

**OHIO BOARD OF NURSING
NURSE EDUCATION GRANT PROGRAM
ANNUAL REPORT**

September 1, 2005 – August 31, 2006

[Grant Period: September 1, 2005 – August 31, 2007]

Ohio Board of Nursing
NURSE EDUCATION GRANT PROGRAM
September 1, 2005 – August 31, 2007 Grant Period
PARTNERSHIPS

LPN Pre-Licensure Programs

Partner(s)

Lorain County Community College

Medina General Hospital; Lodi Community Hospital; Wadsworth-Kittman Hospital; Western Reserve Masonic Hospital; Samaritan Care Center

Trumbull Career and Technical Center

Windsor House @ Champion; Gillette Nursing Home; Forum Health; Trumbull Memorial Hospital; Community Skilled Health Care Center; Horizon Village Nursing & Rehabilitation Center; Hillside Rehabilitation Hospital; St. Joseph's Health Care Center

RN Pre-Licensure Programs

Marion Technical College

Marion General Hospital

Northwest State Community College

Wright State University Lake Campus; Vantage Career Center

Ohio State University

OSU Hospital; James Cancer Hospital; Ross Heart Hospital; OSU Harding; OSU East

Post Graduate Programs

Ohio State University

OSU College of Food, Agriculture & Environmental Sciences— Department of Human and Community Resources

University of Toledo

Rescue Mental Health Services

Xavier University
Science

Good Samaritan College of Nursing and Health

**OHIO BOARD OF NURSING
Nurse Education Grant Program (NEGP)
Annual Report (First Year)**

From: September 1, 2005 to August 31, 2006

Lorain County Community College PN Program
Grantee

Patricia L. Schrull
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(E-Mail Address)

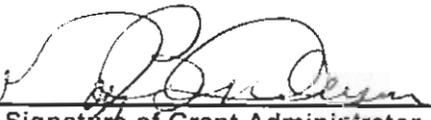
Grant Number: 2005PN01

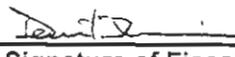
Grant Period Beginning: 09/1/05

Ending: 08/31/07

(A) Total Grant Funds Received in the First Year	\$ 117,698.00
(B) Total Personnel Expenditures in the First Year	\$ 64,560.11
(C) Total Equipment Expenditures in the First Year	\$ 7,963.51
(D) Total Expenditures in the First Year	\$ 72,523.62
(E) Unspent Grant Funds in the First Year	\$ 45,174.38

We certify that the information provided is, to the best of our knowledge, correct and reflective of the grant's accounting records.


Signature of Grant Administrator 9/29/06 Date


Signature of Fiscal Officer 9/29/06 Date

This report MUST BE SIGNED to be acknowledged as valid.

**NEGP Annual Progress Report
Section 3 – Goals and Progress**

List the goals as they appeared in your grant application and describe the progress made and/or success in meeting each goal over the course of the year.

GOALS	PROGRESS
<p>1. Implement a satellite practical nursing program at Medina County Career Center, increasing enrollment of Lorain County Community College's practical nursing program by 24 students.</p>	<p>24 students were admitted for Fall Semester 2005 into the satellite program at Medina County Career Center with their first class August 22, 2005. Due to attrition*, 13 students did not continue to Spring Semester, 2006. 11 students graduated August 2006, waiting to take nursing boards.</p> <p>* Reasons for attrition: 2 students withdrew due to family/work commitment. 11 students did not obtain 78% (passing grade) for Fall Semester, 2005.</p> <p>24 students were admitted for Fall Semester 2006 with their first class August 21, 2006.</p>
<p>2. Recruit, employ and retain program director, lecture teaching assistant /instructor, laboratory instructional assistant and clinical teaching assistants.</p>	<p>Faculty has been hired and oriented to the program and facilities:</p> <p>Program Director: Patricia Schull, RN</p> <p>Lecture Teaching Assistant/Instructors: Marta Flood, RN Jackie Wolff RN Barbara Wilford RN</p> <p>Laboratory Instructional Assistants (LIA): Jackie Wolff, RN Marol Taylor, RN</p> <p>Clinical Teaching Assistants: Jane Carver, RN Marianne Norris RN Marol Taylor, RN Janice Maynard, RN Molly Anders RN</p>
<p>3. Create a seamless one-stop method of recruitment, education, and financial assistance for students who are residents of Medina County.</p>	<p>At the Medina County Career Center, the Admissions Office of Lorain County Community College has a presence through Eddie Henson, Outreach Service Specialist. Mr. Henson is available by phone, web contact and has established hours at MCCC.</p> <p>2/28/06 Eddie Henson continues to make contacts with residents interested in the program. To date, 40 residents have expressed an interest in Fall 2006 program. Acceptance letters for Fall 2006 to be sent out April, 2006.</p> <p>40 letters sent out April, 2006. 24 students selected for Fall Semester, 2006 class.</p> <p>June 5, 2006: Orientation program held, 24 students attended.</p> <p>August 21, 2006: second class at Medina County Career Center started with 24 students.</p>
<p>4. Establish an advisory committee of educators and community leaders for direction and advice on curriculum, facility, equipment purchases, and job placement.</p>	<p>June, 2006 Met with MCCC Adult Educator Director, curriculum, facility needs reviewed. No changes at this time.</p> <p>July, 2006 Met with Director of Nursing Services, Lodi Hospital. Reviewed curriculum and clinical facility needs. Arrangements made to have students expand clinical experiences from inpatient to include outpatient for Fall, 2006.</p>

	August, 2006. Met with MCCC Adult Educator Director, Technology Support personnel, nursing faculty to discuss computer needs. Computer lab at MCCC configured for use for Angel System (used at LCCC). Students to take first exam by computer September 5, 2006.
5. Graduate appropriately prepared students from the satellite practical nursing program.	11 students graduated August, 2006.. Currently waiting to take nursing boards. 10/11 employed in area facilities as STNA and nurse techs. 1 student unemployed per her choice.

√ CHECK IF MORE THAN ONE SHEET IS USED FOR THE SECTION 2 TOTAL SHEETS FOR SECTION 3.

Annual Report (First Year)

SUBCODE	DESCRIPTN	DATE	SOURCE	GRP#	Annual Amount
	Workers' Comp Total				202.05
	B WILDFORD Total				721.67
	J CARVER Total				12,739.56
	J MAYNARD Total				8,274.87
	J WOLFF Total				6,595.75
	M ANDERS Total				4,286.42
	M FLOOD Total				6,883.98
	M NORRIS Total				802.61
	M TATE Total				7,394.57
	M TAYLOR Total				14,716.29
	P SCHRULL Total				1,942.34
	Grand Total				64,560.11
3-331	LATITUDE D820 INTEL CORE DUO T2500	1060831	IV	6619	1,976.60
3-331	LATITUDE D620 INTEL CORE DUO T2500	1060831	IV	6619	1,830.20
					3,806.80
3-370	ADDITIONAL COST TO ORIGINAL P.O. #54957	1060314	IV	6041	152.75
3-370	Refurbished Baxter 6200 infusion pump	1060314	IV	6041	1,520.00
3-370	Refurbished Colleague 1 Baxter	1060314	IV	6041	1,232.25
3-370	Reburb Kendall Kangaroo324 enteral pump	1060314	IV	6041	475.00
3-370	IV poles for infusion pumps	1060314	IV	6041	379.20
3-370	Tubing for infusion pumps ACT5439	1060314	IV	6041	125.95
					3,885.15
3-370	LOGITECH LX 300 CORDLESS OPTICAL DT,	1060829	IV	6610	98.00
3-370	INDEPENDENCE CHARGES AUGUST 2006	1060830	JL	22316	173.56
					72,523.62

OHIO BOARD OF NURSING
Nurses Education Grant Program (NEGP)
Annual Report (First Year)

From: September 1, 2005 to August 31, 2006

Marion Technical College
 Grantee

Carol Hoffman
 (Contact Person)

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 (Contact Phone)

740-725-4018
 (Contact Fax)

hoffmanc@mtc.edu
 (E-Mail Address)

Grant Number: 2005RN01

Grant Period Beginning: 09/1/05

Ending: 08/31/07

(A) Total Grant Funds Received in the First Year	\$ 94,200.00
(B) Total Personnel Expenditures in the First Year	\$ 81,202.65
(C) Total Equipment Expenditures in the First Year	\$ 0
(D) Total Expenditures in the First Year	\$ 81,202.65
(E) Unspent Grant Funds in the First Year	\$ 12,997.35

We certify that the information provided is, to the best of our knowledge, correct and reflective of the grant's accounting records.

Carol Hoffman 9/27/06 Jeff Nutter 9/22/06
 Signature of Grant Administrator Date Signature of Fiscal Officer Date

This report MUST BE SIGNED to be acknowledged as valid.

year. Two students have returned for Transition LPN to RN program this summer.

X CHECK IF MORE THAN ONE SHEET IS USED FOR THE SECTION 2 TOTAL SHEETS FOR SECTION 3.

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OHIO BOARD OF NURSING
Nurse Education Grant Program (NEGP)
Annual Report (First Year)

From: September 1, 2005 to August 31, 2006

Northwest State Community College
 Grantee

Cindy Krueger
 (Contact Person)

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419-267-5524
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ckrueger@northweststate.edu
 (E-Mail Address)

Grant Number: 2005RN02

Grant Period Beginning: 09/1/05

Ending: 08/31/07

(A) Total Grant Funds Received in the First Year	\$ 79,297.50
(B) Total Personnel Expenditures in the First Year	\$ 7,924.10
(C) Total Equipment Expenditures in the First Year	\$ 35,930.09
(D) Total Expenditures in the First Year	\$ 43,854.19
(E) Unspent Grant Funds in the First Year	\$ 35,443.31

We certify that the information provided is, to the best of our knowledge, correct and reflective of the grant's accounting records.

Cindy A. Krueger 9-26-06 Tom Stucky Sept 28 '06
 Signature of Grant Administrator Date Signature of Fiscal Officer Date

This report MUST BE SIGNED to be acknowledged as valid.

**NEGP Annual Progress Report
Section 3 – Goals and Progress**

List the goals as they appeared in your grant application and describe the progress made and/or success in meeting each goal over the course of the year.

GOALS	PROGRESS
<p>Identify a cohort of students for LPN to RN program.</p> <p>At least 80% of students who begin in the cohort will complete the program within 4 years.</p> <p>Students, who successfully complete NRS211, will complete the program within 2 years.</p> <p>NCLEX-RN pass rate of students in Van Wert will be comparable to the students in the LPN to RN Advanced Standing Program on the Archbold Main Campus.</p>	<p>Thirteen (13) students have officially been accepted into the clinical sequence to begin January 2007.</p> <p>Ten (10) additional applications have been received from students who are taking coursework towards completion of the associate degree.</p> <p>We continue to receive inquiries about the program. Many students have transfer credit so they take courses as available in Van Wert.</p> <p>Too soon to evaluate.</p> <p>Too soon to evaluate, course has not been offered yet. Scheduled for January 2007.</p> <p>Too soon to evaluate; the first class has not graduated.</p> <p>Equipment expenses have come in under budget to date. Vantage Career Center had some equipment that was available for use that was not originally anticipated. We have interviewed for a full-time nursing faculty position; only one qualified candidate applied. An offer was made but turned down due to the evening hours. The position will be re-advertised.</p>

CHECK IF MORE THAN ONE SHEET IS USED FOR THE SECTION _____ TOTAL SHEETS FOR SECTION 3.

OHIO BOARD OF NURSING
Nurse Education Grant Program (NEGP)
Annual Report (First Year)

From: September 1, 2005 to August 31, 2006

Ohio State University

Grantee

614-292-8900

Elizabeth R. Lenz, Dean and Professor
 (Contact Person)

(Contact Phone)
 Lenz.23@osu.edu

614-292-4535
 (Contact Fax)

(E-Mail Address)

Grant Number: 2005RN03

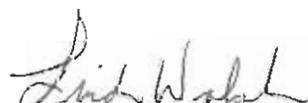
Grant Period Beginning: 09/1/05

Ending: 08/31/07

(A) Total Grant Funds Received in the First Year	\$ 81,152.00
(B) Total Personnel Expenditures in the First Year	\$ 74,413.08
(C) Total Equipment Expenditures in the First Year	\$ 0.00
(D) Total Expenditures in the First Year	\$74,413.08
(E) Unspent Grant Funds in the First Year	\$6,738.92

We certify that the information provided is, to the best of our knowledge, correct and reflective of the grant's accounting records.

 9/28/06
 Signature of Grant Administrator Date

 9/28/06
 Signature of Fiscal Officer Date

This report **MUST BE SIGNED** to be acknowledged as valid.

**NEGP Annual Progress Report
Section 3 – Goals and Progress**

List the goals as they appeared in your grant application and describe the progress made and/or success in meeting each goal over the course of the year.

<p>1. Increase entering enrollment in pre-licensure programs by 10% (20-24) students in autumn 2005;</p>	<p>1. We have exceeded our goals for increases in entering enrollment in the pre-licensure programs. The goal was to admit at least 214 students in autumn 2005 and 222 in autumn 2006. The actual numbers were 217 in 2005 and 232 in 2006. For the class entering the pre-licensure programs in Autumn, 2006, the totals are as follows: traditional BSN program – 165, and graduate entry program – 65. There were 616 applicants to the traditional BSN program, and we had had to reject over 200 qualified applicants; no further program expansion is possible at present because of limitations of faculty, space and clinical placements. For the graduate entry program, we had 152 applications, and 77 applicants were offered admission; 69 accepted admission, and 65 actually matriculated. The total pre-licensure entering enrollment increased 16% from a baseline of 200 in 2004-05 to 232 in 2005-07. As anticipated, we have had to increase our faculty, student affairs staff and clinical placements in order to accommodate the enrollment increase.</p>
<p>2. Increase the number of students who qualify to sit for the NCLEX-RN licensing examination;</p>	<p>2. During the 2005-2006 academic year a total of 148 traditional BSN students completed their studies and were eligible to sit for the NCLEX; in addition, 37 graduate entry students sat for the NCLEX and all passed. These numbers represent an increase of 3.3% from the previous year. The percentage increase is not as high as anticipated, but are approaching the goals we set for years 2 and 3.</p> <p>Our retention rate over the past 5 years has ranged from 91% to 96%, with the highest rate occurring last year. We believe that our program of providing tutoring to sophomore students who experience difficulty in the integrated science courses, and the recent addition of supplemental clinical instruction to students requiring it have made it possible to improve an already outstanding retention rate. Informal surveys indicate high satisfaction with these resources among students who have used them.</p> <p>Typically fewer than 10 students/year (i.e., under 6%) actually leave the program permanently. We are currently tallying the reasons why students might have to drop out of the program or delay completion of courses. Although the results are preliminary at this point, a very small percentage of losses are actually due to academic difficulty. A majority of occurrences are for personal and health reasons, and include students being sent to Iraq or Afghanistan with the military.</p>
<p>3. Increase the number of faculty in order to assure high quality instruction of the additional pre-licensure students; and</p>	<p>3. In academic year 2004-2005 we increased the number of clinical instructors focused in the pre-licensure programs by 3.5 FTE. For 2005-2006 the increase is 5.0 FTE positions. All of these individuals are fully qualified for their positions, with a minimum of master's preparation and extensive experience.</p>

4. Increase the number and/or capacity of clinical practicum resources in order to assure high quality clinical experiences for the additional pre-licensure students.

4. Clinical practicum sites continue to be adequate in number; however, we have made significant increases in the number of sites used. Within the past two years a total of 35 new clinical sites have been added (unfortunately, one major site, Select, had to be eliminated because we were unable to accommodate their demands in the terms of the clinical contract). It remains a challenge to secure qualified preceptors for the senior courses. The clinical agencies have been very helpful in working with us to locate preceptors, but with the steadily increasing enrollments in schools of nursing and the need for hospitals to give priority to their nursing internship and residency programs and to orienting new graduates, the competition for these scarce resources will continue to increase. Between 2004-2005 and 2005-2006 the number of students accommodated in clinical placements increased from 328 to 361 (+10.1%). It is notable that 12 of these newly added sites are within The Ohio State University Medical Center hospitals; in addition to the new sites, several of the units on which students were placed previously increased the number of students accommodated.

CHECK IF MORE THAN ONE SHEET IS USED FOR THE SECTION _____ TOTAL SHEETS
FOR SECTION 3.

OHIO BOARD OF NURSING
Nurse Education Grant Program (NEGP)
Annual Report (First Year)

From: September 1, 2005 to August 31, 2006

Ohio State University

Grantee

614-292-8900

Elizabeth R. Lenz, Dean and Professor
 (Contact Person)

 (Contact Phone)
 Lenz.23@osu.edu

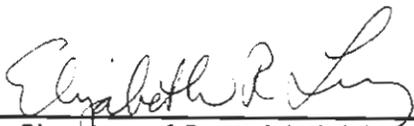
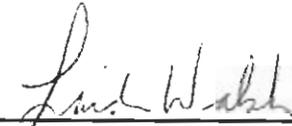
614-292-4535
 (Contact Fax)

 (E-Mail Address)

Grant Number: 2005POST02 Grant Period Beginning: 09/1/05 Ending: 08/31/07

(A) Total Grant Funds Received in the First Year	\$ 103,019.00
(B) Total Personnel Expenditures in the First Year	\$94,178.16
(C) Total Equipment Expenditures in the First Year	\$ 0.00
(D) Total Expenditures in the First Year	\$94,178.16
(E) Unspent Grant Funds in the First Year	\$8,840.84

We certify that the information provided is, to the best of our knowledge, correct and reflective of the grant's accounting records.


9/28/06

9/28/06

 Signature of Grant Administrator Date Signature of Fiscal Officer Date

This report **MUST BE SIGNED** to be acknowledged as valid.

**NEGP Annual Progress Report
Section 3 – Goals and Progress**

List the goals as they appeared in your grant application and describe the progress made and/or success in meeting each goal over the course of the year.

GOALS	PROGRESS
<p>1. Increase enrollment in PhD and MS programs in order to prepare more potential faculty;</p>	<p>1. The entering enrollment in the MS program autumn 2005, including the traditional MS students and the graduate entry students in the second (post-licensure) phase of the program was 113, a 21.5% increase over autumn 2004. Entering enrollment in the traditional (post-BSN) MS program for 2006-2007 was 24; this number was 55% higher than the entering class in 2005-2006, but equal to the baseline year. Five students entered the PhD program in 2005-2006 and 6 entered in 2006-2007. The enrollment in the program has remained essentially stable at 40 with the number of graduates essentially equaling the number of incoming students. The graduate entry program is addressed in the pre-licensure grant report, and that program has shown a marked increase, with a total of 65 new students entering in fall 2006 (up from 49 last year and 45 in 2004-2005). The total pre- and post-licensure enrollment in that program is currently 155.</p> <p>We continue to recruit actively for graduate students at all levels, holding regular information sessions and open houses. A major factor in recruitment is the availability of financial aid, and we have worked on many fronts to try to increase it. We have made graduate scholarships a priority in our development efforts, we initiated the Cameos of Caring program to provide scholarships for RNs who are advancing their education at BSN or graduate levels, we secured a federal loan program for PhD students interested in teaching careers, and we are going to reapply for a GAAN grant to fund PhD students.</p>
<p>2. Increase the percentage of PhD graduates who assume faculty positions after graduation;</p>	<p>2. Since 2001 a total of 20 graduates have earned the PhD degree. Of the total, only five have assumed non-academic positions, so the pre-award baseline is already very high. Three-fourths of the graduates in 2005 entered academia (at Emory University, the University of Colorado and the National Taiwan Institute of Nursing, Taiwan) and the fourth continued her active duty army career as a nurse researcher. Therefore, the goal of 75% of the graduates entering academia was achieved. One of the 2006 graduates has begun a faculty position at Case University, Cleveland, OH, and another is entering a post-doctoral program with the intent of a faculty position after she completes the post-doc. Another meaningful goal would have been to increase the percentage of master's and PhD graduates who assume faculty positions, since master's graduates provide much of the clinical instruction in baccalaureate programs throughout the state. One of the strategies that we identified in the proposal was to increase the number of graduate teaching assistantships, because they serve as an effective means of acquainting graduate students with the faculty role. This year we have increased the number of GTA positions to 9 from 5 last year.</p>

<p>3. Finalize and implement an optional education component that will prepare graduates of the PhD and MS programs to assume faculty roles; and</p> <p>4. Increase enrollment in the RN to BSN option, which serves as a pipeline into graduate programs that prepare faculty.</p>	<p>3. The College of Nursing helped develop and is participating in a graduate interdisciplinary specialization in college teaching that has been developed by the Graduate School. PhD students who successfully complete the four-course specialization receive the designation on their transcripts. Master's student can enroll in any of the courses. The College of Nursing faculty have assumed responsibility for two courses that focus on nursing education: one is a didactic course and the second is a practicum. We are currently seeking additional funding sources to support PhD students who wish to pursue academic careers.</p> <p>4. The entering enrollment in the RN to BSN program was 18 at baseline and increased to 28 in 2005-2006 (+ 55.5%) and 30 in 2006-2007 (an additional 7% increase, and up 66.7% from the 2004 baseline). This is well ahead of our goal. A total of 57 applications were received for the 2006-2007 cohort, 37 were accepted, and 30 actually matriculated in summer, 2006. Of these, 11 are from the regional campuses and 19 from the Columbus campus. Interest in the program remains strong, and the goal is to admit 50 new students next year. The total enrollment in the program has increased from 31 in 2004-2005 to 59 currently; thus, the program has nearly doubled in size since autumn 2004. In addition to extending the program to three regional campuses (Lima, Newark and Marion) a major factor in this increase is that the entire nursing component of the curriculum is currently offered online, making it much more accessible to working RNs.</p>
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CHECK IF MORE THAN ONE SHEET IS USED FOR THE SECTION _____ TOTAL SHEETS FOR SECTION 3.

**NEGP Annual Progress Report
Section 3 – Goals and Progress**

List the goals as they appeared in your grant application and describe the progress made and/or success in meeting each goal over the course of the year.

GOALS	PROGRESS
<p>Goal: To meet community and student needs by establishing a part-time evening practical nursing program (enrollment of 36 students).</p>	<p>Established a two year evening program, start date, February 22, 2006, end date January 24, 2008. 41 students enrolled. A total of 8 students withdrew for a variety of personal reasons, one student transferred in from Cuyahoga Community College for a current total of 34 students.</p> <ul style="list-style-type: none"> • New instructors hired and given clinical, lab and theory orientation days. At this time, there are 34 students enrolled. • New lab equipment has been purchased to expand potential lab practice time for the students. • Media projector, stand, tripod purchased for use in the community with presentations about the program (presentations given in conjunction with the Burdman group in local area nursing homes) and for use in the classroom for powerpoint, etc. • 307 candidates were tested from September 13, 2005 to January 10, 2006 for enrollment in either the evening or already established day program. Media equipment used for the orientation presentations given at that time. • Bridges to Nursing (originally Bridges out of Poverty, but adapted slightly to meet our needs) and remedial math, 30 hours of each used as an introduction to the program to assist the students with an easier transition into the intensity of the nursing program. • The TCTC GED/ABLE program has established a structured class prior to taking the NET, the pre-entrance nursing exam, to prepare students for the test and for entrance into the program. This is not part of the grant, but is an additional safety net the school has established to help students become successful. • Students completed a clinical rotation in long-term care and are currently in an acute care rotation. • Because of the nursing classes taken and the clinical experience obtained, some of the students became STNA's and are currently working in health care facilities. • Plan to purchase a computerized IV simulator to be used in the IV therapy classes in the spring to assist students with this skill. Will provide instructors extra time for orientation with this simulator.

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OHIO BOARD OF NURSING
Nurse Education Grant Program (NEGP)
Annual Report (First Year)

From: September 1, 2005 to August 31, 2006

Xavier University
 Grantee

Linda S. Schmid
 (Contact Person)

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 (Contact Phone)

513-745-1087
 (Contact Fax)

schmid@xavier.edu
 (E-Mail Address)

Grant Number: 2005POST01 Grant Period Beginning: 09/1/05 Ending: 08/31/07

(A) Total Grant Funds Received in the First Year	\$ 94,400.00
(B) Total Personnel Expenditures in the First Year	\$52,755.00
(C) Total Equipment Expenditures in the First Year	\$41,599.98
(D) Total Expenditures in the First Year	\$94,354.98
(E) Unspent Grant Funds in the First Year	\$45.02

We certify that the information provided is, to the best of our knowledge, correct and reflective of the grant's accounting records.

Linda S. Schmid PhD, RN 9-21-06
 Signature of Grant Administrator Date

Matthew Cill
 Signature of Fiscal Officer Date
Raymond D. Sherman 9/29/06

This report MUST BE SIGNED to be acknowledged as valid.

**NEGP Annual Progress Report
Section 3 – Goals and Progress**

List the goals as they appeared in your grant application and describe the progress made and/or success in meeting each goal over the course of the year.

GOALS	PROGRESS
<p>Goal 1: Increase the enrollment in the MSN education concentration and the MSN/MED dual degree programs by eight students (24% over current enrollment) by offering paid teaching positions for students in these programs.</p>	<p>In regards to increased enrollment in the MSN education concentration and MSN/MED dual degree program, the actual new enrollments in these programs increased by 1 student. There were 19 entering students in the Fall 2005 who declared either the Education Concentration or the MSN/MED as their area of study and 20 students this Fall 2006. Although there was only an increase of one, the current 7 TAs 4 of them are new students entering the program. In the Fall 2005, 2 of the 3 TAs were just entering the program when they took the TA role. Therefore, the opportunity to pursue this role was a definite component of why they chose the area of study that they did.</p> <p>Recruitment for the TA positions in the 2005-2006 and 2006-2007 academic year occurred by different actions. One of the actions was sending out flyers to all new and current graduate students in the Education Concentration and the MSN/MED program. After flyers were sent out to ascertain further interest e-mails were sent by the administrator of the grant to all the above noted graduate students. These e-mails were usually followed by a personal phone call from the grant administrator. Other means utilized to recruit for these positions included having the program introduced at Graduate Open Houses as well as other public venues where possible candidates attended. Also any student who was interested attended a personal conference with the administrator of the grant to answer any questions and to set up interviews with the Administrators of the 2 programs.</p> <p>In the Fall 2005, there were a potential of 4 TA positions available. One at Xavier, two at Good Samaritan and one as the patient simulator consultant. From the above mentioned recruitment efforts, 3 TAs took on the role in Fall 2005 and Spring 2006. The 3 TAs in the Fall 2005 were Janice Roenker at Good Samaritan College of Nursing and Health Sciences and Lydia Crawford, who was a newly registered graduate student, at Xavier University. The third TA was Thomas Lemaster, who was also a newly registered graduate student, who took the role as human simulator consultant. His role was shared by both Xavier and Good Sam. Two of the TAs in the Fall continued the roles in the Spring. Janice Roenker did not continue because she graduated from the program in December 2005. However, Janice did upon graduate remain at Good Samaritan as a part-time clinical faculty member. Therefore, Janice's TA position was assumed by Catherine Schneider. Also Lydia Crawford who was the TA at Xavier University chose midway in the semester to relinquish both her TA role and her graduate studies due to family concerns. At the point of her relinquishing the role the funds she was receiving were stopped.</p> <p>In the Fall 2006, there were a potential for 8 TA positions</p>

available. Three at Xavier University and 4 at Good Samaritan College of Nursing and Health Sciences as well as the 1 position for the human simulator. From the recruitment efforts 7 of these positions were filled. The Xavier University TAs who were selected were Cheryl McCracken, Debbie Davis, and Sharon Walsh-Hart. All of the 3 TAs at Xavier were new graduate students coming into the MSN program. The TAs at Good Samaritan College of Nursing and Health Sciences were Catherine Schneider, who had the position in the Spring, Carrie Perron, a new graduate student, and Sonia Hissett. Thomas LeMaster also returned to fill the role as human simulator consultant.

As noted above in both the 2005-2006 and 2006-2007 academic year, 1 TA position was unable to be filled at Good Samaritan College of Nursing and Health Sciences. As noted in previous quarter reports, several potential candidates interviewed for these positions but declined to take them. When questioned by the administrator of the grant why these candidates made this decision, the response usually dealt with time. Xavier University's MSN program was developed for the registered nurse who wishes to pursue graduate work on a part-time basis. Therefore, a majority of the graduate students in the MSN program work full-time. The potential candidates who declined usually stated that the reasons they chose not to participate was because they did not have the time due to their full-time work commitment as well as graduate work and family responsibilities. It was hoped that the student receiving the remuneration afforded by this grant would allow the interested student to cut back at work. But due to the need for benefits which were not included in the grant, many of those interested did refuse the opportunity when they knew the time commitment needed to fulfill these roles.

Goal 2: Graduate eight new MSN students who will pursue clinical faculty positions (20% over current rate) by providing first-hand instruction experience and mentoring.

This goal was projected to be met in 2 years at the end of the grant period. Since receiving this grant, 12 students have graduated with their master's degree in either the Education Concentration or the MSN/MED program. Of these 12 students, 7 have taken either full-time or part-time positions as faculty members in schools of nursing. Therefore, in the 2005-2006 academic year (to include Fall 2005, Spring 2006 and Summer 2007) 58% of those students graduating from these areas of study chose to pursue the faculty role. The other 42% chose to pursue educator roles within hospital or other health care agencies.

Goal 3: Increase the enrollment capacity at Xavier University and Good Samaritan Hospital College of Nursing and Health Sciences by utilizing teaching assistants as clinical/practicum faculty, thus enabling the schools to offer eight additional sections of undergraduate prelicensure courses.

Since the inception of the TA program, both Xavier University and Good Samaritan College of Nursing and Health Sciences have been able to have additional clinical sections. These additional sections have allowed more nursing students to pursue their education toward the goal of becoming a registered nurse. In some instances the TA positions allowed the clinical groups to be smaller, therefore fostering more individual student attention within these clinical experiences. In the Fall 2005, at Xavier University there was one additional group and at Good Samaritan the TA there was being fostered to take on the role which she was able to do as a paid employee the following semester. *In the Spring 2006, the TA at Xavier had she continued in the role would have afforded*

Goal 4: Enhance learning, critical thinking and practice experiences through the purchase of a human patient simulator.

one additional clinical group. Since the previous TA at Good Samaritan had graduated, the new TA was also being fostered to take on this new role. In the Fall 2006, 3 additional clinical sections were added at Xavier University and 1 additional section was added at Good Samaritan. As occurred in the prior 2 semesters, the 2 new TAs at Good Samaritan will be fostered to take on the role and in the Spring 2 new clinical sections will be added. Therefore, since the inception of the program 4 new clinical sections have been possible at Xavier and 1 new clinical section has been added at Good Samaritan. Therefore 5 new sections have been added since the inception of the program.

Since receiving the grant, both Xavier University and Good Samaritan College of Nursing and Health Sciences have been able to initiate the teaching strategy of utilizing human simulators. The use of the human patient simulator is important to both programs because it allows more students to receive needed knowledge and skills prior to going on to the clinical floor. From the grant, the Xavier University Department of Nursing has been able to not only purchase a simulator but to become active in utilizing this tool in enhancing learning by furthering students' critical thinking skills as well as their practice experiences. Both Good Samaritan and Xavier, has also benefited from the TA whose role is to consult with both programs in these endeavors. The TA who filled this role in the 2005-2006 academic year and will continue in the role in the current year is Thomas LeMaster. Thomas has fulfilled several roles in his TA position. He has assisted faculty at both institutions in their learning about how to utilize the simulator and associated software. He has also assisted faculty in the development and presentation of selected case studies utilizing the patient simulator. He has also developed case studies which could be utilized to instruct students concerning pertinent clinical situations. Not only has Tom done the above but he personally has done presentations with students utilizing the simulator. He has also been available to both institutions to trouble shoot any problems that the simulator may be having. When Xavier first purchased their human simulator, Tom also served on a committee to develop procedures for use of the simulator. Currently Tom is working with the Lab Director at Xavier University to design a laboratory setting that will feature the simulator. He is also currently with the assistance of his preceptor developing a course that will assist potential new nursing educators to use the simulator when they begin to teach. Tom remains available also to provide any assistance that Good Samaritan may need in the utilization of the human simulators they currently have. However, with Tom's previous assistance, the faculty at Good Samaritan have begun to be proficient in the development and utilization of case studies for the patient simulator.

CHECK IF MORE THAN ONE SHEET IS USED FOR THE SECTION 3 TOTAL SHEETS FOR SECTION 3.

OHIO BOARD OF NURSING
Nurse Education Grant Program (NEGP)
Annual Report (First Year)

From: September 1, 2005 to August 31, 2006

University of Toledo
 Grantee

JERI A. MILSTEAD, PhD, RN, FAAN
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Grant Number: 2005POST03 Grant Period Beginning: 09/1/05 Ending: 08/31/07

(A) Total Grant Funds Received in the First Year	\$ 99,017.00
(B) Total Personnel Expenditures in the First Year	\$73,633.54
(C) Total Equipment Expenditures in the First Year	0
(D) Total Expenditures in the First Year	\$73,633.54
(E) Unspent Grant Funds in the First Year	\$23,383.46

We certify that the information provided is, to the best of our knowledge, correct and reflective of the grant's accounting records.

Jeri A. Milstead 9/28/06
 Signature of Grant Administrator Date

Paul J. Mitchell 9/28/06
 Signature of Fiscal Officer Date

This report MUST BE SIGNED to be acknowledged as valid.

<p>3. The numbers of PMH-CNS students enrolled at MUOT College of Nursing will increase. Target date: Spring 2007.</p>	<p>2.c. The PMH CNS major is publicized on the Ohio Learns Network as an online program.</p> <p>3. The target date remains Spring 2007. Recruitment efforts still are geared toward securing applications for the PMH major. To date we have seven students enrolled in the program and recruiting efforts are continuing.</p>
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CHECK IF MORE THAN ONE SHEET IS USED FOR THE SECTION 2 TOTAL SHEETS FOR SECTION 3.