



ACADEMIC PERIODIC PROGRAM REVIEW

Date: March 8, 2018

Name of degree(s) and/or certificate(s): Nursing Assistant (NAP), Practical Nurse certificate, Associates in Applied Science (AAS) degree in Registered Nursing

Department: Nursing

Department Program Director or Lead: June Weiss, MSN, RN

Review participant's names and affiliations: Tiffany Port, Program Manager, Keith Sterrenberg, Program Manager, Jennifer Jack, Resident Faculty, Kerry Dinnella, Resident Faculty, Cheryl Pike, Programs Assistant

Table of Contents

Identity	3
History and Context.....	3
Program Elements and Resources	3
A. Academic Program.....	3
Program Student Learning Outcomes.....	3
Curriculum.....	5
Co-Curriculum.....	8
B. Faculty	8
C. Department Administration.....	9
D. Facilities, Equipment, and Information Resources.....	11
Facilities.....	11
Equipment, Technology, and Information Resources	11
E. Budget.....	13
F. Summary and Reflection.....	14
Program Effectiveness	14
A. Student Learning Assessment	14
Assessment Overview.....	14
Assessment Efforts.....	14
Writing across the Curriculum.....	15
Assessment Planning	15
B. Student Success: Enrollment, Persistence, and Graduation.....	16
Enrollment.....	16
Transfer Students.....	16
Fail Rates	16
C. Student Engagement and Satisfaction.....	17
D. Graduate Success	18
Recent Graduates.....	18
Alumni	19
Employers.....	19
E. S.W.O.T Analysis.....	19
F. Summary and Reflection.....	20
Future Trends and Capacity.....	20
A. Future of the Field and Career Opportunities.....	20
B. Program Capacity	21
C. Summary and Reflection.....	21

College Mission and Goals.....21

- A. College mission and Goals:.....21
- B. Program Goals22
- C. Summary and Reflection27

VII. Conclusions.....27

- A. Taking Stock: Significant Findings.....28
- B. Looking Forward: Strategic Thinking.....28

Appendices.....29

Identity

Who are you as a department and program? Whom do you serve? What are your plan and purpose?

HISTORY AND CONTEXT

Provide a brief history and description of the department and programs offered in the department, including degrees and certificates.

The Nursing Program has maintained its original design of ladder concept offering students the opportunity to earn a Certified Nursing Certificate after completing the first semester of Nursing. The student is also able to apply to become a Practical Nurse after completing the first semester, second semester, a three (3) credit transition course. There is an option available for advanced placement of Licensed Practical Nurses into the third semester course NUR221.

Include the year that the program was implemented, the accrediting agency (if applicable), and the year of the most recent program/accreditation review.

The Nursing was started in 1979 and graduated six (6) students in 1981. The most recent program/accreditation review was by ACEN in February 2018 for the RN program. The department is currently pending results.

Program Elements and Resources

How are you achieving your plan and purpose? How effectively are elements and resources being used?

A. ACADEMIC PROGRAM

Program Student Learning Outcomes

The current Program Student Learning Outcomes (SLOs) for the Practical Nurse certificate program include: 1) Demonstrate professional, ethical, and legal standards within the Practical Nurse scope of practice (2); 2) Conduct one's self in a manner that shows respect for the human condition, including physical, emotional, cultural, and spiritual (4); 3) Communicate effectively with clients, families, peers, faculty, and others while developing therapeutic relationships (2, 4); 4) Operate within the practical nurse scope of practice utilizing the nursing process, evidence-based practice principles, and practical nursing skills (1,5, 6); 5) Mitigate cultural biases and biological and cultural differences that impact the health/illness continuum (4); 6) Educate clients and families using established teaching plans to promote, restore, maintain, and prevents illness across the life span (2, 3); 7) Utilize management skills appropriate to the practical nurse scope of practice to better provide for clients, families, and other healthcare team members (2, 3).

The current Program SLOs for the Associates of Applied Science in Registered Nursing degree program include: 1) **Accountability:** Practice within the ethical and legal framework of current nursing practice standards as well as reflecting political awareness. (1, 5); 2) **Caring:** Apply and integrate physical, emotional, cultural and spiritual components of caring behaviors that demonstrate respect for the human condition for self, individuals, families and groups. (1, 4); 3) **Communication:** Communicate effectively in complex situations to achieve mutually defined goals in collaboration with clients, families, peers, faculty and other members of the health care team. (2, 5, 6); 4) **Clinical Competency:** Utilize evidence-based practice principles and nursing skills to provide safe and effective therapeutic nursing interventions for self and for individuals, families and groups experiencing transitions in all practice settings. (1, 2, 3, 4, 5, 6); 5) **Critical Thinking:** Use theory, principles of evidence-based practice and research to formulate clinical judgments and guide nursing practice. (3, 5, 6); 6) **Culture:** Apply principles of cultural competency in the provision of nursing care to individuals, groups, and families. (1, 4); 7) **Learning-Teaching:** Identify, adapt, and implement the learning-teaching process to address the needs of individuals, families and groups. (1, 2, 4, 5, 6); 8) **Management/Leadership:** Collaborate with other personnel within the organizational structure to manage client care through supervision, delegation, coordination, procurement of available resources and advocacy. Implement basic management skills with individuals, families and other members of the healthcare team. (3, 5, 6); 9) **Information Management & Technology:** Use information & communication technologies to enter, retrieve and manipulate data; interpret and organize data into information to affect nursing practice; and combine information to contribute to knowledge development in nursing. (2, 3, 5, 6)

Program SLO alignment to General Education Philosophies: Review the General Education Philosophies alignment to the Program SLOs. Are students able to achieve the General Education Philosophies and Program SLOs at the expected levels by completing the major courses and the general education curricula? Do the knowledge and skills developed in required courses build on each other in an intentional, progressive manner? Not easily. The current required general education courses are not sufficient to prepare students for success in the Practical Nurse program. A new curriculum for the PN certificate program has been submitted to, and approved by CASA. The new curriculum requires ENG101, ENG102, BIO100, BIO201, BIO202, PSY101, MAT142 or 151, and CIS110. The addition of these courses will provide a stronger general education foundation for the PN students. The required general education courses for the RN program include the same as will be required for the PN and courses such as Chemistry and Microbiology that do not contribute to the achievement of the PSLOs. The plan is to remove these two courses from the curriculum effective Spring 2020.

Review degree Program Goal Map (Appendix B). Analyze any patterns, imbalances, or gaps. Evaluate the Program SLOs in the context of the curriculum, assessment planning, and the student experience. Are there any specific revisions that can be made to strengthen your Program SLOs? The Program Goal Map for the PN and RN programs are broad. There are multiple goals within a goal and not all are measureable. Every goal is introduced in the first semester, reinforced throughout the rest of the program, and

mastered/assessed in the final course. This puts undue pressure on students in the last semester and historically makes the last course difficult to pass. This supports the lack of logical progression of these courses and the overlap of content delivery. There is ambiguity in the PN PSLOs statements. This can interfere with the students' ability to distinguish between the roles of the PN and the RN when taking the NCLEX-PN exam which could impact their ability to pass the exam.

The Nursing department developed new courses and PSLOs that are mapped in a manner that distributes the mastery of the goals throughout the program. The new PSLOs will be in effect for the PN students in Spring 2019 and Spring 2020 for the RN students. They include:

1. Demonstrate professional behaviors within the legal and ethical standards and RN scope of practice. (2, 3, 4)
2. Use the Nursing Process as a framework for critical thinking to assess, plan, prioritize, implement, and evaluate safe, effective, patient-centered nursing care. (1, 2, 3, 4, 5)
3. Provide compassionate and collaborative care based on respect for patient/family preferences, values, and needs. (1, 2, 3, 4)
4. Apply safe and effective use of informatics & technology in professional practice. (3, 5, 6)
5. Use safety standards to minimize risk of harm to patients and providers. (2, 3, 5, 6)

Curriculum

- a. **Summarize the program degree requirements as published in the current catalog. What is the relationship between major and GE courses? Are there any free or defined electives? Are courses reliably offered in the required/recommended sequences? If not, why not? How does the overall curriculum compare with those of colleges in Arizona?**

Prior to entering the RN Nursing program students are required to take the TEAS test and achieve a 60% or higher and have a minimum 2.85 GPA. The following general education courses are currently required: English Composition I, English Composition II, Introduction to Psychology, Life Span Development, General Biology I, General Biology II, Microbiology, Fundamental Chemistry, and College Mathematics. These eight courses represent 31 credit hours of general education courses. These courses are intended to expand the student's awareness of concepts and skills important to health care. English and humanities courses help to enhance written, oral communication, and literacy skills. Sciences provide the foundation for understanding pathophysiology and pharmacology. The mathematics provides the student with the essential skills to perform dosage calculations. Psychology courses assist the student with understanding of human behavior and coping mechanisms. All general education courses support the nursing courses and are transferable to universities. There are no free electives.

While in the RN program students take NUR121, NUR122, NUR227, NUR221, NUR228, NUR222, and NUR229. These courses focus on fundamentals of nursing, medical/surgical, pediatrics, obstetrics, mental health, pharmacology, and advanced medical/surgical content. The PN students take PNC101, PNC110, PNC120, PNC130, PNC201, and PNC202. These courses focus on fundamentals of nursing,

medical/surgical, pediatrics, obstetrics, mental health, pharmacology, and advanced medical/surgical content.

The MCC PN and RN programs are not contemporary and are based on the National League for Nursing 2000 standards and the Healing Theory Model. The curriculum is over saturated with content and has excessive Course Student Learning Outcomes (CSLOs) and objectives. When compared to the Maricopa College system, which include 6 colleges in Arizona their curriculum consists of Quality and Safety Education for Nursing (QSSN) or Nurse of the Future. The table below compares specific categories of information.

The Nursing Assistant course is six credits and is designed to prepare the student for the Arizona Board of Nursing Certification or Licensure Examination. Potential students must have an appropriate score on assessment test, or successful completion of PCS 021. Prior to clinical assignments students must have a Healthcare Provider level CPR card, acceptable background check, meet the physical requirements for the course, and other important documentation

RN Program Comparison: MCC Compared to Maricopa College System

College	General Education Credit Hours	General Education Courses	Nursing Credit Hours	Total Degree Credit Hours	Total Cost (Tuition, fees, and textbooks)	Time to Complete	NCLEX-RNN First Time Pass Rates
Mohave Community College	21 - 29	<ul style="list-style-type: none"> • BIO 100 • BIO 201 • BIO 202 • BIO 205 • CHM 130 • ENG 101 • MAT 142 • PSY 101 	43	64 - 72	In-state: \$5,184 - \$6,048 (plus fees and textbooks)	24 months	2016: 95.9% 2017: 96%
Maricopa College System (6 Community Colleges)	10 - 20	<ul style="list-style-type: none"> • BIO 156 • BIO 181 • BIO 201 • CHM 130 • ENG 101 • ENG 107 • MAT 140 • MAT 141 • MAT 142 	36	62 - 75	In state: \$5,208 - \$6,300 (plus fees and textbooks)	36 months	2016: 82% - 100% 2017: 90% - 97.6%

PN Program Comparison: MCC Compared to Maricopa College System

College	General Education Credit Hours	General Education Courses	Nursing Credit Hours	Total Degree Credit Hours	Total Cost (Tuition, fees, and textbooks)	Time to Complete	NCLEX-PN First Time Pass Rates
Mohave Community College	6 - 11	<ul style="list-style-type: none"> • HES113 • HES129 • Or • BIO 201 • BIO 202 	32	38 - 43	\$8,078 - \$8,561	11 months	2016: 66.67% 2017: 83.33%
Maricopa College System (6 Community Colleges)	10 - 20	<ul style="list-style-type: none"> • BIO100 • BIO201 • CHM 130 • ENG 101 • ENG 107 • MAT 142 	25	35 - 45	\$4,891 - \$8,476	15 months	2016: 33.33% - 100% (depending on college) 2017: 93.33% - 100%

- b. Describe any significant changes made to the curriculum since the previous program review — delivery, mode, prerequisites, structure, etc. Have you adopted any new practices in course design such as “flipping,” or the conversion of traditional face-to-face courses to online or hybrid modes? Have any of these changes been successful? How do you know?**

NUR227 has always been an online course with a high number of failures. The Nursing leadership team decided to offer one section in hybrid format in Spring of 2018. The intention was to see if the combination of online discussion questions and testing with two hours of face to face had a positive impact on the outcomes. Data has not been gathered to determine if students are more successful having this course as a hybrid vs. online.

NUR121 historically front loaded skills in lab environment so that students had the ability to perform task as quickly as possible in the clinical environment. This created an issue in that students learned “how” to do skills, but did not understand why they needed to do them. Feedback from members of our communities of interested also supported this. The schedule was rearranged so that all lab skills were presented after the content was introduced in the classroom.

Significant changes have been made to the Nursing Assistant curriculum since the previous program review. Over the past four years the format of the classroom has been modified to use a flipped classroom approach. In addition, the curriculum has been revised to meet the State Board of Nursing requirements following their template. This new format was introduced during the Spring 2018 semester.

- c. What process does the department use to revise and update curricular content? How does the department assure the currency of course documents, e.g., proposals, syllabi, and outlines? How do you provide for course alignment of the same course taught by multiple instructors?**

Currently there is no departmental process to update and revise curricular content. There is no process in place to assure current course documents for outlines and there is no formal process for course alignment that is taught by multiple instructors.

The Nursing leadership team identified four individuals who will act as the departmental Curriculum Team. These individuals will be responsible for reviewing each course, teaching and learning activities, lesson plans, and syllabi for currency and relevance. In addition, they will compare the curriculum to current evidence and standards and make recommendations to continue or change to the Leadership team. This information will then go through the internal MCC approval process for curricular changes.

Co-Curriculum

Describe any significant co-curricular opportunities for students in the major. How do these opportunities support student learning in the curriculum?

The RN program has the Student Nurse Organization that students are encouraged to participate in. This organization is part of the larger National Student Nurse Association. The participation is weak and the faculty have difficulty speaking to the value of this group. The PN students have a separate organization because of the restrictions placed by the NSNA. In the future the department will look into combining these groups in a manner that supports student life while complying with the NSNA.

B. FACULTY

Does the department assess and plan for the need for future faculty hires?

Yes, the PN/RN Program Manager, the Clinical Skills Program Manager, and the Director of Nursing Programs meet monthly to discuss departmental issues which includes an ongoing assessment of faculty needs. The faculty needs are determined by the maximum course capacity for student enrollment which is currently set to 21 and the number of campus sites courses are being offered.

What kind of challenges has the department faced in terms of recruitment, hiring, and retention?

There are limitations in attracting qualified Nurse Educators due to the requirement to have a graduate degree in Nursing with an emphasis on education, along with the potential decrease in salary many experience when they leave the clinical environment.

In order to teach for the Nursing Assistant program the applicant needs a minimum of an Associate Degree in Nursing from an accredited college and one year of direct patient care experience.

Continual efforts need to focus on advertising and recruitment efforts to draw qualified applicants to the college. In addition, a more aggressive marketing campaign may be required to draw the appropriate applicants to help teach for the Nursing programs.

Describe the department's projected faculty hiring needs within the next four years.

The department is surveying students to see if there is a desire for evening courses. If there is a desire, this would create a need for additional faculty. The plan is to utilize Associate Faculty and the number will be dependent on the number of sections offered.

Reflecting on the teaching contributions, scholarship, service, and areas of expertise of the current faculty how well are the overall needs of the program being met?

According to the American Association of Colleges of Nursing (AACN) (n.d., par 6), "Scholarship in nursing can be defined as those activities that systematically advance the teaching, research, and practice of nursing

through rigorous inquiry that 1) is significant to the profession, 2) is creative, 3) can be documented, 4) can be replicated or elaborated, and 5) can be peer-reviewed through various methods.” Given this definition, the faculty for the NAP, PN and RN programs do not contribute to scholarship.

There is one faculty member who is of service through her role as Co-Faculty Advisor for the Student Nurse Organization and through her volunteer efforts for CommCon 2018. The faculty are required to participate in 20 hours per year of Professional Development activities per year, such as attendance in conferences, workshops, and Nurse Tim webinars. Historically, the faculty could take any professional development that was of interest to them. Going forward a training path will be defined for each faculty member that aligns with the needs of the student, program, and department.

The Nursing department currently has 2 faculty members who are experts in their content, Pediatrics and Maternal Newborn. The ATI data below illustrates the difference when an expert serves as Faculty. The pediatrics results cannot be measured until next semester because the Faculty was teaching for the first time in the Spring 2018.

Capstone Assessment	South	North
Fundamentals	62%	66%
Pharmacology	62.4%	62.4%
Medical Surgical	57.5%	56.5%
Maternal Newborn	58.4%	67%
		This course has a Certified Midwife as Faculty
Nursing Care of Children	64.6%	68.1%
Mental Health	63.1%	54.7%
Leadership	69.1%	66.4%

C. DEPARTMENT ADMINISTRATION

1. Describe the structure of administration within the department, including how leadership is selected and length of term. How does the department plan for succession?

The structure of administration is the Director of Nursing Programs, June Weiss, who is responsible for all programs offered through the Nursing department which include Caregiver, Nursing Assistant, Practical Nurse and Associates of Applied Science (AAS) degree in Registered Nursing. Each of these programs has a manager with a dedicated Program Assistant. These individuals are responsible for day to day operations

while the Director focuses on strategic planning and long term vision for the department. Applicants for leadership positions are interviewed by a hiring committee and selected based on fit with the culture, experience as a nurse, experience as a nurse educator and previous leadership experiences. There are no term limits assigned.

The Director identifies potential future leaders and maps a pathway for the individual for success. The Director takes the appropriate leadership member and has that person present information at a meeting or prepare reports for the AZBON or MCC. The Director works very close with the Leadership Team and has each individual create goals for themselves.

2. What are some current key priorities of the director/lead?

- Innovative Curriculum- This consist of an innovative concept based curriculum that will include the lab, simulation, clinical and lecture.
- Academic-Clinical Partnership- Work with the larger clinical placement sites to identify one person in each facility trained to teach and interact with the Nursing students. By doing this, it will decrease clinical instructors and save money for the college.
- Student Engagement-Professional training for the faculty on how to engage students in the classroom, assess outcomes, and learn how to be compliant with the ACEN standards, the Arizona State Board of Nursing, and professional standards for Educators.
- Systematic Plan of Evaluation- need to finalize our plan for program assessment and evaluation.
- Professional Development of Faculty – Ongoing observation and development of Resident and Associate Faculty.
- Data Use- Faculty and staff need to learn how to assess data to make appropriate changes to the curriculum to help students succeed.
- Alternative program options- The Nursing department would like to offer a part-time path for nursing students. By doing this it will allow students to work, go to school, and be successful. This could be an evening option for students therefore creating more spaces for nursing students. Also, there are virtually no programs of this nature in our community. This would have to be approved by ACEN and the Arizona State Board of Nursing. In addition, the Nursing Assistant course will be seeking approval from the Arizona State Board of Nursing to offer an Accelerated version of the course. This would benefit members of the community who currently work in a healthcare setting by permitting them to fast-track through the course to certification/licensure in a safe, quality manner.
- Retention and remediation plan- Identify students who are “at risk” prior to students actually failing in the NUR courses. Student records will be reviewed to determine those students who had to take general education pre-requisites multiple times to improve their GPA and/or took the TEAS test multiple times to reach the minimum 60% requirement.
 - Develop a retention program with the Faculty

What other administrative duties require significant attention or time?

- Providing reports to the Arizona State Board of Nursing for the PN and RN programs quarterly as a condition of being on probation.

- Creating a plan to track outcomes, deciphering data and disaggregating the data for appropriate reports.
- Student assessment for learning- Capturing ATI data and implementing a retention plan.
- Required information sessions prior to students coming into the Nursing program. This will be an informational Q&A session about the program and expectations.
- The NAP/Caregiver Program Manager is focused on increasing student census and maximizing the Associate Faculty.
- The NA/Caregiver Program Manager and the PN/RN Program Manager are available to teach and fill in as needed.

What kind of assign time is used for administrative duties for other faculty in the department (e.g., scheduling, assessment, etc.)?

There is a PN/RN Programs Assistant and a Clinical Skills Program Assistant who assist with scheduling of courses and lab and clinical experiences. The PN/RN Program Manager does review exams, other assessments, and teaching activities to ensure faculty are focused on outcomes and student success.

D. FACILITIES, EQUIPMENT, AND INFORMATION RESOURCES

Facilities

- a. Describe any specialized facilities of the program. Do these facilities meet the current needs of the program? Describe any proposed changes and improvements to resources.**

A simulation program will be designed and implemented during the summer of 2018. This program will supplement clinical experiences and will provide an additional layer of learning for the students. High fidelity simulation equipment is used and allows students to practice real life events in a safe learning environment. Through this process the student is able to learn to apply theory to clinical practice. A debriefing session is included and allows for collaboration with other students on how the experience could have gone better. This experiential process adds to student learning.

Each of the four campus sites have a dedicated skills laboratory space. These labs are stocked with equipment and supplies necessary for students to achieve program outcomes. At the DAC there are two high fidelity simulation rooms stocked with mannequins, computers, and cameras that provide opportunities for students to simulate real life patient care in a safe learning environment.

In March of 2018 the NMC got their new building and has one high fidelity simulation rooms stocked with mannequins, computers, cameras that provide opportunities for students to simulate real life patient care in a safe learning environment.

- b. Describe any departmental sustainability efforts in regards to facilities or equipment.**

The Clinical Skills Program Manager and Lab Assistants maintain a schedule of maintenance and cleaning for the lab facilities. In addition, the Facilities department provides deep cleaning and maintenance once per semester and is available for unplanned needs.

Equipment, Technology, and Information Resources

- a. Does the current equipment and technology meet program needs?**

No, the current equipment and technology is not reflective of contemporary nursing practice.

What plans or funds exist for obtaining new resources, maintenance, repair, and replacement?

The 2018-2019 budget plan included funds for maintenance, repair, and replacement of equipment. This was determined based on the life of the equipment, last maintenance, repair, or replacement date. The Clinical Skills Program Manager and Lab Assistants maintain a schedule for cleaning/maintenance on all lab equipment. IT manages the computer equipment in the lab facility.

Provide a ranked list of high-priority equipment needs.

1. Computer equipment to facilitate point of care documentation

- a. 12 computers and monitors installed at the bedside (4 in the DAC, 3 in BHC, 3 in NMC, and 2 in LHC labs) - \$800.00 per computer and monitor X 12 = \$9,600.00
- b. 12 computers to be installed on portable workstations - \$800.00 per computer and monitor X 12 = \$9,600.00
- c. 12 portable workstations X \$900.00 = \$10,800.00
According to Lavin, Harper, and Barr (2015), "Emphasis should be on positioning of the computer to augment the engagement of the nurse and the patient as partners in care. Because no single device will work in all care areas, nurses should consider multiple types of computer device options." Many clinical placement facilities utilize computers that are installed at the bedside, while others utilize a portable workstation. By instilling this safe, quality practice during the education process, the students are likely to continue this practice in the workplace.

The PN curriculum will be modified to include educating students on the need to document patient interaction and care at the bedside. To accomplish this, computers and monitors will need to be installed at 50% of the beds in each of the four skills lab facilities (a total of 12 computers and monitors) and 12 computers will be installed onto portable workstations. This equipment will be introduced to the student in the first semester when concepts of documentation are introduced and will be utilized in subsequent semesters when documenting patient care activities.

2. Simulation scenarios that are programmed into the high-fidelity mannequins (DAC and NMC simulation lab facilities)

The simulation program will be designed during the Summer of 2018 with implementation planned for Spring 2019. This program will supplement clinical experiences and will provide an additional layer of learning for the students. High fidelity simulation equipment will be used to allow students to practice real life events in a safe learning environment. Through this process the student is able to learn to apply theory to clinical practice without causing harm to the patient. A debriefing session is included and allows for collaboration with other students on how the experience could have gone better. This experiential process adds to student learning.

b. Describe key information and technology resources — books, journals, databases, etc. — used by the program. Do the resources meet program needs?

Yes the equipment and technology meets the needs of the program in its current state. With the implementation of the updated curriculum in Spring 2020 there will be additional needs for information and technology resources. (See below for the ranked list.)

Provide a ranked list of high-priority information-resource needs.

1. Electronic database of skills, policies, and procedures – this product will allow the lab to be consistent with current standards of practice which is a requirement of the Arizona State Board of Nursing.
2. Electronic health record that interacts with the medication cart.

c. What is the role of the library in relation to your program?

The library on each campus provides education to students on a variety of topics including APA format, research techniques, and analyzing research articles. The Kingman library offers on-sight services at the DAC one – two times per week during the semester.

To what extent does your faculty interface with library faculty, CELT, IT?

Rarely except when they have personal technology issues. These resources have been consulted by the current leadership team and the faculty have been encouraged to interact with them to understand the ways they can improve their instruction.

E. BUDGET

a. Provide a summary of total budget revenues and program expenditures (salaries, benefits, operating expenses) for the last 2-3 years as available (Appendix C). Describe any significant increases or decreases in the cost of the program over the review period, noting factors that may be influencing costs. Include copies of annual budgets, as available.

The Nursing budget has been fairly consistent, with the exception of an approximate \$116,000 increase in expenses for 2016. At this time it is unclear where this expense stems from. The salaries and expenses are appropriate for the program with the exception of the expense for ATI products and services. Historically, this was being paid by the college, in the upcoming budget year these costs will be covered by student fees. The other significant change to the upcoming budget has to do with in-state travel, specifically, mileage reimbursement. Faculty will be staying on the home campus and traveling much less in the upcoming year.

b. How are decisions about program funding and expenditures made? Describe your department budget process and engagement of faculty in that process.

The leadership team meets to discuss needs for the department and all of the programs. The needs are prioritized based on impact to certification or accreditation status and student success and achievement of Program SLOs.

F. SUMMARY AND REFLECTION

What are the major findings of from the Program Elements and Resources? What improvements might they inspire?

The major findings include lack of integration of technology into courses, including how instruction is delivered. There is an opportunity to integrate information technology into the lab experience to better prepare students.

Program Effectiveness

How Well Do You Achieve Your Plan and Purpose?

A. STUDENT LEARNING ASSESSMENT

Assessment Overview

- a. **Provide an overview of your program-level assessment efforts (see program goal map for courses program level assessment occurs) during the last four years. How comprehensive were your assessment efforts?**

The faculty do not have a clear understanding of assessment and therefore do not have effective or comprehensive assessment built into the courses. The current leadership has developed a clear professional development path and established clear expectations for the faculty.

- b. **Can you state with confidence that your graduates are achieving the Program SLOs at the expected levels?**

The Program SLOs are not well written, the faculty do not understand them or the expectation to address them, which makes it difficult to state this with any degree of confidence. A key contributor to this is the faculty were not involved in the development of the current curriculum. They did, however, develop the new curriculum and created four effective Program SLOs. With the improved curriculum that is logical in its progression and the professional development of the staff, I will have confidence in graduates achieving the Program SLOs.

Assessment Efforts

Describe your Cycle of Learning assessment efforts. Include your 4-year assessment plan in (Appendix D). If you submitted Cycle of Learning assessment reports, include the in Impact on Student Learning and Action Plan for each in Appendix E. (Copies can be found in the Schoology Curriculum and Assessment group resources). Generally consider the following questions:

- **Which General Education Philosophy(s) did the assessment address?**
 - Both the PN and RN programs addresses Communication Skills: 2.5 Reading at a college level
- **When and where in the curriculum did the assessment take place?**
 - This assessment took place in the first semester of the Nursing program in NUR 121.

- **What form did the assessment take?**
 - The student was expected to write about an ethical dilemma they wanted to learn about.
- **What were the results of the assessment? Did students meet expected levels of performance?**
 - The results of the assessment were 48% of the students met the criteria, 29% of the students met with concerns and 24% of the students did not meet the criteria.
- **How were the results used to improve the degree program?**
 - Based on the results of the data NUR 121 Faculty determined the concept was too complex for the first semester of the RN program and have decided not to do this assignment in future sections of the course.

Writing across the Curriculum

Describe your Writing across the Curriculum assessment efforts. Include your WAC data worksheets in Appendix F. (located in the Schoology Curriculum and Assessment group resources). In each case, consider the following questions:

- **When and where in the curriculum did the assessment take place?**
 - For the RN program this assessment took place in the third semester of the Nursing program, NUR 221.
- **What form did the assessment take (portfolio, collection of smaller writing samples, large essay/term paper)?**
 - The assessment was a paper. Upon completion it was placed in the student's portfolio.
- **What were the results of the assessment(s)? Did students meet expected levels of performance?**
 - On the first evidence-based paper (EBP) there were 22 out of 53 students who received full credit. On the second EBP there were 47/53 students who received full credit.
- **How were the results used to improve the degree program?**
 - The results were used to improve the degree program. It was viewed as an assignment for the students to complete.
- **Will the Identified course change based on your analysis?**
 - Since we have new leadership team in place and instructors have been teaching their own course, most of the instructors have decided not to use this assignment.

Assessment Planning

- a. **Draft or revise the program assessment plan for the next four years, drawing on the Program SLOs and their mapping to the curricula on the Program Goal Map. Include this plan in Appendix G. If you don't have a current plan, contact the Director of Assessment and Curriculum for a template. Will the draft plan allow you to state with confidence that your graduates are achieving the Program SLOs at the expected levels?**

Refer to Appendix G for the Program Goal Map and the Program SLOs. The new draft plan allows the Nursing department to state with confidence the graduates will achieve the Program SLOs at the expected level.

- b. **To achieve your assessment plan, the department may need to develop greater assessment capacity. Describe any support or training that will help your faculty and staff to carry out the**

plan successfully. What is the departments or colleges appropriate role in providing these opportunities for professional development?

The department will create a Program Assessment Committee who will meet quarterly to review and analyze the results of data provided by the Nursing department Curriculum Committee. The Program Assessment Committee members will include the Director of Nursing Programs, the PN/RN Program Manager, the PN/RN Programs Assistant, the Clinical Skills Manager, and the Clinical Skills Program Assistant. This group will require education on program assessment, ATI (source of data), Schoology, and Excel.

B. STUDENT SUCCESS: ENROLLMENT, PERSISTENCE, AND GRADUATION

Enrollment

- a. Analyze trends in enrollment data for each of the last four academic years (Appendix C). How does the student enrollment in your program compare the college enrollment?**

While there have been fluctuations in the college enrollment, the RN program consistently enrolls 18-21 students each cohort.

- b. How does the quality of students enrolled (in looking at GPA, SAT, placement exam scores) compare to that of the college and university? Is the program enrolling the number and quality of students desired?**

The number of students is at the desired level of 18 – 21 for each cohort. The quality of the PN students is not at the desired level. There are two RN students concurrently enrolled in a BSN program. The students are expected to have their BSN nine months after they graduate.

Transfer Students

- Analyze trends in transfer student enrollment data for each of the last four academic years (Appendix C). How does the student enrollment in your program compare the college enrollment?**

There students who transfer into one of the nursing programs. This represents the student who has taken their pre-requisite courses at another college or University and desire to take the nursing program at MCC. Occasionally, there is a student who begins their nursing degree at another college. Those courses are more difficult to transfer because the content may not align. These students generally begin in NUR122 with our program.

Fail Rates

- a. Do you have any courses that have high fail rates (Ds, Fs, and Ws > 10%)? List courses and supporting data. Have you explored the reasons and possible solutions to improve student success?**

There are courses with high fail rates in the RN program and include NUR121 (14%), NUR122 (42%), and NUR227 (17% - 43%). The leadership team has recently begun tracking data to analyze this issue.

Possible reasons for such high failure rates would be instructors not letting students succeed or being the gate keeper of who progresses through the program and who does not. In the past, students were not successful because they had to achieve an 80% exam average and an 80% overall average before they could progress through the program. The Nursing department had many students who would have overall 80% averages but not be able to pass the overall exam average of 80%. After some review of grading policies at other institutions, the Nursing department faculty and leadership voted on a new grading policy that went into effect January 2018. The new grading policy states the student has to achieve an overall 80% average in the course.

C. STUDENT ENGAGEMENT AND SATISFACTION

1. How are students engaged in the program review process (e.g. do reviewers have the opportunity to meet with students, is there a student review team, etc.?)?

Historically students have not been involved in the review process. Going forward they will be invited to Student Advisory meetings and complete end of course and program surveys.

2. In what ways does the department engage students about their experience in the program or involve them in the development of the program? Are students involved in the operations and/or policy development for the department (e.g., committee membership, other formal and informal input)? What has been learned from student input?

Historically, students were not actively involved in providing feedback into the program. The current leadership team is hosting Student Advisory meetings each semester. In addition, they will receive an opportunity to evaluate each course, lab and clinical experience, resources, and facilities at the end of each semester and the program. Student feedback was not solicited and any feedback brought forward by the student was viewed as complaints. No changes to the program have been made based on student feedback.

3. How satisfied are students with their experience of the curriculum, faculty, learning resources and environment, and administration? Describe methods used to collect student input such as focus groups, surveys, etc.

Students are invited to a Student Advisory meeting once per semester. In addition, the PN/RN Program Manager and Director of Nursing Programs stop by class to have brief conversations with them for the purpose of checking in.

Historically, the department received high numbers of student concerns and complaints. Recent changes to leadership and the culture in the department has resulted in a significant decrease in these complaints.

Students have verbalized their appreciation of the changes to the Director, faculty, and other members of the leadership team.

Students specifically appreciate the change in skills lab and feel the experience is much more organized and better aligned with the lecture content. The students verbalized some inconsistencies in the lab staff and how skills demonstrations are being conducted. They feel the lab at the DAC is more strict than the one in BHC. The Clinical Skills Manager is evaluating the lab staff to ensure they are consistent in how they evaluate students.

D. GRADUATE SUCCESS

Recent Graduates

- a. In December 2017 there were 28 graduates from the RN program on the southern campus sites and five on the North campus sites. Of these 33 students 32 have taken the NCLEX – RN exam and 27 were successful on the first attempt. This equates to an 83% pass rate. The overall pass rate for 2017 (Spring and Fall) with these numbers is 88.5%. This 89.5% represents a decline from previous years which are 2014=92.31%, 2015=91.3%, 2016=97%, however there was an increase in the number of students who graduated this semester. The NCLEX pass rates may have been inflated by the decrease in student graduation.
- b. Describe the most recent program-level results of the completion rate (Appendix C). Consider the numbers and percentages of graduates employed full/part-time, seeking/not seeking employment, or transferred to the universities, as well as other information about their jobs or schools. How successful are students in obtaining jobs or university transfer after completion of their degree?**

All students are successful in gaining employment. Currently the Nursing department does not track part-time vs. full-time employment. Many of the PN students pursue an LPN-RN program whether it is with MCC of another college or University. Many of the Nursing Assistant students continue on to pursue a degree in Nursing. This information has not been tracked historically, but is part of the overall plan of program evaluation for the department.

- c. Describe any other feedback from graduates or measures of graduate success used by the department, e.g., the results of professional exams, certification/ licensing/ registration rates, and numbers of graduate degrees awarded. What do these measures suggest about the program and its graduates?**

Traditionally, there has been an emphasis on NCLEX pass rates as a measure of student achievement of Program SLOs. Current leadership would like to implement other measures to more accurately correlate student learning and the program not rely solely on the NCLEX results.

Alumni

The Nursing department has not historically sent out alumni surveys, but has developed a survey that will be used effective Fall 2018. This survey is included as an attachment to this review.

Employers

- a. **Describe the results of any community employers' feedback. What does their feedback suggest about graduate success in terms of Program SLO achievement, industry readiness, employer values, salary scales, etc.?**

Community employers inform the department through the Advisory Committee meeting. The feedback is the graduate are successful at doing skills but do not understand why they are performing the skill. Historically, the skill has been taught at the beginning of each semester in preparation for the student to go to clinical. The material has not been discussed in the theory class. As of January 2018 the skills are no longer "front loaded" in the course. The skill has been aligned with content in the courses.

- b. **Describe any other measures used to obtain feedback from employers. What do these measures suggest about the program and its graduates?**

The Director of Nursing Programs and Program Managers visit the clinical placement sites for individual meetings. These meetings are generally with the Chief Nursing Officer and the Educator.

E. S.W.O.T ANALYSIS

After assembling an Advisory Committee consisting of department resident faculty, associate faculty, non-discipline faculty, student, alumni, academic support staff, community/industry members (if applicable), and faculty from departments in which your courses feed into(if applicable), answer the following questions:

- a. **What are the strengths of your program according to advisory committee members?**
 - i. NCLEX-RN pass rates
 - ii. Students have three options for concurrent enrollment in BSN programs
 - iii. Committed to the community
 - iv. Committed to making changes to improve the program
 - v. Dedicated leadership
 - vi. Strong connections with clinical placement sites
 - vii. Support from the college
- b. **What are the weaknesses of your program according to the advisory committee members?**
 - i. Students are not able to critically think
 - ii. Students are able to do skills but do not understand why they are performing the skill
 - iii. Inexperienced faculty members
 - iv. Inexperienced leadership team
 - v. Lack of understanding with respect to program evaluation
 - vi. Poor NCLEX-PN first time pass rates
- c. **What opportunities exist according to the advisory committee members?**

- i. Expansion of the program across all southern campus sites
- ii. Increase Practical Nurse student census and first time pass rates
- iii. Alternative scheduling to attract working individuals
- iv. Develop Academic-Clinical Partnerships with larger clinical placement sites like Kingman Regional Medical Center, Havasu Regional Medical Center, Western Arizona Regional Medical Center, and Valley View Medical Center

d. What threats exist for your program according to the advisory committee members?

- i. Quality of expertise in the courses the instructor is teaching.
- ii. Not all Program or Course SLOs are measureable.
- iii. Faculty are not able to interpret outcomes.
- iv. Resistance from staff and faculty to embrace change
- v. Inability of some faculty to improve as educators
- vi. Lack of qualified Clinical Instructors

F. SUMMARY AND REFLECTION

What are the major findings of Program Effectiveness? What improvements might they inspire?

The major finding is that there has been little to no data capturing or analysis to determine program effectiveness. Improvements have already been inspired! There is an effort underway to identify key data elements to track, monitor and analyze. This will ultimately lead to the development of a strong systematic plan of evaluation that will become a living document and a key part of the culture in the nursing department.

Future Trends and Capacity

How are current and future trends being taken into account by the program?

A. FUTURE OF THE FIELD AND CAREER OPPORTUNITIES

How is the program meeting the current and potential future needs and trends in the labor market, industry, and society? What is the bureau of labor statistics (as well as other sources) predicting? What other new areas/fields do you predict will be developing in the future related to your discipline? What will be the jobs of the future?

According to the Bureau of Labor Statistics (BLS), Employment of registered nurses is projected to grow 15 percent from 2016 to 2026, much faster than the average for all occupations. Growth will occur for a number of reasons. Demand for healthcare services will increase because of the aging population, given that older people typically have more medical problems than younger people. Nurses also will be needed to educate and care for patients with various chronic conditions, such as arthritis, dementia, diabetes, and obesity. In addition, the local market in Mohave County demonstrates a continued need for Nursing Assistants, Licensed Practical and Registered Nurses.

B. PROGRAM CAPACITY

What is the program's capacity to educate more students? Are there adequate faculty, staff, facilities and other resources to meet the demand? If not, describe what additional resources are required.

The nursing program has historically only admitted students on the North campus once a year in the Fall, while the Southern campus sites admit in the Fall and Spring. The department is discussing the potential to add a second admission date for the North campus. The program has the potential to admit 84 students, 21 students per campus. The limitation to this is the ability to hire qualified Clinical Instructors.

Leadership is planning to collaborate with clinical placement agencies on an academic-clinical partnership. This partnership would involve a joint effort to select and educate staff nurses to be Clinical Instructors/Preceptors. This model would decrease the number of Clinical Instructors required.

C. SUMMARY AND REFLECTION

What are the major findings of Future Trends and Capacity? What improvements might they inspire?

The data from the BLS indicate there is a continued need for individuals in the profession of nursing. There is an opportunity to be innovative with the approach to the issue with the Clinical Instructors. This is not unique to Mohave County and several colleges and Universities have taken unique, creative approaches to this problem. This has inspired the leadership team to pursue other options with our communities of interest.

College Mission and Goals

What Are the Critical Issues? How Do They Impact the Department and Program?

A. COLLEGE MISSION AND GOALS:

1. The mission of Mohave Community College is to be a learning-centered institution, serving all constituencies, inspiring excellence through innovation and empowering students to succeed.
2. Mohave Community College strives to provide high quality, affordable and accessible higher education to all who seek it. **Educational:** Mohave Community College supports an academic learning-centered community through implementation of quality teaching initiatives, professional development, integration of learning technology, development of partnerships, delivery of effective student support services, and by providing accurate information and advising. **Cultural:** Become a conduit between businesses, organizations, foundations and the arts to strengthen understanding of the world through education. **Civic:** Promote active citizenship within the college community. **Resources:** Provide resources needed to achieve

the mission and vision

3. **How current and relevant is the mission and goals to your program?** The mission is current and relevant to the program especially with the new leadership team. The recent focus has been on innovation and student success.
4. **How do the college mission and goals shape the decisions and direction of the department and program?** The Nursing department is making decisions that are focused on student success. The department has developed partnerships with other departments in the college to ensure our practices are aligned with the college. The department works with communities of interest to ensure our graduates have the qualities they are looking for in their nursing staff.

B. PROGRAM GOALS

1. Previous program goals.

Briefly describe the results of the previous program review -issues identified, recommendations made, and goals. Describe significant achievements and progress made since the last program review. What proposed changes have not been made and for what reasons? The results of the short and long term goals that were identified in the previous review are outlined below. While the RN graduates achieved the goal of 95% NCLEX pass rate for first attempt, the PN graduates did not. This goal was unrealistic given in 2015 it was 71.43% and in 2016 it was 66.67%. A more realistic goal is 80% which will be a short term goal for the upcoming review period. The ATI goal was also not met. ATI was not properly integrated into the RN curriculum and there was no grading policy established. Students and Faculty viewed this work as just another assignment or remediation. The Faculty and staff have been trained by ATI to ensure the products and services are appropriately integrated.

1.1. Short-term Goals (two year cycle):

AAS – RN Program Goals:

- **Goal 1:** Complete the self-study for ACEN site visit and State Board visit.
- **Measurable Outcome:** All standards will be document and data will be completed to support the standards.
- **Plan: (Briefly describe how you will accomplish this goal.)** Each faculty member is responsible for sections of different standards. Utilize the data collect for the programs critical elements.
- **Responsible Party (ies):** All faculty members and supportive staff.

This goal was met

- **Goal 2:** Nursing Labs will be updated and resources will be available in all labs –improve student retention and SLO's.

- **Measurable Outcome:** Students will use the labs more especially on the north campus and the semester surveys will reflect this. Students will have less remediation. Pass rate on NCLEX will increase on the north as the past two semesters the pass rate has been 80% on first NCLEX. The south pass rate has been 90-96% every semester.
- **Plan:** Schedule practice time in the labs for the students, lab coordinator will plan the updates with the faculty and order the necessary items and instillation of the items by facilities management.
- **Responsible Party (ies):** Lab Coordinator, Program Director, lab assistance, faculty, and the students.

This goal was not met.

- **Goal 3:** 90% of the students will achieve a level two or higher on the ATI proctored exams this includes the RN predictor for nursing four.
- **Measurable outcome:** The lead faculty member will print out the group results and share with all the faculty members to evaluate areas of weakness in the students and the program. Faculty will meet with the student and provide remediation to assist in the mastering the material of his or her class. A remediation exam will be given after the remediation is completed.
- **Time:** Review each semester for the two years
- **Plan:** These are the critical elements for the program and should be used to guide the curriculum changes and updated for the program plus identify those students who have areas of weakness.

This goal was not met. See the table below for a summary.

ATI Proctored Test	Cohort 05/16 % of students who achieved level two or three	Cohort 12/16 % of students who achieved level two or three	Cohort 05/17 % of students who achieved level two or three	Cohort 12/17 % of students who achieved level two or three
RN Fundamentals	Did not take	Did not take	Did not take	89.3%
RN Adult Medical Surgical	39%	34%	27.3%	28.5%
RN Pharmacology	29%	44%	45.6%	24%
RN Maternal Newborn	55%	50.00%	57.8%	29.6%
RN Mental Health	60%	79%	67.2%	63%
RN Nursing Care of Children	55%	57%	39%	40.8%
RN Community Health	25%	35%	Did not take	Did not take
RN Leadership	28%	27%	12.1%	9%
RN Nutrition	Did not take	36%	Did not take	18.2%

1.2. **Long-term Goals (four year cycle):** Based on the above data and analyses, identify 2 or more concrete goals, measurable outcomes, and activities that you would anticipate resulting in improvements to the program within the next six years.

AAS – RN Program Goals:

- **Goal 1:** (Goals describe what you wish to accomplish in support of program improvement.) To achieve NCLEX pass rate of 95% for first time test takers.
- **Measurable Outcome:** Maintain a first time pass rate on the NLCEX exam of 95% with the pass rate higher than the national and state average.
- **Plan:** (Briefly describe how you will accomplish this goal.) Maintain the evidence of each ATI proctored exam and review the weakness of the students and determine if the faculty is covering the information in lectures. Map the nursing curriculum to the NCLEX test plan and QSEN.
- **Responsible Party (ies):** All nursing faculty members

This goal was met.

2016 MCC RN = 96.5%

2017 MCC RN = 96.15%

- **Goal 2:** Maintain ACEN Accreditation
- **Measurable Outcome:** To maintain the national certification of the RN Program.
- **Plan:** Maintain the criteria for all standards required by the ACEN
- **Responsible Party (ies):** Faculty and different departments of the college.
- **What specific aspects of these goals can be accomplished without additional financial resources?** Yearly fees are in the RN budget need for time to share with other departments.

This goal was met.

- **Goal 3:** Achieve NCLEX pass rate of 95% for first time test takers with a pass rate higher than the national.
- **Measurable outcome:** Faculty will meet with the student who is unsuccessful on the exam. Student will complete the remediation form to identify the weak or missing areas of his or her knowledge base.
- Faculty will assist the student to create an action plan to assist the student in success of the program.
- **Time:** Every exam each semester. Continued throughout the student's time in the program.
- **Plan:** Assisting the students will identifying their weak and missing areas will assist them and the nursing faculty in ways to improve success and completion of the program. Faculty will have to spend more one on one time with the students.
- **What specific aspects of these goals can be accomplished without additional financial resources?** No added costs will be needed.

This goal was met.

2016 MCC RN = 96.5% and National = 84.56%

2017 MCC RN = 96.15% and National = 87.12%

PN Certificate Short-term goals (2 year)

- **Goal 1:** The PNC program will have a cohesive, consistent teaching curriculum mapped to the NCLEX-PN test blue print to achieve a >90% first time pass rate on exam. The curriculum will be focused on foundation learning concepts upon which subsequent teaching will be built.
- **Plan:** Instructor mentoring, regular staff meetings, student surveys, use of the student success center with tutoring, written student success plans, written remediation plans, evaluate the use of the HESI specialty exams, utilize subject matter experts to supplement teaching/learning of non-nursing topics, assessment of teaching strategies/class arrangement after 2016 cohort, stratified admission tiers with early pass/fail contingent benchmarks, re-evaluation of program admission criteria, evaluation of need for unified lesson plan to integrate learning throughout the continuum of the program. Curriculum has been rewritten to map to the test blue print (will go into effect 2017-18 catalog).
- **What specific aspects of these goals can be accomplished without additional financial resources?** Identifying at risk students, developing success plans, and mentoring, utilizing tutoring services, regular meetings to discuss weekly plans, updating curriculum to map to NCLEX-PN and QSEN

This goal was not met.

2016 = 66.67%
2017 = 83.33%

Long-term Goals (4 year)

- **Goal 1:** The PN program will maintain a >90% first time pass rate for two consecutive years, prior to pursuing program growth options, such as expanding to other campuses.
- **Measurable Outcome:** State test results
- **Plan:** Early identification of students who need additional support, mentoring instructors and providing them with train the trainer sessions annually.
- **Responsible Party(ies):** all faculty and staff
- **What specific aspects of these goals can be accomplished without additional financial resources?** There are no additional costs The Associate faculty upon hire are required to attend a staff meeting at the beginning of each semester to discuss issues, plans, updates etc.

This goal was not met.

2015 = 71.43%
2016 = 66.67%
2017 = 83.33%

2. New program goals.

- a. **Short-term goals (two-year cycle):** Based on data, assessment, and curriculum analysis completed above, identify 2 or more Specific, Measurable, Attainable, Relevant, Timely (S.M.A.R.T) Goals, measurable outcomes, and activities that you would anticipate resulting in improvements to the program in the next two years.
 - ii. **Goal 1:** 80% of students who complete the Practical Nurse certificate program in 2018 and 2019 will pass the NCLEX-PN exam on the first attempt.
 1. **Measurable outcome:**
 2. **Plan to achieve the outcome within 2 year period:**

- a. Identify at risk students (those who took the TEAS test multiple times to obtain the minimum of 60% and those who took general education pre-requisite courses more than once to increase GPA to minimum 2.85) upon admission;
 - b. Require the Self-Assessment Inventory and Critical Thinking Entrance Assessment work in ATI;
 - c. Require the ATI Test Taking Strategies Workshop in week 3 of the first semester;
 - d. Identify Faculty who contributing to the problem and develop a professional development plan;
 - e. Monitor student progress throughout the semester for ongoing remediation needs;
 - i. Assign remediation work as needed
 - f. Develop simulation program to supplement the lab and clinical experience
3. **Responsible parties:** Nursing Leadership and all faculty teaching PN students
 4. **How does this goal align with the mission and goals of the college?** This goal aligns with the mission and goals of the college of being a learner-centered institution and empowering students to succeed.
- iii. **Goal 2:** 80% of first semester students will progress to the next semester.
1. **Measurable outcome:** 80% of first semester students will achieve a minimum of 80% overall course average by the end of the semester.
 2. **Plan to achieve the outcome within 2 year period:**
 - a. Identify at risk students (those who took the TEAS test multiple times to obtain the minimum of 60% and those who took general education pre-requisite courses more than once to increase GPA to minimum 2.85) upon admission;
 - b. Require the Self-Assessment Inventory and Critical Thinking Entrance Assessment work in ATI;
 - c. Require the ATI Test Taking Strategies Workshop in week 3 of the first semester;
 - d. Identify Faculty who contributing to the problem and develop a professional development plan;
 - e. Monitor student progress throughout the semester for ongoing remediation needs;
 - i. Assign remediation work as needed
 - f. Develop simulation program to supplement the lab and clinical experience
 3. **Responsible parties:** Nursing Leadership, Faculty, Lab Personnel
 4. **How does this goal align with the mission and goals of the college?** This goal is focused on the student and their success which aligns with the mission and goals of the college of being a learner-centered institution and empowering students to succeed.
- b. Long-term goals (four-year cycle)

- i. **Goal 1:** High fidelity simulation will account for at least 25% of all clinical experiences by 2022.
 - 1. **Measurable outcome:** High fidelity simulation will account for 158 hours of the required 630 practice hours for the RN program and 78 hours of the required 310 practice hours for the PN program.
 - 2. **Plan to achieve outcome within 2 year period:**
 - a. Laerdal training on the high fidelity equipment is scheduled for May 1-2, 2018. The Lab Assistants, Clinical Skills Program Assistant, and selected Clinical Instructors will be included in this training.
 - b. Simulation scenarios need to be developed or purchased for each of the courses taught in the program.
 - c. Assessment tools will need to be developed.
 - d. Lab staff will need to be trained on the new assessment tools.
 - e. Alignment of curriculum to the simulation lab experience needs to occur.
 - 3. **Responsible parties:** Clinical Skills Program Manager, Clinical Skills Program Assistant, NA/Caregiver Program Manager, Faculty, and leadership
 - 4. **How does this goal align with the mission and goals of the college?**
- ii. **Goal 2:** The Nursing department will establish academic-clinical partnerships with clinical placement facilities utilized every semester by 2022.
 - 1. **Measurable outcome:** There will be one formal academic-clinical partnership by
 - 2. **Plan to achieve the outcome within 2 year period:**
 - a. Identify those clinical placement facilities who are interested in 1) preceptor experience, 2) clinical scholar model, or 3) traditional clinical instructor model.
 - b. Collaborate with clinical placement facilities to develop training specific to the 1) preceptor experience, 2) clinical scholar model, and 3) traditional clinical instructor model.
 - c. Provide training to the clinical placement facilities based on the specific partnership.
 - d. Implement at least one preceptor experience by Fall 2019.
 - 3. **Responsible parties:** Nursing leadership
 - 4. **How does goal align with the mission and goals of the college?**

C. SUMMARY AND REFLECTION

What are the major findings of College Mission and Goals Sections? What improvements might they inspire?

Previous goals were not SMART and were difficult measure. Some goals were established for things that did not need to be improved, such as the NCLEX-RN pass rates which is not a wise use of resources. The new goals are SMART and prioritized based on the strategic plan for the nursing department.

VII. Conclusions

What Are Your Findings? What Issues Need to Be Addressed During the Next Four Years?

A. TAKING STOCK: SIGNIFICANT FINDINGS

Based on the discussion and analysis in this Program Review:

What are the strengths of the program?

- NCLEX-RN pass rates
- Students have three options for concurrent enrollment in BSN programs
- Committed to the community
- Committed to making changes to improve the program
- Dedicated leadership
- Strong connections with clinical placement sites
- Support from the college

What aspects of the program should be improved?

- Students are not able to critically think
- Students are able to do skills but do not understand why they are performing the skill
- Inexperienced faculty members
- Inexperienced leadership team
- Lack of understanding with respect to program evaluation
- Poor NCLEX-PN first time pass rates
- Expansion of the program across all southern campus sites
- Increase Practical Nurse student census and first time pass rates
- Alternative scheduling to attract working individuals
- Develop Academic-Clinical Partnerships with larger clinical placement sites like Kingman Regional Medical Center, Havasu Regional Medical Center, Western Arizona Regional Medical Center, and Valley View Medical Center

B. LOOKING FORWARD: STRATEGIC THINKING

After reviewing this Program Review with your faculty:

What issues should be addressed by administration immediately? In the near future?

- i. Quality of expertise of the faculty.
- ii. Align the courses and faculty in a manner that facilitates student success.
- iii. Develop PSLOs and CSLOs that are measurable.
- iv. Faculty are not able to interpret outcomes- Continue to provide professional development for the Faculty on outcomes, data analysis, interpretation of outcomes.
- v. Resistance from staff and faculty to embrace change.

Appendices

- A. Guided Pathway(s)
- B. Program Outcome Map
- C. Institutional Research Data - Budget, Enrollment, Course and Degree completion and success rates
- D. Assessment Plans – Looking Back – 4-year Assessment plan
- E. Assessment Results & Closing the Loop - Cycle of Learning reports Impact and Action plan section review
- F. Assessment Plans – Looking Ahead – Draft next 4-year Assessment plan
- G. Sample Employer Survey

GUIDED PATHWAY

The following sequence is the suggested pathway to complete the degree in two years. This sequence is based on satisfaction of all basic skills requirements and prerequisites and presumes a fall start date. An individual's program may vary depending on transfer institution, career objectives, or individual needs. See your academic advisor for other options and to monitor your progress.

Program Name: Registered Nursing, AAS Degree

Program Student Learning Outcomes (SLOs):

1. **Accountability:** Practice within the ethical and legal framework of current nursing practice standards as well as reflecting political awareness. (1, 5)
2. **Caring:** Apply and integrate physical, emotional, cultural and spiritual components of caring behaviors that demonstrate respect for the human condition for self, individuals, families and groups. (1, 4)
3. **Communication:** Communicate effectively in complex situations to achieve mutually defined goals in collaboration with clients, families, peers, faculty and other members of the health care team. (2, 5, 6)
4. **Clinical Competency:** Utilize evidence-based practice principles and nursing skills to provide safe and effective therapeutic nursing interventions for self and for individuals, families and groups experiencing transitions in all practice settings. (1,2,3,4,5,6)
5. **Critical Thinking:** Use theory, principles of evidence-based practice and research to formulate clinical judgments and guide nursing practice. (3,5, 6)
6. **Culture:** Apply principles of cultural competency in the provision of nursing care to individuals, groups, and families. (1, 4)
7. **Learning-Teaching:** Identify, adapt, and implement the learning-teaching process to address the needs of individuals, families and groups. (1,2,4,5,6)
8. **Management/Leadership:** Collaborate with other personnel within the organizational structure to manage client care through supervision, delegation, coordination, procurement of available resources and advocacy. Implement basic management skills with individuals, families and other members of the healthcare team. (3,5,6)
9. **Information Management & Technology**
Use information & communication technologies to enter, retrieve and manipulate data; interpret and organize data into information to affect nursing practice; and combine information to contribute to knowledge development in nursing. (2,3,5,6)

Program prerequisite(s) as part of the AAS or AA degree (Allied Health only):

Course	AGEC course?	Terms	Credits
BIO 100	Yes	F, SP, SU	4
BIO 201*	Yes	F, SP, SU	4
BIO 202*	Yes	F, SP, SU	4
BIO 205*	Yes	F, SP, SU	4
CHM 130	Yes	F, SP, SU	4
ENG 101*	Yes	F, SP, SU	3
MAT 142*	Yes	F, SP, SU	3
PSY 101*	Yes	F, SP, SU	3

Courses – Asterisk (*) indicates required program courses	AGEC course?	Terms	Credits
---	--------------	-------	---------

First Semester: Fall

NUR 121 with lab*		North –F, South- F, SP	8
ENG 102*	Yes	F, SP, SU	3

Courses – Asterisk (*) indicates required program courses	AGEC course?	Terms	Credits
---	--------------	-------	---------

Second Semester: Spring

NUR 122 with lab *		North –SP, South- F, SP	8
NUR 227 *		North –SP, South- F, SP	3
PSY 245 *		F, SP, SU	3

Courses – Asterisk (*) indicates required program courses	AGEC course?	Terms	Credits
---	--------------	-------	---------

Third Semester: Fall

NUR 221 with lab *		North –F, South- F, SP	8
NUR 228 *		North –F, South- F, SP	1

Courses – Asterisk (*) indicates required program courses	AGEC course?	Terms	Credits
---	--------------	-------	---------

Fourth Semester: Spring

NUR 222 with lab *		North –SP, South- F, SP	8
NUR 229 *		North –SP, South- F, SP	1

Key:

SP= Spring

F= Fall

SU= Summer

1. Aesthetic Sensibilities: An awareness of creative expression in the world around us.
2. Communication Skills: The ability to effectively convey meaning through various media on both personal and professional levels.
3. Critical Thinking Skills and Problem-Solving: The ability to analyze data and arrive at logical and defensible conclusions.
4. Cultural Diversity and Global Awareness: An appreciation of relationships and differences in values, customs, and norms of diverse global communities.
5. Techniques of Inquiry: Use of standardized methodological framework to collect, analyze, interpret, and present findings.
6. Technological Competency: A proficiency in evolving technology to compete and flourish in society.

Total credits

72

Options:

Choose one BIO options from the following (0-4) credits:

Successful completion of Biology Competency Exam

BIO 100

BIO 181

CHM 130 or CHM 151

Choose either MAT 142 or MAT 151

GUIDED PATHWAY

The following sequence is the suggested pathway to complete the degree in two years. This sequence is based on satisfaction of all basic skills requirements and prerequisites and presumes a fall start date. An individual's program may vary depending on transfer institution, career objectives, or individual needs. See your academic advisor for other options and to monitor your progress.

Program Name: LPN Step-Out Certificate

Program Student Learning Outcomes (SLOs):

1. Accountability: Practice within the ethical, professional and legal principles within the scope of practice of a licensed practical nurse, assume responsibility for own actions by reporting client status assessments to RN. (5)
2. CARING: Integrate caring behaviors and demonstrate respect for physical, psychosocial and spiritual needs of families experiencing identified transitions and assess client's needs using holistic framework. (1)
3. Communications: Use effective communication skills in interactions with clients, families, peers, faculty and others. (2, 5, 6)
4. CLINICAL COMPETENCE: Demonstrate use of evidence-based practice principles and nursing skills in well-defined settings to provide safe and effective therapeutic nursing interventions for self and for individuals and families experiencing transitions within the PN scope of practice. (5, 6)
5. CRITICAL THINKING: Begin to use theory, evidence-based practice principles to formulate clinical judgments and enhance professional role development. (3, 4, 5, 6)
6. CULTURE: Demonstrate knowledge of cultural concepts in delivering care to individuals and families during periods of transition. (1, 4)
7. LEARNING/TEACHING: Apply learning principles for health promotion, restoration, maintenance and illness prevention for individuals and families across the lifespan.(1, 2)
8. LEADERSHIP/MANAGEMENT: Implement basic management skills with individuals, families and other members of the healthcare team. (5, 6)
9. Information Management and Technology: Use information and technologies to record and retrieve data within the EMR to provide affective nursing care within the PN scope of practice. (6)

Program prerequisite(s) as part of the AAS or AA degree (Allied Health only):

Course	AGEC course?	Terms	Credits
BIO 100	Yes	F, SP, SU	4
BIO 201*		F, SP, SU	4
BIO 202*		F, SP, SU	4
BIO 205*		F, SP, SU	4
CHM 130	Yes	F, SP, SU	4
ENG 101*	Yes	F, SP, SU	3
MAT 142*	Yes	F, SP, SU	3
PSY 101*	Yes	F, SP, SU	3
Courses – Asterisk (*) indicates required program courses	AGEC course?	Terms	Credits

First Semester: Fall

NUR 121 with lab*		North –F, South- F, SP	8
ENG 102*	Yes	F, SP, SU	3
Courses – Asterisk (*) indicates required program courses	AGEC course?	Terms	Credits

Second Semester: Spring

NUR 122 with lab*		North –SP, South- F, SP	8
NUR 227*		North –SP, South- F, SP	3
PSY 245*	Yes	F, SP, SU	3
Courses – Asterisk (*) indicates required program courses	AGEC course?	Terms	Credits

Summer term:

NUR 123 with a clinical		SU	3
-------------------------	--	----	---

Key:

SP= Spring

F= Fall

SU= Summer

1. Aesthetic Sensibilities: An awareness of creative expression in the world around us.
2. Communication Skills: The ability to effectively convey meaning through various media on both personal and professional levels.
3. Critical Thinking Skills and Problem-Solving: The ability to analyze data and arrive at logical and defensible conclusions.
4. Cultural Diversity and Global Awareness: An appreciation of relationships and differences in values, customs, and norms of diverse global communities.
5. Techniques of Inquiry: Use of standardized methodological framework to collect, analyze, interpret, and present findings.
6. Technological Competency: A proficiency in evolving technology to compete and flourish in society.

Total credits**57**

Optional Courses:

Choose one BIO options from the following (0-4) credits:

Successful completion of Biology Competency Exam Credits: (0)

BIO 100 - Biology Concepts with Lab Credits: (4)

BIO 181 - General Biology I (Majors) with Lab Credits: (4)

CHM 130 - Fundamental Chemistry with Lab Credits: (4) or CHM 151 - General Chemistry I with Lab Credits: (4)

Choose either MAT 142 or MAT 151 Credits: (3-4)

Choose one of the following Nursing courses:

NUR 123 - Transition to Practical Nursing Credits: (3) - OR-

NUR 221 - Nursing III Credits: (8)

ACTIVE CHOICE DEGREE MAP

The following sequence is the required pathway to complete the degree in two years. This sequence is based on satisfaction of all basic skills requirements and prerequisites and presumes a fall start date. An individual's program may vary depending on transfer institution, career objectives, or individual needs. See your academic advisor for other options and to monitor your progress.

Program Name: LPN to RN, AAS Degree

Program Student Learning Outcomes (SLOs):

1. Accountability: Practice within the ethical and legal framework of current nursing practice standards as well as reflecting political awareness. (1, 5,)
2. Caring: Apply and integrate physical, emotional, cultural and spiritual components of caring behaviors that demonstrate respect for the human condition for self, individuals, families and groups. (1, 4)
3. Communication: Communicate effectively in complex situations to achieve mutually defined goals in collaboration with clients, families, peers, faculty and other members of the health care team. (2, 5, 6)
4. Clinical Competency: Utilize evidence-based practice principles and nursing skills to provide safe and effective therapeutic nursing interventions for self and for individuals, families and groups experiencing transitions in all practice settings. (1,2,3,4,5,6)
5. Critical Thinking: Use theory, principles of evidence-based practice and research to formulate clinical judgments and guide nursing practice. (3,5, 6)
6. Culture: Apply principles of cultural competency in the provision of nursing care to individuals, groups, and families. (1, 4)
7. Learning-Teaching: Identify, adapt, and implement the learning-teaching process to address the needs of individuals, families and groups. (1,2,4,5,6)
8. Management/Leadership: Collaborate with other personnel within the organizational structure to manage client care through supervision, delegation, coordination, procurement of available resources and advocacy. Implement basic management skills with individuals, families and other members of the healthcare team. (3,5,6)
9. Information Management & Technology Use information & communication technologies to enter, retrieve and manipulate data; interpret and organize data into information to affect nursing practice; and combine information to contribute to knowledge development in nursing. (2,3,5,6)

Program prerequisite(s):

Course	AGEC course?	Terms	Credits
BIO 100	Yes	F, SP, SU	4
BIO 201 *		F, SP, SU	4
BIO 202 *		F, SP, SU	4
BIO 205 *		F, SP, SU	4
ENG 101 *	Yes	F, SP, SU	3
ENG 102 *	Yes	F, SP, SU	3
MAT 142	Yes	F, SP, SU	3
PSY 101 *	Yes	F, SP, SU	3
PSY 245 *	Yes	F, SP, SU	3
NUR 137		F, SP	3
NUR 227 *		F, SP	3
<i>Plus the 16 credits for Nursing I and II with proof of LPN</i>			<i>+ 16</i>

Courses – Asterisk (*) indicates required program courses	AGEC course?	Terms	Credits
---	--------------	-------	---------

First Semester: Third Semester of the AAS RN Program

NUR 221 with a lab *		North –F, South- F, SP	8
NUR 228 *		North –F, South- F, SP	1

Courses – Asterisk (*) indicates required program courses	AGEC course?	Terms	Credits
---	--------------	-------	---------

Second Semester: Fourth Semester of the AAS RN Program

NUR 222 with a lab *		North –SP, South- F, SP	8
NUR 229 *		North –SP, South- F, SP	1

Key:

SP= Spring F= Fall SU= Summer

1. Aesthetic Sensibilities: An awareness of creative expression in the world around us.
2. Communication Skills: The ability to effectively convey meaning through various media on both personal and professional levels.
3. Critical Thinking Skills and Problem-Solving: The ability to analyze data and arrive at logical and defensible conclusions.
4. Cultural Diversity and Global Awareness: An appreciation of relationships and differences in values, customs, and norms of diverse global communities.
5. Techniques of Inquiry: Use of standardized methodological framework to collect, analyze, interpret, and present findings.
6. Technological Competency: A proficiency in evolving technology to compete and flourish in society.

Total credits

71

Optional Courses:

Choose one BIO options from the following (0-4) credits:

Successful completion of Biology Competency Exam

BIO 100

BIO 181

Choose either MAT 142 or MAT 151

NUR 137* (If student was a member of the RN nursing program they are not required to take NUR 137)

GUIDED PATHWAY

The following sequence is the suggested pathway to complete the degree in two years. This sequence is based on satisfaction of all basic skills requirements and prerequisites and presumes a fall start date. An individual's program may vary depending on transfer institution, career objectives, or individual needs. See your academic advisor for other options and to monitor your progress.

Program Name: Practical Nursing Certificate

Program Student Learning Outcomes (SLOs):

1. Demonstrate professional behaviors within the legal & ethical standards and LPN scope of practice (2, 3, 4)
2. Use the Nursing Process as a framework for critical thinking to assess, plan, prioritize, implement, and evaluate safe, effective, patient-centered nursing care for those that have predictable nursing needs. (1, 2, 3, 4, 5)
3. Coordinate care with multiple healthcare professionals to ensure safe, quality patient care (2, 3, 4, 6)
4. Apply safe and effective use of informatics & technology in professional practice (3, 5, 6)

Program prerequisite(s) as part of the AAS

Course	AGEC course?	Terms	Credits
BIO 100	Yes	F, SP, SU	4
BIO 201*	Yes	F, SP, SU	4
ENG 101*	Yes	F, SP, SU	3
PSY 101*	Yes	F, SP, SU	3

Courses – Asterisk (*) indicates required program courses	AGEC course?	Terms	Credits
---	--------------	-------	---------

First Semester: Fall

NUR 105*			5
NUR 104*			2
NUR 106*			3
BIO 202*	Yes	F, SP, SU	4

Courses – Asterisk (*) indicates required program courses	AGEC course?	Terms	Credits
---	--------------	-------	---------

Second Semester: Spring

NUR 110*			8
NUR 109*			2
CIS 110*	Yes		3

Key:

SP= Spring F= Fall SU= Summer

1. Aesthetic Sensibilities: An awareness of creative expression in the world around us.
2. Communication Skills: The ability to effectively convey meaning through various media on both personal and professional levels.
3. Critical Thinking Skills and Problem-Solving: The ability to analyze data and arrive at logical and defensible conclusions.
4. Cultural Diversity and Global Awareness: An appreciation of relationships and differences in values, customs, and norms of diverse global communities.
5. Techniques of Inquiry: Use of standardized methodological framework to collect, analyze, interpret, and present findings.
6. Technological Competency: A proficiency in evolving technology to compete and flourish in society.

Total credits

41

Options:

Choose one BIO options from the following (4) credits:

- BIO 100
- BIO 181

Registered Nursing Program Goal Map

I = Introduced

R = Reinforced

M = Mastery demonstrated

A = Assessed for Mastery

Courses and Experiences	Program Goals								
	Accountability	Caring	Communication	Clinical Competency, Safe and effective environment	Critical Thinking	Culture	Teaching/Learning	Leadership and Management	Informatics and Technology
	Practice within the ethical and legal framework of current nursing practice standards as well as reflecting political awareness. (1, 5)	Apply and integrate physical, emotional, cultural and spiritual components of caring behaviors that demonstrate respect for the human condition for self, individuals, families and groups. (1, 4)	Communicate effectively in complex situations to achieve mutually defined goals in collaboration with clients, families, peers, faculty and other members of the health care team. (2, 5, 6)	Utilize evidence-based practice principles and nursing skills to provide safe and effective therapeutic nursing interventions for self and for individuals, families and groups experiencing transitions in all practice settings. (1, 2, 3, 4, 5, 6)	Use theory, principles of evidence-based practice and research to formulate clinical judgments and guide nursing practice. (3, 5, 6)	Apply principles of cultural competency in the provision of nursing care to individuals, groups, and families. (1, 4)	Identify, adapt, and implement the learning-teaching process to address the needs of individuals, families and groups. (1, 2, 4, 5, 6)	Collaborate with other personnel within the organizational structure to manage client care through supervision, delegation, coordination, procurement of available resources and advocacy. Implement basic management skills with individuals, families and other members of the healthcare team. (3, 5, 6)	Use information & communication technologies to enter, retrieve and manipulate data; interpret and organize data into information to affect nursing practice; and combine information to contribute to knowledge development in nursing. (2, 3, 5, 6)
NUR 121	I	I	I	I	I	I	I	I	I
NUR 122	R	R	R	R	R	R	R	R	R
NUR 227	R	R	R	R	R	R	R	R	R
NUR 228	R	R	R	R	R	R	R	R	R
NUR 221	R	R	R	R	R	R	R	R	R

NUR 229	R	R	R	R	R	R	R	R	R
NUR 222	M, A								

LPN Step-Out Program Goal Map

I = Introduced

R = Reinforced

M = Mastery demonstrated

A = Assessed for Mastery

	Program Goals								
	Accountability	Caring	Communication	Clinical Competency, Safe and effective environment	Critical Thinking	Culture	Teaching Learning	Management Leadership (Collaboration)	Informatics and technology
Courses and Experiences	Practice within the ethical, professional and legal principles within the scope of practice of a licensed practical nurse, assume responsibility for own actions by reporting client status assessments to RN. (5)	Integrate caring behaviors and demonstrate respect for physical, psychosocial and spiritual needs of families experiencing identified transitions and assess client's needs using holistic framework. (1)	Use effective communication skills in interactions with clients, families, peers, faculty and others. (2, 5, 6)	Demonstrate use of evidence-based practice principles and nursing skills in well-defined settings to provide safe and effective therapeutic nursing interventions for self and for individuals and families experiencing transitions within the PN scope of practice. (5, 6)	Begin to use theory, evidence-based practice principles to formulate clinical judgments and enhance professional role development. (3, 4, 5, 6)	Demonstrate knowledge of cultural concepts in delivering care to individuals and families during periods of transition. (1, 4)	Apply learning principles for health promotion, restoration, maintenance and illness prevention for individuals and families across the lifespan. (1, 2)	Implement basic management skills with individuals, families and other members of the healthcare team. (5, 6)	Use information and technologies to record and retrieve data within the EMR to provide affective nursing care within the PN scope of practice. (6)
NUR 121	I	I	I	I	I	I	I	I	I
NUR 122	R	R	R	R	R	R	R	R	R
NUR 227	R	R	R	R	R	R	R	R	R
NUR 123 or 221	M, A	M, A	M, A	M, A	M, A	M, A	M, A	M, A	M, A

LPN to RN Program Goal Map

I = Introduced

R = Reinforced

M = Mastery demonstrated

A = Assessed for Mastery

	Program Goals								
	ACCOUNTABILITY	CARING	COMMUNICATION	CLINICAL COMPETENCY, SAFE EFFECTIVE ENVIRONMENT	CRITICAL THINKING	CULTURE	TEACHING LEARNING	LEADERSHIP AND MANAGEMENT	INFORMATICS AND TECHNOLOGY
Courses and Experiences	Practice within the ethical and legal framework of current nursing practice standards as well as reflecting political awareness. (1, 5)	Apply and integrate physical, emotional, cultural and spiritual components of caring behaviors that demonstrate respect for the human condition for self, individuals, families and groups. (1, 4)	Communicate effectively in complex situations to achieve mutually defined goals in collaboration with clients, families, peers, faculty and other members of the health care team. (2, 5, 6)	Utilize evidence-based practice principles and nursing skills to provide safe and effective therapeutic nursing interventions for self and for individuals, families and groups experiencing transitions in all practice settings. (1, 2, 3, 4, 5, 6)	Use theory, principles of evidence-based practice and research to formulate clinical judgments and guide nursing practice. (3, 5, 6)	Apply principles of cultural competency in the provision of nursing care to individuals, groups, and families. (1, 4)	Identify, adapt, and implement the learning-teaching process to address the needs of individuals, families and groups. (1, 2, 4, 5, 6)	Collaborate with other personnel within the organizational structure to manage client care through supervision, delegation, coordination, procurement of available resources and advocacy. Implement basic management skills with individuals, families and other members of the healthcare team. (3, 5, 6)	Use information & communication technologies to enter, retrieve and manipulate data; interpret and organize data into information to affect nursing practice; and combine information to contribute to knowledge development in nursing. (2, 3, 5, 6)
NUR 137	I	I	I	I	I	I	I	I	I
NUR 227	R	R	R	R	R	R	R	R	R
NUR 221	R	R	R	R	R	R	R	R	R
NUR 228	R	R	R	R	R	R	R	R	R
NUR 229	R	R	R	R	R	R	R	R	R

NUR 222	M, A								
---------	------	------	------	------	------	------	------	------	------

Practical Nursing Program Outcomes Map

I = Introduced

R = Reinforced

M = Mastery demonstrated

A = Assessed for Mastery

Courses and Experiences	Program Goals			
	Demonstrate professional behaviors within the legal & ethical standards and LPN scope of practice (2, 3, 4)	Use the Nursing Process as a framework for critical thinking to assess, plan, prioritize, implement, and evaluate safe, effective, patient-centered nursing care for those that have predictable nursing needs. (1, 2, 3, 4, 5)	Coordinate care with multiple healthcare professionals to ensure safe, quality patient care (2, 3, 4, 6)	Apply safe and effective use of informatics & technology in professional practice (3, 5, 6)
NUR 105 Health Concepts I		I		I
NUR 104 Professional Nurse I	I		I	
NUR 106 Pathophysiology/ Pharmacology I	R	R		R
NUR 110 Health Concepts II		M, A	R	M, A
NUR 109 Professional Nurse II	M, A		M, A	

NUR

Nursing

COUNTS	2016FA	2016SP	2016 FA&SP
Program (Prefix)	NUR	NUR	NUR
Number of Sections	24	26	50
Unduplicated Student Head Count	201	219	266
Duplicated Head Count (Enrollment)	329	371	700
Credit Hours	1,723	1,893	3,616
REVENUE SOURCES	2016FA	2016SP	2016 FA&SP
Tuition	\$234,333	\$266,571	\$500,904
Course Fees	\$239,200	249,800	489,000
Instructional Income	\$473,533	\$516,371	\$989,904
State Allocation pro-rated by credit hours	\$38,905	\$49,177	\$88,082
Revenues	\$512,438	\$565,548	\$1,077,986
EXPENSES	2016FA	2016SP	2016 FA&SP
Expenses	\$769,274	\$640,321	\$1,409,595
Net (Revenues less Expenses)	(\$256,836)	(\$74,773)	(\$331,609)
RATIOS	2016FA	2016SP	2016 FA&SP
State Allocation as a % of Revenue	8%	9%	8%
Net per Student	(\$781)	(\$202)	(\$474)
Net per Hour	(\$149)	(\$39)	(\$92)
Net per Section	(\$10,702)	(\$2,876)	(\$6,632)
Expense to Income Ratio	1.50	1.13	1.31
Income to Expense Ratio	0.67	0.88	0.76
Profit Margin	-50.1%	-13.2%	-30.8%
Cost per credit hour	\$446.47	\$338.26	\$389.82
Revenue per credit hour	\$297.41	\$298.76	\$298.12
Tuition only per credit hour	\$136	\$141	\$139
Instructional income per credit hour	\$275	\$273	\$274
Hours per student	8.6	8.6	13.6
Average number of students per section	13.7	14.3	14.0
Breakeven Hours	2,586.6	2,143.3	4,728.4
Breakeven Headcount	301.7	248.0	347.8
Percent Student Success (A, B, C, S)	87.2%	82.6%	84.86%
Course Fees as Percentage of Total Revenue	46.7%	44.2%	45.4%
Course Fees as Percentage of Tuition Only	102.1%	93.7%	97.6%
Net Income Less Course Fees	(\$496,036)	(\$324,573)	(\$820,609)

Nursing

REVENUES AND EXPENSES

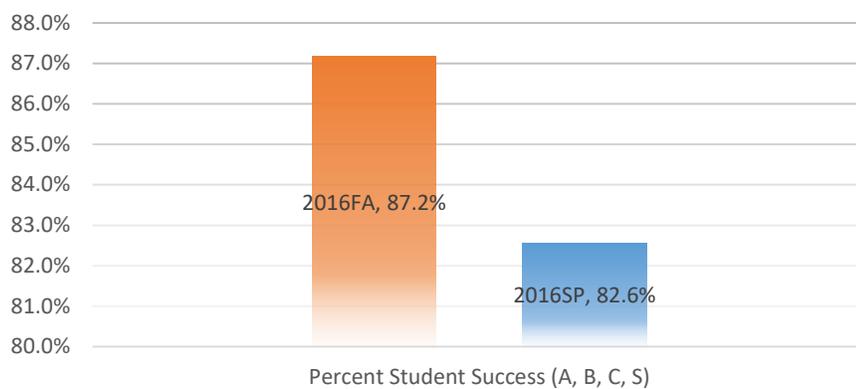


NET (REVENUES LESS EXPENSES)



Success = A, B, C, S Nursing

STUDENT SUCCESS RATE



■ 2016FA ■ 2016SP

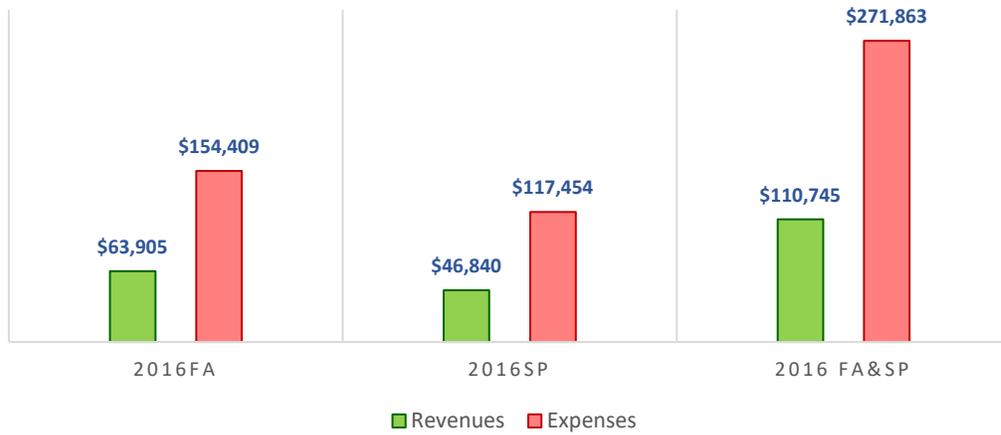
PNC

Practical Nursing

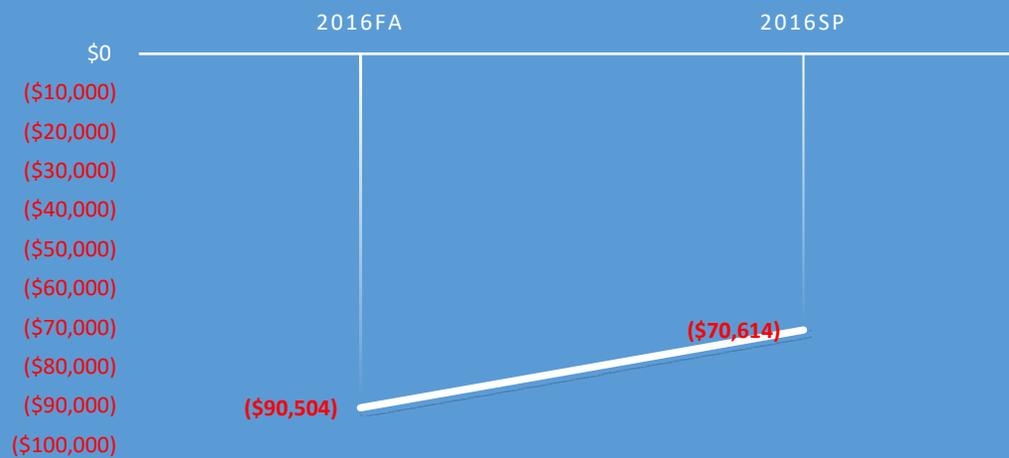
COUNTS	2016FA	2016SP	2016 FA&SP
Program (Prefix)	PNC	PNC	PNC
Number of Sections	3	2	5
Unduplicated Student Head Count	22	17	22
Duplicated Head Count (Enrollment)	66	34	100
Credit Hours	308	204	512
REVENUE SOURCES	2016FA	2016SP	2016 FA&SP
Tuition	\$28,350	\$19,440	\$47,790
Course Fees	\$28,600	22,100	50,700
Instructional Income	\$56,950	\$41,540	\$98,490
State Allocation pro-rated by credit hours	\$6,955	\$5,300	\$12,255
Revenues	\$63,905	\$46,840	\$110,745
EXPENSES	2016FA	2016SP	2016 FA&SP
Expenses	\$154,409	\$117,454	\$271,863
Net (Revenues less Expenses)	(\$90,504)	(\$70,614)	(\$161,118)
RATIOS	2016FA	2016SP	2016 FA&SP
State Allocation as a % of Revenue	11%	11%	11%
Net per Student	(\$1,371)	(\$2,077)	(\$1,611)
Net per Hour	(\$294)	(\$346)	(\$315)
Net per Section	(\$30,168)	(\$35,307)	(\$32,224)
Expense to Income Ratio	2.42	2.51	2.45
Income to Expense Ratio	0.41	0.40	0.41
Profit Margin	-141.6%	-150.8%	-145.5%
Cost per credit hour	\$501.33	\$575.76	\$530.98
Revenue per credit hour	\$207.48	\$229.61	\$216.30
Tuition only per credit hour	\$92	\$95	\$93
Instructional income per credit hour	\$185	\$204	\$192
Hours per student	14.0	12.0	23.3
Average number of students per section	22.0	17.0	20.0
Breakeven Hours	744.2	511.5	1,256.9
Breakeven Headcount	53.2	42.6	54.0
Percent Student Success (A, B, C, S)	95.5%	100.0%	97.73%
Course Fees as Percentage of Total Revenue	44.8%	47.2%	45.8%
Course Fees as Percentage of Tuition Only	100.9%	113.7%	106.1%
Net Income Less Course Fees	(\$119,104)	(\$92,714)	(\$211,818)

Practical Nursing

REVENUES AND EXPENSES

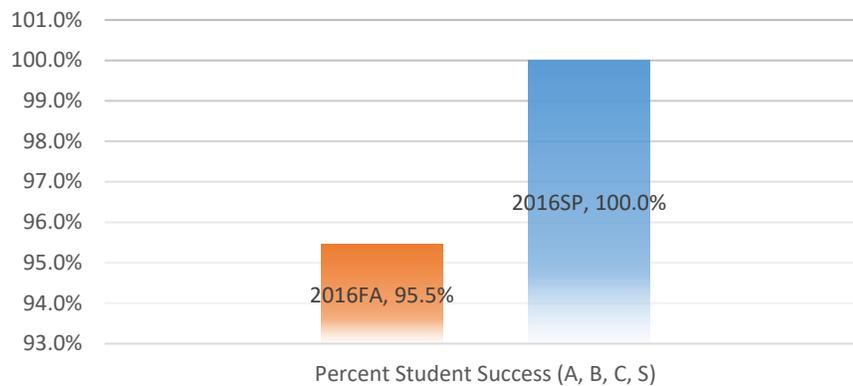


NET (REVENUES LESS EXPENSES)



Success = A, B, C, S Practical Nursing

STUDENT SUCCESS RATE



■ 2016FA ■ 2016SP

NAP

Nursing Assistant Program

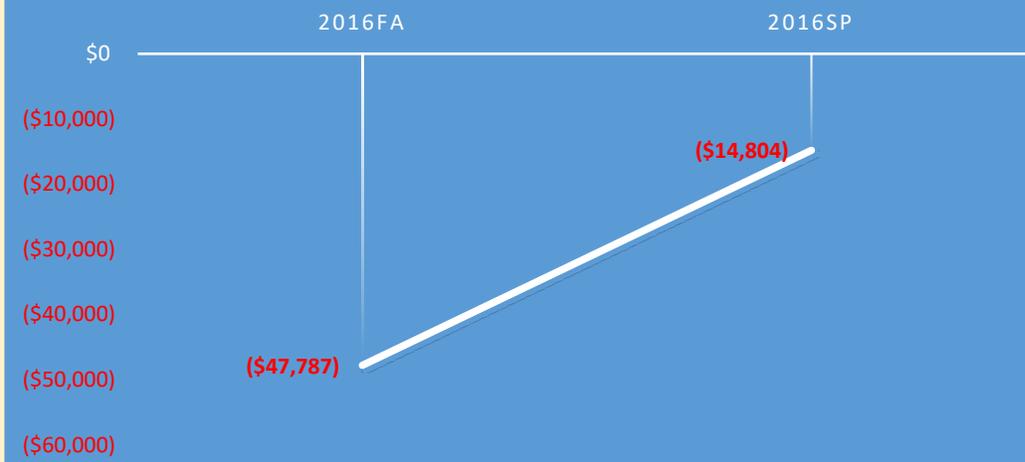
COUNTS	2016FA	2016SP	2016 FA&SP
Program (Prefix)	NAP	NAP	NAP
Number of Sections	7	6	13
Unduplicated Student Head Count	56	62	118
Duplicated Head Count (Enrollment)	56	62	118
Credit Hours	336	372	708
REVENUE SOURCES	2016FA	2016SP	2016 FA&SP
Tuition	\$27,702	\$36,450	\$64,152
Course Fees	\$17,360	19,220	36,580
Instructional Income	\$45,062	\$55,670	\$100,732
State Allocation pro-rated by credit hours	\$7,587	\$9,664	\$17,251
Revenues	\$52,649	\$65,334	\$117,983
EXPENSES	2016FA	2016SP	2016 FA&SP
Expenses	\$100,436	\$80,138	\$180,574
Net (Revenues less Expenses)	(\$47,787)	(\$14,804)	(\$62,591)
RATIOS	2016FA	2016SP	2016 FA&SP
State Allocation as a % of Revenue	14%	15%	15%
Net per Student	(\$853)	(\$239)	(\$530)
Net per Hour	(\$142)	(\$40)	(\$88)
Net per Section	(\$6,827)	(\$2,467)	(\$4,815)
Expense to Income Ratio	1.91	1.23	1.53
Income to Expense Ratio	0.52	0.82	0.65
Profit Margin	-90.8%	-22.7%	-53.1%
Cost per credit hour	\$298.92	\$215.42	\$255.05
Revenue per credit hour	\$156.69	\$175.63	\$166.64
Tuition only per credit hour	\$82	\$98	\$91
Instructional income per credit hour	\$134	\$150	\$142
Hours per student	6.0	6.0	6.0
Average number of students per section	8.0	10.3	9.1
Breakeven Hours	641.0	456.3	1,083.6
Breakeven Headcount	106.8	76.0	180.6
Percent Student Success (A, B, C, S)	98.2%	96.8%	97.49%
Course Fees as Percentage of Total Revenue	33.0%	29.4%	31.0%
Course Fees as Percentage of Tuition Only	62.7%	52.7%	57.0%
Net Income Less Course Fees	(\$65,147)	(\$34,024)	(\$99,171)

Nursing Assistant Program

REVENUES AND EXPENSES

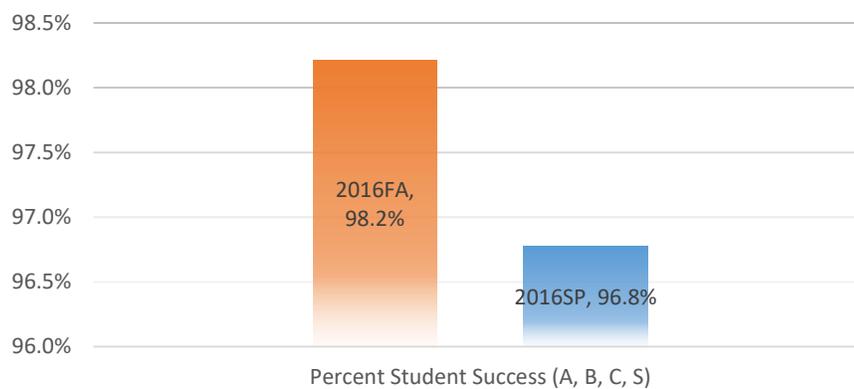


NET (REVENUES LESS EXPENSES)



Success = A, B, C, S Nursing Assistant Program

STUDENT SUCCESS RATE



■ 2016FA ■ 2016SP

Program: Nursing		2016-17	2017-18	2018-19	2019-20	AGEC A, B	AGEC A, B, S	Program review
Aesthetic Sensibilities	An appreciation of creative expression in the world around us.		HUM 250					
Communication Skills	The ability to effectively convey meaning through various media on both personal and profession levels	HUM 150 Fall HUM 151 Spring CIS 110 ENG 101 HIS 131 NUR 121 BIO 100		MAT 221				WAC to be assessed each time WAC course is offered. Collect data internally to report on in next Program review. NUR WAC identified course: NUR 221
Critical Thinking Skills and Problem Solving	The ability to analyze data and arrive at logical and defensible conclusions.		MAT 212 BIO 100,	NUR 221 POS 120,	POS 120 CHM 130			3.6. Recognize a cause and effect scenario.
Cultural Diversity and Global Awareness	An appreciation of relationships and differences in values, customs, and norms of diverse global communities.		SOC 131 EDU 214					
Techniques of Inquiry	Use of standardized methodological framework to collect, analyze, interpret, and present findings.		ENG 101	ENG 102	NUR 222			5.3. Locates, gathers, and organizes evidence on an assigned research topic addressing a course- related question or a question of practice in a work or community setting; offers and examines competing hypothesis in answering the questions.
Technological Literacy	A proficiency in evolving technology to compete and flourish in society.		CIS 110					

Program: Practical Nursing		2016-17	2017-18	2018-19	2019-20	AGEC A, B	AGEC A, B, S	Program review
Aesthetic Sensibilities	An appreciation of creative expression in the world around us.		HUM 250					
Communication Skills	The ability to effectively convey meaning through various media on both personal and profession levels	HUM 150 Fall HUM 151 Spring CIS 110 ENG 101 HIS 131 PNC 130 BIO 100		MAT 221				WAC to be assessed each time WAC course is offered. Collect data internally to report on in next Program review.
							PNC WAC identified course: PNC 101	
Critical Thinking Skills and Problem Solving	The ability to analyze data and arrive at logical and defensible conclusions.		MAT 221 BIO 100,	PNC 101 POS 120,	POS 120 CHM 130			2.5 Read and Comprehend at a college level
Cultural Diversity and Global Awareness	An appreciation of relationships and differences in values, customs, and norms of diverse global communities.		SOC 131 EDU 214		PNC 120			4.1. Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
Techniques of Inquiry	Use of standardized methodological framework to collect, analyze, interpret, and present findings.		ENG 101	ENG 102				
Technological Literacy	A proficiency in evolving technology to compete and flourish in society.		CIS 110					

WAC and COL report 2012-13: NUR 121, 122, 221, 222

Analysis

After reviewing the results, the following analysis was derived:

What strengths were displayed through the assessment of the measure?	What weaknesses were displayed through the assessment of the measure?
<ul style="list-style-type: none">• Students are able to read and comprehend at a college level.• Students apply critical thinking and analytical skills to solve problems, understand concepts.• Students apply effective methods of inquiry (gather information from appropriate sources, analyze data and record information into a comprehensive, rational structure).• There are a variety of resources available to students (ATI, lectures, written materials, nursing laboratory, clinical rotations, DVD's/VHS tapes) to learn material needed to produce appropriate outcomes.	<ul style="list-style-type: none">• Student comprehension of nursing and medical theory, diseases and modalities needs to be improved.• Basic math skills need to be improved.• Student study skills in specific nursing areas (maternal/child health, pharmacology) needs improvement.• Faculty materials and presentation need updating or revised.

Recommendations

Based on the results and analysis, the following recommendations will be made to achieve the desired outcome:

1. ATI review modules/video should be made mandatory for students.
2. Review math prerequisites, how long it has been since student took math class, ATI practice dosage materials and laboratory practice.
3. Teacher-led reviews, practical application in laboratory, further ATI reviews
4. Emphasis by faculty on critical information needed for student success.
5. Faculty will recommend materials to students on how to study and/or take exams.
6. Faculty need to establish, review, and/or update materials/presentation regarding nursing fundamentals and dosage skills lab.

Action Plan

Assessment Changes

Restructure Outcome Statement	Implemented Changes: Planned Changes:
Revise Measurement Approach	Implemented Changes: Planned Changes:
Collect and Analyze Additional Data and Information	Implemented Changes: Planned Changes:
Change Methods of Data Collection	Implemented Changes: Planned Changes:

Other	Implemented Changes: Identifying students with problems/poor scores after first test results and providing counseling and a written course of action they must take to improve their scores.
Describe Changes	

Programmatic Changes

Revamp Services	Implemented Changes: Planned Changes:
Make Technology Related Improvements	Implemented Changes: In-person didactic course teaching (this replaces Interactive Television) Planned Changes:
Make Personnel Related Changes	Implemented Changes: Planned Changes:
Implement Additional Training	Implemented Changes: Provide “study sessions” with all students to review class materials, provide study tips and emphasize important concepts. Planned Changes:
Add New Service(s) or Program(s)	Implemented Changes: Planned Changes:
Delete Service(s) or Program(s)	Implemented Changes: Planned Changes:
Other:	
Describe Changes:	Future actions: <ul style="list-style-type: none"> • Faculty discussion and possible implementation of further mandatory ATI reviews. • Faculty led module reviews. • Faculty will establish, or update nursing modules/presentation. • Faculty will review the process of disseminating information to students through all modalities.
Additional Information	
Person/Group responsible for action:	CHANGES IN DEPARTMENT DIRECTOR RESULTS IN THIS SECTION REMAINING EMPTY
Target Date for implementation of the action:	
Priority (High, Medium, Low)	
Describe any additional resources needed (include budgetary requests)	

COL 2013-14: PNC 120

RESULTS

Ultimate measurements are obtained via the NCLEX-PN exam. At the time of this report, 15 students graduated, 13 have taken their NCLEX-PN exam and 10 students have passed.

ANALYSIS

Analysis of changes will be reviewed 2014-15 cohort.

RECOMMENDATIONS

Based on the results and analysis, we are making the following recommendations to achieve the desired outcome:

1. Compare written papers from the fall PNC 120 course and the summer PNC 202 course utilizing the WAC rubric and the assignment rubric.
2. Utilize the Student Success Center, meet with the Coordinator and set up guidelines for use of tutoring services.
3. Advocate for the use of the Student Success Center.

ACTION PLAN

Coordinator of the Student Success Center will meet on a weekly and as needed basis with the PN faculty and students to assist in matching appropriate tutors to student needs.

COL 2013-14: NUR 121, 122, 221, 222

ANALYSIS:

STRENGTHS:

88

- ☐ Students are able to read and comprehend at a college level.
- ☐ Most of the Rn students apply critical thinking and analytical skills to solve problems, understand concepts.
- ☐ The majority of the students apply effective methods of inquiry such as gathering information from appropriate sources, analyzing data and recording information into a comprehensive, rational structure (patient's record, care plan, case study).
- ☐ There are a variety of resources available to the students and new ones are available each semester. These include: ATI, online nursing apps for iPhones and iPads, lectures, written materials, simulation for every nursing class, clinical rotations, nursing laboratory, DVD's/VHS tapes, and online resources from publishing companies to assist in different medias for different types of learners. These enhance learning and improve student outcomes.
- ☐ ATI review modules and online videos and lab videos are mandatory for students.
- ☐ ****Simulation is mandatory for all nursing students.
- ☐ Faculty have established and or updated materials/ presentations regarding nursing fundamentals, nutrition sections, and dosage skills lab.-Doc u care
- ☐ Faculty reviews all class materials for updated information. Updating nursing modules/presentations.
- ☐ Faculty meets with students individually to improve study skills and outcomes.
- ☐ Faculty does recommend materials to students on how to study and/or take exams.
- ☐ Director of Nursing meets with ATI representative to review results of all ATI proctored exams. Shared with the staff during semiannual nursing meetings.

CHALLENGES:

- ☐ Student comprehension of nursing and medical theory, disease and modalities need to be improved upon.

- ☒ Dimensional analysis in nursing administration of medication seem to need improvement. Basic Math skills.
- ☒ Student study skills specific to laboratory values, mental health, fundamentals-basic care and comfort, Medical surgical nursing I, and Pharmacology continues to need improvement.
- ☒ Some students have difficulty with decision making, implementation, prioritizing and critical thinking. Faculty have attempted a variety of measures to enable students to improve in these areas. Still having limited success.
- ☒ Basic care and comfort, prioritizing, and safety are areas our program remains weak. ATI results show this.
- ☒ Changing directors every six months has hampered faculty involvement with the students.
- ☒ NCLEX raised the pass rate on the exam and topics changed. (Our students did well with 1/32 not passing in the fall and 4/30 in the spring class total of 92% pass rate when other schools were dropping.)
- ☒ 3 new faculty members have joined the faculty within the last year so learning the information and how to relate ATI to the curriculum has been challenging.

RECOMMENDATIONS:

- ☒ Continue emphasis by faculty on critical information needed for student success.
- ☒ Review how long it has been since a student took Math, pathophysiology, and APA format.
- ☒ Continue to review the math prerequisites with math department always trying to improve.
- ☒ Review the ATI Results as resources for program improvement.
- ☒ Use ATI Fundamentals and Nutrition earlier in Nursing I.
- ☒ Continue to add dosage calculations to all nursing exams.
- ☒ Review North's outcomes as they had 4 failures on the boards.

USE OF ASSESSMENT RESULTS/EVIDENCE:

Update Action Plan

- ☒ Continue the face-to-face didactic classes.

89

- ☒ Continue to identify students earlier who have problems/poor scores/difficulty with assignments and provide counseling and issue a student success alert which will provide a written course of action to be successful.
- ☒ Provide study sessions with topics of how to take an exam, how to read a question, how to look at the objectives in a course, and how to be successful in nursing school.
- ☒ Faculty needs to provide a positive atmosphere for learning.
- ☒ Student will complete all dosage problems prior to orientation to the semester class-faculty will review the homework to assist the student on what type of problems are identified as needing improvement or review for the students.
- ☒ Nursing ATI Fundamental proctored exam reveals all the students not successful on boards are those students who are not passing fundamentals and nutrition with a level 2. Previous results showed no correlation but the results from ATI shows the past 4 semesters and it does correlate- Areas of weakness are basic care and comfort, safety, nutrition all taught in fundamentals. We will open the fundamental and nutritional practice exams earlier within 4 weeks of the semester.
- ☒ Prioritizing questions will be included in all nursing classes and on all nursing exams plus select all that apply.

- ☐ Nursing II will incorporate nutrition into their lectures to enhance understanding of health and the diet.
- ☐ With clinical instructors changing from time to time Faculty will review the clinical care plan and make certain all faculty are on the same page with scoring them-consistent.
- ☐ Faculty will continue to review all Pharmacology classes to update and incorporate the information into the didactic lectures.
- ☐ All students will attend at least two simulation sessions a semester to enhance skills, build confidence in decision making, critical thinking and basic skills needed for nursing.
- ☐ Continue to review NCLEX test plan
- ☐ Possible to remap our curriculum if needed.
- ☐ Faculty will continue to use the Nurse Tim for continuing education and NCLEX plan updates.
- ☐ Analyze the north data to help those students and faculty to be more successful and have better outcomes.
- ☐ Mentor the new faculty members to achieve positive faculty outcomes which will lead to positive student outcomes.

COL Fall 2015: PNC 101

Results

In the on ground Fundamentals of Practical Nursing PNC 101, 20 students all wrote papers delivered to the appropriate drop box, all received full points on paper meeting goal. This group of students are very self-motivated

This group of students had an overall higher TEAS score than the previous cohort and scored higher on their APA research papers. One student did not progress on to the spring semester however it was not based on didactic, she had clinical skills weakness, and has been offered an opportunity to return with the next cohort.

RECOMMENDATIONS

Based on the results and analysis, the following recommendations will be made to achieve the desired outcome:

1. Utilize scope of practice when writing research papers
2. Describe in writing how an LPN can show respect for the human conditions
3. Write an APA research paper that includes professional, ethical, and legal standards within the LPN scope of practice
4. Review HESI quizzes based on areas of weakness, as indicated by test results

IMPACT ON STUDENT LEARNING

In this section, address the effect the assessment work has had on student learning. Provide examples of concrete evidence that demonstrates the affect described in this section. Share the next logical steps for continuing assessment work, in particular, what new student learning initiatives do you see developing from the assessment work, and how will you sustain the energy and momentum of your assessment work.

The new Resident Faculty instructor is now in her second academic year and finding her comfort zone. Class room management skills have improved a great deal. High fall student pass/success rate to progress into their second semester. Higher student motivation/initiative evidenced by behavior and moral. There have been a great deal of changes over the past 2 cohorts at this point in time I believe we need to organize and solidify the changes that have been made. Organize skills days, improve student syllabus, assignments, grading, test validity, clinical site schedules (we picked up two new clinical sites in the FA 2015, and SP 2016. We need to organize our schedule and their required

orientation.) The instructors have become more comfortable with the use of the e books and are a strong support for the students, encouraging them to use their eBooks, and the resources that come available with them, audio, video, highlighting, and quizzes. With the transition from ATI to HESI specialty testing the students are provided with a wealth of resources, and remediation assistance. Organizing and solidifying the use of the HESI outcomes will surely help the students improve their success rate. Assessment is a strong part of this program and required not only by HLC, but our accrediting agency the Arizona State Board of Nursing. Assessment has to be documented and it needs to show that a student has had the procedure demonstrated to them, they have time to practice with guidance, and then they demonstrate the skill to the instructor. Once this has been completed successfully in the skills lab, the student can then do the procedure in the clinical setting. This must be documented. However what this program as still fairly new needs to organize and become more structured is the delivery and assessment of the didactic material. The changes that have been made are a positive start, now we need to stay with what we have and solidify the processes. A new remediation/success plan/near miss form has been developed. One form can be used to document both positive and negative issues, all with a place for teacher assisted student success. State will soon require data on near misses/misses. This form puts the program ahead of the game by gathering and maintaining this data, as well as providing a tool to assist students in their learning process.

COL Fall 2015: NUR 121

RESULTS

SUMMARY

Summarize the results of the measurement:

The student outcomes were 47/66 students met the criterion; partially met 9/66; and not met 10/66.

RECOMMENDATIONS

Based on the results and analysis, the following recommendations will be made to achieve the desired outcome:

While the nursing students have proved a basic understanding of ethical situations and principles, the significant application will be how well this knowledge translates into our students composing strong ethical papers in Nursing I within their own essays/writings and future reports in the nursing program. In order to help them utilize these principles within their writing, the nursing department suggests instructors adopt the following recommendations:

1. Clear rubric for writing assignments.
2. Differentiate between a complete paper and other papers
3. Continue to use the APA resources for the assistance in writing papers.

ACTION PLAN

1. Instructors will provide resources for the students in the LMS (Schoology).
2. Instructors will continue to present information on Ethic situations and present the 7 ethical principles that apply to ethical dilemmas.
3. As the ethic paper is assigned half way through the semester, the instructor should consider the possibility the student may not pass the class or be a weak student who may not pass the next semester as the writing gets more intense.
4. The students who partially met or do not met the standard, these students should be referred to the student success center as soon as possible for assistance with writing and proper paper development. This is a valuable tutoring service plus the online Smartthinking.

COL Spring 2016: PNC 201

RESULTS

SUMMARY

In the on ground Medical Surgical for Practical Nursing PNC 201, 19 students all wrote papers delivered to the appropriate drop box, all received full points on paper meeting goal. This group of students are very self-motivated and had an overall higher TEAS score than the previous cohort, and scored higher on their APA research papers.

RECOMMENDATIONS

Based on the results and analysis, the following recommendations will be made to achieve the desired outcome:

1. Utilize scope of practice when writing research papers
2. Describe in writing how an LPN can show respect for the human conditions
3. Write an APA research paper that includes professional, ethical, and legal standards within the LPN scope of practice
4. Review HESI quizzes based on areas of weakness, as indicated by test results.

IMPACT ON STUDENT LEARNING

In this section, address the effect the assessment work has had on student learning. Provide examples of concrete evidence that demonstrates the affect described in this section. Share the next logical steps for continuing assessment work, in particular, what new student learning initiatives do you see developing from the assessment work, and how will you sustain the energy and momentum of your assessment work.

Assessment is a strong part of this program and required not only by HLC, but our approving agency the Arizona State Board of Nursing. Assessment has to be documented and it needs to show that a student has had the procedure demonstrated to them, they have time to practice with guidance, and then they demonstrate the skill to the instructor. Once this has been completed successfully in the skills lab, the student can then do the procedure in the clinical setting. This must be documented. Revisions were made to forms: clinical skills, remediation, handbooks, P&P.

Specialty HESI tests are given each semester to assess learning in each course

Assessment on reading comprehension was initiated utilizing the reading comprehension score from the students' TEAS admission test, then comparing with a 20 question reading comprehension quiz in the spring to see if improvements have been made through the program.

COL Spring 2016: NUR 221

RESULTS

SUMMARY

A=Mastery of course objectives with outstanding quality of academic achievement 92-100%--Met

B= Mastery of course objectives with high quality of academic achievement 85-91% Met with concerns

C= Mastery of course objectives 80-84%-Not met many concerns.

The nursing department's goal was to see improvement in each of the student's writing and using the nursing process in writing their evidence-base papers following the rubric for the assignment.

This goal was: Partially met. With the improvement in the overall scores on the papers, the 28.55% with little or no improvement is a concern. Only 3 students' scores moved closer to the Met measurement.

RECOMMENDATIONS

Based on the results and analysis, the following recommendations will be made to achieve the desired outcome:

1. Continue to utilize the resources available at the college and provide access to the resources on Schoology.
2. Continue to use the rubric.
3. Review the proper outline for an APA paper.
4. Review the steps of implementation with the students/provide a check list for the students related to implementation.

ACTION PLAN

1. Instructors will provide resources for the students in the LMS (Schoology).
2. Instructors will continue to present information on Evidence-based Practice and how it effects the nursing care of patients.
3. The evidence based practice papers are due every 4 weeks; the nursing faculty should see improvement with each paper. The instructor should consider the possibility the student may not pass the class or be a weak student who may not pass the next semester as the writing gets more intense.
4. The students who partially met or do not met the standard, these students should be referred to the student success center as soon as possible for assistance with writing and proper paper development. This is a valuable tutoring service plus the online Smartthinking, APA online, and turn-it-in.

COL Spring 2016: NUR 121

RESULTS:

FIRST ASSESSMENT RESULTS

Number of students Met: 20 students or 48% of total students met

Number of students Met with concerns: 12 students or 29% of total students met with concerns

Number of students did not meet: 10 students or 24% of total students did not meet the objectives

There was no information being tracked on for this assessment by previous leadership so I am unable to complete the rest of the questions. With the assistance of a Resident Faculty member I was able to obtain the limited information above. The action plan will be to implement processes for selecting, gathering, and reporting accurate data on assessments.

Program: Nursing		2018-19	2019-20	2020-21	2021-22	Gen Ed Specific Obj.	Program review
Aesthetic Sensibilities	An appreciation of creative expression in the world around us.						AGEC A, B
Communication Skills	The ability to effectively convey meaning through various media on both personal and professional levels	Spring NUR105 accelerated cycle				2.3 Illustrates contemporary terminology used in the field.	<div style="background-color: #fce4d6; padding: 2px;">WAC to be assessed each time WAC course is offered. Collect data internally to report on in next Program review.</div> <div style="background-color: #ffff00; padding: 2px;">NUR WAC identified course: NUR 121</div>
Critical Thinking Skills and Problem Solving	The ability to analyze data and arrive at logical and defensible conclusions.		NUR 106 Patho Pharmacology			3.1 Presents accurate calculations and symbolic operations, and explain how such calculations and operations are used in either his or her specific field of study or in interpreting social and economical trends.	
Cultural Diversity and Global Awareness	An appreciation of relationships and differences in values, customs, and norms of diverse global communities.						
Techniques of Inquiry	Use of standardized methodological framework to collect, analyze, interpret, and present findings.			NUR 222		5.4 Selects and applies recognized methods of the field in interpreting characteristic discipline based problems.	
Technological Literacy	A proficiency in evolving technology to compete and flourish in society.						

Sample Employer Survey

If you have hired a new graduate of the Mohave Community College Practical Nurse (PN) Certificate program within the past 12 months please complete the following survey. The results will not be shared with the Nurse. The data will be utilized to make improvements to the program.

Thank you!

Please evaluate the graduate on the following attributes using the key provided, comparing the graduate with other employees in a similar position.

Care of Clients – Assessment

- Best
- Average
- Worst
- Unable to Assess

Care of Clients – Diagnosis

- Best
- Average
- Worst
- Unable to Assess

Care of Clients – Planning

- Best
- Average
- Worst
- Unable to Assess

Care of Clients – Interventions

- Best
- Average
- Worst
- Unable to Assess

Care of Clients – Evaluation

- Best
- Average
- Worst
- Unable to Assess

Clinical skills and knowledge

- Best
- Average
- Worst
- Unable to Assess

Verbal communication skills

- Best
- Average
- Worst
- Unable to Assess

Written communication skills

- Best
- Average
- Worst
- Unable to Assess

Interpersonal relationship skills

- Best
- Average
- Worst
- Unable to Assess

Nursing practice reflects legal, ethical, and professional standards

- Best
- Average
- Worst
- Unable to Assess

Demonstrates effective clinical reasoning and problem solving

- Best
- Average
- Worst
- Unable to Assess

Practice incorporates current knowledge and research evidence

- Best
- Average
- Worst
- Unable to Assess

I would recommend the Mohave Community College PN program to others

- Yes
- No

Feel free to elaborate on your responses in the space below.

Name of the evaluator

Agency or Institution

Date