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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 RN-to-BSN program at Collin College demonstrates a strong commitment to producing highly skilled, workforce-ready graduates through a comprehensive curriculum, innovative teaching strategies, and alignment with industry needs. Strengths of the program include high employment rates, robust advisory committee engagement, curriculum updates incorporating evidence-based practice and emerging trends such as artificial intelligence and virtual bedside nursing and a focus on leadership through the integration of the Sigma Theta Tau Nurse Manager Certificate. Additionally, student retention and success are supported by accessible program literature, effective faculty feedback, and enhanced resources like academic advising and mental health services.

Key concerns include student survey participation rates, ensuring coursework aligns with baccalaureate standards, and the ongoing need for faculty development to keep pace with evolving technologies. Another challenge is supporting students in achieving a work-life balance, enabling them to manage coursework demands while working full-time as registered nurses (RNs). Addressing this, the program is exploring flexible scheduling options and offering support networks to help students navigate these competing demands. To further address these challenges, efforts are focused on boosting survey engagement, refining course rubrics and materials, and offering targeted faculty training. Overall, the program's strengths significantly outweigh its challenges, and its data-driven, student-focused approach solidifies its role as an essential contributor to the nursing profession, offering a clear path for RNs to advance their healthcare careers

I.   PROGRAM AND ITS CONTEXT

   A.  Describe the program, its relationship to the college, and the community it serves.
       Collin College's RN-to-BSN program upholds a community-centered approach, delivering evidence-based, high-quality education. The program develops nursing professionals who embody critical thinking, holistic care, and interdisciplinary teamwork to meet community needs. Graduates are equipped as professional healthcare providers, leaders, and advocates, addressing physical, mental, emotional, and social health needs in diverse settings.  The Collin College Bachelor of Science Nursing program based at the McKinney campus offers

flexible degree paths to complete a Bachelor of Science degree in Nursing in as little as 10 months. We have several tracks toward degree completion.

- Full time track: 2 semesters
- Full time with summer option: 3 semesters one year completion time
- Part time: up to 5 semesters for completion

**Program admission requirements:**

- The RN-to-BSN program is for Registered Nurses. Applicants must hold a current Texas unencumbered RN license or an enhanced nurse license compact (eNLC) multi-state license. Graduate nurses (GN's may apply and be conditionally admitted to the program but must pass the NCLEX before starting course work.
- Must have a minimum overall grade point average of 2.5 on a 4.0 scale.
- Must be within six (6) to eight (8) credit hours of completion of the Texas Common Core Curriculum (at the time of application): All general education courses and pre-program requirement course work must be completed prior to registering for upper division Nursing courses.
- Complete an associate degree in nursing from an accredited educational institution.

**Curriculum and Accreditation**

The RN-to-BSN 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). 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 bachelor's prepared nurse has a broader focus on leadership, research and public health. BSN nurses are preferred for leadership roles, administrative positions, education and specialized fields like public health or informatics. They also have better prospects in magnet hospitals and organizations requiring a BSN. BSN nurses often earn higher salaries due to expanded job roles and leadership positions.

The RN-to-BSN program has a direct relationship with the ADN and LVN-RN bridge program as well as the LVN program. The curricular design is a pathway to advance from the LVN program to the LVN-RN bridge program and into the RN-to-BSN program. Completion in the ADN program is a direct pathway to the RN-to-BSN program. Both the ADN and LVN-RN bridge programs have prerequisite courses throughout their curriculum that can be utilized for credit toward the BSN. The ADN curriculum is designed to begin working on prerequisite courses throughout their program that would allow them to progress seamlessly into the BSN program.

Many of our students are employed at community hospitals within Collin County. Frequently, these hospitals are seeking magnet status which requires a percentage of BSN graduates for each community hospital. The RN-to-BSN curriculum requires the student to foster community involvement through service learning with each student contributing 12 hours of service learning over the course of the program. The students completed over 1,576.8 hours of service-learning hours this year. Faculty also participate in outreach activities including health promotion events, recruitment events, open house, and immunization clinics.

**Advisory Committee**

The advisory committee, which consists of healthcare professionals meets bi-annually to provide feedback on curriculum, available residency programs and job placement, ensuring the program aligns with community needs and professional standards.

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

**1.** Program's purpose

The Collin College RN-to-BSN Nursing Program's mission is to educate Registered nurses who are lifelong learners actively involved in service, who participate in the nursing community to promote quality of life, and who are members of an interdisciplinary health care team, using clinical judgement to provide safe, evidence-based patient-centered care. Collin College faculty will lead students to acquire the skills, knowledge, and perspectives necessary for advanced employment.

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:

**BSN End of Program Student Learning Outcomes (EPSLOs)**

- **EPSLO #1:** The student will use clinical reasoning and knowledge based on the nursing program of study, evidence-based practice outcomes, and research studies as the basis for decision-making and comprehensive safe patient and population care.
- **EPSLO #2:** The student (s) will analyze patient care technologies and information systems to support safe nursing practice and population risk reduction.

- **EPSLO #3:** The student will develop safety and quality improvement activities as part of the interdisciplinary team and as an advocate and manager of nursing care.
- **EPSLO #4:** The student (s) will develop a plan to address health maintenance, health promotion and population risk reduction among diverse populations in the community.
- **EPSLO #5:** The student will demonstrate ethical analysis and advocacy regarding institutional, local, national, and global policy issues.
- **EPSLO #6:** The student (s) will analyze leadership competencies that reflect values and ethics of the nursing profession.
- **EPSLO #7:** The student (s) will demonstrate the use of knowledge acquired throughout the RN-to-BSN curriculum to promote an innovative healthcare change.

**Marketable skills:**
- Leadership and Advocacy: Ability to lead teams, manage resources, and advocate for patients and healthcare improvements.
- Critical Thinking: Proficient in analyzing complex situations to make evidence-based decisions.
- Communication: Skilled in verbal, non-verbal, and written communication with patients, families, and interdisciplinary teams.
- Holistic Care Delivery: Expertise in addressing physical, mental, emotional, and social aspects of health.
- Technology Utilization: Competence in leveraging healthcare technologies for safety, efficiency, and improved outcomes.
- Cultural Competency: Ability to provide inclusive care that respects diversity and promotes equity.
- Ethical Practice: Commitment to maintaining professional integrity, complying with regulations, and upholding ethical standards in nursing care.
- Quality and Safety: Skills in implementing quality improvement measures and ensuring patient safety in various healthcare settings

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

   The RN-to-BSN program at Collin College serves the healthcare industry, specifically focusing on workforce development for hospitals, outpatient care facilities, long-term care centers, community health organizations, and public health agencies. The program prepares registered nurses (RNs) to advance their education and expand their roles within various healthcare settings by enhancing their competencies in leadership, evidence-based practice, healthcare quality, and population health management.

Key Areas the Program Supports in the Healthcare Industry:

Acute Care & Hospital Systems:
- o Graduates are highly sought after by large healthcare networks such as HCA, Baylor Scott & White, Texas Health Resources, and Methodist Health System.
- o Leadership training in the program aligns with hospital nurse manager roles, quality improvement teams, and interdisciplinary collaboration.

Community & Public Health Nursing:
- o Courses such as Population-Focused Community Health I (NURS 3340) & II (NURS 4345) prepare students to work in public health agencies, home healthcare services, and nonprofit organizations that address health disparities and preventive care.

Long-Term & Outpatient Care Facilities:
- o The aging population and increasing chronic conditions have heightened the demand for BSN-prepared nurses in long-term care centers, skilled nursing facilities, and outpatient specialty clinics.
- o The program equips graduates with skills in chronic disease management, health promotion, and patient education.

Healthcare Quality & Informatics:
- o With the integration of Nursing Informatics (NURS 4225) and Healthcare Quality (NURS 4235), graduates are prepared to work in healthcare administration, patient safety, and data-driven quality improvement roles.
- o These skills are crucial as hospitals and healthcare organizations shift toward value-based care models that emphasize safety, efficiency, and technology integration.

Leadership & Policy Influence:
- o Courses such as Ethics in Healthcare (NURS 3330) and Leadership & Management (NURS 4365) provide a foundation for roles in healthcare policy, nursing education, and advocacy organizations.
- o The Sigma Theta Tau Nurse Manager Certificate embedded in the program ensures that graduates are ready for leadership and administrative positions.

**Sigma Theta Tau Modules – Course Assignments**
NURS 3210: Transition to BSN Role
- Introduction to Administrative, Management, and Organizational Theories

NURS 3330: Ethics in Health Care
- Nursing Liability
- Ethical Principles for Nurse Managers

NURS 3350: Advanced Health Assessment
- Legal Documentation and Defenses

NURS 4115: Health Organization
- Project Management
- Creating Budgets and Business Plans

NURS 4225 Nursing Informatics
- Using Evidence to guide Strategic Planning

NURS 4235: Health Care Quality
- Safety for the Health Care Worker
- Human Resources: Issues and Strategies

NURS 4354: Professional Project
- Nurse Manager Program Post Assessment

NURS 4355: Research and Evidence-Based Practice
- Using Evidence to Guide Decision Making and Management

NURS 4359: Leadership and Management
- Managing the Team
- The Art of Leading
- Patient Satisfaction
- Facilitating Staff Development
- Patient Safety in the Health Care Workplace
- Life Balance for Nurse Managers

Conclusion:

The RN-to-BSN program plays a vital role in upskilling the current nursing workforce and addressing critical shortages in acute care, community health, long-term care, and healthcare administration. By aligning its curriculum with industry needs, the program ensures that graduates are prepared, adaptable, and highly employable in today's evolving healthcare landscape.

4. The RN-to-BSN program prepares graduates to enter various career paths and degree paths within the healthcare field.

The RN-to-BSN program at Collin College prepares graduates for expanded career opportunities in nursing and serves as a foundation for advanced education in nursing and healthcare leadership. The program equips registered nurses (RNs) with the skills and credentials necessary to transition into higher-level roles, pursue graduate education, and assume leadership positions within the healthcare system.

Graduates of the RN-to-BSN program are prepared to advance into the following nursing roles:
- Clinical Nurse Leader (CNL): Leads and coordinates patient care in hospital and clinical settings.
- Nurse Manager or Supervisor: Oversees nursing teams in hospitals, outpatient clinics, and long-term care facilities.
- Public Health or Community Health Nurse: Works in public health departments, nonprofit organizations, or home health agencies, focusing on population health and disease prevention.
- Quality and Patient Safety Coordinator: Implements quality improvement initiatives in healthcare organizations to enhance patient outcomes.
- Nursing Informatics Specialist: Utilizes technology and electronic health records to improve healthcare delivery and efficiency.
- Case Manager or Care Coordinator: Works with healthcare teams to develop and manage patient care plans in hospitals, rehabilitation centers, and managed care organizations.
- Education and Training Roles: Serves as a clinical educator in hospitals or transitions into nurse faculty roles in nursing programs.

The RN-to-BSN program serves as a steppingstone for graduates seeking advanced nursing degrees in specialized fields. Many graduates continue their education in:
- Master of Science in Nursing (MSN): Prepares nurses for roles such as Nurse Practitioner (NP) or Nurse Educator.
- Doctor of Nursing Practice (DNP): Focuses on leadership, clinical expertise, and healthcare policy.
- Master of Healthcare Administration (MHA): Prepares nurses for executive roles in hospital administration, healthcare leadership, and policy-making.
- Ph.D. in Nursing: Prepares nurses for careers in nursing research, academia, and healthcare policy development.

Conclusion:
The RN-to-BSN program provides graduates with the foundation to pursue specialized career paths, leadership roles, and advanced degrees, ensuring they are well-prepared for career growth and future opportunities in nursing and healthcare.

**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 (SACS)
- Texas Workforce Commission (TWC)
- Texas Board of Nursing (TX BON)
- 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."

- **Developing Skills:** The RN-to-BSN program fulfills the Collin College mission statement by providing students with the necessary skills to obtain a Bachelor of Science in Nursing. The program provides evidence-based education to equip our students with the skills to enhance critical thinking, clinical judgment, and leadership skills. BSN prepared Registered Nurse is afforded opportunities to fulfill leadership roles in the healthcare field. In the RN-to-BSN program, students complete the ATI Sigma Theta Tau modules and are awarded a Nurse Manager Certificate, sought after by hospitals in Collin County.

**SIGMA'S NURSE MANAGER CERTIFICATE PROGRAM**

The Sigma Nurse Manager Certificate Program is a self-paced, online tutorial and certification exam to develop students' nursing management competencies and prepare them for their aspirations as nurse managers. When a student successfully completes 86 hours, they receive a certificate of completion from Sigma Theta Tau, the International nursing honors society. The evidence-based curriculum in the Sigma Nurse Manager Certificate Program was developed by experienced clinical and academic nurses. Course work consists of teaching materials, self-assessments and case studies, and includes exercises focusing on team building, mentoring, conflict resolution, budgeting, data analysis, quality processes and more.

Source: ATI: https://www.atitesting.com/educator/solutions/sigma-theta-tau-nurse-manager-certificate

- **Strengthening Character: T**he RN-to-BSN program fulfills the Collin College mission statement of strengthening character through the curriculum by emphasizing ethical practice, integrity, and respect for diversity in patient care and interdisciplinary teamwork. This is obtained through RN-to-BSN courses including NURS 3330 (Ethics), NURS 4359 (Leadership), and NURS 4354 (Professional Project). This is further enhanced by the American Nurses Associate Code of Ethics which is integrated into the coursework.

- **Challenging the Intellect:** The RN-to-BSN program fulfills the Collin College mission statement of challenging the intellect of our students by offering rigorous academic programs that integrate research, nursing theories, and advanced healthcare technologies. This is emphasized in the curriculum through the RN-to-BSN courses including NURS 3210 (Transition), NURS 4355 (Research), and NURS 4225 (Informatics). Students are prepared to think critically, apply evidence-based practice, and innovative healthcare delivery.

- **Community-Centered Focus:** The RN-to-BSN program fulfills the Collin College mission of community by preparing nurses to deliver holistic, patient-centered care that promotes health and wellness for individuals, families, and communities. The program emphasizes health promotion and population risk reduction within diverse communities through the Population focused Community courses (NURS 3340 and NURS 4345). Within the curriculum of the community courses, students are required to complete a minimum of 12 service-learning hours that provide service to the community.

The key components above validate the program's alignment with the college mission by effectively preparing students for successful careers in nursing, ensuring they excel in evidence-based practice, leadership, and healthcare quality improvement. With continuous enhancements in curriculum design, faculty engagement, and student support, the RN-to-BSN program remains aligned with Collin College's mission and industry expectations.  The BSN program consistently fosters skill development, character strengthening, and intellectual growth, ensuring graduates are well-prepared for their professional roles while supporting the needs of the community.

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

The BSN program supports the college strategic plans through:

**Improve student outcomes:**
For the past 3 years, RN-to-BSN students have met or exceeded the End of program student learning outcomes with an achievement rate of 80% or better.
Summary of EPSLO Achievement Rates (2021-2024):
o 2021–2022: Overall EPSLO achievement rate: 82.4%
o 2022–2023: Overall EPSLO achievement rate: 85.4%
o 2023–2024: Overall EPSLO achievement rate: 88.1%
*Additional information on the achievement rates of the end of program student learning outcomes can be found on the systematic plan of evaluation in the appendix.

**National Exemplar in Program and Student Outcomes:**
The RN-to-BSN program maintains accreditation by the Accreditation Commission for Education in Nursing (ACEN).

**Expand college programs and facilities to accommodate growth and employment needs throughout the service area.**
The RN-to-BSN program has exhibited growth, shown by the chart below.

| Academic Year | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
|---|---|---|---|---|---|
| Number of Graduates | 28 | 11 | 32 | 59 | 40 |
| Employment Rate | 100% (18/18) | 91% (10/11) | 100% (25/25) | 93% (55/59) | 93% (28/30) |

The program started in 2020, with the first graduating class in 2021. The data in the chart above reflects an increase in graduates over the last two years, largely due to the program's transition to a fully online format, which has improved student retention. The shift to an online modality, along with expanded course offerings across the Fall, Spring, and summer semesters, has increased flexibility for students and contributed to the program's growth.

**Note:** *The 2024-2025 academic year is a partial year.*

**Create and implement comprehensive pathways to enrich the student experience and support student completion:**

The RN-to-BSN program has implemented multiple initiatives focused on establishing a clear pathway that supports success in the BSN program.

- Website enhancements provide easy access to essential resources.
- The integration of the "Book-me" feature to address attendance challenges and increase student engagement.
- The Director's involvement in ADN lab skills validations further contributes to student achievement.
- Recognizing faculty contributions and gathering student feedback for the RN-to-BSN Professor Impact Award foster academic excellence.
- Continuous faculty and student communication and a revamped student orientation further strengthen the pathway to BSN completion.

**Expand educational access through a systemic approach with external partners and stakeholders.**

The RN-to-BSN program builds strong community and industry partnerships:

- Maintains an active advisory committee with biannual meetings and external stakeholder participation.
- Maintains a partnership with various agencies in the community for service-learning opportunities for students.
- Collaboration with Turning point, a community agency.

## III.    PROGRAM RELATIONSHIP TO STUDENT DEMAND

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

The RN-to-BSN program at Collin College has demonstrated strong and growing student demand, as evidenced by increasing enrollment trends, high completion rates, and strong employment outcomes for graduates.

Increasing Enrollment Trends

- Over the past four years, enrollment in the RN-to-BSN program has grown by 328%, indicating sustained demand for the degree. In 2020-2021, the RN-to-BSN program had 28 graduates and increased to 59 graduates in 2023-2024, reflecting the increasing number of students.

  This demand aligns with workforce expectations, as hospitals and healthcare organizations increasingly seek BSN-prepared nurses to meet industry standards.

Consistently High Completion Rates

- The program consistently exceeds the Texas Higher Education Coordinating Board (THECB) standard of at least 5 completers per year, averaging 34 graduates annually since the first graduating class in 2021.

Employment Outcomes and Career Advancement

- The program maintains an average of 95.4% employment rate within six months of graduation, showing that graduates are in high demand in the healthcare workforce.
- Many students enroll in the RN-to-BSN program to qualify for higher-level nursing positions, leadership roles, and salary advancements within hospital systems and community healthcare settings.
- Advisory committee feedback indicates that local employers actively recruit RN-to-BSN graduates, further demonstrating the program's relevance and student interest.

Expansion of Summer Course Offerings to Meet Student Demand

- To accommodate increasing student interest and provide greater flexibility, the program is planning to add additional courses in the summer.
- This initiative will allow students to accelerate their degree completion and better balance work, school, and personal commitments, further supporting student demand.

Conclusion

The RN-to-BSN program continues to experience strong and growing demand as evidenced by rising enrollment, increasing graduate numbers, and high employment rates. The program's expansion efforts, including the goal to offer additional courses in the summer, further reinforce its commitment to meeting student needs and aligning with industry expectations.

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

The RN-to-BSN program has shown a 328% increase in enrollment (as evidenced by the table below) which reflects strong demand for the RN-to-BSN program, indicating continued growth if current trends persist. This suggests that:

- The program meets the needs of working RNs seeking to advance their education.

- The program provides flexibility, including plans to increase additional summer course offerings, aligning with the needs of diverse student populations.

- Sustained demand may require increased faculty and resources to maintain high-quality education and accommodate future growth.

| Semester | Enrollment |
|----------|------------|
| Spring 2020 | 23 |
| Fall 2020 | 31 |
| Spring 2021 | 15 |
| Fall 2021 | 13 |
| Spring 2022 | 25 |
| Fall 2022 | 47 |
| Summer 2023 | 41 |
| Spring 2023 | 59 |
| Fall 2023 | 90 |
| Spring 2024 | 120 |
| Summer 2024 | 90 |
| Fall 2024 | 141 |
| Spring 2025 | 156 |

Source: Zogotech

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.

Since the addition of summer course offerings in 2023, the pattern of enrollment has shown low enrollment in these courses during the fall and spring semesters. Students are encouraged to take these courses (NURS 3210, NURS 3220, NURS 4115, NURS 4225, NURS 4235) to lighten their course load for the Fall and Spring semesters. However, these courses are still offered in all semesters to accommodate the full and part time degree plan options. Creating guided pathways for students from the admission process will improve completion rates and ability to predict course enrollment.

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

The program's goal is to expand summer course offerings, which will:

- Provide students with greater flexibility and enable them to complete their degrees faster.

- Alleviate course load during traditional Fall and Spring semesters, making the program more accessible for working students.

- Potentially attract more students who require non-traditional scheduling options.

The following strategies are currently in place to support enrollment and student success:

• NURS 3210 (Transition to the BSN Role) is required in the first semester to establish foundational skills.

• Academic advisors and faculty provide guidance to ensure students enroll in the correct course sequence.

• Faculty have established weekly online office hours posted in canvas shells and have same day appointments available.

• Hired program coach in January 2025 to guide students on curriculum requirements.

• The RN-to-BSN director has daily appointments available to meet with current and future students

Proposed Plan to further student success:

- Enhance and expand a mandatory orientation for new students that outlines course expectations and available support resources.

- Schedule regular meetings with advisors in the first semester to address challenges and provide guidance.

    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 RN-to-BSN program has implemented several initiatives over the past few years to support student success. This includes:

Faculty Engagement and Check-Ins

- Faculty conducted regular check-ins during all courses to monitor student progress and address student concerns and challenges.
- At-risk students were identified early through assessments and participation tracking.
- Faculty provided referrals to academic support services for students needing additional help.

Academic Progress Monitoring.

- Faculty utilized the learning management system (LMS) to track attendance, participation, and assignment completion.  The submission of late assignments is used to identify at risk students.
- Students flagged as at-risk received personalized interventions, including one-on-one meetings with faculty to develop an improvement plan. Further evaluation is noted by improvement in the submission of assignments and correspondence via email. If multiple assignments are missed, faculty follow the Early Alert Referral process and an (EARS) form is submitted. Faculty also notify the director of any students that have been identified as at risk.

Student Resources

- Modules are made available covering APA formatting, research methods, and writing skills.

- Students were provided with easy access to library resources, writing centers, APA expert and are encouraged to use the resources available at Collin.
- A student resource tab is included within each course in the LMS. The student resources page links all services available to the student including counseling services and Timely care. Students are advised of these resources during the orientation video of NURS 3210, which students take during their first semester.

In Summary, the RN-to-BSN program has taken proactive steps to identify and support students early in their academic journey. Through faculty engagement, academic monitoring, and encouragement of student resources, the program has created a structured support system that enhances student success, retention, and overall program completion rates.

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?

RN-to-BSN Program Demographics and Enrollment Trends
At the heart of our RN-to-BSN program is a commitment to develop the next generation of highly skilled, diverse, and compassionate nursing professionals. As faculty and administrators, we strive to ensure every nurse who wants to advance their education has access to our program and feels welcomed and supported.
*What Our Enrollment Data Tells Us*
When we look at our current student demographics, we see areas of strength and opportunities for growth. Our enrollment has steadily increased, a testament to the quality of education and support our faculty provides. However, when we compare our student demographics to Collin College as a whole, we notice some disparities that we must address to strengthen our program's inclusivity and accessibility.
- Gender Representation:
  - The overwhelming majority of our RN-to-BSN students are female, while Collin College's overall gender distribution is more balanced.
  - As nursing continues to evolve, we must ask ourselves: Are we doing enough to recruit and retain male nurses who want to advance their education? If not, how can we actively encourage more men to pursue their BSN and support them in doing so?
- Ethnic and Racial Diversity:

- o    Our Hispanic student enrollment is lower than expected, despite the growing Hispanic population in Texas and in healthcare.
- o    Many of our students choose not to disclose their ethnicity, which limits our ability to track and improve diversity initiatives effectively. Are students uncertain about why this information matters? Are we creating an environment where all students feel represented?
- o    White students continue to make up the majority of our enrollment, while Black, Asian, and Multi-Race students are underrepresented compared to Collin College's overall student body.
  - Trends Over Time:
    - o    While we've seen an increase in overall enrollment, our racial and gender makeup has remained largely the same.
    - o    This suggests that while we're growing, we may not be reaching the full range of students who could benefit from our program.

*Why This Matters and What We Can Do*

As faculty and staff, we care deeply about giving every qualified nurse a pathway to career advancement. If our RN-to-BSN program is not attracting a broad and diverse group of students, we need to re-evaluate our outreach, recruitment strategies, and support systems.

- How can we make the RN-to-BSN program more accessible to underrepresented groups?
- What barriers (financial, academic, cultural, or personal) may be discouraging diverse applicants from enrolling?
- Are we communicating the value of this degree effectively to all nurses, including those who may not traditionally consider BSN advancement?

*Moving Forward*

These questions are not just about numbers, they reflect the real experiences of students who are considering our program, enrolling, and graduating. Addressing these gaps isn't just about increasing diversity but about strengthening our program, broadening perspectives in nursing, and ensuring that our graduates reflect the communities they serve.

As we move forward, we have an opportunity to build an even stronger, more inclusive RN-to-BSN program that not only supports our current students but also welcomes those who haven't yet seen themselves as part of it.


RN-to-BSN vs. Collin College Gender Distribution

Pie Chart Comparison

These pie charts provide a view of gender distribution in the RN-to-BSN program and Collin College as a whole.

RN-to- BSN vs. Collin College Gender Distribution 2019-2025 (Pie Chart Analysis)

**Collin College Overall Student Demographics**        **RN-BSN Program Enrollment by Gender**
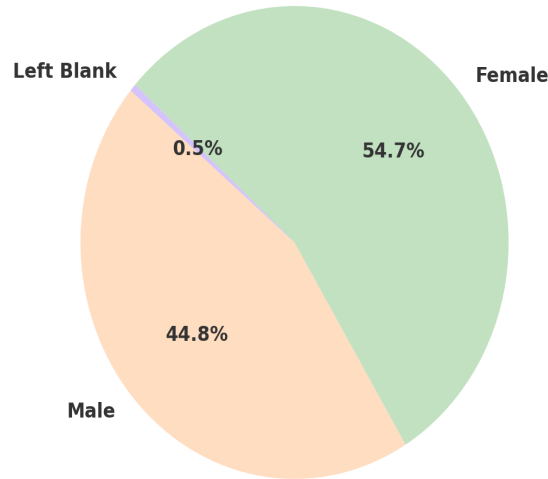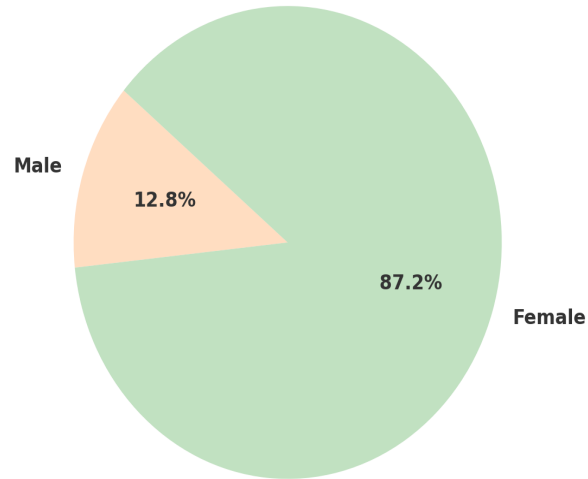


Source: Zogotech

The RN-to-BSN program is overwhelmingly female-dominated, whereas Collin College has a more balanced gender distribution. A notable portion of Collin College students did not report their gender, a factor not seen in the RN-to-BSN program. These differences highlight a significant gender gap in RN-to-BSN enrollment compared to the broader student population

RN-to-BSN Program vs. Collin College Enrollment by Race (2019-2025)

The table below compares racial enrollment trends in the RN-to-BSN program and Collin College from 2019-2025.

| Year | Race | RN-to-BSN Enrollment | Collin College Enrollment |
|------|------|----------------------|---------------------------|
| 2019-2020 | American Indian or Alaska Native | 1 | 606 |

| 2019-2020 | Asian | 3 | 6966 |
|---|---|---|---|
| 2019-2020 | Black or African American | 4 | 6337 |
| 2019-2020 | Multi-Race | 3 | 3628 |
| 2019-2020 | Native Hawaiian or Other Pacific Islander | 0 | 135 |
| 2019-2020 | Prefer not to answer | 0 | 1885 |
| 2019-2020 | Unknown | 0 | 0 |
| 2019-2020 | White | 12 | 29511 |
| 2020-2021 | American Indian or Alaska Native | 1 | 646 |
| 2020-2021 | Asian | 5 | 7053 |
| 2020-2021 | Black or African American | 11 | 6524 |
| 2020-2021 | Multi-Race | 4 | 3765 |
| 2020-2021 | Native Hawaiian or Other Pacific Islander | 0 | 119 |
| 2020-2021 | Prefer not to answer | 0 | 1939 |
| 2020-2021 | Unknown | 0 | 1 |
| 2020-2021 | White | 25 | 28376 |
| 2021-2022 | American Indian or Alaska Native | 0 | 619 |
| 2021-2022 | Asian | 0 | 7447 |
| 2021-2022 | Black or African American | 14 | 6463 |
| 2021-2022 | Multi-Race | 12 | 3763 |
| 2021-2022 | Native Hawaiian or Other Pacific Islander | 0 | 111 |
| 2021-2022 | Prefer not to answer | 0 | 1930 |

| 2021-2022 | Unknown | 0 | 1 |
|---|---|---|---|
| 2021-2022 | White | 13 | 27657 |
| 2022-2023 | American Indian or Alaska Native | 5 | 910 |
| 2022-2023 | Asian | 25 | 8528 |
| 2022-2023 | Black or African American | 25 | 6933 |
| 2022-2023 | Multi-Race | 14 | 3822 |
| 2022-2023 | Native Hawaiian or Other Pacific Islander | 1 | 100 |
| 2022-2023 | Prefer not to answer | 6 | 1474 |
| 2022-2023 | Unknown | 0 | 0 |
| 2022-2023 | White | 77 | 27879 |
| 2023-2024 | American Indian or Alaska Native | 9 | 1207 |
| 2023-2024 | Asian | 63 | 9739 |
| 2023-2024 | Black or African American | 54 | 7844 |
| 2023-2024 | Multi-Race | 19 | 3906 |
| 2023-2024 | Native Hawaiian or Other Pacific Islander | 1 | 104 |
| 2023-2024 | Prefer not to answer | 8 | 1030 |
| 2023-2024 | Unknown | 1 | 164 |
| 2023-2024 | White | 88 | 28678 |
| 2024-2025 | American Indian or Alaska Native | 10 | 1139 |
| 2024-2025 | Asian | 52 | 8275 |
| 2024-2025 | Black or African American | 51 | 7257 |

| 2024-2025 | Multi-Race | 23 | 3539 |
|-----------|-----------|-----|------|
| 2024-2025 | Native Hawaiian or Other Pacific Islander | 0 | 103 |
| 2024-2025 | Prefer not to answer | 10 | 1138 |
| 2024-2025 | Unknown | 4 | 1356 |
| 2024-2025 | White | 151 | 24602 |

Data from Zogotech

The RN-to-BSN program appears less diverse than Collin College's overall student body, particularly in Hispanic, Black, and Asian student representation. This suggests a potential need for targeted recruitment, outreach initiatives, and demographic data transparency to ensure the program reflects the broader community's diversity.

RN-to-BSN Program vs. Collin College Ethnicity Comparison

The table below compares Hispanic and Unknown ethnicity enrollments in the RN-to-BSN program with Collin College's overall student demographics from 2019-2025.

| Year | Hispanic (RN-to-BSN) | Unknown (RN-to-BSN) | Hispanic (Collin College) | Unknown (Collin College) |
|------|---------------------|---------------------|--------------------------|--------------------------|
| 2019-2020 | 2 | 21 | 10152 | 38916 |
| 2020-2021 | 3 | 43 | 10131 | 38292 |
| 2021-2022 | 6 | 32 | 10396 | 37595 |
| 2022-2023 | 21 | 126 | 10861 | 38785 |
| 2023-2024 | 48 | 252 | 11438 | 41234 |
| 2024-2025 | 60 | 237 | 10948 | 36461 |
| Total | 140 | 711 | 43381 | 178883 |

Data from Zogotech

RN-to-BSN vs. Collin College Ethnicity Trends

The RN-to-BSN program has a noticeably lower Hispanic enrollment compared to Collin College, suggesting a potential gap in Hispanic representation within the program. Additionally, a significant portion of RN-to-BSN students are categorized as "Unknown," making it difficult to assess the program's true ethnic diversity. In contrast, Collin College demonstrates a more balanced ethnic distribution, with a higher and more consistent Hispanic student population. These differences indicate that the RN-to-BSN program may benefit from targeted outreach and recruitment efforts to attract a more diverse student body and better align with the overall demographics of Collin College.

RN-to-BSN Program Demographics and Enrollment Trends

At the heart of our RN-to-BSN program is a commitment to develop the next generation of highly skilled, diverse, and compassionate nursing professionals. As faculty and administrators, we strive to ensure every nurse who wants to advance their education has access to our program and feels welcomed and supported.

*What Our Enrollment Data Tells Us*

When we look at our current student demographics, we see areas of strength and opportunities for growth. Our enrollment has steadily increased, a testament to the quality of education and support our faculty provides. However, when we compare our student demographics to Collin College as a whole, we notice some disparities that we must address to strengthen our program's inclusivity and accessibility.

- Gender Representation:

- The overwhelming majority of our RN-to-BSN students are female, while Collin College's overall gender distribution is more balanced.

- As nursing continues to evolve, we must ask ourselves: Are we doing enough to recruit and retain male nurses who want to advance their education? If not, how can we actively encourage more men to pursue their BSN and support them in doing so?

- Ethnic and Racial Diversity:

  - Our Hispanic student enrollment is lower than expected, despite the growing Hispanic population in Texas and in healthcare.

  - Many of our students choose not to disclose their ethnicity, which limits our ability to track and improve diversity initiatives effectively. Are students uncertain about why this information matters? Are we creating an environment where all students feel represented?

  - White students continue to make up the majority of our enrollment, while Black, Asian, and Multi-Race students are underrepresented compared to Collin College's overall student body.

- Trends Over Time:

  - While we've seen an increase in overall enrollment, our racial and gender makeup has remained largely the same.

  - This suggests that while we're growing, we may not be reaching the full range of students who could benefit from our program.

*Why This Matters and What We Can Do*

As faculty and staff, we care deeply about giving every qualified nurse a pathway to career advancement. If our RN-to-BSN program is not attracting a broad and diverse group of students, we need to re-evaluate our outreach, recruitment strategies, and support systems.

- How can we make the RN-to-BSN program more accessible to underrepresented groups?

- What barriers (financial, academic, cultural, or personal) may be discouraging diverse applicants from enrolling?

- Are we communicating the value of this degree effectively to all nurses, including those who may not traditionally consider BSN advancement?

*Moving Forward*

These questions are not just about numbers, they reflect the real experiences of students who are considering our program, enrolling, and graduating. Addressing these gaps isn't just about increasing diversity but about strengthening our program, broadening perspectives in nursing, and ensuring that our graduates reflect the communities they serve.

As we move forward, we have an opportunity to build an even stronger, more inclusive RN-to-BSN program that not only supports our current students but also welcomes those who haven't yet seen themselves as part of it.

Action Plan for Strengthening Diversity and Inclusion in the RN-to-BSN Program

To ensure that our RN-to-BSN program continues to grow while becoming more inclusive and representative, we need a strategic approach that addresses recruitment, student support, and long-term retention. Below is a targeted action plan that faculty and administration can implement to help attract and support a more diverse student body.

1. Strengthening Recruitment Efforts

Expand outreach to underrepresented student populations

- Partner with local community colleges, hospitals, and healthcare organizations that serve diverse nursing populations.

- Work with minority nursing associations (e.g., National Association of Hispanic Nurses, National Black Nurses Association) to promote our program.

- Develop Spanish-language recruitment materials and bilingual informational sessions to engage prospective Hispanic students.

 Increase visibility of male nurses in our marketing materials

- Feature success stories of male RN-to-BSN graduates to show clear pathways for advancement.

**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 RN-to-BSN program at Collin College has a strong reputation of preparing graduates for career advancement in the nursing profession. Evidence indicates that employers actively seek out and hire graduates, with an average of 95.4% of students securing employment within six months of graduation. The program's strong industry partnerships, advisory committee feedback, and alignment with workforce needs demonstrate its effectiveness in meeting market demand.

Evidence of Employer Demand:

High Employment Rates:

- o Over the past five years, the program has achieved an average of 95.4% employment rate within six months of graduation, indicating that graduates are highly employable and in demand.

Advisory Committee Feedback:

- o The Nursing Advisory Committee, composed of healthcare industry leaders, has consistently highlighted a critical need for BSN-prepared nurses in acute care, community health, and leadership roles.

- o Employers report that Collin's RN-to-BSN graduates demonstrate strong clinical reasoning, leadership, and communication skills, making them valuable hires.

Healthcare Workforce Trends:

- o The DFW Metroplex and broader Texas region face a growing nursing shortage, with many experienced RNs retiring and an increasing demand for bachelor's-prepared nurses.

- o Employers prefer BSN-prepared nurses due to their advanced training in evidence-based practice, patient safety, and leadership competencies.

- o The program's integration of quality improvement, healthcare informatics, and interdisciplinary collaboration aligns with modern nursing demands.

Program Strengths Related to Market Demand

Comprehensive Curriculum Focused on Workforce Needs:

- o The RN-to-BSN curriculum includes specialized courses in Population-Focused Health, Healthcare Quality, and Nursing Informatics, ensuring graduates have skills that align with emerging industry trends.

- o The integration of the Sigma Theta Tau Nurse Manager Certificate ensures students graduate with leadership qualifications, making them highly desirable for managerial roles.

Strong Graduate Outcomes:

- o The program consistently meets or exceeds the 80% benchmark for EPSLO achievement rates, ensuring that students are well-prepared for real-world nursing challenges.

**Summary of EPSLO Achievement Rates (2021-2024):**

- o 2021–2022: Overall EPSLO achievement rate: 82.4%
- o 2022–2023: Overall EPSLO achievement rate: 85.4%
- o 2023–2024: Overall EPSLO achievement rate: 88.1%

- o High employment rates and strong feedback from employers indicate that graduates are job-ready and meet the expectations of healthcare organizations.

Growth in Enrollment:

- o With a 328% increase in enrollment over the past five years, the program's expansion reflects strong student interest and employer demand.

- o The planned expansion of summer course offerings will further increase accessibility and flexibility for working nurses, allowing more students to complete the degree and enter the workforce sooner.

Employer Collaboration and Clinical Partnerships:

- o Healthcare organizations actively recruit from Collin's RN-to-BSN program, demonstrating confidence in the quality of its graduates.

- o Advisory committee members provide real-time industry insights to ensure the curriculum remains relevant to market needs.

Program Weaknesses Related to Market Demand

Faculty Recruitment Challenges:

- o The limited full-time faculty could prevent future expansion and impact the program's ability to increase enrollment to meet employer demand. Currently, we have 2 full-time faculty members and are lacking approval for additional full-time faculty.

Need for Increased Diversity in Enrollment:

- o While the program is diverse, there is still a need to attract a broader range of ethnic and cultural backgrounds.

- o Expanding outreach to underrepresented communities and offering scholarships or mentorship programs could help address this.

Limited Summer Course Availability (Currently Being Addressed):

- o Historically, courses were only offered in the Fall and Spring semester, which created barriers to completion for some students. The RN-to-BSN program now offers five courses in the summer to increase the degree plan options for students and is considering increasing the amount of summer offerings to increase options for students.

Conclusion

The RN-to-BSN program at Collin College plays a crucial role in meeting the increasing demand for BSN-prepared nurses in acute care, community health, and leadership positions. With a high graduate employment rate, and a curriculum aligned with modern healthcare needs, the program effectively prepares students for career advancement and workforce readiness.

Although challenges persist, such as obtaining approval for additional full-time faculty and enhancing diversity in student enrollment, the program's ongoing expansion and curriculum improvements reinforce its foundation and support its anticipated growth.

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).

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. However, as 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.

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

Employment data is gathered through graduate surveys, which reflect high satisfaction and job placement success. The RN-to-BSN program at Collin College has achieved over 90% employment rates for all graduates seeking employment within six months of graduation, as evidenced by the chart below, reflecting the program's outstanding ability to prepare job-ready nursing professionals.

| Academic Year | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
|---|---|---|---|---|---|
| Employment Rate | 100% (18/18) | 91% (10/11) | 100% (25/25) | 93% (55/59 | 93% (28/30) |

**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 demand for registered nurses is expected 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% from 2023 to 2033, creating an estimated 194,500 job openings annually. This increase is driven by:

- Population Growth: An expanding population requires more healthcare services.

- Aging Demographics: The aging population will lead to greater demand for healthcare providers.

- Chronic Conditions: Rising prevalence of chronic diseases will require additional nursing care.

The Texas Center for Nursing Workforce Studies highlights an additional challenge: 32.6% of registered nurses in Texas are 51 years or older, with many expected to retire in the next 10–15 years. This age distribution could lead to a significant workforce shortage without adequate replacements, further intensifying the demand for new nurses.

Program Graduates and Local Employment Demand

Graduates of the RN-to-BSN program achieved an average of 95.4% employment rates within six months of graduation. The growing nursing shortage in Texas and the DFW Metroplex underscores the need to expand the program's output to keep pace with the projected demand. The program must address both the increasing number of openings and the urgent need to replace retiring nurses to fully align with workforce requirements.

Strategies to Address Market Demand

Increase Enrollment:

- Expand program capacity to produce more graduates who can fill the anticipated workforce gaps.

- Incorporate greater summer program offerings that allow students to complete courses on an accelerated timeline, further increasing the program's output.

Strengthen Employer Collaborations:

- o Work closely with the community advisory board, composed of clinical agencies and healthcare partners, to align program outputs with local workforce needs.

- o Foster additional partnerships with healthcare organizations to increase pathways to employment for graduates.

Target Underrepresented Areas:

- o Develop outreach initiatives to recruit students from rural or underserved areas, address disparities in healthcare access and meeting demand in underrepresented regions.

Conclusion

The RN-to-BSN program is well-positioned to address the increasing market demand for registered nurses over the next five years. By leveraging its strong employment outcomes, advisory board collaborations, and planned program expansions, the program can continue to improve local workforce demands. Despite rapid growth of the program the supply is projected to continue to fall short of demand. Strategic efforts to address anticipated shortages and align with market trends will ensure the program remains a vital contributor to the healthcare needs of the DFW Metroplex and beyond.

**V.** EFFECTIVENESS OF CURRICULUM STUDENT LEARNING OUTCOMES WHAT ARE BARRIERS TO GET THROUGH I.E. PREREQUISITES

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

The RN-to-BSN program was launched in Spring 2020 as a face-to-face format, meeting ACEN requirements with classes held twice a week. However, students expressed concerns about balancing in-person coursework with their work, school, and family responsibilities. Recognizing that many students were working full-time as RNs while pursuing their degrees, the program aimed to transition to a fully online format after fulfilling ACEN's face-to-face requirements for the first two years. In Spring 2023, the program successfully moved to a fully online format, with a revised curriculum designed to support the transition and better accommodate students' needs.

The RN-to-BSN program implemented a curriculum change in Spring 2024, which included the removal of the clinical component from the following courses: NURS 3340, NURS 3350, NURS 4345, and NURS 4359. One credit was removed from NURS 3450 (now NURS 3350) and one credit was removed from NURS 4465 (now NURS 4359). Additionally, NURS 4354 (Professional Project) was introduced to the curriculum, incorporating 64 practicum hours to replace the previous clinical hours component.

The nursing program currently offers all required courses during the fall and spring semesters, with limited courses available in the summer. This can pose challenges for those seeking to accelerate their degree completion. To address this, the RN-to-BSN program is actively working to expand its summer course offerings, providing greater flexibility and accessibility for students. Additional challenges include aligning contact hours with required clock hours and ensuring the curriculum meets the academic standards of a Bachelor of Science in Nursing. Over the past two years, faculty have diligently refined the curriculum to ensure it is both suitable for online delivery and aligned with the expectations of a BSN degree.

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.

| Academic Year | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
|---|---|---|---|---|---|
| Number of Graduates | 28 | 11 | 32 | 59 | 40 |

While the program's average number of graduates is already above 5 per year, the following strategies can further increase completion:

The RN-to-BSN program at Collin College continues to experience strong enrollment growth, reflecting both the quality of our curriculum and the increasing demand for baccalaureate-prepared nurses. Over the past five years, enrollment has increased by 328%, demonstrating the program's accessibility and relevance to working nurses seeking career advancement.

While curriculum design and academic rigor remain aligned with national standards and best practices, the primary challenge our students face is not an issue of curriculum but rather the complexities of balancing multiple responsibilities. Our RN-to-BSN students are dedicated professionals managing full-time work schedules, family responsibilities, participation in residency programs, and the demands of completing their education. These competing priorities often create significant time constraints, requiring a high level of self-discipline, time management, and resilience.

Recognizing these challenges, the program is committed to providing flexible learning options, faculty support, and resources that enhance student success. Strategies such as clear communication, structured course design, and faculty engagement help students navigate

their academic journey while managing their personal and professional responsibilities. Additionally, we encourage students to utilize peer collaboration and time management strategies to optimize their success.

As we continue to review and refine the program, our focus remains on maintaining academic excellence while supporting the diverse needs of our RN-to-BSN student population.  By acknowledging and addressing these "life issues," we can better equip our students to successfully complete the program and advance in their nursing careers. We are working to increase the support of our students with the recent addition of a nursing program coach. Additionally, adding courses to the summer course offerings will allow students to accelerate their progress and reduce time to completion.

These measures will ensure continued growth in completions and address any potential barriers in the Continuous Improvement Plan (CIP).

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 RN-to-BSN Nursing course completion and success rates are summarized in the table below. The nursing course completion rates range from 77% to 100%. The nursing program completion average is 94.2%. The RN-to-BSN program average exceeds the College success average of 82% for the same timeframe.  According to the 2022 National League of Nursing (NLN) data, the BSN program completion rate is not explicitly stated, but the overall trend indicates that a significant portion of nursing programs are not meeting the national benchmark of a 70% on-time graduation rate for BSN programs, with many falling below this standard; this information is derived from the "National Nursing Education Database" which shows a gap between reported completion rates and the expected 70% benchmark. The program has shown an increase each year in the completion and success rate from the start of the program in 2020.  With the addition of summer courses, the data shows that several students have withdrawn from the 8-week courses to take these courses in the summer. This has been resolved over the duration of the program with additional student support and advising.

Grade Distributions

| NURS-3210 | Transitions to the BSN Role | | | | | | | | | | | | | | | Completion | Success | Course |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Grade Assigned | | | | | | | Grade Distribution | | | | | | | Rate | Rate * | GPA** |
| Year | Enrollment | A | B | C | D | P | F | W | A | B | C | D | P | F | W | | | |
| 2019 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 2020 | 23 | 17 | 2 | 1 | 0 | 0 | 0 | 3 | 74% | 9% | 4% | 0% | 0% | 0% | 13% | 87% | 87% | 3.80 |
| 2021 | 12 | 10 | 1 | 0 | 0 | 0 | 0 | 1 | 83% | 8% | 0% | 0% | 0% | 0% | 8% | 92% | 92% | 3.91 |
| 2022 | 13 | 9 | 1 | 1 | 0 | 0 | 0 | 2 | 69% | 8% | 8% | 0% | 0% | 0% | 15% | 85% | 85% | 3.73 |
| 2023 | 79 | 60 | 14 | 2 | 0 | 0 | 0 | 3 | 76% | 18% | 3% | 0% | 0% | 0% | 4% | 96% | 96% | 3.76 |
| Averages............ | | | | | | | | | 76% | 11% | 4% | 0% | 0% | 0% | 10% | 90% | 90% | |

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.
*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.
**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.
Sums of distributions may not equal 100 percent due to rounding.

| NURS-3220 | Health Promotion Across Lifespan | | | | | | | | | | | | | | | Completion | Success | Course |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Grade Assigned | | | | | | | Grade Distribution | | | | | | | Rate | Rate * | GPA** |
| Year | Enrollment | A | B | C | D | P | F | W | A | B | C | D | P | F | W | | | |
| 2019 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 2020 | 23 | 18 | 2 | 1 | 0 | 0 | 1 | 1 | 78% | 9% | 4% | 0% | 0% | 4% | 4% | 96% | 91% | 3.81 |
| 2021 | 12 | 5 | 6 | 0 | 0 | 0 | 0 | 1 | 42% | 50% | 0% | 0% | 0% | 0% | 8% | 92% | 92% | 3.45 |
| 2022 | 13 | 9 | 2 | 0 | 0 | 0 | 0 | 2 | 69% | 15% | 0% | 0% | 0% | 0% | 15% | 85% | 85% | 3.82 |
| 2023 | 44 | 41 | 2 | 1 | 0 | 0 | 0 | 0 | 93% | 5% | 2% | 0% | 0% | 0% | 0% | 100% | 100% | 3.91 |
| Averages............ | | | | | | | | | 71% | 20% | 2% | 0% | 0% | 1% | 7% | 93% | 92% | |

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.
*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.
**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.
Sums of distributions may not equal 100 percent due to rounding.

| NURS-3330 | | Ethics in Health Care | | | | | | | | | | | | | | Completion | Success | Course |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Grade Assigned | | | | | | | Grade Distribution | | | | | | | Rate | Rate * | GPA** |
| Year | Enrollment | A | B | C | D | P | F | W | A | B | C | D | P | F | W | | | |
| 2019 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 2020 | 20 | 18 | 1 | 0 | 0 | 0 | 0 | 1 | 90% | 5% | 0% | 0% | 0% | 0% | 5% | 95% | 95% | 3.95 |
| 2021 | 14 | 11 | 3 | 0 | 0 | 0 | 0 | 0 | 79% | 21% | 0% | 0% | 0% | 0% | 0% | 100% | 100% | 3.79 |
| 2022 | 8 | 6 | 1 | 1 | 0 | 0 | 0 | 0 | 75% | 13% | 13% | 0% | 0% | 0% | 0% | 100% | 100% | 3.63 |
| 2023 | 33 | 24 | 7 | 1 | 0 | 0 | 0 | 1 | 73% | 21% | 3% | 0% | 0% | 0% | 3% | 97% | 97% | 3.72 |
| Averages........................................................................ | | | | | | | | | 79% | 15% | 4% | 0% | 0% | 0% | 2% | 98% | 98% | |

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

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

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

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

| NURS-3340 | | Population-Focused Community Health I | | | | | | | | | | | | | | Completion | Success | Course |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Grade Assigned | | | | | | | Grade Distribution | | | | | | | Rate | Rate * | GPA** |
| Year | Enrollment | A | B | C | D | P | F | W | A | B | C | D | P | F | W | | | |
| 2019 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 2020 | 23 | 14 | 6 | 0 | 0 | 0 | 0 | 3 | 61% | 26% | 0% | 0% | 0% | 0% | 13% | 87% | 87% | 3.70 |
| 2021 | 11 | 10 | 1 | 0 | 0 | 0 | 0 | 0 | 91% | 9% | 0% | 0% | 0% | 0% | 0% | 100% | 100% | 3.91 |
| 2022 | 12 | 11 | 0 | 1 | 0 | 0 | 0 | 0 | 92% | 0% | 8% | 0% | 0% | 0% | 0% | 100% | 100% | 3.83 |
| 2023 | 32 | 26 | 2 | 2 | 0 | 0 | 1 | 1 | 81% | 6% | 6% | 0% | 0% | 3% | 3% | 97% | 94% | 3.80 |
| Averages................................ | | | | | | | | | 81% | 10% | 4% | 0% | 0% | 1% | 4% | 96% | 95% | |

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

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

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

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

| NURS-3450 | | Advanced Health Assessment/Clinical | | | | | | | | | | | | | | | Completion | Success | Course |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Grade Assigned | | | | | | | Grade Distribution | | | | | | | | Rate | Rate * | GPA** |
| Year | Enrollment | A | B | C | D | P | F | W | A | B | C | D | P | F | W | | | |
| 2019 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 2020 | 20 | 19 | 0 | 0 | 0 | 0 | 0 | 1 | 95% | 0% | 0% | 0% | 0% | 0% | 5% | 95% | 95% | 4.00 |
| 2021 | 14 | 11 | 3 | 0 | 0 | 0 | 0 | 0 | 79% | 21% | 0% | 0% | 0% | 0% | 0% | 100% | 100% | 3.79 |
| 2022 | 8 | 5 | 2 | 1 | 0 | 0 | 0 | 0 | 63% | 25% | 13% | 0% | 0% | 0% | 0% | 100% | 100% | 3.50 |
| 2023 | 45 | 42 | 1 | 0 | 0 | 0 | 1 | 1 | 93% | 2% | 0% | 0% | 0% | 2% | 2% | 98% | 96% | 3.98 |
| Averages | | | | | | | | | 82% | 12% | 3% | 0% | 0% | 1% | 2% | 98% | 98% | |

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

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

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

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

| NURS-4115 | | Healthcare Organization | | | | | | | | | | | | | | | Completion | Success | Course |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Grade Assigned | | | | | | | Grade Distribution | | | | | | | | Rate | Rate * | GPA** |
| Year | Enrollment | A | B | C | D | P | F | W | A | B | C | D | P | F | W | | | |
| 2019 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 2020 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 2021 | 30 | 29 | 1 | 0 | 0 | 0 | 0 | 0 | 97% | 3% | 0% | 0% | 0% | 0% | 0% | 100% | 100% | 3.97 |
| 2022 | 24 | 13 | 3 | 3 | 0 | 0 | 0 | 5 | 54% | 13% | 13% | 0% | 0% | 0% | 21% | 79% | 79% | 3.53 |
| 2023 | 58 | 45 | 6 | 3 | 0 | 0 | 0 | 4 | 78% | 10% | 5% | 0% | 0% | 0% | 7% | 93% | 93% | 3.78 |
| Averages | | | | | | | | | 76% | 9% | 6% | 0% | 0% | 0% | 9% | 91% | 91% | |

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

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

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

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

| NURS-4225 | | Nursing Informatics | | | | | | | | | | | | | | Completion | Success | Course |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Grade Assigned | | | | | | | Grade Distribution | | | | | | | Rate | Rate * | GPA** |
| Year | Enrollment | A | B | C | D | P | F | W | A | B | C | D | P | F | W | | | |
| 2019 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 2020 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 2021 | 31 | 30 | 0 | 0 | 0 | 0 | 0 | 1 | 97% | 0% | 0% | 0% | 0% | 0% | 3% | 97% | 97% | 4.00 |
| 2022 | 22 | 14 | 2 | 1 | 0 | 0 | 0 | 5 | 64% | 9% | 5% | 0% | 0% | 0% | 23% | 77% | 77% | 3.76 |
| 2023 | 85 | 71 | 8 | 2 | 0 | 0 | 0 | 4 | 84% | 9% | 2% | 0% | 0% | 0% | 5% | 95% | 95% | 3.85 |
| Averages............ | | | | | | | | | 81% | 6% | 2% | 0% | 0% | 0% | 10% | 90% | 90% | |

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

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

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

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

| NURS-4235 | | Health Care Quality | | | | | | | | | | | | | | Completion | Success | Course |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Grade Assigned | | | | | | | Grade Distribution | | | | | | | Rate | Rate * | GPA** |
| Year | Enrollment | A | B | C | D | P | F | W | A | B | C | D | P | F | W | | | |
| 2019 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 2020 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 2021 | 31 | 28 | 1 | 1 | 0 | 0 | 0 | 1 | 90% | 3% | 3% | 0% | 0% | 0% | 3% | 97% | 97% | 3.90 |
| 2022 | 18 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 100% | 0% | 0% | 0% | 0% | 0% | 0% | 100% | 100% | 4.00 |
| 2023 | 57 | 48 | 5 | 3 | 0 | 0 | 0 | 1 | 84% | 9% | 5% | 0% | 0% | 0% | 2% | 98% | 98% | 3.80 |
| Averages............ | | | | | | | | | 92% | 4% | 3% | 0% | 0% | 0% | 2% | 98% | 98% | |

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

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

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

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

| NURS-4345 | | Population-Focused Community Health II | | | | | | | | | | | | | | Completion | Success | Course |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Grade Assigned | | | | | | | Grade Distribution | | | | | | | Rate | Rate * | GPA** |
| Year | Enrollment | A | B | C | D | P | F | W | A | B | C | D | P | F | W | | | |
| 2019 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 2020 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 2021 | 31 | 30 | 0 | 0 | 0 | 0 | 0 | 1 | 97% | 0% | 0% | 0% | 0% | 0% | 3% | 97% | 97% | 4.00 |
| 2022 | 22 | 15 | 3 | 0 | 0 | 0 | 0 | 4 | 68% | 14% | 0% | 0% | 0% | 0% | 18% | 82% | 82% | 3.83 |
| 2023 | 56 | 45 | 11 | 0 | 0 | 0 | 0 | 0 | 80% | 20% | 0% | 0% | 0% | 0% | 0% | 100% | 100% | 3.80 |
| Averages | | | | | | | | | 82% | 11% | 0% | 0% | 0% | 0% | 7% | 93% | 93% | |

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

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

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

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

| NURS-4355 | | Research and Evidence-Based Practice | | | | | | | | | | | | | | Completion | Success | Course |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Grade Assigned | | | | | | | Grade Distribution | | | | | | | Rate | Rate * | GPA** |
| Year | Enrollment | A | B | C | D | P | F | W | A | B | C | D | P | F | W | | | |
| 2019 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 2020 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 2021 | 29 | 27 | 2 | 0 | 0 | 0 | 0 | 0 | 93% | 7% | 0% | 0% | 0% | 0% | 0% | 100% | 100% | 3.93 |
| 2022 | 21 | 15 | 2 | 1 | 0 | 0 | 0 | 3 | 71% | 10% | 5% | 0% | 0% | 0% | 14% | 86% | 86% | 3.78 |
| 2023 | 40 | 35 | 4 | 0 | 0 | 0 | 0 | 1 | 88% | 10% | 0% | 0% | 0% | 0% | 3% | 98% | 98% | 3.90 |
| Averages | | | | | | | | | 84% | 9% | 2% | 0% | 0% | 0% | 6% | 94% | 94% | |

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

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

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

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

| NURS-4465 | | Leadership and Management/Clinical | | | | | | | | | | | | | | | Completion | Success | Course |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Grade Assigned | | | | | | | Grade Distribution | | | | | | | | | | |
| Year | Enrollment | A | B | C | D | P | F | W | A | B | C | D | P | F | W | Rate | Rate * | GPA** |
| 2019 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 2020 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 2021 | 29 | 21 | 8 | 0 | 0 | 0 | 0 | 0 | 72% | 28% | 0% | 0% | 0% | 0% | 0% | 100% | 100% | 3.72 |
| 2022 | 21 | 15 | 2 | 1 | 0 | 0 | 0 | 3 | 71% | 10% | 5% | 0% | 0% | 0% | 14% | 86% | 86% | 3.78 |
| 2023 | 40 | 38 | 1 | 0 | 0 | 0 | 0 | 1 | 95% | 3% | 0% | 0% | 0% | 0% | 3% | 98% | 98% | 3.97 |
| Averages.................................................................................... | | | | | | | | | 80% | 13% | 2% | 0% | 0% | 0% | 6% | 94% | 94% | |

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 5/19/2023.

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

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

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

*The RN-to-BSN program started in 2020, and not all courses were offered.

**A.** Number of Completers in the Last 5 Years
The total number of completers over the last five years is 170 (sum of the completers across academic years provided). The average number of completers per year is 34, which exceeds the 5 completers per year minimum standard of the Texas Higher Education Coordinating Board (THECB), however we have not reached our five years.

Plan for Raising the Number of Completers (If Needed)

The RN-to-BSN program has exceeded the completers standard of at least 5 completers per year. The average completion rate annually over the last 5 years is 34.

   **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 34 completers over the last 5 years or an average of at least 5 completers per year.

| Academic Year | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
|---|---|---|---|---|---|
| Number of Graduates | 28 | 11 | 32 | 59 | 40 |

    **a.** Number of completers The total number of completers over the last five years is 170.

    **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.

        • The average number of completers is above the stated standard of five per year.

The program has consistently met and exceeded the THECB standard, achieving an annual average of 34 completers over the past five years. While the program is successful in maintaining strong completion rates, we are committed to continuous improvement. To sustain and further increase the number of completers, the following strategies are being implemented:

Expanding Summer Course Offerings:

    o  Increase the course offerings during the summer term, allowing students greater flexibility to progress through the program and reduce time to degree completion.

Retention and Academic Support:

    o  Strengthening existing support systems, including faculty engagement and academic resources, to help students overcome challenges and remain on track for graduation.

Increasing Enrollment:

    o  Information sessions are provided every semester to each LVN-RN and ADN cohort to share about the program. The program director has added "Book me" appointments to the website to meet with prospective students. Additionally, the nursing division has added a program coach to assist with student advising and alignment with the different programs.

These strategies will ensure that the program not only continues to meet the required standard but also enhances student success and workforce readiness. By addressing potential barriers and expanding opportunities for students, the program is positioned to exceed workforce and student expectations.

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.

      All students in the RN-to-BSN program have passed the NCLEX licensure exam as criteria to enter the program.

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

      NA

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

| Academic Year ↓ / | Subject and Course Number | Headcount | Enrollment | Total Successes | Success Rate | Total Completions | Completion Rate |
|---|---|---|---|---|---|---|---|
| 2024-2025 | NURS-3210 | 53 | 53 | 49 | 92% | 49 | 92% |
| | NURS-3220 | 32 | 32 | 32 | 100% | 32 | 100% |
| | NURS-3330 | 14 | 14 | 14 | 100% | 14 | 100% |
| | NURS-3340 | 71 | 71 | 67 | 94% | 67 | 94% |
| | NURS-3350 | 72 | 72 | 67 | 93% | 67 | 93% |
| | NURS-4115 | 6 | 6 | 5 | 83% | 5 | 83% |
| | NURS-4225 | 6 | 6 | 6 | 100% | 6 | 100% |
| | NURS-4235 | 18 | 18 | 17 | 94% | 17 | 94% |
| | NURS-4345 | 49 | 49 | 49 | 100% | 49 | 100% |
| | NURS-4354 | 42 | 42 | 42 | 100% | 42 | 100% |
| | NURS-4355 | 103 | 103 | 96 | 93% | 96 | 93% |
| | NURS-4359 | 47 | 47 | 46 | 98% | 46 | 98% |
| | Total | 141 | 513 | 490 | 96% | 490 | 96% |
| 2023-2024 | NURS-3210 | 121 | 122 | 118 | 97% | 118 | 97% |
| | NURS-3220 | 110 | 110 | 109 | 99% | 109 | 99% |
| | NURS-3330 | 116 | 118 | 113 | 96% | 113 | 96% |
| | NURS-3340 | 121 | 122 | 118 | 97% | 118 | 97% |
| | NURS-3350 | 101 | 103 | 98 | 95% | 98 | 95% |
| | NURS-3450 | 22 | 22 | 21 | 95% | 21 | 95% |
| | NURS-4115 | 94 | 94 | 93 | 99% | 93 | 99% |
| | NURS-4225 | 108 | 108 | 106 | 98% | 106 | 98% |
| | NURS-4235 | 108 | 109 | 106 | 97% | 106 | 97% |
| | NURS-4345 | 41 | 41 | 40 | 98% | 40 | 98% |
| | NURS-4354 | 32 | 49 | 49 | 100% | 49 | 100% |
| | NURS-4355 | 55 | 55 | 54 | 98% | 54 | 98% |
| | NURS-4365 | 38 | 38 | 38 | 100% | 38 | 100% |
| | NURS-4465 | 19 | 19 | 18 | 95% | 18 | 95% |
| | Total | 183 | 1,110 | 1,081 | 97% | 1,081 | 97% |

| | | | | | | |
|---|---|---|---|---|---|---|
| 2022-2023 | NURS-3210 | 79 | 79 | 76 | 96% | 76 | 96% |
| | NURS-3220 | 77 | 77 | 77 | 100% | 77 | 100% |
| | NURS-3330 | 33 | 33 | 32 | 97% | 32 | 97% |
| | NURS-3340 | 32 | 32 | 30 | 94% | 30 | 94% |
| | NURS-3450 | 45 | 45 | 43 | 96% | 43 | 96% |
| | NURS-4115 | 82 | 83 | 79 | 95% | 79 | 95% |
| | NURS-4225 | 84 | 85 | 81 | 95% | 81 | 95% |
| | NURS-4235 | 80 | 80 | 79 | 99% | 79 | 99% |
| | NURS-4345 | 56 | 56 | 56 | 100% | 56 | 100% |
| | NURS-4355 | 40 | 40 | 39 | 98% | 39 | 98% |
| | NURS-4465 | 40 | 40 | 39 | 98% | 39 | 98% |
| | Total | 98 | 650 | 631 | 97% | 631 | 97% |
| 2021-2022 | NURS-3210 | 13 | 13 | 11 | 85% | 11 | 85% |
| | NURS-3220 | 13 | 13 | 11 | 85% | 11 | 85% |
| | NURS-3330 | 8 | 8 | 8 | 100% | 8 | 100% |
| | NURS-3340 | 12 | 12 | 12 | 100% | 12 | 100% |
| | NURS-3450 | 8 | 8 | 8 | 100% | 8 | 100% |
| | NURS-4115 | 24 | 24 | 19 | 79% | 19 | 79% |
| | NURS-4225 | 22 | 22 | 17 | 77% | 17 | 77% |
| | NURS-4235 | 18 | 18 | 18 | 100% | 18 | 100% |
| | NURS-4345 | 22 | 22 | 18 | 82% | 18 | 82% |
| | NURS-4355 | 21 | 21 | 18 | 86% | 18 | 86% |
| | NURS-4465 | 21 | 21 | 18 | 86% | 18 | 86% |
| | Total | 26 | 182 | 158 | 87% | 158 | 87% |
| 2020-2021 | NURS-3210 | 12 | 12 | 11 | 92% | 11 | 92% |
| | NURS-3220 | 12 | 12 | 11 | 92% | 11 | 92% |
| | NURS-3330 | 14 | 14 | 14 | 100% | 14 | 100% |
| | NURS-3340 | 11 | 11 | 11 | 100% | 11 | 100% |
| | NURS-3450 | 14 | 14 | 14 | 100% | 14 | 100% |
| | NURS-4115 | 30 | 30 | 30 | 100% | 30 | 100% |
| | NURS-4225 | 31 | 31 | 30 | 97% | 30 | 97% |
| | NURS-4235 | 31 | 31 | 30 | 97% | 30 | 97% |
| | NURS-4345 | 31 | 31 | 30 | 97% | 30 | 97% |
| | NURS-4355 | 29 | 29 | 29 | 100% | 29 | 100% |
| | NURS-4465 | 29 | 29 | 29 | 100% | 29 | 100% |
| | Total | 34 | 244 | 239 | 98% | 239 | 98% |

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

There was one course completion rate below 78%, which was NURS 4225 in 2021-2022 at 77%. Students indicated concerns regarding the course assignments. The course was revised as indicated by increased success rates in 2022-2023 of 95%, 98% in 2023-2024 and 100% in 2024-2025.

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

- Alignment with Standards:

    The program curriculum aligns with the Accreditation Commission for Education in Nursing (ACEN) and Texas Board of Nursing standards. These ensure that courses meet current industry requirements and prepare graduates for modern nursing practices.

- Advisory Board Input:

    The curriculum is regularly reviewed and updated based on feedback from the program's advisory board, composed of healthcare leaders. This ensures the inclusion of relevant competencies such as evidence-based practice, leadership, and healthcare technology.

- ATI Nurse Manager Certificate:

    The program includes the ATI Nurse Manager Certificate, directly addressing employer demands for leadership skills in nursing.

- Integration of Emerging Topics:

    Courses emphasize interdisciplinary collaboration, patient safety, and advanced technologies, reflecting evolving healthcare trends.

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.

Comparison of RN-to-BSN Curriculums: Dallas College, UTA, and Collin College

Nursing Courses Offered

Collin College provides a comprehensive curriculum that blends theoretical knowledge with practical application. Its program includes advanced courses that emphasize critical skills such as research, ethics, leadership, and healthcare quality.

| Institution | Key Courses Offered | Unique Strengths |
|---|---|---|
| Dallas College | NURS 3301 Health Assessment, NURS 3315 Transition to BSN, NURS 3324 Nursing Research, NURS 4465 Leadership/Clinical | Limited range of specialized courses; lacks coverage of population-focused health, ethics, or informatics. |
| UTA | Includes Holistic Health Assessment, Older Adult Care, Health Policy, Informatics, Leadership, Capstone | Broad scope but lacks emphasis on healthcare quality and ethics as separate components. |
| Collin College | Includes Population-Focused Health I & II, Healthcare Quality, Ethics, Leadership, and Informatics | Comprehensive curriculum with a focus on population health, healthcare quality, and ethics. |

Curriculum Breadth and Relevance

| Institution | Relevance to Modern Nursing Practice | Collin Advantage |
|---|---|---|
| Dallas College | General focus on foundational nursing skills and research; limited integration of leadership or interdisciplinary care. | Collin includes advanced population-focused care, healthcare quality, and informatics, directly addressing healthcare trends. |
| UTA | Broader curriculum than Dallas but heavily focused on holistic care; lacks distinct focus on healthcare organization or ethics. | Collin's inclusion of ethics and healthcare organization addresses employer demands for leadership and decision-making skills. |
| Collin College | Comprehensive curriculum includes cutting-edge courses on quality improvement, population health, and informatics. | Prepares graduates to meet evolving employer expectations with leadership and interdisciplinary collaboration skills. |

Clinical and Applied Learning Opportunities

- Dallas College: Offers limited clinical focus compared to Collin College. Leadership and management clinical courses are included but not emphasized in-depth.

- UTA: Incorporates a capstone course and leadership clinical but lacks a strong emphasis on applied population health and healthcare quality.

- Collin College: Combines theoretical and clinical learning with courses like Population-Focused Health I & II, Professional Project, and Health Promotion Across the Lifespan, ensuring well-rounded preparation.

Program Strengths Comparison

| Category | Collin College | Dallas College | UTA |
|---|---|---|---|
| Healthcare Quality Focus | Includes a dedicated Health Care Quality course, unique to Collin's program. | Not addressed. | Integrated minimally within general courses. |
| Ethics Education | NURS 3330 (Ethics in Health Care) ensures students understand ethical decision-making. | Not addressed. | Integrated as part of holistic care. |
| Population Health | Two comprehensive Population-Focused Community Health courses (I & II). | Minimal focus. | One course on population health (combined). |

2. How does the program curriculum align with any applicable professional association standards or guidelines?
The RN-to-BSN program aligns with the following standards and guidelines:

American Nurses Association (ANA) Standards of Professional Nursing Practice

• ANA Scope and Standards of Practice (2021) outlines 17 Standards, divided into:

- Standards of Practice (The Nursing Process: Assessment, Diagnosis, Outcomes Identification, Planning, Implementation, Evaluation)
- Standards of Professional Performance (Ethics, Leadership, Education, Evidence-Based Practice, Communication, Quality, Collaboration, etc.)

American Association of Colleges of Nursing (AACN) Essentials for BSN Education

• The Essentials: Core Competencies for Professional Nursing Education (2021) defines the competencies and expected learning outcomes for BSN-prepared nurses. The chart below shows the alignment between the AACN core competencies with the EPSLO's

| EPSLO's | AACN Core Competencies |
|---------|------------------------|
| EPSLO #1: Students base decisions on evidence-based outcomes and research. | Evidence-based Practices/Person-centered Care |
| EPSLO #2: Students analyze patient care technologies and information systems for safe nursing practices. | Information and Technology/Quality and Safety |
| EPSLO #3: Students develop safety and quality improvement activities as part of an interdisciplinary team. | Interprofessional Partnership/Quality and Safety/Systems Based Practice |
| EPSLO #4: Students address health maintenance and population risk reduction in community settings. | Person-centered care/Interprofessional partnerships |
| EPSLO #5: Students demonstrate ethical advocacy for institutional, local, national, and global policies. | Professionalism/Leadership and advocacy/Information and healthcare technology |
| EPSLO #6: Students analyze leadership competencies reflecting nursing values and ethics. | Leadership and advocacy/Professionalism/Evidence based Practice |
| EPSLO #7: Students demonstrate the use of knowledge acquired throughout the RN-to-BSN curriculum to promote an innovative healthcare change. | Evidence based practice/Information and healthcare technology/Person-centered care |

Texas Higher Education Coordinating Board (THECB) Standards

• The THECB oversees public higher education in Texas, including RN-to-BSN programs, ensuring:

    o Curriculum alignment with the Texas Core Curriculum (TCC)

    o Compliance with accreditation requirements (e.g., ACEN)

    o State-mandated general education and nursing coursework requirements

    o Student success initiatives to improve nursing education outcomes

2. Workforce Education Course Manual (WECM)

- WECM provides standardized curriculum guidelines for workforce education courses in Texas, including RN-to-BSN programs.

- Ensures consistent learning outcomes across nursing programs.

- Outlines course competencies, credit hours, and learning expectations to meet state workforce demands.

- Helps RN-to-BSN programs align with workforce needs in Texas, ensuring nurses are well-prepared for professional practice.

Texas Board of Nursing (BON) Differentiated Essential Competencies (DECs)

The Differentiated Essential Competencies (DECs) are a set of core competencies established by the Texas Board of Nursing (BON) to guide the education and practice of nurses at different levels of licensure, including RN-to-BSN nurses. These competencies ensure that nursing graduates meet workforce expectations and provide safe, high-quality patient care.

The Four Major Roles of Nursing Practice in DECs:

Member of the Profession

o Demonstrates professionalism, ethics, and legal accountability in nursing practice.

o Commits to lifelong learning and professional development.

o Adheres to state and national nursing regulations.

Provider of Patient-Centered Care

o Applies evidence-based practice to clinical decision-making.

o Uses clinical reasoning and critical thinking to deliver safe, high-quality care.

o Recognizes diversity, cultural competence, and holistic care in patient interactions.

Patient Safety Advocate

o Ensures safe, effective care environments through quality improvement initiatives.

o Identifies and reports patient safety concerns (e.g., medication errors, infection control).

o Complies with state and federal regulations regarding patient safety and rights.

Member of the Health Care Team

o Collaborates with interprofessional teams to improve patient outcomes.

o Uses informatics and technology to enhance communication and healthcare delivery.

o Delegates and supervises within legal and ethical scope of practice.

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 RN-to-BSN program was established in 2020 and is accredited by the Accreditation Commission for Education in Nursing (ACEN). The date of initial accreditation is January 15, 2020. The program attained full accreditation without any requirements or stipulations. The RN-to-BSN program has an upcoming accreditation visit in February 2026.

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

Advantages of Collin College's RN-to-BSN Curriculum

- Comprehensive Curriculum:
  Collin's curriculum stands out for its inclusion of cutting-edge nursing topics such as healthcare quality, ethics, and informatics, which are not as strongly emphasized in the other programs.

- Population Health Emphasis:
  Collin offers two dedicated courses on population-focused health, which are critical to addressing modern healthcare challenges such as public health crises and chronic disease management.

- Dedicated Leadership Preparation:
  The Leadership and Management course and Professional Project provide students with advanced leadership and project management skills, aligning with employer needs for nurse leaders.

- Healthcare Quality Focus:
  Collin uniquely includes a Health Care Quality course, ensuring graduates are prepared to implement and evaluate quality improvement initiatives—a critical skill in today's healthcare environments.

- Ethics and Informatics:
  Dedicated courses on ethics and informatics ensure students are equipped with the tools to navigate the complexities of modern healthcare systems and maintain professional integrity.

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.

   1.  How many employers does your advisory committee have?

The Collin College RN-to-BSN Advisory committee membership consists of 12 healthcare facilities in the DFW metroplex. This includes Baylor, Scott, & White, Children's Health, University of North Texas Health Science Center, 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, Shelter director, and Methodist Richardson Medical center.

   2.  How many employers attended the last 2 meetings?

There have been 2 meetings in the past 12 months with 5 employers attending the meeting on 4/16/2024 and 4 employers attending the meeting on 10/15/2024. An employer representative from Baylor Scott and White 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)?

During biannual meetings, the RN-to-BSN committee members provide valuable insights that help bridge the transition from graduation to professional nursing practice. Discussions focus on community partner needs, program expansion, and challenges faced by graduate nurses enrolled in both a nurse residency program and the RN-to-BSN program.

On 11/9/23, the community partners noted that new graduates struggle with interdisciplinary team communication. Advisory members also highlighted the distinction between BSN-prepared nurses, reporting that the BSN prepared nurses excel in community-based care and evidence-based practice implementation. Additionally, the committee reported that at least 80% of local hospitals have BSN Magnet status, signifying a high standard of nursing excellence and increasing the demand for BSN graduates.

On 4/16/24, the committee reviewed residency requirements for new graduates, helping faculty better understand the challenges students face while balancing the RN-to-BSN program and a residency. As a result, students are now encouraged to consider part-time RN-to-BSN coursework while completing a residency.

Lastly, on 10/15/24, community partners expressed a desire for BSN graduates to improve their soft skills. This feedback was shared with the RN-to-BSN curriculum committee to assess current soft skills training and determine if curriculum adjustments are necessary.

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

Advisory committee members were consulted regarding the current residency requirements across healthcare facilities in the metroplex. The requirements were brought to the RN-to-BSN team to develop an understanding of the demands of new graduates. This has helped in advising students new to the profession on managing their time while completing the BSN program while also in a residency program.  The advisory committee has provided feedback that current RN's need to improve soft skills. The RN-to-BSN curriculum committee has reviewed the current curriculum to analyze where soft skills are emphasized in the program and determine if curriculum changes are needed.

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

The RN-to-BSN program at Collin College demonstrates effective management through its alignment with industry needs, proactive response to challenges, and continuous focus on student success. The following evidence supports this conclusion:

Strong Curriculum Design and Alignment with Workforce Needs

- Comprehensive Curriculum: The program integrates advanced nursing courses such as Healthcare Quality, Nursing Informatics, and Ethics in Healthcare, which address employer demands for leadership, technology, and ethical decision-making.

- Advisory Committee Guidance: The program collaborates with an advisory committee of healthcare leaders, ensuring the curriculum remains current and the needs of the community are being met.

- ATI Nurse Manager Certification: The inclusion of this certification ensures graduates are well-prepared for leadership roles, which aligns with workforce needs.

Consistently Strong Employment Outcomes

- The program boasts 90% employment rates within six months of graduation for the past five years, highlighting its success in preparing students for the nursing workforce.

Increasing Enrollment and Graduation Rates

- Enrollment has increased by 328% over the last five years, demonstrating the program's ability to meet growing demand for nursing education.

- Graduation rates have also risen significantly, from 28 graduates in 2020-2021 to 59 graduates in 2023-2024, reflecting the program's effective scaling and support for students.

- The program consistently exceeds the Texas Higher Education Coordinating Board (THECB) standard of 5 average completers per year, achieving an average of 34 graduates annually over the last five years.

Proactive Adjustments to Program Options

- Expansion of Summer Offerings: The program is actively working to offer additional courses during summer terms to provide students with greater flexibility and reduce barriers to completion.

- Flexible Course Scheduling: All courses are now offered fully online and are asynchronous, accommodating a diverse student population with varying schedules.

- Retention Initiatives: Faculty engagement and academic support services help ensure students remain on track to graduate.

Conclusion

The RN-to-BSN program at Collin College is well managed, as evidenced by its robust curriculum, strong employment outcomes, increasing enrollment and graduation rates, and proactive responses to challenges. Courses are well managed and the feedback from students has been positive. Students consistently meet the end of program learning outcomes. Through collaboration with community partners and continuous improvement efforts, the program is positioned to remain a leader in nursing education and a critical contributor to the healthcare workforce.

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.

**Collin County Community College District**
**Program Review 2023-2024**

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

| | 2019 | | | 2020 | | | 2021 | | | 2022 | | | 2023 | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Fall | Spring | Summer | Fall | Spring | Summer | Fall | Spring | Summer | Fall | Spring | Summer | Fall | Spring | Summer |
| BIOL-1322 | 30 | 30 | 33 | 30 | 28 | 36 | 27 | 27 | 27 | 21 | 22 | 23 | 23 | 22 | 23 |
| BIOL-2401 | 12 | 12 | 11 | 12 | 12 | 12 | 11 | 11 | 9 | 10 | 11 | 8 | 10 | 11 | 8 |
| BIOL-2402 | 12 | 11 | 11 | 10 | 11 | 12 | 11 | 11 | 9 | 9 | 9 | 8 | 10 | 10 | 7 |
| BIOL-2420 | 11 | 11 | 10 | 10 | 11 | 12 | 10 | 11 | 10 | 9 | 9 | 7 | 10 | 9 | 6 |
| NURS-3210 | - | - | - | - | 23 | - | 12 | - | - | 13 | - | - | 44 | - | 35 |
| NURS-3220 | - | - | - | - | 23 | - | - | 12 | - | 13 | - | - | 22 | - | 33 |
| NURS-3330 | - | - | - | - | 20 | - | - | 14 | - | 8 | - | - | 33 | - | - |
| NURS-3340 | - | - | - | - | 12 | - | - | 6 | - | 6 | - | - | 8 | - | - |
| NURS-3450 | - | - | - | - | 10 | - | - | 7 | - | 4 | - | - | 11 | - | - |
| NURS-4115 | - | - | - | - | - | - | 30 | - | - | - | 24 | - | - | 28 | 27 |
| NURS-4225 | - | - | - | - | - | - | 31 | - | - | - | 22 | - | - | 57 | 28 |
| NURS-4235 | - | - | - | - | - | - | 31 | - | - | - | 18 | - | - | 28 | 24 |
| NURS-4345 | - | - | - | - | - | - | 16 | - | - | - | 11 | - | - | 28 | - |
| NURS-4355 | - | - | - | - | - | - | 29 | - | - | - | 21 | - | - | 20 | - |
| NURS-4465 | - | - | - | - | - | - | 9 | 6 | - | - | 11 | - | - | 10 | - |

When the program started in 2020, only the 3,000 level courses were offered in the Spring, with 4,000 level courses offered in the Fall. Due to the increase in enrollment, we started offering all courses every Fall and spring semester in 2024. Additionally, we started offering five courses (NURS 3210, NURS 3220, NURS 4115, NURS 4225, NURS 4235) in the Summer 2023 semester to increase degree plan options for students. We offer degree paths of 10 months (full time), 1 year (full time) and part time (up to 2 years). Because of the demand to grow the program, the course offerings fluctuate depending on the student's needs.

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.

    All nursing courses within the program maintain a success rate of 75% or higher

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

    RN-to-BSN Program Full-Time Faculty Contact Hours Part-Time Faculty Contact Hours Total Contact Hours

| PROGRAM | Full-Time Faculty Contact Hours | Part-Time Faculty Contact Hours | Total Contact Hours |
|---|---|---|---|
| Contact Hours | 21,040 (85%) | 3,664 (15%) | 24,704 |

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.

    All courses in our RN-to-BSN program have a success rate above 75%; therefore, none meet the criteria for identification in this section. Our faculty remains committed to maintaining and improving student success through evidence-based instructional strategies, student engagement initiatives, and academic support resources.

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

The RN-to-BSN program integrates general education with nursing coursework to provide a well-rounded academic Program of study in subjects such as English, mathematics, social sciences, and biological sciences complement nursing-specific coursework by strengthening students' analytical, ethical reasoning, and problem-solving skills. These interdisciplinary connections ensure that students develop a holistic understanding of healthcare, preparing them for leadership roles, interprofessional collaboration, and the complexities of patient-centered care.

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 satisfaction with the RN-to-BSN program is assessed through surveys and course evaluations each semester. These surveys gather feedback on students' perceptions of their attainment of course objectives, satisfaction with course components, and experiences with college services. Faculty members teaching each course carefully review the course evaluations each semester to identify areas for improvement and implement changes aimed at enhancing student outcomes. All student feedback to the program director has been positive to include faculty have been encouraging, supportive, and give timely feedback.

The program continuously evaluates feedback to refine course delivery, streamline assignments, ensure affordability, and enhance communication of course requirements. These efforts reflect the program's commitment to addressing student concerns and improving their overall satisfaction.  In reviewing the student evaluations, students felt like the assignments in some courses were grouped too heavily in certain weeks and would like to see them more evenly disbursed. Students would like more specific feedback on assignments.

## 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 RN-to-BSN program prioritizes the accuracy and currency of its program literature and electronic platforms to ensure they effectively represent the program to prospective and current students. These materials align with the program's recruitment, retention, and completion strategies by providing an up-to-date overview of course offerings, program expectations, and available student support

systems. Maintaining accurate literature and accessible electronic platforms ensures consistent student engagement and aligns with best practices in higher education.

The RN-to-BSN website and student portals are essential tools for recruitment, retention, and completion efforts:

- Recruitment:
  The website includes current information on course offerings, admission requirements, and deadlines. It is mobile-friendly, making it accessible to prospective students using smartphones or tablets for research.

- Accreditation Information:
  The website highlights the program's accreditation status with the Accreditation Commission for Education in Nursing (ACEN) and its approval by the Texas Board of Nursing and the Texas Higher Education Coordinating Board, ensuring alignment with industry standards.

- Program Outcomes:
  While NCLEX-RN pass rates are not relevant to RN-to-BSN students, outcomes such as on-time program completion, high employment rates, and graduate success are prominently displayed to demonstrate the program's value and relevance.

For retention, the program ensures that current students have access to comprehensive resources, including academic advising, mental health support, and tutoring services, through online platforms and course syllabi. These resources are updated regularly to ensure relevance, prevent disconnection, and enhance the student experience.

To support completion, the RN-to-BSN program provides students with clear information about course sequences and degree requirements. By offering resources to help students overcome challenges, the program facilitates timely graduation and improved completion rates. Accreditation reports further verify that the program aligns with current industry expectations and standards.

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

Student feedback is collected through end-of-course surveys administered by the RN-to-BSN program. These surveys evaluate course materials, program components, and student satisfaction, including the accessibility and clarity of program literature. Faculty and administrators review survey responses each semester to identify areas for improvement.

While current surveys focus on course-level feedback, the program recognizes an opportunity to expand these efforts by collecting targeted feedback from newly admitted students on the accessibility and usability of the website and literature. Conducting dedicated surveys for prospective and incoming students would provide actionable insights to further enhance these resources.

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)?

Program literature for the RN-to-BSN program is easily accessible to both prospective and current students through multiple platforms:

- Prospective Students:

  o Information is available on the Collin College website, welcome center, and career center, providing a centralized location for program offerings, admission requirements, and deadlines. Student enrollment services are aware of the RN-to-BSN website.

- Current Students:

  o Literature is accessible through the nursing website, course syllabi, and the RN-to-BSN student handbook, ensuring students have clear guidance throughout their academic journey.

These materials are regularly updated to ensure accuracy and ease of access, providing both groups with the information they need to make informed decisions about the program.

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 Director of the RN-to-BSN Program is responsible for ensuring the accuracy of program information on the Collin College website. The nursing division admins regularly update and maintain the website. Additionally, the BSN nursing faculty monitors the content in the RN-to-BSN student handbook and makes recommendations to the Nursing Student Affairs committee to ensure consistency and relevance.

The current process involves:

- The Director of the RN-to-BSN Program reviews program materials for updates.

- Required updates are sent to the administrative assistant for implementation on the website or in the handbook.

- Regular reviews are conducted of online and printed materials to ensure they reflect current program offerings, policies, and accreditation standards.

This structured process ensures that prospective and current students have access to accurate, relevant, and information that is easy to navigate.

**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) MAKE THE CASE FOR SPECIALIZED FACULTY, HELP AIDS

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.

The RN-to-BSN program at Collin College has grown 328% over five years, yet faculty resources remain insufficient. Currently, the program operates with two full-time faculty, four adjuncts, and one part-time administrative assistant, creating challenges in maintaining instructional quality, student support, and curriculum development.

Faculty contact hours show the program is 85% full-time and 15% part-time, excluding reliance on the associate degree Nursing (ADN) faculty. Five full-time ADN faculty contribute 4,896 contact hours to the RN-to-BSN program, totaling 24,704 hours. This highlights the urgent need for a dedicated RN-to-BSN faculty to ensure programming consistency and quality.

Administrative support is also inadequate, with a single part-time assistant working 19.5 hours per week. Increased student inquiries, appointment drop-ins, and delayed responses to emails and calls indicate a critical gap in support, diverting the director from essential duties.

Collin College is committed to academic excellence and student service. Additional full-time faculty and administrative support are essential to sustain program growth and ensure quality.

Faculty Shortages and Increased Student Demand

- Rising Enrollment:
  - Enrollment has increased from 23 students in 2020 to 156 students in 2025, creating a faculty-to-student ratio imbalance.
  - This increase places a heavier burden on existing faculty, impacting their ability to provide individualized instruction, timely feedback, and mentorship opportunities.
- Limited Full-Time Faculty Support:
  - With only two full-time faculty members, the program lacks the capacity for dedicated course development, research, faculty governance participation, and student advising.

- o  Adjunct faculty, while essential, often have limited availability for mentoring, curriculum development, and program assessment requirements.
- Accreditation and Quality Standards:
  - o  The Accreditation Commission for Education in Nursing (ACEN) and the Texas Higher Education Coordinating Board (THECB) emphasize the importance of sufficient faculty resources to maintain program integrity, quality instruction, and student success.
  - o  Without additional full-time faculty, meeting these accreditation expectations becomes increasingly difficult as enrollment grows.

Challenges in Maintaining Faculty Workload and Student Support

- Increased Course Offerings and Summer Expansion:
  - o  The program is working toward offering additional courses in the summer, further increasing faculty workload while operating with a limited instructional team.
  - o  Additional faculty are needed to ensure consistent course offerings, maintain instructional quality, and prevent faculty burnout.
- Limited Capacity for Student Support:
  - o  Faculty are responsible for mentorship, grading, curriculum updates, and student advising, in addition to teaching responsibilities.
  - o  Current staffing limitations affect response times for student inquiries, assignment feedback, and intervention for at-risk students.
- Adjunct Faculty Limitations:
  - o  While adjunct faculty are valuable contributors, they cannot assume the full scope of responsibilities required for program assessment, committee work, and accreditation preparation.
  - o  Dependence on adjuncts may lead to inconsistencies in instructional quality and availability for student support.

Infrastructure Deficiencies Impacting Student Success

- Technology and Learning Resources:
  - o  As healthcare education shifts towards virtual learning, telehealth, and AI-based simulation technologies, the program must invest in faculty with expertise in these areas to stay competitive.

- o Limited faculty availability restricts opportunities to develop innovative teaching methods, integrate new technologies, and enhance online learning platforms.
- Faculty Development and Retention:
    - o Existing faculty face increased stress and workload, which can contribute to burnout and retention challenges.
    - o Competitive salaries and faculty recruitment efforts are essential to ensure the program remains sustainable as enrollment grows.

Budget and Future Planning for Faculty Expansion

- Funding for Additional Full-Time Faculty:
    - o The program requires additional full-time faculty members to maintain quality instruction, student support, and program sustainability.
    - o Investment in faculty hiring and retention strategies is necessary to support continued enrollment growth and enhance student outcomes.
- Strategic Planning for Faculty Growth:
    - o Expanding faculty will allow the program to:
        - ▪ Maintain optimal student-to-faculty ratios.
        - ▪ Offer a full range of summer courses.
        - ▪ Strengthen mentorship and student support services.
        - ▪ Enhance curriculum development and accreditation compliance.

In summary, the RN-to-BSN program is at a critical point where faculty expansion is essential to sustain program quality, student success, and workforce readiness. With an enrollment increase of 382% since the program inception in 2020, additional full-time faculty members are urgently needed to address workload challenges, improve student outcomes, and maintain accreditation standards. Expanding faculty resources will ensure program sustainability, enhance student engagement, and support the college's mission of providing high-quality nursing education.

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) PICK 3

    **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 RN-to-BSN program has systematically implemented and assessed its Program Learning Outcomes (PLOs) to enhance student success and program quality. Below is a detailed examination of select PLOs:

PLO #1: Clinical Reasoning and Evidence-Based Decision-Making

*Implementation and Assessment:*

- Courses Involved: NURS 3350 (Comprehensive Health Assessment) and NURS 4355 (Research and Evidence-Based Practice).

- Key Projects:

  - *Comprehensive Health Assessment Project (NURS 3350):* Students conduct thorough patient assessments, integrating evidence-based practices to formulate accurate clinical judgments.

  - *Research Project (NURS 4355):* Students identify clinical questions, perform literature reviews, and apply research findings to nursing practice.

- Outcomes:

  - In the 2023 academic year, 93% of students achieved a grade of 85% or higher on the Comprehensive Health Assessment Project, surpassing the 80% benchmark.

  - The Research Project in NURS 4355 saw a 95% success rate, indicating strong proficiency in evidence-based decision-making.

PLO #2: Nursing Informatics and Technology Integration

*Implementation and Assessment:*

- Course Involved: NURS 4225 (Nursing Informatics).

- Key Project:

    - *Nursing Informatics Final Project:* Students analyze the impact of healthcare technologies on patient outcomes, demonstrating proficiency in informatics.

- Outcomes:

    - In the past two academic terms, 100% of students met or exceeded the project expectations, reflecting a solid understanding of healthcare technology applications.

PLO #6: Leadership and Management Competencies

*Implementation and Assessment:*

- Integration: The Sigma Theta Tau Nurse Manager Certificate program was embedded into seven core courses, including NURS 4365 (Leadership and Management) and NURS 4354 (Quality Improvement in Nursing).

- Outcomes:

    - Since its introduction, over 90% of students have successfully completed the certificate requirements, enhancing their leadership capabilities.

    2. Overall improvements to the program

Based on feedback from the Continuous Improvement Plan (CIP), the program has enacted several key enhancements:

Timeliness of Feedback

- Identified Issue: Student surveys indicated a need for more prompt and constructive feedback.

- Actions Taken:

  - Faculty participated in professional development sessions focused on effective feedback strategies.

  - Implementation of a standardized feedback timeline, ensuring students receive evaluations within one week of assignment submission.

- Outcomes:

  - Subsequent surveys showed a 15% increase in student satisfaction regarding feedback timeliness, approaching the 80% satisfaction target.

Curriculum Updates

- Identified Issue: In NURS 4235, students expressed they did not have a clear understanding of the project videoed instructions.

- Actions Taken:

  - *NURS 4235 (Health Care Quality):* The instructions were taken out of video form and moved to individual zoom meetings to receive instructions for the project. Expanded to include modules on patient safety, risk management, and quality improvement methodologies.

- Outcomes:

  - Student performance in the health care quality project improved, with 88% achieving grades of B+ or higher in Fall 2024, indicating a better grasp of contemporary healthcare issues, as compared to only 74% achieving grades of 80% or higher in Summer 2024.

## 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).

Strengths

High Student Success Rates

- o   Courses such as NURS 3350 and NURS 4354 consistently exceeded the 80% performance benchmark, with key assessments like the Comprehensive Health Assessment and Quality Improvement Projects achieving success rates above 90%.

Integration of Leadership Skills

- o   The Sigma Theta Tau Nurse Manager Certificate program has been successfully completed by over 90% of students, equipping them with essential leadership competencies.

Curriculum Responsiveness

- o   The program has proactively updated courses, including the development of NURS 4354 and the enhancement of informatics content, to align with both student feedback and employer expectations.

Weaknesses

Survey Response Rates

- o   Student participation in surveys has been below the 80% target, limiting the ability to gather comprehensive feedback for program improvement.

Insufficient Faculty Resources:

- o   The program operates with only two full-time faculty members, one part-time administrative assistant, and four adjunct faculty members.

- o   This limited staffing is inadequate to effectively support the program's growing enrollment and the increasing complexity of nursing education.

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 analysis of the RN-to-BSN program data, including program outcomes and course alignment, revealed areas for improvement. Specifically, PLO #3 and PLO #5 were identified as needing enhancement:

**PLO #3**: The student (s) will develop safety and quality improvement activities as part of the interdisciplinary team and as an advocate and manager of nursing care.

**PLO #5** The student will demonstrate ethical analysis and advocacy regarding institutional, local, national, and global policy issues.

As a result, curriculum revisions were implemented to clarify student instructions and enhance the overall course structure.

2.  Overall improvements to the program

The RN-to-BSN program implemented a curriculum change in Spring 2024, which included the removal of the clinical component from the following courses: NURS 3340, NURS 3350, NURS 4345, and NURS 4359. One credit was removed from NURS 3450 (now NURS 3350) and one credit was removed from NURS 4465 (now NURS 4359). Additionally, NURS 4354 (Professional Project) was introduced to the curriculum, incorporating 64 practicum hours to replace the clinical hours. program learning

outcomes were updated to reflect the curriculum changes for Spring 2024. PLO's 2, 4, 5, and 6 were revised. PLO # 7 was added to reflect the addition of NURS 4354 Professional Project.

In our ongoing efforts to improve and expand the RN-to-BSN program, we have additionally implemented the following:

Expanded Summer Course Offerings:

- We now provide five courses during the summer term, allowing students greater flexibility to progress through the program at an accelerated pace.

Enhanced Student Advising Accessibility:

- To facilitate more efficient communication and support, students can schedule 15-minute advising appointments with the program director through the "Book Me" link available on our website. This system enables students to select available time slots that align with their schedules, ensuring timely and personalized guidance.

These initiatives are designed to improve the educational experience by offering flexible scheduling options and streamlined access to academic advising.