COLLIN COLLEGE

PROGRAM NAME: Associate degree Nursing (AAS)	**AUTHORING TEAM CONTACT:** Amy Wilson
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EXECUTIVE SUMMARY (COMPLETE THIS SECTION LAST)

Briefly summarize the topics that are addressed in this program review, including areas of strengths and areas of concern.

The Associate of Applied Science in Nursing (AAS) Program at Collin College offers a 2-year degree, with over 400 students actively enrolled. The program prepares students for a career as professional registered nurses through two tracks: the traditional AAS track and the VN-AAS Bridge track for licensed vocational nurses (LVNs). Both tracks have specific prerequisite and admission requirements, including essential biology courses, TEAS testing, a minimum GPA, and compliance with health and safety standards.

The AAS program is housed within the Cary A. Israel Health Sciences Center, with access to clinical experiences at 28 healthcare facilities across Dallas and Collin Counties. Students accumulate 560 hours of direct patient care, emphasizing hands-on training and real-world application. The program adheres to state and national standards, receiving accreditation from the Texas Board of Nursing (TXBON) and the Accreditation Commission for Education in Nursing (ACEN). The curriculum is concept-based and focuses on developing competencies in patient-centered care, safety, and collaboration.

Faculty and students engage actively with the community through service-learning projects and participation in various nursing organizations. Students gain practical experience through clinical rotations and collaborative events, promoting professional relationships and community impact. The program aims to produce lifelong learners and professionals equipped with the skills necessary to excel in complex healthcare environments.

The AAS Program's mission centers on preparing graduates to deliver safe, evidence-based care and to advocate for patient safety and quality of life. Graduates are eligible to take the National Council Licensure Examination (NCLEX-RN) and pursue further educational and professional advancements.

The associate degree Nursing (AAS) program aligns closely with Collin College's strategic goals, demonstrating its commitment to student success, workforce development, and community engagement. Below is a detailed alignment of strategic goals with the program's philosophy, goals, and outcomes.

1. Improve student outcomes to meet or exceed local, state, and regional accreditation thresholds and goals.

Program Philosophy, Goals, or Outcomes:

The program emphasizes excellence in student outcomes, aligning with the Texas Board of Nursing (TxBON) requirement of an 80% NCLEX pass rate for first-time test takers.

Evidence:

- **Licensure Pass Rates:** The program consistently meets or exceeds accreditation standards:
  - 2020: 90.73%
  - 2021: 82.41%
  - 2022: 90.05%
  - 2023: 94.71%
- **Student Completion Rates:** On-time completion rates meet or exceed the benchmark of 80%:
  - 2020–2021: 80%
  - 2021–2022: 82%
  - 2022–2023: 80%.
- **Contribution to 60X30TX:** The program contributes significantly to Texas Higher Education Coordinating Board (THECB) goals. Between 2020 and 2024, a substantial proportion of graduates (74% to 82%) were under 35, supporting workforce readiness.
- Faculty actively participate in recruitment activities, including high school outreach and job fairs, to encourage enrollment in associate degree pathways.

2. Develop and implement strategies to become a national exemplar in program and student outcomes.

Program Philosophy, Goals, or Outcomes:

The program is committed to excellence through rigorous curriculum, accreditation standards, and ongoing evaluation.

Evidence:

- **Accreditation:** The program is accredited by ACEN, with the last reaffirmation in 2022 and the next visit scheduled for Spring 2026.
- **Program Evaluation:** Systematic evaluation ensures consistent improvement, with completion rates and NCLEX outcomes exceeding benchmarks.
- **Recognition as a Center of Excellence:** Faculty implement innovative teaching strategies, including concept-based learning and simulated clinical experiences, contributing to strong program outcomes.

3. Create and implement comprehensive integrated pathways to support student transitions.

Program Philosophy, Goals, or Outcomes:

The program facilitates seamless transitions from certificate to degree pathways and encourages progression to the BSN program through advising and an open-door policy.

- **Articulation and Advising:**
  - The AAS program director regularly speaks with Vocational Nursing (VN) students to facilitate transitions into the VN-to-AAS Bridge program. All program application data is on the website.
  - The BSN program conducts information sessions for AAS students, ensuring awareness of progression opportunities. The BSN Director and faculty speak to the students in RNSG 1538 and RNSG 2539 every semester for both Traditional AAS students and the VN-ADN Bridge students. Admission criteria and program information are provided. The students are encouraged to complete the application process. All program application information is on the website.
- **Graduate Success:** Transition data, including graduation, licensure, and employment rates, are systematically tracked, and reported.

4. Implement the third Baccalaureate degree by Fall 2022 and continue adding 2+2 programs with university partners.

Program Philosophy, Goals, or Outcomes:

The program supports student progression to Collin College's BSN program but does not participate directly in other baccalaureate pathways.

Evidence:

- The AAS program collaborates with Collin College's BSN program, offering a clear pathway for students to advance their education.
- Prior articulation agreements with Texas Tech were phased out to focus on internal progression opportunities.

5. Develop and implement a comprehensive staffing and succession model.

Program Philosophy, Goals, or Outcomes:

The program maintains a robust faculty development model to ensure high-quality education and leadership succession.

Evidence:

- **Faculty Qualifications:** All faculty meet or exceed standards set by SACSCOC, TxBON, THECB, and ACEN. Five faculty members hold doctoral degrees, and five are Certified Nurse Educators.
- **Mentorship and Leadership:** New full-time faculty are paired with mentors, and all faculty rotate through committee leadership roles to develop professional skills.

- **Specialized Expertise:** Faculty hold certifications in diverse specialties, including pediatrics, critical care, and emergency nursing.

6. Develop a coordinated and systematic approach to engage external stakeholders.

Program Philosophy, Goals, or Outcomes:

The program engages extensively with external stakeholders to enhance student learning and support community needs.

Evidence:

- **Advisory Committee:** The program has an active advisory board with 16 members who provide input on curriculum and workforce trends.
- **Clinical Partnerships:** Collaboration with 40 clinical agencies ensures diverse and high-quality hands-on training opportunities for students.
- **Community Engagement:**
    - Partnerships with public schools provide pediatric clinical experiences.
    - Agencies send guest educators (e.g., wound care nurses, dieticians) to interact with students.
    - Events such as "Trauma Day" engage medical students, EMS professionals, and faculty in collaborative learning.
- **Career Fairs and Recruitment:** Twice-yearly job fairs connect students with employers, with some conducting on-site interviews.

Conclusion

The AAS Nursing program aligns strongly with Collin College's strategic goals through a commitment to student success, rigorous accreditation, innovative teaching, and robust community engagement. By capitalizing on its strengths—such as high employment outcomes, faculty expertise, and strong external partnerships—and addressing areas like faculty recruitment and expanding clinical placements, the program is well-positioned to continue its role as a vital contributor to the local healthcare workforce.

I. PROGRAM AND ITS CONTEXT

    A. Describe the program, its relationship to the college, and the community it serves.

Associate Degree Nursing Program Overview

The Collin College associate degree in nursing (AAS) Program, based at the McKinney campus, offers a two-year Associate of Applied Science (AAS) degree designed to prepare students for careers as professional registered nurses. With over 400 students enrolled, the program provides two distinct tracks for degree completion:

1. **Traditional Track**: A four-semester curriculum for students without prior nursing licensure.

2. **VN-AAS Bridge Track**: A three-semester curriculum tailored for licensed vocational nurses, featuring reduced clinical and credit hours in the first year due to prior training.

Program Admission Requirements
Applicants must meet the following prerequisites:

- Completion of specified Biology (Traditional) or Biology and Psychology (VN-AAS) courses with a minimum GPA of 2.5

- Successful completion of the Test of Essential Academic Skills (TEAS)

- Grade of "C" or higher in all program-related coursework

- Submission of a drug screen, background check, physical exam, and current American Heart Association (AHA) cardiopulmonary resuscitation (CPR) certification.

- Documentation of negative tuberculosis status and immunizations per Texas Department of State Health Services

- Verification of licensure eligibility through the Texas Board of Nursing (TX BON)

- The VN to AAS program has the additional requirement of a current and unencumbered Vocational Nursing License in the state of Texas

Facilities and Clinical Experience

The program operates on the McKinney campus within the Carey H. Israel Health Sciences Center, featuring classrooms, labs, and simulation facilities. Students gain 560 hours of clinical experience across 28 healthcare facilities in Dallas, Denton, and Collin Counties. Clinical courses consist of 8-12 contact hours, depending on the specific program enrollment, emphasizing direct patient care and professional development.

Curriculum and Accreditation

The ADN program adheres to the Workforce Education Course Manual (WECM), Texas Higher Education Coordinating Board guidelines, and TX BON regulations. It is accredited by the Accreditation Commission for Education in Nursing (ACEN) and approved by the Texas Board of Nursing. The Collin College Nursing Division is recognized as a National League for Nursing Center of Excellence. The curriculum is concept-based and directed towards the competencies required to provide patient-centered care for a diverse population in complex health care systems. The role of the associate degree nurse encompasses providing patient-centered care, being an advocate for safe care, participating in quality and safety innovations, and using technology and informatics while maintaining the values of the profession.

Graduation and Licensure

Graduates are prepared to take the National Council for Licensure Examination for RNs (NCLEX-RN exam) and apply for licensure through

the TX Board of Nursing (TxBON). The curriculum focuses on developing skills to provide care in diverse and complex healthcare environments.

Community Engagement

Collin College students and faculty are fully engaged with the Collin College Community and the Collin County Community. The program fosters community involvement through service learning, with each student contributing 14 hours per semester, totaling over 4,000 hours per year. Faculty and students also participate in outreach activities, including health promotion events, recruitment events, open house, and immunization clinics. Two student organizations, the Student Nurses Association and Alpha Delta Nu Honor Society, offer additional engagement opportunities. Each student's participation in 8 to 12 hours a week of patient care in clinical facilities allows them to understand the role and impact of healthcare in our community and promote a positive professional relationship between the college. students, faculty, the professional nursing community, and community health care businesses.

Advisory Committee

An active advisory committee of healthcare professionals provides feedback on curriculum, clinical site access, and job placement, ensuring the program aligns with community and professional standards.

    B. **Describe the following points as applicable:**

       1. **Program's purpose**

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.

To fulfill this mission, our students engage in a purpose-driven curriculum emphasizing service, altruism, teamwork, collaboration, clinical judgment, and reasoning. Graduates are fully prepared to take the NCLEX-RN exam, pursue advanced education at the baccalaureate level or higher, and to obtain specialty certifications in their chosen areas of practice.

If the program has a purpose/mission statement, upload it in section I.B.1. of the Appendix.

2. **Program's learning outcomes and marketable skills**
End of Program Student Learning Outcomes:

1) The students will demonstrate knowledge to serve as a member of the profession.

2) The students will demonstrate the ability to serve as a member of the profession

3) The students will demonstrate knowledge to serve as a provider of patient centered care.

4) The students will demonstrate the ability to serve as a provider of patient centered care using clinical judgment.

5) The students will demonstrate the knowledge to serve as a patient safety advocate by reducing patient risk of harm, including safe medication administration.

6) The students will demonstrate the ability to serve as a patient safety advocate by reducing patient risk of harm including safe medication administration.

7) The students will demonstrate the knowledge to serve as a member of the health care team through teamwork and collaboration.

8) The students will demonstrate the ability to serve as a member of the health care team through communication.

These outcomes are based on demonstrating cognitive ability and behavioral/ psychomotor ability for the four key categories of the Differentiated Entry Level Competencies established by the Texas Board of Nursing and mandated for all nursing programs.

Marketable Skills:

• Work ethically, legally, responsibly, and conscientiously under the Texas Board of Nursing (TBON) Registered Nurse (RN) Scope of Practice and Code of Conduct.

• Administer medications to patients using safe pharmacological concepts and monitor the patients for effectiveness, side effects and/or adverse reactions.

• Utilize efficacious clinical judgment in analyzing assessment findings and medical data to perform appropriate nursing interventions.

• Operate computer technology by way of electronic medical records (EHR) to maintain consistency and continuity of patient care.

• Competently perform expected nursing skills in a safe and timely manner.

• Therapeutically communicate with patients to develop trust, gather accurate assessment information and support psychosocial well-being.

• Communicate effectively with interdisciplinary healthcare team members to maximize best patient outcomes.

These marketable skills are closely related to serving as a member of the profession, providing patient-centered care, acting as a safety advocate and working within the healthcare team.

Upload the program's Program Outcomes and Course Alignment (POCA) document in section I.B.2. of the Appendix.

3. **Industry or industries program serves**

Our graduates are employed across a diverse range of industries, including:
- Acute care, chronic care, long-term care, rehabilitative, and community health agencies
- Clinics
- Home Health Agencies

- Public school systems
- Texas Department of State Health Services
- Texas Department of Corrections
- Physician offices
- Local industries
- The insurance sector

4. Career paths and/or degree paths program prepares graduates to enter

Career Path: Registered Nursing

Degree Path students are prepared to enter next: Bachelor of Science Nursing

5. Regulatory standards program must meet, if applicable (e.g., THECB, Workforce, external accreditation)

Texas Higher Education Coordinating Board (THECB)

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

Department of State Health Services (Texas DSHS)

Texas Workforce Commission (TWC)

Texas Board of Nursing (TX BON)

Texas Administrative Code Title 22; Part 11; Chapters 213.1-213.37, 215.1-215.14, 216.1-216.11, 217.1-217.24

Accreditation Commission for Education in Nursing (ACEN)

II.   PROGRAM RELATIONSHIP TO COLLEGE MISSION AND STRATEGIC PLAN

A. **Explain with evidence how the program supports the College's mission statement: "Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect."**

The Associate Degree Nursing Program aligns closely with Collin College's mission of being a student and community-centered institution dedicated to developing skills, strengthening character, and challenging the intellect. The program demonstrates this alignment in the following ways:

Student and Community-Centered, Culturally Rich

The program addresses community needs by preparing students to serve diverse populations, including individuals, families, and communities of various cultural and ethnic backgrounds. Evidence includes:

- Students learn to provide patient-centered care (EPSLO #3, #4) using clinical judgment.
- Over 4,000 hours of service learning are conducted each semester through health fairs, immunization clinics, and projects addressing health disparities.
- Curriculum integration of cultural diversity as it applies to health care. Content is evaluated through assignments, and clinical experiences providing patient care for diverse populations.

Developing Skills and Learning

The program emphasizes a theory-guided, evidence-based nursing education. Key features include:

- A concept-based curriculum rooted in biological, social, and behavioral sciences, fostering lifelong learning.
- Students are educated to serve as patient safety advocates (EPSLO #5, #6) by reducing risks of harm and promoting safe medication administration.

- Active learning strategies, simulation labs, and clinical experiences help students apply theoretical knowledge to real-world scenarios.
- Recognition as a Center of Excellence by the National League for Nursing for fostering student learning and professional development.

Challenging the Intellect and Academic Excellence

The program uses innovative and dynamic teaching methods to engage students intellectually:
- Simulated laboratory experiences and focused clinical activities which facilitate practical application of theoretical knowledge.
- Active learning and collaborative opportunities which challenge students to deepen their understanding and problem-solving skills.
- Faculty design flexible, relevant curricula aligned with the latest evidence-based practices, as recognized by accreditation bodies and Center of Excellence criteria.

Strengthening Character, Integrity, and Respect

The program instills ethical and professional values through its curriculum:
- Students explore legal and ethical dimensions of nursing, including accountability and advocacy, in courses such as RNSG 1125, 2138, and 2363.
- Ethical principles and the Texas Board of Nursing Nurse Practice Act are integrated into assignments, clinical evaluations, and focused learning activities.
- Respect and dignity for patients are emphasized through skills check-offs, clinical evaluations, and patient interactions.
- End of Program Student Learning outcomes and essential program competencies incorporate the Nursing Code of Ethics

Creativity, Innovation, and Technological Advancement

Students are trained to embrace the dynamic nature of nursing through innovative approaches:
- Hybrid and face-to-face learning environments incorporate technology and active learning to foster creativity.

- Projects and simulations challenge students to demonstrate innovation in solving healthcare problems.

Service and Involvement

Service learning is deeply embedded in the program to promote community engagement and professional collaboration:
- Students participate in projects that develop their skills as members of the healthcare team (EPSLO #7, #8).
- Service activities strengthen relationships between the college, healthcare providers, and the community.

In summary, the program supports the Collin College's mission by equipping students with professional skills, fostering ethical character, and engaging them intellectually through rigorous and innovative nursing education. These efforts prepare graduates to serve the community with excellence and integrity. See the Table in the Appendix.

B. **Explain with evidence how the program supports the College's strategic plan (2020–2025 Strategic Plan).**

The Associate Degree Nursing Program supports Collin College's 2020–2025 Strategic Plan by aligning with its strategic goals in the following ways:

1. Improve Student Outcomes
The program consistently achieves high standards for licensure pass rates and completion:
- **Licensure Pass Rate:** The program has shown significant improvement in first-time NCLEX pass rates:
  - 2020: 90.73%
  - 2021: 82.41%
  - 2022: 90.05%
  - 2023: 94.71%
- **Completion Rates:** The program's on-time completion rates (4 semesters) exceed accreditation benchmarks:
  - 2020–2021: 80%

- o   2021–2022: 82%
- o   2022–2023: 80%
- **Alignment with 60x30TX Goals:** While direct impact is difficult to measure, the program tracks age data of graduates within the target range (25–34 years old), consistently contributing graduates to workforce readiness.

2. National Exemplar in Program and Student Outcomes

The program's strong accreditation status and systematic evaluation ensure excellence:
- Accredited by the **Accreditation Commission for Education in Nursing (ACEN)** with reaffirmation in 2022.
- Maintains rigorous evaluation processes aligned with national benchmarks, including completion rates and licensure success.

3. Comprehensive Pathways for Transitions

The program facilitates seamless student transitions:
- Students are prepared for RN licensure and encouraged to continue their education through Collin College's BSN program.
- Graduation, licensure, and employment data are tracked to assess successful transitions to the workforce and further education.

4. Baccalaureate Expansion and 2+2 Programs

The ADN program actively supports Collin College's BSN pathway, encouraging associate degree graduates to pursue advanced education. This fosters professional growth and meets the demand for a higher-educated nursing workforce.

5. Staffing and Succession Planning

The program ensures high-quality staffing and faculty development:
- All faculty meet or exceed SACS, TXBON, and ACEN standards.
- Faculty members maintain relevant licensure, certifications (e.g., Certified Nurse Educator, pediatric, critical care), and continuing education.
- Leadership training includes faculty mentorship, committee participation, and rotating leadership roles to promote professional growth.

6. Engagement with External Stakeholders

The program builds strong community and industry partnerships:

- Maintains an active advisory committee with biannual meetings and external stakeholder participation.
- Collaborates with the DFW Hospital Council to secure clinical placements and enhance student training.
- Engages local hospital systems and public schools to provide clinical experiences and improve job readiness for graduates.
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In summary, the Associate Degree Nursing Program (AAS) supports the College's strategic plan by consistently achieving high licensure pass rates, fostering student success, maintaining robust accreditation, supporting educational pathways, developing faculty, and engaging external stakeholders. These efforts align with the College's goals to improve outcomes, advance workforce readiness, and enhance community engagement.

See the Appendix for tables correlating Collin College's Mission, Values and Strategic Plan to the activities and outcomes in the ADN program.

III.   PROGRAM RELATIONSHIP TO STUDENT DEMAND

A. Describe with evidence student demand for program awards (degrees and certificates).

The Nursing program at Colling College currently offers two primary academic pathways: the Associate Degree in Nursing (AAS) and the Licensed Vocational Nurse (LVN) to Registered Nurse (RN) degree track. These programs are designed to prepare students for professional nursing roles and address the critical shortage of qualified individuals within the nursing profession. The AAS program consistently has more qualified applicants than available placements for students. Over the last three years, the total number of qualified applications meeting admissions standards exceeded the number of seats available (1570 applications /711 seats). Recognizing the growing demand for skilled nurses in the region, the program is undergoing an expansion cycle to better meet the healthcare needs of the community. This expansion reflects the program's commitment to providing accessible, high-quality nursing education that aligns with the workforce demands of the area.

1.   What does the program's enrollment pattern, if unaltered, suggest for the program's future? Explain.

The program's enrollment pattern, if unaltered, indicates stability with promising growth in the long term. Since Fall 2021, total enrollment has shown an upward trend, signaling strong interest and demand for the program. The slight decrease in enrollment observed between Fall 2020 and Spring 2021 can be attributed to the disruptions caused by the COVID-19 pandemic, but this was temporary and has since been offset by subsequent growth.

Changes in program structure have influenced enrollment patterns, particularly in the summer semesters. Beginning in Summer 2020, the Associate of Applied Science (AAS) in Nursing track transitioned to cohort admissions limited to Fall and Spring semesters, resulting in the discontinuation of summer course offerings. Similarly, the LVN-to-RN degree track, introduced in Summer 2020, moved from a summer-only start date to Fall and Spring cohorts beginning in Fall 2023. As of Summer 2024, summer course offerings for this track have also been discontinued.

Despite these structural changes, program growth is expected to continue due to increased cohort capacity. For example:

- The AAS in Nursing track expanded its admissions in Fall 2023 from one cohort of 85 students (adjusted to 75 in Fall 2020 due to social distancing requirements) to two cohorts of 60 students each in the Fall and Spring semesters increasing enrollment capacity from 170 students to 240 students annually.

- The LVN-to-RN degree track also grew in Fall 2023, increasing enrollment capacity from 45 students to 90 students on a fall and spring admission cycle.

These adjustments reflect the program's response to community needs and the increasing demand for nursing professionals. If current enrollment trends and program structure remain unchanged, the program is positioned for continued stability and gradual growth, meeting regional healthcare workforce demands effectively.

2. **For technical program courses (not general education courses) that have a pattern of low enrollment (fewer than 15 students), explain your plan to grow enrollment and/or revise the curriculum.**

There are currently no courses within the program with below an enrollment of 15.

3. **What plans, if any, does the program have for changing its enrollment pattern?**

The program currently has no plans to alter its enrollment pattern once the current expansion plan is finalized in Spring 2025. This expansion has already increased enrollment capacity in the AAS Nursing and LVN-to-RN degree tracks by a total of 95 students per academic year since Fall 2023.

In compliance with Rule 214.8(b) and Rule 215.8(b) of the Texas Board of Nursing, any program accredited by a national nursing accreditation agency must file a substantive change proposal for enrollment increases of 25% or more. Similarly, non-accredited programs require prior approval for such increases. To meet this requirement, the program submitted a substantive change request to the Accreditation Commission for Education in Nursing (ACEN) in Spring 2023, securing approval for the planned expansion.

Following the completion of the expansion in 2025, the program intends to maintain its current enrollment levels, ensuring alignment with accreditation standards and the capacity to support high-quality education and clinical experiences for its students.

B. **Describe any actions taken to identify and support students enrolled in program-required courses early in the degree plan. If no actions are taken at present, please develop and describe a plan to do so.**

The program takes proactive measures to identify and support students enrolled in program-required courses early in their degree plan. Each student is assigned a full-time faculty member who serves as their academic advisor, ensuring individualized attention and timely

intervention if the student exhibits any behaviors that may hinder the student from achieving the program's outcomes. Also, the program uses Collin's Early Alert Referrals (EARs) to support students who are underperforming on assignments or have difficulty meeting program attendance requirements.

To address academic challenges, students are issued academic alerts if their exam performance is unsatisfactory on any exam. These alerts prompt the creation of tailored action plans designed to address specific deficiencies. Interventions may include focused concept clarification, targeted review of test-taking strategies, or additional guidance to strengthen foundational knowledge.

For students struggling with clinical performance, academic alerts are also issued. These alerts include referrals to the skills lab, where students can receive hands-on reinforcement of applied concepts and improve their clinical proficiency under guided supervision.

This comprehensive approach ensures that students receive early, structured support to address challenges and achieve their academic and clinical goals. Students are also referred to the writing center as needed if they struggle with written assignments. The Health Science librarian has a table in the Carey Israel Health Science table and is available for student's needing assistance with resources and researching specific topics. Students with test anxiety are referred to the counselors. Additionally, students requiring special assistance are referred to the ACCESS office.

    C. **Discuss program enrollment by gender, race, and ethnicity compared to Collin College's overall student demographics. How does the program attract (or plan to attract) a diverse student population? What does the demographic and enrollment evidence suggest about the program?**

The program demonstrates a strong commitment to diversity in enrollment by gender, race, and ethnicity, reflecting trends that align with or surpass state and local demographics. Here is a breakdown of the program's enrollment compared to Collin College and state nursing workforce demographics:

Gender

The program enrolls 79-84% female students, significantly higher than Collin College's overall female enrollment of 55-58%. However, this gender distribution is more inclusive than the statewide registered nurse (RN) workforce, which is 87.3% female as of 2023. Male enrollment in the program reflects a positive trend aligned with the increasing representation of male RNs in Texas, which grew from 11.2% in 2014 to 13.4% in 2023 (Texas Center for Nursing Workforce Studies, 2024).

Ethnicity and Race

- **Ethnicity:** The program's Hispanic enrollment has decreased slightly from 23% to 18% since 2018, which is comparable to the college's overall Hispanic enrollment of 22% but lower than the state RN workforce percentage of 27.9%. This suggests an opportunity for targeted outreach to better represent the Hispanic/Latino population.

- **Race:** The program demonstrates greater racial diversity than the college overall:
  - White students decreased from 58% to 47% between 2019 and 2023, compared to a college-wide decrease from 59% to 54%.
  - Black/African American enrollment increased from 14% to 23%, and Asian enrollment grew from 11% to 14% during the same period. These figures exceed state RN workforce demographics, where Black/African American RNs represent 13.4% and Asian RNs 13.3%.

Recruitment Efforts

The program does not engage in targeted recruitment for specific demographics but actively participates in various events aimed at attracting students from diverse backgrounds. These include:
- Health and safety fairs.
- Visits to secondary education programs.
- Recruitment events with local community partners.

- An annual Nurse Camp designed for local middle and high school students.

These initiatives help recruit students reflective of the county's diverse population and contribute to the program's inclusive environment.

Impact and Opportunities

The program's enrollment trends highlight its success in fostering diversity, particularly in terms of racial representation. The increase in Black/African American and Asian students underscores its ability to attract underrepresented groups in nursing. However, the slight decline in Hispanic enrollment suggests a need for additional outreach to better reflect the Hispanic/Latino population within the state and local workforce.

The program's inclusivity and cross-cultural learning opportunities prepare students to provide culturally competent care in a diverse healthcare environment, benefiting both the local community and the broader nursing profession. Moving forward, further targeted recruitment efforts could enhance representation and support the growing diversity of the nursing workforce.

IV. PROGRAM RELATIONSHIP TO MARKET DEMAND

Discuss the evidence indicating that employers need and hire the program's graduates. Identify and discuss the program's strengths and weaknesses related to market demand.

Evidence of Employer Demand and Graduate Hiring

The DFW Metroplex faces a significant shortage of qualified nurses, a challenge that reflects broader state and national trends. According to the Texas Center for Nursing Workforce Studies, the demand for registered nurses (RNs) in Texas continues to outpace supply due to population growth, increased healthcare needs, and the aging nursing workforce. The U.S. Bureau of Labor Statistics notes the RN jobs are expected to grow at a rate of 6% per year through 2033. This shortage underscores the critical need for programs like the associate degree Nursing (AAS) program to produce highly skilled graduates.

Local employers consistently demonstrate demand for the program's graduates. Evidence of this includes:

- **Employer Partnerships:** The program maintains strong relationships with healthcare facilities across the region, providing clinical placements and serving as a pipeline for employment. Employers often seek out graduates due to their demonstrated competence in patient-centered care, clinical judgment, and teamwork.
- **Advisory Committee Feedback:** The program's active advisory committee, composed of healthcare leaders, has consistently highlighted the need for graduates to fill local nursing vacancies, particularly in acute care, long-term care, and community health settings.
- **Recruitment by Hospitals:** Multiple hospital systems actively recruit graduates during program-sponsored events, such as job fairs and classroom visits. Some employers bring educational teams to discuss career opportunities, signaling their commitment to hiring program alumni.
- **Employment Rates:** Graduates of the program consistently achieve high employment rates shortly after passing the NCLEX-RN licensure exam, indicating strong market demand.

Program Strengths Related to Market Demand
1. **Cohort Expansion:**
   - The program's ongoing expansion, set to be completed in Spring 2025, will increase cohort sizes and enable the program to graduate more students annually. This is a direct response to the region's nursing shortage and reflects a proactive approach to addressing workforce needs.
2. **Clinical Partnerships:**
   - The program collaborates with over 28 healthcare facilities in the region, ensuring students gain hands-on experience in diverse settings. These partnerships not only enhance student preparedness but also strengthen ties with employers, who view graduates as job ready.
3. **Accreditation and Reputation:**
   - Accreditation by the Accreditation Commission for Education in Nursing (ACEN) and recognition as a Center of Excellence by the National League for Nursing enhance the program's credibility. Employers recognize the program's rigorous academic standards and its emphasis on producing highly skilled nurses.
4. **Diverse Graduate Pool:**
   - The program's increasing diversity in race and ethnicity aligns with healthcare organizations' goals to hire a workforce reflective of the populations they serve. This is particularly valuable in the multicultural DFW Metroplex.
5. **Preparation for Workforce Needs:**

o The program's concept-based curriculum emphasizes patient safety, evidence-based practice, and interdisciplinary collaboration—skills that align with current employer expectations in healthcare settings.

Program Weaknesses Related to Market Demand
1. **Projected Workforce Shortage:**
   o Despite the program's efforts to expand, the projected nursing shortage is expected to persist due to demographic shifts, including the aging population and retirement of current nurses. The program's capacity, while growing, may not fully meet regional demand.
2. **Faculty Limitations:**
   o Recruiting and retaining qualified nursing faculty is a challenge due to competition with clinical salaries. Faculty shortages could limit future expansion efforts and reduce the program's ability to meet employer needs.
3. **Dependence on Clinical Sites:**
   o As the program expands, securing sufficient clinical placements for all students remains a potential challenge. Overburdened healthcare facilities may struggle to accommodate increased student numbers, impacting hands-on training opportunities.

Opportunities for Growth
To further align with market demand and address its weaknesses, the program could consider the following strategies:

1. **Faculty Development:** Offering competitive salaries and professional development opportunities could attract and retain high-quality faculty.
2. **Expanded Employer Partnerships:** Strengthening ties with rural and underserved healthcare facilities could increase employment opportunities for graduates and address regional disparities.

In conclusion, the program's strong clinical partnerships, proactive expansion plans, and rigorous academic standards position it as a vital contributor to addressing the DFW Metroplex's nursing shortage. While challenges such as faculty recruitment and projected workforce deficits remain, strategic enhancements could further solidify the program's role in meeting employer demand and supporting the healthcare needs of the community.

A. **How many program-related jobs are available in the DFW Metroplex for program graduates? If the majority of related jobs in the DFW Metroplex require a baccalaureate degree, provide evidence that the program has a current signed articulation agreement with one or more transfer institutions or that the program plans to develop one.**

The current labor analysis by the State of Texas for the DFW Metroplex reveals a mixed employment gap for registered nurses across the region. Specifically:

- **North Central Region:** A negative gap of 312 (more job seekers than available positions).
- **Tarrant County Region:** A significant negative gap of 2,622.
- **Dallas Region:** A positive gap of 1,595 (more available positions than job seekers).

When combined, these regions indicate an overall negative gap of 1,339 for the DFW Metroplex, Despite a negative gap, expected nursing retirement rates, an aging population, and rapid area growth, Texas is reporting a statewide nursing workforce shortage.
Currently, 73,530 registered nurses are employed across these three regions. To meet projected healthcare demands, an additional 13,768 registered nurses will be needed between 2022 and 2032.

Regarding educational pathways, the nursing program does not maintain an articulation agreement with external transfer institutions, as Collin College offers an in-house Bachelor of Science in Nursing (BSN) program. Graduates of the ADN and LVN-to-RN degree tracks are encouraged to apply for seamless continuation of their education within Collin College. A prior agreement with Texas Tech University ended November 11, 2019, further solidifying the program's focus on leveraging internal resources to support student progression

B. **What proportion of the program's graduates (seeking employment) found employment within 6 months of graduation?**

The nursing program administers graduation surveys via email to gather post-graduation employment data. Employment data from the surveys is calculated by dividing the total number of graduates responding to the survey by the number employed in RN-licensed positions. However, the survey's low response rate is a limiting factor for analysis. Non-response bias may affect the accuracy and representativeness of the data, and this limitation should be considered when interpreting the results.

A key segment of graduates, the Texas Two-Step cohort, is guaranteed employment as Registered Nurses (RNs) in HCA Healthcare facilities upon successful graduation and NCLEX licensure.

The Texas Two-Step cohort is a partnership between the nursing program and HCA Healthcare, admitting students who meet the minimum entry requirements for the AAS-Nursing and LVN-to-RN degree tracks. These students work part-time for HCA while completing their education. In return for a work commitment post-licensure, HCA covers their educational expenses, ensuring a pathway to employment immediately after graduation.

Based on the employment data summarized in the table, the following trends and findings can be highlighted:

1. **Steady Employment Rates Over Time:**
   Employment rates for graduates have remained consistently strong, ranging from 82.5% to 100% across the academic years. This demonstrates the program's success in preparing graduates for employment in the nursing field.

2. **High Employment Success Initially:**
   In the 2019–2020 academic year, all 19 graduate respondents of the survey (100%) were employed, indicating a high employment rate during this period based on the respondent's data.

3. **Slight Fluctuations in Employment Rates:**
   From 2020–2021 onward, there is a slight decline in self-report employment rates of our graduates:
   o 2020–2021: 82.5% (33 out of 40 graduates employed).
   o 2021–2022: 87.5% (70 out of 80 graduates employed).
   o 2022–2023: 87% (94 out of 108 graduates employed).
   o 2023–2024: 86.6% (101 out of 118 graduates employed).

While employment rates remain high, the decrease from 100% to the mid to upper 80s may highlight potential challenges, such as increased competition or evolving workforce demands. The decline may also be due to a much higher response rate providing a more complete picture of employment. However, please note that the data presented is based on self-reported information and has not been independently verified through database collection. As such, its accuracy and completeness can contribute to the validity of the results.

4. **Increasing Number of Graduates:**
   The number of graduates has increased significantly from 19 in 2019–2020 to 118 in 2023–2024. This growth reflects the program's

successful expansion and its ability to meet the regional demand for nurses. Despite the larger cohort sizes, employment rates remain robust, suggesting that the program maintains a strong reputation among employers.

5. **Challenges with Non-Employed Graduates:**
   The number of graduates not employed has also grown, from 0 in 2019–2020 to 17 in 2023–2024. While this may reflect the increased cohort size and increased survey response rate, addressing barriers to employment for these graduates could further improve the program's outcomes. One contributing factor that has potentially impacted the unemployed graduate rates is that many of the students are accepted into the BSN program and may delay employment while they are enrolled in the BSN program. As a result of this data, we have added a survey question to our employment data survey to track and address this deficiency in our data. Acute care hospitals with Magnet status prefer baccalaureate prepared graduates. The increase in BSN students corresponds with the increase in unemployed students.

Conclusion

The findings from the employment data indicate that the nursing program consistently produces job-ready graduates who are highly employable within the healthcare sector. The steady employment rates, coupled with increasing graduate numbers, demonstrate the program's ability to meet workforce needs effectively. However, as the number of non-employed graduates grows slightly, targeted support, such as enhanced job placement assistance or partnerships with additional employers, may help maintain or improve these rates in future cohorts. The program is actively increasing the number of clinical partners, and this may increase the employment of alumni in these settings.

C. **What changes are anticipated in market demand in the next 5 years? Do program completers meet, exceed, or fall short of local employment demand? How will the program address under- or over-supply?**

The market demand for registered nurses is anticipated to grow significantly over the next five years. According to the U.S. Bureau of Labor Statistics Occupational Outlook Handbook, employment for registered nurses is projected to increase by 6% between 2023 and 2033, with an estimated 194,500 openings annually. This demand is driven by factors such as population growth, aging demographics, and the increasing prevalence of chronic conditions requiring healthcare services.

The Texas Center for Nursing Workforce Studies reports that 32.6% of registered nurses in Texas were 51 years or older as of 2023, with many of these nurses expected to retire within the next 10–15 years. Without sufficient replacements, this age distribution could result in a significant workforce shortage. The Texas Center for Nursing Workforce studies and the US Bureau of Labor Statistics and state nursing data provided in section III, Program Relationship to Student Demand, underscore the urgency of producing more nursing graduates.

To address these challenges, the program actively collaborates with a community advisory board composed of representatives from clinical site agencies and educational partners. These collaborations provide critical insights into local employment needs and inform strategies to align program outputs with workforce demand.

The program's ongoing expansion plan is a direct response to the undersupply of nurses in the region. In late Spring 2025, the first graduating cohort from the increased class size will enter the workforce. This initiative aims to meet the local employment needs and better support the growing healthcare requirements of the community. Continued monitoring of market trends and sustained collaboration with community partners will ensure that the program remains responsive to evolving workforce demands.

V.   EFFECTIVENESS OF CURRICULUM

    A. Describe with evidence any curricular barriers to program completion.

All of the courses in the AAS curriculum are scheduled in spring and fall semesters to facilitate student matriculation through the program without requiring students who withdraw to skip a semester.

    1. How many students completed program awards in each of the last 4 years? If the number of graduates does not average 5 or more per year, describe a plan to increase completions, and address this issue in the Continuous Improvement Plan (CIP) in Section XII of this program review.

Collin College AAS Nursing Program Graduates

	2020-2021	2021-2022	2022-2023	2023-2024
Graduates	96	183	176	138

Over the past 4 academic years, 593 students have completed the AAS Nursing Program. In 2023 there was not a graduating cohort from the VN-ADN Bridge program due to a curricular change ultimately expanding this program. With the new ccourse scheduling and admission practices there are expected to be 120+ graduates every semester beginning in 2025

    2. Analyze the course success rates and the course completion rates of each course in your program. Address problems in the CIP in Section XII of this program review.

The AAS Nursing Program completion and success rates are summarized in the table below. The nursing course completion rates range from 92% to 100% with a program average of 97.8% while success rates range from 91% to 100% with a program average of 96.6%. The nursing program completion average of 97.8% exceeds the College completion average of 94% for the same timeframe. The nursing program

success average of 96.6% also exceeds the College success average of 82% for the same timeframe. According to the National League of Nursing National Educational Program Report in 2022, the average associate degree nursing program has an 80% on-time completion rate. Collin College completion rates are significantly higher.

Nursing AAS Course	5-Year Average Completion Rate	5-Year Average Success Rate
RNSG 1125	94%	94%
RNSG 1126	99%	98%
RNSG 1128	98%	96%
RNSG 1137	99%	99%
RNSG 1161	96%	95%
RNSG 1163	100%	100%
RNSG 1216	92%	91%
RNSG 1430	93%	91%
RNSG 1533	99%	95%
RNSG 1538	99%	98%
RNSG 2138	100%	100%
RNSG 2361	99%	98%
RNSG 2362	99%	99%
RNSG 2363	100%	99%
RNSG 2539	100%	96%

Nursing Program Averages	97.8%	96.6%

B. **Show evidence that the institutional standards listed below have been met. For any standard not met, describe the plan for bringing the program into compliance.**

1. **Completers Standard (Texas Higher Education Coordinating Board [THECB] standard): Average 25 completers over the last 5 years or an average of at least 5 completers per year.**

    a. **Number of completers** -Over the past 4 academic years, 593 students have completed the AAS Nursing Program.
    b. **If the average number of completers is below the stated standard (5 per year), describe a plan for raising the number of completers by addressing barriers to completion and/or by increasing the number of students enrolled in the program.**

    This criteria has been met as the number of nursing graduates exceeds the institutional and THECB standard.

2. **Licensure Standard (targeted level of success Collin College has chosen for meeting the SACSCOC standard): 93% of test-takers pass licensure exams.**

    a. **If applicable, state the program's licensure pass rate for the most recent academic year.**

    The Collin College AAS Nursing Program Licensure Examination for Registered Nurse (RN) Pass Rate for 2023 was 94.71% which exceeds the institutional target of 93%. The program pass rates consistently are above the national licensure pass rates as discussed in previous sections.

    b. **For any pass rate below 93% (Collin College standard), describe a plan for raising the pass rate.**

The Collin College AAS Nursing Program Licensure Examination for Registered Nurse (RN) Pass Rate for 2023 was 94.71% which exceeds the institutional target of 93%. The program is on track for exceeding this pass rate in 2024, but all exam results have not yet been reported.

3. **Course Completion Standard (Collin College standard): 78% of students enrolled in program courses on the census date should still be enrolled on the last class day (grades of A through F).**

    a. **State the course completion rate of each program course in the last 4 years.**

Nursing AAS Course	2023 Completion Rate Average	2022 Completion Rate Average	2021 Completion Rate Average	2020 Completion Rate Average	5-Year Average Completion Rate	5-Year Average Success Rate
BIOL 2401	85	85	87	88	87	73
BIOL 2402	87	89	89	92	90	83
BIOL 2420	86	88	87	93	89	85
BIOL 2421	87	93	93	93	92	88
RNSG 1125	96	91	93	95	94	94
RNSG 1126	99	100	97	98	99	98
RNSG 1128	99	95	98	97	98	96

RNSG 1137	99	99	99	100	99	99
RNSG 1161	98	99	95	94	96	95
RNSG 1163	100	100	100	--	100	100
RNSG 1216	92	88	91	94	92	91
RNSG 1430	93	90	93	94	93	91
RNSG 1533	99	100	98	98	99	95
RNSG 1538	99	99	98	100	99	98
RNSG 2138	99	100	100	100	100	100
RNSG 2361	99	100	97	98	99	98
RNSG 2362	99	99	98	100	99	99
RNSG 2363	99	100	100	100	100	99
RNSG 2539	99	99	100	100	100	96

Nursing Program Averages		97.8	96.6

b. **For each course completion rate below 78%, describe a plan for raising the course completion rate.**

This criterion has been met as the nursing course completion rate exceeds the institutional standard of 78% for each course in the nursing program. The pre-requisite BIOL 2401 Anatomy and Physiology I course success rate reflects both nursing and non-nursing students in the course.

C. **Indicate with evidence that the program curriculum is current.**

Collin College nursing department is part of the Texas Concept-Consortium. Every Spring the consortium members review the curriculum and update coursework by either removing items that are no longer relevant to the nursing field or adding updated content to meet new industry standards being implemented. Participating schools are encouraged to offer proposals for curriculum change each fall.

In academic year 2022-2023, the consortium added workplace violence to the curriculum after recognizing a rise in hospital violence. The faculty at Collin added CRAZE training to the curriculum due to this update. In 2021-2022, Service Excellence was added to the curriculum as this was being heavily implemented in area hospitals. As a result, Collin nursing partnered with Baylor Health Systems to deliver a learning activity on service excellence to first semester students.

1. **How does the program curriculum compare to curricula at other schools? Review programs at two or more comparable colleges. Discuss differences in curriculum and ideas for improvement, if any.**

Collin College Nursing Program Compared to Dallas College Nursing Program

When comparing the AAS Nursing Program at Collin College to the AAS Nursing Program at Dallas College, both similarities and differences are evident.

Both programs require 60 credit hours, include 4 semesters of nursing coursework, and have pre-program course requirements. Additionally, each of the four semesters has a didactic course and a clinical course. Common pre-or co-requisite courses include General Psychology, Lifespan Growth and Development, English Composition, Anatomy and Physiology I, Microbiology, and a Fine Arts/Humanities course elective.

The pre-program course requirements are different for each program as Dallas College requires College Algebra or Elementary Statistics and Nursing Pathophysiology or Pharmacology while Collin College requires both anatomy and physiology I and II. The program at Dallas College incorporates a skills course in both the first and second semesters of the program while Collin has the skills course only in the first semester.

Dallas College implements a block curriculum that presents the body of nursing knowledge through a systems approach with competencies reflected in select courses. This differs from the Texas Concept Based Curriculum used at Collin College, which is an integrated curricular approach through a conceptual and scaffolding presentation of knowledge throughout study.

Dallas College has a 2023 licensure examination pass rate of 83.80% with both campuses combined at 238/284 students passing on the first attempt.

Collin College Nursing Program Compared to Austin Community College

Both programs are 60 credit hours with 4 semesters of nursing coursework. Each semester includes a didactic and clinical course. Common pre- and co-requisite courses for both programs include Anatomy and Physiology I, Microbiology, Anatomy and Physiology II, Psychology, and English Composition.

Differences in coursework include the requirement of an Ethics course at Austin Community College instead of the open Humanities elective at Collin College. Also, the nursing program at Austin requires Nursing Skills and Pharmacology courses as pre-requisites to the program. Lifespan Growth and Development is not a degree requirement at Austin, unlike the requirement at Collin. The Nursing Skills course is a pre-program requirement at Austin while it is part of the first semester of nursing coursework at Collin. Pharmacology is embedded in all semesters of the curriculum at Collin College for the Traditional ADN students and the VN to ADN Bridge students. The VN to ADN students at Collin College also take a Pharmacology course in the first semester of the program.

Again, Austin County Community College implements a block curriculum that presents the body of nursing knowledge through a systems approach with competencies reflected in select courses. This differs from the Texas Concept Based Curriculum used at Collin College, which is an integrated curricular approach through a conceptual and scaffolding presentation of knowledge throughout study.

Austin Community College has a 2023 licensure examination pass rate of 92.41% with 292/316 students passing on the first attempt.

Based on this comparison, an idea for potential improvement discussed by nursing faculty includes the possibility of requiring Ethics as the Humanities elective instead of allowing any Humanities course. Ethics is foundational to the practice of nursing and is reflected by the American Nurses Association Code of Ethics. Foundational nursing knowledge may be improved with the requirement of this course.

2.   **How does the program curriculum align with any applicable professional association standards or guidelines?**

Nursing is a theory-guided, evidence-based discipline, which builds on a foundation of knowledge from the biological, social, and behavioral sciences. The Collin College ADN curriculum is concept-based, and the program philosophy points toward the competencies needed to provide patient-centered care for an aging and diverse population in complex environments that increasingly require interdisciplinary teamwork, leadership, use of quality improvement, informatics, and technology. The program curriculum has a delineated philosophy, conceptual framework, set of core values, integrated concepts, and goals which guide and support the mission to prepare graduate

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

The nursing program core values distilled from Collin College core values, of caring, ethics, and integrity support the program's integration of Quality and Safety for Nurses (QSEN) concepts (patient–centered care, teamwork and collaboration, evidence–based practice, quality improvement, safety, and informatics). This integration leads to the main program goals and conceptual framework foundations of quality of life, clinical judgment, professional identity, and spirit of inquiry, which align with the National League for Nursing (NLN) Competencies for Graduates of Nursing Programs.

The Conceptual Framework Model utilizes the image of a tree, facilitating the fundamental appreciation toward foundational roots, core student involvement, and branching attributes that support necessary requirements and outcomes for professionalism and licensure. The framework provides guidance to curriculum development, management, outcomes identification and evaluation, and focuses on the developmental needs of students while responding to patient dynamics in multiple settings. The program mission statement and detailed philosophy, conceptual framework, core values, integrated concepts, and goals can be found both online and in the Collin College Nursing Division Faculty and Student Handbooks. The AAS program curriculum prepares students to meet the Differentiated Essential Competencies (DECs) of Graduates of Texas Nursing Programs Evidenced by Knowledge, Clinical Judgments and Behaviors for the associate degree level, as defined by the Texas Board of Nursing in four major roles: provider of patient centered care, patient safety advocate, manager of care, and member of the profession. These state-mandated competencies, created using a broad variety of national, state, and local standards for nursing practice, provide guidance to nursing education and curriculum development. The Texas CBC Consortium and the Collin College ADN program incorporated the newest DECs additions into the curriculum in fall 2021 including the newly added concepts of global health, "just culture", social determinants of health, and service excellence.

3. **Is the curriculum subject to external accreditation? If so, identify the accrediting body and the most recent accreditation date for the program, and summarize the outcome of the last accreditation review, if available.**

The AAS Nursing Program at Collin College is accredited by the Accreditation Commission for Education in Nursing (ACEN). The most recent accreditation date was April 2023 and extends through Fall 2030. The program attained full accreditation without any requirements or stipulations. The summary results of the outcome of this accreditation cycle included both program strengths and areas needing development as shown below.

Areas of Strength

Standard 5 Resources, Criterion 5.2

• Nursing students at Collin College's McKinney Campus benefit from modern, state-of-the art facilities that support and promote student learning and enhance the student experience. The campus offers a large simulation center in addition to four large nursing skills laboratories with overflow simulation capabilities that significantly increase the program's ability to connect theory to practice. The campus also offers a makerspace, which allows faculty and students to create 3D models to enhance learning.

Areas Needing Development

Standard 1 Mission and Administrative Capacity, Criterion 1.10

• Ensure that faculty workload policies for nursing faculty are comprehensive, provide for the welfare of the faculty, and are consistent with those of the governing organization.

• Ensure that differences in workload policies for nursing faculty and staff are justified by the purpose and outcomes of the nursing program.

4. **If the program curriculum differs significantly from these benchmarks, explain how the Collin College curriculum benefits students and other college constituents.**

The Nursing Program at Collin College does not differ significantly from the benchmarks set by the Texas Board of Nursing or the accrediting agency (ACEN) and follows the Texas Concept-Based Curriculum for ADN programs.

D. **Present evidence from advisory committee minutes and composition that the program has an engaged committee that includes employers who are actively engaged on the committee, and who are representative of area employers.**

The community advisory committee meets regularly, twice a year. The committee is made up of community partners from hospitals in the area. A list of advisory committee members is included in this document.

1. **How many employers does your advisory committee have?**

The Collin College Nursing Program Advisory Committee membership represents ten local healthcare facilities including: Baylor, Scott, & White, Children's Health, Medical City Dallas, Medical City Friso, Medical City McKinney, Medical City Plano, Select Specialty Hospital, Texas Health Presbyterian Hospital of Plano, Texas Health Presbyterian Hospital of Dallas, and Lifecare Hospital.

2. **How many employers attended the last 2 meetings?**

There have been 2 meetings in the past 12 months with 4 employers attending the meeting on 4.16.2024 and 6 employers attending the meeting on 10.15.2024. An employer representative serves as the chair of the committee.

3. **How has the advisory committee impacted the program over the last five years (including latest trends, directions, and insights into latest technologies)?**

The advisory committee is engaged in the growth and development of the Collin College Nursing Program in several ways. At meetings, members bring forward information and ideas to help students bridge the gap from graduation to new nursing bedside practice, describe new graduate placement needs, discuss clinical placement opportunities, and reflect industry initiatives that directly impact nursing practice.

4. **Briefly summarize the curriculum recommendations made by the advisory committee over the last 4 years.**

In 2020, the Committee provided valuable input regarding the impact of the COVID-19 pandemic on local facilities and student clinical placements. During this difficult time, the Nursing Program was able to partner with local facilities and offer the Simulation Center at Collin as a resource while also collaborating to identify ways to safely incorporate students into clinical sites as both a learning opportunity and to aid facilities with resources that were 'stretched thin' with the pandemic. With Committee feedback as one of several contributing factors,

students were able to safely re-enter clinical sites in the fall of 2020 to learn and provide care to patients. Topics such as masking requirements, vaccinations, and measures to limit the spread of COVID-19 were discussed by the Committee at subsequent meetings with updates to policies and procedures discussed, directly impacting the expectations for nursing students at those clinical sites.

In the years since the beginning of the COVID-19 pandemic, the Committee has described the early retirement of their nursing workforces and the critical need for nurses at the bedside. Facilities have extended their new graduate orientations to allow more time for application of unit-specific knowledge at the bedside and asked that the Nursing Program consider incorporating more of the soft skills and customer service into the nursing program curricula. Committee members identified resources used by staff and offered them to the nursing program to assist with soft skills acquisition. As a result, Baylor, Scott, & White conducted communication exercises with the Level 1 nursing program cohort in 2023 that were successful and well-received by students. In the 4.16.2024 meeting, the Committee thanked the Program for an increased focus on soft skills and identified that therapeutic communication skills have significantly improved in recent new graduates.

Recently, as healthcare has emerged from the pandemic with an increased focus on technology, the Committee has discussed upcoming industry trends such as virtual bedside nursing, the use of artificial intelligence at the bedside, and electronic health records trends.

E. **Make a case with evidence that the program is well managed.**

The nursing program is well managed. While section sizes are large, the nursing program follows a cohort model and courses are team taught. The average student to teacher ratio follows the established guidelines of the college. Students consistently meet end of program learning outcomes and NCLEX pass rates exceed the state and national averages.

1. **Upload the current Institutional Research Office (IRO) table of average section size of program courses in section V.E.1. of the Appendix.**

2. **Examine the IRO table of average section size of program courses and draw conclusions from the data.**

   Several factors have impacted course section size in the past 5 years. In 2019, nursing courses were offered in the fall, spring, and summer semesters with 30-70 students per single section, meeting on the same day. Summer course options ended beginning in the summer of 2020 and rolled out through the summer of 2022. Course sections rose in numbers significantly beginning in the spring of 2021 and remain constant through spring 2023. Primary didactic courses began the new model of offering 2 sections on different days of the week in fall 2023 rather than one section on one day of the week. This new model increased total student enrollments. This model will be fully rolled out in spring 2025.

3. **Upload the current Institutional Research Office (IRO) table of grade distributions of program courses in section V.E.3. of the Appendix.**

4. **Examine the IRO table of grade distributions of program courses and draw conclusions from the data. For any courses that have a success rate below 75%, explain the instructional and other intervention(s) that might improve success rates for each identified course.**

   No nursing courses have a success rate below 75%.

5. **Insert data pertaining to the program from last Fall's End-of-Term Full-Time/Part-Time Faculty Contact Hour Report here.**

Total Full Time Faculty Contact Hours: 123,136 (79%)

Total Part Time Faculty Contact Hours: 33,088 (21%)

Total RNSG Faculty Contact Hours: 156,224

6. **Identify all courses that have a success rate below 75%. Explain the instructional and other intervention(s) that might improve success rates for each identified course.**

   No nursing courses have a success rate below 75%.

7. **How well are general education requirements integrated with the technical coursework?**

   General Education Requirements are essential to the study of nursing. Nursing includes elements of Biology, Chemistry, Humanities, Psychology, Mathematics, Language and Communication. Nurses care for the entire biopsychosocial human and their families in many settings. The study of the human body systems with physiology, pathophysiology, nutrition, metabolism, and other functions is essential in the care of individuals with simple and complex illnesses. Incorporating pharmacology, nutrition, communication, and psychiatric function requires a broad understanding of material in the general education course work. The appendix in Section V contains a chart indicating how general education knowledge supports the principles and practice of nursing.

8. **What evidence do you have that students are satisfied with the program? What kinds of complaints do program students make to the associate dean/directors?**

Student feedback is solicited each semester for each nursing course through surveys sent out by the nursing Curriculum and testing Committee. The surveys evaluate student assessment of course objectives attainment and satisfaction with course components and college services. The faculty teaching on each program level review the student responses each semester and determine whether change is needed to improve student outcomes based on an established Likert scale Likert benchmark of 3 for the average of student responses. If any course receives a score below a 3, the faculty on the level review the evaluation and comments and create a plan for improvement. No course has received an average below 3 in this review cycle.

In the past, student feedback on the RNSG 1216 skills course led to significant course revision/re-write to better facilitate student success in the course.

VI.   EFFECTIVENESS OF PROGRAM COMMUNICATIONS

A. **Describe with evidence how the program literature and electronic sites are current, including accurately representing the program and supporting the program's recruitment plan, retention plan, and completion plan.**

The accuracy and currency of program literature and electronic sites are essential to ensuring that educational programs are effectively represented to prospective and current students. These materials must coincide with the program's recruitment, retention, and completion plans by providing a clear and updated overview of the program's offerings, expectations, and support systems. By maintaining up-to-date

program literature and electronic platforms we are supporting the key areas of student engagement, with evidence drawn from practical examples and best practices.

The program website and student portals play a significant role in recruitment, retention, and completion efforts. The current program website accurately reflects the current course offerings, admission requirements, and deadlines. Our website is easy to navigate on smartphones or tablets which allows the program to reach a wider audience, particularly younger students who may primarily use mobile devices for research.

Our program website notes our accreditation status with the Accreditation Commission for Education in Nursing along with our recognition as a Center of Excellence in Nursing Education by the National League for Nursing. Our programs are approved by the Texas Board of Nursing and the Texas Higher Education Coordinating Board which all prospective and current students can see on our website. This information enhances our program's appeal and ensures that we align with industry standards.

Our ADN program outcomes listed on the website help with recruitment and retention plans by allowing current and prospective students to see the success of our students in the categories of NCLEX-RN pass rates, on-time completion & 150% completion rate and employment within one year of graduation. This information adds credibility and relevance to the program.

Beyond recruitment, retention is a key focus of any educational program, and our college website and student portals play a key role in supporting students throughout their academic journey. Updated information about student support services, such as academic advising, academic support, and mental health resources, is critical for retaining students. This information is easily accessible online and clearly communicated through course programs and syllabi to ensure students are aware of the resources available to help them succeed. Regularly updating this information and assuring that they are user-friendly help prevent students from feeling disconnected from the program.

To support the successful completion of a program, students must have access to accurate and updated information about course sequences and degree requirements available on the college and nursing website. The program helps students navigate potential challenges and stay focused on completing their degrees.

The nursing program's evidence is provided through the formal documentation of the accreditation reports which show the program's adherence to updated standards which confirms the program is current and meets the industry expectations.

1. **Describe how the program solicits student feedback regarding its website and literature and how the program incorporates that feedback to make improvements.**

Our end-of-course student surveys give us feedback on the course and program materials. Tracking student retention and graduation rates provides a direct measure of the effectiveness of the program's retention and completion strategies. A positive correlation between updated program materials and improved retention and completion rates can offer compelling evidence of the value of maintaining current information. There is an opportunity for improvement with additional feedback from our newly admitted students by conducting a survey regarding the accessibility of our website and literature.

2. **Describe how the program ensures that students are informed/aware of program literature. Is program literature made accessible to all students (i.e., can they obtain the information they need)?**

The program literature is accessible to prospective students through the Collin College website, welcome center, career center, and student enrollment services. Current students can access the program literature through the college and nursing website, the course syllabus, and nursing school student handbook.

3. **Identify who is responsible for monitoring and maintaining the program's website and describe the processes in place to ensure that information is current, accurate, relevant, and available.**

The dean of nursing and the director of the ADN (AAS) program are responsible for monitoring and maintaining the information available to prospective and current students on the nursing school's website. The nursing student affairs committee is responsible for monitoring and maintaining the information available to nursing students in the student handbook. The current process to monitor the information is done through the director of the ADN program who submits the updated information to our administrative assistant.

B. **In the Program Literature Review Table, document that the elements of information listed on the website and in brochures (current academic calendars, grading policies, course syllabi, program handouts, program tuition costs and additional fees,**

description of articulation agreements, availability of courses and awards, and local job demand in related fields) were verified for currency, accuracy, and relevance and were readily available to students and the public.

Upload the completed Program Literature Review Table in section VI.B. of the Appendix.

VII. EFFECTIVENESS OF PROGRAM STAKEHOLDER RESOURCES AND PARTNERSHIPS

In the Program Stakeholder Resources and Partnerships Table, list any business, industry, government, college, university, community, and/or consultant partnerships, including clinical or professional sites and internal Collin departments, to advance program outcomes.

Upload the completed Program Stakeholder Resources and Partnerships Table in section VII. of the Appendix.

VIII. PROFESSIONAL DEVELOPMENT

In the Employee Resources Table, provide a list of professional development activities of program faculty/staff since the last program review.

Upload the completed Employee Resources Table in section VIII. of the Appendix.

IX. FACILITIES, EQUIPMENT, AND FUNDING (OPTIONAL)

NOTE: Respond to section IX only if the program is requesting improved resources.

A. Provide evidence regarding current deficiencies or potential deficiencies related to infrastructure (e.g., technology), facilities, equipment, maintenance, replacement, plans, or budgets that pose important barriers to the program or student success.

No deficiencies present currently

B. If any current or potential deficiencies exist, complete the resource tables below to support your narrative.

1. Facilities Resources Table

Upload the completed Facilities Resources Table in section IX.B.1. of the Appendix.

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

Upload the completed Equipment/Technology Table ($5,000 or More) in section IX.B.2. of the Appendix.

3. Financial Resources Table

Upload the completed Financial Resources Table in section IX.B.3. of the Appendix.

X.   CONTINUOUS IMPROVEMENT PLAN (CIP)

A. **Upload the program's previous CIP tables in section X.A. of the Appendix.**

 In addition, e-mail the program's previous CIP tables to the Institutional Research Office (IRO) at effectiveness@collin.edu.

B. **Describe how the program used its last Continuous Improvement Plan (CIP) to make the following improvements to the program over the past 4 years:**

1. **Program Learning Outcomes/Program Competencies**

 The 2023-2024 Continuous Improvement Plan (CIP) submitted in January of 2024 focused on two expected outcomes. The data for our CIP over the last two years from our interventions has a gap due to a lack of continuity in our leadership in the program and a change in our student learning during COVID-19. However, in the period we collected data, there was an overall improvement in our outcomes based on the degree of success we anticipated (target).
 Outcome 1: _Students in the ADN nursing program will demonstrate improved proficiency in pediatric nursing content._

 The semester 3 students took the RN Nursing Care of Children 2019 in the Spring of 2023. The overall score for this cohort (1223) was 58% with a Quality and Safety Education for Nurses (QSEN) score in safety of 56.9% and a National League of Nurses (NLN) Nursing Judgement score of 53.2%. This prompted the faculty to incorporate an action plan to improve the pediatric proficiency of our students. The third semester faculty incorporated an action plan with multiple interventions, including: the pediatric ATI assessment practice exams, a newborn assessment checkoff, pediatric-focused learning activities, and the addition of a clinical judgement model to pediatric clinical paperwork. In addition to these actions, the findings for this outcome noted that pediatric nursing content could be strengthened throughout our curriculum. The curriculum and testing committee reviewed the mountain measures results from the last two years and discussed the need for improved pediatric content across each of the 4 levels (semesters) within the program.

 Our program used the Assessment Technology Institute (ATI) Capstone A as our instrument to measure results, applied in the semester 4 RNSG 2539 class, with a target of an aggregate score of 70% or greater in the clinical area of pediatrics. The ATI Capstone A pediatric nursing clinical area outcome is defined as follows:

Ability to apply nursing knowledge to clinical problems experienced by children. Topics include basic concepts (e.g., medication administration, physical assessment, nutritional needs), care of children with various system disorders, care of children experiencing pediatric emergencies (e.g., accidental poisoning, respiratory arrest), and care of children with psychosocial disorders (ATI, 2023).

Please refer to the data below, demonstrating the scores of the pre and post interventions.
Pediatric exam and Capstone A data:

Cohort	RN Pediatric Nursing 2023 with NGN-group average score*	RN Nursing Care of Children 2019	RN ATI Capstone Proctored Comprehensive Assessment Form A Pediatric Clinical Outcomes
05/22 73 students			**65.9%** (2019 version)
08/22 bridge 36 students			**67.5%** (2019 version)
12/22			**59.6%** (2019 version)
05/23-ADN 67 students			**66%** (2019 version)
08/23- bridge 41 students			**69.1%** (2019 version)
12/23 48 students		**58%-overall**	No data
05/24 67 students	**58.3%- overall**		**74.7%** (2023 version)
12/24	**58.5% -overall**		**69.8%**

66 students			(2023 version)
12/24 bridge 37 students	**66.7% -overall**		**79.7%** (2023 version)

*The exam was modified by ATI from the 2019 version to stay current and modernize our delivery of assessments.

Outcome 2- _Students in the ADN nursing program will have improved perceptions of their ability to provide interdisciplinary collaboration and teamwork._

The nursing program noted that the student's perception of teamwork and collaboration was an opportunity for improvement based on the (ATI) comprehensive predictor scores in teamwork and collaboration. In addition, the advisory board discussed the opportunity to improve teamwork and collaboration skills in our graduates. The level 4 faculty incorporated improved teamwork and collaborative efforts in the fall of 2023 learning activities by utilizing guest speakers in the RNSG 2539 didactic courses. These disciplines included: respiratory therapy, sonography, paramedic, and dietician. These collaborative efforts demonstrated to the students the impact of working with other disciplines to improve patient outcomes.

To assess the student's perception, the program requested students to complete two, six-question surveys. These surveys were provided to students at the end of the third semester and the end of the fourth semester.

The preintervention survey included 13 student respondents and the post-intervention survey included 23. This low response rate may be related to the survey's timing or its optional nature. Repeated data can be collected in future semesters to improve data. The results are as follows, exceeding the stated CIP target of a 10% improvement:

	Pre-intervention Survey Strongly Agree	Post-intervention Survey Strongly Agree	Overall improvement (Goal >10%)
Question 1	46.15%	69.5%	23.35%
Question 2	61.5%	73.9%	12.4%

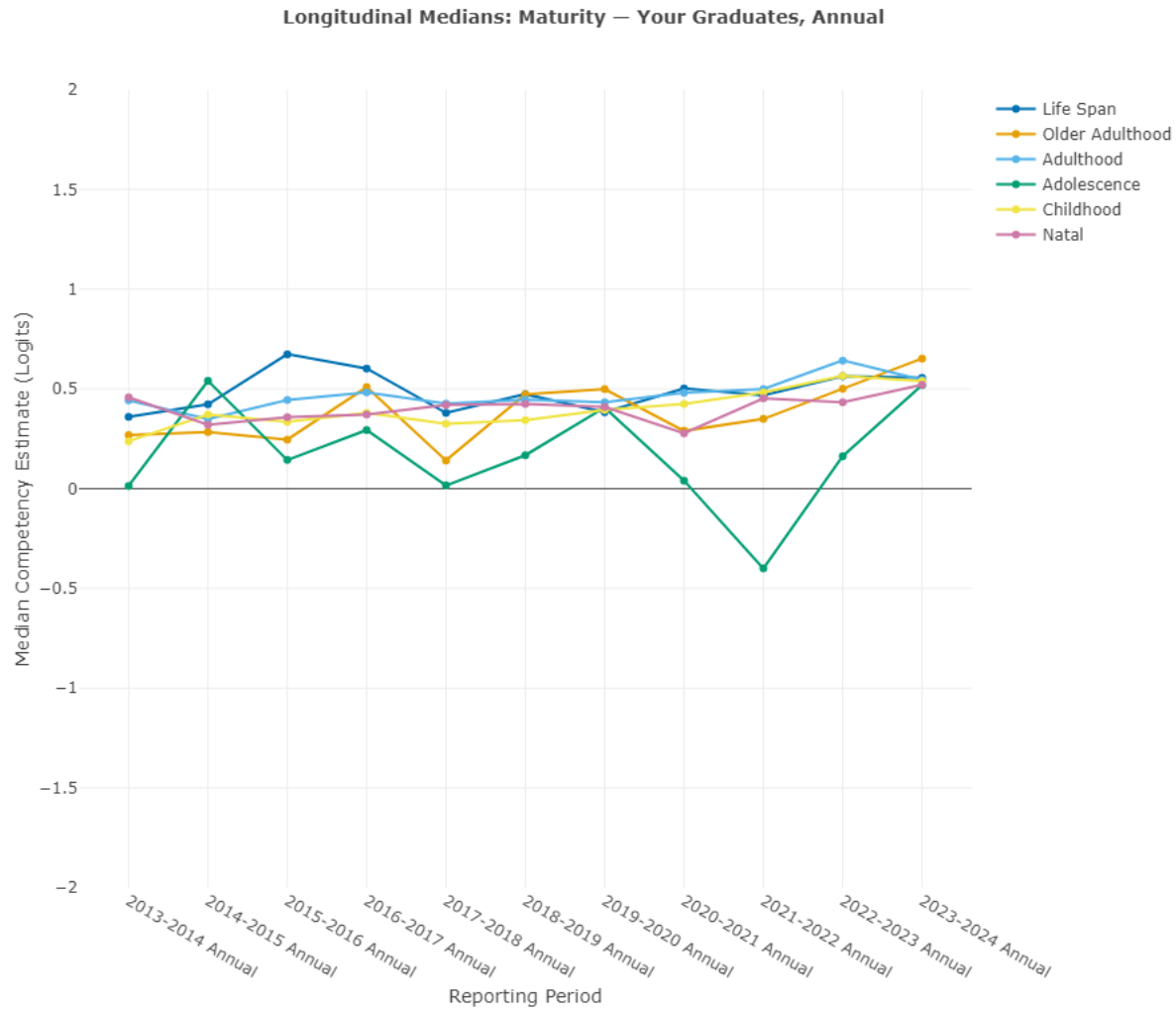|			
Question 3	30.7%	69.5%	38.8%
Question 4	50%	73.9%	23.9%
Question 5	41.6%	60.8%	19.2%
Question 6	23%	65.2%	42.2%

This intervention improved by at least 10% in every category, with the greatest improvements in question 3, which discusses understanding the roles of the multidisciplinary team and understanding how to be an effective member of the team in clinical practice. This outcome did not change our PLOs, but it does impact outcome 7, which states, "The students will demonstrate the knowledge to serve as a member of the health care team through teamwork and collaboration." These improvements will continue to be implemented in this didactic course and throughout the curriculum.

2. **Overall improvements to the program**

The nursing program used the 2024 CIP to make improvements in the areas of Program Learning Outcomes (PLOs) by incorporating the pediatric ATI assessment practice exams with rationales, a newborn assessment checkoff, pediatric-focused learning activities, and the addition of a clinical judgement model to pediatric clinical paperwork. These action plans did not change our current PLOs, but the interventions set in place had a significant impact on PLOs for clinical judgement and safety (PLOs 1, PLOs 3 and 6). An overall improvement to the program is noted from our first outcome. Post intervention, there was a marked improvement in both the QSEN Safety and NLN Nursing Judgement scores in the RN Pediatric Nursing 2023 as compared to the initial findings from the RN Nursing Care of Children 2019 post intervention (See chart below). As an overall improvement to the program, the overall pass rate for our board scores has also demonstrated a net improvement from 82.41% in 2021 to 94.71% in 2023. The mountain measures report from the National Council of State Boards of Nursing (NCSBN) shows a net improvement in stages of maturity, which includes the pediatric population: natal, childhood, and adolescence.

	Preintervention 1223 ADN cohort	Post intervention 0524 ADN cohort	Post Intervention 1224 ADN cohort	Post Intervention 1224 bridge cohort
QSEN safety	56.9%	58.3%	72.4%	82.1%
NLN Nursing Judgement	53.2%	57.7%	58.2%	67.6%

Longitudinal Medians: Maturity — Your Graduates, Annual

XI.   EVALUATION OF CIP SUCCESS

Based on the information, analysis, and discussion that have been presented in sections I–X of this program review, summarize the strengths and weaknesses of the program. Describe specific actions the faculty intends to take to capitalize on the strengths, mitigate the weaknesses, and improve student success and program learning outcomes. Provide the rationale for the expected outcomes chosen for the CIP(s).

Program Strengths and Weaknesses

Based on the information provided in this review, the associate of applied science degree in Nursing (AAS) program has several key strengths and challenges that influence its ability to meet the needs of students, employers, and the local community.

Program Strengths
1. **High Employment Outcomes and Workforce Alignment:**
   o   Graduates consistently achieve strong employment rates, with rates ranging from 82.5% to 100% over the past five years.
   o   Active partnerships with healthcare organizations, such as the Texas Two-Step partnership with HCA Healthcare, provide guaranteed employment opportunities for a subset of graduates and ensure alignment with employer needs.
2. **Responsive Program Expansion:**
   o   The ongoing cohort expansion, to be completed in Spring 2025, reflects the program's proactive approach to addressing the nursing workforce shortage in the DFW Metroplex. The expansion will add 95 graduates annually, directly contributing to alleviating local demand for registered nurses.
3. **Diverse Enrollment Trends:**
   o   The program has demonstrated significant improvements in racial and ethnic diversity, with notable increases in Black/African American (from 14% to 23%) and Asian (from 11% to 14%) student populations. This diversity exceeds statewide RN workforce averages and aligns with community demographics.
4. **Rigorous Curriculum and Accreditation:**
   o   Accredited by the Accreditation Commission for Education in Nursing (ACEN) and recognized as a Center of Excellence by the National League for Nursing, the program maintains high academic standards, emphasizing evidence-based practice, patient-centered care, and clinical safety.
5. **Strong Employer Relationships:**

- The program collaborates with over 28 healthcare facilities for clinical placements and receives direct feedback from a community advisory board. Employers actively recruit graduates, and clinical partnerships enhance student readiness for the workforce.

6. **Commitment to Student Support:**
   - Faculty advisors provide individualized attention to students at risk of not meeting program outcomes. Academic alerts and action plans ensure early intervention, including remediation in test-taking strategies, concept clarification, and clinical skill reinforcement.

Actions to Capitalize on Strengths

1. **Leverage Community Partnerships:**
   - Strengthen collaboration with clinical sites and the advisory board to ensure continued alignment with workforce needs and to secure sufficient placements for expanding cohorts.
   - Expand recruitment partnerships through local events such as health fairs and middle/high school nurse camps to further diversify enrollment.

2. **Enhance Diversity Efforts:**
   - Develop targeted outreach strategies for Hispanic students, such as partnerships with community organizations and bilingual recruitment materials, to better reflect local demographics and workforce needs.

3. **Maintain Accreditation Excellence:**
   - Continue to adhere to ACEN and Texas Board of Nursing standards, focusing on innovative curriculum design and evidence-based education to sustain the program's reputation for quality.

4. **Strengthen Graduate Tracking:**
   - Implement strategies to improve survey response rates, such as incentivizing participation or integrating surveys into mandatory program exit requirements, to ensure more accurate data collection.

Program Weaknesses

1. **Limited Faculty Capacity:**
   - Recruiting and retaining qualified nursing faculty remains a challenge, particularly given competitive salaries in clinical settings. Faculty shortages could hinder the program's ability to sustain growth.

2. **Low Survey Response Rates:**

- o Graduation surveys used to assess employment outcomes experience low response rates, introducing potential bias and limiting the reliability of data for program evaluation.
3. **Dependence on Clinical Site Availability:**
    - o The increasing cohort sizes places additional demand on clinical placements. Limited availability of partner facilities could constrain hands-on learning opportunities for students.
4. **Student Learning Outcome Deficit**
    - o End of program student learning outcomes indicate deficits in the areas of clinical documentation and communication skills
    - o Our clinical advisory board reports a deficit in nursing graduates' documentation and communication skills in the increasingly complex clinical setting

Actions to Mitigate Weaknesses
1. **Address Faculty Recruitment Challenges:**
    - o Offer competitive compensation packages and professional development opportunities to attract and retain nursing faculty
    - o Collin College offers a nursing stipend for qualified faculty as well as funds for continued development
    - o Introduce mentorship programs and leadership training to support faculty career progression and job satisfaction
2. **Incorporate a Program Coach**
    - o Employ a nursing division program coach to assess the needs to improve the graduate survey responses
    - o Investigate alternative methods of outreach to improve response rates
    - o Pursue additional survey administrative tools/options to increase the response rates for graduates
3. **Expand Clinical Opportunities:**
    - o Additional clinical coordinators have been employed for the nursing division
    - o Explore partnerships with rural and non-traditional healthcare facilities to accommodate increasing cohort sizes
    - o Collaborate with clinical sites to ensure consistent access for students to accommodate class size and course outcomes
    - o Additional hospitals being built in the area to satisfy the growth of the county
4. **Continuous Improvement Plan**
    - o Faculty have assessed student outcomes, identified deficits, and developed strategies and goals to improve clinical documentation and communication skills

Conclusion

The AAS in nursing program is well-positioned to meet the challenges of the next five years through strategic planning, community collaboration, and continued commitment to student success. By capitalizing on its strengths and addressing identified weaknesses, the program will remain a vital contributor to the local healthcare workforce while enhancing student learning outcomes and career opportunities.

Rationale for new CIP In terms of the outcomes chosen for the CIP, this program recognizes two areas that indicated a need for improvement. Our expected outcomes and rationales are as followed:

 Outcome 1: Students in the ADN program will demonstrate professional communication in the RNSG 2363 Clinical IV Nursing Registered Nurse Training course
 Rationale: Faculty reviewed the Program Assessment Data for outcome 8, which states, "The students will demonstrate the ability to serve as a member of the healthcare team through communication.**"** The Target for this outcome is "80% of the students in the final clinical capstone course will earn 4/5 points (80%) on the Communication section of the clinical capstone on the first attempt." In reviewing our data, we noted that this target has not been met despite adjustments in time for the clinical capstone in RNSG 2363. The faculty reviewed the Creighton Competency Evaluation Instrument (CCEI) from the clinical capstone and determined that student performance is best evaluated by assessing individual criteria in the CCEI as opposed to one section or part. With this data, the determination was made to focus on item 4 in the Creighton Competency Evaluation Instrument (CCEI), "Communicates Effectively with Intra/Interprofessional Team," as this was a common deficiency in student performance.

 Outcome 2: Students in the ADN program will effectively communicate through documentation in the RNSG 2363 Clinical IV Nursing Registered Nurse Training course.
 Rationale: Community partners have voiced that students' communication through documentation has areas for improvement through the advisory board. In addition, students' performance in the documentation portion of skills and capstone have historically demonstrated low performance. For these reasons, the faculty determined the action plan and outcome to improve this deficiency.

XII.   NEW CIP TABLES

Within the context of the information gleaned in this review process and any other relevant data, identify program priorities for the next two years, including at least one program learning outcome (or program competency), and focus on these priorities to formulate the program's new CIP. The program may also add short-term administrative, technological, assessment, resource, or professional development outcomes as needed.

A. Complete the CIP Outcomes, Measures & Targets Table. Choose 1 to 2 outcomes from the table to focus on over the next two years.

Upload the completed CIP Outcomes, Measures & Targets Table in section XII.A. of the Appendix.

In addition, e-mail the completed CIP Outcomes, Measures & Targets Table to the Institutional Research Office (IRO) at effectiveness@collin.edu.

B. Complete boxes A, B, C, and D of the CIP Outcomes 1 & 2 Table.

Upload the completed CIP Outcomes 1 & 2 Table in section XII.B. of the Appendix.

In addition, e-mail the completed CIP Outcomes, Measures & Targets Table to the Institutional Research Office (IRO) at effectiveness@collin.edu.

XIII. PROGRAM LEARNING OUTCOMES (PLOS)

A. **Upload the program's most recent Program Assessment Data Report in section XIII.A. of the Appendix.**

   In addition, e-mail the program's most recent Program Assessment Data Report to the Institutional Research Office (IRO) at effectiveness@collin.edu.

B. **Describe how the program used the Assessment Plan in the program's Program Outcomes and Course Alignment (POCA) document to make the following improvements to the program:**

1. **Program Learning Outcomes/Program Competencies**

   The nursing unit of Collin College has had a systematic plan of evaluation (SPE) since its inception. Over the years the SPE has evolved and changed. End of program student learning outcomes, program outcomes, expected levels of achievement, and the curriculum have transformed to adapt to the changes in the nursing profession and nursing education. The most recent SPE was revised and voted on in 2021 after faculty and leadership became aware that the data measured in the previous SPE was not providing adequate information for decision making and program improvement. When the SPE was redesigned over 2020 and 2021, new direct and indirect measurement tools and expected levels of achievement were selected to assess the extent to which students attained the outcomes.
   Collin nursing students are assessed for how well they meet the end of program student learning outcomes. If the expected level of achievement is not met, analysis is conducted, and interventions taken to improve outcomes. The analysis of the data is sufficient to make decisions to improve the educational process, the curriculum, and the content taught in the nursing unit. The goal of the new SPE was to identify areas needing intervention and improvement in student learning outcomes. The aggregated data of the Traditional and VN-RN Bridge track reveals areas where expected levels of achievement fell short, and adjustments were made. This shows that the outcomes and measurement tools provide meaningful data for program improvement.

2. **Overall improvements to the program**

When program outcomes were evaluated, new benchmarks were established. The faculty felt the new competency expectations, the availability of clinical sites post-covid, and a new NCLEX design required a review of the expectations. The accrediting body for nursing requires us to use three areas to evaluate program outcomes rather than student outcomes. These areas are 1) first time licensure success rates, 2) 6-month post-graduation employment rates, and 3) program retention rates. Faculty look at this data each semester. The data from the most recent analysis is in the Appendix. Collin has   had improvements in all areas of program outcomes. Collin exceeds state and national averages in NCLEX. Continuous   improvements are being made when benchmarks are not met. Analysis and actions that were taken are in the appendix   documents. Collin's program meets the NLN criteria for success in educational programs. These areas include high numbers of   face-to-face clinical hours, percent of full -time faculty, continuous quality improvement, and evidence-based curriculum.