PROGRAM NAME: Collin College Associate Degree Nursing Program

REPORT PREPARER: KATHLEEN BLUST   **PHONE EXT.** 6563

WORKFORCE PROGRAM REVIEW

The timeframe of program review is five years, including the year of the review. Data being reviewed for any item should go back the previous four years, unless not available. Questions regarding forms, calendars & due dates should be addressed to Kathleen Fenton (ext. 3737) or David Liska (ext. 3714) in the Institutional Effectiveness Office.

The faculty of the Associate Degree Nursing Program provide a quality nursing program in a learning-centered environment committed to developing skills, strengthening character, and challenging the intellect to meet the educational needs of students in our service and surrounding areas. Successful completion of the associate of applied science degree curriculum leads to the acquisition of skills, knowledge, and attitudes necessary for employment, thereby helping to meet the health care needs of the community served by Collin College. The faculty is committed to promoting the development of qualified students prepared for the professional role as a registered nurse at the entry level.

Nursing is a theory-guided, evidence-based discipline, which builds on a foundation of knowledge from the biological, social and behavioral science. The curriculum is concept-based, directed towards the competencies needed to provide patient/client-centered care for an aging and diverse population in complex environments that increasingly require interdisciplinary teamwork, leadership, use of quality improvement, informatics and technology. The graduate of the Collin ADN program is prepared to meet the differentiated essential competencies (DECS) at the associate degree level as defined by the Texas Board of Nursing in four major roles: provider of patient/client-centered care, patient/client safety advocate, manager of care, and member of a profession. Core values, distilled from Collin College core values, of caring, ethics, and integrity support the program's integrating concepts (patient/client–centered care, teamwork and collaboration, evidence–based practice, quality improvement, safety, and informatics) and lead to the main program goals of quality of life, clinical judgment, professional identity, and spirit of inquiry.

Learning is a continuous process that occurs when the individual is challenged and motivated to enhance personal knowledge and change behavior. Teaching and learning are interactive processes between faculty and students. The responsibility of the faculty is to facilitate the student's development of clinical judgment skills through the design and evaluation of learning experiences and access and use of resources. The nursing student is responsible for actively participating in learning experiences and assuming responsibility for their own leaning and accountability for their actions. Learning is a dynamic process based on life experiences, readiness to learn, and the ability to learn. Students apply what they learn in theory to their patient/client and clinical situations. Faculty incorporate evidence-based teaching such as increased contact between students and faculty, cooperation among students, active learning activities, prompt feedback, high expectations, and respect of diverse learning styles in face-to-face and on-line or distance learning environments. Experiences in simulation with a strong debriefing component complement clinical education and allow students to experience high-risk, low-volume situations in a safe environment.

The curriculum is conceptually based and founded in principles of adult and collaborative learning. The curriculum emphasizes deep learning about the discipline's most central concepts rather than content, which leads to the student's ability to develop habits of thought and pattern recognition. The students develop a deeper understanding of prevalent health care conditions and situations across the lifespan. Faculty design learning activities that promote student engagement, self-assessment, and self-directed learning. Developing clinical judgment results from deep understanding of both professional and health care concepts. Reflective practice, evidence–based practice, ethical practice, cultural sensitivity, interprofessional collaboration, and therapeutic communication, and relationship skills are essential components of clinical learning. Opportunities are provided for students to engage in interactive and collaborative activities with their peers that contribute to better learning outcomes and development of higher order thinking skills.

The faculty values lifelong learning by offering multiple entry points into the ADN program and encouraging progression to BSN and MSN levels. The faculty is committed to removing barriers to academic admission and progression and making pathways seamless, building on previous knowledge and competencies already achieved.

Service Learning is service-based experiential application of knowledge in real-world situations in which the service benefits the community.   Students have the opportunity to gain insight into personal beliefs, attitudes and feelings when interacting with diverse individuals and groups in various community settings. The Service Leaning activities also give students the opportunity to role model nursing professionalism in the community.

1. WHAT DOES YOUR WORKFORCE PROGRAM DO?

A. What is the workforce program and its context? Provide evidence to make a case for each assertion made.

The Collin College nursing curriculum incorporates established standards, guidelines, and competencies based on clearly expressed student learning and program outcomes. The curriculum and outcomes are formally reviewed and revised as needed each academic year. Currently the curriculum flows from the program philosophy to develop graduate professional nurses into life-long learners actively involved in service, and, as members of an interdisciplinary heath care team, using clinical judgment to provide safe, evidence-based, patient-centered care to promote quality of life.

The Collin College nursing faculty has adopted a concept-based philosophy and curriculum which reflects the core values of nursing and Collin College. In fall 2013, the Nursing Unit initiated a change in the process of teaching nursing education by changing the delivery method and curriculum at Collin College. The faculty members have implemented a concept-based curriculum which incorporates active learning principles across the curriculum. The conversion is almost complete with the first, second, and third semesters currently being taught in the concept-based format, and the fourth semester initiating the concept-based curriculum format in spring 2015. Complete conversion to a concept-based curriculum will be complete by fall 2015.

The principles of the concept-based curriculum direct the student towards developing competencies needed to provide patient-centered care for an aging and diverse population in complex environments while utilizing interdisciplinary teamwork, leadership, use of quality improvement, informatics and technology. Concept-based curriculum, designed by the nursing faculty, is based on the principles of adult and

collaborative learning to foster lifelong service and learning. The curriculum emphasizes deep learning about the discipline's most central concepts rather than content, which leads to the student's ability to develop habits of thought and pattern recognition. The student develops a deeper understanding of prevalent health care conditions and situations across the lifespan.

The responsibility of the faculty is to facilitate the student's development of clinical judgment through the design and evaluation of learning experiences and access and use of resources. Teaching and learning are interactive processes between faculty and students and faculty members design learning activities that promote student engagement, self-assessment, and self-directed learning. The nursing student is responsible for actively participating in learning experiences, assuming responsibility for their own learning and accountability of their actions and applying what is learned in theory to patient and clinical situations. (See *Nursing ADN Student Handbook,* page 6 and *Nursing Faculty Handbook*, page 22 on the College *I-Drive -> Nursing -> Handbooks*.)

Additionally, the curriculum has been developed based on the work done by the Nursing Education Advisory Committee, a committee established by the Texas Board of Nursing (BON) whose members represented nursing education, service, professional associations and state agencies in developing the competencies of the associate degree graduate entitled Differentiated Essential Competencies (DECs) of Graduates of Texas Nursing Programs Evidenced by Knowledge, Clinical Judgments, and Behaviors. The DECs were designed to provide guidance to nursing education programs for curriculum development and revision. (See *Texas Nurse Practice Act [NPA]* at http://www.bon.texas.gov/pdfs/differentiated_essential_competencies-2010.pdf.) The graduate of the Collin College ADN program is prepared to meet the DECs at the associate degree level in four major roles: Member of the Profession, Provider of Patient-Centered Care, Patient Safety Advocate, and Manager of the Health Care Team.

In an effort to prepare future nurses with the knowledge and skills necessary to improve patient care and the health care environments in which they work, the Nursing Unit curriculum framework integrates concepts from Quality and Safety Competencies for Nursing (QSEN) Institute that focuses nursing students on knowledge, skills, and attitudes (KSA) to continuously improve the quality and safety across health

care systems. (See confirming documentation on QSEN website www.qsen.org.) Students earn passing grades in nursing courses to demonstrate achievement of the competencies.

Program outcomes are congruent with contemporary professional standards and the National League for Nursing (NLN) Educational Competencies Model, and address five areas: quality of life, clinical judgment, professional identity, spirit of inquiry, and service and involvement. Quality of life is associated with the ability to promote growth and well-being of patients, self, and collegial members of the healthcare team. Clinical judgment entails using clinical reasoning and nursing science as a basis for decision making in nursing practice. Faculty members assist students to reflect on their decision making in the effort to develop clinical judgment. Over time, students develop a strong sense of identity as a professional nurse. That identity serves them individually as it relates to the nurse-patient relationship. Equally important is the development of identity with the larger association with the profession of nursing. The spirit of inquiry is a goal that serves the student and the life-long learner which encourages inquiring about all elements of patient care. Service and involvement increases as students engage in lasting relationships with community partners to continue professionally related volunteer service after graduation.

The student learning outcomes are used to organize the curriculum, guide the delivery instruction, direct learning activities, and evaluate student progress. The program of learning of the Collin College ADN program correlates with student learning outcomes that organize the curriculum, guide instruction delivery and direct learning activities. The conceptual framework utilized in the development of student learning outcomes of the nursing program is an outgrowth of its philosophy and reflects the faculty's educational beliefs associated with nursing student development.

The framework provides guidance to curriculum development, management, outcomes identification, and evaluation and focuses on the developmental needs of students while responding to patient dynamics in multiple settings. Courses in the sciences and humanities provide the foundation for the nursing curriculum as the concepts are expanded and amplified at each successive level of the program. In a concept-based curriculum, emphasis is on deep understanding of the discipline's most central concepts rather than content as the focus, leading to the

student's ability to develop habits of thought and pattern recognition. The student develops a deeper understanding of prevalent health care conditions and situations across the lifespan. (See *Nursing ADN Student Handbook*, page 10 on the College *I-Drive -> Nursing -> Handbooks*.)

Course syllabi for each level document course content, learning activities, and instruction methodologies. Generic course syllabi are located on the ADN website at http://www.collin.edu/nursing/. Student syllabi are available to students on the College Blackboard System beginning the first day of each semester. Due to the inability of student access to Blackboard prior to the first day of class, incoming students are provided course syllabi at nursing orientation and prior to the last day of the previous semester, current students are provided course syllabi for the upcoming semester detailing required assignments for the first two weeks of class. (See complete course syllabi on the College *I-Drive*.)

While guiding the delivery of instruction and directing learning activities, the faculty recognizes that each student has a unique way of learning. As a result, a variety of learning experiences and methods of instruction are selected and utilized throughout the program. Classroom, laboratory, simulation, and hospital clinical experiences are designed to involve the student in the teaching-learning process as reflected in the philosophy. The faculty members seek opportunities that give the students an experience with community-based agencies such as community teaching projects and service-learning opportunities throughout the program. These opportunities enhance the student's understanding of 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 care to improve quality of life. Additionally, students acquire the skills to coordinate, collaborate, and communicate with diverse patients and practice partners; practice within legal and regulatory frameworks; demonstrate knowledge of leadership skills; and demonstrate behavior that reflects the values and ethics of the nursing profession.

Each of the nursing courses has specific objectives and outcome criteria that flow from the program philosophy and are evaluated with a variety of methods. Incorporated into each clinical nursing course are learning experiences in laboratory, simulation, hospital, and community settings. In the community setting, Service-Learning allows students the opportunity to gain clinical experiences in a variety of community settings while serving that same community. Classroom, laboratory, simulation, hospital clinical, and Service-Learning outcomes are evaluated utilizing tools developed and adopted by faculty.

Various teaching methods, including the use of new technology, help students recall previous learning experiences, expand their knowledge base and explore real and potential problems in clinical practice. The student and teacher share the responsibility for continued learning and increased understanding of the nurse's four major roles. The methods of instruction that help to maximize learning include activities such as lecture, library research, small-group discussion/brainstorming, student presentations, simulated client situations, case studies, demonstrations, computer assisted instruction, games, written assignments, audiovisuals, interactive video, use of point of care devices, and problem-based learning to support nursing interventions. Many of these methods are specifically identified in the course syllabi as learning activities and focused clinical activities.

Opportunities are also provided for students to attend nursing seminars and conventions, join in nursing rounds, and participate in various activities on campus and in the community. Pre-conference and post-conference activities are faculty directed and encourage students to articulate accomplishments, experiences, critical thinking, and affective, cognitive, and psychomotor learning.

Evaluation of student progress is achieved through procedures designed to maintain ongoing, consistent application to keep students apprised of their performance. The evaluation tools and methods are consistent with the student learning outcomes and the Texas BON DECs competencies of the Associate Degree Nurse. All grading tools are included, and grading criteria specified, in course syllabi. (See course syllabi on the College *I-Drive*.)

Collin College nursing clinical evaluation tools developed by faculty to assess students' clinical activities center on student learning outcomes and are based on DEC competencies and Bloom's Taxonomy. Bloom's Taxonomy is considered to be a foundational and essential element within the education community as it focuses educational objectives on cognitive, affective, and psychomotor learning domains, creating a more holistic form of education. (See Bloom's Taxonomy at http://www.bloomstaxonomy.org/.) As the program has moved into the concept-based curriculum, the faculty members have evolved the clinical evaluation tools to align with the new curriculum student learning outcomes, while keeping the DECs and Bloom's Taxonomy at the core of student evaluation.

In the classroom setting, student learning is evaluated on faculty-developed National Council Licensure Examination-Registered Nurses (NCLEX-RN) style examinations based on exam blueprints that closely mirror the NCLEX-RN blueprint. The exams are progressive in nature as the student matriculates through the program; with early exams comprised of knowledge and comprehension questions in semester one; to comprehension and application style questions in semester two; to application and analysis questions in semesters three and four. (See *Nursing Faculty Handbook* page 26, for Test Blueprint across the curriculum.)

The curriculum is developed by the faculty and regularly reviewed to ensure integrity, rigor, and currency. The Collin College nursing faculty members regularly review the curriculum for rigor, currency, and cohesiveness and submit revisions as needed each semester for each level. The Curriculum Committee accepts revisions/updates from the faculty teaching on the level and recommends changes for the entire faculty to approve. The Dean of Nursing reviews the syllabi for accuracy before the syllabi are published for students. The program meets all the requirements of the Texas BON and the Texas Coordinating Board of Higher Education, which requires adherence to the state requirements for common nursing educational preparation programs known as Workforce Education Course Manual (WECM) at http://www.thecb.state.tx.us/AAR/UndergraduateEd/WorkforceEd/wecm/.

Faculty (full- and part-time) maintain expertise in their areas of responsibility, and their performance reflects scholarship and evidence-based teaching and clinical practices. The nursing faculty members at Collin College have a variety of diverse talents that benefit the overall program and its students. The education and professional experiences of the faculty are varied. (See Appendix A: Faculty and Staff Profile.)

There are a total of 11 faculty members with Advanced Practice recognition in the State of Texas as either a Nurse Practitioner (8) or Clinical Nurse Specialist (3). Additionally, five faculty members have certifications in the following areas: adult nursing, psychiatric nursing, pediatrics, and simulation. Collin College faculty members are well qualified experientially for the clinical setting. Faculty members have significant experience in the following areas: Pediatrics, Perinatal, Maternal Child, Women's Health, Mental Health, Medical/Surgical, Medical Intensive Care Unit (ICU), Coronary Care Unit (CCU), Perioperative, Neonatal Intensive Care Unit (NICU), Home Health, Simulation, Hyperbaric Medicine, Pain Management, and Community.

Many faculty members utilize a variety of teaching strategies in the classroom to facilitate student engagement. Faculty incorporate evidence-based teaching such as increased contact between students and faculty, cooperation among students, active learning activities, prompt feedback, high expectations, and respect of diverse learning styles in face-to-face and on-line or distance learning environments.

Experiences in simulation with a strong debriefing component complement clinical education and allow students to experience high-risk, low-volume situations in a safe environment. Examples utilized in the classroom include case studies, role-play, small group tasks, and problem-based learning. The concept-based curriculum assimilates all teaching strategies, including incorporating interactive learning activities in the classroom.

Additionally, faculty are published and have presented at state and national conferences on a variety of subject areas specific to their expertise. Two faculty have publications and nine faculty have presented at scholarly conferences. Presentations include nursing topics related to pediatrics, maternal/child, education, infection control, and simulation. One faculty member also serves as the editor and chief of the official publication of the American Association of Nurse Attorneys.

An example of faculty integration and discovery of knowledge is an ongoing research study in the Health Sciences Simulation Lab. The overall objective of the study is to determine if associate degree nursing students' perceptions of critical thinking and decision-making skills related to clinical reasoning, while in the simulated clinical setting, improved with the initiation of a concept-based nursing curriculum. The aim of the study is to determine if the initiation of a concept-based nursing format of instruction improved students' performance during simulation. The data from the study will be compared to data obtained from a 2009 retrospective simulation study that revealed 87% of students' confidence levels of critical thinking and decision-making skills related to clinical reasoning were stronger in simulation while in an integrated nursing curriculum.

All Collin nursing faculty are oriented and mentored to their areas of responsibilities upon hire to the college. Nursing level coordinators and faculty with at least one year experience are assigned as mentors to new full- and part-time faculty for orientation to the department philosophy, curriculum, calendars and syllabi, and clinical responsibilities. (See *Orientation Plan for New ADN Faculty* in *Nursing Faculty*

Handbook on page 6.) New clinical faculty are also mentored by experienced faculty assigned to the same hospital site. Additionally, faculty members are referred to on-line orientation modules developed by the Texas Nursing Resource Center as a resource for clinical nurse educator information. (See website http://texasnrc.org/NorthTexasRegion/NursingFacultyDevelopment/tabid/1127/Default.aspx.) New full-time faculty members attend overall college orientation during the first several weeks of their first semester. Information sessions related to the mission and core values of the college, administration introductions, faculty development conferences, division meetings, class preparation, and the current accomplishments of the college are shared in the overall new faculty orientation. In addition to linking new faculty to the clinical faculty at the same hospital site, the Dean of Nursing and /or Clinical Coordinator facilitates an introduction to the new facility or hospital unit with the new faculty member. New part-time faculty members are provided an abbreviated orientation of one day for general college information, and receive the same nursing unit material as a full-time faculty member, that is specific to their clinical responsibilities.

To provide a more personalized support system for the new full- and part-time faculty member, faculty members have used their collective talents to develop a mentoring program that supplements the general college information provided in orientation. In addition to being mentored by the level coordinator or experienced faculty, new faculty members are assigned a full-time faculty mentor who provides teaching strategies for success during their first year of teaching. Electronic resources, provided as a source of familiarization and understanding of the Collin College Nursing Unit, are supplied at an on-campus orientation boot camp scheduled prior to the start of the semester. Information related to the history and philosophy of the program, concept-based curriculum, calendars and syllabi, and access to the college Blackboard System are also presented. Additionally, clinical assistance in developing expectations and rotations, grading required paperwork, completing evaluations, and promoting critical thinking among students is included in the mentoring program. Finally, scenarios are performed as examples of behavior situations that may impact Collin College's civility contract as illustrations of possible student situations. On-going support throughout the semester is provided by the Level Coordinator and full-time mentor to ensure a smooth transition to the nursing program.

Collin faculty members participate in ongoing development and receive instructional and distance technology support. Faculty utilize instructional support through the Collin College Learning Center (eLC), through one-on-one meetings with the eLC, webinars, instruction videos,

modules, and electronic instruction guides for teaching and learning and instructional support. Presentations provided by the eLC Department during Collin College's Professional Development seminars offered each semester prior to the beginning of classes, and video conferencing are also utilized as faculty development.

All faculty and level coordinators responsible for utilizing distance technology, including the Blackboard and video conferencing technology-Tandberg (See website http://www.vsgi.com/) have completed training courses by the eLC Department upon initial use of the technology. Ongoing technical and distance technology in-service is obtained as needed.

All Collin nursing faculty members earn at least 20 continuing education units (CEUs) in nursing education each two-year cycle for ongoing professional development. All faculty members attend educational seminars or workshops each academic year related to teaching methodologies.

Faculty participate in the governance of Collin College and the Nursing Unit by membership in the Faculty Council, Nursing Unit committees, college-wide committees, councils, and task forces. Faculty may self-select membership on some committees, be appointed by the Dean of Nursing, or be elected by the general faculty to serve according to the particular committee, council, or task force structure. Faculty participation in college-wide governance is identified in Table 1.1: Faculty Participation in Collin College Committees and in nursing division committees in Table 1.2: Nursing Division Committees. The entire full-time nursing faculty serves on college-wide or Nursing Unit committees. Collin College supports engaged faculty, and welcomes and encourage faculty to serve on district wide committees. Division and district wide committee membership is evaluated on annual faculty evaluations and multiyear contracts.

Table 1.1: Faculty Participation in Collin College Committees

Committee/Council Collin College	Faculty
Collin College Faculty Council	Kathleen Blust Kathleen Mixson Joyce Sizemore

Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions " , Michigan State University, 2008.

Table 1.1: Faculty Participation in Collin College Committees (continued)

Central Park Chili-Cook-off	Kathleen Mixson Joyce Sizemore Trina Masar Amy Bierhup
Core Objectives Assessment Team	Audrey Krueger
Curriculum Advisory Board	Kathleen Mixson Diane Schull Donna Hatch
Health Science Investigation Committee	Joyce Sizemore Joanne Duran Kathleen Blust Susan Kamath Donna Hatch
Health & Safety Fair	Joanne Duran Kathleen Blust Susan Kamath Heather Rawls Lisa Pierce
Point of Distribution Committee	Amy Bierhup
Nursing Division Search Committee	Kathleen Blust Joan Hunsaker Audrey Krueger Mary Kasprisin
Surgical Technology Department Search Committee	Kathleen Blust Cyndi Amerson
Dental Hygiene Program Review Committee	Kathleen Blust Lisa Pierce
Nursing Division Curriculum Development	Donna Hatch

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Table 1.1: Faculty Participation in Collin College Committees (continued)

Workforce Steering Committee	Mary Kasprisin
Mentor Program	Joyce Sizemore Heather Rawls
Foundation Scholarship Committee	Joyce Sizemore
Health Sciences Building Planning	Donna Hatch
Biology Department Search Committee	Joanne Duran
Martin Luther King Day	Donna Hatch
Quality Enhancement Plan Focus Group	Kathleen Blust
Disaster Preparedness	Donna Hatch Audrey Krueger Susan Kamath
Quality Evaluation Plan	Donna Hatch
Health Science Search Committee	Amy Bierhup
Strategic 2016 Vision	Donna Hatch
Nursing Program Review Committee	Beth Kasprisin Cyndi Amerson Joanne Duran Kathleen Blust
Biology Department Search Committee	Joanne Duran

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Table 1.2: Nursing Division Committees

Committee	Student Representatives
Curriculum- Joan Hunsaker, Chair Heather Rawls Diane Schull Beth Kasprisin Kylie Bunner Cynthia Amerson Patricia Rodgers Karen Holowinski Jenny Felber	Molly Jones - Semester 4 Daniel Barrett - Semester 3 Sophia Dookran - Semester 2 TBD- Semester 1
Student Affairs- Joanne Duran, Chair Susie Kamath Lisa Pierce Audrey Krueger Heather Rawls Jenny Felber Diane Schull Armadeep Gill Joyce Sizemore Patricia Rodgers	Hannah Weisbruch- Semester 4 Rebekah Starkey - Semester 3 Josalyn Martin - Semester 2 TBD- Semester 1
Systematic Program Evaluation- Donna Hatch, Chair Amy Bierhup Joanne Duran Kathleen Blust Joan Hunsaker	N/A
Testing Committee- Amy Bierhup, Chair Lisa Pierce Kim Washington Jeannine Long Michelle Denny Trina Masar Armadeep Gill Kathleen Mixson	Julia Conger - Semester 4 Clayton Zeno - Semester 3 Teresa McCabe- Semester 2 TBD-Semester 1
Center of Excellence- Kathleen Blust, Chair Susan Kamath Audrey Krueger Cynthia Amerson Trina Masar Michelle Denny Kylie Bunner Karen Holowinski Jeannine Long Kim Washington	Teresa Turnbow - Semester 4 Jill Ellis - Semester 3 Heather Holmes - Semester 2 TBD- Semester 1
Collin Nursing Student Association- Faculty Advisors Joyce Sizemore Beth Kasprisin	President- Teresa McCabe First VP- Jill Boudreaux Second VP- Amanda Jackson Treasurer- Raymond Chan

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Table 1.2: Nursing Division Committees (continued)

	Secretary- Lisa Walsh Parliamentarian 1- Shaun Leverett Parliamentarian 2- Camille Ganter Level Representative 2nd- Shannon Bruno Level Representative 3rd- Shelly Hood Level Representative 4th- Lauren Wickersham
Self-Study Committee- Donna Hatch, Chair Kathleen Blust Diane Schull Joanne Duran Cynthia Amerson Beth Kasprisin	N/A

Eighty-five percent of full-time faculty members actively participate in monthly nursing faculty meetings, as verified through attendance records. Part-time faculty are required to attend nursing faculty meetings and college wide meetings specific to the Central Park Campus, home campus for the Nursing Unit once a semester. Monthly invitations to part-time faculty are extended by the Dean of Nursing to attend nursing faculty meetings and attendance records monitor participation.

2. WHY WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO THE COLLEGE MISSION, CORE VALUES & STRATEGIC PLAN

A. Provide program-specific evidence of actions that support the case that the program and its faculty contribute to fulfillment of the college mission.

The Collin College mission *is to be a student and community centered institution committed to developing skills, strengthening character, and challenging the intellect.* The mission of the Nursing Unit is *to prepare graduate professional nurses who are life-long learners actively*

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involved in service, and members of an interdisciplinary health care team, use clinical judgment to provide safe, evidence-based, patient-centered care to promote quality of life.

The philosophy of Collin College is implemented to achieve the mission through the campuses, centers, and programs of Collin College and fulfill its statutory responsibilities. The statutory responsibilities are to provide: *(1) academic courses in the arts and sciences to transfer to senior level institutions; (2) technical programs, leading to associate degrees or certificates, designed to develop marketable skills and promote economic development; (3) continuing adult education programs for academic, professional, occupational and cultural enhancement; (4) developmental education and literacy programs designed to improve the basic skills of students; (5) a program of student development services and learning resources designed to assist individuals in achieving their educational and career goals; (6) workforce, economic, and community development initiatives designed to meet local and statewide needs; and (7) other purposes as may be directed by the Collin College Board of Trustees and/or the laws of the State of Texas*. (See website http://www.collin.edu/aboutus/missioncorevalues.html, and *Collin College Catalog 2014-2015* at http://www.collin.edu/academics/20142015catalog.pdf on page AC-10.)

Following the concept-based curriculum philosophy, the nursing faculty believe that the foundation of knowledge is developed within the learner through active learning activities in the didactic setting, simulation laboratory, and Collin College's on-campus nursing program hospital laboratory and clinical application using simple to complex learning principles and varied learning strategies. The delivery method and curriculum the faculty at Collin College has implemented with the concept-based curriculum incorporates active learning principles across the curriculum.

The practice of nursing is predicated on conceptual beliefs derived from a concept-based curriculum. The conceptual framework is an outgrowth of the nursing program philosophy and reflects the faculty's educational beliefs associated with nursing student development. The framework relies on components of the National League for Nursing (NLN) Educational Competencies Model. Integrating concepts within the framework are drawn from the Quality and Safety Education for Nurses (QSEN) knowledge, skills, and attitude (KSA) competencies for nursing

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graduates. (See Appendix B: Comparison of the College Mission and Core Values and the Nursing Unit Concept-Based Curriculum for a comparison of the College mission and core values and the Nursing Unit concept-based curriculum philosophy.)

B. Provide program-specific evidence of actions that support the case that the program and its faculty contribute to fulfillment of the college core values.

> The College fosters academically challenging, culturally rich, and technologically advanced learning environments to help students reach their academic, professional and personal aspirations. At Collin College, we have a passion for Learning, Service and Involvement, Creativity and Innovation, Academic Excellence, Dignity and Respect, and Integrity as evidenced by our Core Values.

> The model for the Collin College ADN program stems from three foundational core values: caring, ethics, and integrity distilled from the Collin College core values. These elements are central to nursing education and professional development. Caring is associated with the patient/client and the promotion of their well-being. Caring relates to self, colleagues, and the profession of nursing. Caring is a learned dynamic to be experienced by students in the classroom, clinical, and simulation. Included within this dynamic are elements of compassion, empathy, concern, and helping others. Ethics is the systematic, autonomous, critical inquiry of inner values that direct decisions regarding right and wrong as they relate to conduct. Ethics involves the promotion of good and the avoidance of harm while providing nursing care. From a foundational core value perspective, integrity provides a cornerstone element that serves not only the needs of patients/clients bur as important, the development of the student, especially as a professional nurse. This value addresses respect for an individual's moral being in a manner that is consistent and without conditions or limitations. This interpersonal growth of the student promotes personal and social responsibility and paves the way for them to assume responsibility for patient/client care management while providing critical judgment associated with that care.

C. Provide program-specific evidence that supports how the program supports the college strategic plan.

The Collin College Vision 2016 is to *inspire learning that will transform lives and enhance communities*. Strategic goals include:

- Improve academic success by implementing strategies for completion.
- Provide access to innovative higher education programs that prepare students for constantly changing academic, societal and career/workforce opportunities.
- Engage faculty, students and staff in improving a district-wide culture of adherence to the Collin College Core Values.
- Enhance the College's presence in the community by increasing awareness, cultivating relationships, building partnerships and developing resources to respond to current and future needs.

The Nursing Unit goals support the governance strategic plan and address five areas: quality of life, clinical judgment, professional identity, spirit of inquiry, and service and involvement. Quality of life is associated with the ability to promote growth and well-being of patients/clients, self, and collegial members of the healthcare team. Clinical judgment entails using clinical reasoning and nursing science as a basis for decision making in nursing practice. Faculty assist students to reflect on their decision making in the effort to develop clinical judgment. Students develop over time a strong sense of identity as a professional nurse. That identity serves them individually as it relates to the nurse-patient/client relationship. Equally important is the development of identity with the larger association with the profession of nursing. The spirit of inquiry is a goal that serves the student and the life-long learner. Its development encourages inquiring about all elements of patient/client care. Service and involvement increases as students engage in lasting relationships with community partners to continue professionally related volunteer service after graduation.

Each of these goals is associated with one or more integrating concepts and the student's development over time as they progress through the various levels within the program. Achieving the outcome of quality of life requires thorough preparation in patient/client-centered care. Clinical judgment comes as the student develops their knowledge and appreciation of both quality

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improvement and various aspects of patient/client safety. From early on in the program students are exposed to and develop skills in association with both teamwork and collaboration. Together these skills contribute to the student's abilities and development of professional identity. The outcome of spirit of inquiry comes as the student develops their knowledge and appreciation of evidence-based practice, quality improvement, and informatics.

Successful graduates of the program will be positioned to demonstrate key competencies and roles as a professional nurse as designated by the Texas Board of Nursing in the Differentiated Essential Competencies. These roles include becoming members of the nursing profession, being providers of patient/client-centered care, serving as patient/client safety advocates, and contributing as members of the healthcare team.

3. WHY WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO MARKET DEMAND BY EMPLOYERS

Make a case with evidence to show that employers need and hire the program's graduate.

The Texas Workforce Commission (2011) data indicates that registered nurses (RNs) constitute the largest healthcare occupation, with 2.6 million jobs. About 60 percent of RN jobs are in hospitals and some employers report difficulty in attracting and retaining an adequate number of RNs. See Texas Cares at http://www.texascaresonline.com/profile/occdata.asp?onetcode=29-1141.00&match=76.

As noted by the Texas Workforce Commission, the three typical educational paths to registered nursing are a bachelor's degree, an associate degree, and a diploma from an approved nursing program. Collin College has articulation agreements with two universities specifically for nursing students to bridge to a bachelor of nursing (BSN) degree upon graduation from Collin College's nursing program, Texas Tech University (TTU) and Texas Woman's University (TWU), which offer concurrent enrollment to Collin nursing students. The agreements allow the student to transition into the TTU or TWU School of Nursing RN to BSN program upon successful completion of the ADN program with guaranteed acceptance. All articulation agreements are current, reliable, and maintained with biannual evaluations obtained from the facility.

Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions " , Michigan State University, 2008.

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Collin College also has *TransferU* that offers advanced courses with four universities including baccalaureate, master and doctorial courses so nursing students can take courses to further their education without leaving Collin College. (See articulation agreements and information related to TTU and TWU on Collin nursing website www.collin.edu/nursing.)
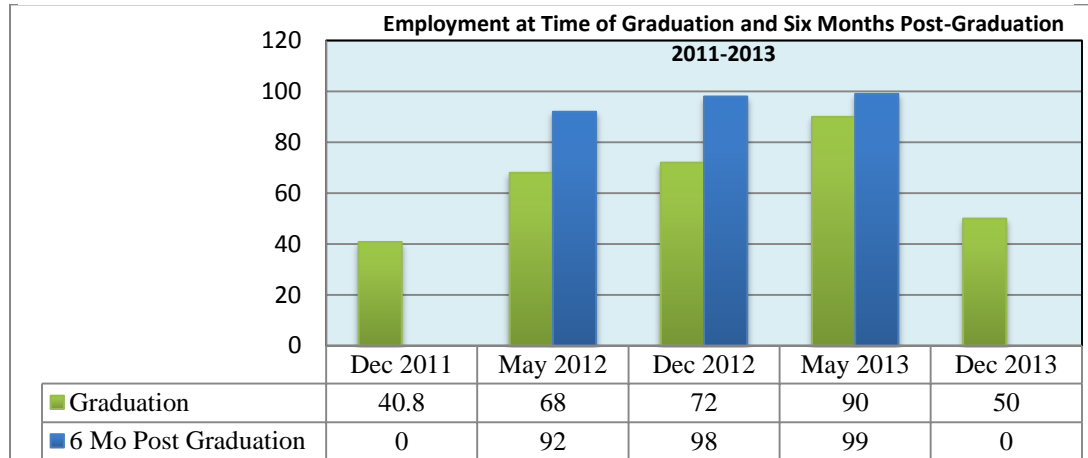
The Collin College nursing program is the top source of entry-level employees in the field of nursing for Collin County employers as it is the only public nursing school in the county.

The program plan evaluates the job placement rates of graduates. It is expected that 50% of all new graduates available for employment will have a position as a graduate nurse at the time of graduation. Data is collected immediately prior to graduation to determine the percentage of new graduates who are employed at the time of graduation. With the exception of the December 2011 class, the number of new graduates with jobs at graduation has consistently met or exceeded the 50% target.

The December 2011 employment data of 40.8 percent can be attributed to area agencies' pursuit of magnet recognition status. (See Figure 3.1: Employment at Time of Graduation and Six Months Post-Graduation for confirming documentation related to employment at time of graduation and at six months post-graduation from the Collin College ADN program.) The Magnet Recognition Program® recognizes healthcare organizations for quality patient care, nursing excellence and innovations in professional nursing practice. Developed by the American Nurses Credentialing Center (ANCC), Magnet is the leading source of successful nursing practices and strategies worldwide. As of 2011, magnet hospitals are required to maintain a 75% quota of nurse managers trained at the BSN level or higher. See the *ANCC Pathway to Excellence* at http://nursecredentialing.org/Pathway. Many area clinical facilities are in the process of seeking or have achieved magnet status, which has impacted graduate abilities to secure positions.

Figure 3.1: Employment at Time of Graduation and Six Months Post-Graduation

Employment at Time of Graduation and Six Months Post-Graduation 2011-2013

	Dec 2011	May 2012	Dec 2012	May 2013	Dec 2013
Graduation	40.8	68	72	90	50
6 Mo Post Graduation	0	92	98	99	0

Additionally, in the 2010 Institute of Medicine (IOM) report, *The Future of Nursing: Leading Change, Advancing Health,* nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression. The IOM recommends that 80 percent of the nursing workforce have a BSN degree by 2020. See the IOM report at http://iom.edu/Reports/2010/The-Future-of-Nursing-Leading-Change-Advancing-Health.aspx.

In anticipation to changes in market demand in the next five years, Collin College partnered with Texas Tech University and Texas Woman's University for concurrent enrollment in BSN programs which has increased graduate marketability and provided an opportunity for Collin College to facilitate nursing students to achieve a BSN by 2020, as recommended by the Institute of Medicine. (See clinical agencies with magnet status at Table 3.1: Clinical Agencies with Magnet Status.)

Table 3.1: Clinical Agencies with Magnet Status

Clinical Agencies	Beds	Accreditation	Nursing Course
Baylor Plano	160	JCAHO Magnet Status	RNSG 1161, 2361, 2362, RNSG 2561
Baylor Heart Hospital	116	JCAHO Magnet Status	RNSG 2561
Baylor Medical Center of Frisco	68	JCAHO	RNSG 2361, 2362
Baylor Medical Center of McKinney	95/ 389	JCAHO	RNSG 2361, 2362
Centennial Medical Center	118	JCAHO	RNSG 1161, 2561
Children's Medical Center	595	JCAHO Magnet Status	RNSG 2362
Children's Medical Center at Legacy Plano	72	JCAHO	RNSG 2362
LifeCare of Plano	66	JCAHO	RNSG 2561
Medical Center of McKinney	295	JCAHO	RNSG 1161 (TX 2-Step), 2361 (TX 2-Step), 2561,
The Medical Center of Plano	427	JCAHO Magnet Status	RNSG 1161, 2361, 2362, 2561
Medical City Dallas Hospital	700	JCAHO Magnet	RNSG 1161, 2362 (TX 2-Step), 2561
Methodist Regional Medical Center	125	JCAHO Commission on Cancer	RNSG 2362, 2561
Presbyterian of Allen	73	JCAHO	RNSG 1161, 2361
Presbyterian of Plano	366	JCAHO Magnet Status	RNSG 2362, 2561

Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions ", Michigan State University, 2008.

Table 3.1: Clinical Agencies with Magnet Status (continued)

		Texas Dept. Health	
Select Specialty Hospital	60	JCAHO	RNSG 1161
Terrell State Hospital	316	JCAHO Medicare	RNSG 2361
Wysong Campus McKinney	26	JCAHO	RNSG 2361
Allen Independent School District	-	Texas Education Agency	RNSG 2362
Lovejoy Independent School District	-	Texas Education Agency	RNSG 2362
Melissa Independent School District	-	Texas Education Agency	RNSG 2362

Starting salaries for nursing program graduates are higher than for persons who do not have any college experience. The federal minimum wage in Texas is $7.25 per hour according to About Careers at http://jobsearch.about.com/od/increase/fl/minimum-wage-rates-2015.htm. Starting salaries for registered nurses in the Dallas region are $33.00 per hour according to Salary Wizard at http://swz.salary.com/salarywizard/Staff-Nurse-RN-Hourly-Salary-Details-Dallas-TX.aspx.

The Health Resources and Services Administration (HRSA) projects that more than one million registered nurses will reach retirement age within the next 10 to 15 years. See the HRSA Health Workforce Shortage Designation report at http://bhpr.hrsa.gov/index.html. In the Dallas region, Texas Current Employment for 2010 is generated by the Texas Workforce Commission/Labor Market and Career Information (TWC/LMCI) using annual average industry control totals for 2008 and applying them to the industry/occupation matrix. (See labor market for Dallas regional information at http://www.texascaresonline.com/profile/occdata.asp?onetcode=29-1141.00&match=76.) According to the Texas Workforce Commission, local

Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions " , Michigan State University, 2008.

job projections in nursing currently show above average growth as the 2010 estimate of nursing employment in the Dallas region is 24,020, with a 2020 projection increase to 31,620 nursing positions. Total annual nursing job openings equal 1,194, which relates to an above average job potential for Dallas region nurses. (See Dallas region labor market data at http://www.texascaresonline.com/profile/occdata.asp?onetcode=29-1141.00&match=76.) Additionally, there are currently, 500 available nursing job postings in the Dallas/Fort Worth area. (See Occupation: Registered Nurses; Region: Dallas/Fort Worth region job postings at

https://wit.twc.state.tx.us/WORKINTEXAS/wtx?pageid=JS_POSTING_BROWSE_SEARCH&region=7&occ_category=29&occ=29-1111.00&searchPressed=1&mode=update.

Collin College nursing program collaborates with a community advisory board committee, meeting twice a year in October and April. The community advisory board is chaired by a community partner and consists of local community partners, educational partners from colleges and universities, and alumni representation. Attended by the Dean of Nursing and/or Clinical Coordinator, the advisory board discusses and votes on topics of community interest related to the Collin College nursing program, including the needs related to increased enrollment emphasized by the State, the Texas 2-Step Nursing Pathway program, and the Nursing (RN) Bridge for LVN/Paramedic/Medic program. (See Texas 2-Step evidence on the College *I-Drive* under *Nursing -> ACEN 2014 ->* Collin HCAPacket 2014 and Texas 2-Step NTX Division Office Staff Performance Review.) By evaluating the board minutes biannually, the nursing program is aware of current and future needs from our community, educational partners, and students. Refer to Table 3.2: Community Advisory Board Committee Representatives.

Table 3.2: Community Advisory Board Committee Representatives

Community Advisory Board Committee Representative
Baylor Medical Center at Plano
Baylor Medical Center at Frisco
Baylor Medical Center at McKinney
Methodist Richardson Medical Center

Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions " , Michigan State University, 2008.

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Table 3.2: Community Advisory Board Committee Representatives (continued)

Children's Medical Center of Dallas
The Medical Center of Plano
Texas Health Resources- Allen
Texas Health Resources- Plano
Medical Center of McKinney
LifeCare Hospital of Plano
Hospital Corporation of America (HCA) North Texas
Select Specialty
Medical City Dallas
Texas Tech University
Texas Woman's University

The demand for registered nurses in the Dallas region exceeds the number of program graduates. Additional measures enacted and in progress include initiating a Medic/Paramedic Fast Track bridge program and pursuing Texas legislative approval for initiating a BSN program. The medic/paramedic program enables paramedics and military medics to continue their service as a registered nurse. Flexible, online classes and rotating clinical hours are available through this program. Refer to the Collin nursing website, http://www.collin.edu/nursing/medicparamedicfasttracknursingwebsite1.pdf, for additional program information and the Collin College Medic/Paramedic Curriculum Outline. Moreover, administrative lobbying in Austin, Texas continues in the effort to obtain approval for Collin College to offer a baccalaureate program in nursing to better meet the demand for registered nurses. Local sources available in the Dallas region include neighboring county associate and baccalaureate nursing schools. Lessons learned by other program competitors include the need to obtain a BSN program at Collin to meet the needs of area clinical agencies, the needs of facilities with Magnet recognition, and the Institute of Medicine's recommendations. A baccalaureate program in nursing at Collin College enables Collin graduates to obtain priority interviews over associate degree graduates, with resulting first choices in employment by Magnet status agencies.

Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions " , Michigan State University, 2008.

4. WHY DO WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO MARKET DEMAND BY STUDENTS

Make a case with evidence to show that students want the Degree or Certificate using the enrollment history. Include any plan for increasing program enrollment.

The program relationship to market demand for the nursing program has indicated more demand than available student positions as evidenced by 497 students with the declared AAS in the nursing program in the fall 2014 semester. Enrollment in the nursing program is stable with clear evidence of the opportunity for growth as evidenced by the number of applicants per semester when compared to the twice annual admission of approximately 48- 60 students each semester. The limited number of students admitted to the nursing program directly relates to limited classroom space available at the Central Park Campus, which is the exclusive campus of the nursing program. See Table 4.1: Nursing Program Enrollment below.

FALL 2010 STUDENTS | GRADUATING SPRING 2012

Generic Students	151 **qualified** applicants / 48 accepted
LVN/Paramedic	6 **qualified** applicants / 6 accepted (5 LVN & 1 Paramedic)
Grow Your Own	Program started in 2010 but student lists do not show any students until Fall 2011

SPRING 2011 STUDENTS | GRADUATING FALL 2012

Generic Students	150 **qualified** applicants / 48 accepted
LVN/Paramedic	6 **qualified** applicants / 6 accepted
Grow Your Own [HCA Partnership]	0

FALL 2011 STUDENTS | GRADUATING SPRING 2013

Generic Students	134 **qualified** applicants / 48 accepted
LVN/Paramedic	5 **qualified** applicants / 5 accepted
Grow Your Own [HCA Partnership]	14 **qualified** applicants / 10 accepted

SPRING 2012 STUDENTS | GRADUATING FALL 2013

Generic Students	198 **qualified** applicants / 48 accepted
LVN/Paramedic	4 **qualified** applicants / 4 accepted
Grow Your Own [HCA Partnership]	0

FALL 2012 STUDENTS | GRADUATING SPRING 2014

Generic Students	225 **qualified** applicants / 48 accepted
LVN/Paramedic	9 **qualified** applicants / 9 accepted
Grow Your Own [HCA Partnership]	12 **qualified** applicants / 10 accepted

SPRING 2013 STUDENTS | GRADUATING FALL 2014

Generic Students	176 **qualified** applicants / 48 were accepted

Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions " , Michigan State University, 2008.

LVN/Paramedic	4 **qualified** applicants / 4 accepted
Grow Your Own [HCA Partnership]	0

FALL 2013 STUDENTS | GRADUATING SPRING 2015

Generic Students	163 **qualified** applicants / 50 accepted
LVN/Paramedic	8 **qualified** applicants
Grow Your Own [HCA Partnership]	12 **qualified** applicants / 10 accepted

SPRING 2014 STUDENTS | GRADUATING FALL 2015

Generic Students	131 **qualified** applicants / 50 accepted
LVN/Paramedic	6 **qualified** applicants / 6 accepted
Texas 2-Step [HCA Partnership]	0

SUMMER 2014 STUDENTS

Medic/Paramedic Fast Track	6 **qualified** applicants / 6 accepted

FALL 2014 STUDENTS | GRADUATING SPRING 2016

Generic Students	138 **qualified** applicants / 51 accepted
LVN	See note below
Paramedic	
Texas 2-Step [HCA Partnership]	8 **qualified** applicants /8 accepted

**The program only had six qualified applicants for the bridge programs. The bridge program was not started in fall 2014. A new Medic/Paramedic Fast Track was not started in fall 2014; applicants are starting in spring 2015. One LVN started with the generic students and two additional LVN students are starting in spring 2015. **

SPRING 2015 STUDENTS | GRADUATING FALL 2016

Generic Students	140 **qualified** applicants / 50 accepted
LVN	8 **qualified** applicants /8 accepted.
Paramedic	10 **qualified** applicants / 10 accepted
Texas 2-Step [HCA Partnership]	0

Implications for the next five years of enrollment include a new 125,000-square-foot health science center which is currently under construction with expected completion in late 2015, to address the limited classroom space. Collin College is devoted to assisting students in meeting their academic goals and dreams through personalized support. New students are given the opportunity to be advised through the Academic Advising Department prior to their first registration at Collin College and students are strongly encouraged to meet with an academic advisor each semester. (See *Collin College Student Handbook*, Policy 5.1 on page 76.) Career coaching and services assist with career exploration and decisions. Academic advisors are available on each campus with pre-nursing advisors for nursing students on the Central Park Campus. Collin College has entered into pre-admission agreements for qualified students who would like to begin their university experience while attending Collin College. The *TransferU* program supports a smooth transfer from the ADN program to an affiliated university setting to finish their baccalaureate degree. (See *Collin College Student Handbook*, Policy 5.36 on page 87 or website http://transferu.collin.edu/. Representatives from several colleges and universities, including Texas Woman's University (TWU), University of Texas at Dallas (UTD),

Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions " , Michigan State University, 2008.

University of North Texas (UNT), and Texas A & M-Commerce participate to distribute information about transferability of courses. (See Collin *College Student Handbook*, Policy 5.36, page 87.)

Collin College has partnered with Texas Woman's University (TWU) and Texas Tech University (TTU) individually to develop a concurrent admission program for student progression in the profession. The articulation agreements between the schools allow students to declare, during the first two years of their nursing education, the desire to transition into the TWU or TTU School of Nursing RN to BSN program upon successful completion of the ADN program. While in the final semester at Collin College, the student submits a formal application to the RN to BSN Program at either university. Through the articulation agreements there is curriculum alignment to facilitate a smooth transition without gaps for repetition.

5. WHY WE DO THE THINGS WE DO: DOES THE PROGRAM CURRICULUM LEAD TO COMPLETION?

Make a case with evidence to show the program offers a clear pathway to completion. Include any plan for raising the number of completers.

The Nursing Unit's student learning outcomes include; (1) use clinical reasoning and knowledge based on the nursing program of study, evidence-based practice outcomes, and research studies as the bases for decision-making and comprehensive, safe patient/client care to improve quality of life; (2) demonstrate skills in using patient/client care technologies and information systems that support safe nursing practice; (3) promote safety and quality improvement as an advocate and manager of nursing care; (4) coordinate, collaborate, and communicate with diverse patients/clients, families, and the interdisciplinary health care team to plan, deliver, and evaluate care; (5) adhere to standards of practice within legal, ethical, and regulatory frameworks of the professional nurse; (6) demonstrate knowledge of delegation, management, and leadership skills; and (7) demonstrate behavior that reflects the values and ethics of the nursing profession. Both the Assessment Technologies Institute (ATI) NCLEX-RN Comprehensive Predictor and the clinical evaluation tool along with the successful completion of the fourth semester, measures the successful attainment of each of the outcomes.
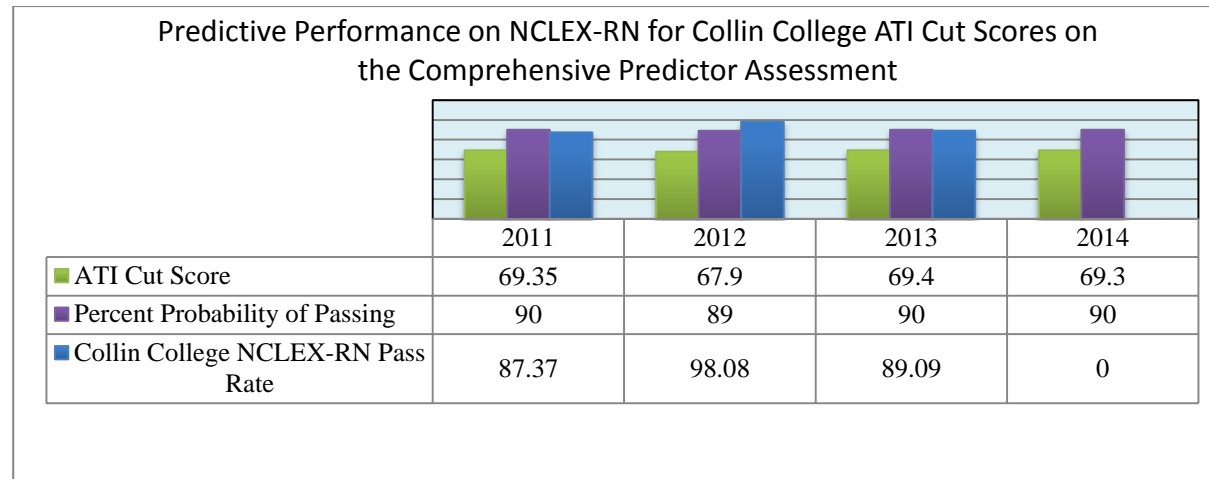
The NCLEX-RN pass rates correlate positively to ATI Comprehensive Predictor (See Figure 5.1: Predictive Performance on NCLEX-RN for Collin College ATI Cut Scores on Comprehensive Predictor Assessment and the correlation to first-attempt pass rates.) The first-attempt NCLEX-RN success rate for Collin College graduates consistently exceeded the state licensure exam pass rate. Nursing faculty utilize the ATI on-line testing services for standardized testing of nursing content learned over the semester to evaluation the overall success to achieving student learning outcomes. The student is required to achieve a cut score on the end-of-course assessments to successfully complete the semester. ATI scores are not calculated into the student grade point average; however, the student must remediate until the cut score is achieved prior to completing the course at the end of each semester. Information obtained from ATI assessment data also provides the student with a comprehensive overview of core nursing as compared to other students nationally.

All semesters evaluate student performance using a clinical evaluation tool. The final semester, the clinical evaluation tool, in combination with the final semester grade, evaluates the Nursing Unit's student learning objectives. The clinical evaluation tools are leveled according to Bloom's Taxonomy of Learning Domains, and are integrated with the student learning outcomes and the Differentiated Essential Competencies (DECs). Semester four clinical grade is based completely on the student's performance reflected in the clinical evaluation tool. The student must achieve a minimum of 70% in each of their semester courses to successfully pass and graduate from the nursing program. The expected level of achievement is 90% of students will pass semester four with a minimum score of 70%, including their clinical score.

Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions " , Michigan State University, 2008.
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Figure 5.1: Predictive Performance on NCLEX-RN for Collin College ATI Cut Scores on Comprehensive Predictor Assessment

Predictive Performance on NCLEX-RN for Collin College ATI Cut Scores on the Comprehensive Predictor Assessment				
	2011	2012	2013	2014
■ ATI Cut Score	69.35	67.9	69.4	69.3
■ Percent Probability of Passing	90	89	90	90
■ Collin College NCLEX-RN Pass Rate	87.37	98.08	89.09	0

The overall program outcome goals of the Nursing Unit is to produce graduate nursing students who demonstrate key competencies and roles of a professional nurse as defined by the Texas Board of Nursing (BON) DECs. These roles include Member of the Profession, Provider of Patient-Centered Care, Patient Safety Advocate, and Member of the Health Care Team. Program outcomes are measured through attrition-retention rates and employer and graduate surveys. The expected level of achievement is 100% of the Collin College Nursing program attrition-retention rates will exceed the Texas Coordinating Board of Higher Education (THECB) graduation rates. (See Figure 5.2: Collin College Attrition-Retention Rates.)

Figure 5.2: Collin College Attrition-Retention Rates

Collin College Attrition-Retention Rates
2011-2013

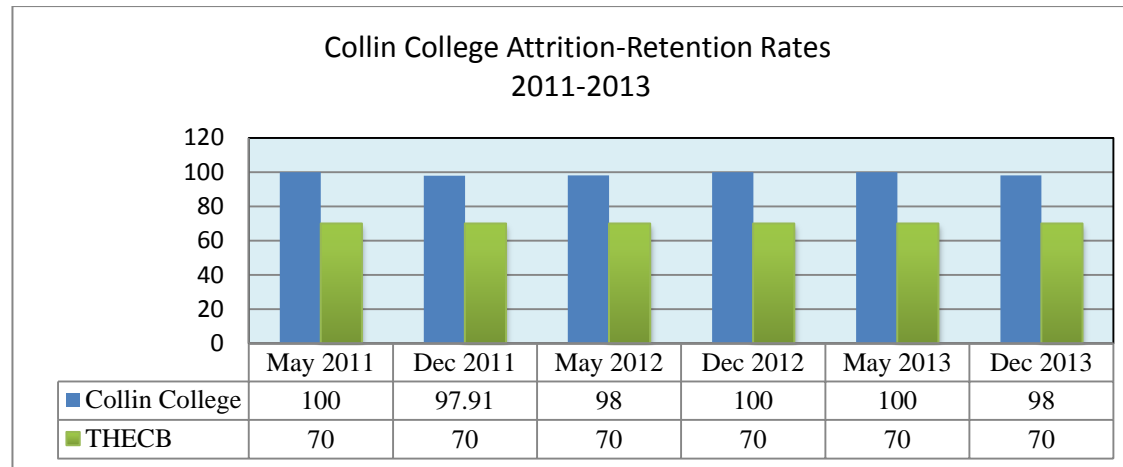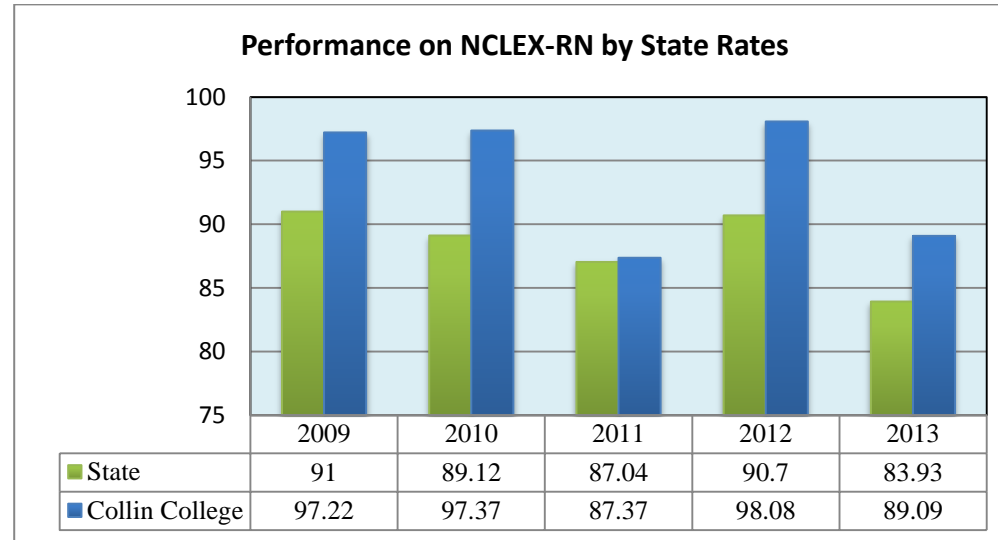|	May 2011	Dec 2011	May 2012	Dec 2012	May 2013	Dec 2013
■ Collin College	100	97.91	98	100	100	98
■ THECB	70	70	70	70	70	70

Figure 5.3: Performance on NCLEX-RN by State Rates demonstrates Collin College ADN NCLEX-RN first attempt pass rates compared to state pass rates. First-attempt NCLEX-RN success rates for the nursing program exceeded national exam pass rates with the exception of 2011, when the Collin College rate was 0.44% lower than national rates. Strategies were implemented for student success by faculty. One activity implemented by the fourth level faculty was a formal plan for progression for all students taking the ATI NCLEX-RN Comprehensive Predictor. Student results are reviewed individually and each student is advised regarding preparation strategies for review and study according to their assessed strengths and weaknesses. Students are asked to submit a plan or contract for activities to be undertaken following graduation until the NCLEX-RN examinations are taken to ensure success. After implementing this strategy to improve first time NCLEX-RN pass rates, Collin exceeded the state average by 7.38% and the national rate by 7.86% in 2012; and exceeded the state average by 5.16% and the national rate by 4.8% in 2013.

Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions ", Michigan State University, 2008.

Figure 5.3: Performance on NCLEX-RN by State Rates

Performance on NCLEX-RN by State Rates

	2009	2010	2011	2012	2013
■ State	91	89.12	87.04	90.7	83.93
■ Collin College	97.22	97.37	87.37	98.08	89.09

Table 5.1: Program Outcomes Summary

Required Program Outcomes	Expected Level of Achievement	Actual Level of Achievement	Resulting Action(s) Taken/To be Taken with Time Frame For Implementation	
			Action(s)	Time Frame
Performance on NCLEX and/or Certifying Examinations	Expected Level of Achievement (ELA): Collin College Nursing Program will maintain over an 85% pass rate on first time NCLEX-RN exams	**2011** Exceeded: 97.22%; National 91% **2012** Exceeded: 98.08%; National 90.7% **2013** Exceeded: 89.09%; National 83.93%	SPE committee will continue to monitor each December and May	Ongoing process
Program Completion	ELA: Collin College Nursing Program will maintain an over 70% completion rate	**2011** Exceeded: May 100%; Dec 91% **2012** Exceeded: May 98%; Dec 100% **2013** Exceeded: May 100%: Dec 98%	SPE committee will continue to monitor each December and May	Ongoing process
Job Placement	ELA: 50% of all new graduates available for employment will have a position as a graduate nurse at the time of graduation	**Dec. 2011**: Grad 40.8%; 6 mo No data **May 2012**:Grad 68%; 6 mo 92% **Dec 2012**: Grad 72%; 6 mo 98% **May 2013**: Grad 90%; 6 mo 99% **Dec 2013**: Grad 50%; 6 mo pending	SPE committee created new tool be given to graduates at pinning practice and mailed to graduate students 6 months after graduation	New tool will begin with Fall 2014 class

The number of nursing students who completed the program over the last five years is 469 students. Enrollment flow through the program curriculum has been consistently stable with an average of 5.1% students dropping out of the nursing program over the previous five years. (See Table 5.2: Nursing Program Attrition Rate.) No barriers to program completion have been identified in the nursing program as the concept-based curriculum flows through all levels of the program with the same faculty teaching across the curriculum.

Table 5.2: Nursing Program Attrition Rate

Semester	Student Graduates	Dropped Students	Attrition Percentage
December 2011	48	2	4.1
May 2011	58	3	5.8

Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions ", Michigan State University, 2008.

December 2011	49	3	6.1
May 2012	53	2	3.7
December 2012	53	3	5.6
May 2013	61	4	6.5
December 2013	54	1	1.8
May 2014	55	4	7.2

6. HOW WELL DO WE DO CURRICULUM THINGS AND WHO THINKS SO?

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

1. **Credit Hour Standard: There are no more than 60 credit hours in the program plan.**

   Number of semester credit hours (SCH) in the program plan: 60

   If there are more than 60 SCH in the plan, show revised degree and certificate plans. Work with the program's curriculum

   coordinator to bring the revised program plans to the Curriculum Advisory Board (CAB).

2. **Completers Standard: Average 25 completers over the last five years or five completers per year.**

   Number of completers: December 2011: 49 students | 2012: 101 students | 2013: 110 students | May 2014: 51 students

   Definition of completer—Student has met the requirements for a degree or certificate (Level I or II)

Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions " , Michigan State University, 2008.

3. **Licensure Standard: 90% of first time test takers pass the Licensure exam.**
   If applicable, include the licensure pass rate:

   2011 Exceeded: May 100%; December 91%

   2012 Exceeded: May 98%; December 100%

   2013 Exceeded: May 100%: December 98%

   For any pass rate below state standard, attach a plan for raising the pass rate.

4. **Retention Standard: 78% of census day students should earn a grade in the class.**

   Include the retention rate:

   2011 Exceeded: May 100%; December 97.91%

   2012 Exceeded: May 98%; December 100%

   2013 Exceeded: May 100%; December 98%

   If the retention rate is below 78%, include a plan for raising it.

B. Make a case that the program curriculum is current.

The Nursing Unit recently revised the program curriculum, implementing the Texas Consortium Concept-Based model under the Nursing Innovation Grant funded by the Texas Higher Education Coordinating Board (THECB). In collaboration with five other community colleges in Texas, including McLennan Community College, Del Mar College, Trinity Valley Community College, Wharton County Junior College, Southwest Texas Junior College, Dallas County Community College, and Alamo College, Collin College has been a participant in a successful grant initiative which has completed its first academic year of implementation. Full implementation of the concept-based curriculum will be complete in spring 2015. The program received re-accredited by the Accreditation Commission for Education in Nursing (ACEN) in October 2014. The program has maintained ongoing accreditation from the Texas BON, with the last review in January 2006, and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions " , Michigan State University, 2008.

C. Make a case with the Advisory Minutes that the Advisory Committee has employers who are active members that are representative of Collin County employers.

       Collin College nursing program collaborates with a community advisory board committee, meeting twice a year in October and April. The community advisory board is chaired by a community partner and consists of local community partners, educational partners from colleges and universities, and alumni representation. Attended by the Dean of Nursing and/or Clinical Coordinator, the advisory board discusses and votes on topics of community interest related to the Collin College nursing program, including the needs related to increased enrollment emphasized by the State, the Texas 2-Step Nursing Pathway program, and the Nursing (RN) Bridge for LVN/Paramedic/Medic program. By evaluating the board minutes biannually, the nursing program is aware of current and future needs from our community, educational partners, and students. Refer to Table 6.1: Community Advisory Board Committee Representatives.

Table 6.1: Community Advisory Board Committee
Representative

Community Advisory Board Committee Representative
Baylor Medical Center at Plano
Baylor Medical Center at Frisco
Baylor Medical Center at McKinney
Methodist Richardson Medical Center
Children's Medical Center of Dallas
The Medical Center of Plano

Table 6.1: Community Advisory Board Committee
Representative

Representative
Texas Health Resources- Allen
Texas Health Resources- Plano
Medical Center of McKinney
LifeCare Hospital of Plano
Hospital Corporation of America (HCA) North Texas
Select Specialty
Medical City Dallas
Texas Tech University
Texas Woman's University

1. How many employers does your Advisory Committee have? 24 members
2. How many employers attended the last two meetings?   11 members
3. Include any resources they contribute to the program (time, equipment, supplies, money, co-op spots) in the Partnership Table in section 8.
4. Briefly summarize the curriculum recommendations made by the Advisory Committee over the last four years.

Positive comments from community advisory board members related to Collin students showing more confidence in the clinical setting. Floor nurses from various clinical partners are impressed with Collin students' clinical reasoning skills. Due to space constraints at area facilities, expansion programs are not possible. With construction of the new Health Sciences Center, community advisory members discussed an interest in establishing partnerships with the College to offer various certification programs, including an Operating Room Academy, certification in Operating Room RN, certification in Sexual Assault Nurse Examiner (SANE), Progressive Care, and Critical Care. Additionally, community advisors discussed an interest in resuming the marketable Skills classes of Certified Nurse Assistant (CNA), electrocardiography (ECG), and phlebotomy courses.

D. For any required program courses with enrollment below 15, explain a plan to grow enrollment or revise the curriculum.

Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions " , Michigan State University, 2008.

Due to low LVN applicants (five-year average of 10-11 applicants) for the LVN/Paramedic bridge program, qualified LVN students were admitted to the generic program. The Medic/Paramedic Fast Track program was initiated in summer 2014 with six students. The spring 2015 semester has 17 enrolled Medic/Paramedic students, which is more than double the initial enrollment number. Monitoring and advertisement of the program will continue to trend the number of applicants to the Medic/Paramedic Fast Track program.

E. Make the case with evidence that the required courses in the program are offered in sequencing or at intervals appropriate to enable students to complete "on time" if a student was enrolled full-time and followed the degree plan. See *Collin College Associate Degree Nursing Program* Plan at http://www.collin.edu/nursing/pdf/DegreeAudit.pdf.

F. Make a case with evidence that students are satisfied with the program.

Positive student satisfaction of the nursing program is evidenced in Table 6.2: Student Satisfaction below.

Table 6.2: Student Satisfaction

Component	Time/Frequency of Assessment	Expected Level of Achievement	Assessment Methods	Results	Actions Resulting from Analysis of the Data		
					Development	Maintenance	Revision
Clinical site satisfaction survey	Frequency: Assessed every semester	Student clinical site scores rank 3 or > on satisfaction survey and students rank agree or higher regarding clinical site is appropriate for learning	Testing Committee and Dean review evaluation results provided by the college's internal review office	Average across all levels 2011: 4 2012: 4.35 Exceeded 2013: unavailable	Develop a spreadsheet/ tool for nursing administratio n staff to show dates surveys need to be mailed and increase communicati on Continue to collect data and monitor clinical site		

Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions ", Michigan State University, 2008.

				satisfaction tools and make adjustments as indicated based on each semester student's response			
Simulation/Hospital Lab	Assessed every semester	80% of students rate their simulation clinical experience indicating that their Simulation/ Hospital Lab experience had a positive impact on their nursing education	Testing Committee and Dean review evaluation results provided by the college's internal review office	Average across all levels Simulation/Hospital evaluations initiated in 2011 2011: 82% Exceeded 2012: 89% Exceeded 2013: 82% Exceeded		Continue to collect data and monitor simulation/ Hospital lab site satisfaction tools and make adjustments as indicated based on each semester student's response to continue in compliance with this criterion	
Graduates rate themselves "prepared" to "well-prepared"	100% Nursing graduates rate themselves >3.0	Assess each semester	Graduates receive a survey 6 months after graduation to	2009: Met 4.65 2010: Met 4.2 2011: Met 4.67			Survey and monitor each

Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions " , Michigan State University, 2008.

			assess how they feel they have met the program outcomes. The survey evaluates the graduate based on the DECs. Return rate has been poor or not available	2012: Met 3.83 2013: unavailable 2014: pending			semester; Develop a spreadsheet / tool for nursing administration staff to show dates surveys need to be mailed
Student Course Evaluations	Assessed every semester	Nursing courses had a positive impact on their nursing education	Testing Committee and Dean review evaluation results obtained from student surveys	2014: 80% Strongly agree or Agree	Initiated in fall 2014	Continue to collect data and monitor course evaluations and make adjustments as indicated based on each semester student's response	It was determined that course evaluations were embedded within student evaluation of faculty members; Develop a spreadsheet / tool for collection of student evaluation of satisfaction of course

Faculty to student ratios in the nursing clinical setting and classroom are illustrated in Table 6.3: Student/Faculty Ratios in Skills Lab/Clinical Setting and Table 6.4: Student/Faculty Ratios in Classroom.

Table 6.3: Student/Faculty Ratios in Skills Lab/Clinical Setting

Semester	Course	# of Sections	Faculty: Student	Instructors
Fall 2013	RNSG 1161	2	1:7-8 *1 group 1:10*	Sizemore; Duran; Rawls; Roberts; Abraham; Robinson; *Huey-TX 2-Step students*
	RNSG 1271	2	1:8-9	Sizemore; Duran; Rawls; Pierce; Larson
	RNSG 1461	2	1:8	Alcorn; Heistand; Podewils; Carter; Krueger; Washington
	RNSG 1229 (lecture)	2	5:46	Blust; Krueger; Washington; Pierce
	RNSG 2460	2	1:7-8 *1 group 1:10*	Hunsaker; Phelps; Johnson; Cain; Begun; Mixson; *Vulich- TX 2-Step students*
	RNSG 2561	2	1:5-6	Hurd; Schull; Wilson; Whitehead; Amerson; Niyati; Bierhup
Spring 2014	RNSG 1161	2	1:7-8	McDowell; Duran; Rawls; Roberts; Abraham; Robinson
	RNSG 1271	2	1:8-9	Sizemore; Duran; Rawls; Pierce; Larson
	RNSG 2361	2	1: 7-8 *1 group 1:10*	Alcorn; Heistand; Podewils; Carter; Krueger; Washington; Rawls *Huey
	RNSG 2572 (lab)	2	1:7-8	Blust; Masar; Krueger; Washington
	RNSG 2460	2	1:7-8	Hunsaker; Phelps; Johnson; Cain; Begun; Mixson;
	RNSG 2561	2	1:5-6 *1 group 1:10*	Hurd; Schull; Wilson; Whitehead; Amerson; Niyati; Bierhup; *Huey

Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions " , Michigan State University, 2008.

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Table 6.3: Student/Faculty Ratios in Skills Lab/Clinical Setting (continued)

Semester	Course	# of Sections	Faculty: Student	Instructors
Fall 2014	RNSG 1161	2	1:7-8 *1 group 1:10*	Holowinski; Duran; Rawls; Roberts; Abraham; Robinson; *Huey; Rogers
	RNSG 1271	2	1:8-9	Sizemore; Duran; Rawls; Pierce; Larson; Rogers
	RNSG 2361	2	1:7-8	Alcorn; Heistand; Podewils; Carter; Krueger; Washington; Rawls; Denny
	RNSG 2572 (lab)	2	1:7-8	Blust; Rawls; Krueger; Washington; Denny
	RNSG 2362	2	1:7-8 *1 group 1:10*	Hunsaker; Phelps; Gill; Johnson; Cain; Begun; Mixson; *Vulich
	RNSG 2573 (lab)	2	1:7-8	Hunsaker; Mixson; Kamath; Gill; Felber
	RNSG 2561	2	1:5-6	Roberts; Schull; Wilson; Whitehead; Amerson; Niyati; Bierhup; Bunner, Long
Spring 2015	RNSG 1161	2	1:7-8	Holowinski; Duran; Bunner; Masar; New Faculty
	RNSG 1271	2	1:8-9	Holowinski; Duran; Bunner; Pierce; Larson
	RNSG 2361	2	1:7-8 *1 group 1:10*	*Huey; Denny; Krueger; Washington; Rawls; Podewils; Standard; Carter; Alcorn
	RNSG 2572 (lab)	2	1:7-8	Blust; Rawls; Washington; Denny; Krueger
	RNSG 2362	2	1:7-8	Kamath; Hunsaker; Gill; Mixson; Felber; Phelps; Cain; Rial; Johnson; Begun; LoCoco
	RNSG 2573 (lab)	2	1:7-8	Kamath; Hunsaker; Gill; Mixson; Felber
	RNSG 2363	2	1:5-6 *1 group 1:10*	Long; Schull; Wilson; Rogers; Amerson; Niyati; Bierhup; Roberts; Robinson; *Huey
	RNSG 2574 (lab)	2	1:7-8	Long; Schull; Rogers; Amerson; Bierhup

Table 6.4: Student/Faculty Ratios in Classroom

Semester	Course	# of Sections	Faculty: Student	Instructors
Fall 2013	RNSG 1170	2	1:8-9	Schull; Kasprisin; Blust; Kamath; Duran; Sizemore; Masar; Amerson
	RNSG 1171	2	1:5-6	Blust; Rawls; Krueger; Duran; Hunsaker; Hurd; Mixson; Masar
	RNSG 1471	2	1:5	Schull; Kasprisin; Blust; Kamath; Krueger; Sizemore; Amerson; Pierce; Kampas
	RNSG 2504	2	1:9	Blust; Masar; Washington; Krueger; Hembd
	RNSG 1229 (lecture)	2	1:28	Pierce; New Faculty
	RNSG 2514	2	1:12	Kamath; Mixson; Jenkins; Hunsaker; Kampas
	RNSG 2535	2	1:10	Hurd; Schull; Holter; Amerson; Bierhup
	RNSG 2207	2	1:10-11	Kamath; Mixson; Jenkins; Hunsaker; Kampas
Spring 2014	RNSG 1170	2	1:7	Schull; Kasprisin; Blust; Kamath; Duran; Sizemore; Masar; Amerson
	RNSG 1171	2	1:10	Blust; Rawls; Krueger; Duran; Hunsaker; Hurd; Mixson; Holter; Masar
	RNSG 1471	2	1:4	Schull; Kasprisin; Blust; Kamath; Krueger; Sizemore; Amerson; Pierce; Kampas
	RNSG 2172	2	1:6	Bierhup; Hembd; Blust; Rawls; Duran; Hunsaker; Hurd; Mixson; Holter
	RNSG 2572	2	1:5	Schull; Kasprisin; Bierhup; Kampas; Hembd; Blust; Kamath; Krueger; Duran; Sizemore; Washington; Masar
	RNSG 2514	2	1:8	Mixson; Jenkins; Kamath; Hunsaker; Kampas
	RNSG 2535	2	1:11	Hurd; Amerson; Bierhup; Schull; Holter
	RNSG 2207	2	1:11	Kamath; Mixson; Hunsaker; Kampas;
Fall 2014	RNSG 1170	2	1:7	Schull; Blust; Kamath; Duran; Sizemore; Masar; Amerson
	RNSG 1171	2	1:5	Blust; Rawls; Krueger; Duran; Hunsaker; Mixson; Masar; Holowinski
	RNSG 1471	2	1:4	Schull; Blust; Kamath; Krueger; Sizemore; Amerson; Pierce
	RNSG 2172	2	1:5-6	Bierhup; Blust; Rawls; Duran; Hunsaker; Hurd; Mixson; Denny
	RNSG 2572	2	1:4	Schull; Bierhup; Blust; Kamath; Krueger; Duran; Sizemore; Washington; Masar
	RNSG 2173	2	1:5-6	Blust; Rawls; Hunsaker; Mixson; Gill; Felber
	RNSG 2573	2	1:4-5	Schull; Bierhup; Gill; Felber; Hunsaker; Washington; Masar; Amerson; Pierce
	RNSG 2535	2	1:-5	Amerson; Bierhup; Schull; Bunner; Long
	RNSG 2207	2	1:4	Kamath; Mixson; Hunsaker; Gill; Felber
Spring 2015	RNSG 1170	2	1:7-8	Schull; Blust; Kamath; Duran; Sizemore; Masar; Amerson
	RNSG 1171	2	1:5-6	Blust; Rawls; Krueger; Duran; Hunsaker; Mixson; Masar
	RNSG 1471	2	1:5	Schull; Blust; Kamath; Krueger; Sizemore; Amerson; Pierce
	RNSG 2172	2	1:5	Bierhup; Denny Blust; Rawls; Duran; Hunsaker; Mixson
	RNSG 2572	2	1:4	Schull; Bierhup; Blust; Kamath; Krueger; Duran; Sizemore; Washington; Masar
	RNSG 2173	2	1:5	Blust; Rawls; Hunsaker; Mixson; Felber; Gill
	RNSG 2573	2	1:4	Schull; Bierhup; Gill; Felber; Hunsaker; Washington; Masar; Amerson; Pierce
	RNSG 2174	2	1:5-6	Bierhup; Rogers; Blust; Rawls; Hunsaker; Mixson
	RNSG 2574	2	1:5	Bierhup; Blust; Rawls; Kamath; Krueger; Duran; Amerson; New Faculty

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

     The average class size has been consistently stable at 46-57 students per semester. See Table 6.5: Nursing Class Size below for confirming evidence.

Table 6.5: Nursing Class Size

Semester	Number of Students
December 2010	46
May 2011	55
December 2011	46
May 2012	51
December 2012	50
May 2013	57
December 2013	53
May 2014	51

Grade Distributions

     The governing organization of Collin College strives to maintain a 50% ratio of contact hours taught by full-time and part-time faculty based on contact hours. The nursing unit has a higher faculty ratio between full-time (73%) and part-time faculty (27%) based on uniqueness of the nursing education. Confirming evidence is found on the College intranet at http://inside.collin.edu/iro/prgramreview/2014/Measure%206a-b_GradeDist%20by%20Course-FY_Nursing.pdf. One hundred percent of all courses are taught by full-time nursing professors, except where designated by an asterisk (*), which indicate clinical courses taught by both full-and part-time nursing professors.

Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions " , Michigan State University, 2008.

Contact Hours for full- and part-time faculty are reflected in Table 6.5: ADN Generic Curriculum Outline. The ratio of faculty to students in the clinical setting directed by the Texas Board of Nursing is 1:10 (see *Clinical Learning Experiences* in Texas Administrative Code 214.10 on the Texas Board of Nursing website https://www.bon.texas.gov/index.asp), however clinical partners' space and size ratios mandate Collin faculty to student ratios of 1:6-8. General core courses, designated by a square (□), are taught by non-nursing professors.

Table 6:5: ADN Generic Curriculum Outline

Collin College A.A.S. Nursing						CIP 51.3801	
FIRST YEAR					Hours		
			Lec	Lab	Clin	Cont	Credit
Summer Semester							
BIOL	2401	Anatomy &Physiology I	3	3	0	96	4□
BIOL	2402	Anatomy & Physiology II	3	3	0	96	4□
PSYC	2301	General Psychology	3	0	0	48	3□
		Total Hours	9	6	0	240	11
Fall Semester							
PSYC	2314	Human Growth & Development	3	0	0	48	3□
RNSG	1271	Professional Nursing Competencies	0	8	0	128	2
RNSG	1170	Introduction to Health Care Concepts	1	0	0	16	1
RNSG	1471	Health Care Concepts I	3	4	0	112	4
RNSG	1171	Professional Nursing Concepts I	1	0	0	16	1
RNSG	1161	Clinical I	0	0	4	64	1*
		Total Hours	8	12	4	384	12

		Spring Semester					
BIOL	2421	Microbiology	3	3	0	96	4□
RSNG	2572	Health Care Concepts II	4	4	0	128	5
RSNG	2172	Professional Nursing Concepts II	1	0	0	16	1
RNSG	2362	Clinical II	0	0	12	192	3*
		Total Hours	8	7	12	432	13

SECOND YEAR

Fall Semester

ENGL	1301	English Composition 1	3	0	0	48	3□
RNSG	2573	Health Care Concepts III	4	4	0	128	5
RNSG	2173	Professional Nursing Concepts III	1	0	0	16	1
RNSG	2363	Clinical III	0	0	12	192	3*
		Total Hours	8	4	12	384	12

Spring Semester

		Humanities/Fine Arts Elective	3	0	0	48	3□
RNSG	2574	Health Care Concepts IV	4	4	0	128	5
RNSG	2174	Professional Nursing Concepts IV	1	1	0	32	1
RNSG	2360	Clinical IV	0	0	12	192	3*
		Total Hours	8	5	12	400	12

		Grand Total				1840	60

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The completion or success rate for all nursing courses has consistently been above 75%. Evidence of course completion is indicated in Table 6.6: Course Success Rate.

Table 6.6: Course Success Rate

Year	Student Enrollment	Student Graduates	Percentage
2010			
Spring	50	48	96%
2011			
Fall	61	58	95%
Spring	52	49	94%
2012			
Fall	55	53	96%
Spring	56	53	95%
2013			
Fall	65	61	94%
Spring	55	54	98%
2014			
Fall	55	55	100%

The Associate of Applied Science curriculum at Collin College is designed to enable the graduate to enter an occupation/profession with marketable skills, an acceptable level of technical competency, and the ability to communicate effectively. A focus on the role of the nurse as member of the profession leads students to develop professional ethics, values and accountability, one of the core values of the institution. The general education core supports the foundation of understanding human behaviors within nursing practice to view the individual as a holistic being, recognize human responses to environmental stressors, and promote effective communication. In addition, these courses encourage personal and professional self-development and lifelong learning. General education requirements are effectively integrated with nursing coursework as shown by the following generic nursing degree plan at http://www.collin.edu/nursing/pdf/DegreeAudit.pdf. The Nursing (RN) Bridge for LVN/Paramedic/Medic Degree Plan is shown at   http://www.collin.edu/nursing/medicparamedicfasttracknursingwebsite1.pdf.

As evidenced on the data on pages 41 and 42, student satisfaction in the clinical site, simulation and hospital lab, including six-month graduates of the program exceeds program benchmarks. Program complaints and grievances have received due process and include evidence of resolution. There have been two student complaints, one in 2011 and one in 2012, related to faculty. Both complaints have been deemed not substantiated/denied by the Human Resources Department.

7. HOW WELL DO WE COMMUNICATE AND WHO THINKS SO?

Make a case that the program literature and electronic sites are current, provide an accurate representation, and support the program's recruitment plan, retention plan and completion plan.

A. Provide program website URL: www.collin.edu/nursing

B. Describe the process used to keep all program literature (course descriptions, degree plans, catalog entries, etc.) and electronic sites updated and aligned with district-wide college literature and sites.

Accurate, clear, consistent, and accessible information regarding the nursing program is communicated to the public in verbal, print, and electronic format and is available from several sources. The nursing field of study, career opportunities, and core curriculum is available in the Collin College catalog. (See Collin College Catalog; page CI-116 at www.collin.edu/academics/catalog.html.) The Nursing ADN Student Handbook

Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions " , Michigan State University, 2008.

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offers guidelines concerning the nursing experience, with information relating to work and study habits, and clinical experiences. (See Nursing ADN Student Handbook, on page 19.) The Nursing webpage provides links to: criteria for admission, cost, the degree program, essential physical competencies for nursing, and factors affecting eligibility for licensure examination. Admission information, application, transfer, and immunization requirements are also highlighted on the website. Resources for contact information and generic syllabi are also provided. (See nursing websites www.collin.edu/nursing and www.collin.edu/gettingstarted.) Information is revised as needs dictate and annually.

Community flyers detailing an open forum setting related to the nursing program also provide accurate and current information for the general public. (See community flyer on the College *I-Drive -> Nursing -> ACEN 2014 -> Self Study ->* Community flyer.) News releases are other means of providing information. Releases originate from the Public Relations Office and are located on the Collin College Newsroom web page http://www.collin.edu/news/PressReleases/2013-2014/201404news.html. Both archival and current releases can be retrieved. (See nursing press releases at http://www.collin.edu/news/PressReleases/2013-2014/201404news.html.)

C. Provide the review date (after the close of the last full academic year) in the Program Literature Review Table below that shows the elements of information listed on the website and in brochures were checked and updated for accuracy and are available to the public. Elements include, but are not limited to, 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.

Program Literature Review

Title	Type	Date Last Reviewed and Updated
Collin College Handbook	Electronic format on College website	2014-2015
Nursing ADN Faculty Handbook	Electronic format on College *I Drive*	Fall 2014

Title	Type	Date Last Reviewed and Updated
Nursing ADN Student Handbook	Electronic format on Blackboard and *I-Drive*	Fall 2014
Semester Calendars (All semesters)	Electronic format on Blackboard and *I-Drive*	January 2015
Nursing Program Webpage (includes: degree plan; program tuition costs and additional fees; articulation agreements)	Electronic website	November 2014
Community Flyer: Information Sessions	Electronic website	October 2014
Press Releases	Electronic website	At time needed
Course Syllabi (All Semesters)	Electronic format on Blackboard and *I-Drive*	January 2015
Collin HCA Packet 2014 for North Texas 2-Step Nursing Pathway Program	Information Packet	August 2014
Paramedic/Medic Fast Track	Electronic website	May 2014

8. **HOW WELL ARE WE LEVERAGING PARTNERSHIP RESOURCES AND BUILDING RELATIONSHIPS, AND HOW DO WE KNOW?**

   Make a case that the program enlists university/business and industry partnerships to advance the program outcomes; complete the Partnerships Resources Table below.

Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions " , Michigan State University, 2008.

Partnership Resources

University/Business & Industry	Partnership Type	Estimated Market Value, if any
Clinical Partners (See Table 6.1 on page 40) [Classroom space, clinical experience, RN expertise; use of computers/equipment]	Articulation Agreements	Unable to be determined
Clinical Orientation [Classroom space; computer use]	Articulation Agreements	Unable to be determined
Clinical Preceptors [RN expertise]	Articulation Agreements	Unable to be determined
HCA Clinical Sites (for Texas 2-Step Graduates)	Partnership Agreement	Not Applicable
Collin College- CPC Campus	Classroom, Hospital, Simulation, Computer Facilities	Not Applicable
Collin College- CHEC Campus	Classroom and Computer Facilities	Not Applicable
Nursing Scholarships	College Foundation and Community Donors	Various monetary amounts; over 350 nursing scholarships with most totaling $1250. to recipients
Nursing Endowed Chair	Community Donor(s)	7% of the faculty's base salary
Advisory Committee Members	Potential Nursing Employees	Unable to be determined
Student/Graduate Employment	100% of Clinical partners have employed students/graduates	Unable to be determined

Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions ", Michigan State University, 2008.

2014-15 WORKFORCE PROGRAM REVIEW

9. DO WE SUPPORT THE PROGRAM WELL WITH FACILITIES, EQUIPMENT, AND THEIR MAINTENANCE AND REPLACEMENT, AND WHO THINKS SO?

Make a case with evidence that current program facilities, equipment, maintenance and replacement plans are adequate and will advance the program over the next five years. Complete the Resource Tables below *as support for* your narrative.

Currently, nursing students meet for didactic lecture on two campuses due to the unavailability of classrooms large enough to accommodate the class of students. All nursing students rotate through the CPC hospital and simulation labs several times per week, creating a scheduling challenge due to lab size. A new Cary A. Israel Health Sciences Center is currently under construction at CPC that will increase the size and number of physical resources available to the nursing program. The building will contain four nursing designated skills labs containing ten beds each, isolation rooms, and a 12-bed Health Sciences Simulation Lab with multiple debriefing conference areas. Additionally, there will be four computer labs, multiple offices, classroom spaces, lecture halls, conference rooms and student study areas. The Texas 2-Step program's technology requirements are planned within the infrastructure of the new Health Sciences Center. Other Health Sciences programs will also be housed in the space and additional labs, classrooms, offices, and support areas are planned for each department and the new building is scheduled to be completed in 2015. (See May, 2014 Board of Trustee meeting minutes, building blueprints, and the Collin College District budget.)

Program Facilities

Room/Office Location and Designation	Size	Type	Special Characteristics (i.e. permanent like ventilator hood)	Meets current needs: Y or N	Will meet needs for next five years: Y or N	Describe additional needs for any "N" answer in columns 5 or 6
CPC E326	60	Classroom	Video conferencing- Tandberg system for distance students	Yes	No	Cary A Israel Health Sciences Center

Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions " , Michigan State University, 2008.

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CPC B108/110	60+	Classroom	None	Yes	No	Cary A Israel Health Sciences Center
CPC E316	60	Lab	Hospital Lab [Headwalls: oxygen, medical air, vacuum & electrical outlets]	Yes	No	Cary A Israel Health Sciences Center
CPC E327	10	Lab	Simulation Lab [Headwalls: oxygen, medical air, vacuum & electrical outlets]	Yes	No	Cary A Israel Health Sciences Center
CPC E318	10	Classroom	Simulation Debriefing Room [video and audio monitor]	Yes	No	Cary A Israel Health Sciences Center
CPC C112	30	Lab	Health Sciences Computer Lab	Yes	No	Cary A Israel Health Sciences Center
CPC Faculty Offices [22 FT faculty]		Office	Desk, computer, printer, chair, file cabinet	Yes	No	Cary A Israel Health Sciences Center
CHEC 227	60+	Classroom	Video conferencing- Tandberg system for distance students	Yes	No	Cary A Israel Health Sciences Center
CHEC 107 & 222	60+	Classroom	None	Yes	No	Cary A Israel Health Sciences Center
CHEC 108 & 109	25	Lab	Computer Lab	Yes	No	Cary A Israel Health Sciences Center

Program Equipment, Maintenance/Repairs - *List all equipment required by the program that you do not consider supplies*

Current Equipment Item or Budget Amount	Meets current needs: Y or N	Will meet needs for next five years: Y or N	For any no in columns 2 or 3, justify needed equipment or budget change
Hospital Lab [Static & mid-fidelity mannequins, hospital lab furniture (beds, over bed tables, chairs), bedside computers, pumps (IV & feeding), training models, skills supplies, linens, ECG simulator, vital sign simulators, med cart, desk computer, printer]	Yes	No	Maintain current evidence-based practice

Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions ", Michigan State University, 2008.

Simulation Lab [Mid- and high-fidelity mannequins, hospital lab furniture (beds, over bed tables, chairs) bedside computers, bedside drawers, pumps (IV & feeding), med dispense system, nurses station, desk computer, printer, emergency cart with defibrillator, simulated food, crib, bassinets, Ohio infant warmer, wheelchairs, bedside cardiac monitors, video and audio recording equipment]			Maintain current evidence-based practice
Portable computers [90]	Yes	No	Maintain current evidence-based practice

Financial Resources

Source of Funds (i.e. college budget, grant, etc.)	Meets current needs: Y or N	Will meet needs for next five years: Y or N	For any no in columns 2 or 3, explain why	For any no in columns 2 or 3, identify expected source of additional funds
Nursing Program Budget: See Table 9.1: Nursing Unit Budget below	Yes	No	Growth of Program	College budget, tuition, additional tax base; Medic grant; nursing shortage grant; scholarship foundation donors
2013 THECB Nursing Shortage Grant Fund: $15,426	Yes	Yes	Continued nursing shortage	Continued state appropriation
2014 THECB Nursing Shortage Grant Fund: $350,000	Yes	Yes	Continued nursing shortage	Continued state appropriation

Table 9.1: Nursing Unit Budget

Category	Fiscal Year 2012	Fiscal Year 2013	Fiscal Year 2014
Faculty salaries (FT and PT)	$1,552,377.68	$1,517,267,54	$1,661,685.00
Non-Faculty salaries (Admin. and support)	$237,269.44	$200,026.62	$255,854.00
Misc. payroll (OT, payouts, etc.)	$3,864.10	$4,915.15	$1,033.00
Student Workers	$19,038.34	$21,255.43	$23,176.00
Consultants	0	0	$15,900
Testing	$65,087.11	$60,229.47	$88,830.00
Accreditation	$3,283.36	$2,400.00	$3,000.00
Supplies (Classroom & office)	$36,862.51	$77,592.58	$35,500.00
Travel (Local & professional development)	$16,898.03	$5,692.50	$22,600.00
Printing & copier	$7,227.63	$7,467.62	$8,650.00
Membership	$2,311.12	$4,566.68	$4,520.00
Furniture & Equipment	$3,222.87	$21,636.20	$23,616.00
Repairs	$515.08	0	$1,000.00
Miscellaneous	$1,286.64	0	$1,467.00
Total	$1,949,243.91	$1,923,049.82	$2,146,831.00

10. WHAT DIFFERENCE WILL IT MAKE IF WE DON'T CONTINUE TO DO THE THINGS WE'VE BEEN DOING?

Discuss and analyze the intellectual and scholarly value of the program, its activities and functions, and the extent to which those activities are still appropriate.

Success of students leading up to and following graduation would not be possible if not for ongoing self-evaluation and accreditation, as well as evaluation by students, faculty, and community. The Collin College ADN program takes great pride in sustaining a program centered on excellence, and the ability to recognize the need for change and growth to nursing education and professional nursing. Implementing the Texas Consortium Concept-Based model under the Nursing Innovation Grant, applying for an extension of the grant, developing on-line courses for inclusion in the grant extension, and continuing curriculum evaluation of outcomes are contemporary modalities validating growth of the Collin College nursing program and profession.

Service-Learning is incorporated in each semester's clinical objectives. Students have the opportunity to gain insight into personal beliefs, attitudes and feelings when interacting with diverse individuals and groups in various community settings. The Service Learning activities also give students the opportunity to role model nursing professionalism in the community. Nursing students complete a minimum of 16 hours of service each semester which equates to more service than any other Collin department program.

Although a history of great success and outstanding NCLEX-RN pass rates by Collin College ADN students is a source of great pride, it is the exceptional reputation of the program's graduates that truly show the extraordinary performance of the Collin College ADN program and its impact on students, the community, and professional nursing.

11. GIVEN OUR PRESENT STATUS, HOW DO WE INTEND TO CHANGE IN WAYS THAT HELP US ADVANCE?

The discussion about change should be grounded in interpretation of the data used as the basis for analysis in the preceding sections. Issues in this section should have been discussed and referenced earlier in the program review report. There should be no surprises here! Reasons for targeted changes should be clearly linked to something such as a strategic plan, accreditation-identified issue, changing discipline standards,

Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions " , Michigan State University, 2008.

state initiatives, retention rates, transfer data, employer data, etc. For example, a program might have identified issues related to demand for a course and the program's ability to handle projected capacity as well as student performance in the course. The discussion of change about this issue should be framed in terms of program priorities as they related to college priorities and it should address how the intended changes will assist the program/college to move forward.

Use the Institutional and Unit Data and Resources to respond to the following questions:

A. Strengths: What strengths can this program build on in the near future?

- Recognition as an NLN Center of Excellence in Nursing (Currently applying for re-designation)

- State-of-the-art Simulation Center

- Excellent student support services, particularly in the areas of library support and counseling services

- Seamless articulation support for associate nursing graduates transitioning to RN-to-BSN programs with Texas Woman's University and Texas Tech University

- Employment opportunities remain strong due to shortage of professional nurses

- Pool of students remains deep (300-500% applicants-to-available positions)

- Construction of new Cary A. Israel Health Sciences Center

- Tremendous administrative support

- Excellent library resources, including a librarian dedicated to allied health sciences

- Faculty devoted to maintaining a curriculum that is current and evidence-based

- Ideologies of nursing profession mirror college core values

    B. Weaknesses: What program weaknesses must be addressed in the near future

- Lack of physical space for future growth of program

- Documentation for evaluation: lack of evidence during ACEN accreditation visit demonstrating specific, measurable expected levels of achievement and appropriate assessment methods for each component within the plan

- Documentation for evaluation: lack of evidence during ACEN accreditation visit demonstrating findings are aggregated and trended by program option and location and are sufficient to inform program decision-making

Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions " , Michigan State University, 2008.

- Response rates for graduate and employer satisfaction surveys do not ensure sufficient data have been collected and trended for program decision-making

- Academia offers lower financial salary range than professional service environment

- Need for new faculty due to program growth

- Depth of team strength less than two years due to number of new Collin faculty

- Multiple changes in the process (new curriculum, new faculty) due to rapid growth

C. What are the perceived consequences if the weakness(es) is(are) not addressed?

- With continued nursing shortage, the faculty shortage will continue, leading to smaller faculty pool, with resulting slower program growth and weaker pool of available faculty

- With current data collection processes, potential loss of accreditation of program

D. Threats and Opportunities: Describe any forecasted trends or changes in the following areas that may impact the way this program functions five to ten years from now:

- Threat: Increasing nationwide shortage of faculty due to nursing shortage

- Threat: Increased nursing shortage due to aging population

- Threat: Become non-competitive with other nursing schools for limited faculty

  o Opportunity: Maintain financial compensation higher than area nursing schools

- Threat: Decreased enrollment of nursing students to ADN program due to increased number of area hospitals acquiring Magnet Status accreditation (Magnet Status mandates 80% nurses are BSN educated)

  o Opportunity: Feasibility study/pursuing development of Collin College BSN program

- Threat: Decreased enrollment of nursing students to ADN program due to Institute of Medicine (IOM) recommendation for an 80% increase of BSN nurses by 2020 and the current Texas Higher Education Coordinating Board requirement of 60 credit hours for associate degree programs

  o Opportunity: Initiation of concept-based nursing curriculum which mirrors current BSN curricula and proficiently meets 60 credit hour requirement

Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions ", Michigan State University, 2008.

- Threat: Downward nationwide trend during last cycle on NCLEX licensure scores (Collin scores did not follow nationwide trend)

  o Opportunity: Initiate concept-based nursing curriculum to provide smoother transition to learning when transferring to BSN program

- Threat: Need for financial support necessitates student employment; time-intensive program curriculum limits student employment

  o Opportunity: Develop more on-line/blended nursing courses to facilitate alternative learning options

     ▪ Opportunity: Employment in profession provides experience in field of nursing

- Threat: Limited physical space restricts program growth and development of community programs/needs

  o Opportunity: Completion of new Health Sciences building allows for continued program growth and community partnership in development of Advisory Board suggestions/needs

- Threat: Lower student learning outcomes due to disconnected part-time clinical faculty to didactic curriculum

  o Opportunity: Mentoring program (Boot Camp for Part-time Faculty) providing detailed curriculum information, paperwork templates, and full-time faculty support system

12. HOW WILL WE EVALUATE OUR SUCCESS?

This section of the Program Review Report should provide the framework for the action plan the program intends to use to measure progress with particular focus on the changes discussed in the preceding section. It should set measurable priorities which clearly align with college metrics, particularly student learning outcomes. This discussion links back to intended change strategies and what those strategies are meant to accomplish and moves forward into the metrics and measurements which will be used to determine the extent to which the change was successful. Inclusion of incremental steps and a timeline over the next four years will help to shape realistic goals. Complete the attached Continuous Improvement Plan (CIP) form that follows. This CIP will be implemented next academic year. Include the data summary and findings on which the improvement action is based.

Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions ", Michigan State University, 2008.

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2014-15 Continuous Improvement Plan (CIP)

Name of Administrative or Educational Support Unit: N u r s i n g   P r o g r a m

Contact name: Donna Hatch, Dean of Nursing   **Contact Email:** DHatch@collin.edu   **Contact Phone:** 972-548-6884   **Office Location** B336

Mission:

The nursing mission is to prepare graduate professional nurses who are life-long learners actively involved in service, and as members of an interdisciplinary health care team, use clinical judgment to provide safe, evidence-based, patient/client-centered care to promote quality of life.

PART I: Might not change from year to year

A. Outcomes	B. Target(s)	C. Measure(s)
The mission of the nursing education unit reflects the governing organization's core values and is congruent with its mission / goals. The governing organization and program have administrative capacity resulting in effective delivery of the nursing program and achievement of identified program outcomes.		
1.1 Mission/Philosophy and program outcomes of the nursing education unit are congruent with the core values and mission / goals of the governing organization.		
• Congruent with governing organization	100% of the mission/ philosophy and program outcomes of the nursing education unit are reviewed for congruency with the core values and mission / goals of the governing organization	Curriculum committee reviews the nursing program outcomes to ensure they remain congruent with the core values and mission/goals of Collin College: 1. 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/client

		care to improve quality of life 2. Demonstrate skills in using patient/client care technologies and information systems that support safe nursing practice 3. Promote safety and quality improvement as an advocate and manager of nursing care 4. Coordinate, collaborate, and communicate with diverse patients/clients, families, and the interdisciplinary healthcare team to plan, deliver, and evaluate care 5. Adhere to standards of practice within legal, ethical, and regulatory frameworks of the professional nurse 6. Demonstrate knowledge of delegation, management, and leadership skills 7. Demonstrate behavior that reflects the values and ethics of the nursing profession
• Objectives congruent, clear, accessible, legal, & contemporary	100% of the objectives are congruent, clear, accessible, legal, & contemporary that is are found in the college, faculty and student handbooks	Curriculum committee monitor assess on a yearly basis within all areas involved
• Commitment to cultural, racial, & ethnic diversity	100% of the course curriculum includes diversity as evidenced by the semester syllabi	Curriculum committee reviews the syllabi each year to ensure that cultural, racial, & ethnic diversity is maintained in the nursing program curriculum
1.2 The governing organization and nursing education unit ensure representation of the nurse administrator and nursing faculty in governance activities; opportunities exist for student representation in governance activities.		
• Participation in college-wide committees/task force	85 % of the FT faculty will participate in college wide committees	Faculty submit end of year reports to the dean for evaluations. Dean maintains list of faculty and which college committee or task force they served on
• FT faculty attendance at meetings at monthly faculty meetings	85% of faculty will be at regularly held monthly faculty meetings	Dean reviews faculty meeting minutes and updates the yearly SPE dashboard
• Student representatives are comprised of class officers from each semester and will be included in nursing division committee meetings	85% to 100% of appropriate nursing committee meetings will have student representation	Dean reviews all committee minutes for Testing, Curriculum, Student Affairs and Center of Excellence for student involvement and updates SPE dashboard

• Faculty participation in nursing division committee meetings	90% of faculty will attend division committee meetings	Dean reviews division minutes faculty participation and updates SPE dashboard
• PT faculty attendance at faculty meetings	At least 85% of PT faculty will attend a faculty meeting and a level meeting at least once a semester	Dean reviews faculty meeting minutes and updates the yearly SPE dashboard
1.3 Communities of interest have input into program processes and decision-making.		
• Conduct semiannual community advisory meetings	Community advisory meetings are held once each semester in October and in April	Dean reviews the minutes attendance after each meeting
• Inform community advisory committee of curriculum changes/additions	100 % of the curriculum changes and/or additions are conveyed to the4 community advisory committee	Dean sets the agenda and ensures that all curriculum changes are discussed at the community advisory board
• Periodic assessment of community workforce needs	100% of curricular changes are consistent with feedback from community advisory committee, community partners, Texas BON and legislative mandates	Curriculum committee reviews faculty minutes to ensure updates are given to faculty to ensure community workforce needs are met
1.4 Partnerships that exist promote excellence in nursing education, enhance the profession, and benefit the community.		
• Maintain clinical affiliation agreements	100% of clinical affiliation agreements are current	Affiliation agreements are reviewed
• Faculty serve on local community/ hospital advisory groups	Faculty will be appointed to serve on local community/ hospital advisory groups as needs arise	Faculty submit end of year reports to the dean for evaluations. Dean maintains list of faculty and which college committee or task force they served on
• Faculty involved in community service	100% of full time faculty are involved in community service	Dean reviews faculty reports submitted at the end of each semester.
1.5 The nursing education unit is administered by a nurse who holds a graduate degree with a major in nursing.		
• Academic credentials of nurse administrator are a master degree level with a major in nursing	The Dean of Nursing will hold a Master's degree or higher in nursing	Human Resources maintain and review all transcripts for the Dean

1.6 The nurse administrator is experientially qualified, meets governing organization and state requirements, and is oriented and mentored to the role.		
• Nurse administrator meets governing organization, state and national requirements	Nursing administrator approved by governing organization, state and national requirements and continues to meet criteria such as current RN licensure	Human Resources and/or Vice President/Provost of Central Park Campus maintain and review job description for the Academic Dean of Nursing
• Nurse administrator is oriented and mentored to role and is knowledgeable about program and curriculum	Nurse administrator stays knowledgeable on program requirements and curriculum requirements	Dean and Vice President/Provost review areas in need of mentoring and/or learning opportunities
1.7 When present, nursing program coordinators and/or faculty who assist with program administration are academically and experientially qualified.		
• Academic credentials of nursing program coordinators and/ or faculty	100% of coordinator/faculty assisting with program administration are academically credentialed with a master degree level or higher with a focus in nursing	Human Resources and Dean faculty and coordinators credentials using Faculty Credential Inventory (FCI) prior to extending an offer of employment of change in job title/description
• Knowledge of coordinator responsibilities evident	Coordinator attends regular meetings to stay current on clinical placements and all clinical issues with the Dallas/Ft. Worth Hospital Council	Dean supervises clinical coordinator and reviews all reports by clinical coordinator and annual evaluations
1.8 The nurse administrator has authority and responsibility for the development and administration of the program and has adequate time and resources to fulfill the role responsibilities.		
• Nurse administrator job description reflects authority & administrative responsibilities	Nurse administrator job description reflects authority & administrative responsibilities	Human Resources and Vice President/Provost review nursing administrative job description as needed

• Nurse administrator has adequate time for administrative roles	Nurse administrator job description reflects authority & administrative responsibilities	Vice President/Provost reviews and approves all faculty teaching load assignments faculty
1.9 The nurse administrator has the authority to prepare and administer the program budget with faculty input.		
• Nursing Division approved annual budget remains equal or increases	Budget will increase each year to accommodate the nursing division 2013: $1,972,053.00 2012: $1,957,722.00 2011: $1, 954,134.00	Dean reviewing the division budget each year
• Budget developed by Dean & nursing faculty	100% of faculty have an opportunity to provide budget input	Review of faculty meeting minutes by Dean. Input from faculty solicited annually – see faculty minutes, committee and level/semester minutes
• Budget comparable to other health science programs	Nursing division has a comparable budget with other health science programs	Dean compares nursing budget with health science budget
1.10 Policies for nursing faculty and staff are comprehensive, provide for the welfare of faculty and staff, and are consistent with those of the governing organization; differences are justified by the goals and outcomes of the nursing education unit.		
• Procedures for the nursing unit are congruent with the governing organization	100% of the faculty procedures for the nursing division are consistent with the governing organization, Texas Board of Nursing, and health and safety guidelines. Differences in college and nursing policies/procedures are justified	Handbooks are reviewed annually throughout the academic year and updated by the Student Affairs and Curriculum committees
• Nursing department procedures are accessible	100% of full- time and part- time faculty have access to nursing department policies	I-drive reviewed to determine that policies/procedures are current and available to faculty

1.11 Distance education, when utilized, is congruent with the mission of the governing organization and the mission / philosophy of the nursing education unit.		
• Philosophy/mission of the distance education component of the nursing program is congruent with the mission and purposes of the governing organization	100% of faculty concur that the mission/philosophy and program outcomes of the nursing education unit are congruent with the core values and mission/goals of the governing organization regarding distance education	Curriculum committee reviews Provided in the College, Faculty, & Nursing Student Handbook; all policies of the nursing division are congruent with core values, mission/goals of governing organization regarding distance education
• Distance education component of the nursing program's purposes and objectives/competencies are: a. Clearly stated b. Publicly accessible c. Appropriate to legal requirements and scope of practice d. Consistent with contemporary beliefs of the profession	100% of the distance education programs remain compliant with the nursing unit's purpose and objectives/competencies	The distance education components are reviewed by the curriculum committee

A. Outcomes	B. Target(s)	C. Measure(s)
2 Faculty and Staff **Qualified and credentialed faculty are sufficient in number to ensure the achievement of the student learning outcomes and program outcomes. Sufficient qualified staff are available to support the nursing education unit.**		
2.1 Full-time faculty hold a minimum of a graduate degree with a major in nursing. Full- and part-time faculty include those individuals teaching and / or evaluating students in classroom, clinical, or laboratory settings.		
• Faculty credentialed with Masters' in Nursing or related field with 18 hours in nursing; meeting governing organization	Assessed upon hire and annually with performance evaluations in August	100% of nursing faculty hold a Masters' degree in nursing or related field with 18 credit hours in nursing

& legal authority requirements and academic/experiential preparation as appropriate		
• Maintains expertise in appropriate nursing specialty and education	Assessed annually during performance evaluations	100% of the nursing faculty meet the Texas Board of Nursing Continuing Education requirements for licensure
2.2 Part-time faculty hold a minimum of a baccalaureate degree with a major in nursing; a minimum of 50% of the part-time faculty also hold a graduate degree with a major in nursing.		
• Academic credentials of part-time faculty	Assessed upon hire and annually prior to offering additional contracts	100% of all part time nursing faculty will hold a minimum of a baccalaureate degree with a major in nursing or higher in nursing
• 50% percent of part-time faculty hold a graduate degree with a major in nursing	Assessed upon hire and annually prior to contract renewal	100% of all part nursing faculty will hold a Master's degree or higher in nursing
2.3 Faculty (full- and part-time) credentials meet governing organization and state requirements.		
• Faculty credentials meet governing organization & legal authority requirements	Assessed upon hire and annually during performance evaluations	100% of the nursing faculty maintain Texas Board of Nursing licensure as an RN or APRN and meet Texas BON and ACEN standards and are eligible to practice and teach nursing education
2.4 Preceptors, when utilized, are academically and experientially qualified, oriented, mentored, and monitored, and have clearly documented roles and responsibilities		
• Academic credentials of preceptors	Assessed each semester by faculty and clinical coordinator	100% preceptors have more than 1 year clinical experience in their field of nursing and are recommended by clinical agency approval
• Preceptors are oriented, mentored and monitored in their role	Monitored each semester by faculty and clinical coordinator	Faculty and the clinical coordinator collaborate with respected agencies each semester to ensure 100% of preceptors are oriented, mentored, monitored, and assigned appropriately

• Preceptor job description reflects roles & responsibilities	Reviewed annually and revised as needed	The preceptor job descriptions reflect adequate direction and responsibilities
2.5 The number of full-time faculty is sufficient to ensure that the student learning outcomes and program outcomes are achieved.		
• Number of faculty is adequate to meet the student learning outcomes (SLO) outlined in the nursing unit's mission and philosophy statements and carry out its purpose and objectives	Reviewed each semester and as needed by the Dean of Nursing	The faculty to student ratio is consistent with the College and Texas Board of Nursing standards
2.6 Faculty (full- and part-time) maintain expertise in their areas of responsibility, and their performance reflects scholarship and evidence-based teaching and clinical practices.		
• Scholarship maintained and documented	Assessed each semester and annually performance evaluations each August	100% of the faculty participate in scholarly activities professional development through continuing education, conferences, and other professional activities
2.7 The number, utilization, and credentials of staff and non-nurse faculty within the nursing education unit are sufficient to achieve the program goals and outcomes.		
• Administrative support clerical services available	Monthly reports to the Vice President/Provost	Administrative support services utilized by the Dean of Nursing and the nursing unit is adequate to achieve program and student outcomes
2.8 Faculty (full- and part-time) are oriented and mentored in their areas of responsibilities.		
• Mentors assigned	Annually and as needed when new faculty are hired	100% of new nursing faculty have mentors
• New FT faculty orientation	Annually with every new hire	100% of new full-time faculty participates in the governing organization new hire orientation as well as divisional orientation

• New faculty orientation to clinical units	Every semester based on clinical assignments	100% of new faculty are oriented to the appropriate clinical unit by Dean and/or Clinical Coordinator
2.9 Systematic assessment of faculty (full- and part-time) performance demonstrates competencies that are consistent with program goals and outcomes.		
• Annual Faculty performances done and comply with the governing organization and nursing philosophy and mission	Annually during performance evaluations	100% of full time faculty have an annual performance evaluation
• CEU/professional accomplishments submitted	Reviewed annually during faculty performance evaluations	100% of faculty maintain CEUs in their area of clinical expertise to maintain current licensure as required by Texas Board of Nursing and governing organizations
2.10 Faculty (full- and part-time) engage in ongoing development and receive support for instructional and distance technologies.		
• FT & distance education part-time faculty in-service/ workshop annually on DE and instructional technology workshops	Assessed with the performance evaluation and as needed with introduction of new technology	100% of faculty teaching via distance education complete annual distance education in-service/ workshop
• Level coordinators and faculty teaching on-line complete on-line training courses	Assessed when appointed to level coordinator position, when requested to teach online, and as needed in annual performance evaluations with the Dean of Nursing	100% of level coordinators and faculty teaching on-line courses will complete the governing organization on-line training courses
• FT and PT faculty at distance education site receive in-service on ITV equipment	Assessed by Dean each semester and as needed	100% of all faculty at the distance education site (ITV site) receive in-service on ITV equipment, and new faculty will receive in-service prior to starting instruction
• CEU/professional accomplishments submitted	Reviewed annually during faculty performance evaluations	100% of faculty maintain CEUs in professional development

2014-15 Continuous Improvement Plan (CIP)

A. Outcomes	B. Target(s)	C. Measure(s)
3. Students **Student policies and services support the achievement of the student learning outcomes and program outcomes of the nursing education unit.**		
3.1 Policies for nursing students are congruent with those of the governing organization, publicly accessible, non-discriminatory, and consistently applied; differences are justified by the student learning outcomes and program outcomes.		
• Nursing procedures are congruent with governing organization (note: program level "policies" are referred to as procedures per Collin College)	100% of the nursing department procedures reviewed for congruency with the governing organization	Student Affairs faculty committee assess congruency among the student handbooks with the college and nursing unit
• Differences are justified by student learning outcomes and program outcomes	100% of nursing division procedures are reviewed for justification when there are differences from the governing organization policy	Student Affairs faculty committee assesses differences in student learning outcomes and program outcomes
3.2 Public information is accurate, clear, consistent, and accessible, including the program's accreditation status and the ACEN contact information.		
• Nursing program information is publically available, sufficient, and accurate and consistent for consumer choice	The nursing program information will be available, accurate and updated on the Collin College website http://www.collin.edu/academics/programs/nursing.html	Student Affairs faculty committee assess to ensure nursing program information is publically available, sufficient, and accurate and consistent for consumer choice
3.3 Changes in policies, procedures, and program information are clearly and consistently communicated to students in a timely manner.		

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• Process for changes identified, utilized and communicated to students in a timely manner	100% of nursing program procedures and information changes are communicated to students in a timely manner	Student Affairs committee review student handbook each year to ensure students process of notification is clear and defined
3.4 Student services are commensurate with the needs of nursing students, including those receiving instruction using alternative methods of delivery.		
• Appropriate student support services available for on campus and distance education students	Student surveys indicate that Collin College provides appropriate student support services for nursing students' success	Student Affairs committee and Dean reviews student support evaluations completed by nursing students
• Appropriate academic/experiential qualifications of support services personnel	100% Collin College support services personnel are appropriately qualified	Human Resources will assess per policy and will notify the Dean of any policy changes
3.5 Student educational records are in compliance with the policies of the governing organization and state and federal guidelines.		
• Educational records maintained	All student educational records are maintained in compliance with governing policies	Dean reviews and updates faculty and staff on educational record policies
• Financial records maintained	All student financial records are maintained in compliance with governing organization policies	Dean maintains and reviews all financial records of the nursing unit. College financial aid service maintains all student financial records per policy
3.6 Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained, including default rates and the results of financial or compliance audits **3.6.1** A written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with lenders is available **3.6.2** Students are informed of their ethical responsibilities regarding financial assistance		

3.6.3 Financial aid records are maintained in compliance with the policies of the governing organization, state, and federal guidelines		
• Comprehensive student loan repayment program; maintained in compliance with governing organization, state, and federal guidelines	Collin College is 100% in compliance with state and federal guidelines regarding student loan repayment	Financial Aid division assess for compliance
• Informed of ethical responsibilities	100% students obtaining students loans are notified regarding ethical responsibilities	Financial Aid division assess for compliance
• Maintained in compliance of policies of governing organization, state, and federal guidelines	100% financial aid records are maintained in compliance of governing organization, state, and federal guidelines	Financial Aid division assess for compliance
3.7 Records reflect that program complaints and grievances receive due process and include evidence of resolution		
• Complaints and grievances are documented and include due process and resolution	100% of complaints and grievance receive due process as outlined in the departmental procedure	Dean assesses complaint logs with Human Resources to ensure due process and proper resolution.
3.8. Orientation to technology is provided and technological support is available to students.		
• Learning Resource Center, Library orientation and technology support	100% of the nursing students are oriented to available resources	Curriculum Committee reviews student evaluations of Learning Resource Center and conveys any identified needs to Dean
• eLearning Center links/phone numbers to technology support provided to students	Technology support information always provided to students	Curriculum Committee reviews syllabi for each level to determine information is included
3.9 Information related to technology requirements and policies specific to distance education are accurate, clear, consistent, and accessible		

• Technology requirements for nursing program will be posted in each course syllabi	100% of students are informed of technology requirements in their course syllabi	Dean reviews syllabi for each course for compliance
4. Curriculum **The curriculum supports the achievement of the identified student learning outcomes and program outcomes of the nursing education unit consistent with safe practice in contemporary healthcare environments.**		
4.1 The curriculum incorporates established professional standards, guidelines, and competencies, and has clearly articulated student learning outcomes and program outcomes consistent with contemporary practice		
• Student learning and program outcomes flow from program philosophy/mission, based on the DECs, and adhere to BON standards	100% student learning outcomes are clearly defined	Curriculum committee assesses Student learning and program outcomes to insure flow from program philosophy/ mission, based on the DECs, and adhere to BON standards and reports to faculty and dean any discrepancies
4.2 The student learning outcomes are used to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate student progress.		
• Student learning outcomes guide the delivery of instruction and learning activities	100% course instruction and learning activities reflect student learning outcomes	Testing Committee reviews Student learning outcomes with assessments and evaluations
• Student learning outcomes guide the evaluation progress	100% of the evaluations reflect student learning outcomes	Testing Committee reviews Student learning outcomes with assessments and evaluations
4.3 The curriculum is developed by the faculty and regularly reviewed for rigor and currency		
• Curriculum is developed by faculty and reviewed on a regular basis	100% of any revisions or additions to the nursing curriculum are faculty driven and voted on by faculty at faculty meetings	Dean reviews Curriculum Committee and faculty meeting agenda and minutes to ensure faculty input on curriculum is included

4.4 The curriculum includes general education courses that enhance professional nursing knowledge and practice		
• Inclusion of general education courses	Nursing curriculum includes appropriate general education courses to meet student learning outcomes	Curriculum Committee assessed student learning outcomes from the general education courses Anatomy I & II and Microbiology
4.5 The curriculum includes cultural, ethnic, and socially diverse concepts and may also include experiences from regional, national, or global perspectives		
• The nursing curriculum contains a cultural, ethical, and socially diverse concepts across the curriculum	Each nursing course contains cultural, ethical, and socially diverse concepts	Curriculum Committee reviews syllabi for inclusion of cultural, ethical and socially diverse concepts
4.6 The curriculum and instructional processes reflect educational theory, interprofessional collaboration, research, and current standards of practice		
• Interprofessional collaboration and evidence-based practice utilized in the instructional processes	Evidence-based practice and interprofessional collaboration processes are reflected throughout the nursing curriculum	Dean conducts class room visits annually and includes in faculty evaluation. Review of Interprofessional activities involving nursing and allied health programs at the college
4.7 Evaluation methodologies are varied, reflect established professional and practice competencies, and measure the achievement of student learning and program outcomes		
• Evaluation methods have a variety and reflect the DECs and Texas BON standard of practice for a registered nurse	All evaluation methods incorporate required standards and all evaluation methods reflect DECs and Texas BON standard of practice	Curriculum Committee reviews evaluation tools each May and as needed as reflected in Curriculum Committee minutes
• Evaluation methods measure achievement of student learning and program outcomes	All of the nursing evaluation methods measure the achievement of students and program learning outcomes	Curriculum Committee reviews evaluation tools each May and as needed as reflected in Curriculum Committee minutes

4.8 The length of time and the credit hours required for program completion are congruent with the attainment of identified student learning outcomes and program outcomes and consistent with the policies of the governing organization, state, and national standards, and best practices		
• 1:4 credit hour ratio (concept-based curriculum)	100% of student learning and program outcomes are attainable for students and are consistent with college policies, national standards, & best practices	Curriculum Committee and Dean review student and program outcomes
• Total credits 60 (concept-based curriculum)	Nursing program is in 100% compliance with the legislative requirements of 60 total credit hours mandated January 2015	Curriculum Committee and Dean review student and program outcomes. Degree audit completed when student applies for graduation
4.9 Practice learning environments support the achievement of student learning outcomes and program outcomes		
• Clinical site satisfaction survey	Student clinical site scores rank 3 or > on satisfaction survey and students rank agree or higher regarding clinical site is appropriate for learning	Testing Committee and Dean review evaluation results provided by the college's internal review office
• Simulation/Hospital Lab	80% of students rate their simulation clinical experience indicating that their Simulation/ Hospital Lab experience had a positive impact on their nursing education	Testing Committee and Dean review evaluation results provided by the college's internal review office
4.10 Students participate in clinical experiences that are evidence-based and reflect contemporary practice and nationally established patient health and safety goals		
• Evidence-based clinical experiences	100% of clinical experiences for students facilitate evidence-based and contemporary nursing practice	Dean and/or Clinical Coordinator monitor affiliation agreements and conduct clinical site visits

4.11 Written agreements for clinical practice agencies are current, specify expectations for all parties, and ensure the protection of students		
• Clinical site agreements are current	100% of clinical affiliation site agreements are current	Dean of Health Sciences keep all allied health clinical site agreements and are reviewed by Dean of Health Sciences and the Assistant to the Dean of Health Sciences. Dean of Nursing collaborates and reviews as needed
4.12 Learning activities, instructional materials, and evaluation methods are appropriate for all delivery formats and consistent with the student learning outcomes.		
• Assignments pertinent to overall outcomes and methodologies in classroom & clinical setting are appropriate	100% of instructional materials are pertinent to the student learning and program outcomes.	Each faculty member reviews on a level basis and brings any action item or comments to the Curriculum Committee.

5. Fiscal, physical, and learning resources are sustainable and sufficient to ensure the achievement of the student learning outcomes and program outcomes of the nursing education unit.		
5.1 Fiscal resources are sustainable, sufficient to ensure the achievement of the student learning outcomes, and commensurate with the resources of the governing organization		
• Governing organization supports Nursing Unit	100% of the Nursing Program and student leaning outcomes are achieved with the governing organization's fiscal support and strategic plan	Dean and Vice President/Provost review budget for the Nursing Program, Allied Health Departments, and the College District
5.2 Physical resources are sufficient to ensure the achievement of the nursing education unit outcomes, and meet the needs of faculty, staff, and students		

• Physical resource evaluations completed by students	Evaluations reflect 80% "agree or strongly agree" satisfaction that resources are sufficient in the Hospital Lab, Simulation Lab, Health Science Computer Lab, and Library	Center of Excellence and/or Dean review survey results from the college's internal review office
5.3 Learning resources and technology are selected with faculty input and are comprehensive, current, and accessible to faculty and students		
• Learning resources are selected/developed by faculty	100% of learning resources are selected/ developed and adopted by faculty	Center of Excellence committee brings learning request to faculty meetings each semester and notifies the Dean for any requested
• Library resources reviewed by faculty and are accessible	100% Faculty review library resources for consistency and appropriateness semi-annually	Library resources are listed in the faculty handbook and faculty review as needed and discuss with dean any additional resources required
5.4 Fiscal, physical, technological, and learning resources are sufficient to meet the needs of faculty and students engaged in alternative methods of delivery		
• All resources adequate and accessible	100% of student resources actively engage student learning and are accessible	Curriculum Committee reviews all level calendars, syllabi and class size to ensure adequate resources are available for all students

6. Outcomes Program evaluation demonstrates that students and graduates have achieved the student learning outcomes, program outcomes, and role-specific graduate competencies of the nursing education unit.		
6.1 The systematic plan for evaluation of the nursing education unit emphasizes the ongoing assessment and evaluation of each of the following: • Student learning outcomes/Role specific graduate competencies; • Program outcomes; • The ACEN Standards. The systematic plan of evaluation contains specific,		

measurable expected levels of achievement; appropriate assessment methods; and a minimum of three years of data for each component with the plan		
• Student learning outcome/role specific graduate competencies SLO 1: Demonstrate clinical reasoning and knowledge based on the nursing program of study, evidence-based practice outcomes, and research studies as the bases for decision-making and comprehensive, safe patient/client care to improve quality of life	100% of semester four students will achieve a 70% in their final semester courses, and meet the ATI NCLEX-RN predictor benchmark of 75%	The testing committee collects and analyzes the data of the ATI NCLEX RN predictor and presents to the SPE committee and faculty. The Dean of nursing reports on semester four pass rates to both the SPE committee and faculty
SLO 2: Demonstrate behavior in using patient/client care technologies and information systems that support safe nursing practice	100% of semester four students will achieve a 70% in their clinical course	The Dean of Nursing reports on semester four pass rates to both the SPE committee and faculty
SLO 3: Demonstrate behavior to promote safety and quality improvement as an advocate and manager of nursing care	100% of semester four students will achieve a 70% in their clinical course	The Dean of Nursing reports on semester four pass rates to both the SPE committee and faculty
SLO 4: Demonstrate behavior to coordinate, collaborate, and communicate with diverse patients/clients, families, and the interdisciplinary health care team to plan, deliver, and evaluate care	100% of semester four students will achieve a 70% in their clinical course	The Dean of nursing reports on semester four pass rates to both the SPE committee and faculty
SLO 5: Demonstrate behavior that adheres to standards of practice within legal, ethical, and regulatory frameworks of the professional nurse	100% of semester four students will achieve a 70% in their clinical course, and meet the ATI NCLEX-RN predictor benchmark of 75%	The testing committee collects and analyzes the data of the ATI NCLEX RN predictor and presents to the SPE committee and faculty. The Dean of Nursing reports on semester four pass rates to both the SPE committee and faculty
SLO 6: Demonstrate behavior of delegation, management, and leadership skills	100% of semester four students will achieve a 70% in their clinical course	The Dean of Nursing reports on semester four pass rates to both the SPE committee and faculty
SLO 7: Demonstrate behavior that reflects the values and ethics of the nursing profession	100% of semester four students will	The Dean of Nursing reports on semester four pass rates to both the SPE committee and faculty

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	achieve a 70% in their clinical course	
• Program outcomes defined by graduates will demonstrate key competencies and roles as a professional nurse	Collin College nursing retention rates will exceed THECB rate of 70%	Retention rates are assessed by the Dean of nursing and communicated to the nursing department at faculty meetings. Each semester coordinator reports to the faculty and Dean of nursing the number of students progressing to the next semester and/or graduating
• Contains expected levels of achievement, timeframes, & assessment methods for program decision making	100% of employee and graduate survey will rank the graduate >3on a Likert scale	Employer and graduate questionnaire sent out 6 months after graduation and returned to the IRO who statistically prepares the surveys and provides the data to the nursing department each semester upon return of the surveys
	100% of the systematic plan for program evaluation demonstrates attainment of ACEN standards and emphasizes the ongoing assessment and evaluation, analyzed, used for decision-making to maintain and improve the nursing education unit	All nursing committees/faculty provide data to evaluation and place in the SPE for curriculum assessment and evaluation. Committees assign sections in the Fall semester and collect the data throughout the academic year and report the data to the SPE committee and Dean in April
6.2 Evaluation findings are aggregated and trended by program option, location, and date of completion and are sufficient to inform program decision-making for the maintenance and improvement of the student learning outcomes and the program outcomes.		
• Collected /analyzed/ aggregated/trended data, used for decision making, and improvement identification for all cohorts of students (generic, Texas 2-Step, LVN, and Medic/Paramedic)	Template developed identifying KR, biserial point value, and mean grade of each assessment for generic, Texas 2-Step, LVN, and Medic/Paramedic students in the program; 100% of SPE findings are used for program decision-making for the improvement of student learning and program outcomes	SPE committee collects the results of data collected on the SPE from all faculty committees in April; trends of all cohorts of students (generic, Texas 2-Step, LVN, and Medic/Paramedic cohorts) are shared with faculty the following fall; information presented to faculty
6.3 Evaluation findings are shared with communities of interest		

• Clinical site and program evaluations, NCLEX results and Employer/Graduate survey results shared	100% of program evaluations including clinical site, NCLEX results and Employer/Graduate surveys are shared with the Community Advisory Committee semi-annually, as well as released to the general public	The IRO statistically prepares the surveys and provides the data to the nursing department each semester upon return of the surveys. The NCLEX results are tracked through the BON website or via self-disclosure of the graduate
6.4 The program demonstrates evidence of achievement in meeting the program outcomes **6.4.1** Performance on licensure exam: The program's three-year mean for the licensure exam pass rate will be at or above the national mean for the same three-year period **6.4.2** Program completion: Expected levels of achievement for program completion are determined by the faculty and reflect student demographics and program options **6.4.3** Graduate Program Satisfaction: Qualitative and quantitative measures address graduates six to twelve months post-graduation **6.4.4** Employer Program Satisfaction: Qualitative and quantitative measures address employer satisfaction with graduate preparation for entry-level positions six to twelve months post-graduation **6.4.5** Job Placement Rates: Expected levels of achievement are determined by the faculty and are addressed through quantified measures six to twelve months post-graduation		
• NCLEX-RN mean pass rates at or above state and national rate rates and 3-year mean	Collin Nursing NCLEX rates are above state and national averages	Dean tracks graduate pass rates through BON website or via graduate self-disclosure and trends data with national, state, and 3 year means for comparison. Results are communicated to faculty via the SPE
• NCLEX-RN pass rates correlate positively to ATI Comprehensive Predictor	ATI comprehensive Predictor correlates 100% to the College's NCLEX RN pass rates	The testing committee collects the ATI NCLEX RN predictor scores and correlates with the Collin graduates NCLEX pass rate. Dean tracks graduate pass rates through BON website or via graduate self-disclosure

• Graduation rate within 3 years (time plus ½)	95% of nursing students graduate within 3 years	Attrition/Retention rates are tracked by the Dean. Each level coordinator reports at the end of the semester in the final faculty meeting how many students are passing
• Graduation rate within 2 years	90% of nursing students graduate within 2 years	Attrition/Retention rates are tracked by the Dean. Each level coordinator reports at the end of the semester in the final faculty meeting how many students are passing
• Graduates rate themselves "prepared" to "well-prepared"	100% Nursing graduates rate themselves >3.0	Graduates receive a survey 6 months after graduation to assess how they feel they have met the program outcomes. The survey evaluates the graduate based on the DECs. Return rate has been poor or not available
• Employers rate graduates "prepared" to "well-prepared"	Employers rate Collin nursing graduates > 3.0	Employers receive a survey after the graduate secures employment. The survey evaluates the graduate based on the DECs. Return rate has been poor or not available
• Employment/Continued nursing education at time of graduation and 6 months after graduation	50% of all new graduates available for employment will have a position as a graduate nurse or will be continuing their nursing education at the time of graduation and 90% of employed graduates will have a position as an RN within 6 months of graduating	Develop survey to be completed at nursing pinning practice to capture if the student secured an RN job and location, or college and degree plan, for continuing nursing education; updated contact information for post-graduate follow-up at 6 months

PART II:

From Part I

A. Outcomes(s)	D. Action Plan Years 5 & 2	E. Implement Action Plan Years 1 & 3	F. Data Results Summary Years 2 & 4	G. Findings Years 2 & 4
Results expected in this department/program	Based on analysis of previous assessment, create an action plan and include it here in the row of the outcomes it addresses.	Implement the action plan and collect data	Summarize the data collected	What does data say about the outcome?
SLO 1: Demonstrate clinical reasoning and knowledge based on the nursing program of study, evidence-based practice outcomes, and research studies as the bases for decision-making and comprehensive, safe patient/client care to improve quality of life	1:1 faculty : student ratio in clinical setting; direct faculty/preceptor observation of student when in clinical setting; utilize current textbooks/evidence-based practice	In semester four, 90% of students achieve 14-16 points of Implementation, 6-8 points of Evaluation, and 13-15 points of Leadership criteria on weekly clinical evaluation tool		
SLO 2: Demonstrate behavior in using patient/client care technologies and information systems that support safe nursing practice	1:1 faculty : student ratio in clinical setting; direct faculty/preceptor observation of student when in clinical setting; utilize current textbooks/evidence-based practice	In semester four, 90% of students achieve 3-5 points of Simple Nursing Interventions criteria on weekly clinical evaluation tool		
SLO 3: Demonstrate behavior to promote safety and quality improvement as an advocate and manager of nursing care	1:1 faculty : student ratio in clinical setting; direct faculty/preceptor observation of student when in clinical setting; utilize current textbooks/evidence-based practice	In semester four, 90% of students achieve 3-5 points of Simple Nursing Interventions, 13-15 points of Leadership, 6-8 points of Evaluation, and 1-3 points of Collaboration criteria on weekly clinical evaluation tool		
SLO 4: Demonstrate behavior to coordinate, collaborate, and communicate with diverse patients/clients, families, and the interdisciplinary health care team to plan, deliver, and evaluate care	1:1 faculty : student ratio in clinical setting; direct faculty/preceptor observation of student when in clinical setting; utilize current textbooks/evidence-based practice	In semester four, 90% of students achieve 8-10 points of Communication and 1-3 points of Collaboration criteria on weekly clinical evaluation tool		

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SLO 5: Demonstrate behavior that adheres to standards of practice within legal, ethical, and regulatory frameworks of the professional nurse	1:1 faculty : student ratio in clinical setting; direct faculty/preceptor observation of student when in clinical setting; utilize current textbooks/evidence-based practice	In semester four, 90% of students achieve 13-15 points of leadership criteria on weekly clinical evaluation tool		
SLO 6: Demonstrate behavior of delegation, management, and leadership skills	1:1 faculty : student ratio in clinical setting; direct faculty/preceptor observation of student when in clinical setting; utilize current textbooks/evidence-based practice	In semester four, 90% of students achieve 13-15 points of leadership criteria on weekly clinical evaluation tool		
SLO 7: Demonstrate behavior that reflects the values and ethics of the nursing profession	1:1 faculty : student ratio in clinical setting; direct faculty/preceptor observation of student when in clinical setting; utilize current textbooks/evidence-based practice	In semester four, 90% of students achieve 13-15 points of leadership criteria on weekly evaluation tool		
Collected /analyzed/ aggregated/trended data, used for decision making, and improvement identification for all cohorts of students (generic, Texas 2-Step, LVN, and Medic/Paramedic)	Template developed identifying KR, biserial point value, and mean grade of each assessment for generic, Texas 2-Step, LVN, and Medic/Paramedic students in the program; 100% of SPE findings are used for program decision-making for the improvement of student learning and program outcomes	SPE committee collects the results of data collected on the SPE from all faculty committees in April; trends of all cohorts of students (generic, Texas 2-Step, LVN, and Medic/Paramedic cohorts) are shared with faculty the following fall; information presented to faculty		
Employment/Continued nursing education at time of graduation and 6 months after graduation	Develop survey to be completed at nursing pinning practice to capture if the student secured an RN job and location, or college and degree plan, for continuing nursing education; updated contact information for post-graduate follow-up at 6 months	50% of all new graduates available for employment will have a position as a graduate nurse or will be continuing their nursing education at the time of graduation and 90% of employed graduates will have a position as an RN within 6 months of graduating		

13. HOW DO OUR IMPROVEMENT PLANS IMPACT THE PROGRAM BUDGET?

A. Within the program's base budget, what are the plans to do one or more of the following within the next five years? Check all that apply.

☒ Increase and retain enrollment

☐ Increase completers

☒ Develop resources

☒ Update facilities

☒ Expand curricular opportunities

☒ Partner to increase post-graduation employment opportunities

☐ Increase transfers to related baccalaureate institutions

☒ Increase effectiveness and/or efficiency   ☒ Transform services

☐ Improve student performance levels   ☐ Anything else? Briefly describe
                                                  Enter response here.

☒ Expand services

B. What additional resources beyond the program's base budget are needed to implement your Continuous Improvement Plan? Briefly describe what resources you will develop to secure these funds.

Purchase Statistical Package for Social Sciences (SPSS), software package used for statistical analysis

Equipment for new Health Sciences Center

Increase hospital lab supplies for student use

Programs developed in partnership with hospital advisory committee- Suggested programs: Certification in RN Operating Room Certification; OR Academy; SANE; Progressive Care and Critical Care; Marketable Skills courses: CNA; ECG; and Phlebotomy

Appendix A: Faculty and Staff Profile

Faculty Name	FT/ PT	Date of Initial Appointment	Rank	Bachelor Degree (credential)	Institution Granting Degree	Graduate Degrees (credential)	Institution Granting Degrees	Areas of Clinical Expertise	Academic Teaching (T) and Other (O) Areas of Responsibility	
									T	O
Abraham, L	PT	8/2013	Associate Faculty	BS(2008)	Brookhaven Bellevue University	MSN (2012)	University of Phoenix	OB/GYN; Med/Surg; Nursing Mgmt.	1161	-
Alcorn, R	PT	10/2013	Associate Faculty	BSN (1989)	William Carey University	MSN (1994)	Southern University School of Nursing	Community; Med/Surg	2361 (M/S)	-
Amerson, C	FT	8/2013	Professor	BSN (1982)	Baylor University	MS (1989) MSN (2011)	Texas A&M Commerce; University of Texas at Arlington	Med/ Surg; Intensive Care Unit	1170, 1171, 1471, 2172, 2173, 2174, 2561, 2574	Curriculum & Center of Excellence Committees
Begun, H	PT	8/2013	Associate Faculty	BA (1991) BSN (2007)	University of Pennsylvania	MSN (2010)	University of Pennsylvania	Pediatrics; Critical Care	2362 (Pediatrics)	-
Bierhup, A	FT	3/2012	Professor	BSN (2002)	Indiana Westlyn University	MSN (2011)	Ball State University	Critical Care	2172, 2174, 2535, 2561, 2572, 2574	Chair of Testing Committee
Blust, K	FT	8/2004	Professor	ADN (1973) BSN (2001)	Middlesex College; University of Phoenix	MSN (2002)	University of Phoenix	Med/ Surg (certified); Perioperative; Simulation	1161(S), 1170, 1471, 2361(S), 2362(S), 2561(S), 2572, 2574	Level Coordinator; Chair of Center of Excellence Committee
Bunner, K	FT	8/2014	Professor	BSN (2004)	University of Oklahoma	MSN (2007) FNP (2007) (certified)	Texas Woman's University	Med/Surg; Emergency	1271, 2207; 1161	Curriculum & Center of Excellence Committees
Cain, L	PT	1/2010	Associate Professor	BA (1992); BSN (2002)	Texas A&M Commerce; University of Texas at Arlington	MSN (2009)	University of Phoenix	Woman's Services	2362 (Obstetrics)	-
Campbell, J	PT	3/2013	Staff	ADN (2013)	Collin College	-	-	Skills	-	On-campus Hospital Lab
Carter, K	PT	10/2011	Associate Faculty	BSN (2005)	Texas Christian University	MSN (2010) FNP (2013)	Texas Christian	Critical Care; Education	2361 (M/S)	-

						University; Texas Woman's University			

Faculty Name	FT/ PT	Date of Initial Appointment	Rank	Bachelor Degree (credential)	Institution Granting Degree	Graduate Degrees (credential)	Institution Granting Degrees	Areas of Clinical Expertise	Academic Teaching (T) and Other (O) Areas of Responsibility	
									T	O
Denny, M	FT	8/2014	Professor	AAS (1993); BSN (2005)	North Central Technical College; Med Central College of Nursing	MSN (2009)	Otterbein University	Med/Surg; Perioperative	1170, 2361 (M/S) 2572, 2574	
Duran, J	FT	8/2012	Professor	BSN (1998)	University of Texas at El Paso	MSN (2010)	University of Texas at El Paso	Neonatal Critical Care; Pediatrics	1161, 1171, 2173	Level Coordinator; Chair of Student Affairs Committee
Felber, J	FT	8/2014	Professor	BSN (2006)	University of Arkansas	MSN (2014)	University of Missouri	Pediatrics (certified); Critical Care	1170, 2173, 2362 (Pediatrics) 2572, 2574	Level Coordinator; Curriculum & Student Affairs Committees
Gill, A	FT	8/2014	Professor	BSN(1994) Midwife (1994)	Christian Medical College	MSN (2012); FNP (2014)	University of Texas at Tyler	Obstetrics; Pain Management	1171, 2171, 2173, 2174,2373	Testing & Student Affairs Committee
Hatch, D	FT	8/2008	Dean	BSN (1992)	Texas Woman's University	MSN (2008)	Walden University	Critical Care; Education	As needed	Dean of Nursing
Holowinski, K	FT	8/2014	Professor	AAS (1995); BSN (1997)	Northern Virginia College; University of Phoenix	MSN, CNS (2001)	University of Northern Colorado	Med/Surg; Pediatrics	1161, 1471, 2573	Curriculum & Center of Excellence Committees
Huey, G	PT	8/2011	Associate Faculty	BSN (1986)	Ball State University	MSN (1994)	Indiana University	Med/Surg; Critical Care; Emergency	1161 (Fall), 2361 (Spring), 2362(Fall), 2561 (Spring)	-
Hunsaker, J	FT	8/2012	Professor	BSN (1999)	Truman State	MS (2002); WHNP (2002)	Texas Woman's University	Woman's Health; Obstetrics	1171, 2172, 2173, 2174, 2362 (Obstetrics) 2573	Chair of Curriculum Committee
Ingram, M	PT	1/006	Staff	BSN (1998)	University of Southern Indiana	MSN, CNS (2002)	Wichita State University	CNS-psych Skills	-	On-campus Hospital Lab

Faculty Name	FT/PT	Date of Initial Appointment	Rank	Bachelor Degree (credential)	Institution Granting Degree	Graduate Degrees (credential)	Institution Granting Degrees	Areas of Clinical Expertise	Academic Teaching (T) and Other (O) Areas of Responsibility	
									T	O
Johnson, C	FT	9/2006	Staff	AAS (2004)	Delgado Community College	-	-	Administrative Office Technology	-	Admin Assistant
Johnson- Davis, C	PT	5/2009	Associate Faculty	BSN (1984)	Tuskegee University	MSN (1996)	St. Xavier University	Childbearing; Family	2362 (Obstetrics)	-
Kamath, S	FT	10/1997	Professor	BS (1972)	Stanford University	MN (1977);	University of California-LA	Pediatrics; Simulation (certified)	1161(S), 1170, 1471, 2361(S), 2362(S), 2561(S), 2572, 2574	-
Kasprisin, M	FT	8/2010	Professor	BSN (1997)	Millikin University	MSN (2008)	Walden University	Med/Surg		Clinical Coordinator
Krueger, A	FT	8/2007	Professor	BSN (1984)	Elmhurst College	MSN (2004)	University of Phoenix	Med/Surg; Psychiatric	1170, 1171, 2172, 2173, 2174, 2361(Psyc), 2572, 2574	Center of Excellence & Student Affairs Committees
LaBove, S	PT	4/2014	Student Worker	BA (1998)	University of Texas at Austin	-	-	Foreign Language; Skills	-	On-campus Hospital Lab
Larson, R	PT	8/2013	Staff	BSN (1980)	Grand Valley State University	MSN (1996)	University of Arkansas	Hyperbaric Medicine; Critical Care; Skills	-	On-campus Hospital Lab
LoCoco, J	PT	8/2013	Associate Faculty	BSN (1999)	Texas Woman's University	MSN (2013)	Texas Woman's University	Emergency; Pediatrics	2362 (Pediatrics)	-
Long, J	FT	9/2014	Professor	BSN (1999)	William Jewell College	MSN (2013)	Western Governors University	Critical Care	1471, 2561, 2572, 2573	Center of Excellence & Testing Committees
Masar, T	FT	8/2013	Professor	BSN (1995)	Baylor University	MS (2008)	University of Oklahoma	Med/Surg; Simulation	1163, 2362	Center of Excellence & Testing Committees

Faculty Name	FT/ PT	Date of Initial Appointment	Rank	Bachelor Degree (credential)	Institution Granting Degree	Graduate Degrees (credential)	Institution Granting Degrees	Areas of Clinical Expertise	Academic Teaching (T) and Other (O) Areas of Responsibility	
									T	O
Mixson, K	FT	8/2003	Professor	ADN (1972); BS (1980)	San Bernardino Valley College; Texas Woman's University	MS (1984); JD (1992)	Texas Woman's University; Southern Methodist University	Pediatrics; Psych; ICU; Home Health	1171, 2172, 2173, 2174, 2573	Ex-Officio Testing Committee
Moore, C	PT	10/2013	Staff	BA (1986)	University Central Oklahoma (certificate)	-	-	Journalism	-	Admin Office Staff
Munoz, M	PT	8/2013	Student Worker	BA (1999)	Christopher Newport University	-	-	English	-	Admin Office Staff
Niyati, S	PT	11/2010	Associate Faculty	ADN (2003)	Collin College	MSN (2008) Adult NP (2008)	University of Texas at Arlington	Rehabilitation Geriatric	2561	-
Phelps, L	PT	9/2012	Associate Faculty	ADN (1993) BSN (2101)	Collin College; University of Texas at Arlington	MSN (2012)	University of Texas at Arlington	Obstetrics; Woman & Children's Health	2362 (Obstetrics)	-
Pierce, L	FT	1/2013	Professor	BSN (2005)	University of Texas at Arlington	MSN (2011)	Duquesne University	Obstetrics; Skills	1172, 1271, 1471, 2573	On-campus Hospital Lab Coordinator
Podewils, S	PT	8/2013	Associate Faculty	ADN (2008); BSI (2001)	Collin College; National University	MS (2013); WHNP (2013)	Texas Woman's University	Woman's Health	2361 (M/S)	-
Rawls, H	FT	8/2013	Professor	ASN (2002); BSN (2011	Lincoln Memorial; Texas Woman's University	MSN (2013)	Texas Woman's University	Critical Care; Perioperative	1171, 2172, 2173, 2174, 2361 (M/S)	Curriculum & Student Affairs Committees

Faculty Name	FT/ PT	Date of Initial Appointment	Rank	Bachelor Degree (credential)	Institution Granting Degree	Graduate Degrees (credential)	Institution Granting Degrees	Areas of Clinical Expertise	Academic Teaching (T) and Other (O) Areas of Responsibility	
									T	O
Rial, K	PT	1/2014	Associate Faculty	BSN (1999)	University of Texas at Arlington	MSN (2013)	Texas Woman's University	Woman's Health; Labor & Delivery	2362 (Obstetrics)	-
Roberts, K	PT	12/2011	Associate Faculty	BSN (1985)	University of Texas at Arlington	MSN (2008) DNP (2013)	Regis University	Critical Care	1161, 2561	-
Robinson, C	PT	9/2012	Associate Faculty	BSN (1988)	University of Arkansas	MSN (1990)	University of Arkansas	Pediatrics; Med-Surg	2561	-
Rogers, P	FT	8/2014	Professor	BSN (2009)	Chamberlin College Of Nursing	MSN (2010)	Chamberlin College Of Nursing	Critical Care	1161, 1471, 2574	Level Coordinator; Curriculum & Student Affairs Committees
Schull, D	FT	8/2012	Professor	BSN (1974)	Texas Woman's University	MS (1979); CNS (1979); PhD (1996)	Texas Woman's University	CNS-med/surg; Critical Care	1170, 2572, 2573, 2535, 2561	Curriculum &Student Affairs Committee
Sizemore, J	FT	8/2004	Professor	Diploma (1980); BSN (1984)	Germantown Hospital School of Nursing; LaSalle University	MS (1987)	Texas Woman's University	Obstetrics	1170, 2173, 2371, 2573	Bridge Program Coordinator; Student Affairs Committee; CNSA Rep.
Smith, K	PT	8/2012	Staff	ADN (1992); BSN (2011)	El Centro College; University of Texas at Arlington	-	-	Med/Surg; Skills	-	On-campus Hospital Lab Staff
Standard, J	PT	9/2012	Associate Faculty	BSN (2004)	Baylor University	MSN (2012)	Texas Woman's University	Emergency	2361 (M/S)	-
Vulich, A	PT	8/2011	Associate Faculty	BSN (1984)	State University of New York	MSN (2011)	University of Phoenix	Pediatrics	2362 (pediatrics)	-
Washington, K	FT	8/1997	Professor	BSN (1979)	NE Louisiana University	MSN (1985)	Northwestern State University	Psych; Community Health	2361(Psyc), 2572, 2573, 2574	Center of Excellence & Testing Committees
Wilson, A	PT	8/2011	Associate Faculty	BSN (1999)	Northwestern State University	MSN (2011)	Texas Woman's	Emergency	2561	-

								University		
Zachmann, L	FT	10/2012	Staff	BA (1986); Certification (1987)	Southeastern Louisiana University; Tulane University	-	-	Finance; Paralegal Management	-	Assistant to the Dean

Appendix B: Collin College Mission and Core Values and Nursing Unit Philosophy: Concept-Based Curriculum

Collin College Mission and Core Value	Associate Degree Nursing Philosophy: Concept-Based Curriculum
Student and Community Centered, Culturally Rich	The study of nursing arises out of a sensitivity and responsiveness to the needs of the community served by Collin College. The students and recipients of nursing care include individuals, families, and populations within various ethnic and cultural groups.
Develop Skills, Learning	Nursing is a theory-guided, evidence-based discipline, which builds on a foundation of knowledge from the biological, social, and behavioral science. It is a concept-based curriculum program of study that prepares the graduate for the entry level practice of nursing and for lifelong learning and professional development.
Academic Excellence, Challenge the Intellect	The use of active learning activities in the didactic setting, simulated laboratory experiences with strong debriefing components, clinical experience, and active student participation are structured to facilitate the student's application of theoretical knowledge to practical healthcare situations. These modalities are designed to promote adaptive student participatory learning during the educational program and for lifelong learning.
Service and Involvement	The scope of associate degree nursing practice includes the roles of member of the profession to function within the scope of practice, provider of patient-centered care to meet the needs of individuals and families in organized nursing services, patient safety advocate to implement a quality and safe environment, and member of the health care team to communicate and collaborate with patients, families, and interdisciplinary health care team. Service learning projects are incorporated in the nursing program to promote collaboration, service, and involvement in the community. Advocacy and legal/ethical issues are also examined in this arena.
Creativity and Innovation, Technologically Advanced	Nursing is a dynamic and highly technical discipline. The use of creative, innovative and technologically advanced teaching methods in the classroom such as active learning activities in face-to-face and online or distance learning environments promote creativity, innovation and technology in nursing. Students demonstrate creativity, innovation and use of technology in project components of the nursing education program.
Dignity and Respect	Each individual has rights, dignity and worth. The individual is a unique being who interacts, changes, and adapts within the environment. The nurse is an advocate for the individual on personal, local and national levels.
Strengthen Character, Integrity	Nursing education provides the student with the opportunity to develop as a contributing member of the profession. Legal and ethical dimensions of practice that include the accountability for one's own actions demonstrate this.
Source: *Collin College Catalog,* page 12	Source: *Nursing ADN Student Handbook Fall 2014,* page 10