

PROGRAM NAME: Associate degree Nursing (AAS)	AUTHORING TEAM CONTACT: Amy Wilson
PHONE: 214-491-6287	E-MAIL: aawilson@collin.edu

A. PROGRAM AND ITS CONTEXT

I.B.1.

Purpose/Mission Statement

Mission Statement:

Our mission is to prepare professional nurse graduates who are life-long learners, actively involved in service, who are members of an interdisciplinary health care team, and who use clinical judgment to provide safe, evidence-based, patient-centered care to promote quality of life.

I. PROGRAM AND ITS CONTEXT

I.B.2.

Program Outcomes and Course Alignment (POCA) Document

(Insert the document in PDF immediately after this divider page.)

Program Map ▼

I=Introduced P=Practiced E=Emphasized A=Assessed

Program Courses	Program Learning Outcome 1	Program Learning Outcome 2	Program Learning Outcome 3	Program Learning Outcome 4	Program Learning Outcome 5	Program Learning Outcome 6	Program Learning Outcome 7	Program Learning Outcome 8
RNSG 1125	IE	IE	IE	IE	IE	IE	IE	IE
RNSG 1128	IE	IE	IE	IE	IE	IE		

RNSG 1430	IP	I	IP	I	IP	I	IP	I
RNSG 1216	I		I	IP	IP	IP	IP	IP
RNSG 1161	IPEA	IPEA	IPEA	IPEA	IPEA	IPEA	IPEA	IPEA
RNSG 1533	PE		PE	PE	PE	PE	PE	PE
RNSG 1126	PE	PE	PE	PE			PE	
RNSG 2361		PE		PE		PE		PE
RNSG 1424	PE		PE		PE	PE	PE	PE
RNSG 1163		PE		PE		PE		PE
RNSG 1301	IP				IP			
RNSG 1137	PE			PE			PE	PE
RNSG 1538			PE		PE		PE	
RNSG 2362		PE		PE		PE		PE
RNSG 2138	PE	PE	PE	PE	PE		PE	PE
RNSG 2363		PEA		PEA		PEA		PEA
RNSG 2539	PEA		PEA	PEA	PEA	PEA	PEA	PEA

Correlation Course Outcomes to End of Program Student Learning Outcomes									
Course	Course Outcome	EPSLO #1	EPSLO #2	EPSLO #3	EPSLO #4	EPSLO #5	EPSLO #6	EPSLO #7	EPSLO #8
RNSG 1125	1. Describe the attributes and roles of the professional nurse.	X							
	2. Explain the use of a systematic problem-solving process for the development of clinical judgment.			X					
	3. Identify the Institute of Medicine (IOM) competencies for improving health care quality.					X			
	4. Discuss the legal-ethical parameters for professional nursing practice including the Nursing Practice Act and the American Nurses Association (ANA) code of ethics.	X							
	5. Describe professional communication techniques.							X	
	6. Identify health promotion needs for diverse patients across the lifespan.			X					
RNSG 1126	1. Demonstrate the attributes and roles of the professional nurse.		X						
	2. Apply a systematic problem-solving process for the development of clinical judgment.				X				
	3. Identify the legal-ethical parameters for professional nursing practice as related to selected exemplars.	X							
	4. Describe professional nursing techniques in providing patient-centered care.			X					
	5. Describe professional collaboration with members of the health care team.							X	
	6. Discuss roles of leadership/management including principles of delegation.							X	
RNSG 1128	1. Utilize a systematic process to evaluate the human body's response to selected health problems referred to as concepts.			X					
	2. Apply pathophysiological and assessment data when planning and implementing nursing actions.			X					
	1. Identify the scope of practice in professional nursing roles.	X							

RNSG 1137	2. Incorporate clinical reasoning and evidence-based practice outcomes as the basis for decision-making and providing safe patient-centered care.				X				
	3. Identify the legal-ethical parameters for professional nursing practice as related to selected exemplars.	X							
	4. Manage health information technology to support decision-making and improve patient care within delivery systems.				X				
	5. Demonstrate principles of leadership/management including delegation.								X
RNSG 1161	1. Apply Neuman's Systems Model theory, fundamental nursing concepts, and basic competent nursing skills for culturally and socially diverse patients/clients involving specialized materials, equipment, procedures in medical/surgical clinical settings.				X				
	2. Identify regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the profession of nursing.	X							
	3. Discuss legal and ethical behavior, patient/client safety advocacy and interpersonal and teamwork skills associated with the roles/competencies of the professional nurse as a member of the health care team in the medical/surgical clinical setting.							X	
	4. Establish appropriate communication/documentation skills using nursing terminology in the clinical setting.								X
	5. Begin to utilize evidenced-based nursing process to determine basic needs and care for one to two patient/client systems in a medical/surgical clinical setting.				X				
	6. Apply basic principles of decision making and clinical reasoning utilized in the nursing process when caring for one to two patient/client systems in a medical/surgical clinical setting.				X				
7. Demonstrate application of patient-centered, therapeutic communication techniques in a medical/surgical clinical setting to establish a caring, safe environment.			X		X				

	8. Demonstrate personal accountability and responsibility for providing safe, patient-centered, fundamental nursing care for one to two patient/client systems in a medical/surgical clinical setting.		X						
	9. Utilize critical thinking and basic clinical reasoning when providing safe, basic nursing care for one to two patient/client systems in a medical/surgical clinical setting.						X		
	10. Identify health related teaching/learning needs/problems and develop basic teaching/learning plans for patient/client systems across the life span in a variety of settings.			X					
RNSG 1163	1. As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry.		X						
	2. Use clinical reasoning and knowledge based on the nursing program of study to date as the basis for decision making and safe client care in a simulated environment.						X		
	3. Demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.								X
	4. Apply knowledge of selected foundational concepts to clinical situations.				X				
	5. Utilize a systematic process to develop a concept map for client-centered care for a client in an acute care setting.				X				
	6. Identify potential safety issues in a client's environment.						X		
	7. Demonstrate beginning collaboration skills by using situation-background-assessment-recommendations (SBAR) to report on clients.								X
	8. Document a shift assessment utilizing proxy nurse's notes.								X

	9. Demonstrate professional accountability.		x						
	10. Adhere to standards of practice within legal, ethical, and regulatory frameworks of the professional nurse.		x						
	11. Apply knowledge of pharmacology to patient care situations within identified concepts as applicable.						x		
RNSG 1216	1. Apply concepts and principles necessary for the performance of professional nursing skills across the lifespan.				x		x		
	2. Demonstrate clinical reasoning in the performance of safe professional nursing skills.						x		
	3. Demonstrate a comprehensive head to toe and a focused health assessment.				x				
	4. Demonstrate safe medication administration.						x		
RNSG 1430	1. Utilize a systematic process to analyze selected foundational concepts for diverse patients across the lifespan.			x					
	2. Describe nursing management of care for selected foundational concepts.			x					
	3. Apply the learned concepts to other concepts or exemplars.			x					
	4. Describe the interrelatedness among foundational concepts to assist in developing clinical judgment.			x					
RNSG 1533	1. Utilize a systematic process to analyze selected health care concepts for patients across the lifespan.			x		x		x	
	2. Describe nursing management of care for selected health care concepts.			x		x		x	
	3. Relate the learned concepts to other concepts or exemplars.			x		x			
	4. Describe the interrelatedness among health care concepts to assist in developing clinical judgment.			x		x		x	
RNSG 1538	1. Utilize a systematic process to analyze selected health care concepts for patients across the lifespan.			x		x		x	
	2. Prioritize nursing management of care for selected health care concepts.			x		x		x	

	3. Apply the learned concepts to other concepts or exemplars.			X		X		X	
	4. Examine the interrelatedness among health care concepts to make clinical judgments for optimum patient care outcomes.			X		X		X	
RNSG 2138	1. Integrate the attributes and roles of the professional nurse into practice.	X	X						
	2. Use clinical reasoning and evidence-based practice outcomes as the basis for decision-making and comprehensive, safe patient-centered care.			X	X				
	3. Integrate principles of quality improvement and safety into nursing practice.					X			
	4. Justify decisions based on legal-ethical parameters for professional nursing practice.	X	X						
	5. Demonstrate professional comportment.		X						
	6. Engage in effective professional collaboration in the delivery of healthcare for quality patient outcomes.							X	X
RNSG 2162	1. As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry.		X		X				X
	2. Demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.		X						X
	3. Apply knowledge of selected foundational concepts to clinical situations.				X		X		
	4. Use clinical reasoning and knowledge based on the nursing program of study to date as the basis for decision making and safe care for 1-3 clients in an acute care setting.				X		X		
	5. Utilize a systematic process to develop a concept map for client-centered care for a client in an acute care setting.				X				

	6. Use nursing judgment based on current evidence to identify potential safety issues in a client's environment.						X		
	7. Adhere to standards of practice within legal, ethical, and regulatory frameworks of a professional nurse.		X						X
	8. Demonstrate prioritization and individualization of client-centered, comprehensive nursing care for client systems with complex physiologic and/or psychosocial health needs/problems across the wellness-illness continuum in a variety of clinical care settings.				X				
	9. Demonstrate critical thinking/clinical reasoning skills to make safe and ethical clinical decisions when caring for 1-3 clients with complex health needs/problems in a variety of health clinical care settings.		X				X		
	10. Use nursing process and therapeutic communication to identify actual and potential health stressors and strengths, and to implement care for client systems with complex health needs/problems in a variety of clinical care settings.			X					
	11. Develop, implement, and evaluate a teaching/learning plan(s) for client systems to promote health maintenance and/or restoration based on assessment data of client stressors and strengths.				X				
	12. Demonstrate personal accountability and responsibility for providing safe, competent nursing care for 2-3 clients with complex physiologic and/or psychosocial health needs/problems in a variety of clinical care settings.		X						
	1. As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry								
RNSG 2361	2. Demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills				X				

	using the terminology of the occupation and the business/industry								
	3. Describe nursing management for selected health care concepts.				X		X		X
	4. Apply the learned concepts to other concepts or exemplars.				X		X		X
	5. Describe the interrelatedness between health care concepts to assist in applying clinical judgment.		X		X		X		X
	6. Use clinical reasoning and knowledge based on the nursing program of study to date as the basis for decision-making and safe patient care for one or two patients in an acute care and mental health setting.				X		X		
	7. Utilize a systematic process to develop a concept map for patient-centered care for a patient in an acute care setting.				X				X
	Identify potential safety issues in a patient's environment.						X		
	8. Demonstrate collaboration skills by using identify-situation-background-assessment-recommendations-read back and verify (ISBARR) to report on patients.								X
	9. Document a shift assessment with proxy charting.								X
	10. Demonstrate professional accountability.		X						
	11. Adhere to standards of practice within legal, ethical, and regulatory frameworks of the professional nurse.		X						
RNSG 2362	1. As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry		X		X		X		X
	2. Demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry		X						X

	3. Apply knowledge of selected advanced concepts to a variety of clinical situations		X		X		X		
	4. Utilize a systematic process to develop comprehensive concept maps to provide patient-centered care to complex patients across the life span.				X				X
	5. Utilize clinical reasoning and knowledge based on the nursing program of study to date, evidence-based practice outcomes, and research-based policies and procedures as the basis for decision making and safe patient-centered care for groups of patients in a variety of clinical settings.				X				X
	6. Promote safety and quality improvement as an advocate and manager of nursing care.				X		X		
	7. Coordinate, collaborate, and communicate with diverse patients, families, and the interdisciplinary team to plan, deliver and evaluate care.				X		X		X
	8. Demonstrate skills in using patient care technologies and information systems that support safe nursing practice.		X		X				
	9. Adhere to standards of practice within legal, ethical, and regulatory frameworks of the professional nurse		X				X		
	10. Demonstrate behavior that reflects the values and ethics of the nursing profession		X		X				
	11. Demonstrate knowledge of delegation, management, and leadership skills.		X						X
RNSG 2363	1. As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic,								

	environmental, social, and legal systems associated with the occupation and the business/industry							
	2. Demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry							
	3. Apply knowledge of selected advanced concepts to a variety of clinical situations.		X		X		X	X
	4. Utilize clinical reasoning and knowledge based on the nursing program of study to date, evidence-based practice outcomes, and research-based policies and procedures as the basis for decision making and safe patient-centered care for groups of patients in a variety of clinical settings.					X		
	5. Utilize a systematic process to develop comprehensive concept maps to provide patient-centered care to complex patients across the life span.				X			
	6. Promote safety and quality improvement as an advocate and manager of nursing care.					X		X
	7. Coordinate, collaborate, and communicate with diverse patients, families, and the interdisciplinary team to plan, deliver and evaluate care.				X			X
	8. Demonstrate skills in using patient care technologies and information systems that support safe nursing practice.							X
	9. Adhere to standards of practice within legal, ethical, and regulatory frameworks of the professional nurse.		X					
	10. Demonstrate behavior that reflects the values and ethics of the nursing profession.		X					
	11. Demonstrate knowledge of delegation, management, and leadership skills.							X
RNSG 2539	1. Utilize a systematic process to analyze selected advanced health care concepts for patients across the lifespan.				X		X	X
	2. Critique nursing management for selected advanced health care concepts.				X		X	X

	3. Relate the learned concepts to a variety of health care situations.	X		X		X		X	
	4. Analyze the interrelatedness of health care concepts to make clinical judgments for optimum patient care outcomes.			X		X		X	
	5. Implement knowledge of pharmacology to patient care situations within identified concepts as applicable							X	
RNSG 2563	1. As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry.		X			X		X	
	2. Demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.		X				X		X
	3. Apply knowledge of selected foundational concepts to clinical situations.		X		X		X		X
	4. Use clinical reasoning and knowledge based on the nursing program of study to date as the basis for decision making and safe care for 1-3 clients in an acute care setting.		X		X		X		X
	5. Utilize a systematic process to develop a concept map for client-centered care for a client in an acute care setting				X				
	6. Use nursing judgment based on current evidence to identify potential safety issues in a client's environment.						X		
	7. Adhere to standards of practice within legal, ethical, and regulatory frameworks of a professional nurse.		X						X
	8. Demonstrate critical thinking/clinical reasoning skills to make safe and ethical clinical decisions when caring for 1-3 clients with complex health needs/problems in a variety of health clinical care settings.		X				X		

	9. Use nursing process and therapeutic communication to identify actual and potential health stressors and strengths, and to implement care for client systems with complex health needs/problems in a variety of clinical care settings.				X		X		
	10.. Demonstrate prioritization and individualization of client-centered, comprehensive nursing care for client systems with complex physiologic and/or psychosocial health needs/problems across the wellness-illness continuum in a variety of clinical care settings.				X		X		
	11. Develop, implement, and evaluate a teaching/learning plan(s) for client systems to promote health maintenance and/or restoration based on assessment data of client stressors and strengths.				X				
	12. Demonstrate personal accountability and responsibility for providing safe, competent nursing care for 2-3 clients with complex physiologic and/or psychosocial health needs/problems in a variety of clinical care settings.		X						X
	13. Implement knowledge of pharmacology to patient care situations within identified concepts as applicable.						X		
RNSG 1301	Identify the roles and responsibilities of the professional nurse in administering pharmacological agents.	X							
	Explain the safe utilization of medications.					X			
	Identify ethical and legal principles for the administration of medication.	X							
RNSG 1424	1. Utilize a systematic process to analyze selected health care concepts to manage care for patients across the lifespan			X					

2. Describe the interrelatedness among health care concepts to assist in developing clinical judgement			X					
3 Describe the attributes and roles of the professional nurse including leadership, management, and principles of delegation	X							
4. Apply clinical reasoning processes for the development of clinical judgement			X					
5, Discuss the legal-ethical exemplars for professional nursing practice	X				X			
6. Utilize professional communication techniques in providing patient-centered care and collaborating with members of the health care team							X	
7. Identify health promotion needs for patients across the lifespan			X					
7. Identify health promotion needs for patients across the lifespan			X					

I. PROGRAM AND ITS CONTEXT

OPTIONAL:

Other Section I. Documentation

(Insert any other section I. documentation in PDF immediately after this divider page.
Refer to this documentation in the relevant text field(s)
in section I. of the Program Review template.)

II. PROGRAM RELATIONSHIP TO COLLEGE MISSION AND STRATEGIC PLAN

OPTIONAL:

Section II. Documentation

(Insert any section II. documentation in PDF immediately after this divider page.
Refer to this documentation in the relevant text field(s)
in section II. of the Program Review template.)

Correlation of Collin College Mission and Core Values to Nursing Division Mission, and EPSLOs			
Collin College Mission and Core Values	Nursing Division Mission and Philosophy	End of Program Student Learning Outcomes	Evidence
Student and Community-Centered, Culturally Rich	The study of nursing arises from sensitivity and responsiveness to the community's needs served by Collin College. The students and recipients of nursing care include individuals, families, and populations within various ethnic and cultural groups.	<p>EPSLO #1: The students will demonstrate the knowledge to serve as a member of the profession.</p> <p>EPSLO #2: The students will demonstrate the ability to serve as a member of the profession.</p> <p>EPSLO #3: The students will demonstrate the knowledge to serve as a provider of patient-centered care.</p> <p>EPSLO #4: The students will demonstrate the ability to serve as a provider of patient-centered care using clinical judgment.</p>	<ul style="list-style-type: none"> • AAS Nursing classes are ethnically and culturally diverse and reflect the Collin County Community and the Collin College Community. • Our patients in the clinical agencies reflect the population of Dallas, Denton, and Collin County and are ethnically diverse. • Clinical activities include the application of providing diverse care to meet individual patient needs. • Cultural awareness is discussed at multiple points in the degree including blood transfusion, organ donation, death and dying, childbirth practices, and family dynamics. • The essence of patient-centered care requires the nurse to

			<p>practice focusing on patients' individual cultural, spiritual, and unique family needs.</p> <ul style="list-style-type: none"> • Health disparity is discussed in every course and includes ethnic and socioeconomic considerations in care. • Health care disparity assignment in RNSG 2539 requires 80% success to meet course requirements • Cultural luncheon activity in semester 1 allows students to share their unique cultural experience. • Clinical evaluation of care for diverse populations is on the daily clinical evaluation tool for each clinical course. Students must attain proficiency to pass the clinical course for each level.
<p>Develop Skills, Learning</p>	<p>Nursing is a theory-guided, evidence-based discipline, which builds on a foundation of knowledge from biological, social, and behavioral science. It is a concept-based</p>	<p>EPSLO #5: The students will demonstrate the knowledge to serve as a patient safety advocate by reducing patient risks of harm, including safe medication administration.</p>	<ul style="list-style-type: none"> • Daily clinical evaluations include safety, safe med administration, and patient risk reduction.

	<p>curriculum program that prepares the graduate for entry-level nursing practice and lifelong learning and professional development.</p>	<p>EPSLO #6: The students will demonstrate the ability to serve as a patient safety advocate by reducing patient risks of harm, including safe medication administration. EPSLO #7: The students will demonstrate the knowledge to serve as a member of the health care team through teamwork and collaboration. EPSLO #8: The students will demonstrate the ability to serve as a member of the health care team through communication.</p>	<ul style="list-style-type: none"> • >10% of nursing exam content in the second year of the program evaluates reduction of patient risk, and another 5% of exam content addresses patient safety. • Capstone simulations include safety as part of the evaluation criteria in every semester required capstone simulation experience. • Teamwork and collaboration are addressed in the Professional Nursing Concept Course sequence. • As part of the previous CIP, RNSG 2539 contains specific interdisciplinary teamwork activities intended to increase student comfort working within interdisciplinary teams. • Teamwork and Collaboration is measured in EPSLOs and in end of program comprehensive exam.
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<p>Academic Excellence, Challenge the Intellect</p>	<p>The use of active learning activities in the didactic setting, simulated laboratory experiences with vital debriefing components, clinical experience, and active student participation is structured to facilitate the student’s application of theoretical knowledge to practical healthcare situations. These modalities are designed to promote adaptive student participatory learning during the educational program and lifelong learning.</p>	<p>EPSLO #3: The students will demonstrate the knowledge to serve as a provider of patient-centered care. EPSLO #4: The students will demonstrate the ability to serve as a provider of patient-centered care using clinical judgment.</p>	<ul style="list-style-type: none"> • Focused clinical activities and Learning activities during didactic courses promote deep understanding of the material covered. Active learning strategies are included in every course meeting. • Simulations occur 8 times during the AAS program, and all include debriefing. Simulations specifically measure clinical judgment with the Creighton tool • The AAS has Center of Excellence designation by the National League of Nursing in the area of “Creating Environments that Enhance Student Learning and Professional Development.” This designation required the program to prove that we met specific criteria. These include:
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			<p>1. Provide evidence and outcomes that faculty creatively develop and implement a shared vision that develops students' values, socializes them to new roles, promotes professional involvement and a commitment to lifelong learning.</p> <p>2. Provide evidence and outcomes that faculty use best available pedagogical evidence to design and implement innovative program(s) that result in graduates being able to engage in high-quality, evidence-based nursing practice.</p> <p>3. Provide evidence and outcomes that faculty design flexible, dynamic, current, and relevant curriculum/curricula to empower students to achieve their professional goals and pursue their interests as they advance their knowledge of nursing practice</p> <p>4. Provide evidence and outcomes that faculty collaborate among themselves, with clinical</p>
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			<p>partners, and students to achieve innovative, individualized, and evidence-based nursing education.</p> <p>5. Provide evidence and outcomes that students and faculty are actively engaged in their communities to enhance how students learn and develop professionally to advance the profession and benefit the community.</p> <p>6. Provide evidence and outcomes that learning institutions encourage and support faculty to develop new pedagogies that create and sustain dynamic learning environments.</p> <p>Designation as a COE school validates that we met each criterion as measured by a national external professional nursing organization.</p>
<p>Service and Involvement</p>	<p>The scope of associate degree nursing practice includes the roles of member of the profession to function within the scope of practice, provider of patient-centered care to meet the needs of community</p>	<p>EPSLO #1: The students will demonstrate the knowledge to serve as a member of the profession.</p> <p>EPSLO #2: The students will demonstrate the ability to</p>	<ul style="list-style-type: none"> • Over 4000 hours (about 5 and a half months) of service learning are generated every semester by enrolled nursing students. Each student

	<p>individuals and families in organized nursing services, patient safety advocate to implement a quality and safe environment, and member of the health care team to communicate and collaborate with community patients, families, and interdisciplinary health care teams. Service-learning projects are incorporated into the nursing program to promote collaboration, service, and involvement in the community. Advocacy and legal/ethical issues are also examined in this arena.</p>	<p>serve as a member of the profession.</p> <p>EPSLO #3: The students will demonstrate the knowledge to serve as a provider of patient-centered care.</p> <p>EPSLO #4: The students will demonstrate the ability to serve as a provider of patient-centered care using clinical judgment.</p>	<p>participates in at least 42 hours of service within the program.</p> <ul style="list-style-type: none"> • Students participate in health and wellness fairs, immunization clinics • Service-learning outcomes and clinical outcomes include diverse populations Patient safety Focused Clinical Activity is required in level 4 clinical. This activity links safety principles to hospital policy, practice, and their clinical performance • Safety is evaluated in Capstone simulation • Safety is evaluated on the daily clinical evaluation tool in each clinical course. Students must attain proficiency to pass the clinical course for each level. • Scope of Practice quiz in level 4 is required to meet course outcomes • Knowledge the student has related to acting as a member of the
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			<p>profession of nursing is measured</p>
<p>Creativity and Innovation, Technologically Advanced</p>	<p>Nursing is a dynamic and highly technical discipline. The use of creative, innovative, and technologically advanced teaching methods in the classroom, such as active learning activities in face-to-face and hybrid learning environments, promotes creativity, innovation, and technology in nursing. Students demonstrate creativity, innovation, and use of technology in project components of the nursing education program.</p>		<ul style="list-style-type: none"> • Students participate in skills labs using medication dispensing technology. Electronic Health Records are included in each simulation and clinical experience. • Use of bedside point of care technology is incorporated in learning activities and clinical experiences: glucose monitoring, ECG and hemodynamic line monitoring, Smart Pumps for intravenous fluid administration • Testing through online examination software simulates the NCLEX exam format and keyboard use. • Virtual Reality is beginning to be incorporated in clinical and learning activities

			<ul style="list-style-type: none"> • Online interview practice prepares students for employment processes • Simulation incorporates state of the art mannequins able to speak, present live assessment findings, provide vital signs and trending health care data to prepare student for the identification of cues in health status
<p>Dignity and Respect</p>	<p>Each has rights, dignity, and worth. The individual is a unique being who interacts, changes, and adapts within the environment. The nurse advocates for the community individually, personally, locally, and nationally.</p>		<ul style="list-style-type: none"> • Nursing, at its heart, is a service profession that promotes dignity, respect, and advocacy in all interactions. This is evident in many areas of the curriculum. Skills validations include student's respect for the rights and dignity of the patient. In RNSG 1161, RNSG 1162, RNSG 2363, and RNSG 1216 include evaluation of students respect for the dignity of patients. • Multiple assignments in the Professional

			<p>Nursing Concepts courses require application of the American Nurses Association Code of Ethics for Nurses.</p> <ul style="list-style-type: none"> • The Clinical Evaluation Tool used every semester contains a daily evaluation of the ANA Code of Ethics application. The Code includes: <p>Provision 1 The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.</p> <p>Provision 2 The nurse’s primary commitment is to the patient, whether an individual, family, group, community, or population.</p> <p>Provision 3 The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.</p> <p>Provision 4 The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to provide optimal patient care.</p> <p>Provision 5 The nurse owes the same duties to self as to others, including the</p>
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			<p>responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.</p> <p>Provision 6: The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and employment conditions conducive to safe, quality health care.</p> <p>Provision 7 The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.</p> <p>Provision 8 The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.</p> <p>Provision 9 The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.</p>
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			<p>Source: American Nurses Association. (2015). Code of ethics with interpretative statements. Silver Spring, MD: Author. Retrieved from http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-ofEthics-For-Nurses.html</p> <ul style="list-style-type: none"> • Evidence: Ethical Legal content in RNSG 1125, RNSG 1126, RNSG 1137 and RNSG 2138 covers the Texas Board of Nursing Nurse Practice Act, the American Nurses Association Code of Ethics listed above, Criminal and Civil Law related to nursing licensure, Ethical Principles and Ethical Dilemmas, Peer Review, and Mandatory Reporting. • Board of Nursing Jurisprudence Exam Practice Assignment and quiz in RNSG 2138 Ethical Legal Module. • In RNSG 2362 and RNSG 2363, students apply ethical legal
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			<p>principles to clinical practice and complete focused learning activities in the care of patients during the last two semesters. These assignments apply ethical legal content to patient care situations. In addition, the evaluation tool for the clinical component of the courses includes instructor feedback on the application of ethical and legal principles while providing care.</p>
<p>Strengthen Character, Integrity</p>	<p>Nursing education provides the student with the opportunity to develop as a contributing member of the profession. Legal and ethical dimensions of practice that include accountability for one's actions demonstrate character and integrity.</p>	<p>EPSLO #1: The students will demonstrate the knowledge to serve as a member of the profession. EPSLO #2: The students will demonstrate the ability to serve as a member of the profession.</p>	<p>A. Integrity is essential to nursing which Gallup has ranked as the most trusted profession for every year since 2020. Integrity is best measured within the nurse's role of serving as a member of our profession. B. This area is measured in Clinical Evaluation on the daily evaluation tool, in Learning Activities focused on ethics and accountability in RNSG 2138 and RNSG 2363.</p>

			<p>C. Holding students accountable to policies within the program and clinical agencies builds on this philosophical pinning of the profession.</p> <p>D. Students must take a jurisprudence and ethics practice test prior to taking the post-graduation jurisprudence and ethics exam from the TxBON.</p>
Source: <i>Collin College Catalog</i>	Source: <i>Nursing Division Student Handbook</i>		

Alignment of Collin College Strategic Goals to AAS Nursing Program Outcomes		
Collin College Strategic Goal	Associate degree Nursing Philosophy, Goals, or Outcomes	Evidence
1. Improve student outcomes to meet or exceed local, state, and regional accreditation thresholds and goals.		

a. Six-year completion rate	NA																									
b. Program licensure/certification pass rate	<p>Our accrediting body only considers first time test taker success rate</p> <p>Collin College nursing goal is consistent with the TxBON standard of 80% first time test taker pass rate.</p> <p>Collin College pass rates are consistently higher than the National pass rates. With the exception of Covid lockdown years, we exceed state pass rates.</p>	<table border="1" data-bbox="1066 370 1480 548"> <thead> <tr> <th colspan="4">NCLEX Pass Rates</th> </tr> <tr> <th>Year</th> <th>Collin</th> <th>Texas</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>2020</td> <td>90.7%</td> <td>91%</td> <td>88.6%</td> </tr> <tr> <td>2021</td> <td>82%</td> <td>86.77%</td> <td>82.1%</td> </tr> <tr> <td>2022</td> <td>90.5%</td> <td>84.2%</td> <td>79.9%</td> </tr> <tr> <td>2023</td> <td>94.7%</td> <td>91%</td> <td>86%</td> </tr> </tbody> </table>	NCLEX Pass Rates				Year	Collin	Texas	National	2020	90.7%	91%	88.6%	2021	82%	86.77%	82.1%	2022	90.5%	84.2%	79.9%	2023	94.7%	91%	86%
NCLEX Pass Rates																										
Year	Collin	Texas	National																							
2020	90.7%	91%	88.6%																							
2021	82%	86.77%	82.1%																							
2022	90.5%	84.2%	79.9%																							
2023	94.7%	91%	86%																							
c. Student success rate		See Program completion rates and NCLEX success rates reported elsewhere in this document																								
e. 60X30TX program completions	<p>THECB goal: 60 percent of the 25- to 34-year-old Texas population to hold a certificate or degree by 2030.</p> <p>Nursing tracks age data and encourages all students to complete the degree.</p>	<p>There is no way to know our impact on the college wide goal, but we do contribute to the total.</p> <p>Collin Nursing faculty and students participate in high school recruitment and job fairs encouraging new</p>																								

		<p>student enrollments in associate degree pathways.</p> <p>The Associate of Applied Science Nursing Program Contributes to this data in every cohort.</p> <p>Reporting Data indicates the % of graduates in target age range of 25-34 and the % of graduates below age 35 between 2020 and 2024:</p> <p>AY 2020-2021:</p> <p>31% between 25 and 34</p> <p>54% < age 35</p> <p>AY 2021-2022:</p> <p>21% between 25 and 34</p> <p>66% of students < age 35</p> <p>AY 2022-2023:</p> <p>23% between 25 and 34</p> <p>82% < age 35</p> <p>AY 2023-2024: 16% between 25-34</p> <p>74% < age 35</p>
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<p>2. Develop and implement strategies to become a national exemplar in program and student outcomes.</p>		
<p>IPEDS 150% of Normal Time-to-Completion</p>	<p>Associate of Applied Science Nursing Systematic Plan for Evaluation- Program Outcomes Benchmark is 80% on time completion. Our accrediting agency defines on time completion is 4 semesters of coursework from nursing program admission The reported data reflects 1) on time completion based on 4 semesters from program acceptance, and 2) 150% Completion in 6 semesters</p>	<p>2020-2021: On Time: 80% 150%: 96%</p> <p>2021-2022: On Time: 82% 150%: 90%</p> <p>2022-2023 On Time: 80% 150%: Pending Fall 24</p> <p>20223-2024: Pending</p>
<p>Program accreditation is pursued for workforce programs</p>	<p>The Associate Degree Nursing Program maintains external accreditation through the Accrediting Commission</p>	<p>Last reaffirmation was 2022. Next accreditation visit will be spring of 2026</p>

	for Higher Education in Nursing (ACEN)	
3. Create and implement comprehensive integrated pathways to support student transitions.		
a. Key transitions into and from Collin College are reviewed to ensure quality and currency (e.g., academic dual credit, CTE dual credit, high school graduates, licensure, certificates, AAS, university transfer, etc.)		The program director for the Associate of Applied Science program speaks to the VN Certificate students on all campuses about transfer into the associate degree VN-AAS Bridge program. The Collin College BSN program speaks to each cohort of AAS students about matriculation to the next degree path. Current transfer agreements with University of Texas at Tyler.
b. Total number of students who successfully complete key transitions into Collin College		Graduation data, licensure data, and employment data are reported elsewhere in this document.

<p>c. Total number of students who successfully complete key transitions from Collin College</p>	<p>This data is collected for our Systematic Plan for Program evaluation in terms of Job Placement rates, Graduate surveys indicating baccalaureate enrollment and NCLEX success rates.</p>	<p><i>Reported in question 9 of this report</i></p>
<p>5. Develop and implement a comprehensive staffing and succession model.</p>		
<p>a. Hiring processes are streamlined to improve the average days from personnel requisition submission to first day of employment for new employees</p>	<p>The nursing program maintains a service level agreement with Human Resources. Targets are to decrease the number of requisition days, and to provide a conditional letter of approval for HR to speed the process of hiring</p>	
<p>b. Staffing targets are met with well-qualified personnel to ensure high performance and continuity</p>	<p>The current faculty meets or exceeds SACS, Texas Higher Education Coordinating Board, TXBON, and ACEN standards for education in nursing faculty. All instructors maintain licensure and continuing education</p>	<p>5 full time faculty hold doctoral degrees. 5 full time faculty maintain Certified Nurse Educator Certification from the National League of Nursing. Additionally, several faculty members hold specialty</p>

	<p>pertinent to their area of specialty and to nursing education as a specialty.</p>	<p>certifications in pediatric nursing, school nursing, medical surgical nursing, obstetrical nursing, critical care nursing, emergency nursing, and as clinical nurse practitioners. See faculty table under section VIII.</p>
<p>c. Leadership training is expanded across all high-demand and critical areas identified in the succession model</p>		<p>Every new full-time faculty member is assigned a mentor to assist with educational principles, curriculum design, testing and evaluation best practices, and access to educational resources. Each faculty member participates in at least one nursing committee. These members rotate and leadership roles rotate to allow multiple opportunities for professional growth. Writing Committees for Accreditation Documents and Center of Excellence Documents incorporate both new and experienced faculty so the new faculty can learn about processes and program assessment. Program</p>

		<p>Director has had participated in Collin College Leadership Training.</p>
<p>6. Develop a coordinated and systematic approach to engage external stakeholders.</p>	<p>The nursing program engages in intentional and planned interaction with external stakeholders in the nursing community</p>	<p>The nursing program maintains an active Community Advisory Committee that meets twice a year. The Advisory Committee handbook defines the role and purpose of the community advisory board and member responsibilities. The members must agree with this role.</p> <p>Clinical meetings every semester include faculty who work within clinical agencies throughout the district.</p>
<p>Definitions clearly articulated before the plan starts</p>	.	<p>The nursing leadership and clinical coordinator participate with the DFW hospital council at regular meetings and for coordinated clinical placements.</p>
<p>Total number of “external stakeholders” “engaged” with Collin College</p>	<p>16 members in the advisory committee</p>	<p>At least 67 varied external stakeholders engage with our students or faculty annually. Attendance at the community</p>

	<p>Clinical agencies in the metroplex are engaged through twice a year Career fairs on campus.</p>	<p>advisory board varies from meeting to meeting. The last meeting had 4 external stakeholders in attendance. Multiple hospital systems participate in hospital recruitment for the purpose of hiring Collin associate degree Graduates. One of our hospital stakeholders brings a team of educators to our classrooms to educate students in valuable interpersonal skills required in the community and acute care environment. Several agencies establish information sessions for hiring positions via zoom and we participate in a statewide virtual career fair. Various agencies send specialty nurses to interact with our students when they are learning specific content in the classroom. Burn educators, Wound Care nurses, Dieticians, and SANE nurses from area agencies frequently speak to students in the appropriate content</p>
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		<p>areas. Area Medical students, Flight nurses, and EMS work with our students during the “Trauma Day” done in collaboration with the EMS program.</p> <p>Public schools are engaged in assisting our students attain pediatric experience with the well child population.</p> <p>One employer does on-site interviews for new graduates interested in employment. (Thrive pediatrics)</p>
<p>Total number of “external stakeholders” “engaged” with Collin College broken out by key stakeholder group</p>	<p>Designated clinical coordinators and service-learning coordinators actively seek out additional agencies to engage with Collin students and the AAS Nursing Program</p>	<p>Advisory board: 18 members</p> <p>Clinical Agencies: 40 with active agreements</p> <p>Service-Learning Partners: 40 with signed agreements</p> <p>Total number= 98 external stakeholders</p>
<p>Appropriate software tools are implemented to facilitate the strategic connection of external contacts across all groups within the college</p>		<p>CastleBranch for compliance monitoring</p>

<p>(e.g., grants, public relations, governmental relations, corporate college, foundation, etc.)</p>		<p>Centralized Clinical Placement System for some clinical placement sites</p> <p>Workday for HR, grading, and other college communication</p> <p>All College Resources offered through HR, Business office Advising, LRC, and other College stakeholders are available to the nursing department.</p>
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III. PROGRAM RELATIONSHIP TO STUDENT DEMAND

OPTIONAL:

Section III. Documentation

WORKFORCE PROGRAM REVIEW APPENDIX

LVN-to-RN Bridge - AAS		Counts of Course Enrollment by Academic Year				
Courses	Title	2019	2020	2021	2022	2023
BIOL-2401	Lab: Anat And Physiology I	3380	3718	4028	3914	3758
BIOL-2402	Anatomy and Physiology II	2460	2441	2642	2356	2268
BIOL-2420	Microbiology Non-Science Major	1430	1504	1590	1388	1362
BIOL-2421	Lab: Micro for Science Major	392	330	392	204	194
RNSG-1118	Tran Prof Nursing Comp	21	42	44	44	-
RNSG-1128	Intro to Hlth Care Concepts	207	206	192	211	161
RNSG-1163	Cicl I â€” Trstnl Reg/Regd Nurs	21	-	35	43	41
RNSG-1215	Health Assessment	-	84	84	88	-
RNSG-1430	Health Care Concepts I	388	342	374	422	420
RNSG-1475	Transitl Prof Nursing Concepts	-	84	84	88	-
RNSG-1533	Health Care Concepts II	366	278	376	368	386
RNSG-1538	Health Care Concepts III	406	246	366	362	350
RNSG-2162	Cicl II-Reg Nursing/Reg Nurse	-	-	34	42	41
RNSG-2230	Lab: Prof Nrsng Rev Lic Prep	-	-	68	84	82
RNSG-2539	Health Care Concepts IV	424	384	208	372	356
RNSG-2563	Cicl III-Reg Nursing/Reg Nurse	-	-	30	41	41

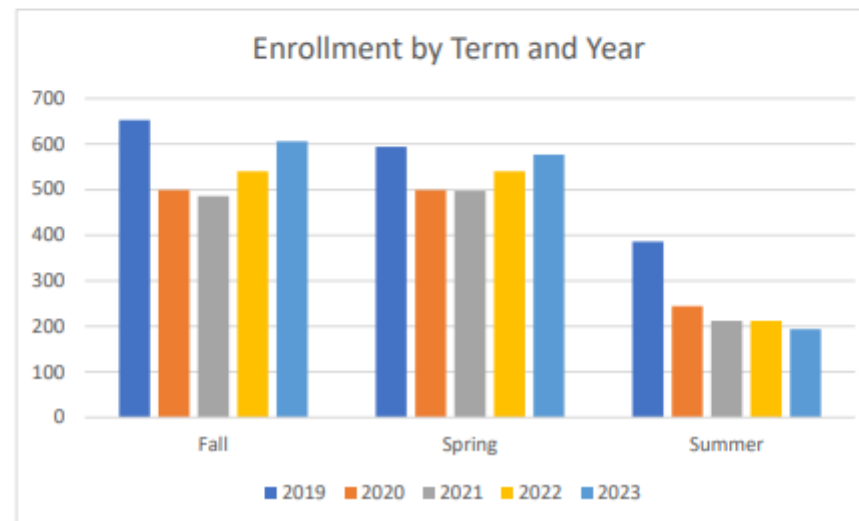
Note: The program course list is based on the 2023-2024 catalog. Core courses may be excluded from the list for this program

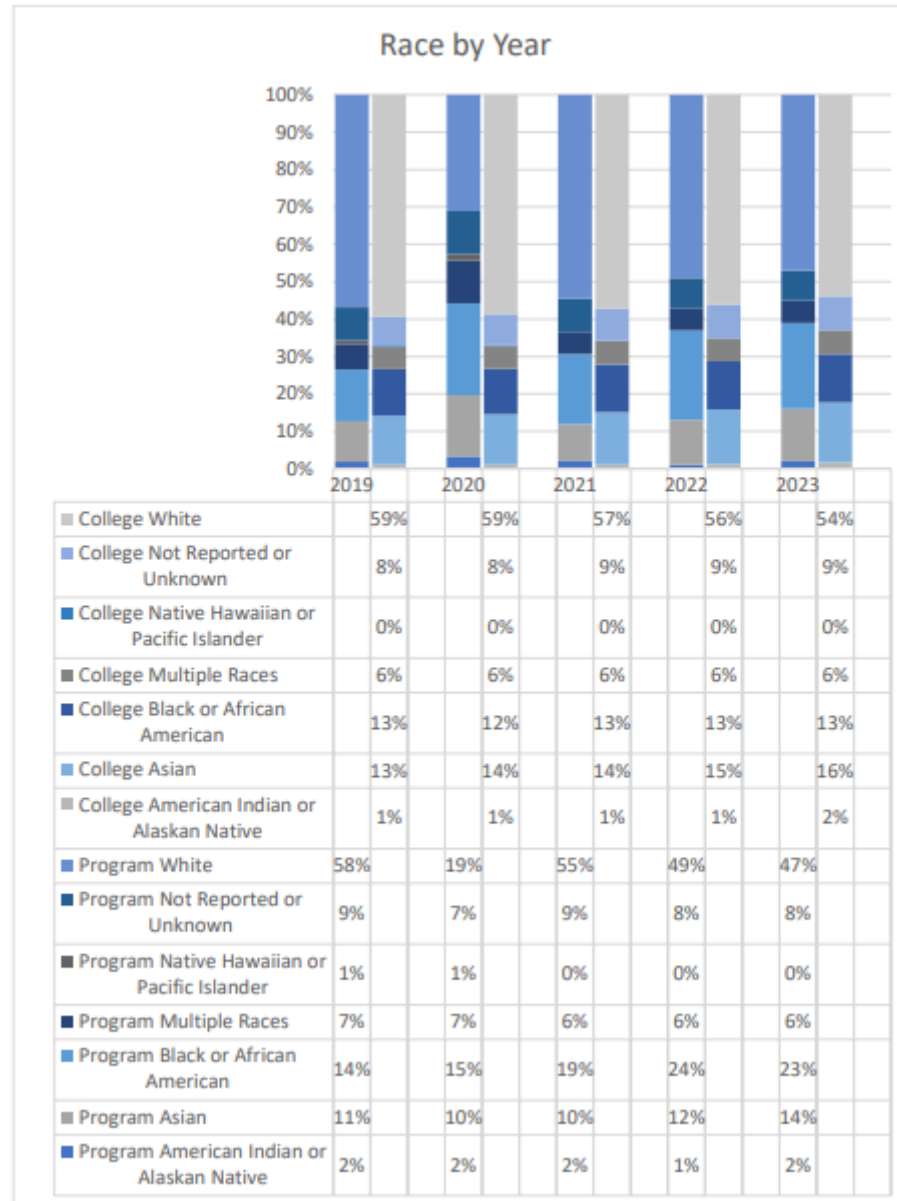
Nursing - AAS		Counts of Course Enrollment by Academic Year				
Courses	Title	2019	2020	2021	2022	2023
BIOL-2401	Lab: Anat And Physiology I	3380	3718	4028	3914	3758
BIOL-2402	Anatomy and Physiology II	2460	2441	2642	2356	2268
BIOL-2420	Microbiology Non-Science Major	1430	1504	1590	1388	1362
RNSG-1125	Prof Nursing Concepts I	190	168	149	166	158
RNSG-1126	Prof Nursing Concepts II	176	133	151	140	147
RNSG-1128	Intro to Hlth Care Concepts	207	206	192	211	161
RNSG-1137	Prof Nursing Concepts III	400	244	296	274	268
RNSG-1161	Clinical I-Nursing-RN Training	194	171	146	149	160
RNSG-1216	Lab-Prof Nursing Competencies	194	171	152	168	170
RNSG-1430	Health Care Concepts I	388	342	374	422	420
RNSG-1533	Health Care Concepts II	366	278	376	368	386
RNSG-1538	Health Care Concepts III	406	246	366	362	350
RNSG-2138	Lab-Prof Nursing Concepts IV	398	374	144	282	272
RNSG-2361	Clinical II-Nursing-RN Train	183	139	153	141	152
RNSG-2362	Clinical III-Nursing-RN Train	203	123	149	139	134
RNSG-2363	Clinical IV-Nursing-RN Train	212	192	72	142	136
RNSG-2539	Health Care Concepts IV	424	384	208	372	356

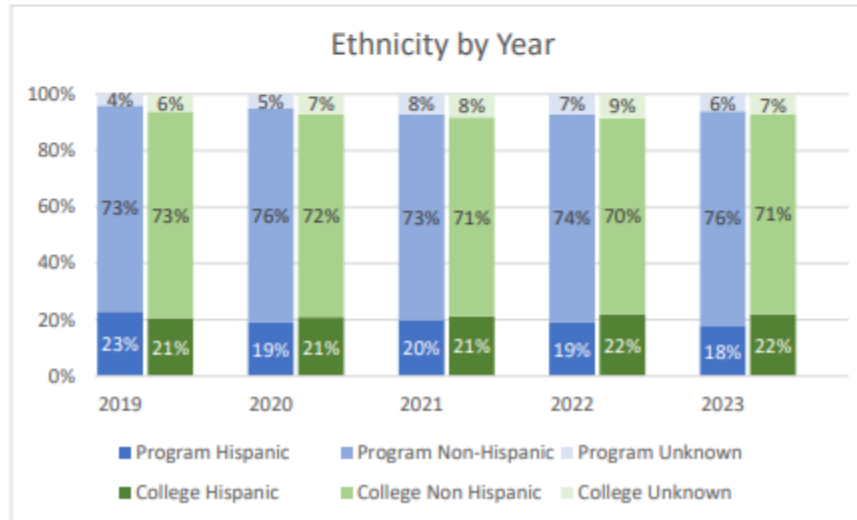
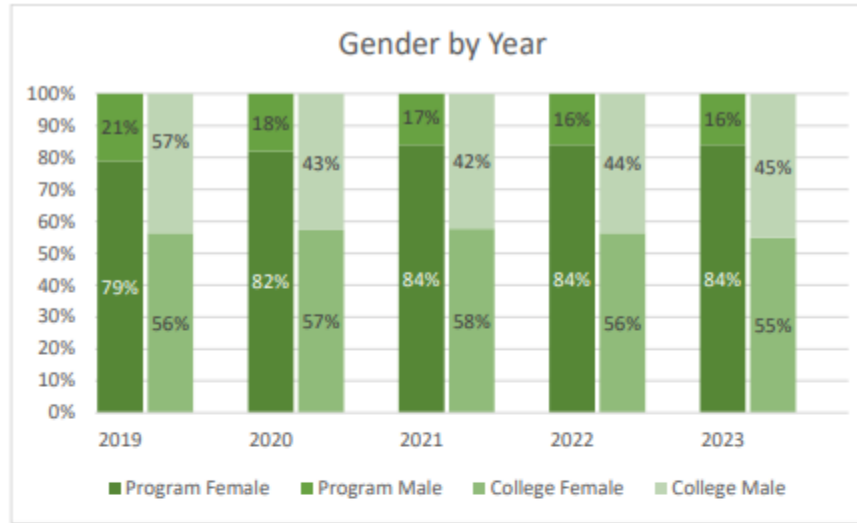
Note: The program course list is based on the 2023-2024 catalog. Core courses may be excluded from the list for this program

Term	Count of Enrolled Program Majors
Academic Year 2017-2018	
Fall 2018	653
Spring 2019	594
Summer 2019	386
Academic Year 2018-2019	
Fall 2019	499
Spring 2020	499
Summer 2020	244
Academic Year 2019-2020	
Fall 2020	486
Spring 2021	497
Summer 2021	212
Academic Year 2020-2021	
Fall 2021	540
Spring 2022	540
Summer 2022	212
Academic Year 2021-2022	
Fall 2022	606
Spring 2023	577
Summer 2023	194

Note: Students counted for this measure were enrolled at Collin during the specified term and are identified based on their declared major in ZogoTech.





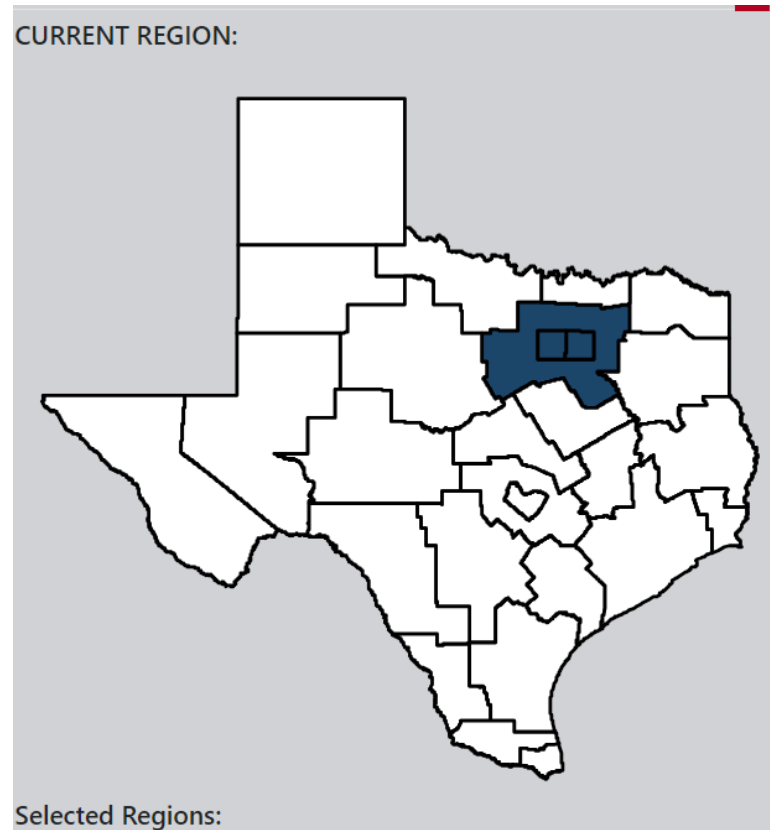


IV. PROGRAM RELATIONSHIP TO MARKET DEMAND

OPTIONAL:

Section IV. Documentation

(Insert any section IV. documentation in PDF immediately after this divider page.
Refer to this documentation in the relevant text field(s)
in section IV. of the Program Review template.)



Regions Utilized for Gap Analysis

SOC Code	SOC Title	Current Demand (HWOL - Oct 2024)	Current Supply (WIT - Oct 2024)	GAP (Current)	Avg. Annual Openings	Annual Graduates	GAP (Annual)	Current Employment (2023)	Projected Employment (2032)
29-1141	Registered Nurses	6,340	2,744	3,596	5,444	6,783	-1,339	73,530	82,506

V. EFFECTIVENESS OF CURRICULUM

V.E.1.

IRO Table of Average Section Size of Program Courses

(Insert the table in PDF immediately after this divider page.)

Average Section Size in Courses by Term
Academic Years 2018-2019 through 2022-2023

	2019			2020			2021			2022			2023		
	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
BIOL-2401	12	12	11	12	12	12	11	11	9	10	11	8	10	11	8
BIOL-2402	12	11	11	10	11	12	11	11	9	9	9	8	10	10	7
BIOL-2420	11	11	10	10	11	12	10	11	10	9	9	7	10	9	6
BIOL-2421	10	9	11	8	8	14	9	10	12	8	8	11	6	8	8
RNSG-1118	10	11	-	-	-	14	-	-	44	-	-	44	-	-	-
RNSG-1125	59	71	60	26	30	-	24	77	-	83	83	-	79	79	-
RNSG-1126	56	55	65	20	24	-	21	69	-	69	71	-	68	79	-
RNSG-1128	35	40	59	26	29	21	24	77	42	83	84	44	81	80	-
RNSG-1137	18	16	17	10	10	-	12	38	-	35	34	-	35	32	-
RNSG-1161	30	36	32	7	46	-	73	73	-	37	76	-	42	39	-
RNSG-1163	10	11	-	-	-	-	9	-	-	43	-	-	41	-	-
RNSG-1215	-	-	-	-	-	11	-	-	21	-	-	22	-	-	-
RNSG-1216	30	36	32	40	30	-	24	40	-	42	43	-	44	42	-
RNSG-1430	30	36	32	16	23	-	9	16	-	32	43	-	32	42	-
RNSG-1475	-	-	-	-	-	11	-	-	21	-	-	22	-	-	-
RNSG-1533	29	29	34	11	15	-	10	14	-	28	36	-	28	42	-
RNSG-1538	18	16	17	10	16	-	9	16	-	36	28	-	35	26	-
RNSG-2138	17	17	16	8	10	10	-	36	-	35	36	-	33	35	-
RNSG-2162	-	-	-	-	-	-	-	34	-	-	42	-	-	41	-
RNSG-2230	-	-	-	-	-	-	-	17	-	-	21	-	-	21	-

	2019			2020			2021			2022			2023		
	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
RNSG-2361	29	29	34	6	38	-	41	36	-	35	36	-	35	42	-
RNSG-2362	35	33	34	6	31	-	37	38	-	36	34	-	35	32	-
RNSG-2363	36	38	33	6	33	31	-	36	-	36	36	-	33	35	-
RNSG-2539	18	19	16	9	16	10	-	15	-	37	28	-	33	28	-
RNSG-2563	-	-	-	-	-	-	-	-	30	2	2	37	-	-	41

V. EFFECTIVENESS OF CURRICULUM

V.E.3.

IRO Table of Grade Distributions of Program Courses

(Insert the table in PDF immediately after this divider page.)

Collin County Community College District Program Review 2023-2024
Grade Distribution in Courses by Year Academic Years 2018-2019 through 2022-2023

BIOL-2401		Anatomy and Physiology I																
Year	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate *	Course GPA**
		A	B	C	D	P	F	W	A	B	C	D	P	F	W			
2019	1690	389	411	343	164	0	190	193	23%	24%	20%	10%	0%	11%	11%	89%	77%	2.78
2020	1884	451	530	383	122	0	169	229	24%	28%	20%	6%	0%	9%	12%	88%	79%	2.88
2021	2014	393	530	341	168	1	317	264	20%	26%	17%	8%	0%	16%	13%	87%	71%	2.80
2022	1957	383	420	360	173	0	329	292	20%	21%	18%	9%	0%	17%	15%	85%	68%	2.76
2023	1752	320	406	341	186	1	242	256	18%	23%	19%	11%	0%	14%	15%	85%	72%	2.69

Averages..... 21% 25% 19% 9% 0% 13% 13% 87% 73% Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

BIOL-2402		Anatomy and Physiology II																
Year	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate *	Course GPA**
		A	B	C	D	P	F	W	A	B	C	D	P	F	W			
2019	1230	322	350	242	104	0	90	122	26%	28%	20%	8%	0%	7%	10%	90%	83%	2.87
2020	1232	431	409	191	58	0	50	93	35%	33%	16%	5%	0%	4%	8%	92%	88%	3.11
2021	1321	399	361	216	81	1	120	143	30%	27%	16%	6%	0%	9%	11%	89%	80%	3.02
2022	1178	310	327	194	106	0	115	126	26%	28%	16%	9%	0%	10%	11%	89%	80%	2.90
2023	1014	277	278	193	86	0	51	129	27%	27%	19%	8%	0%	5%	13%	87%	82%	2.89

Averages..... 29% 29% 17% 7% 0% 7% 10% 90% 83% Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

BIOL-2420		Microbiology for Non-Science Majors																
Year	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate *	Course GPA**
		A	B	C	D	P	F	W	A	B	C	D	P	F	W			
2019	715	291	239	89	27	0	20	49	41%	33%	12%	4%	0%	3%	7%	93%	90%	3.23
2020	752	328	253	81	18	0	16	56	44%	34%	11%	2%	0%	2%	7%	93%	90%	3.31
2021	795	207	229	157	37	0	61	104	26%	29%	20%	5%	0%	8%	13%	87%	79%	2.96
2022	694	186	208	142	42	0	36	80	27%	30%	20%	6%	0%	5%	12%	88%	83%	2.93
2023	614	176	179	113	27	0	33	86	29%	29%	18%	4%	0%	5%	14%	86%	81%	3.02

Averages..... 33% 31% 16% 4% 0% 5% 11% 89% 85%

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

BIOL-2421		Microbiology for Science Majors																
Year	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate *	Course GPA**
		A	B	C	D	P	F	W	A	B	C	D	P	F	W			
2019	196	95	68	22	2	0	1	8	48%	35%	11%	1%	0%	1%	4%	96%	95%	3.37
2020	165	87	36	16	6	0	8	12	53%	22%	10%	4%	0%	5%	7%	93%	88%	3.41
2021	196	92	55	18	7	0	10	14	47%	28%	9%	4%	0%	5%	7%	93%	88%	3.35
2022	102	39	34	11	5	0	6	7	38%	33%	11%	5%	0%	6%	7%	93%	87%	3.20
2023	82	29	26	10	4	0	2	11	35%	32%	12%	5%	0%	2%	13%	87%	84%	3.16

Averages..... 44% 30% 11% 4% 0% 4% 8% 92% 88%

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

RNSG-1118		Transition to Professional Nursing Competencies																
Year	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate *	Course GPA**
		A	B	C	D	P	F	W	A	B	C	D	P	F	W			
2019	21	14	7	0	0	0	0	0	67%	33%	0%	0%	0%	0%	0%	100%	100%	3.67
2020	42	34	1	0	0	0	0	7	81%	2%	0%	0%	0%	0%	17%	83%	83%	3.97
2021	44	31	12	0	0	0	1	0	70%	27%	0%	0%	0%	2%	0%	100%	98%	3.72
2022	44	19	17	4	0	0	1	3	43%	39%	9%	0%	0%	2%	7%	93%	91%	3.38
2023	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Averages..... 65% 25% 2% 0% 0% 1% 6% 94% 93%

Note: The program’s course list is based on the 2022-2023 academic catalog. The data source is Collin College’s ZogoTech Data System on 6/19/2023.

*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

RNSG-1125		Professional Nursing Concepts I																
Year	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate *	Course GPA**
		A	B	C	D	P	F	W	A	B	C	D	P	F	W			
2019	190	12	136	29	0	0	0	13	6%	72%	15%	0%	0%	0%	7%	93%	93%	2.90
2020	168	53	96	10	0	0	0	9	32%	57%	6%	0%	0%	0%	5%	95%	95%	3.27
2021	149	99	38	2	0	0	0	10	66%	26%	1%	0%	0%	0%	7%	93%	93%	3.70
2022	166	146	4	1	0	0	0	15	88%	2%	1%	0%	0%	0%	9%	91%	91%	3.96
2023	158	146	6	0	0	0	0	6	92%	4%	0%	0%	0%	0%	4%	96%	96%	3.96

Averages..... 57% 32% 5% 0% 0% 0% 6% 94% 94%

Note: The program’s course list is based on the 2022-2023 academic catalog. The data source is Collin College’s ZogoTech Data System on 6/19/2023.

*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

RNSG-1126		Professional Nursing Concepts II																
Year	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate *	Course GPA**
		A	B	C	D	P	F	W	A	B	C	D	P	F	W			
2019	176	40	104	28	0	0	1	3	23%	59%	16%	0%	0%	1%	2%	98%	98%	3.07
2020	133	10	103	17	0	0	0	3	8%	77%	13%	0%	0%	0%	2%	98%	98%	2.95
2021	151	3	104	39	0	0	1	4	2%	69%	26%	0%	0%	1%	3%	97%	97%	2.75
2022	140	128	9	2	0	0	1	0	91%	6%	1%	0%	0%	1%	0%	100%	99%	3.91
2023	147	124	20	2	0	0	0	1	84%	14%	1%	0%	0%	0%	1%	99%	99%	3.84

Averages..... 42% 45% 11% 0% 0% 0% 1% 99% 98%

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

RNSG-1128		Introduction to Health Care Concepts																
Year	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate *	Course GPA**
		A	B	C	D	P	F	W	A	B	C	D	P	F	W			
2019	207	33	138	33	0	0	2	1	16%	67%	16%	0%	0%	1%	0%	100%	99%	3.00
2020	206	26	139	33	0	0	1	7	13%	67%	16%	0%	0%	0%	3%	97%	96%	2.96
2021	192	29	128	30	0	0	1	4	15%	67%	16%	0%	0%	1%	2%	98%	97%	2.99
2022	211	25	128	39	0	0	9	10	12%	61%	18%	0%	0%	4%	5%	95%	91%	2.93
2023	161	59	77	19	0	0	4	2	37%	48%	12%	0%	0%	2%	1%	99%	96%	3.26

Averages..... 18% 62% 16% 0% 0% 2% 2% 98% 96%

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

RNSG-1137		Professional Nursing Concepts III															Completion Rate	Success Rate *	Course GPA**
Year	Enrollment	Grade Assigned							Grade Distribution										
		A	B	C	D	P	F	W	A	B	C	D	P	F	W				
2019	200	37	141	19	0	0	1	2	19%	71%	10%	0%	0%	1%	1%	99%	99%	3.09	
2020	122	2	93	27	0	0	0	0	2%	76%	22%	0%	0%	0%	0%	100%	100%	2.80	
2021	148	58	73	15	0	0	0	2	39%	49%	10%	0%	0%	0%	1%	99%	99%	3.29	
2022	137	128	8	0	0	0	0	1	93%	6%	0%	0%	0%	0%	1%	99%	99%	3.94	
2023	134	126	7	0	0	0	0	1	94%	5%	0%	0%	0%	0%	1%	99%	99%	3.95	

Averages..... 49% 41% 8% 0% 0% 0% 1% 99% 99%

Note: The program’s course list is based on the 2022-2023 academic catalog. The data source is Collin College’s ZogoTech Data System on 6/19/2023.

*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

RNSG-1161		Clinical I – Nursing – Registered Nurse Training															Completion Rate	Success Rate *	Course GPA**
Year	Enrollment	Grade Assigned							Grade Distribution										
		A	B	C	D	P	F	W	A	B	C	D	P	F	W				
2019	194	144	31	4	0	0	1	14	74%	16%	2%	0%	0%	1%	7%	93%	92%	3.78	
2020	171	148	13	0	0	0	0	10	87%	8%	0%	0%	0%	0%	6%	94%	94%	3.92	
2021	146	130	7	1	0	0	1	7	89%	5%	1%	0%	0%	1%	5%	95%	95%	3.93	
2022	149	133	9	1	0	0	4	2	89%	6%	1%	0%	0%	3%	1%	99%	96%	3.92	
2023	160	142	14	0	0	0	1	3	89%	9%	0%	0%	0%	1%	2%	98%	98%	3.91	

Averages..... 86% 9% 1% 0% 0% 1% 4% 96% 95%

Note: The program’s course list is based on the 2022-2023 academic catalog. The data source is Collin College’s ZogoTech Data System on 6/19/2023.

*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

RNSG-1163		Clinical I – Transitional Registered Nursing/Registered Nurse																
Year	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate *	Course GPA**
		A	B	C	D	P	F	W	A	B	C	D	P	F	W			
2019	21	18	3	0	0	0	0	0	86%	14%	0%	0%	0%	0%	0%	100%	100%	3.86
2020	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2021	35	34	1	0	0	0	0	0	97%	3%	0%	0%	0%	0%	0%	100%	100%	3.97
2022	43	35	7	1	0	0	0	0	81%	16%	2%	0%	0%	0%	0%	100%	100%	3.79
2023	41	33	8	0	0	0	0	0	80%	20%	0%	0%	0%	0%	0%	100%	100%	3.80

Averages..... 86% 13% 1% 0% 0% 0% 0% 100% 100%

Note: The program’s course list is based on the 2022-2023 academic catalog. The data source is Collin College’s ZogoTech Data System on 6/19/2023.

*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

RNSG-1215		Health Assessment																
Year	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate *	Course GPA**
		A	B	C	D	P	F	W	A	B	C	D	P	F	W			
2019	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2020	42	11	30	0	0	0	0	1	26%	71%	0%	0%	0%	0%	2%	98%	98%	3.27
2021	42	12	27	2	0	0	1	0	29%	64%	5%	0%	0%	2%	0%	100%	98%	3.24
2022	44	19	25	0	0	0	0	0	43%	57%	0%	0%	0%	0%	0%	100%	100%	3.43
2023	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Averages..... 33% 64% 2% 0% 0% 1% 1% 99% 98%

Note: The program’s course list is based on the 2022-2023 academic catalog. The data source is Collin College’s ZogoTech Data System on 6/19/2023.

*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

RNSG-1216		Professional Nursing Competencies																
Year	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate *	Course GPA**
		A	B	C	D	P	F	W	A	B	C	D	P	F	W			
2019	194	99	77	4	0	0	0	14	51%	40%	2%	0%	0%	0%	7%	93%	93%	3.53
2020	171	78	71	12	0	0	0	10	46%	42%	7%	0%	0%	0%	6%	94%	94%	3.41
2021	152	99	38	1	0	0	1	13	65%	25%	1%	0%	0%	1%	9%	91%	91%	3.71
2022	168	61	78	3	0	0	5	21	36%	46%	2%	0%	0%	3%	13%	88%	85%	3.41
2023	170	34	114	6	0	0	2	14	20%	67%	4%	0%	0%	1%	8%	92%	91%	3.18

Averages..... 44% 44% 3% 0% 0% 1% 8% 92% 91%

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

RNSG-1430		Health Care Concepts I																
Year	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate *	Course GPA**
		A	B	C	D	P	F	W	A	B	C	D	P	F	W			
2019	194	6	99	72	0	0	3	14	3%	51%	37%	0%	0%	2%	7%	93%	91%	2.63
2020	171	7	85	67	0	0	2	10	4%	50%	39%	0%	0%	1%	6%	94%	93%	2.62
2021	187	23	113	37	0	0	1	13	12%	60%	20%	0%	0%	1%	7%	93%	93%	2.92
2022	211	12	101	71	0	0	5	22	6%	48%	34%	0%	0%	2%	10%	90%	87%	2.68
2023	210	2	100	91	0	0	3	14	1%	48%	43%	0%	0%	1%	7%	93%	92%	2.54

Averages..... 5% 51% 35% 0% 0% 1% 7% 93% 91%

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

RNSG-1475		Transitional Professional Nursing Concepts																			
Year	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate *	Course GPA**			
		A	B	C	D	P	F	W	A	B	C	D	P	F	W						
2019	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2020	42	0	29	12	0	0	0	1	0%	69%	29%	0%	0%	0%	2%	98%	98%	2.71			
2021	42	0	27	14	0	0	1	0	0%	64%	33%	0%	0%	2%	0%	100%	98%	2.66			
2022	44	4	30	6	0	0	0	4	9%	68%	14%	0%	0%	0%	9%	91%	91%	2.95			
2023	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

Averages..... 3% 67% 25% 0% 0% 1% 4% 96% 95%

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

RNSG-1533		Health Care Concepts II																		
Year	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate *	Course GPA**		
		A	B	C	D	P	F	W	A	B	C	D	P	F	W					
2019	183	2	66	102	0	0	10	3	1%	36%	56%	0%	0%	5%	2%	98%	93%	2.41		
2020	139	3	54	77	0	0	2	3	2%	39%	55%	0%	0%	1%	2%	98%	96%	2.45		
2021	188	3	97	77	0	0	7	4	2%	52%	41%	0%	0%	4%	2%	98%	94%	2.58		
2022	184	5	96	78	0	0	5	0	3%	52%	42%	0%	0%	3%	0%	100%	97%	2.59		
2023	193	6	70	102	0	0	14	1	3%	36%	53%	0%	0%	7%	1%	99%	92%	2.46		

Averages..... 2% 43% 49% 0% 0% 4% 1% 99% 95%

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

RNSG-1538		Health Care Concepts III															Completion Rate	Success Rate *	Course GPA**
Year	Enrollment	Grade Assigned							Grade Distribution										
		A	B	C	D	P	F	W	A	B	C	D	P	F	W				
2019	203	1	77	119	0	0	4	2	0%	38%	59%	0%	0%	2%	1%	99%	97%	2.40	
2020	123	5	55	62	0	0	1	0	4%	45%	50%	0%	0%	1%	0%	100%	99%	2.53	
2021	183	8	83	85	0	0	4	3	4%	45%	46%	0%	0%	2%	2%	98%	96%	2.56	
2022	181	19	95	62	0	0	3	2	10%	52%	34%	0%	0%	2%	1%	99%	97%	2.76	
2023	175	18	107	47	0	0	1	2	10%	61%	27%	0%	0%	1%	1%	99%	98%	2.83	

Averages..... 6% 48% 43% 0% 0% 1% 1% 99% 98%

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

RNSG-2138		Professional Nursing Concepts IV															Completion Rate	Success Rate *	Course GPA**
Year	Enrollment	Grade Assigned							Grade Distribution										
		A	B	C	D	P	F	W	A	B	C	D	P	F	W				
2019	199	26	152	21	0	0	0	0	13%	76%	11%	0%	0%	0%	0%	100%	100%	3.03	
2020	187	42	130	15	0	0	0	0	22%	70%	8%	0%	0%	0%	0%	100%	100%	3.14	
2021	72	10	52	10	0	0	0	0	14%	72%	14%	0%	0%	0%	0%	100%	100%	3.00	
2022	141	84	45	12	0	0	0	0	60%	32%	9%	0%	0%	0%	0%	100%	100%	3.51	
2023	136	104	29	2	0	0	0	1	76%	21%	1%	0%	0%	0%	1%	99%	99%	3.76	

Averages..... 37% 54% 8% 0% 0% 0% 0% 100% 100%

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

RNSG-2162		Clinical II – Registered Nursing/Registered Nurse																	
Year	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate *	Course GPA**	
		A	B	C	D	P	F	W	A	B	C	D	P	F	W				
2019	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2020	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2021	34	32	0	0	0	0	0	2	94%	0%	0%	0%	0%	0%	6%	94%	94%	4.00	
2022	42	36	1	1	0	0	1	3	86%	2%	2%	0%	0%	2%	7%	93%	90%	3.92	
2023	41	39	1	0	0	0	0	1	95%	2%	0%	0%	0%	0%	2%	98%	98%	3.98	

Averages..... 92% 2% 1% 0% 0% 1% 5% 95% 94%

Note: The program’s course list is based on the 2022-2023 academic catalog. The data source is Collin College’s ZogoTech Data System on 6/19/2023.

*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

RNSG-2230		Professional Nursing Review and Licensure Preparation																	
Year	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate *	Course GPA**	
		A	B	C	D	P	F	W	A	B	C	D	P	F	W				
2019	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2020	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2021	34	30	2	0	0	0	0	2	88%	6%	0%	0%	0%	0%	6%	94%	94%	3.94	
2022	42	36	2	0	0	0	1	3	86%	5%	0%	0%	0%	2%	7%	93%	90%	3.95	
2023	41	41	0	0	0	0	0	0	100%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	

Averages..... 91% 4% 0% 0% 0% 1% 4% 96% 95%

Note: The program’s course list is based on the 2022-2023 academic catalog. The data source is Collin College’s ZogoTech Data System on 6/19/2023.

*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

RNSG-2361		Clinical II – Nursing – Registered Nurse Training																
Year	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate *	Course GPA**
		A	B	C	D	P	F	W	A	B	C	D	P	F	W			
2019	183	154	24	1	0	0	1	3	84%	13%	1%	0%	0%	1%	2%	98%	98%	3.85
2020	139	124	11	1	0	0	0	3	89%	8%	1%	0%	0%	0%	2%	98%	98%	3.90
2021	153	130	13	4	0	0	2	4	85%	8%	3%	0%	0%	1%	3%	97%	96%	3.86
2022	141	120	17	3	0	0	1	0	85%	12%	2%	0%	0%	1%	0%	100%	99%	3.84
2023	152	142	8	1	0	0	0	1	93%	5%	1%	0%	0%	0%	1%	99%	99%	3.93

Averages..... 87% 9% 1% 0% 0% 1% 1% 99% 98%

Note: The program’s course list is based on the 2022-2023 academic catalog. The data source is Collin College’s ZogoTech Data System on 6/19/2023.

*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

RNSG-2362		Clinical III – Nursing – Registered Nurse Training																
Year	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate *	Course GPA**
		A	B	C	D	P	F	W	A	B	C	D	P	F	W			
2019	203	162	34	4	0	0	1	2	80%	17%	2%	0%	0%	0%	1%	99%	99%	3.79
2020	123	99	23	1	0	0	0	0	80%	19%	1%	0%	0%	0%	0%	100%	100%	3.80
2021	149	114	25	6	0	0	1	3	77%	17%	4%	0%	0%	1%	2%	98%	97%	3.74
2022	139	122	12	4	0	0	0	1	88%	9%	3%	0%	0%	0%	1%	99%	99%	3.86
2023	134	115	13	4	0	0	0	2	86%	10%	3%	0%	0%	0%	1%	99%	99%	3.84

Averages..... 82% 14% 3% 0% 0% 0% 1% 99% 99%

Note: The program’s course list is based on the 2022-2023 academic catalog. The data source is Collin College’s ZogoTech Data System on 6/19/2023.

*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

RNSG-2363		Clinical IV – Nursing – Registered Nurse Training																
Year	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate *	Course GPA**
		A	B	C	D	P	F	W	A	B	C	D	P	F	W			
2019	212	164	46	2	0	0	0	0	77%	22%	1%	0%	0%	0%	0%	100%	100%	3.76
2020	192	151	37	4	0	0	0	0	79%	19%	2%	0%	0%	0%	0%	100%	100%	3.77
2021	72	54	16	0	0	0	2	0	75%	22%	0%	0%	0%	3%	0%	100%	97%	3.77
2022	142	118	22	2	0	0	0	0	83%	15%	1%	0%	0%	0%	0%	100%	100%	3.82
2023	136	128	7	0	0	0	0	1	94%	5%	0%	0%	0%	0%	1%	99%	99%	3.95

Averages..... 82% 17% 1% 0% 0% 1% 0% 100% 99%

Note: The program’s course list is based on the 2022-2023 academic catalog. The data source is Collin College’s ZogoTech Data System on 6/19/2023.

*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

RNSG-2539		Health Care Concepts IV																
Year	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate *	Course GPA**
		A	B	C	D	P	F	W	A	B	C	D	P	F	W			
2019	212	1	55	144	0	0	12	0	0%	26%	68%	0%	0%	6%	0%	100%	94%	2.29
2020	192	21	83	85	0	0	3	0	11%	43%	44%	0%	0%	2%	0%	100%	98%	2.66
2021	104	3	35	59	0	0	7	0	3%	34%	57%	0%	0%	7%	0%	100%	93%	2.42
2022	186	9	96	77	0	0	3	1	5%	52%	41%	0%	0%	2%	1%	99%	98%	2.63
2023	178	7	91	77	0	0	2	1	4%	51%	43%	0%	0%	1%	1%	99%	98%	2.60

Averages..... 5% 41% 51% 0% 0% 3% 0% 100% 96%

Note: The program’s course list is based on the 2022-2023 academic catalog. The data source is Collin College’s ZogoTech Data System on 6/19/2023.

*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

RNSG-2563		Clinical III – Registered Nursing/Registered Nurse																		
Year	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate *	Course GPA**		
		A	B	C	D	P	F	W	A	B	C	D	P	F	W					
2019	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2020	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2021	30	30	0	0	0	0	0	0	100%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	
2022	41	36	5	0	0	0	0	0	88%	12%	0%	0%	0%	0%	0%	0%	100%	100%	3.88	
2023	41	40	1	0	0	0	0	0	98%	2%	0%	0%	0%	0%	0%	0%	100%	100%	3.98	

Averages..... 95% 5% 0% 0% 0% 0% 0% 100% 100%

Note: The program’s course list is based on the 2022-2023 academic catalog. The data source is Collin College’s ZogoTech Data System on 6/19/2023.

**Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.*

***Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.*

Sums of distributions may not equal 100 percent due to rounding.

V. EFFECTIVENESS OF CURRICULUM

OPTIONAL:

Other Section V. Documentation

(Insert any other section V. documentation in PDF immediately after this divider page.
Refer to this documentation in the relevant text field(s)
in section V. of the Program Review template.)

Integration of General Education Course work to Nursing Knowledge Base			
General Education and Additional Degree Requirement Courses	Contribution to Professional Nursing Knowledge	Contribution to Professional Nursing Practice	Traditional ADN and LVN-RN Bridge Courses Building on General Education Knowledge and Practice
ENGL 1301 Composition I	Study of writing processes from invention and researching to revising and editing.	Application of writing processes individually and collaboratively with a focus on writing academic essays as a vehicle for learning, communicating, and critical analysis.	RNSG 1216 Professional Nursing Concepts I RNSG 1126 Professional Nursing Concepts II RNSG 1137 Professional Nursing Concepts III RNSG 2138 Professional Nursing Concepts IV RNSG 1424 Concept based Transition RNSG 2230 Professional Nursing Review and Licensure Preparation
Humanities/Fine Art Elective	Study of the visual, performing, or written arts, or the human experience within culture and society.	Interpret and critically evaluate human expressions and human experience in creative, cultural, and historical context.	RNSG 1216 Professional Nursing Concepts I RNSG 1126 Professional Nursing Concepts II RNSG 1137 Professional Nursing Concepts III RNSG 2138 Professional Nursing Concepts IV RNSG 1424 Concept Based Transition
PSYC 2301 General Psychology	Study of major psychology topics, theories, and approaches in humans.	Evaluation of human behavior and mental processes.	RNSG1128 Introduction to Health Care Concepts RNSG 1216 Professional Nurse Competencies RNSG 1430 Health Care Concepts I RNSG 1533 Health Care Concepts II RNSG 1538 Health Care Concepts III RNSG 2539 Health Care Concepts IV RNSG 1161 Clinical I – Nursing – Registered Nurse Training RNSG 2361 Clinical II – Nursing – Registered Nurse Training RNSG 2362 Clinical III – Nursing – Registered Nurse Training RNSG 2363 Clinical IV – Nursing – Registered Nurse Training RNSG 1163 Clinical I – Registered Nursing/Registered Nurse * RNSG 2162 Clinical II – Registered Nursing/Registered Nurse *

			RNSG 2563 Clinical III – Registered Nursing/Registered Nurse* RNSG 1424 Concept Based Transition
BIOL 2420 Microbiology for Non-Science Majors	Study of the nature of microorganisms, microbial diversity, and acellular agents in the biosphere.	Evaluations of microbiological elements in human health and disease.	RNSG1128 Introduction to Health Care Concepts RNSG 1216 Professional Nurse Competencies RNSG 1430 Health Care Concepts I RNSG 1533 Health Care Concepts II RNSG 1538 Health Care Concepts III RNSG 2539 Health Care Concepts IV RNSG 1161 Clinical I – Nursing – Registered Nurse Training RNSG 2361 Clinical II – Nursing – Registered Nurse Training RNSG 2362 Clinical III – Nursing – Registered Nurse Training RNSG 2363 Clinical IV – Nursing – Registered Nurse Training RNSG 1424 Concept Based Transition RNSG 1163 Clinical I – Registered Nursing/Registered Nurse RNSG 2362 Clinical II – Registered Nursing/Registered Nurse RNSG 2363 Clinical III – Registered Nursing/Registered Nurse
BIOL 2401 Anatomy and Physiology I	Study of physiologic systems and functions involved in homeostasis for select human body systems.	Evaluating relationships between body systems required for human health.	RNSG1128 Introduction to Health Care Concepts RNSG 1301 Pharmacology RNSG 1216 Professional Nurse Competencies RNSG 1430 Health Care Concepts I RNSG 1533 Health Care Concepts II RNSG 1538 Health Care Concepts III RNSG 2539 Health Care Concepts IV RNSG 1161 Clinical I – Nursing – Registered Nurse Training RNSG 2361 Clinical II – Nursing – Registered Nurse Training RNSG 2362 Clinical III – Nursing – Registered Nurse Training

			<p>RNSG 2363 Clinical IV – Nursing – Registered Nurse Training RNSG 1163 Clinical I – Registered Nursing/Registered Nurse * RNSG 2162 Clinical II – Registered Nursing/Registered Nurse * RNSG 2563 Clinical III – Registered Nursing/Registered Nurse* RNSG 1424 Concept Based Transition</p>
<p>BIOL 2402 Anatomy and Physiology II</p>	<p>Study of physiologic systems and functions involved in homeostasis for select human body systems.</p>	<p>Evaluating relationships between body systems required for human health and homeostasis.</p>	<p>RNSG1128 Introduction to Health Care Concepts RNSG 1301 Pharmacology RNSG 1216 Professional Nurse Competencies RNSG 1430 Health Care Concepts I RNSG 1533 Health Care Concepts II RNSG 1538 Health Care Concepts III RNSG 2539 Health Care Concepts IV RNSG 1424 Concept Based Transition RNSG 1161 Clinical I – Nursing – Registered Nurse Training RNSG 2361 Clinical II – Nursing – Registered Nurse Training RNSG 2362 Clinical III – Nursing – Registered Nurse Training RNSG 2363 Clinical IV – Nursing – Registered Nurse Training RNSG 1163 Clinical I – Registered Nursing/Registered Nurse RNSG 2162 Clinical II – Registered Nursing/Registered Nurse RNSG 2563 Clinical III – Registered Nursing/Registered Nurse</p>
<p>PSYC 2314 Life-span Growth and Development</p>	<p>Study of the social, emotional, cognitive, and physical components of human lifespan development.</p>	<p>Evaluating the internal and external influences on human development.</p>	<p>RNSG1128 Introduction to Health Care Concepts RNSG 1216 Professional Nurse Competencies RNSG 1430 Health Care Concepts I RNSG 1533 Health Care Concepts II RNSG 1538 Health Care Concepts III RNSG 2539 Health Care Concepts IV</p>

			<p>RNSG 1161 Clinical I – Nursing – Registered Nurse Training</p> <p>RNSG 2361 Clinical II – Nursing – Registered Nurse Training</p> <p>RNSG 2362 Clinical III – Nursing – Registered Nurse Training</p> <p>RNSG 2363 Clinical IV – Nursing – Registered Nurse Training</p> <p>RNSG 1163 Clinical I – Registered Nursing/Registered Nurse</p> <p>RNSG 2162 Clinical II – Registered Nursing/Registered Nurse</p> <p>RNSG 2563 Clinical III – Registered Nursing/Registered Nurse</p> <p>RNSG 1424 Concept Based Transition</p>
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VI. EFFECTIVENESS OF PROGRAM COMMUNICATIONS

VI.B.

Program Literature Review Table

(Insert the completed table in PDF immediately after this divider page.)

Title	Type (i.e., URLs, brochures, handouts, etc.)	Date of Last Review/Update	
Collin College Catalog	Nursing (RN), AAS Associate Degree in Nursing Collin College Included: Mission and Vision; Core Values; Accreditation status and bodies; College academic calendars; Grading policies; Tuition costs; Additional fees; Availability of courses and awards; Academic policies; Student enrollment services; Learning Opportunities; and Degree plans	2024	X Current X Accurate X Relevant X Available
Castle Branch: Background Check & Compliance Management	https://discover.castlebranch.com/ Includes: Immunizations; CPR certification; Influenza; and Consent for Drug Testing and Release of Information	2024	X Current X Accurate X Relevant X Available
Canvas Learning Management System	https://collin.instructure.com/ Includes: Support services; Semester calendar; Course syllabi (Didactic and Clinical); Computer requirements and support; Collin College Strategies of Behavioral Intervention (SOBI); Student handbook; Grading information; Course content readings and assignments; Clinical schedule; Clinical faculty pages; Service-learning information;	2024	X Current X Accurate X Relevant X Available
Nursing Division Student Handbook	2024-2025 Nursing Division Student Handbook Revised 09202024.pdf Includes: Accreditation information; Philosophy; Definitions of terms; Organization structure; Grading policies; Department procedures; Program expectations; Financial aid; Drug testing procedures; Service learning; A.D.N.	5/2024	X Current X Accurate X Relevant X Available

	Differentiated Essential Competencies; and Program handouts		
Nursing Division Website	https://www.collin.edu/nursing/ Includes: Accreditation standards and link; Immunizations; Information sessions; Program costs; Graduation statistics; Advising link; Administration contacts; National League of Nursing website; and Texas Board of Nursing website	2024	X Current X Accurate X Relevant X Available

VI. EFFECTIVENESS OF PROGRAM COMMUNICATIONS

OPTIONAL:

Other Section VI. Documentation

(Insert any other section VI. documentation in PDF immediately after this divider page.
Refer to this documentation in the relevant text field(s)
in section VI. of the Program Review template.)

VII. EFFECTIVENESS OF PROGRAM STAKEHOLDER RESOURCES AND PARTNERSHIPS

VII.

Program Stakeholder Resources and Partnerships Table

(Insert the completed table in PDF immediately after this divider page.)

PROGRAM NAME: AAS Nursing

AUTHORING TEAM CONTACT: Amy Wilson, MSN, RN

PHONE: 214-491-6287	E-MAIL: AAWilson@collin.edu
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PROGRAM STAKEHOLDER RESOURCES AND PARTNERSHIPS TABLE

Stakeholder	Type of Relationship	Formal Agreement Duration, If Any	How Is It Valuable to the Program?
Advising department	Define and develop realistic educational career plans through schedule planning for each semester	Informal	Assist in developing plan for transferring to a four-year college/university, review degree plans, & assist in completing associate degree
Financial Aide Department	Defines the types of federal and state aid available for students	Informal	Help students achieve their educational potential by helping award and disburse monetary resources
Collin College Foundation	Scholarships	Informal	Help students achieve their educational potential by helping award and disburse monetary resources
Testing Center	Coordinates the test scheduling process and test materials, including Psychological Services Bureau (PSB) testing sessions	Informal	Provide students access to a comfortable, secure test environment designed to facilitate their personal and professional educational goals. Facilitate ACCESS student's testing
Collin Counseling Services	Assists students with mental health needs	Informal	Supports students' success by offering counseling services to help maintain a safe and healthy learning environment.

Dean of Students	Promotes student success within an inclusive and respectful community	Informal	Implement and enforce school regulations and policies, coordinate programs with other school departments, meet with students who have exhibited poor conduct, and resolve problems accordingly
Registrar Office	Official authorized keeper of the student records; Plan, organize and manage all the activities related to the Records and Registration Department	Informal	Assist in adding and/or dropping classes
Concept-Based Consortium	Association of nursing schools with the objective of participating in a common activity	Informal	Development of concepts, exemplars, and learning activities in curriculum, identify placement of content within semester levels
ACCESS Office	Provides support to eliminate barriers by offering a variety of services that offer equal opportunities for qualified students with a disability	Informal	Provides students through support with self-advocacy; Testing accommodations; Note taking, scribes, readers; Text in alternate format/enlarged text; CART/Sign Language
Assessment Technologies Institute (ATI) Nursing Education program	Electronic platform educational program for didactic and clinical content	3 years	Education platform designed to improve program completion, pass rates, and placement success through curriculum development and mapping, and testing strategies
Baylor Scott and White Hospital - Frisco	Clinical	6 years unless sooner terminated	Provide learning experiences for student practice to actual patients

Baylor Scott and White Medical Center - Centennial	Clinical	6 years unless sooner terminated	Provide learning experiences for student practice to actual patients
Baylor Scott and White Hospital - McKinney	Clinical	6 years unless sooner terminated	Provide learning experiences for student practice to actual patients
Baylor Scott and White Medical Center - Plano	Clinical	6 years unless sooner terminated	Provide learning experiences for student practice to actual patients
Baylor Scott and White – The Heart Hospital - Plano	Clinical	6 years unless sooner terminated	Provide learning experiences for student practice to actual patients
Carrollton Springs Behavioral Health – Carrollton	Clinical	Indefinite	Provide learning experiences for student practice to actual patients
Carrollton Springs Behavioral Health - McKinney	Clinical	Indefinite	Provide learning experiences for student practice to actual patients

Children’s Medical Center - Dallas	Clinical	7 years	Provide learning experiences for student practice to actual patients
Children’s Medical Center of Legacy	Clinical	7 years	Provide learning experiences for student practice to actual patients
Cook Children’s Prosper	Clinical	3 years	Provide learning experiences for student practice to actual patients
Encompass - Plano	Clinical	1 year with automatic renewal unless otherwise terminated	Provide learning experiences for student practice to actual patients
Encompass - Prosper	Clinical	1 year with automatic renewal unless otherwise terminated	Provide learning experiences for student practice to actual patients
Life Care Hospital of Plano	Clinical	1 year with automatic renewal unless otherwise terminated	Provide learning experiences for student practice to actual patients

Medical City Denton	Clinical	2 years unless terminated	Provide learning experiences for student practice to actual patients
Medical City Behavioral Health - McKinney	Clinical	2 years unless terminated	Provide learning experiences for student practice to actual patients
Medical City - Dallas	Clinical	2 years unless terminated	Provide learning experiences for student practice to actual patients
Medical City - Frisco	Clinical	2 years unless terminated	Provide learning experiences for student practice to actual patients
Medical City Green Oaks Hospital	Clinical	2 years unless terminated	Provide learning experiences for student practice to actual patients
Medical City Lewisville	Clinical	2 years unless terminated	Provide learning experiences for student practice to actual patients

Medical City McKinney	Clinical	2 years unless terminated	Provide learning experiences for student practice to actual patients
Medical City Plano	Clinical	2 years unless terminated	Provide learning experiences for student practice to actual patients
Methodist McKinney Hospital	Clinical	3 years	Provide learning experiences for student practice to actual patients
Methodist Richardson Medical Center	Clinical	1 year with automatic renewal unless terminated	Provide learning experiences for student practice to actual patients
Nexus Children’s Hospital - Dallas	Clinical	1 year with automatic renewal unless terminated	Provide learning experiences for student practice to actual patients
PAM Health Rehabilitation Hospital - Allen	Clinical	1 year with automatic renewal unless terminated	Provide learning experiences for student practice to actual patients

Select Specialty Hospital - Plano	Clinical	1 year with automatic renewal unless terminated	Provide learning experiences for student practice to actual patients
Terrell State Hospital	Clinical	5 years	Provide learning experiences for student practice to actual patients
Denton State School	Clinical	5 years	Provide learning experiences for student practice to actual patients
Texas Health Presbyterian Hospital – Allen	Clinical	3 years	Provide learning experiences for student practice to actual patients
Texas Health Presbyterian Hospital - Frisco	Clinical	3years	Provide learning experiences for student practice to actual patients
Texas Health Presbyterian - Dallas	Clinical	3 years	Provide learning experiences for student practice to actual patients

Texas Health Presbyterian - Plano	Clinical	3 years	Provide learning experiences for student practice to actual patients
Texas Health Center for Diagnostics and Surgery	Clinical	3 years	Provide learning experiences for student practice to actual patients
Texas Health Presbyterian Hospital – SEAY Behavioral	Clinical	3 years	Provide learning experiences for student practice to actual patients
Celina ISD	Clinical	1 year with automatic renewal unless terminated	Provide learning experiences for student practice to actual patients
Princeton ISD	Clinical	1 year with automatic renewal unless terminated	Provide learning experiences for student practice to actual patients
Melissa ISD	Clinical	2 years with automatic renewal unless terminated	Provide learning experiences for student practice to actual patients

McKinney ISD	Clinical	1 year with automatic renewal unless terminated	Provide learning experiences for student practice to actual patients
Allen ISD	Clinical	1 year with automatic renewal unless terminated	Provide learning experiences for student practice to actual patients
Lovejoy ISD	Clinical	1 year with automatic renewal unless terminated	Provide learning experiences for student practice to actual patients
Frisco ISD	Clinical	1 year with automatic renewal unless terminated	Provide learning experiences for student practice to actual patients
Wylie ISD	Clinical	1 year with automatic renewal unless terminated	Provide learning experiences for student practice to actual patients
All Community Outreach	Community Partner for Service Learning	Informal Agreement	Provide focused learning experiences for students to practice/experience therapeutic communication, teamwork and collaboration, diversity, caring, safety, legal

			and ethical precepts, and health care disparity.
Boys & Girls Club	Community Partner for Service Learning	Informal Agreement	Provide focused learning experiences for students to practice/experience therapeutic communication, teamwork and collaboration, diversity, caring, safety, legal and ethical precepts, and health care disparity.
Brookdale Creekside	Community Partner for Service Learning	Informal Agreement	Provide focused learning experiences for students to practice/experience therapeutic communication, teamwork and collaboration, diversity, caring, safety, legal and ethical precepts, and health care disparity.
Community Food Pantry	Community Partner for Service Learning	Informal Agreement	Provide focused learning experiences for students to practice/experience therapeutic communication, teamwork and collaboration, diversity, caring, safety, legal and ethical precepts, and health care disparity.
Community Garden Kitchen	Community Partner for Service Learning	Informal Agreement	Provide focused learning experiences for students to practice/experience therapeutic communication, teamwork and collaboration, diversity, caring, safety, legal and ethical precepts, and health care disparity.
Community Health Center of McKinney	Community Partner for Service Learning	Informal Agreement	Provide focused learning experiences for students to practice/experience therapeutic communication, teamwork and

			collaboration, diversity, caring, safety, legal and ethical precepts, and health care disparity.
Cookies & Castles	Community Partner for Service Learning	Informal Agreement	Provide focused learning experiences for students to practice/experience therapeutic communication, teamwork and collaboration, diversity, caring, safety, legal and ethical precepts, and health care disparity.
Cornerstone Ranch	Community Partner for Service Learning	Informal Agreement	Provide focused learning experiences for students to practice/experience therapeutic communication, teamwork and collaboration, diversity, caring, safety, legal and ethical precepts, and health care disparity.
Dallas Fire Department	Community Partner for Service Learning	Informal Agreement	Provide focused learning experiences for students to practice/experience therapeutic communication, teamwork and collaboration, diversity, caring, safety, legal and ethical precepts, and health care disparity.
Dream Center	Community Partner for Service Learning	Informal Agreement	Provide focused learning experiences for students to practice/experience therapeutic communication, teamwork and collaboration, diversity, caring, safety, legal and ethical precepts, and health care disparity.
EQuest	Community Partner for Service Learning	Informal Agreement	Provide focused learning experiences for students to practice/experience

			therapeutic communication, teamwork and collaboration, diversity, caring, safety, legal and ethical precepts, and health care disparity.
Faith Presbyterian Hospice	Community Partner for Service Learning	Informal Agreement	Provide focused learning experiences for students to practice/experience therapeutic communication, teamwork and collaboration, diversity, caring, safety, legal and ethical precepts, and health care disparity.
Feed My Starving Children	Community Partner for Service Learning	Informal Agreement	Provide focused learning experiences for students to practice/experience therapeutic communication, teamwork and collaboration, diversity, caring, safety, legal and ethical precepts, and health care disparity.
Feed the City	Community Partner for Service Learning	Informal Agreement	Provide focused learning experiences for students to practice/experience therapeutic communication, teamwork and collaboration, diversity, caring, safety, legal and ethical precepts, and health care disparity.
Friday Nite Friends	Community Partner for Service Learning	Informal Agreement	Provide focused learning experiences for students to practice/experience therapeutic communication, teamwork and collaboration, diversity, caring, safety, legal and ethical precepts, and health care disparity.

Grace Bridge	Community Partner for Service Learning	Informal Agreement	Provide focused learning experiences for students to practice/experience therapeutic communication, teamwork and collaboration, diversity, caring, safety, legal and ethical precepts, and health care disparity.
Harbor Hospice	Community Partner for Service Learning	Informal Agreement	Provide focused learning experiences for students to practice/experience therapeutic communication, teamwork and collaboration, diversity, caring, safety, legal and ethical precepts, and health care disparity.
Hope's Door	Community Partner for Service Learning	Informal Agreement	Provide focused learning experiences for students to practice/experience therapeutic communication, teamwork and collaboration, diversity, caring, safety, legal and ethical precepts, and health care disparity.
Hunt County Shared Ministries	Community Partner for Service Learning	Informal Agreement	Provide focused learning experiences for students to practice/experience therapeutic communication, teamwork and collaboration, diversity, caring, safety, legal and ethical precepts, and health care disparity.
Lexington Medical Lodge	Community Partner for Service Learning	Informal Agreement	Provide focused learning experiences for students to practice/experience therapeutic communication, teamwork and collaboration, diversity, caring, safety, legal

			and ethical precepts, and health care disparity.
ManeGait	Community Partner for Service Learning	Informal Agreement	Provide focused learning experiences for students to practice/experience therapeutic communication, teamwork and collaboration, diversity, caring, safety, legal and ethical precepts, and health care disparity.
McDermott Road Ministries	Community Partner for Service Learning	Informal Agreement	Provide focused learning experiences for students to practice/experience therapeutic communication, teamwork and collaboration, diversity, caring, safety, legal and ethical precepts, and health care disparity.
Meals on Wheels	Community Partner for Service Learning	Informal Agreement	Provide focused learning experiences for students to practice/experience therapeutic communication, teamwork and collaboration, diversity, caring, safety, legal and ethical precepts, and health care disparity.
Merit Hospice	Community Partner for Service Learning	Informal Agreement	Provide focused learning experiences for students to practice/experience therapeutic communication, teamwork and collaboration, diversity, caring, safety, legal and ethical precepts, and health care disparity.
Mexia LTC Nursing & Rehabilitation	Community Partner for Service Learning	Informal Agreement	Provide focused learning experiences for students to practice/experience therapeutic communication, teamwork and

			collaboration, diversity, caring, safety, legal and ethical precepts, and health care disparity.
Nexus Recovery Center	Community Partner for Service Learning	Informal Agreement	Provide focused learning experiences for students to practice/experience therapeutic communication, teamwork and collaboration, diversity, caring, safety, legal and ethical precepts, and health care disparity.
North Texas Food Bank	Community Partner for Service Learning	Informal Agreement	Provide focused learning experiences for students to practice/experience therapeutic communication, teamwork and collaboration, diversity, caring, safety, legal and ethical precepts, and health care disparity.
Open Harvest Ministries	Community Partner for Service Learning	Informal Agreement	Provide focused learning experiences for students to practice/experience therapeutic communication, teamwork and collaboration, diversity, caring, safety, legal and ethical precepts, and health care disparity.
Plano Balloon Festival	Community Partner for Service Learning	Informal Agreement	Provide focused learning experiences for students to practice/experience therapeutic communication, teamwork and collaboration, diversity, caring, safety, legal and ethical precepts, and health care disparity.
Prestonwood Pregnancy Ctr.	Community Partner for Service Learning	Informal Agreement	Provide focused learning experiences for students to practice/experience

			therapeutic communication, teamwork and collaboration, diversity, caring, safety, legal and ethical precepts, and health care disparity.
Red Oak Health & Rehab Center	Community Partner for Service Learning	Informal Agreement	Provide focused learning experiences for students to practice/experience therapeutic communication, teamwork and collaboration, diversity, caring, safety, legal and ethical precepts, and health care disparity.
Samaritan Inn	Community Partner for Service Learning	Informal Agreement	Provide focused learning experiences for students to practice/experience therapeutic communication, teamwork and collaboration, diversity, caring, safety, legal and ethical precepts, and health care disparity.
Sharing Life Community Outreach	Community Partner for Service Learning	Informal Agreement	Provide focused learning experiences for students to practice/experience therapeutic communication, teamwork and collaboration, diversity, caring, safety, legal and ethical precepts, and health care disparity.
The Storehouse Community Center	Community Partner for Service Learning	Informal Agreement	Provide focused learning experiences for students to practice/experience therapeutic communication, teamwork and collaboration, diversity, caring, safety, legal and ethical precepts, and health care disparity.

Streetside Showers	Community Partner for Service Learning	Informal Agreement	Provide focused learning experiences for students to practice/experience therapeutic communication, teamwork and collaboration, diversity, caring, safety, legal and ethical precepts, and health care disparity.
T. Boone Pickens Hospice Center	Community Partner for Service Learning	Informal Agreement	Provide focused learning experiences for students to practice/experience therapeutic communication, teamwork and collaboration, diversity, caring, safety, legal and ethical precepts, and health care disparity.
Traditions Health Hospice	Community Partner for Service Learning	Informal Agreement	Provide focused learning experiences for students to practice/experience therapeutic communication, teamwork and collaboration, diversity, caring, safety, legal and ethical precepts, and health care disparity.
The Turning Point	Community Partner for Service Learning	Informal Agreement	Provide focused learning experiences for students to practice/experience therapeutic communication, teamwork and collaboration, diversity, caring, safety, legal and ethical precepts, and health care disparity.
Willow Bend Assisted Living and Memory Care Center	Community Partner for Service Learning	Informal Agreement	Provide focused learning experiences for students to practice/experience therapeutic communication, teamwork and collaboration, diversity, caring, safety, legal

			and ethical precepts, and health care disparity.
Women's Specialists of Plano	Community Partner for Service Learning	Informal Agreement	Provide focused learning experiences for students to practice/experience therapeutic communication, teamwork and collaboration, diversity, caring, safety, legal and ethical precepts, and health care disparity.

VII. EFFECTIVENESS OF PROGRAM STAKEHOLDER RESOURCES AND PARTNERSHIPS

OPTIONAL:

Other Section VII. Documentation

(Insert any other section VII. documentation in PDF immediately after this divider page.)

VIII. PROFESSIONAL DEVELOPMENT

VIII.

Employee Resources Table

(Insert the completed table in PDF immediately after this divider page.)

PROGRAM NAME: Click or tap here to enter text.	AUTHORING TEAM CONTACT: Click or tap here to enter text.
PHONE: Click or tap here to enter text.	E-MAIL: Click or tap here to enter text.

PROGRAM EMPLOYEE RESOURCES TABLE [OBJ]

Employee Name	Role in Program	Professional Development Summary	How Is It Valuable to the Program?
Joyce Sizemore PhD, RN	FT Faculty	<p>National Student Nurses Association Document of Achievement Leadership U, Orlando, FL, "Promoting Diversity, Equity, and Inclusion in Nursing Education Strategies for Creating Culturally Competent and Inclusive Learning Environment, "Pregnant and Parenting Students: Complying with State and Federal Laws," "DOS v. SOBI: When the Lines are blurred," Collin College Faculty Development Conference, Collin College Faculty Development Conference, "Stop the Bleed," Virtual, "Social Media in Mental Health," "Dignity Initiative International Gender-Based Violence," "Civilian Response to Active Shooter," Faculty Development, Fall 2023 Attended, Preventing Harassment and Discrimination: Clery Act and Title IX, Virtual, "Obstetrics Emergencies Certificate Course: High Risk Obstetrics: Current Trends, Treatments and Issues, National Student Nurses Association Document the Risk</p>	<p>This directly impacts patient care quality, career growth, and healthcare strength. It helps nurses stay current with new clinical skills, technologies, and best practices, which leads to safer, evidence-based patient care.</p>

EMPLOYEE RESOURCES TABLE

		Postpartum Patients, OB Emergencies," Virtual	
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<p>Heather Rawls DNP, MSN, RN, CNE</p>	<p>FT Faculty</p>	<p>TOADN Feb 24, AI in the Classroom Series webinar: Designing Assessments around AI: A Faculty Panel Discussion CNE Pre Course Certified Nurse Educator Certification CRASE Training NCLEX NCSBN Conference - Virtual North Texas Open Educational Resources + Technology Summit TOADN Active Learning Activity for the Classroom TOADN Active Learning Activity for the Lab/Sim/Clinical Settings TOADN Using AI for Nurse Educators Nursing Education One Summit - Open educational resources and competency-based education Open Nursing Education One Summit - Overview Open Nursing Education One Summit - Using and Mapping Pharmacology, Open Nursing Education One Summit - Using and Mapping Maternal-Newborn, Open Nursing Education One Summit - Using and Mapping Nutrition Open Nursing Education One Summit - Workshop: Effective NCLEX writing, implementation, and student support, Open Nursing Education One Summit - Nursing Education Competency-Based Teaching Open Nursing Education One Summit - Using and Mapping Social Determinants of Health Open Nursing Education One Summit - Using and Mapping Psychiatric Nursing Open Nursing Education One Summit - Using and Mapping Population Health Nursing, AI in</p>	<p>Professional growth also opens doors to career advancement by providing credentials for specialized roles, supporting lifelong learning that fosters adaptability and resilience. Moreover, it enhances job satisfaction, as nurses feel more confident and connected with peers, which can reduce burnout.</p>
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		Nursing Education: Exploring Conversational AI in Higher Education, Clinical in the Classroom - Utilizing Unfolding Case Studies to Link Social Determinants of Health to Client Outcomes	
Amy Bierhup EdD, MSN, RN	FT Faculty	International Nursing Association for Clinical Simulation and Learning Conference: Imagining the Future of Simulation (19.5 hours, CAE Maestro Software Training, ACLS Certification, Avoiding Predatory Journals & a Word About Preprints (1) NGN is Here: Part Four-Simulation's Role in Next Generation NCLEX (NGN) Success (1) Nursing Faculty Prep Webinar: Part One-Key Strategies for Preparing your Students for the Next Gen NCLEX (1) Family Presence During Resuscitation: Benefits and Barriers to Implementation (1) Opioid Addictions: Action Steps for Nurses (1) Assessing and Promoting Students' Clinical Performance (1) Debriefing in Simulation: The Nuts and Bolts (1) BLS Instructor Certification (2 hours) Attended, John Maxwell Leadership Seminar (4) CAE Healthcare Multi-Simulator Training (20) CAE Healthcare Simulator Programming Training (2)	Professional development ensures nurses meet regulatory requirements and contributes to healthcare innovation by encouraging involvement in research and quality improvement. It empowers nurses to provide compassionate care while fostering a rewarding, progressive career.

Corey Hagler MSN, RN	FT Faculty	Completed the Trauma Certified Registered Nurse Review Course (17.5 CE) Completed 2 hours of Nurse Tim CE related to CHSE exam review and Disability Accommodation Completed 6 hours of Nurse Tim Continuing Education on the following topics: Mental Health, Flipped Classrooms, Expert Educators, Communication, and Incivility	Prioritizing professional development provides students with foundational knowledge and skills, which not only improve patient outcomes but also establish a culture of lifelong learning and self-improvement among nursing professionals.
		Completed 82.5 hours of Continuing Education related to Emergency Medicine (will renew Certified Emergency Nurse certificate in July) Renewed Advanced Cardiac Life Support certification	
Rebekah Larson MSN, RN	FT Faculty	Nurse Educator Conference June 2024 Victims of Crime (VAT), Wall Street Journal Educator Conference, Spanish I&II Continuing Education, CASA Training: Stewards of Children Recognizing and Responding to Human Trafficking in Texas Care of Older Adults for Texas Nurses, Texas Ethics and Jurisprudence for Nurses, Basic Psychiatric Concepts, Suicide Ideation: Warning Signs, Risk Factors and Bystander Intervention Strategies Training, Exam soft - Preparing for a New Semester, Certified Nurse Educator Course There is Nothing Soft about Soft Skills. What about Essential Skills?	Knowledge gained from professional development enables nurses to make informed decisions that prioritize patient safety and optimize care outcomes. With regular training in areas such as infection control, pharmacology updates, and emergency protocols, nurses are better equipped to respond to patient needs accurately and effectively.

<p>Lindsey Brown MSN, RN, CNE, CPN</p>	<p>FT Faculty</p>	<p>NLN Education Summit Fall 2024, Preparing for the CNE Exam, • ATI Engage series implementation webinar that focused on how to implement these assignments in the classroom •Professional Development Conference Attended the sessions on AI is OK: Positive uses of generative AI in the classroom and Purposeful & Strategic Approach to learning. Watched online Building study skills into your course to support student success. Increasing Racial and Ethnic Diversity in Pediatric Nursing Workforce Discussed barriers to healthcare due to a lack of ethnic diversity in the</p>	<p>Multiple of these assignments are used to deliver professional nursing competencies (PNC) in the RNSG 1424 course. Completion of this course allowed me to better understand the functionality of the product and adjust it in the spring to add items such as practice charting in EHR. These courses helped me to strengthen my orientation about uses of AI and implanting study strategies to support students. Also creating new interactive learning activities such as who am I for determining abnormal labs in Fluid & Electrolytes. Learned new support for students who have test taking anxiety.</p>
		<p>workforce. •Retention and Success: Creating a Student-Centered Culture, Part 1, Retention and Success: Creating a Student-centered Culture, Part 2, Developing an environment supporting Diverse Student Success •Certified Nurse Educator Prep Course, 6 CE Prep course to prepare to become a certified nurse educator</p>	

<p>Leslie Payne PhD, APRN, AGACNP-BC, FNP-BC, CNE</p>	<p>FT Faculty</p>	<p>OADN 2024 Convention, Tampa, FL, Presented, "Trends in Automation - Nursing," Coffee and Conversations: Trends in Robotics and Automation in the Workforce, Frisco, TX, Attended, "Reducing Student Resistance Leads to Better Learning and Happier Faculty," Collin College Faculty Development Conference, Attended, "What? I was supposed to read something for the class?" "Strategies of Behavioral Interventions Care 101," "Neverending Challenge Student Engagement," Collin College Faculty Development Conference, Attended, "Artificial Intelligence and ChatGPT: Exploring implications and concerns for teaching," "Civilian Response to Active Shooter Events Training," Collin College Faculty Development Conference</p>	<p>Ensures that nurses are equipped to provide high-quality, current care that meets new demands, from advancing technology and innovative treatments to shifting patient demographics and health challenges like chronic diseases or public health crises. By keeping up-to-date, nurses can confidently provide care that aligns with the latest standards and evidence-based practices, which significantly reduces errors and improves patient safety.</p>
<p>Taylor Smith MSN, RN</p>	<p>FT Faculty</p>	<p>January 2024: Textbook reviewer for Hartman’s Complete Guide for the Phlebotomy Technician (2e) Faculty Development Conference Forum: “Breaking the [m]old: Remixing the Traditional Classroom for Student Success” Forum: “AI is A-OK! Positive Uses of Generative AI in the Classroom” Forum: “Purposeful & Strategic</p>	<p>This emphasis on continuous improvement elevates the reputation of a nursing program, making it a respected source of qualified graduates who are ready to tackle complex patient needs, advocate for patients, and adapt to future changes in healthcare systems. This enhances educational quality, supports career growth,</p>

		<p>Approaches to Learning,” Maestro Training via Zoom, zoom meeting hosted by the Dean of Students Office – “Suicidal Ideation: Warning Signs, Risk Factors, and Bystander Intervention Strategies,” Society for Simulation in Healthcare (SSIH) Lecture Series: “Best Practices Workshop,” Nurse Tim Webinar: “How to Succeed as Nurse Educator in a Faculty Role,” Nurse Tim Webinar: “Moulage Magic: Bringing Realism to Simulation”, Nurse Tim Webinar: “AI in Nursing Education: Exploring Controversial AI in Higher Education,” Nurse Tim Webinar: “Assessing and Promoting Students’ Clinical Performance,” Training for the American Heart Association (AHA) Basic Life Support (BLS) Instructor training, Faculty Development Conference Forum: “How the Brain Learns: Practical Strategies Students and Faculty Can Use” Forum: “Pregnant and Parenting Students: Complying with State and Federal Laws” Forum: “Empowering Faculty: Strategies for Supporting Students’ Mental Health and Academic Success</p>	<p>and contributes to a more skilled, resilient, and innovative nursing workforce.</p>
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Amy Wilson MSN, RN	ADN Director	<p>NLN Education Summit, Leading for Excellence Academy, CPR instructor Course, Nurse Tim Best practices in Clinical Education: Implementing DEU's 1 hour Complying with and Understanding Accommodations under the ADA Section 504 1-hour ACEN Fall 2023 Program Administrators Workshop 2023 1-hour ACEN Fall 2023 Self-Study Forum 6 hours "Protecting Youth: Abuse & Neglect Prevention," Nurse Think "Exam Item</p>	<p>Supports nurse leadership by empowering nurses to contribute to policy decisions, patient advocacy, and healthcare reform, fostering a workforce that is proactive and engaged in improving healthcare at every level. This enhances nurses' knowledge and skills but also promotes a fulfilling, stable career path, reducing turnover and building a more robust healthcare system.</p>
		<p>Writing: How to Flip 1 Question 4 Ways" webinar 1 hour Assessment Testing Institute "ATI Product training and integration, Swift River, Engage Series" 1 hour Assessment Testing Institute "Curriculum management process in Program Manager" 1 hour "Stop the Bleed" training 1-hour Examssoft portal migration training 6 hours Completed Nurse Tim's "Writing a Winning Self-Study" 1 hour</p>	
Rincy Mohanan MSN, RN	FT Faculty	<p>Texas Organization for Associate Degree Nursing (TOADN) 36th Annual Convention-Community College Teachers Association (TCCTA) 77th Annual Convention- Nurse Tim Nuts and Bolts for Nurse Educators Conference- Faculty Development Conference</p>	<p>Strengthens the nursing programs by providing the nurse educator with current, relevant skills and knowledge essential for modern healthcare. This helps students learn the latest in clinical practices, medical technology, and patient-centered care approaches, which better prepares them for the demands of real-world healthcare settings.</p>

<p>Bethany Soteris, MSN, RN, CCRN</p>	<p>FT Faculty</p>	<p>Completed Institutional Review Board certification, Completed FERPA: Family Educational Rights and Privacy Act March 5, 2024 and Protecting Youth: Abuse & Neglect Prevention (CPM 18-0137); “Suicidal Ideation: Warning Signs, Risk Factors, and Bystander Intervention Strategies.” ATI CNE course Summer 23 (approximately 8 hours), mentor training, Professional Development 8/15/24 : Keynote - How the Brain Learns: Practical Strategies Students and Faculty Can Use; Pregnant and Parenting Students: Complying with State and Federal Laws; DOS v. SOBI: When the Lines are Blurred; Program Review Training and Committee; 8 hours of continuing education through</p>	<p>Demonstrate an updated knowledge of critical care nursing to maintain specialty certification, active in education specific professional development to apply to nursing education</p>
		<p>NurseTim and over 35 hours of continuing education through American Association of Critical-Care Nurses (AACN)</p>	

Janet Singh MSN, RN	FT Faculty	<p>TOADN 36TH & TCCTA 77TH Conference, - Nurse Tim Nuts & Bolts for Nurse Educators, -FACULTY DEVELOPMENT CONFERENCE, Webinar – Nurse Think – Brain to Bedside. The Clinical Judgement Imperative. – Professional development (AI & Civilian Response to Active Shooter Events (CRASE) training) – QM - APPQMR workshop – Applying the QM Rubric, Faculty Development Conference ATI CHAMPION certification. Care Flite conference, CPN Certification, PROFESSIONAL DEVELOPMENT CONFERENCE</p>	<p>Professional development instills a culture of lifelong learning, encouraging nurses to continually improve their practice. This mindset is especially valuable as it leads to ongoing self-improvement and a commitment to excellence in healthcare. Programs that focus on lifelong learning contribute to nurse resilience and adaptability, essential qualities in a rapidly changing healthcare landscape.</p>
Kayla Chung MSN, RN, RNC-OB	FT Faculty	<p>TCCTA Conference- Frisco Spring 2024, Attended, Collin College Faculty Development Conference, Spring 2023 Faculty development days typically take 6hrs plus Selected and participated in the TCCTA faculty fellows' program 20 hours (estimate) Earned RNC-OB certification</p>	<p>Professional development allows educators to enhance their pedagogical techniques, integrate evidence-based practices, and adapt to changing healthcare needs, thereby preparing students more effectively for real world clinical environments.</p>

<p>Heather Evarts MSN, RN</p>	<p>FT Faculty</p>	<p>TNSA, NSNA, Diabetic Education Certification - 75 hrs.; Sexual Assault Survivor Advocate - 30 hrs. Maestro Mannikin Training - Nurse Tim - Clinical Learning for the Future of Nursing: Developing Clinical Judgment & Competency Readiness - Nurse Tim -Informatics Across the Curriculum - OpenStax - Workday Training - Maestro Mannikin Program Training - SSH - Standards in Core Competencies and Best Practices in Healthcare Simulation - BLS Certification Faculty Development Conference -New Behavioral Protocols and the Ever-Changing -Terminology of the New Generation: How the Theatre's "Chicago Standards" Can be Used to Help Develop Understanding and Respect Between Individuals and in Groups. - Student Engagement through Time Management and Organizational Skills. Faculty Development Conference - "Let's Do Something Different!": Taking the - 1 hour Boredom Out of Lectures. Diabetes Mellitus: Pharmacological Management for Type 2, Electronic Health Records (EHR) in Every Class, Lab, Simulation, and Clinical Volunteered at Frontier Clinic as a Diabetic Educator - Fall '22 & Spring '23 while working toward my Certification as a Diabetic Educator</p>	<p>Allows educators to stay current with advancements in healthcare, teaching methods, and emerging clinical practices. In a field where knowledge and technologies evolve rapidly, nursing educators must continuously refine their skills to provide students with the most relevant and up-to-date education.</p>
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<p>Cyndie Amerson, MS, MSN, RN, CNE</p>	<p>FT Faculty</p>	<p>ACEN forum Atlanta Georgia in October 2023, NLN Education Summit in San Antonio in September of 2024 1) Contributing Author Chapter 63, Chronic Neurologic Problems and Chapter 69, Connective Tissue</p>	
		<p>Disorders in Lewis, S. L., Harding, M. M., Kwong, J., Roberts, D., Hagler, D., Reinisch, C., (2025). Medical-surgical nursing: Assessment and management of clinical problems (13th ed.). St. Louis, MO: Elsevier Mosby. 2) Lead author on the NLN Center of Excellence paper Jan-April 2024</p>	

PROGRAM EMPLOYEE RESOURCES TABLE

Employee Name	Role in Program	Professional Development Summary	How Is It Valuable to the Program?
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Michelle Varney MSN, RN	FT Faculty	<p>OADN Conference 2024, Attended Open Nursing Education: “Workshop: Effective NCLEX writing, implementation, and student support,” Webinar: Time Management Strategies for the Busy Nurse Educator: Making the Most of Your 24-Hour Day, Webinar: AI in Nursing Education: Exploring Conversational AI in Higher Education, Webinar: Ethics: Nurse Educators Make a Difference, Webinar: Clinical Learning for the Future of Nursing: Developing Clinical Judgment & Competency Readiness, Webinar: Culture, Health, Nursing Education: The Changing Landscape, Webinar: Being Mentally Healthy: Self-Care Is not Selfish, it is Necessary, Webinar: Alternate Format and Next Gen Test Items – Clinical Judgment Matters, Faculty Development Day, ACCESS info via Zoom, VR training, Maestro training, 2024 NCSBN NCLEX Virtual Conference, NCLEX Overview: Exam Development, NCLEX</p>	<p>This focus on continuous learning not only builds a solid foundation of clinical skills but also ensures that nurses can deliver effective, evidence-based care from their very first day on the job.</p>
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EMPLOYEE RESOURCES TABLE

		Update, Entry-Level Nurses’ Clinical Judgment in the Transition to Practice Period, Standard Setting, Open Texas 2024 Conference – online Adapting to Innovation: Strategy and Capacity Building for AI and Beyond, ATI Proctor Certification, The Future of Nursing Education: Demystifying AI and Harnessing its Potential (1 hour) webinar	
Callie Seabolt MSN, RN, CEN	FT Faculty	New Faculty Academy, Faculty Development Day	Informing new faculty about the services offered at the college for students and employees.
Elena Rubio-McDonald MSN, RN	FT Faculty	New Faculty Academy, Faculty Development Day	Informing new faculty about the services offered at the college for students and employees.

Joan Hunsaker MS, RN, CNE	FT Faculty	<p>Spring 2024: Attended Open Nursing Education Summit, held by the Texas Higher Education Coordinating Board (THECB), OpenStax, and Rice University, 6 hours, Fall 2023: Human Research Protection Foundational Training course online at the U.S. Department of Health and Human Services, 6 hours Spring 2023: AWHONN Perinatal Bereavement, 4.5 hours; Enhancing Respectful Care for LGBTQIA+ Patients, 1.25 hours, and Massive Obstetric</p>	<p>This offers significant benefits for nursing educators by enhancing our teaching effectiveness. By staying up to date with the latest advancements in healthcare practices, technologies, and evidence-based teaching strategies we can better prepare nursing students for real-world challenges, fostering critical thinking and clinical decision-making skills.</p>
		<p>Hemorrhage: What You Need to Know, 1.25 hours</p>	

<p>Susan Richards, APRN, FNP-C</p>	<p>FT Faculty</p>	<p>OADN Conference, Attended, "Pregnant and Parenting Students: Complying with State and Federal Laws," "How the Brain Learns: Practical Strategies Students and Faculty Can Use," Collin College Faculty Development Conference, "Breaking the Old: Remixing the Traditional Classroom for Student Success," "New Ways to Cultivate Scholars - Use of Undergraduate Research to Promote Engagement, Experiential Learning, and Marketable Skills," Collin College Faculty Development Conference, Alternate Format and Next Gen Test Items - Clinical Judgment Matters, Virtual, AI in Nursing Education: Exploring Conversational AI in Higher Education, Virtual NCLEX Conference, Virtual, Human Trafficking and Exploitation, Virtual, ATI Preparing for the Certified Nurse Educator Exam, Complementary Therapies for Menopause, Virtual, Counseling patients at the end of life, Virtual, Clinical Assessment 1: Daily Feedback That Matters, Virtual, Connecting the Concepts: Clinical and Classroom, Virtual, Clinical Assessment 2: From Patient Care to Gradebook, Virtual, Clinical Preceptors: Partners for Program Success, Virtual, "SOBI Care 101: Overview & Introduction to the SOBI Care Team & Referral Process," "Students Don't Read. Like</p>	<p>Professional development strengthens educators' leadership and communication abilities, enabling us to mentor and inspire students more effectively. Additionally, it enhances our job satisfaction and career growth, as educators gain confidence, adapt to new educational methods, and contribute meaningfully to the nursing profession's evolving standards.</p>
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		We Do.," Collin College Faculty Development Conference	
Michelle Denny MSN, RN	FT Faculty	ACEN 2023 Nursing Education Conference, Nurse Tim Continuing Education Hours: 2023: • Part I - Integrating the INACSL Standards of Best Practice: Simulation • Part II - Integrating the INACSL Standards of Best Practice: Simulation • Clinical Nurse Educator Certification (CNE®cl) Exam Review • Developing an Environment Supporting Diverse Student Success • Electronic Health Records (EHR) in Every Class, Lab, Simulation and Clinical • Concept-Based Learning: Lab/Sim and Clinical, Part 4 • Debriefing Across the Curriculum: Moving Beyond Simulation	Ongoing professional growth supports career satisfaction, reduces burnout, and fosters a culture of lifelong learning, which is critical for maintaining high standards of patient care and safety.

VIII. PROFESSIONAL DEVELOPMENT

OPTIONAL:

Other Section VIII. Documentation

(Insert any other section VIII. documentation in PDF immediately after this divider page.)

IX. FACILITIES, EQUIPMENT, AND FUNDING (OPTIONAL)

IX.B.1.

Facilities Resources Table

(Insert the completed table, if any, in PDF immediately after this divider page.)

IX. FACILITIES, EQUIPMENT, AND FUNDING (OPTIONAL)

IX.B.2.

Equipment/Technology Table (\$5,000 or More)

(Insert the completed table, if any, in PDF immediately after this divider page.)

IX. FACILITIES, EQUIPMENT, AND FUNDING (OPTIONAL)

IX.B.3.

Financial Resources Table

(Insert the completed table, if any, in PDF immediately after this divider page.)

IX. FACILITIES, EQUIPMENT, AND FUNDING (OPTIONAL)

OPTIONAL:

Other Section IX. Documentation

(Insert any other section IX. documentation in PDF immediately after this divider page.
Refer to this documentation in the relevant text field(s)
in section IX. of the Program Review template.)

X. CONTINUOUS IMPROVEMENT PLAN (CIP)

X.A.

Previous CIP Tables

(Insert the tables in PDF immediately after this divider page.
In addition, separately e-mail the tables to the
Institutional Research Office at effectiveness@collin.edu.)

Continuous Improvement Plan

Date: 1/26/2024

Name of Program/Unit:

Contact name: Amy Wilson, MSN, RN

Contact email: AAWilson@collin.edu

Contact phone: 214.491.6287

Table 1: CIP Outcomes, Measures & Targets Table (focus on at least one for the next two years)

A. Expected Outcome(s) Results expected in this unit (e.g., Authorization requests will be completed more quickly; Increase client satisfaction with our services)	B. Measure(s) Instrument(s)/process(es) used to measure results (e.g., survey results, exam questions, etc.) Include Course Information and Semester in which assessment will occur	C. Target(s) Level of success expected (e.g., 80% approval rating, 10-day faster request turn-around time, etc.)
Students in the ADN nursing program will demonstrate improved proficiency in pediatric nursing content.	Assessment Technology Institute (ATI) Capstone A Semester 4 RNSG 2539	The cohort aggregate score of students in level 4 will be 70% or greater on the comprehensive exit exam in the pediatrics category.
Students in the ADN nursing program will have improved perceptions of their ability to provide interdisciplinary collaboration and teamwork.	Survey Monkey pre- and post-survey RNSG 1538 and RNSG 2539	The cohort survey results in the strongly agree category will improve by 10% on all questions on the post-intervention survey on interdisciplinary collaboration and teamwork.

Description of Fields in the Following CIP Tables:

A. Outcome(s) - Results expected in this program (e.g., Students will learn how to compare/contrast conflict and structural functional theories; increase student retention in Nursing Program).

B. Measure(s) - Instrument(s)/process(es) used to measure results (e.g., results of surveys, test item questions 6 & 7 from final exam, end of term retention rates, etc.)

C. Target(s) - Degree of success expected (e.g., 80% approval rating, 25 graduates per year, increase retention by 2% etc.).

D. Action Plan - Based on analysis, identify actions to be taken to accomplish outcome. What will you do?

E. Results Summary - Summarize the information and data collected in year 1.

F. Findings - Explain how the information and data has impacted the expected outcome and program success.

G. Implementation of Findings – Describe how you have used or will use your findings and analysis of the data to make improvements.

Table 2. CIP Outcomes 1 & 2 (FOCUS ON AT LEAST 1)

Outcome #1	
Students in the ADN nursing program will demonstrate improved proficiency in pediatric nursing content.	
Measure (Outcome #1)	Target (Outcome #1)
Assessment Technology Institute (ATI) Capstone A Semester 4 RNSG 2539	The cohort aggregate score of students in level 4 will be 70% or greater on the comprehensive exit exam in the pediatrics category.
Action Plan (Outcome #1)	
Administered the pediatrics ATI assessment with rationale and answers. Students took two practice assessments to prepare for the proctored exam. Added newborn assessment as a skill checkoff Added the clinical judgment model to pediatric clinical paperwork to facilitate deeper thinking of pediatric patients. Developed learning activities for typical child development and developmental delay	
Results Summary (Outcome #1)	
The overall group score on the ATI Capstone predictor for pediatrics was 66% before interventions. The overall group score on the ATI pediatrics after the interventions was 74.7%.	
Findings (Outcome #1)	
While the interventions improved student application of pediatric nursing content, we do believe reviewing the curriculum for pediatric content across the curriculum is needed. Increased emphasis threaded throughout the curriculum would benefit students.	
Implementation of Findings	
The curriculum and testing committee are reviewing pediatrics across the curriculum and reviewing current textbook options. We will continue to monitor pediatric content across the curriculum.	
Outcome #2	
Students in the ADN nursing program will have improved perceptions of their ability to provide interdisciplinary collaboration and teamwork.	
Measure (Outcome #2)	Target (Outcome #2)
A survey will be sent at the end of the third semester and again at the end of the fourth semester to gauge student perception of proficiency in teamwork and collaboration content Semester 3 -RNSG 1538 /Semester 4 RNSG 2539	Survey results in the strongly agree category will improve by 10% on all questions of the post-intervention survey on teamwork and collaboration.
Action Plan (Outcome #2)	

Utilized guest speakers in lecture courses (Respiratory therapy, sonography, paramedics, and dental hygiene) to develop activities where their discipline worked with nursing to provide better patient outcomes.

Results Summary (Outcome #2)

The percentage of students who strongly agreed on each question improved by at least 10% in all categories after interventions.

Findings (Outcome #1)

	Pre-Intervention	Post-Intervention
Q1	46.15%	69.57%
Q2	61.45%	73.91%
Q3	30.77%	69.57%
Q4	50%	73.91%
Q5	41.67%	60.87%
Q6	23.08%	65.22%

Implementation of Findings

Results of the survey will be shared with community partners to provide increased confidence in student abilities to perform as a member of the team and to collaborate with other members of the team.

Continuous Improvement Plan

Outcomes might not change from year to year. For example, if you have not met previous targets, you may wish to retain the same outcomes. You must have at least one student learning outcome. You may also add short-term administrative, technological, assessment, resource, or professional development goals, as needed. Choose 1 to 2 outcomes from Table 1 above to focus on over the next two years.

- A. Outcome(s)** - Results expected in this program (from column A on Table 1 above--e.g., Students will learn how to compare/contrast Conflict and Structural Functional theories; increase student retention in Nursing Program).
- B. Measure(s)** - Instrument(s)/process(es) used to measure results (e.g., results of essay assignment, test item questions 6 & 7 from final exam, end of term retention rates, etc.).
- C. Target(s)** - Degree of success expected (e.g., 80% success rate, 25 graduates per year, increase retention by 2% etc.).
- D. Action Plan** - Implementation of the action plan will begin during the next academic year. Based on analysis, identify actions to be taken to accomplish outcome. What will you do?
- E. Results Summary** - Summarize the information and data collected in year 1.
- F. Findings** - Explain how the information and data has impacted the expected outcome and program success.
- G. Implementation of Findings** – Describe how you have used or will use your findings and analysis of the data to make program improvements.

Table 2. CIP Outcomes 1 & 2

Expected Outcome #1 Students will demonstrate increased ability to analyze assessment data to identify problems, formulate goals/outcomes, and develop a plan of care for patients. on the ATI predictor Exam	
Measure (Outcome #1) End of program results on the ATI Predictor Exam under the category related to the Nursing Process	Target (Outcome #1) Average of the aggregate subcategories scores related to the Nursing Process on the ATI Predictor exam will be 70% or greater for each cohort
Action Plan (Outcome #1) Provide LVN-to-RN students an individualized, separate cohort that better meets their learning needs, change the entrance exam to the ATI TEAS product to increase the quality of applicants admitted, provide targeted tutoring based on identification of at-risk learners, readjust pharmacology content to better thread across the curriculum, add new instructional strategies through increased use of technology, and improve the quality of learning activities in the curriculum.	
Results Summary (Outcome #1) TO BE FILLED OUT IN YEAR 2	
Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2	
Implementation of Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2	

Table 2. CIP Outcomes 1 & 2 (continued)

Expected Outcome #2 Nursing Faculty we have an improved orientation as they transition of from the role of a clinician to the Nurse Educator Role	
Measure (Outcome #2) New Nursing Faculty Checklist	Target (Outcome #2) 90% of the checklist will be completed by the end of the first academic year.
Action Plan (Outcome #2) Implement a faculty mentoring program to include development of a Faculty Orientation Course in CANVAS. Each Director will be responsible for ensuring the checklists have been completed. The plan will include a general requirement for all full-time faculty to complete at least seven hours of continuing education related to concept-based teaching and or teaching in the clinical setting.	
Results Summary (Outcome #2) TO BE FILLED OUT IN YEAR 2	
Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2	
Implementation of Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2	

X. CONTINUOUS IMPROVEMENT PLAN (CIP)

OPTIONAL:

Other Section X. Documentation

(Insert any other section X. documentation in PDF immediately after this divider page.
Refer to this documentation in the relevant text field(s)
in section X. of the Program Review template.)

XI. EVALUATION OF CIP SUCCESS

OPTIONAL:

Section XI. Documentation

(Insert any section XI. documentation in PDF immediately after this divider page.
Refer to this documentation in the text field
in section XI. of the Program Review template.)

XII. NEW CIP TABLES

XII.A.

CIP Measures, Outcomes & Targets Table

(Insert the completed table in PDF immediately after this divider page.

In addition, separately e-mail the table to the
Institutional Research Office at effectiveness@collin.edu.)

A. Student/Program Level Learning Outcome(s) Targeted for Improvement (e.g., "Students will be able to...")	B. Description of Assessment Measure(s) (Assessment instrument(s)/process(es) used to measure results - Include course in which assessment will be given)	C. Targeted Level(s) of Success (e.g., X% of students will score at least Y on the indicated assessment.)
Students in the ADN program will demonstrate professional communication in the RNSG 2363 Clinical IV Nursing Registered Nurse Training course	Creighton Competency Evaluation Instrument (CCEI), item number 4: Communicates Effectively with Intra/Interprofessional Team (Team STEPPS, SBAR, Written Read Back Order) incorporated in level 4, RNSG 2363	80% of students will demonstrate competency on the CCEI item number 4 on the first attempt of the capstone examination
Students in the ADN program will effectively communicate through documentation in the RNSG 2363 Clinical IV Nursing Registered Nurse Training course.	Creighton Competency Evaluation Instrument (CCEI), item number 6: Documents Clearly, Concisely, & Accurately	80% of students will demonstrate competency on the CCEI item number 6 on the first attempt of the capstone examination

XII. NEW CIP TABLES

XII.B.

CIP Outcomes 1 and 2 Table

(Insert the completed table in PDF immediately after this divider page.

In addition, separately e-mail the table to the
Institutional Research Office at effectiveness@collin.edu.)

Student/Program Level Learning Outcome Targeted for Improvement #1

<p>Student/Program Level Learning Outcome Targeted for Improvement #1: Students in the ADN program will demonstrate professional communication in the RNSG 2363 Clinical IV Nursing Registered Nurse Training course.</p>	
<p>Assessment Measure(s): Creighton Competency Evaluation Instrument (CCEI), item number 4: Communicates Effectively with Intra/Interprofessional Team (Team STEPPS, SBAR, Written Read Back Order)</p>	<p>Targeted Level(s) of Success: 80% of students will demonstrate competency on the CCEI item number 4 on the first attempt of the capstone examination</p>
<p>Description of Action Plan to Improve Learning: Integrate Virtual Patient Scenarios, focusing on intra/interprofessional communication in Professional Nursing Concepts (PNC) and/or Clinical Courses Include a communication aspect within the Focused Clinical Activity (FCA) assignments in the clinical courses Create or modify rubrics to reflect intra/interprofessional communication component for current or new assignments within PNC and Clinical Courses Promote professional communication through the professional interview assignment in RNSG 1137, Professional Nursing Concepts III, using the Career Center Staff at Collin College</p>	
<p>Summary of Results/Data:</p>	
<p>Findings:</p>	
<p>Implementation of Findings:</p>	

Student/Program Level Learning Outcome Targeted for Improvement #2

<p>Student/Program Level Learning Outcome Targeted for Improvement #2: Students in the ADN program will effectively communicate through documentation in the RNSG 2363 Clinical IV Nursing Registered Nurse Training course.</p>	
<p>Assessment Measure(s):</p>	<p>Targeted Level(s) of Success:</p>

<p>Creighton Competency Evaluation Instrument (CCEI), item number 6: Documents Clearly, Concisely, & Accurately</p>	<p>80% of students will demonstrate competency on the CCEI item number 6 on the first attempt of the capstone examination</p>
<p>Description of Action Plan to Improve Learning: Modify the presentation of documentation and narrative notes in the RNSG 1216 skills course Utilize Electronic Hospital Record (EHR) documentation through ATI in clinical courses Complete newborn assessment and EHR exception documentation and narrative focused assessment for status change in RNSG 2362</p>	
<p>Summary of Results/Data:</p>	
<p>Findings:</p>	
<p>Implementation of Findings:</p>	

XII. NEW CIP TABLES

OPTIONAL:

Other Section XII. Documentation

(Insert any other section XII. documentation in PDF immediately after this divider page.)

XIII. PROGRAM LEARNING OBJECTIVES (PLOS)

XIII.A.

Program Assessment Data Report

(Insert the report in PDF immediately after this divider page.
In addition, e-mail the report to the
Institutional Research Office at effectiveness@collin.edu.)

Assessment Plan for Workforce and FOS Programs

Program/Track Name: Nursing - AAS

Description of Program-Level Learning Outcomes

Please indicate the Program Learning Outcomes for the degree, degree track, or certificate below:

Program-Level Learning Outcomes	
End of Program Student Learning Outcome 1:	The students will demonstrate the knowledge to serve as a member of the profession.
End of Program Student Learning Outcome 2:	The students will demonstrate the ability to serve as a member of the profession.
End of Program Student Learning Outcome 3:	The students will demonstrate the knowledge to serve as a provider of patient centered care.
End of Program Student Learning Outcome 4:	The students will demonstrate the ability to serve as a provider of patient centered care using clinical judgement.
End of Program Student Learning Outcome 5:	The students will demonstrate the knowledge to serve as a patient safety advocate by reducing patient risks of harm, including safe medication administration.
End of Program Student Learning Outcome 6:	The students will demonstrate the ability to serve as a patient safety advocate by reducing patient risks of harm, including safe medication administration.
End of Program Student Learning Outcome 7:	The students will demonstrate the knowledge to serve as a member of the health care team through teamwork and collaboration.

End of Program Student Learning Outcome 8:	The students will demonstrate the ability to serve as a member of the health care team through communication.
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Section I: Technical Courses

For **all technical courses** in the program, indicate in the table on the following page whether and/or how the course will support the program learning outcomes. You should include courses outside your discipline area and work collaboratively with those disciplines to determine whether and/or how those course(s) will support the program learning outcomes. **Please note** that it is understandable if courses from outside the discipline do not assess the program-level learning outcomes and serve only to introduce, practice and/or emphasize the program outcomes. It is also possible that technical courses outside of your discipline may not directly support the specific program-level learning outcomes you have identified.

How to complete the program map:

For each technical course in your program, please indicate whether any program-level learning outcome is introduced to students (I), practiced by students (P), emphasized for students (E), or formally assessed (A).

For example, if course WXYZ 1234 introduces students to one of the program outcomes, then enter “I” for that specific program outcome in the appropriate column. Please note that a course can be “I,” “P,” “E” and/or “A” in any program outcome. The labels in the following table apply SOLELY to the program level learning outcomes defined above. (It is NOT necessary for every course to address a program level learning outcome, and it is NOT necessary that Assessment or program level learning outcomes occur in every course.)

Program Map ▼

I=Introduced P=Practiced E=Emphasized A=Assessed

Program Courses	Program Learning Outcome 1	Program Learning Outcome 2	Program Learning Outcome 3	Program Learning Outcome 4	Program Learning Outcome 5	Program Learning Outcome 6	Program Learning Outcome 7	Program Learning Outcome 8
RNSG 1125	I		I		I		I	I
RNSG 1128	I		I	I	I			
RNSG 1430	IP	I	IP	I	IP	I	IP	I
RNSG 1216	I		I	IP	IP	IP	IP	IP
RNSG 1161		IP		IP		IP		IP
RNSG 1533	PE		PE	PE	PE	PE	PE	PE
RNSG 1126	PE	PE	PE	PE			PE	
RNSG 2361		PE		PE		PE		PE
RNSG 1424	PE		PE		PE	PE	PE	PE
RNSG 1163		PE		PE		PE		PE
RNSG 1301	IP				IP			
RNSG 1137	PE			PE			PE	PE
RNSG 1538			PE		PE		PE	
RNSG 2362		PE		PE		PE		PE
RNSG 2138	PE	PE	PE	PE	PE		PE	PE
RNSG 2363		PEA		PEA		PEA		PEA
RNSG 2539	PEA		PEA	PEA	PEA	PEA	PEA	PEA

Assessment Plan for Program Learning Outcomes

Review existing assessment methods and current practices for collecting/gathering student data to identify direct (and possibly indirect methods of assessment). Remember that the data will need to be gathered, analyzed, and used to support the program’s continuous improvement processes.

Note: Because courses from other disciplines already have assessment plans in place, they do not have to be included in this assessment plan. Nonetheless, proposers must work collaboratively with these other disciplines to stay current and up to date with the assessment plans in these courses.

Program-Level Learning Outcome (e.g., Students will describe the impact of various cultures on American cuisine.)	Assessment Measure(s) and Where Implemented in Curriculum – Description of Instrument(s)/ process(es) used to measure results and indication of where the assessment will be collected in curriculum. (e.g., Essay on Cultural influences on American cuisine in CUIS 1300.)	Targets- Level of Success Expected (e.g., 80% of students score 2.5 or better on rubric for essay on cultures and cuisine.)
The students will demonstrate the knowledge to serve as a member of the profession.	1. Comprehensive exit exam Measurement of Student Performance- Professional Identity- RNSG 2539 2. Graduate Survey- RNSG 2539	1. The cohort aggregate score of students in final semester will be 70% or greater on the Comprehensive Exit Exam (ATI) on the Professional Identity subcategory. 2. 80 % of new graduates who respond to the survey will indicate that they agree or strongly agree they are confident in their ability to perform the basic essential competencies of a new graduate
The students will demonstrate the ability to serve as a member of the profession.	Professional Reflection Paper- RNSG 2138	80% of the students in the RNSG 2138 course will achieve a score of 5 or greater on criterion 5 in the Professional Reflection Paper
The students will demonstrate the knowledge to serve as a provider of patient centered care.	1. Comprehensive Exit Exam Measurement of Student Performance- RN Patient-Centered Care- RNSG 2539 2. Comprehensive Exit Exam Measurement of Student Performance- RN Nursing Process- RNSG 2539	1. The cohort aggregate score of students in final semester will be 70% or greater on the Comprehensive Exit Exam (ATI) on the RN Patient-Centered Care category. 2. The cohort aggregate score of students in final semester will be 70% or greater on

	3. Comprehensive Exit Exam Measurement of Student Performance – RN Physiological Adaptation- RNSG 2539	the Comprehensive Exit Exam (ATI) on the Nursing Process category. 3. The cohort aggregate score of students in final semester will be 70% or greater on the Comprehensive Exit Exam (ATI) on the Physiologic Adaptation component
The students will demonstrate the ability to serve as a provider of patient centered care using clinical judgement.	Clinical Capstone- RNSG 2363	80% of the students in the RNSG 2363 course will earn 6/8 points (75%) on the Clinical Judgment section of the Clinical Capstone on the first attempt
The students will demonstrate the knowledge to serve as a patient safety advocate by reducing patient risks of harm, including safe medication administration.	1. Comprehensive Exit Exam Measurement of Student Performance in Pharmacological and Parenteral Therapies – RNSG 2539 2. Comprehensive Exit Exam Measurement of Student Performance in Safety QSEN – RNSG 2539 3. Math Mastery Exam - RNSG 2363/ RNSG 2162	1. The cohort aggregate score of students in final semester will be 70% or greater on the Comprehensive Exit exam (ATI) on the Pharmacological and Parenteral Therapies subcategory. 2. The cohort aggregate score of students in final semester will be 70% or greater on the Comprehensive Exit exam (ATI) on the Safety QSEN subcategory. 3. 90% of students in the RNSG 2363/ RNSG 2162 course will demonstrate the ability to perform dosage calculations by passing the Math Mastery Exam with 90% accuracy by the second of three attempts.
The students will demonstrate the ability to serve as a patient safety advocate by reducing patient risks of harm, including safe medication administration.	Clinical Evaluation Tool- RNSG 2363	1. 80% of the students in the RNSG 2363 course will demonstrate the ability to reduce risks for patient harm, including safe medication administration, by fully meeting the medication administration

		<p>criterion on the RNSG 2363 Clinical Evaluation Tool with a score of 3.</p> <p>2. 80% of the students in the RNSG 2363 course will demonstrate the ability to reduce risks for patient harm with an average of 3 on the Safety subcategories scores on the RNSG 2363 Clinical Evaluation Tool, excluding the medication administration criterion.</p>
The students will demonstrate the knowledge to serve as a member of the health care team through teamwork and collaboration.	Comprehensive Exit Exam Measurement of Student Performance in Teamwork and Collaboration – RNSG 2539	The cohort average of students in final semester will be 70% or greater on the Comprehensive Exit Exam (ATI) on the Teamwork and Collaboration category.
The students will demonstrate the ability to serve as a member of the health care team through communication.	Clinical Capstone- RNSG 2363	80% of the students in the RNSG 2363 course will earn 4/5 points (80%) on the Communication section of the Clinical Capstone on the first attempt.

Program Assessment Data Report

Program: Nursing - AAS _____

Terms Data Collected: Spring 2022-Fall 2024

Program-Level Learning Outcome- (From Assessment Plan)	Assessment Measure(s) and Where Implemented in Curriculum – (From Assessment Plan)	Targets- Level of Success Expected- (From Assessment Plan)	Assessment Results – (Provide Data in a form related to targeted levels of success to left. Indicate if Targeted level of success was met, partially met, or not met.)
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<p>1. The student will demonstrate the knowledge to serve as a member of the profession.</p>	<p>1. Comprehensive exit exam Measurement of Student Performance- Professional Identity- RNSG 2539</p>	<p>1. The cohort aggregate score of students in final semester will be 70% or greater on the comprehensive exit exam (ATI) on the Professional Identity subcategory.</p>	<table border="1"> <tr> <td>2022</td> <td>Traditional Spring</td> <td>76.1% (73)</td> </tr> <tr> <td></td> <td>VN-RN Bridge Summer</td> <td>71.9% (37)</td> </tr> <tr> <td></td> <td>Traditional Fall</td> <td>73.6% (66)</td> </tr> <tr> <td>2023</td> <td>Traditional Spring</td> <td>84.7% (71)</td> </tr> <tr> <td></td> <td>VN-RN Bridge Summer</td> <td>78.5% (41)</td> </tr> <tr> <td></td> <td>Traditional Fall</td> <td>83.7% (64)</td> </tr> <tr> <td>2024</td> <td>Traditional Spring</td> <td>77.3% (74)</td> </tr> </table>	2022	Traditional Spring	76.1% (73)		VN-RN Bridge Summer	71.9% (37)		Traditional Fall	73.6% (66)	2023	Traditional Spring	84.7% (71)		VN-RN Bridge Summer	78.5% (41)		Traditional Fall	83.7% (64)	2024	Traditional Spring	77.3% (74)
	2022	Traditional Spring	76.1% (73)																					
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	VN-RN Bridge Summer	78.5% (41)																						
	Traditional Fall	83.7% (64)																						
2024	Traditional Spring	77.3% (74)																						
<p>2. Graduate Survey- RNSG 2539- Calculated percentage equals all respondents who agree or strongly agree over total survey returned.</p>	<p>2. 80 % of new graduates who respond to the survey will indicate that they agree or strongly agree they are confident in their ability to perform the basic essential</p>	<p>Met</p>	<table border="1"> <tr> <td>2022</td> <td>Traditional</td> <td>91.3% (53/58 respondents - 73 sent) 79% response rate</td> </tr> <tr> <td>2023</td> <td>Traditional Fall</td> <td>96.26% (19/20)</td> </tr> </table>	2022	Traditional	91.3% (53/58 respondents - 73 sent) 79% response rate	2023	Traditional Fall	96.26% (19/20)															
2022	Traditional	91.3% (53/58 respondents - 73 sent) 79% response rate																						
2023	Traditional Fall	96.26% (19/20)																						

		<p>competencies of a new graduate.</p>		<p>VN-RN Bridge</p>	<p>respondents - 51 sent) 39% response rate</p> <p>Survey not conducted yet</p>
<p>2. The students will demonstrate the ability to serve as a</p>	<p>Professional Paper RNSG 2138</p>	<p>80% of the students in the RNSG 2138 course will achieve a score of 5 or greater on criterion 5 in the Professional Reflection Paper.</p>	<p>2024</p>	<p>Traditional Fall</p> <p>VN-RN Bridge</p>	<p>In progress</p> <p>In progress</p>
<p>Met</p> <p>Survey is a semester behind. Plan to send IRO survey three times a year</p>			<p>2022</p>	<p>Traditional Spring</p> <p>VN-RN Bridge</p> <p>Traditional Fall</p>	<p>96% (70/73)</p> <p>94.8% (37/39)</p> <p>90.9% (60/66)</p>

<p>member of the profession.</p>			<table border="1"> <tr> <td>2023</td> <td>Traditional Spring</td> <td>85.7% (54/64)</td> </tr> <tr> <td></td> <td>VN-RN Bridge Summer</td> <td>97.5% (40/41)</td> </tr> <tr> <td></td> <td>Traditional Fall</td> <td>96% (48/50)</td> </tr> <tr> <td>2024</td> <td>Traditional Spring</td> <td>91.3% (68/73)</td> </tr> </table> <p>Met</p>	2023	Traditional Spring	85.7% (54/64)		VN-RN Bridge Summer	97.5% (40/41)		Traditional Fall	96% (48/50)	2024	Traditional Spring	91.3% (68/73)												
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<p>3. The students will demonstrate the knowledge to serve as a provider of patient-centered care.</p>	<p>1. Comprehensive exit exam Measurement of Student Performance- RN Patient-Centered Care- RNSG 2539</p>	<p>1. The cohort aggregate score of students in final semester will be 70% or greater on the comprehensive exit exam (ATI) on the RN Patient-Centered Care category.</p>	<table border="1"> <tr> <td>2022</td> <td>Traditional Spring</td> <td>79.7% (73)</td> </tr> <tr> <td></td> <td>VN-RN Bridge Summer</td> <td>71.7% (36)</td> </tr> <tr> <td></td> <td>Traditional Fall</td> <td>77.6% (66)</td> </tr> <tr> <td>2023</td> <td>Traditional Spring</td> <td>82.7% (71)</td> </tr> <tr> <td></td> <td>VN-RN Bridge Summer</td> <td>75.9% (41)</td> </tr> <tr> <td></td> <td>Traditional Fall</td> <td>79.1% (64)</td> </tr> <tr> <td>2024</td> <td>Traditional Spring</td> <td>82.6% (74)</td> </tr> </table> <p>Met</p> <table border="1"> <tr> <td>2022</td> <td>Traditional Spring</td> <td>79.6% (73)</td> </tr> </table>	2022	Traditional Spring	79.7% (73)		VN-RN Bridge Summer	71.7% (36)		Traditional Fall	77.6% (66)	2023	Traditional Spring	82.7% (71)		VN-RN Bridge Summer	75.9% (41)		Traditional Fall	79.1% (64)	2024	Traditional Spring	82.6% (74)	2022	Traditional Spring	79.6% (73)
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	Traditional Fall	79.1% (64)																									
2024	Traditional Spring	82.6% (74)																									
2022	Traditional Spring	79.6% (73)																									

	2. Comprehensive exit exam Measurement of Student Performance- RN Nursing Process- RNSG 2539	2. The cohort aggregate score of students in final semester will be 70% or greater on the comprehensive exit exam (ATI) on the Nursing Process		VN-RN Bridge Summer	72.5% (36)	
				Traditional Fall	72.3% (66)	
			2023	Traditional Spring	78.6% (71)	
				VN-RN Bridge Summer	73.9% (41)	
				Traditional Fall	78.5% (64)	
			2024	Traditional Spring	79.2% (74)	
				Met		
	3. Comprehensive exit exam Measurement of Student Performance – RN Physiological Adaptation- RNSG 2539	3. The cohort aggregate score of students in final semester will be 70% or greater on the comprehensive exit exam (ATI) on the Physiological Adaptation component.	2022	Traditional Spring	81.1% (73)	
				VN-RN Bridge Summer	75.8% (36)	
				Traditional Fall	71.3% (66)	
			2023	Traditional Spring	85.8% (71)	
				VN-RN Bridge Summer	76.9% (32)	
			Traditional Fall	83.5% (64)		

			2024	Traditional Spring	78.4% (74)
			Met		
<p>4. The students will demonstrate the ability to serve as a provider of patient-centered care using clinical judgment.</p>	<p>Clinical Capstone RNSG 2363</p>	<p>80% of the students in the final clinical capstone course will earn 6/8 points (75%) on the Clinical Judgment section of the clinical capstone on the first attempt.</p>	2022	Traditional Spring	73.6% (53/73)
				VN-RN Summer	81% (30/37)
				Traditional Fall	81.8% (54/66)
			2023	Traditional Spring	85.5% (59/69)
				VN-RN Summer	90.2% (37/41)
				Traditional Fall	85.7% (54/63)
			2024	Traditional Spring	91.9% (68/74)

			Met. After adjusting the time on this assignment in Fall 2022, our scores have met our standards since.		
<p>5. The students will demonstrate the knowledge to serve as a patient safety advocate by reducing patient risks of harm, including safe medication administration.</p>	<p>1. Comprehensive exit exam Measurement of Student Performance in Pharmacological and Parenteral Therapies – RNSG 2539</p>	<p>1. The cohort aggregate score of students in final semester will be 70% or greater on the RN Comprehensive Exit exam (ATI) on the Pharmacological and Parenteral Therapies subcategory.</p>	2022	Traditional Spring	76% (73)
	<p>2. Comprehensive exit exam Measurement of Student Performance in Safety QSEN – RNSG 2539</p>	<p>2. The cohort aggregate score of students in Final semester will be 70% or greater on the RN Comprehensive Exit exam (ATI) on the Safety QSEN subcategory.</p>		VN-RN Summer	70.4% (36)
				Traditional Fall	75.7% (66)
			2023	Traditional Spring	78.6% (71)
				VN- RN Bridge	72% (32)
				Traditional Fall	78.5% (64)
			2024	Traditional Spring	84.4% (74)
			Met.		
			2022	Traditional Spring	100% (73)
				VN-RN Summer	78.6% (36)
				Traditional Fall	73.4% (66)
	2023	Traditional Spring	82.2% (71)		
		VN- RN Bridge	76% (32)		
		Traditional Fall	80.3% (64)		

	<p>3. Math Mastery Exam - RNSG 2363/ RNSG 2162</p>	<p>3. 90% of students in the RNSG 2363/ RNSG 2162 course will demonstrate the ability to perform dosage calculations by passing the Math Mastery Exam with 90% accuracy by the second of three attempts.</p>	<table border="1"> <tr> <td>2024</td> <td>Traditional Spring</td> <td>82.1% (74)</td> </tr> <tr> <td colspan="3">Met</td> </tr> <tr> <td>2022</td> <td>Traditional Spring</td> <td>100% (73/73)</td> </tr> <tr> <td></td> <td>VN-RN Summer</td> <td>94.2% (33/35)</td> </tr> <tr> <td></td> <td>Traditional Fall</td> <td>100% (66/66)</td> </tr> <tr> <td>2023</td> <td>Traditional Spring</td> <td>100% (71/71)</td> </tr> <tr> <td></td> <td>VN- RN Bridge</td> <td>92.5% (37/40)</td> </tr> <tr> <td></td> <td>Traditional Fall</td> <td>100% (64/64)</td> </tr> <tr> <td>2024</td> <td>Traditional Spring</td> <td>100% (74/74)</td> </tr> <tr> <td colspan="3">Met</td> </tr> </table>	2024	Traditional Spring	82.1% (74)	Met			2022	Traditional Spring	100% (73/73)		VN-RN Summer	94.2% (33/35)		Traditional Fall	100% (66/66)	2023	Traditional Spring	100% (71/71)		VN- RN Bridge	92.5% (37/40)		Traditional Fall	100% (64/64)	2024	Traditional Spring	100% (74/74)	Met		
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2024	Traditional Spring	100% (74/74)																															
Met																																	
<p>6. The students will demonstrate the ability to serve as a patient safety advocate by</p>	<p>Clinical Evaluation Tool – RNSG 2363</p>	<p>1. 80% of the students in the RNSG 2363 course will demonstrate the ability to reduce risks for patient harm, including safe medication administration, by fully meeting the medication administration criterion on the</p>	<table border="1"> <tr> <td>2022</td> <td>Traditional Spring</td> <td></td> </tr> <tr> <td></td> <td>VN-RN Summer</td> <td></td> </tr> <tr> <td></td> <td>Traditional Fall</td> <td></td> </tr> <tr> <td>2023</td> <td></td> <td></td> </tr> </table>	2022	Traditional Spring			VN-RN Summer			Traditional Fall		2023																				
2022	Traditional Spring																																
	VN-RN Summer																																
	Traditional Fall																																
2023																																	

<p>reducing patient risks of harm, including safe medication administration.</p>		<p>RNSG 2363 Clinical Evaluation Tool with a score of 3.</p> <p>2. 80% of the students in the RNSG 2363 course will demonstrate the ability to reduce risks for patient harm with an average of 3 on the Safety subcategories scores on the RNSG 2363 Clinical Evaluation Tool, excluding the medication administration criterion.</p>	<p>Not Met. Have not been collecting data since 2022. Even with the new evaluation tool since 2021, unable to meet the benchmark. To achieve this goal, students are currently required to earn a perfect score each week in this category. Upon reflection, we believe this expectation is unrealistic for students. During the September Nursing Faculty meeting, we voted to amend the outcome to a more attainable and achievable goal. An Ad hoc committee has been formed to review to recommend appropriate measurement.</p> <table border="1" data-bbox="1396 1024 1829 1284"> <tr> <td>2022</td> <td>Traditional Spring</td> <td></td> </tr> <tr> <td></td> <td>VN-RN Summer</td> <td></td> </tr> <tr> <td></td> <td>Traditional Fall</td> <td></td> </tr> <tr> <td>2023</td> <td></td> <td></td> </tr> </table> <p>Not met. Have not been collecting data since 2022. Even with the new evaluation tool since 2021, unable to meet the benchmark. To meet</p>	2022	Traditional Spring			VN-RN Summer			Traditional Fall		2023		
2022	Traditional Spring														
	VN-RN Summer														
	Traditional Fall														
2023															

			this goal, students must achieve a perfect score every week in this category. After reflection, we believe this is an unreasonable expectation for students. We are reviewing to determine what a more appropriate measurement would be.		
<p>7. The students will demonstrate the knowledge to serve as a member of the healthcare team through teamwork and collaboration.</p>	<p>Comprehensive exit exam Measurement of Student Performance in Teamwork and Collaboration – RNSG 2539</p>	<p>1. The cohort average of students in final level will be 70% or greater on the comprehensive exit Exam (ATI) on the Teamwork and Collaboration category.</p>	2022	Traditional Spring	78.3% (73)
				VN-RN Bridge Summer	69.9% (37)
				Traditional Fall	76.2% (66)
			2023	Traditional Spring	85% (71)
				VN-RN Bridge Summer	71.9% (41)
				Traditional Fall	82.5% (64)
			2024	Traditional Spring	77% (74)
			<p>Partially Met. We did not meet the benchmark in Summer 2022 by 0.1% but have been consistently meeting it since. We will continue to monitor.</p>		
<p>8. The students will</p>	<p>Clinical Capstone- RNSG 2363</p>	<p>80% of the students in the final clinical capstone course will earn 4/5</p>	2022	Traditional Spring	60% (73)

<p>demonstrate the ability to serve as a member of the healthcare team through communication</p> <p>.</p>		<p>points (80%) on the Communication section of the clinical capstone on the first attempt.</p>		VN-RN Bridge Summer	62% (23/37)
				Traditional Fall	65.1% (43/66)
			2023	Traditional Spring	75.4% (52/69)
				VN-RN Bridge Summer	78% (32/41)
				Traditional Fall	77.8% (49/63)
			2024	Traditional Spring	75.7% (56/74)
			<p>Not met. Even with adjusting more time in Fall 2022 to complete all the tasks, our scores did not meet our standards.</p>		

XIII. PROGRAM LEARNING OBJECTIVES (PLOs)

OPTIONAL:

Other Section XIII. Documentation

(Insert any other section XIII. documentation in PDF immediately after this divider page.
Refer to this documentation in the relevant text field(s)
in section XIII. of the Program Review
view template.)

6.2 Licensure/Certification Pass Rate			
Assessment Method			
Official NCLEX results from TX BON first time success rate Calculation: # who took exam divided into # who passed NCLEX on first attempt within the 12-month per			
			Data
Year	Location/Option	Disaggregate	Aggregate by Semester

2019	Traditional Spring	58/62 (93.5%)	67/74 (93.5 %)
	Mobility Spring	9/12 (75%)	
	Traditional Summer	50/53 (93.2%)	62/65 (94.3 %)
	Mobility Summer	12/12 (100%)	
	Traditional Fall	50/56 (89.1%)	50/56 (89.2%)

2020	Traditional Spring	61/65 (93.8%)	61/65 (93.8%)		
	Traditional Summer	45/61 (73.7%)	106/ 126 (84.1%)		
	No Fall Cohort				
2021	Traditional Spring	58/67 (86.5%)	58/67 (86.5%)		
	Traditional Fall	66/72 (91.6%)	66/72 (91.6%)		
2022	Traditional Spring	66/66 (100%)	66/66 (100%) 165/169 (97%)		
	Traditional Fall	62/63 (98%)			
	Bridge Summer	37/40 (92%)			
2023	Traditional Spring	66/74	1		
	Traditional Fall	113/115			
	Bridge		No Cohort due to curriculum		

6.3 Program Completion Rate

Assessment Method			Frequency of Data Collection Frequency of Assessment			
Initial Program enrollments and successful graduation			Every Spring			
Graduation Year	Location/Option	Data				A
	# of Admits to Initial Cohort	Graduates	Percent completing	Aggregate Rates		
2019	Traditional Spring	67	63	94%	92.4% 197/213	

	Bridge Spring	10	10	100%		
	Traditional Summer	59	56	95%		
	Traditional Fall	77	68	88.3%		
2020	Traditional Spring	67	62	92.5%		93.4% (128/137)
	Traditional Summer	59	56	95%		

	Traditional Fall	No Cohort		-		
2021	Traditional Spring	77	68	88.3%		83.1.2% (163/196)
	Traditional Fall	79	65	82.2% (65/79)		
	VN-ADN	40	30	75% (30/40)		
2022	Traditional Spring	80	66	82.5% (66/80)		83.3% 180/216
	Traditional Fall	79	64	84% (64/79)		
	VN-ADN	57	50	87.7% (50/57)		
2023	Traditional Spring	77	60	78% (60/77)		81% (123/151)
	Traditional Fall	74	63	85% (63/74)		
	Bridge	No class				

6.4 Job Placement Rates					
Assessment Method(s)		Frequency of Data Collection Frequency of Assessment			ELA
Graduate Survey		Every Spring			85% of graduates will have employment as an RN within 6 months of graduation
Data					Analysis/Actions
Year	# of Graduates	# of Graduates responding	Placement Rate	Response Rate	<p>2019-2020: Low response rate, but everyone employed.</p> <p>2020-2021: Improved response rate, but still too low. No fall cohort. Last year with a summer cohort for “Traditional”</p> <p>Traditional students Had difficulty getting jobs in summer during peak of COVID. Some students went directly to BSN full time. This dropped employment. If you count the BSN students, the number is above our expectation of employment as an RN</p> <p>2021-2022: Better Response rate after faculty individually emailed students. 10-20% of respondents enter BSN programs full-time rather than the workforce. Faculty feel this is of value to the profession. Aggregate data met benchmark.</p>
2019-2020 Aggregate	173	19	100% (19/19)	11%	
2020-2021 Aggregate	164	96	70% (67/96)	33%	
2021-2022 Aggregate	200	101	86.8% (63/101)	50%	
2022-2023 Aggregate	197	118	85% (100/118)	60%	
2024 not available					

					<p>Plan: The data has been traditionally collected through an annual survey. Data will in the future be collected for each graduating cohort 6 months after graduation and through individual student contact from the department 2022-2023: Met Benchmark, continue personal contact</p>
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