisory board contains educators from Illinois State University's nutrition science, audiology, social work, health promotion & wellness, exercise science, and Mennonite College of Nursing. The advisory board also consists of community leaders from Advocate BroMenn Medical Center, Unit 5 school nursing, District 87 school nursing, Bloomington primary care, Medical Hills Internists, McLean County Health Department, OSF Medical Group, Community Health Care Clinic, Genoa Pharmacy, Heartland Community College's nursing program, Illinois Wesleyan's nursing program, Chestnut Health Systems, and Advocate Wellness Center. The College hopes to build these relationships throughout the remaining 3 CAUSE project fiscal years to create additional clinical partnerships and sites to offer nursing student clinical experiences. The College will host a workshop in support of community ambulatory care on June 5th, 2020 to build these community partnerships. A keynote speaker from Rush, along with many other Illinois experts, are in the process of being solidified. The workshop will include a variety of ambulatory healthcare topics, including human trafficking, inter-professional education, telehealth, and RN CCTM scope. These additional skills are needed to support the medically-underserved high disease risk patient populations.

When developing the BSN to DNP plan of study and course syllabi, the Graduate Program Curriculum Committee identified multiple cross-disciplinary experiences in a variety of outpatient settings with a diverse population. The majority of FNP students will deliver care in primary care settings while the Leadership and Management students will be focused in the inpatient setting and/or outpatient setting based on student interest.

**FUTURE GOAL** **Goal 2: Develop simulation situations in environments beyond acute care for both undergraduate and graduate students**



Progress: In summer 2019 the college trialed virtual simulation scenarios teaching nursing triage and leadership skills in NUR 325 *AN III* and NUR 327 *Leadership Dimensions*. These simulations are now part of the standard scenarios for NUR 327.

## Objective 2: Expand Clinical Partnerships

**FY'20**

**Goal 1: Expand partnerships beyond inpatient acute care settings, partner with other health-related organizations (health department, cancer clinic, hospice, long-term care settings, etc.), assure cross disciplinary/multi-disciplinary experiences**

(responsible: DUP, DGP)

Progress: As outlined in the previous goal, the Change Agents to the Underserved Service Education (CAUSE) grant team provided education to four Registered Nurses (RNs) to provide care coordination and transition management (CCTM) services within three community-based clinic partner sites that serve the medically-underserved populations. In the graduate program NSA, FNP, and DNP students have a strong presence in the primary care and outpatient settings via their clinical placements.

## Objective 3: Expand Role of Simulation Learning to Enhance Clinical Experiences

**ONGOING**

**Goal 1: Utilize simulation to compliment coursework, expand research and publication opportunities, and model clinical best practice**

(responsible: SC)

Progress: Research in the Nursing Simulation Lab continues to focus on topics relating to nursing simulation, and these findings will continue to shape best practices, publication opportunities, and scenario development. As outlined in previous goal accomplishments, the NSL has also continued to integrate child-life students into pediatric simulation scenarios and utilize theater students as standardized patients. Considerable work has been accomplished through the CAUSE grant in meeting this goal area.

In response to student survey data from previous senior simulation days, the NUR 327 *Leadership Dimensions* faculty and Director of Success Plan and Simulation modified existing learning experiences to increase student confidence and competence. For spring 2020 students in NUR 327 *Leadership Dimensions* are piloting virtual simulations in support of delegation, management of care, prioritization and collaboration.

**FY'20**

**Goal 2: Expand faculty simulation expertise to promote quality student simulation-based learning opportunities**

(responsible: SC)

Progress: As part of the prelicensure student clinical component, students are expected to complete a portion of their clinical hours in the Nursing Simulation Lab. Scenarios are developed by NSL staff in collaboration with course leaders and faculty of each course and are scaffolded for optimal student learning. Faculty observe students care for standardized patients and mannequins based on pre-programmed medical conditions. Based on the nature of these exercises, faculty must not only be content matter experts but comfortable operating the complex technology utilized to support simulated mannequins. Dedicated faculty simulation specialists contribute to a positive student experience, the integrity of the simulation, and intended outcomes. As different models are being discussed to support student enrollment growth, a focus on trained faculty simulation experts will remain an option.

**FY'20**

**Goal 3: Explore additional spaces and opportunities to expand simulation programs**

(responsible: SC)

Progress: In collaboration with the Provost's Office, Comptroller's Office, and multiple units on campus, the Dean has been active in pursuing additional simulation space for students, faculty, and staff. Even slight variations in semi-predictable undergraduate and graduate enrollment rates create added pressures in the lab. As a result of the increased variation, some student learning scenarios have already been moved to the NSL hallways. This type of learning and testing environment is not ideal for a high traffic and consistently

utilized simulation space. Visiting families for open house events sponsored by the Office of Admissions and supplemented by the College may have limited exposure to NSL learning spaces given size constraints. The development of a nursing simulation lab prospective student video helps minimize any less-than-optimal physical tour of the lab space.

As conversations for potential growth in both the undergraduate and graduate programs are underway, the focus remains on legitimate space to meet the needs of students, hiring for the vacated Assistant Director of Nursing Simulation role, and planning for the retirement of the Coordinator of the NSL in December 2020.

## Strategic Goal 5: Grow and Promote a Premier Institution of Nursing Excellence

### Objective 1: Culture

**ONGOING**

#### **Goal 1: Provide and communicate clear and simple job responsibilities for roles**

(responsible: DC)

Progress: Spring 2019 and fall 2019 changes in some college leadership roles prompted conversations around job responsibilities for directors, coordinators, and sequence leaders. Targeted orientations were provided with the goal of effective onboarding and minimizing role duplication. Faculty mentoring programs and structured staff orientation templates aid these efforts. Conversations will evolve on an on-going basis as new employees are hired.

**FY'20**

#### **Goal 2: Assess culture and job satisfaction through faculty and staff engagement and target areas for improvements**

(responsible: Culture Committee led by CC Chair)

Progress: With the onboarding of new faculty and staff and in follow up to discussions occurring in College Council, the committee developed a comprehensive culture survey that was administered to all full and part-time faculty and staff members in March 2019. The

culture survey included aspects of the Mission, Vision, Values, interactions with colleagues, involvement in decision-making, campus climate, workload, satisfaction with the College, and satisfaction with ISU as an employer. The University Assessment Office collated all survey responses and provided results to the committee at the end of spring 2019.

Unanticipated committee delays prevented the results from being reviewed in fall 2019. In spring 2020 the committee reconvened to review themes and next steps.

**ONGOING**

### **Goal 3: Develop stronger faculty/staff connections and utilization**

Progress: The faculty and staff development series and social activities foster engagement and collaboration between faculty and staff. Thanksgiving and holiday parties, the annual chili cookoff, and Homecoming festivities are a few of the social venues where faculty and staff get to connect.

**ONGOING**

### **Goal 4: Hire faculty and staff that align to culture and College's needs**

(responsible: DC)

Progress: The College hired 3 non-tenure track and 1 tenure-track faculty during the past fiscal year. There has been some change in administrative and program support positions this past year to best align college need with employee aptitudes and college culture. Dr. Seon Yoon Chung assumed the role of Associate Dean for Academics on July 1, 2019 after the previous Associate Dean retired in May. The Director of the Nursing Simulation Lab transitioned to the role of Director of the Undergraduate Program while the Coordinator of the Student Success Plan assumed the vacated NSL role. The previous Director of the Undergraduate Program became a coordinator for a college grant. Currently, the Assistant Director of the Nursing Simulation Lab position is being advertised following its vacancy in spring 2020. Two positions in the Office of Student Services (i.e. office support specialist, and marketing & recruitment specialist) were filled by July 2019. Nursing specialty areas continue to remain a focal point when hiring new faculty.

Following the dissemination of the College culture survey results, the strategic planning culture team will lead discussions on important elements of the culture and how this may relate to future hiring.

**FY'20**

**Goal 5: Consciously develop the culture elements that are meaningful; develop, foster, and hold people accountable to expected cultural norms**

(responsible: Culture Committee led by CC Chair)

Progress: It was determined during the initial strategic planning process that work on goal 5 would be deferred until results from the College culture survey outlined in Strategic Goal 5, Objective 1, Goal 2 are reviewed with the college community by May 2020.

**FY'20**

**Goal 6: Assess and consider purpose and outcomes of all meetings; improve efficiency and effectiveness of meetings to decrease frequency of meetings**

(responsible: DC, Committee Chairs)

Progress: The culture survey developed in goal 2 included a question relating to meetings. This information will be used to consider next steps. Informal and formal feedback from those responsible for leading various college committees supports the belief that structure, accountability, and engagement drive meeting productivity. A November 2019 College Council discussion led by the chair focused on member presence and participation in face-to-face meetings or virtual presence through Teams or Zoom platforms. Administrative leadership is strongly encouraging all committee members to physically attend meetings when possible in place of video conferencing in order to enhance engagement.

In line with College bylaws, the College Council chair and co-chair implemented co-chair positions for all college standing committees beginning in August 2019. Given occasional gaps in communicating committee progress for monthly and annual reporting, consent agendas and additional documentation will be solicited from committee chairs. These additional strategies will help outline goal progress, goal alignment with strategic planning, and improve chair hand-off communications.

Objective 2: Marketing

**ONGOING****Goal 1: Curate and leverage content that illustrates MCN's value and nurtures relationships with students, community, and industry**

(responsible: DMR)

- Use research excellence as a tool for attracting students and faculty; especially focusing on programs where growth is needed and is beneficial to the College

Progress: Social Media was leveraged to deliver content to diverse audiences, with growth across all platforms. Facebook followership grew by 7%, with an average daily reach of 643 people. Instagram was launched, with the specific purpose of highlighting the people of our community, making MCN more human and approachable. In fall 2019 MCN kicked off several projects aimed at speaking to and delivering content to students where they are in their journey as a prospect, a new student, or as a fresh graduate. To accomplish this, MCN started by mapping the student journey from prospect through graduation for each of the MCN sequences. This deeper understanding of the student journey will allow the marketing team to initiate a full content refresh on the MCN website, as well as a rebrand of all promotional materials, with a goal of completion by the end of FY20.

- Design, document, and implement a marketing and recruitment plan that is SMART (Specific, Measurable, Achievable, Relevant, and Time-bound)

Progress: As reported in the prior Annual Budget Report, this goal was achieved in the prior fiscal year. Modifications to the recruitment plan are modified as need dictates.

**ONGOING****Goal 2: Recruit high caliber and diverse students, faculty, and staff**

Progress: MCN has continued to leverage automated email campaigns to connect with prospects and encourage applications. In fall 2019, the RN to BSN blitz campaign, specifically designed to drive applications, reached 196 prospects. Thirty-five of those prospects clicked on the “apply” link, seven clicked on the Pathways reference form, and six requested a call from the MCN admissions team. RN to BSN enrollment numbers for spring 2020 tripled, in part because of these efforts (i.e. 4 enrollees for spring 2018, 4 enrollees for spring 2019, 15 enrollees for spring 2020).

Online applications were launched using Formstack for both pathways and dual enrollment programs. MCN is working toward full SLATE implementation which will allow for tracking of admission contacts via telephone and email with students, as well as serve as a single source of truth for student information. MCN's marketing and technology departments are working together, with the approval from campus WEB, to roll out Unbounce. This platform will serve as a landing page environment for all digital advertising initiatives and will allow for split traffic testing and increased optimization. The goal is to further refine our message and increase the efficiency of our digital dollars.

The College continues to attract outstanding faculty and staff to support the Mission of the College and University. Given national nursing shortages and the high salaries that accompany employment in healthcare settings, attracting nurses to academia remains a challenge. Despite the challenge, MCN continues to hire exceptionally-qualified faculty into non-tenure track and tenure-track positions.

**FY'20**

**Goal 3: Increase brand awareness, perception, and affinity within Illinois; then expand beyond state**

(responsible: DMR)

Progress: MCN continues to work to increase market penetration in Illinois. To date, we have instituted partnerships with 15 community colleges across the state. Digital advertising on both the Google and Facebook platforms is being used to deepen brand awareness in these areas through geo-fencing technology. Additionally, MCN is now geo-fencing specific feeder hospitals in order to strengthen awareness for our graduate programs. These advertising campaigns have generated 203 prospective student leads for targeted programs, for a total cost per lead of \$105.10, well within the acceptable range for the industry. On Facebook, ads have received a total of 403,908 impressions and reached 174,738 people, for an average frequency of 2.31 views per person.

Objective 3: Foundation Building

**FY'20****Goal 1: New Facility****(responsible: Dean)**

- Create a vision for the building and begin planning
- Communicate and inspire the community, alumni, and donors with the possibilities
- Begin seeking commitments of financial support

Progress: Under the direction of the Dean, a committee met with consultant, Russ Hagen, to develop realistic strategic growth numbers, create a narrative of our current facility spaces, and outline needs for future growth. The committee also took a trip to visit the University of Illinois Chicago's new nursing simulation lab.

The Dean continues to meet with Provost staff, Comptroller staff, and Vice President for Planning and Finances to discuss potential tuition differential models that might shape future growth for the most popular nursing sequences. Meetings with the university's architect have been on-going to discuss the more immediate need for a nursing simulation lab extension.

**FY'20****Goal 2: Funding and Financial Security****(responsible: Dean)**

- Grow scholarships for students, faculty, and staff
- Seek novel and creative funding sources and solutions for the College
- Review funding allocations for IT and Marketing given strategic intentions
- Track annual funding from research grants

Progress: The College continues to grow scholarships in support of faculty, staff, and students. This past year eleven additional scholarships were secured through the efforts of the Dean and Director of Development. The Dean continues to pursue partnerships that can lead to human or fiscal resources for the College. Currently, a strategic growth plan across all MCN programs is being developed with a variety of institutional partners. A tuition-differential model is one of the options being discussed to increase revenue associated with this targeted growth.



The marketing department developed a budget for FY20 based on the SMART marketing plan outlined in the prior fiscal year. Extra attention that was funneled into billboards and other venues in support of the College's 100<sup>th</sup> anniversary celebration has been channeled into the recruitment ground game, Google ads, and a refresh of all prospective student print materials for FY20. A good portion of the marketing budget is dependent upon Provost enhancement funding.

The Director of Technology has prioritized FY20 needs around the launch of Exam Soft and the replacement of aging faculty and staff computers. Yearly expenditures are being requested so that technological purchases can remain proactive.

#### Objective 4: Faculty Outreach

##### **ONGOING**

**Goal 1: Increase awareness of expertise internally (to guest lecture in class or offer faculty development) and externally (to support outreach, partnership and reputation)**

(responsible: ADA)

Progress: A formal survey entitled "Diversity, Equity, Inclusion, Experiences, and Expertise" was created by the Provost's Office to gather information about faculty and staff content matter experts. This survey was distributed to the College leadership team, circulated to the faculty and staff, and funneled back to the Provost's Office for collation. Currently, informal outreach by faculty is the current practice for soliciting guest lecturers for class.

##### **FUTURE GOAL**

**Goal 2: Provide annual education event for nurses, community agencies, and other partners**

(responsible: ADA)

Progress: The annual Mennonite College of Nursing preceptor workshop in spring 2020 included a variety of topics addressing the opioid crisis, LGBTQIAA+ primary care, dermatology, and cardiovascular disease. As outlined in Strategic Goal 3, Objective 1, Goal

2, this annual workshop allows preceptors to earn continuing education credit that may be applied to their RN licensure renewal process.

The America's Promise School Project is hosting the 9<sup>th</sup> annual institute in summer 2020 to include topics relating to standards for school nurses, solving clinical problems in the school system, and active shooter training. All school nurses throughout the state are invited, with about 60 in attendance each year.

## Objective 5: Faculty and Staff Development and Funding

**ONGOING**

### **Goal 1: Assess needs and deliver development to faculty and staff.**

(responsible: DC)

Progress: A Faculty and Staff development series was modified this fiscal year to include monthly sessions on topics primarily focused on teaching and nursing education. Fall 2019 sessions included information relating to student evaluations (i.e. purpose, delivery, analysis, formative evaluation, and summative evaluation). Spring 2020 topics include healthcare updates, ethical and legal issues in clinical teaching, nursing education updates, and health/wellbeing. A brown bag lunch series was also initiated for faculty in spring 2020 to include topics relating to clinical judgement, the next generation of NCLEX exam, and providing quality evaluation.

Bi-annual retreats have been added for the Dean's Office and the Office of Student Services on an on-going basis to foster team building, personal growth, and professional development. Some topics have included looking at roles for redundancy, training for report generation, aligning personal values with our work, and personality assessment.

**FY'20**

### **Goal 2: Develop succession plans**

(responsible: DC)

Progress: Formal conversations around succession plans are typically driven by need. As the administrative team becomes aware of resignations or retirements, interim priorities are

addressed while longer term searches roll out. College administrators continue to nurture relationships with university, regional, and national healthcare providers so that as vacancies are created, interest in college positions might exist.

**FY'20**

### **Goal 3: Redefine and implement a faculty mentoring program**

(responsible: ADA)

Progress: Progress was noted this past year through faculty and staff development topics outlined above in Goal 1. Processes relating to mentoring were formalized into a structured program of Mennonite onboarding, orientation and development (MOOD) program to ensure seamless onboarding and mentoring opportunities. Formal mentoring guidelines are available in the faculty handbook that allow for changes in mentoring assignments to best meet faculty need.

## Objective 6: 100<sup>th</sup> Anniversary Celebration

**FY'19**

### **Goal 1: Plan for celebration using opportunity to engage community, alumni, faculty, staff and students**

Progress: In honor of the College's 100<sup>th</sup> anniversary a steering committee was assembled to prepare for the many events that were celebrated during the FY19 academic year. Several subcommittees comprised of alumni, faculty, staff, and community partners were established to plan for the writing of the College's history book, homecoming activities, special events, commemorative products, and a grand gala. Specific activities can be found on page 9.

**FY'19**

### **Goal 2: Consider goals of Capital Campaign and link with anniversary celebration**

Progress: The multiple anniversary celebration events provided venues to share with alumni and friends of the College about our capital campaign goal of raising 7.5 million. Many of these events have been circulated via social media and in annual publications, allowing the College to reach a broad alumni base. During the fiscal year 2020 and to date MCN has raised \$2,868,441.25.

## Objective 7: Business Process Excellence

**FY'20**

### Goal 1: Data

- Assess and refine data to better understand finances, performance, growth, and other meaningful outcomes (e.g. enrollment, application, retention, diversity)

(responsible: AD-AS, BPE committee)

Progress: Key staff from the college's office of student services, admissions, enterprise data & analytics, and PRPA offices have begun to meet to discuss individualized reporting needs and how they might be created for our use. Initial student groups have been created for easier filtering in Cognos, with more work to come in spring 2020. Future meetings will focus on whether the enterprise data & analytics division can build reports around enrollment and retention that are specific for the College.

**FY'20**

### Goal 2: Processes

- Assess and improve MCN business processes for streamlining, automation, and reporting accuracy
- Assess current systems for accuracy, and usefulness, and leverage automation for report generation

(responsible: AD-AS, BPE committee)

(responsible: AD-AS, BPE committee)

- Assess job duties and reduce overlap and redundancies

(responsible: DC)

Progress: Significant progress has been made in this goal area this past year. Various committee members are working to determine the feasibility of streamlining the clinical registration process and immunization tracking system through Campus Solutions. This will allow students to track their process through their "MY ILLINOIS STATE" portal as well as automate certain aspects of the clinical registration process. Future expansion of services

through the Student Health Service's Point and Click System will allow students to access a majority of their health requirements through SHS, while streamlining work for MCN staff.

External transfer applicants were integrated into the existing CRM system via SLATE in fall 2019 to better automate admission processes for this sequence. The RN to BSN Sequence will be added to the system by the end of spring 2020. MCN has been cutting edge on campus while using the new CRM for the complete student recruitment and admission experience.

In order to track real-time data by multiple users, the RN to BSN course projection template was refined. This template will be piloted and its relevance to graduate program projections will be appraised.

Three vacancies in the Office of Student Services this past year have allowed for a thorough review of job duties by role. Staff are in the process of compiling and/or updating standard operating procedures for each of their main job responsibilities.

**FY'20**

### **Goal 3: Reporting**

(responsible: AD-AS and BPE committee)

- Identify MCN Scorecard with Key Process Indicators
- Assess reporting needs - seek automation, simplicity and transparency
- Standardize reporting and report delivery

Progress: As identified in Strategic Goal 5, Objective 7, Goal 1, key staff from the college's Office of Student Services, Admissions, Enterprise Data & Analytics, and PRPA Offices have begun to meet to discuss individualized reporting needs and how they might be created for our use.

# Internal Reallocations and Reorganizations in Fiscal Year 2020

## A. Reallocations or Reorganizations, Including the Movement of Positions, Upgrade of Positions, Creation of New Positions, or Reallocation of Personnel or Operating Funds

Role reorganization and administrative structure continue to be evaluated and revised following changes in leadership positions. An assessment of infrastructure needs and support services continue with the onboarding of a new Associate Dean, Undergraduate Program Director, and Success Plan/Nursing Simulation Lab Director.

### **Title Changes**

- There were no faculty title changes as a result of the ASPT process this past fiscal year.

### **Fiscal Year 2020 New Hires and Replacement Positions:**

- John Blakeman was interviewed in spring 2020 and was hired as an Assistant Professor for fall 2020.
- Ashley Bollhorst began her work as the Assistant Director of Marketing and Recruitment in June 2019.
- Dr. Seon Yoon Chung was hired as the Associate Dean for Academics in July 2019.
- Kristin Clerkin was hired as a non-tenure track faculty member in January 2020.
- Michelle Dulak was hired as a non-tenure track faculty member in August 2019.
- Jennifer Fritcher was hired into an Administrative Aide position in August 2019 after Carla Leber left that position for a position in the Dean's office.
- Melissa Jarvill exited the role of Director of the Nursing Simulation Lab to take on the role of Director of the Undergraduate Program.
- Harrison Krebs was hired as a non-tenure track faculty member in January 2020.
- Carla Leber exited her position as an Administrative Aid and assumed the new role of Assistant to the Associate Dean for Academics & Program Directors in July 2019.
- Denise Milewski was hired as an Office Support Specialist in July 2019.
- Kate Peterson was hired as a non-tenure track faculty member in August 2019.

- Tricia Wiegner transitioned from the role of Assistant Director of the Nursing Simulation Lab to the role of Instructional Assistant Professor in January 2020.

#### **Fiscal Year 2020 Faculty and Staff Resignations:**

- Diane Fleming resigned from her role as Office Support Specialist in January 2019.
- Kathleen Morris resigned from her instructional assistant professor position in August 2019.
- Sarah Patten resigned from her role as the Instructional Experience Coordinator in February 2020.
- Jamie Penrod plans to retire from her non-tenure track faculty position in May 2020.
- Olanna Pullen resigned from her role as Project Coordinator for the PROUD grant in March 2020.
- Dr. Cherill Stockman will be resigning from her Assistant Professor position in May 2020.
- Dr. Denise Wilson retired from her Associate Dean for Academics position in May 2019.

#### **Fiscal Year 2020 New Positions**

- Elizabeth Kosuth was hired into a full-time Extra Help position as the ANEW Grant Coordinator in October 2019.
- Becky LaMont transitioned from the role of Coordinator of the Student Success Plan to the newly created Director of Success Plan/Nursing Simulation in May 2019.
- Valerie Wright resigned from her position as Undergraduate Program Director to assume the new role of CAUSE Simulation and Interprofessional Coordinator in May 2019.

## **B. Use of Additional Funds to Enhance Accomplishments and Productivity**

The College continues to utilize part-time faculty to meet the instructional needs of the program offerings. With the introduction of the FCR model in FY13, the RN to BSN, NSA, and DNP Sequences continue to operate under the on-line model. The new School Nurse

Certificate enrolled its first cohort in summer 2019, and this program follows the FCR model. Beginning in summer 2018, the Accelerated Sequence follows the on-campus model.

### **Faculty Hiring Plan for Fall 2020**

The College will be searching for two non-tenure track positions for fall 2020. The Assistant Director of Nursing Simulation and the BSN to DNP Program Leader will be hired. The College was approved to search for one tenure-track faculty for 2020. John Blakeman has been hired as an Assistant Professor to fill this role. An additional tenure-track faculty hire is being requested based on the strength of the candidate pool.

### **Enhancement Funding**

Instructional Capacity FY20	\$31,970
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### **Strategic Budgeted Carryover (SBC) for FY20**

Re-carpet Technology office	\$7,739
Remodel EDW 108	\$66,869
Summer Faculty 2019 paid in FY20	\$155,386
National Speaker – Diversity and Inclusion	\$10,000
Startup package for Endowed Professor for Research	\$15,000
Purchase computer equipment for faculty, staff, and computer lab	\$42,211
Anniversary DVD's	\$5,000
Promotional Items	\$6,944
Updated furniture for EDW 306	\$30,000

### **Provost Enhancement Funding**

Provost Enhancement funds have supported a variety of important College initiatives. Of primary importance is dialog around the feasibility of a new nursing building. With the NSL at capacity and instruction occurring in hallways separated by partitions, the expansion of the NSL will need to occur before a new building can be secured.



Item	Amount
New Building Consultant	\$15,000
Digital Recruitment Funds; Under-Enrolled sequences	\$31,884
Digital Brand Building	\$7,000

### Summer Session Funding

Item	Amount
Sixty-one undergraduate and graduate sections were offered in the summer of 2019	\$ 295,152

### External Funding (New and Existing for FY20)

The College received new grants as listed below for the direct use of supporting research, scholarship and programs. These funds were awarded from agencies as follows:

Item	Amount
Sigma Theta Tau International (STTI), Xi Pi Chapter	\$ 3,250
Health and Human Services: Health Resources Services Administration-Advanced Nursing Education Workforce Program (ANEW)	\$700,000
Health and Human Services: Health Resources Services Administration-The PROUD Program: Increasing Undergraduate Diversity	\$495,852
Health and Human Services: Health Resources Services Administration-Change Agents to the Underserved; Service Education (CAUSE)	\$667,528
IBHE – Nurse Education Fellowship	\$10,000

### Foundation Funds

The FY20 foundation funds spent to-date or in process total \$262,071.

Item	Amount
Student Scholarships	\$172,312
Simulation and technology equipment from the State Farm Technology Fund	\$5,686

America's Promise School Project	\$36,795
Student Leadership Academy	\$9,246
Capital Campaign Investment	\$30,000
Office of Nursing Research, Scholarship and Innovation	\$8,032

### Variance Funds

Item	Amount
General Revenue contract faculty buyouts for America's Promise School Project, the PROUD Grant, the ANEW Grant, and the CAUSE Grant.	\$266,777

### Academic Enhancement Tech Funds

Item	Amount
FY20 allocation will be used to partially fund renovation of an existing computer lab into a shared learning space	\$12,774

### Internal Awards/University Research Grants

Item	Amount
Dr. Valentina Fillman	\$ 4,000
Dr. Melissa Jarvill	\$4,000
Dr. Wendy Woith	\$4,000

### Other Funds/"51" Income funds expenditures

Item	Amount
On-line student assessment instruments (ATI)	\$ 105,925
Nursing lab kits and lab supplies	\$20,729.78