



ACADEMIC PROGRAM REVIEW REPORT

LPN-RN Program (Associate Degree Nursing/ADN)

Associate of Applied Science/Associate of Science

Professional Accreditation/Approvals:

Accreditation Commission of Education in Nursing (ACEN):

Initial Accreditation: January 1982

Date of Most Recent Commission Action: July 2016

Current Accreditation Status: Accredited

Accreditation Stipulations: None

Date of Last Visit: September 2013

Next Site Visit: Fall 2021

Kansas State Board of Nursing (Approval): Fall 2013

Next Site Visit: Fall 2021

Last Approved GCCC Program Review: Fall 2015

Submitted on March 4, 2019



GARDEN CITY
COMMUNITY COLLEGE

Signature Page and Archiving

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Division Leader submits to VP of Institutional Effectiveness & Accountability.

1. A complete electronic version of the Academic Comprehensive Program Review
2. All documentation (electronic)
3. A signed signature page



Program Review Faculty and Dean Verification

I verify I have been an active participant in the program review process and have read this Program Review Report to be submitted to the Program/Department Review Committee:

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Date 4-5-19

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I verify that this program review report is ready to be reviewed for feedback and action by the Program/Department Review Committee.

Patricia C. Rife
Division Leader

Date 4/5/19

As dean of the Academic or Technical Education and Workforce Development Division, I verify that this program review report is ready to be reviewed for feedback and action by the appropriate Program/Department Review Committee. If revisions to original submission of the report are requested (by the committee), I understand another signature by me will be required:

Patricia C. Rife
Dean

Date 4/5/19

Adapted from Azusa Pacific University, Arizona State University, & Tyler Junior College, 2017.

GCCC Academic Program Review Template
Office of Institutional Effectiveness & Accountability

JMM

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Component A - Mission and Context

A.1 Program Mission and Purpose State your program's mission and purpose and how it helps to fulfill the broader mission of GCCC. Briefly describe where your program fits within the college's structure (e.g. division/dept.) and what credentials and/or areas of specialization it grants. Briefly, discuss the trends in higher education related to the need for your program and identify how the program is responsive to the needs of the region or broader society it intends to serve.

The Mission of Garden City Community College focuses on the contributors to society. The GCCC Nursing Program's mission is to contribute to the community as well as the health care system. These two missions work very well together to emphasize the impact of both the nursing program and the college to the surrounding areas. The surrounding communities thrive on the GCCC's nursing program as much of the nurses in healthcare are from GCCC. The GCCC nursing program meets with an advisory board biannually to stay current of the nursing needs in the area. The advisory board meeting minutes are attached.

GCCC Mission <i>"Garden City Community College exists to produce positive contributors to the economic and social well-being of society."</i> GCCC Purpose <i>"The goal of GCCC is to provide opportunities that encourage development of basic skills, critical thinking, and life experiences that enhance the quality of life. To achieve these goals and to foster student success, the college has developed comprehensive programs which address all of these purposes."</i>	ADN Nursing Program Mission & Purpose <i>"The mission of the Garden City Community College Nursing Program is to meet the need for nurses in the health care system and to provide the diverse community an opportunity for education in nursing. The nursing department provides a career ladder for individuals who choose nursing. Nursing education at Garden City Community College provides relevant knowledge and skills that enable the graduate to contribute to society as a nurse."</i>
<i>"produce positive contributors"</i>	<i>"contribute to society both as a nurse and as an individual"</i>
<i>"economic and social well-being of society"</i>	<i>"meet the need for nurses in the health care system"</i>

A.2 Progress Since Last Review Before commencing with this review, attach from your last review the Program Area Goals with Recommended Action Steps (or equivalent) (include as [Template Appendix A](#)), as well as the Administrative Response to those goals (include as [Template Appendix B](#)), and your Strategic Planning Documents (Appendix D). Identify the original goals from your report as well as any new goals that emerged from your mid-cycle report and in the strategic planning process and provide evidence your progress toward accomplishing them. (If you don't have a copy, ask your Dean).

The Nursing Program has done Systematic Evaluation Plans (SEP) in the past that looks at the entire program and the needs for the program. The previous Program Reviews have been completed along with the LPN-RN Completion Program (Associate Degree Nursing Program). However, the Assessment team/committee at GCCC has changed the format and time frames of the Program Reviews. Currently, the LPN-RN Completion Program is being reviewed the 2018-2019 year, and the PN Program was reviewed 2017-2018. KSBN also reviewed the PN program in October 2018, and received approval for 5 years.

The nursing faculty have created individual professional and personal goals. These goals were then compiled and the Nursing Department program goals were developed. Those goals were then looked at to assist with the Technical Division goals, which helped in the creation and alignment of the GCCC goals.

Component B - Faculty Characteristics and Qualifications

The following faculty classification definitions apply to the data exhibits in section B.

- Full-time faculty – faculty whose load is 100% of a full-time contract within the program/department
- Part-time faculty – faculty whose load is less than 100% of a full-time contract within the program/department

B.1 - Faculty Qualifications: Faculty listed below are those who taught courses for the program within the "2018-2019" academic year as well as those on the "2019" faculty roster from the Dean's office as of November 1st. (Insert rows as needed).

Faculty Qualifications			
Name of Faculty Member	Highest Degree Earned and Date of Acquisition (provided by dept.)	Institution of highest degree (provided by dept.)	Certifications, practices, specialties, etc. related to the discipline that illustrate qualifications
[Full-time faculty]			
Patricia Zeller	MSN 2010	University of Kansas	APRN FNP
Elizabeth Wampler	MSN 2010	University of Kansas	MSN - Public Health
Tracy Lamb	BSN 2015	Fort Hays State University	Expected completion of MSN 2020 (Fort Hays State University)
Lorilynn Landgraf	MSN 2016	Fort Hays State University	MSN
LaLani Kasselmann	ADN 2000	Colby Community College	Expected completion of BSN 2019 (National American University)
Shellie Emahizer	MSN 2017	Aspen University	MSN
Lawrence Jenkins	MSN 2017	South Dakota State University	Clinical Nurse Leader
[Part-time faculty]			
Sherri Williams	BSN 2018	Garden City Community College	Expected completion of MSN 2020
Patricia Miller	BSN 1983	Wichita State University	
Erika Clark	BSN 2018	Walden University	

B.2 - Faculty Demographics: Faculty listed below are those who taught courses for the program within the academic year "2018-2019" as well as those on the "2019" faculty roster from the Dean's office as of November 1st.

Faculty Demographics						
	Full-time		Part-time		Total	
	Female	Male	Female	Male	Female	Male
a.) Faculty who are						
White, non-Hispanic	2	1			2	1
Totals	2	1			2	1
d.) Number of faculty whose highest degree is a master's, but not a terminal master's	1	1			1	1
e.) Number of faculty whose highest degree is a bachelor's	1				1	

B.3 Faculty Scholarship: Provide, in narrative tabular or report format, a comprehensive record of faculty scholarship since the last program review (last 5 years). In addition to traditional scholarship, include faculty accomplishments that have enhanced the mission and quality of your program (e.g., discipline-related service, awards and recognitions, honors, significant leadership in the discipline, etc.).

Conferences Attended:

- **OADN:** Fall 2016 (All faculty) and Fall 2017 PZ Nurse Educator conference: LEAD pre-conference with detailed hands-on education guidelines. General conference with breakout sessions (accreditation, curriculum, ethics, incivility, future of nursing, NCLEX future, and test writing).
- **KCADNE:** Fall 2013/ Fall 2014/ Fall 2015/ Fall 2016 /Fall 2017/Fall 2018 (Kansas Commission or Associate Degree Nurse Educators) State wide conference for continued education and collaboration with educators across the state in Associate Degree Education.
- **NLN-** Fall 2015 LL/TL/AW/PZ/EW/LK National League of Nursing – National conference for nurse educators
- **Mountain Measurement:** Fall 2016 PZ; Fall 2017 PZ/TL/EW/LL/SE/LK --Conference designed to give instructions to nurse educators for statistical interpretation of NCLEX pass rates and comparisons.
- **NCSBN- National Council of State Board of Nursing:** Fall 2016/ Spring 2017/ Fall 2017/Sprint 2018 / Fall 2018/ Spring 2019 PZ (As Board Member of Kansas State Board of Nursing) Representative for Kansas State Board of Nursing: updates for NCLEX testing, future for international nursing, Nurse Compact, collaboration for board members across the United States, licensure, curriculum and continued dialogue for pass rates.
- **Core Curriculum for Practical Nursing with KBOR- Kansas Board of Regents:** Spring 2017/ Summer 2017/ Fall 2017 and Spring 2018. EW/ TL/ LL (work in progress) Update for re-alignment with team from across the state. Meetings held in Kansas City.
- **Accreditation Commission for Education in Nursing (ACEN):** Spring 2017 EW/ TL/ LL: Spring 2019 PZ/TL/SE/LL/LK/LJ Update on ACEN standards and writing the Self-Study (Self-study forum). Atlanta, Georgia
- **NISOD:** Spring 2019 PZ/EW/TL/LL/SE/LK/LJ/SW (work in progress) Update for re-alignment with team from across the state. Meetings held in Kansas City.

Committee work at GCCC:

EW—GC3 Educators Vice-President (Negotiated Agreement) Faculty representative for GCCC

EW—Faculty Senate GCCC

EW—Criterion 4A for HLC

EW – Budget Committee

LK – Strategic Enrollment

TL—Faculty Handbook committee

TL—Criterion 4B for HLC

TL – SLAT (Student Learning Assessment Team) – split up into GenEd and SLAT – TL is on GenEd currently

LL—Criterion 3A for HLC

LL—Written Communication review committee—HLC

LJ – Faculty Senate

PZ—Wellness committee

PZ—Critical Thinking Committee

Leadership roles:

PZ—Kansas State Board of Nursing Education Committee 2012-2014—committee member

PZ—Kansas State Board of Nursing – Appointed Board member 2014-present

PZ—KSBN board member—appointed chair of the Education Committee 2014- present

PZ—KSBN APRN Committee--- Vice-chair 2014-present

Awards and Accomplishments:

EW—

--Outstanding GCCC Faculty of the year May 2017.

- Subject content expert for KSBN in the development of licensed Mental Health Technician
- Volunteer/ teach class X 3 times a year for ABC pregnancy center (2014-present)
- Advisory Board member for Family Crisis Services in Garden City (2017-present)
- Board member for Family Crisis Services in Garden City (2012-2017—2015-2016 Vice President)
- GC3 Educators Vice president 2017-2018
- Faculty Senate 2015-2016 (alternate)—2016-2017 (Junior senator)—2017-2018 (Senior senator)
- Collaboration with Jennie Barker Elementary School—Students and GCCC Nursing students coordinate health club every week (EW is point of contact)
- Presenter for faculty training at GCCC, Spring 2018 on Outlook
- ADN coordinator 2013-2019

PZ –

- Outstanding GCCC Support Staff of the year May 2017.
- Delegate and voting member of NCSBN (National Council of State Boards on Nursing) 2017
- Appointed as board member to Kansas State Board of Nursing (2014-present)
 - As member of KSBN—assigned as Chair of Education committee and V-Chair of APRN committee
 - Assigned to Education committee member 2012-2014
- Member of Kansas Nursing Education and Practice team – support for KONL

SE

- Honor Role Society Member through Aspen University

LJ

- Recipient of the 2013 University of Kansas Registered Nurse Award for the 2013 BSN class
- Recipient of the Outstanding Graduate Student for the South Dakota State University College of Nursing May 2017 graduation.
- Presentation of a quality improvement project “Diabetic Teaching Tool in the ICU Microsystem: Inpatient Diabetic Education Checklist” poster presentation. To be presented in February 2018 at the American Association of College of Nurses 2018 Clinical Nurse Leader Summit.
- Faculty Senate member 2018-current

LL

- Recipient of Kansas Board of Regents Nursing Educator Scholarship 2013-2016
- Recipient of Wagner Baccalaureate Merit Scholarship 2016 from FHSU
- Program Coordinator for PN program 2013-2019

B.4 Department Scholarship Analysis: State the goals previously set by your department for scholarship production (previous review). Analyze whether goals were met and the factors that contributed to goal attainment. What changes or modifications are necessary in light of this analysis?

Department Goal for 2018-2019:

- All faculty to attend KCADNE conference every year as a statewide meeting with ADN nursing education—MET
 - Fall 2013—El Dorado; Fall 2014- Hutchinson; Fall 2015—Johnson County; Fall 2016—El Dorado; Fall 2017—Great Bend Fall 2018-- Wichita
- All Faculty to attend one national conference for nursing education of accreditation work—MET
 - Fall 2014-OADN St. Louis; Fall 2015—NLN Las Vegas; Fall 2016 OADN Dallas; Fall 2017 Mountain Measurement- Chicago

-----Facilitate all faculty in Nursing Department at GCCC to attend one National conference of their choice (OADN/NLN/ Nurse Educator Boot Camp/ Accreditation Self-study conference). Changing with ½ of faculty to attend one conference and ½ attend another conference with the collaboration and sharing in a format such as "Lunch and Learn".

Lunch and Learn collaboration sharing to be scheduled upon return from conference. Requirement of at least three "Pearls" that were discovered during conference. Pearls being defined as tools or concepts that can be implemented into program improvement plan for continued success of GCCC Nursing students.

SPRING 2019—Scheduled and funded by Perkins

TL/PZ/LL ACEN LA

LJ/ LK/SE ACEN ATLANTA

PZ/LL/SE CNE CHICAGO

B.5 Analysis of Faculty Qualifications: From the evidence available, evaluate the qualifications and contributions of your faculty toward fulfilling the mission of the program. Comment on the composition of your faculty in terms of diversity. Identify gaps in preparation, expertise, or scholarly production that need to be filled.

Meeting qualifications: See B-1 Faculty Qualifications

Areas of experience and expertise:

PZ

--Nursing education: 2005- present

--GCCC Nursing Director of Nursing Education and Allied Health: 2009-present

-- Acute care: 1978-2005

Surgical floor nurse / Nurse Educator / Nursing Coordinator/ Department Supervisor for Medical Surgical / Employee Health nurse / Infection Control nurse.

EW

--Nursing Education: 2004-present

--Community Nursing (Developmentally Disabled Adults): 2004-present

--Acute care: OR tech (1998-2000); PACU / Medical-Surgical Unit (2000-2005)

LL

--Nursing education: 2008-present

--Acute care: Maternal child 1996-present

TL

--Nursing education: 2011-present

--Acute care: 1988-2004

Medical-Surgical unit / ICU staff nurse / Nursing Coordinator

--Home Health: 1993-2011

Staff nurse / Supervisor / Coordinator

SE

--Nursing education: CNA and CMA instructor (2005-2011/2017) / PN Nursing Instructor 2017-present

--Long Term Care: 1995-2005 / 2011-2012 / 2017-present

Director of Nursing / MDS Coordinator / Staff Nurse

--Acute Care: 2010-2017

Manager for the Heart Center and Cath lab / Medical-Surgical Unit / Lead Operating Room circulator /

Infection control prevention manager

-- Community Health Nurse: 2005-2010

LJ

--Nursing Education: Adjunct clinical instructor 2016-2017; Full time 2018 - present

--Acute Care:

ICU nurse (1993-2003/2018-present) /ICU Supervisor (2003-2008) /Director of Critical Care (2008-2017)

LK

--Nursing Education: CNA and CMA (2015-2016); PN instructor 2016-present

--Acute care: 2000-2005

Medical Surgical / ER / OB / OR

--Long Term Care: 1995-2000 / 2006-2014 LPN, Staff RN, Assistant DON

--Community: Home Health: 1995-2000 / Community Health Nurse: 2006-2009

SW

--Maternal child acute care/ NBICU / outpatient services

PM

--Medical / Surgical clinic / Nursing Home / College Nurse

EC

-- Sane-Sart Nurse ER/ Medical –surgical acute care/ Outpatient services / Inpatient rehab

Diversity:

All white faculty to include 6 female and 1 male.

Plan in place:

--Continued support for peers with level meetings and PN / ADN. Also combined meetings with report from both levels.

--Scheduled faculty meetings with full agenda and rotating facilitation of faculty meetings to include:

--Faculty report from both PN and LPN-RN levels

--Ongoing updates of continued program review to include annual report from PN 2018-2019 and full

Program review for LPN-RN 2010-2019

--Program information to include brochure and packet revisions

--Ongoing questions and concerns for Student handbook or major concerns from student representatives

Summary to include Needs and Plan:

Composition of faculty as a whole is very diverse with the hiring of our newest faculty member in January of 2018. The new addition to our faculty was purposeful to help strengthen the faculty roster to increase depth of knowledge with added experience with intensive care experience. Here at GCCC we teach majority of our courses in a team-nursing model. We also use expertise across levels to strengthen awareness and continue to build on Patricia Benner's nursing model with novice to expert expectations.

B.6 - Full-Time Faculty Workload: For each of the past 5 years, report full-time faculty workload distribution based on the categories identified below. Include units assigned as overload.

Name of Nursing Faculty	Full Time / Part Time (Adjunct) determined by contact hours By Academic Year					
	13-14	14-15	15-16	16-17	17-18	18-19
Elizabeth Wampler	N/FT	N/FT	N/FT	N/FT	N/FT	N/FT
Lorilynn Landgraf	N/FT	N/FT	N/FT	N/FT	N/FT	N/FT
Tracy Lamb	N/FT	N/FT	N/FT	N/FT	N/FT	N/FT
LaLani Kasselmann	AH/FT	AH/FT	AH/FT N/ADJ	N/FT	N/FT	N/FT
Shellie Emahizer					N/FT	N/FT
Lawrence Jenkins					F17 N/ADJ SP18 N/FT	N/FT
Patricia Zeller	N/X	N/X	N/X	N/X	N/X	N/X
Amy Waters	N/FT	N/FT	N/FT			
Dennise Exstrom	N/FT	N/FT	N/FT			
Grace Donecker						
Renee Hewlett (ADN only)				N/ADJ		
Anita Hoeme (ADN only)				N/ADJ		
Kitra Roth (PN only)			AH/ADJ N/ADJ			
Sherri Williams					N/ADJ AH/ADJ	AH/FT
Patricia Miller (PN only)					F17 N/ADJ	F18 N/ADJ

Legend:

N= Nursing

AH= Allied Health

FT= full time

ADJ= Adjunct

X= extra hours

FLC= Faculty Load Credit

CTH= Contact Hours

B.6.1 Analysis of Faculty Workload: In what ways does faculty workload contribute to or detract from faculty ability to work effectively in the program?

GCCC Nursing Department has approval from the Kansas State Board of Nursing to accept 40 students on the LPN-RN level. We have been limited here at GCCC nursing with the struggle to find qualified nursing faculty with the credentials required by the KSBN regulatory agency in rural Kansas. KSBN allows our nursing department to apply for Faculty Hire Exceptions for persons with BSN degrees to work as a nurse educator for the LPN-RN program with Plan of study to include the completion of an advanced degree (MSN) the minimum requirement for LPN-RN educator. With salaries offered here in post-secondary education having difficulty competing with wages in industry for BSN and MSN prepared RN's, it has made the struggle real for our growing list of applications.

GCCC Nursing LPN-RN holds full accreditation with ACEN with next review scheduled for the fall of 2021 along with re-approval visit scheduled with Kansas State Board of Nursing.

For the past 4 years, we have admitted an average of 27 students with a fall start for our students working on an Associate Degree in Nursing. The GCCC nursing department has worked with purposeful consideration regarding increase of admits for our PN program with an average of 34 admits every year over the past 4 years. This increase has helped build a resource pool for our LPN-RN program with the feeder PN program preparing our students for continued success.

Our continued monitoring of admission numbers to our LPN-RN program has risen to the highest admission last fall 2018 with 37 admissions. With 3 full time faculty dedicated to the LPN-RN program our retention rate

for this current academic year 2018-2019 is reflecting this vision with the highest retention rate of 81.08% and lowest attrition rate of 18.92% for our LPN-RN program in the last 4 years. See "Pass Rates LPN to RN" below.

Several factors influence the number of students we are able to accept with the factors starting with, number of qualified faculty, opportunities for clinical rotations, and ultimately hinging on the amount of overload our faculty can handle while maintaining our highest level of expectation for delivery of nursing education. In the past 3 years, GCCC nursing department has distributed workload to include sharing of faculty on both PN and LPN-RN levels. The faculty aligned for LPN-RN level of education are also qualified to help with PN instruction, as they meet the requirements of the KSBN. With this sharing of nursing instructor, we have been able to maintain the mandated ratio listed in the Kansas Nurse Practice Act with the regulations for the KSBN education requirements. The maximum of student to clinical instructor is 10:1.

In our constant effort to maintain the highest quality of nursing education the GCCC Nursing department has worked on a different division of workload to include three full time faculty dedicated to the LPN-RN program only. This has also been a contributing factor with our continued success with increased retention rates and decreased attrition rates for our LPN-RN program. We are constantly in the process of maintaining the highest quality of nursing education while trying to offer this great opportunity to as many students as possible.

PASS RATES - LPN to RN

Calendar Year Jan 1- Dec 31	1st Time Rate	Admit August	Graduate May	Retention	Retention %	Attrition	Attrition %	Academic Year July 1- June 30
2019		37	30	30/37	81.08%	7/37	18.92%	2018-2019
2018	91.3%	30	23	23/30	76.7%	7/30	23.3%	2017-2018
2017	92.86%	20	15	15/20	75%	5/20	25%	2016-2017
2016	79.19%	31	25	25/31	80.65%	6/31	19.35%	2015-2016
Average 16-17-18	87.78%	27	21	21/27	77.45%	6/27	22.55%	Average 16-17-18

B.7 - Percentage of courses taught by each faculty classification: The following table includes the percentage of credit bearing courses taught by faculty (by classification) during the five most recent years for which data are available.

Percentage of Courses Taught by Faculty					
Faculty Classification as of 11/1	2014-15	2015-16	2016-17	2017-18	2018-19
Full-Time	100%	100%	85%	95%	100%
Part-time			15%	5%	
TOTAL	100%	100%	100%	100%	100%

B.8 - Student Faculty Ratio: The following table includes student to faculty ratios for the 5 most recent years. The ratios provided are based on the number of students enrolled in the program and the faculty assigned to teach in the program. Programs that offer courses in which students from outside the major often enroll (e.g., general studies courses), may wish to include additional data such as the average number of students per course taught by program faculty.

LPN-RN Student: Faculty Ratio					
Academic Year	2014-15	2015-16	2016-17	2017-18	2018-19
# of Full-Time Faculty	3	3 (F15) / 2 (SP16)	1	2 (F17) / 3 (SP18)	3
# of Part-time* (Adjunct)			1	1 (F17) / 0 (SP18)	
FTE Faculty	3	3	2	3	3
# of Full-Time Students (Admitted)	11	14	8	1	1
# of Part-Time Students	9	17	12	29	36
FTE Student	20	31	20	30	37
FTE Student: FTE Faculty Ratio** ---- for classroom only	20:1	31:1	20:1	30:1	37:1
Student : Faculty Ratio— for clinical site only	10:1	<10:1	10:1	10:1	<10:1
Number of Groups (10:1) for clinical	2	4	2	3	4

* These data are based on course data used for IPEDS reporting as well as faculty data (as of November 1) provided by IE/IR. Please correct as needed and notify IE/IR of any changes made to the data.

**Full-time equivalent (FTE) is calculated using the following formula:

Total # Full-Time Faculty (or Students) + One-third Total # Part-Time Faculty (or Students)

B.8.1 - Analysis of Faculty Distribution: Comment on the adequacy or number of full-time vs. part-time faculty and the ability to deliver quality education.

Full-time faculty for our nursing department has proven to be one of the greatest strengths of our program. We are able to collaborate and share information on a daily basis with a great working relationship between both levels of our nursing program. The full-time status gives strength to the program and ongoing growth with experience in the classroom as well as the clinical experiences we are able to offer. We have some adjunct instructors that we are able to use as needed, but most often the adjunct position has become a place to grow our own instructors. Here at GCCC we are constantly recruiting for adjunct assistance, as that also helps give us a fresh view of industry and nursing education combined. Adjunct assistance for the LPN-RN program focuses on clinical rotations, with occasional assistance in the classroom.

B.9. - Summary of Teaching Effectiveness: The following figure includes data derived from student end of course evaluations for the program.

Course evaluations for LPN-RN coursework reviewed for fall of 2018 helped the nursing department focus specifically on common threads noted for each course. The main struggle was the constant balancing act with delivery methods and students individual learning styles. Not only for faculty to continue to make conscious efforts to use variety, but help students find value in several ways to validate learning. With close examination of suggestions, the faculty as a whole has made several recommendations scheduled for fall 2019.

	NURS 201 - Fall 2018		NURS 202 - Fall 2018		NURS 203 - Fall 2018		NURS 204 - Fall 2018	
EVAL QUESTION	EVALUATION COMMENTS	FACULTY ACTION TAKEN	EVALUATION COMMENTS	FACULTY ACTION TAKEN	EVALUATION COMMENTS	FACULTY ACTION TAKEN	EVALUATION COMMENTS	FACULTY ACTION TAKEN
Course as a Whole	Excellent -3 Very Good - 13 Good - 12 Fair-2		Excellent -13 Very Good - 9 Good - 5 Very Poor-1		Excellent - 4 Very Good - 16 Good - 9 Fair - 1		Excellent - 9 Very Good - 6 Good - 9 Fair-3 Very Poor - 1	
Learning conceptual & factual knowledge	Excellent - 4 Very Good - 12 Good - 13 Fair - 2		Excellent - 14 Very Good - 9 Good - 5 Very Poor-1		Excellent - 5 Very Good - 16 Good - 7 Fair - 2		Excellent - 8 Very Good - 10 Good - 10 Fair - 1 Very Poor - 1	
Understanding written material in reading assignments	Excellent - 4 Very Good - 11 Good - 15 Fair - 10		Excellent - 14 Very Good - 9 Good - 5 Very Poor-1		Excellent - 6 Very Good - 14 Good - 8 Fair - 2		Excellent - 8 Very Good - 10 Good - 10 Fair - 1 Very Poor - 1	
Solving problems presented in course work	Excellent - 6 Very Good - 9 Good - 15 Fair - 1		Excellent - 15 Very Good - 8 Good - 5 Very Poor-1		Excellent - 4 Very Good - 16 Good - 9		Excellent - 8 Very Good - 11 Good - 10 Very Poor-1	
Students aware of what they needed to do to prepare for class	Always - 11 Almost Always - 7 More than Half - 6 About half - 7		Always - 16 Almost Always - 5 More than Half - 5 About half - 2 Never-1		Always - 16 Almost Always - 8 More than Half - 3 About half - 3		Always - 11 Almost Always - 9 More than Half - 5 About half - 4 Never - 1	
Assigned readings & other out-of-class work helped learning process	Always - 11 Almost Always - 6 More than Half - 6 About half - 8		Always - 18 Almost Always - 4 More than Half - 5 About half - 1 Never-1		Always - 17 Almost Always - 7 More than Half - 3 About half - 3		Always - 12 Almost Always - 9 More than Half - 4 About half - 4 Never-1	
Meaningful feedback on	Always - 12 Almost Always - 5		Always - 17 Almost Always - 4		Always - 19 Almost Always - 4		Always - 12 Almost Always - 5	

tests & other work provided	More than Half - 8 About half - 5 Less than half - 1		More than Half - 5 About half - 1 Less than half - 1		More than Half - 4 About half - 1 Less than half - 1 Almost Never - 1		More than Half - 6 About half - 4 Less than half - 1 Never - 1	
Simulation experiences helpful in learning skill or new concept	Always - 16 Almost Always - 4 More than Half - 6 About half - 3 Less than half - 1	• Continue using hands on, & use of simulator's.	Always - 19 Almost Always - 4 More than Half - 4 About half - 1 Never-1		Always - 18 Almost Always - 5 More than Half - 3 About half - 3	• Had an extensive collaboration day (PN/ADN). ADN full scenario PN assisted "Pilot trial clinical"	Always - 15 Almost Always - 6 More than Half - 5 About half - 3 Never-1	
Enough tests and graded homework assignments	Always - 17 Almost Always - 5 More than Half - 5 About half - 3 Almost Never - 1		Always - 19 Almost Always - 3 More than Half - 4 About half - 1 Never-1		Always - 19 Almost Always - 4 More than Half - 3 About half - 1 Almost Never - 1 Never-1		Always - 14 Almost Always - 4 More than Half - 7 About half - 3 Never - 2	
Rate textbooks	Much Higher - 8 Higher - 5 Above Average - 4 Average - 13 Much Lower-1		Much Higher - 16 Higher - 2 Above Average - 4 Average - 4 Much Lower - 2		Much Higher - 11 Higher - 9 Above Average - 3 Average - 7		Much Higher - 14 Higher - 6 Above Average - 4 Average - 5 Much Lower - 1	
Intellectual challenge presented to student	Much Higher - 11 Higher - 6 Above Average - 6 Average - 8		Much Higher - 16 Higher - 2 Above Average - 5 Average - 5 Much Lower - 1		Much Higher - 13 Higher - 10 Above Average - 3 Average - 4		Much Higher - 13 Higher - 10 Above Average - 2 Average - 4 Much Lower-1	
Amount of effort student put in course	Much Higher - 15 Higher - 5 Above Average - 4 Average - 7		Much Higher - 16 Higher - 4 Above Average - 4 Average - 4 Much Lower - 1		Much Higher - 14 Higher - 8 Above Average - 2 Average - 6		Much Higher - 15 Higher - 7 Above Average - 2 Average - 4 Much Lower-1	
Amount of effort to	Much Higher - 14 Higher - 6		Much Higher - 16 Higher - 3		Much Higher - 14 Higher - 8		Much Higher - 17 Higher - 7	

succeed in course	Above Average - 4 Average - 7		Above Average - 4 Average - 5 Much Lower - 1		Above Average - 3 Average - 5		Above Average - 2 Average - 3 Much Lower-1	
Expect grade in course to be---	Much Higher - 11 Higher - 6 Above Average - 3 Average - 10 Lower-1 N/A - 1		Much Higher - 16 Higher - 3 Above Average - 4 Average - 5 Much Lower - 1		Much Higher - 12 Higher - 9 Above Average - 4 Average - 4 Much Lower - 1		Much Higher - 15 Higher - 8 Above Average - 3 Average - 3 Much Lower-1	
Did student use tutoring services?	Y - 3 N-28 • (x2) I like the blue sheets where you have to bring topics to learn.	• Supplemental instruction now has "tickets" these have been beneficial and will continue to use.	Y - 1 N-15		Y - 6 N-19 Supplemental is very helpful		Y - 4 N-18	
What aspects contributed most to learning	ATI In-class activities Powerpoints Clinicals / Simulation	• Continue using hands on, & use of simulator's. • Effective, thorough, well-planned lectures.	Simulations No busy work Med/Surg and infusion clinic		Reading Lecture When students participated in mental illness activity in class.	Continue with incorporating the MH simulation scenario in class.	Lectures, powerpoints, book Group projects Simulations	Continue to use a variety of learning / teaching methods
What aspects detracted from learning	Lot of information for the time Having multiple courses at the same time. Too much reading.	• Add more tests. • Questions should be more directed toward what we do on that unit/have simulations pertain more to testing information.			ATI test Group projects No collaborative work	• Look at different ways of education, areas are not liked by all	Not all but some of the group projects / collaborative learning	• Look at a variety of learning styles.
Suggestions for improving	ATI finals for the care of children are for a grade but we didn't cover any of that information.	• Find a cohesive way to present material that aids in test taking, lecture and			More practice ATI questions.	Students have large amounts of resources for them to use, some use	More detailed info on what to study	• Review the importance of objectives.

	Not starting the semester with this course.	assignments. • Increase the number of tests (similar to pharm???)				them, some chose not to.		
	More simulations.							

B.10 Other Evidence of Faculty Effectiveness: Programs may provide additional evidence (not anecdote) of faculty effectiveness.

Retention rate comparison 2015-16 = 80.65%(25/31) // 2018-2019= 81.08 (30/37) This comparison reflects some changes over the past 4 years with increase of purposeful use of supplemental instruction as well as increase use of ATI predictor testing. Supplemental instruction currently supports a new design for mandatory remediation if a student has testing scores that falls below 80%, yet these sessions are open to all students for review and reflection.

GCCC LPN-RN program NCLEX-RN pass rate results for the last 5 years certainly reflects on student success as well as success shared by faculty and the nursing department.

PASS RATES:

NCLEX-RN exam five year average for GCCC RN program (2013-2017) 84.41%

NCLEX-RN exam five year average for all ADN programs (2013-2017) in Kansas 79.20%

NCLEX-RN exam five year average for all RN programs (ADN/ BSN) in the nation (2013-2017) 84.40%

All these 5 year averages help illuminate the success that GCCC LPN-RN program has achieved With GCCC LPN-RN program maintaining an average that rises above all the averages listed, faculty and students have a great recipe for success that has been sustainable for several years.

-- Understanding that any student that has success with our PN program here at GCCC reflects dedication and willingness to learn as well as faculty and staff that perform job duties above defined work responsibilities. Faculty continually work on improvement of procedures and processes with the ultimate goal to be that of licensure for every student. Successful licensing of a student enables our nursing department to be able to wave the banner high with the GCCC mission to "produce positive contributors to the economic and social well-being of society".

(Note: Over the last 5 years job placement for successful RN remains at 100%)

B.11 Analysis of Teaching Effectiveness: Using data from the data above, as well as other pieces of available evidence, evaluate the effectiveness of faculty in the classroom. When applicable, include an analysis of faculty effectiveness across delivery system (e.g., outreach locations, online, etc.).

General use of Face-to-face delivery with a small percent of hybrid content. Ongoing and deliberate analysis of evaluations from students—with purposeful adjustments to delivery methods. While paying particular attention to details when working with nursing concepts that seem to be difficult to grasp.

B.12 Faculty Summary Analysis: Based on evidence and responses provided above, provide a summary analysis of the quality and quantity of faculty associated with the program. Discuss how workload, course distribution, or other considerations impact the ability of the area to deliver excellent teaching to students. Identify resources, mentoring programs, or other services provided or made available by the department to ensure that faculty are developed professionally (this may include release time or funds provided to faculty for curricular and professional development). What changes, if any, should be implemented to ensure faculty effectiveness? Identify any needs related to faculty that impact delivery of a high-quality program.

Workload:

- GCCC nursing configures load for faculty with contact hours with full load being 21 contact hours. Classroom capacity limited to 40 students per class cohort (this limitation reflects governance by the Kansas State Board of Nursing approval process). Clinical settings are limited to a 10:1 ratio with ten students per one instructor by the Kansas Nurse Practice Act. This document containing statutes and regulations regarding nursing practice in Kansas.
- Each faculty member has specific areas of expertise and division of workload is completed with these areas in mind, with equality of load for all faculty in regards to number of contact hours for each contract
- Overload assignments are needed for increase number of students into the program in order to maintain required 10:1 ratio for clinical settings

Resources:

- Continuous upgrade of equipment (simulators and lab equipment) and training for increased effectiveness of simulation use for clinical learning
 - Perkins funds are made available for faculty to attend national and state conferences when schedule permits
 - Each faculty member is required to share information gained at conferences for steady improvements with our educational delivery process to reflect the most current trends.
 - Every new faculty member hired is assigned a mentor, which is another faculty member that is responsible to review our faculty handbook for nursing and complete new hiring processes
 - Additional load is added to each faculty that is assigned a mentee
- NOTE: Inpatient Acute Care hospital settings have been the mainstream for last 40 years for education of nursing students. This trend is shifting in that the majority of healthcare delivery for acute to chronic patients is swiftly becoming a delivery system that utilizes community services.
- With this trend for shift of delivery, our faculty and staff here at GCCC nursing department are continuously monitoring industry needs from our graduating RN students. Ever changing healthcare delivery, requires educational processes to keep pace and prepare students to be successful.

Needs:

- Load requirements with the continuation of addition of adjunct instructors to help with delivery of clinical experiences

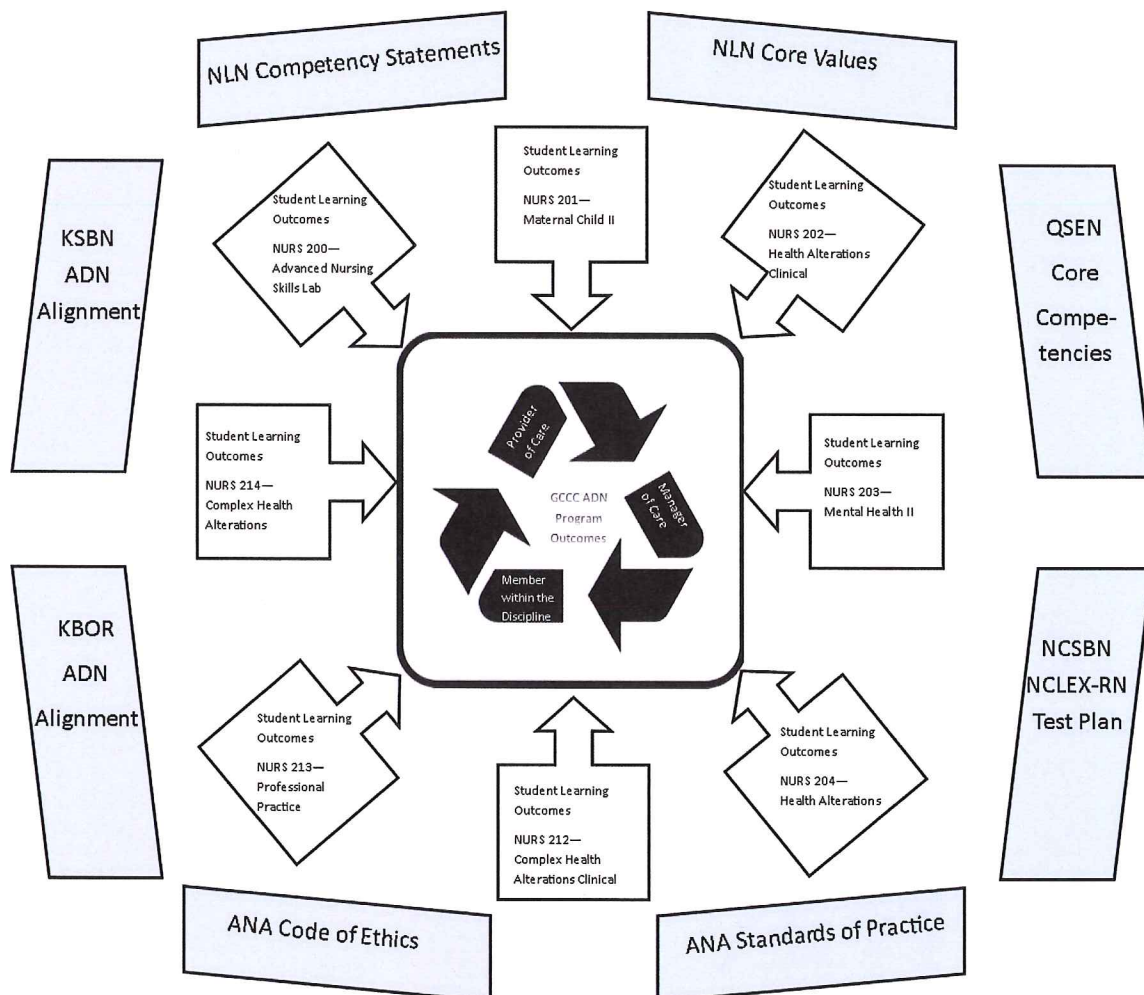
Component C - Quality of Curriculum and Student Learning

C.1 Curriculum Structure: Provide a brief overview of the course offerings and degree requirements of your program. To what degree does the curriculum align with other comparable programs at other institutions and exemplify best practices for the discipline? Describe the process used by faculty to ensure the program is current and competitive.

The GCCC LPN-RN Completion program (ADN Program) uses a variety of professional standards, guidelines, and competencies to guide the curriculum. The nursing program outcomes were developed while taking into consideration the Garden City Community College outcomes, Kansas Board of Regents (KBOR) ADN program outcomes, Kansas State Board of Nursing (KSBN) ADN alignment program outcomes, National League of Nursing (NLN) Competency Statements and Core Values, Quality and Safety Education for Nurses (QSEN) standards, and the American Nurses Association (ANA) Code of Ethics. All of the professional standards, guidelines and competencies were the foundational building blocks for student learning outcomes, program outcomes for class as well as lab and clinical.

These professional standards, guidelines and competencies are evident in the GCCC Nursing ADN core organizational structure below, program outcomes (PO), and student learning outcomes (SLO's), as well as the activities that align for achievement of learning in each nursing course (Appendix E).

The curriculum committee meets annually and as needed to review this content, making sure that the standards are all current and match the program outcomes.



C.2 Assessment of Student Learning: Attach your most updated Multi-Year Overall Assessment Plans (attach as Template Appendix C) and their Annual Assessment Reports since their last program review (attach as Template Appendix D). Briefly describe the direct and indirect measures your program uses to assess student learning. Analyze how well students are demonstrating each learning outcome within the program. If there is a culminating project in the program, include an objective evaluation of a sample of these products since undertaking the last program review. Use a rubric or other criteria to support your assessment of the culminating projects, and analyze the results of this evaluation. Specify the areas where students are not meeting expected levels of competency and provide an analysis of possible explanations for these results.

Prior to 2017 the GCCC faculty would compile a Systematic Evaluation Plan annually. This was an all inclusive plan that looked at many areas, including curriculum. In 2017, ACEN no longer required a detailed SEP, however, the information was still needed. We at GCCC changed our process to have notebooks that are reviewed a minimum of annually (most are semi-annual). These notebooks allow us to evaluate each area whether it be for KSBN, ACEN, GCCC Program review or the GCCC annual review. The curriculum map is a portion of this evaluation. GCCC course review (done at the end of each semester), based off of course evaluations also plays a significant role in the curriculum development, an example can be found in Appendices F and G. Included in the annual review, there is a focus on both direct and indirect measures of student learning.

Essential skills evaluations are also completed at GCCC, and nursing has been in pilot groups of all of the essential skills assessments. These all include a rubric that has been created by the SLAT committee.

C.3 - Curriculum Map of Program Student Learning Outcomes: If your program has a curriculum map, paste it below.

See Curriculum Map attached – Appendix G

C.4 Assessment of Curricular Effectiveness: Using your program's curriculum map and the evidence collected from the assessment of student learning, outline your program's intended steps for improving student learning. Include any proposed changes to the curriculum that may be necessary.

During the LPN-RN Completion Program, many concepts are introduced, or expanded upon in the classroom setting. These concepts are continually reinforced through that class or subsequent classes. However, during clinical is where the main reinforcement of concepts and eventual mastery of these program outcomes occur.

As stated in the Nursing Student Handbook, under Course Progression:

"Each nursing course is competency based in theory and performance. While content is separated in distinct courses, concepts are integrated throughout the nursing program with progression from simple to complex and concrete to abstract. Satisfactory progression throughout the entire program is essential."

Garden City Community College nursing program has considered making some changes. The first of those changes would occur in the Practical Nursing program as there are changes at the state level with the Kansas PN Core Curriculum. Once those changes are made, then the LPN-RN Completion Program can then make changes to continue to offer the most current nursing curriculum possible.

C.5 Assessment of Diversity in the Curriculum: Describe and evaluate your program's efforts to create a culture of diversity through the curriculum. In what ways is your program being intentional about embedding diversity-related issues in the curriculum?

Some examples of the student learning outcomes at GCCC regarding cultures and ethical choices are reflected in the following objectives as supporting pieces to meet each SLO:

- "Examining values, beliefs and practices of different cultures and subcultures in planning nursing care."
- "Administering nursing care in a manner which demonstrates an awareness of legal/ ethical responsibilities while adhering to the current standards of nursing practice."
- "Identifying the need for and promoting advocacy while respecting the client's dignity, choices and rights."

These student learning outcomes are threaded through GCCC in many general education courses, with special speakers on campus. Garden City's community is home to a wide diverse population to include: Caucasian, Hispanic, Somalian, Asian, and German Mennonite faith (low-German immigrants that have come from Mexico and speak Spanish, but endorse a culture much different than our Hispanic population). Garden City Community College has an adequate sampling of the community, with our current nursing students reflecting a diversity of 50% white/non-Hispanic and 50% minorities (43% Hispanic). This diversity of multicultural populations has given the Nursing Department a unique opportunity to apply learning activities in the clinical setting. This application is an integral part of the course evaluation process; nursing faculty members identify current national and local trends in health care delivery and ensure that these trends are reflected in student learning outcomes.

The local diverse population provides opportunities for providing care to persons of various ethnic groups. This opportunity enriches the learning environment with face-to-face experiences where students are guided through the delicate process of recognizing and accepting differences from our own culture and beliefs while respecting the differences of others.

Also, the nursing program is currently part of the pilot group for the Diversity Assessment to assess the diversity component of the essential skills.

C.6 Use of Continuous Assessment for Educational Effectiveness: Describe and evaluate the process that your program uses to annually evaluate the quality of curriculum and to assess student learning. Document how your program has used its assessment findings to impact area decisions. In what ways is this process effective toward making effective educational decisions? In what ways should the process change?

Upon completion of each course, each student fills out a course evaluation. Those course evaluations are looked at during nursing faculty meetings and reviewed. Each area is reviewed and commented on by faculty as a whole. (See Table B9) Areas of concern are discussed at greater length and are the primary reasons for change. An example of change through the evaluation process was the identification of student struggles with the speed of the Maternal Child II course in Fall 2017. It was then decided to make this class meet weekly for 8 weeks. The evaluations the following year (Fall 2018) were closely analyzed, and it was decided to keep it once a week for at least one more year, as there was much greater success and understanding of the content. Items such as information delivery have been incorporated immediately based on student evaluations.

Component D: Student Enrollment and Success

D.1 Student Enrollment: The following table includes fall enrollment data disaggregated by gender and ethnicity for the five most recent years. The ethnicity categories are based on IPEDS requirements. Therefore, International (non-resident alien) students will only be reported in this category regardless of their ethnicity.

As of Fall Census	2013-14		2014-15		2015-16		2016-17		2017-18		Totals
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
Non-resident (International)	0	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	1	0	0	0	4	0	5
Black, non-Hispanic	0	0	0	0	0	0	0	0	0	0	0
Hispanic	5	0	11	0	8	0	6	0	14	1	45
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0
Native Hawaiian / Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0	0	0
Race/ethnicity Unknown	0	0	0	0	0	0	0	0	0	0	0
White, non-Hispanic	15	1	8	1	20	2	11	3	11	0	72
<i>Totals</i>	20	1	19	1	29	2	17	3	29	1	122

NOTE: All student numbers reflect 20th day for fall semester.

D.2 Recruitment and Enrollment: Using the evidence provided, discuss your program's enrollment trends over the past five years, including any trends related to diversity. What events are happening within the profession, local or broader community that might explain enrollment trends? What does evidence suggest might be future enrollment trends for your area over the next 3-5 years? What, if any, changes to recruitment strategies would benefit the area so that it attracts a sufficient number of students who are a good fit?

---GCCC statistics reflect the numbers of 50 students over 5 years—Hispanic or other race, while another 72 students in the same 5-year period declare White as their ethnicity.

--- Student enrollment reflect a 6.55% (8/ 122) male student enrollment over 5 years.

---Finney County has many diverse populations to include White (non-Hispanic), Hispanic and Asian. Our nursing program here at GCCC is somewhat reflective of this diversity and it can be seen in the total numbers over the five year reporting period with 72 students in the White category and 50 students made up mostly with Hispanic and Asian students.

---GCCC nursing has made their services available to all students that present to GCCC and are interested in the PN and/or the LPN-RN program here at GCCC. Our nursing faculty here at GCCC continue to advise students with pre-requisites for our 1 + 1 program as well as developmental classes for general education.

---Despite continued efforts from our developmental instructors, we have struggled with our reading requirement for application into our PN and ADN program. Our entrance for our PN and ADN nursing class has a requirement of a 12 or higher on a Nelson Denny reading comprehension test.

---After much collaboration with the reading faculty on the GCCC campus, we were able to offer a College Reading class specifically marked for pre-nursing students. GCCC offered this specialized reading class during the fall of 2012, with one designated instructor as our constant catalyst for success. College Reading for nursing students continues with full and waitlist enrollment every semester.

Recruitment opportunities:

--Nursing department with allied health department teaming up to make sure any opportunity for recruitment will be met with some representation from our area. CNA is a pre-requisite for our PN program, so we work

hand-in- hand in making sure Finney County and surrounding areas know about our nursing program here at GCCC. Expansion of CNA class offerings includes service the "Health Academy" opportunities at our local Garden City High School as well as surrounding high schools in the area. Senate Bill 155 provides great opportunities for reimbursement for both GCCC and high schools that team with certificate completions.

--Some of the recruitment opportunities include career fairs at local and surrounding high schools, as well as middle school visits. We continue to be a part of all visits requested from admissions, with early enrollment of high school students, this enrollment setting are with either one-on-one consults or group tours. When nursing students are available, we have arranged for students to help with Exploration day. This Day is set aside for Junior and Senior high school students from surrounding area high schools to see what our nursing department is like, with hands-on activities to include CPR and taking Blood Pressures.

Radio interview opportunities used by GCCC Nursing department at least one time a month, to help with information regarding nursing at GCCC. These radio interviews are made possible through GCCC funding.

D.3 Student Fit with Program Mission: Using the student data provided, analyze the quality of students typically enrolled in the program. What are the student qualities sought by the program and to what degree do students and graduates exemplify those qualities? What changes, if any, are desired in the type of student enrolled in the program?

Pre-requisites for our LPN-RN program include:

--Nelson Denny of 12 or higher

--GPA 2.5 or higher

--Continued list of general education courses some of which are A & P I and A & P II each with a 4 hour credit.

--Entrance into the LPN-RN program includes all pre-requisites also required with PN program with three more classes added to the list. English I / Microbiology/ Chemistry (HS Chemistry may be considered to meet this requirement). Acceptance in to our LPN-RN program at GCCC also requires "Current LPN Kansas licensure". A matrix score to include Chemistry grade/ Microbiology grade/ and A&PI grade is used to compare applicants for acceptance.

With an approval limit of 40 students for our LPN-RN program here at GCCC we work with the applicants depending on available qualified nursing faculty. These qualifications required by KSBN are minimum of MSN to instruct RN students, with opportunity to file paperwork for hire exception for BSN faculty pursuing MSN. KSBN understands the struggle in rural Kansas to find MSN prepared nursing instructors. ACEN accrediting body also holds a MSN requirement for RN instruction.

D.4 Student Organizations: Identify and describe any national professional, honorary, other student organizations and/or activities sponsored by the department or faculty members in the program which enrich a student's educational experience.

The students in the department of nursing come together every year to form the Association of Nursing Students (ANS) committee. ANS has one of the nursing faculty every year as the sponsor. As part of this student committee they participate in community service activities, fundraising, outreach to future nursing students, as well as having representatives to the nursing faculty meetings and the campus wide Student Government Association.

D.5 Student Assistance: Describe any special assistance or services provided by the department for your students (e.g., grants, scholarships, assistantships, tutorial help, job placement, advising and career planning, and awards), and in particular any services provided by the department for students with special needs, which facilitate student success.

--Nursing Scholarships are awarded to students that have been accepted into the LPN-RN program every fall and spring.

This money is set aside for only nursing majors here at GCCC. (Every student accepted into the GCCC nursing program and has completed a nursing scholarship application, has received scholarship money.)
 ---We conduct a Career Fair every spring for our nursing students/ CNA students with vendors for hire and universities that offer advanced degrees above our ADN degree that is awarded after completion of our LPN-RN program.
 --GCCC nursing students continue to receive opportunities for employment at a rate of 100%

D.6 Student and Alumni Achievement: Since the last program review, how have current students and/or alumni exemplified the mission and purpose of the program? In addition to discussing data produced above, this may include achieving influential positions, engaging in service or practice, acquiring advanced degrees or other significant scholarly accomplishments.

--Currently 98% of our ADN RN students continue with advancement of degree, such as BSN after RN licensure. This RN-BSN generally takes students 12 to 15 months to complete while working as RN in local or surrounding communities.

D.7 - GPA Trend Analysis by Ethnicity: Data in the following table reflect the cumulative GPAs of students in the program compared to the overall institution (excluding new students without a GPA), disaggregated by ethnicity, for the five most recent years of fall enrollment. Fall enrollment data is a snapshot of enrollment as of Fall census.

--All nursing students accepted into the nursing PN program must have a Cumulative GPA of 2.5 or higher.

D.8 - Completions Analysis by Ethnicity: The completions table includes program completers disaggregated by gender and ethnicity for the five most recent completion cycles. A completion cycle includes graduates from the program between July 1st and June 30th of each year. The ethnicity categories are based on IPEDS requirements. Therefore, International (non-resident alien) students will only be reported in this category regardless of their ethnicity.

Student Diversity—Completions**												
	2013-14 (Graduate Sp14)		2014-15 (Graduate Sp15)		2015-16 (Graduate Sp16)		2016-17 (Graduate Sp17)		2017-18 (Graduate Sp18)		5 Year Totals	
Beginning (certified) Student Count	22		20		31		20		30		123	
Completed Student Count	16		13		25		15		23		94	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Asian					1				3		4	
Hispanic	4		8		8		5		10		35	
White, non- Hispanic	11	1	4	1	15	1	8	2	10		49	5
Totals	15/16	1/16	12/13	1/13	24/25	1/25	13/15	2/15	23/23	0/23	88/94	5/94

*For purposes of these data, program refers to degree-granting, credential, certificate, and licensure programs.

**Data are based on past federal IPEDS reports. Whenever possible, areas should rely on the official IPEDS data. Given past variations in data collection report dates (e.g., inclusion of summer graduations), however, programs may supplement and elaborate on this exhibit with data they have kept internally.

D.9 - Evidence of Successful Completion: The following tables provide year-to-year retention rates, graduation rates, and time-to-degree rates for the five most recent year's data. Retention and graduation rate tables include individual year counts and percentages as well as five-year averages of counts and percentages. The time-to-degree table includes the number of completers within the completion cycle and the median time to completion in years. A completion cycle includes graduates from the program between July 1st and June 30th of each year. areas may provide other sources of data or evidence to demonstrate student success; please specify timeframes used in this analysis.

D-9a – retention rates

One-year retention rates (Fall to Fall)											
4-year average		FA15-SP16		FA16-SP17		FA17-SP18		FA18-SP19			
# in Cohort	% retained	# in Cohort Enrolled Fall 2015	% retained at Graduation Spring 2016	# in Cohort Enrolled Fall 2016	% retained at Graduation Spring 2017	# in Cohort Enrolled Fall 2017	% retained at Graduation Spring 2018	# in Cohort Enrolled Fall 2018	% retained at Graduation Spring 2019 (3-2019)		
30 (150/5)	66% 99/150	31	80.65% 25/31	20	75% 15/20	30	76.7% 23/30	37	81.08% 30/37		

D-9b – graduation rate (150% of time)

Program 3-year graduation rates													
5-year total			Entering cohorts Fall semester										
			2010		2011		2012		2013		2014		
% Graduated	# in cohort	# Graduated	% graduated	# in cohort	% graduated	# in cohort	% graduated	# in cohort	% graduated	# in cohort	% graduated	# in cohort	

D-9c – Average semester credit hours for program graduates

Same as table D. 9a—graduation information same—as all students were within 150% of time for ADN program.

D-9d – program graduates time to degree

Program Average Semester Credit Hours at Graduation														
Academic Year Graduates – Average Institutional and Transfer In Hours														
2014			2015			2016			2017			2018		
# Grad	Avg Inst SCH	Avg Tsf SCH	# Grad	Avg Inst SCH	Avg Tsf SCH	# Grad	Avg Inst SCH	Avg Tsf SCH	# Grad	Avg Inst SCH	Avg Tsf SCH	# Grad	Avg Inst SCH	Avg Tsf SCH
10	16	ADN/66	13	9	ADN/66	25	9	ADN/66	15	9	ADN/66	23	9	ADN/66

Note: The time to degree cohorts are established at the time of graduation and are based on the students that graduated from the program within the year specified.

D.10 Retention and Student Success Analysis: Summarize and evaluate the effectiveness of the program's recruitment and retention efforts as it relates to enrolling and graduating students who fit the mission of the program. Identify any areas in need of improvement for producing successful students. In the analysis, address the following elements:

- a. What does the evidence from above data suggest regarding how well your program is producing successful students?
- b. List specific events/activities that the program uses to increase student retention and degree completion.
- c. Provide your best practices for tracking students who leave the program (without completing) and any follow up you may do with these students to determine why they have left.
- d. Identify any areas in need of improvement for producing successful students.

GCCC nursing 4-year average for retention of students, to include the number of students enrolled with completion of students that complete our course work here for our LPN-RN program equals 77.45%.

--Continued improvement with the piloting of our "Supplemental Instruction" sessions lead by nursing faculty to help validate learning and reinforce difficult content for continued success.

--2015-2016 retention = 80.65%

--2016-2017 retention= 75%

--2017-2018 retention---76.7%

--2018-2019 retention—current as of 3-1-2019 =81.08%

These percentage increases reflect ongoing improvement of processes and techniques for continued success of ALL students. This current retention percent is the highest our RN program has recorded in the past 4 years. This retention rate has direct correlation to the first time pass rates that GCCC LPN-RN program has been able maintain.

GCCC LPN-RN program NCLEX-RN pass rate results for the last 5 years certainly reflects on student success as well as success shared by faculty and the nursing department.

PASS RATES:

NCLEX-RN exam five year average for GCCC RN program (2013-2017) 84.41%

NCLEX-RN exam five year average for all ADN programs (2013-2017) in Kansas 79.20%

NCLEX-RN exam five year average for all RN programs (ADN/ BSN) in the nation (2013-2017) 84.40%

Component E: Academic Opportunities and Class Size

E.1 – Instruction Type: The following table includes the number of students enrolled by instruction types available through your department/program. Please add any additional data as applicable.

Special Study Option	Number of Students Who Participated/Number of SCH Generated for each Study Option Offered by the Program									
	Academic Year 2014-15		Academic Year 2015-16		Academic Year 2016-17		Academic Year 2017-18		Academic Year 2018-19	
	# of students	Total SCH	# of students	Total SCH	# of students	Total SCH	# of students	Total SCH	# of students	Total SCH
Face to Face courses	20	360 20X18	31	558 31X18	20	360 20X18	30	540 30X18	37	666 37X18
Internships/practica										
Independent study, tutorials, or private instruction										

E.2 - Class Size Analysis: Based on the definitions provided below, the following table includes student counts in each class-size category for the past 5 years. Data are reported for the number of *class sections* and *class subsections* offered in each class size category. For example, a lecture class with 100 students which also met at other times in 5 separate labs with 20 students each lab is counted once in the “100+” column in the Class Sections column and 5 times under the “20-29” column in the Class Subsections table. Note: data provided by IEPR for this table are from the annual class section report included in the Common Data Set and reflect annual class enrollment from the fall through the following summer semesters.

Class Sections: A class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Class sections are defined as any sections in which at least one degree-seeking student is enrolled for credit. The following class sections are excluded: distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, independent studies, internships, tutoring sessions, practica, etc. Each class section is counted only once.

Class Subsections: A class subsection includes any subdivision of a course, such as laboratory, recitation, discussion, etc.; subsections that are supplementary in nature and are scheduled to meet separately from the lecture portion of the course. Subsections are defined further as any subdivision of courses in which degree-seeking students are enrolled for credit. The following class subsections are excluded: *noncredit* classes as well as individual instruction such as, music instruction, or one-to-one readings. Each class subsection is counted only once.

Class Size per Academic Year								
	9 or less	10-19	20-29	30-39	40-49	50-99	100+	Totals
2014-15 Class Sections			1					1
2014-15 Class Sub-Sections	2*							2
2015-16 Class Sections				1				1
2015-16 Class Sub-Sections	4*							4
2016-17 Class Sections			1					1
2016-17 Class Sub-Sections	2*							2
2017-18 Class Sections				1				1
2017-18 Class Sub-Sections	3*							3
2018-19 Class Sections				1				1
2018-19 Class Sub-Sections	4*							4
Totals			6	14				20

NOTE: * refers to clinical / lab groups of no more than 10:1

E.3 Non-credit Courses: If your department offered non-credit courses during the past 5 academic years, please use the chart below to list the course(s) and the number of students who *completed* the course.

Non-credit Courses					
Academic Year	2012-13	2013-14	2014-15	2015-16	2016-17
Course	# of students completing	# of students completing	# of students completing	# of students completing	# of students completing
NA					

E.4 Academic Opportunities and Class Size Analysis: Using the evidence provided in all exhibits above, discuss the trends in the program's class sizes and, if relevant, the impact on student learning and program effectiveness. Note, in particular, downward or upward trends in class size and provide justification for those trends. When possible, identify the impact of special study options and individualized instruction on program quality. Make certain you address, if appropriate, all off-campus and on-line courses and/or programs.

Per the Kansas Nurse Practice Act, page 21, "instructor to student ratio, including student's observational sites, shall be maintained at a 1-10 ratio during the clinical experience". Observational experiences should not constitute no more than 15% of the total clinical hours for the course. Clinical experiences with preceptors shall be no more than 20% of the clinical hours of the education program. The amount of students accepted each year depends on the number of qualified staff members to meet the criteria from the Kansas Nurse Practice Act stated above.

GCCC LPN-RN nursing program has approval from Kansas State Board of Nursing for admission of a maximum of 40 students every year. Regulations in the Nurse Practice Act of Kansas require a MSN to teach in the RN program. Due to the lack of qualified faculty in rural Kansas, our program has struggled in maintaining maximum enrollment to maintain the 10:1 ratio for clinical rotations. This mandate dictates class size every year. This mandate for qualified faculty and increase in applications for the LPN-RN program has helped GCCC focus recruiting options to include Kansas newsletter and the GCCC website.

Component F - Student and Constituent Feedback

F.1 Student Feedback: Summarize available findings that relate to program quality from student surveys, focus groups, exit interviews or other student sources. Include their perceptions of how well the program met their needs, the area's strengths and weaknesses, and suggestions for improving the program. Describe the ongoing mechanisms that are in place to acquire and utilize student feedback regarding program quality. What changes need to be made to meaningfully incorporate students into the program review process?

Upon completion of each course, each student fills out a course evaluation. These course evaluations are examined during nursing faculty meetings and reviewed. These evaluations are tabulated and trends are discussed resulting in comments from faculty together. This process allows for new plans for course improvements. New Items such as information delivery have been incorporated immediately based on student evaluations. The students will also evaluate the instructors by course or semester (see Negotiated Agreement for specific details). These are given to the individual instructors for review as well as the Director of Nursing.

At the end of the program, the students will complete a program evaluation. Included in the program evaluation are areas that focus on textbooks and resources, clinical facilities, strengths, weaknesses, and areas needing improvement. These are reviewed by faculty as a whole and discussed as needed.

F.2 Alumni Feedback: Summarize the results from available alumni surveys, focus groups, or advisory committees as it relates to program quality. When possible, include data indicating how well the program met the alums' goals and expectations, how well they think the program prepared them for next steps professionally and academically, and any changes they recommend.

Approximately six months after graduation, the graduates are sent a survey in regards to their preparation for employment. Previously these were sent out by mail, however, this past year (2017) the graduates were sent a link via email. This resulted in a better return response. These were reviewed by faculty and discussed changes as needed.

The GCCC nursing program meets with an advisory board biannually to stay current of the nursing needs in the area. The advisory board is made up of former students, nurses in the community, professional staff from a variety of nursing facilities, as well as some educational support personnel.

F.3 Employer/Supervisor Feedback: Summarize the results from available surveys, job performance appraisals, intern or clinical supervisor evaluations, or other relevant data as it relates to student preparation or competence or program quality. Comment on the level of preparation given to students as a result of the program.

Approximately six months after graduation, the employers/directors are sent a survey in regards to their graduate nurse preparation for employment. Previously these were sent out by mail, however, this past year (2017) the employers were sent a link via email. This resulted in a better return response. These were reviewed by faculty and discussed changes as needed. Generally, the reports were that the students were very well prepared and would continue to hire nursing graduates from Garden City Community College. With continued effort to gather as much feedback as possible, faculty has had delivered employer evaluations to directors and staff nurses that have helped with new graduates from GCCC.

F.4 Constituent Feedback Analysis: Analyze the program's overall effectiveness at utilizing student, alumni, and supervisor feedback as part of the assessment process. How well does the program solicit and respond to feedback, as well as communicate results of program review to its constituents, especially its current students?

See previous responses to F1-F3.

Component G - Resources and Institutional Capacities

G.1 Information Literacy and Library Resources: Information literacy can be understood as the ability to “recognize when information is needed and...to locate, evaluate, and use effectively the needed information” (from the Association of College and Research Libraries). Describe the degree to which library and information resources are adequate and available for students and faculty members in your department (onsite and remotely). What level of support and instruction is available to students and faculty in the areas of technology and information literacy? Provide examples of how students are meeting information literacy competencies and discuss the level of competency exhibited by students in the program. What resources are needed for your program in this area?

Saffell library has a variety of resources available for students both on and off campus (Proquest, EBSCOhost and Films on Demand). Students can access research databases off campus as well with their college issued network credentials. Saffell library personnel assist students with GCCC computer access to allow use of computers in the library or any of several computer labs on campus. The library committee removes resources from the nursing resource room that are older than 5 years. (Appendix 8)

<https://gc3library.wordpress.com/>

All nursing courses are Canvas supported utilizing the learning management system to post documents for student access, administer quizzes, and to communicate to individual or groups of students through the conversations tool. Each Canvas course has a link to Student Resources with guides for Canvas, netiquette, GCCC policies, accommodations, bookstore, and calendars. (Appendix 9)

<https://gardencitycc.instructure.com/courses/2713/pages/student-resources>

Resources for faculty on Canvas include Canvas Training for Faculty, Faculty Policies and Procedures, Faculty Resources for Course Design and Dropout Detective 101. There is an online Chat with Canvas Support for students and faculty. There are Canvas Guides as well as the Canvas Support Hotline. (Appendix 10)

<https://gardencitycc.instructure.com/courses>

Information literacy for nursing students revolves around medical terminology. This is emphasized throughout the curriculum, especially in clinical courses requiring documentation of health care provided. Nursing faculty review these assignments and provide the evaluation. Advanced competencies are demonstrated by students through a simulated (EHR) electronic health record, SIM Chart. Resources needed for this area include laptops or facility computers with online access. Student access is funded through student fees. (Appendix 11)

<https://evolve.elsevier.com/education/nursing/simchart-for-nursing/?pageid=10707>

G.2 Resource Analysis: Discuss the process used by program faculty to secure needed resources for the program. Include innovative strategies that have resulted in successful resource acquisition. Evaluate the program's effectiveness at securing necessary resources to ensure program quality. What systems or processes are working well, and what improvements could be made to make non-budgeted resource acquisition successful?

The Nursing Department continues to utilize the Erdene Corley Simulation lab that was completed in 2009 from a Title V Grant for hands-on training for students. The simulation lab includes a hospital-ward like setting with 5 beds and 4 individual patient rooms. Nursing education in this area includes a variety of skills practice, competency evaluations, and simulations in a health-care like setting. Low and high fidelity simulators (patient mannequins) are used to practice assessments and provide nursing care in a safe learning environment. Perkins Funds and KBOR resources allowed purchase of 2 new simulators in 2017.

G.3 - Budget and Enrollment Analysis: Insert program data from at least five academic years. Contact Deans for data.

Academic Year	Operational Budget (do not include salaries)	+/- % change in budget from prior year	Program SCH Enrolled	+/- % change in SCH from prior year	+/- % change in income from prior year
2014-15		n/a	21	n/a	n/a
2015-16			30	+42%	
2016-17			20	-66%	
2017-18			30	+50%	
2018-19			37	+23%	

G.4 Analysis of Acquired Resources: Since the last program review, identify each major program resource acquisition and its direct or indirect impact on program growth or improved quality. Discussions of impact should include the measureable effect of acquisitions such as new faculty, staff, equipment, designated classroom/office space, non-budgeted monies, awarded grants, scholarships, and other acquisitions by the program or faculty on student learning, enrollment, retention, revenue or other program indicators of educational effectiveness. Justify the program's use of resources through this analysis. When appropriate, discuss resource acquisitions that did not positively impact the program.

Lawrence Jenkins new nursing faculty hired Spring 2018 to replace prior resignations. Program continues to offer faculty led supplemental instruction for students. This is required to students who have low grades, but is open to all students. This is compensated through load based on student contact hours. 2018-2019 saw utilization of additional classroom space PENK 1001 and 1007 to accommodate larger class size and 1007 was used for IV courses.

G.5 Resource Allocation Relative to Capacity: Analyze trends in the program's operational budget as it relates to program enrollment, emerging needs, and program goals. Has the budget increased or decreased in proportionate response to program growth? Using evidence obtained from this review and other data, discuss your program's enrollment trends and/or revenue streams as it relates to non-budgetary resource allocation. In other words, if a program has reduced enrollment or income, what steps have been taken to correct resource allocations or expenses; if a program has increased in size or income, what resources or capacities are needed to meet new demand? What is the impact of budget changes on educational effectiveness? For each necessary capacity, rank order its importance relative to other needs and estimate its cost. Describe planned efforts to obtain funding for these needed capacities.

The associate degree nursing program has seen trends up and down directly related to faculty employed. Prior to 2017 accreditation required faculty with a master's degree. This left only 1 qualified instructor in 2016 after 2 resignations in 2015-2016. Only 20 students were admitted in 2016 with one full time instructor and adjunct to meet the course requirements. With the change in accreditation faculty requirements, Tracy Lamb began teaching in the associate degree program in 2017 with Lawrence Jenkins added in 2018. This has enabled admittance of students up to the maximum of 40.

The budget for student supplies is directly tied to student fees. Therefore, an increase in admissions should cover an increase in student supplies. The downward trend in instructional supplies budget present an ongoing challenge to provide updated supplies for teaching nursing courses.

Summary Conclusions

Summarize the major findings of the program review as it relates to both the strengths of the program and areas in need of improvement. Include in this discussion any “intangibles” or assessments that you wish to discuss that were not requested in the Program Review Report. Make sure your conclusions are based on evidence.

Strengths of GCCC Associate Degree Nursing (LPN-RN) Program

- Strategic and purposeful use of “Supplemental Instruction” as a tool intended to help students “validate learning” of nursing concepts. Supplemental Instruction is a concentration of content review lead by nursing faculty to include content review of a recent exam as well as concepts needed for continued learning. LPN-RN program expectation is that supplemental instruction is a requirement for students that have test scores at 80% or below. This helps identify at risk students that may not be able to maintain passing test scores of 77%.
- LPN-RN ATI Virtual review—new for spring 2018 and continuing with spring 2019.
- Consistency of successful program results with steady first time pass rates reflected with new statistics for 2018 RN program at 91.3%. A five-year average for GCCC ADN program (2013-2017) is 85.48%. This average reflects national recognition in that it is above the five-year average of 84.40% nationally and 79.66% average for ADN and BSN pass rates in Kansas.
- Retention rates for LPN-RN fall semester 2018 highest in four years at 81.08% purposeful use of supplemental instruction with added instruction. Each student attending must bring at least one question for focused discussion.
- Excellent pass rates for RN licensure at GCCC reflects the steady hand of full-time faculty retaining quality control with ongoing evaluation for continuous improvement to include use of tools as described above, like supplemental instruction.

Areas with opportunities for improvement in the GCCC Associate Degree Nursing (LPN-RN) Program

- RN employment opportunities are wide for our graduates from GCCC. The 100% job placement has been consistent for the last seven years. New facilities of Long Term Care as well as home health and outpatient opportunities has increased job openings for RN licensure. Acute care facilities remain with openings for RN, with the model of RN with CNA assistance to complete the team.
- Evaluation of skills for GCCC RN graduates with input from clinical sites and nursing instructors continues to reflect increase need for sharper assessment skills. With increase disease processes and clients co-morbidities novice RN students struggle with analysis of assessment details and interventions to follow. Faculty identified specific needs to include focused workshop on assessment with acute care patients. Two concepts that have been used to help strengthen these assessment skills in fall 2018 and spring 2019 are “Collaboration Day” and “Team Nursing”. The concepts have allowed faculty to work together facilitating both LPN-RN and PN programs to extend learning to a practical model. Hands on in a controlled setting with RN students assisting PN students in the learning process. Peer evaluation for a different look at endless possibilities for increased learning.
- GCCC Nursing Program both LPN-RN and PN programs have been working on collaboration with both levels of students with a “team nursing” approach. Specifically with peer mentoring helping boost confidence for PN students and LPN-RN students appreciating the opportunity to use newly developed skills of delegation / assignment of care.
- Recording and debriefing simulation experiences is an area that helps complete the learning process for our RN students. The opportunity for discovery with self-evaluation of each experience in the simulation lab remains a non-threatening way for each student to refocus. We can manage a repeat of a simulation after debriefing with new priority settings.

Program Goals with Recommended Action Steps

Area Name: LPN-RN Completion (ADN Program) Date: 2-2019

Component Area	Specific Goal or Desired Outcome to Maintain or Improve Program Quality.	Activity or Strategies to Achieve Goal (include responsible person)	Proposed start and end dates	Progress Metrics and timeframe for measurement	Resource requirement (in-kind & direct)	Priority of Resource Allocation (High, Medium, Low.)	Anticipated Impact on Educational Effectiveness & relation to GCCC Skills
A - Mission and Context	N-3-GOAL: Continued maintenance of current pass rates to remain above State and National averages in both LPN and RN results with first time pass rates (Professional Development for all faculty)	Facilitate all faculty in GCCC nursing department to attend one National Nursing conference as well as State conference KCADNE (fall 2019) --This would be change for ½ of nursing faculty attending one conference and remaining ½ attending another.	Fall 2019- Spring 2020	Commit to conference with class schedule – All faculty and director of Nursing Education Attend conference as scheduled	Professional Development funds for registration and travel	Med	GCCC PILLAR #1— Student success – GCCC Mission statement: “Garden City Community College exists to produce positive contributors to the economic and social well-being of society”
B - Faculty Characteristics and Qualifications	N-4 GOAL: CNE Certified Nurse Educator. Certification completed for three persons in the GCCC nursing department : Patsy Zeller/ Shellie Emahizer/ Lorilynn Landgraf	Plan for this certification would include: 1) Attending CNE conference in Chicago— April 2019 2) Completing application for certification 3) Scheduling test to be completed by December 2019	Spring 2019 (April 24-27, 2019)— December 2019	Complete certification by December 2019	All cost resources made possible through Perkins funding	High	GCCC- PILLAR #3— Improving the evaluation process of teaching and learning, as well as a resource for ongoing mentoring of other faculty

C - Quality of Curriculum and Student Learning	N-4 GOAL same as Component area B N-3 GOAL: Continued maintenance of current pass rates to remain above State and National averages in both LPN and RN results with first time pass rates (Professional Development for all Faculty)	N-4— SAME as B N-3— Continued with review of all aspects of both levels to monitor evaluations as well as success, Professional Development with state and national conferences attendance for 20109-2020	N-4— SAME /B N-3 GCCC RN Program review for completion in 2019. All preparation work for RN approval and accreditation visit scheduled for fall 2021.	N4-SAME/B N-3 Reported pass rates from KSBN (NCLEX-RN) and specific data from Mountain measurement.	N4— SAME/B N-3 Continuing subscription to Mountain measurement for specific data to drive improvement. Also funds for all nursing faculty to attend Nursing national and state conferences ALL cost made possible through Perkins funding.	High	GCCC- PILLAR #3- SAME /B GCCC— PILLAR #1— Student success PILLAR #3— Fiscal Solvency/ Increase professional development opportunities for faculty , staff and leadership
D - Student Enrollment and Success	N-1 Update simulation training for all GCCC Nursing Faculty from Guamard regarding new simulators N-3 GOAL same as Component area C	Scheduled training conducted by representative from Guamard — manufacturer of new simulators N-3 SAME as C	Summer 2019 N-3 SAME as C	Completion of training with simulation schedule to include “new” tools and techniques acquired from training N-3 SAME as C	No-fee for training- Complimentary training – benefit package with purchase of Guamard products N-3 SAME as C	High	GCCC- PILLAR #1— Student success (Increase fall to fall retention rates)/ PILLAR #2- Institutional partnerships (explore partnership training with SCH for staff) PILLAR #3- Fiscal Solvency (Professional Development for faculty) PILLAR #4 Sustainable Infrastructure (Continuation of upgrade of technology) GCCC PILLAR #1— SAME / C
E - Academic Opportunities and Class Size	N-1 Update simulation training for all GCCC Nursing Faculty from Guamard regarding new simulators	Scheduled training conducted by representative from Guamard — manufacturer of new simulators	Summer 2019	Completion of training with simulation schedule to include “new” techniques acquired from training	No-fee for training. Complimentary training— benefit package with purchase of Guamard products	High	GCCC- PILLAR #1— Student success (Increase fall to fall retention rates)/ PILLAR #2- Institutional partnerships (explore

							partnership training with SCH for staff) PILLAR #3- Fiscal Solvency (Professional Development for faculty) PILLAR #4 Sustainable Infrastructure (Continuation of upgrade of technology)
F - Student and Constituent Feedback	N-2 Ongoing (2 nd phase configured after evaluation of pilot work last 18-19 academic school year) work with collaboration opportunities for PN and LPN-RN. Specific goals to include: 1) Evaluate "Collaboration Day" Fall 2018 and "Team Nursing" Spring 2019. 2) Record strengths and areas for improvement with new plan for Fall 2019 and Spring 2020	Multi-station / priority setting/ Critical thinking workshops	Original start date Spring 2018— with continued evaluation and improvement plans for Fall 2019 and Spring 2020	Predictor scores with ATI increase when compared with past years (% of student achieving level 1 or above after predictor test completed)	Cameras and software to record and debrief simulations	Med	GCCC- PILLAR #2— Institutional Partnership: Strengthen partnerships with local business for workforce training/ Increase strategic marketing of program to appropriate audiences to benefit all stakeholders.
G - Resources and Institutional Capacities	N-1 Update simulation training for all GCCC Nursing Faculty from Guamard regarding new simulators	Scheduled training conducted by representative from Guamard — manufacturer of new simulators	Summer 2019	Completion of training with simulation schedule to include "new" tools and techniques acquired from training	No-fee for training- Complimentary training – benefit package with purchase of Guamard products	High	GCCC- PILLAR #1— Student success (Increase fall to fall retention rates)/ PILLAR #2- Institutional partnerships (explore partnership training with SCH for staff)- --Cameras and software to record and debrief simulations. PILLAR #3- Fiscal Solvency (Professional Development for faculty) PILLAR #4 Sustainable Infrastructure (Continuation of upgrade of technology)
Summary Conclusions	Continued team effort to help students to be successful here at GCCC and life-long learners	Mentoring students in nursing program with all aspects of	Ongoing with admittance of students every fall	Continued monitoring retention and pass rates for RN licensure	Professional development for all faculty to continue to		This continued success with students completing course work and licensure,

		RN licensure and its responsibilities	and end of program scheduled for spring of the following semester	(End goal for this program is RN licensure with continuation of RN-BSN coursework as next step)	help faculty receive tools needed for ultimate success.		helps in the fulfillment of the mission at GCCC. Nursing continues to exist to produce positive contributors to the economic and social well-being of society—as RN's.
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Appendix A

Program Goals with Recommended Action Steps—From Previous Review

Attach this document with your Program Review Report for Section A.2 above. ***This program review was from the Practical Nursing Program Review 2017-2018.***

Component Area	Specific Goal or Desired Outcome to Maintain or Improve Program Quality.	Activity or Strategies to Achieve Goal (include responsible person)	Proposed start and end dates	Progress Metrics and timeframe for measurement	Resource requirement (in-kind & direct)	Priority of Resource Allocation (High, Medium, Low.)	Anticipated Impact on Educational Effectiveness & relation to GCCC Skills
A - Mission and Context	N1-GOAL: Pilot new sequence of subjects for fall semester 2017-with special attention given to nursing process.	Change sequence to make sure topic-Nursing Process is not first topic covered in PN course work PN faculty	Fall 2017 Eval—Sp 18	Retention rate and Evaluation with course review.	Summary of course evaluation from students	High	GCCC #1- Increase student success (Increase the fall –to fall retention rate)
B - Faculty Characteristics and Qualifications	N3-GOAL: All faculty to attend KCANDE conference year as state wind meeting with PN/ ADN nursing education. Facilitate all faculty in nursing department at GCCC to attend one National conference of their choice (OADN / NLN/ Nurse Educator Boot Camp/ Accreditation Self-study conference) This would be a change with ½ of nursing faculty attending one conference and remaining ½ attending another.	Commit to conference with class schedule. All faculty and director of Nursing	Sp18 - Fa18	Attend conference As scheduled	Prof dev funds for registrar & travel	Med	GCCC #3- Deferred maintenance / facilities planning and expanding resources (Personnel and professional development)
C - Quality of Curriculum and Student Learning	N2-GOAL: Increase awareness of specific need from industry for BSN preparation	Continued with advising ALL students regarding industry need for BSN for some positions --all faculty advising	Sp18- Fa18	Using graduate surveys— collect data regarding number of students that are pursuing advanced degrees after graduation here at GCCC	Continue to assist students by supplying information regarding advanced degree opportunities	Med	GCCC #2- Strengthen the outreach and transfer pipeline (Strengthen student success by increasing the percentage of AA and AS graduates who transfer to a four-year institution)
D - Student Enrollment and Success	N1-GOAL: Pilot new sequence of subjects for fall semester 2017-with special attention given to nursing process.	Making sure all PN faculty communicate for specific	Change of sequence of content starting	- 36 students retained in the fall semester of 2017.	Making sure all the hours are covered with instructor	High	GCCC #1- Increase student success (Increase the

	Increasing numbers for PN program to help with need for higher enrollment for LPN-RN with long-term goal to be increased numbers of RN licensure.	sequence of foundation al information. Nursing Process deliberately positioned near the front of the class, not first. Introducing concept early in the journey of nursing education with reinforcement every step after that introduction. — Increased enrollment with PN class to maximum of 40.	fall 2017— admitted 40 students fall 2017	(Retention rate of 90%) Fall 2017 PN accepted enrollment at 40 students	for fall 2017 (director helping and adjunct instructors for clinical)		fall –to fall retention rate) GCCC # 4- Develop workforce development training programs (Develop or redesign programs— credit and non-credit—to meet community needs)
E - Academic Opportunities and Class Size	N4-GOAL:Increasing numbers for PN program to help with need for higher enrollment for LPN-RN with long-term goal to be increased numbers of RN licensure	Accepted 40 students for fall 2017	Fa17-Sp18	End of Fall semester 2017- with look at retention rates	Need more adjunct instructors for clinical numbers to be in line with request for no more than 10:1.	High	GCCC # 4- Develop workforce development training programs (Develop or redesign programs— credit and non-credit—to meet community needs)
F - Student and Constituent Feedback	N1-GOAL: Pilot new sequence of subjects for fall semester 2017-with special attention given to nursing process.	Purposeful sequence of content in Foundatio nal nursing course with content "Nursing Process" not first or last of class presentati on	Introducti on of content in Foundati ons of Nursing and continue d reinforce ment	Fa17 comparison with Fa16	Retention rate after Fall semester	Med	GCCC #1- Increase student success (Increase the fall –to fall retention rate)
G - Resources and Institutional Capacities	N5-GOAL: PN program to complete program review for evaluation with HLC review in December 2018.	Complete Program review as requested with correction	Follow timeline for completi on	Completed and ready for review December 2018	Designated time in faculty meeting for continuous		GCCC #5- Successfully satisfy higher learning commission regional

		s and additions after GCCC review team evaluates first draft			ongoing review.		accreditation (Complete documentation requirements for HLC's accreditation process)
Summary Conclusions	Continued team effort to help students to be successful here at GCCC and life-long learners	Mentoring students in nursing program with all aspects of LPN licensure and its responsibilities	Ongoing with admittance of students every fall and end of program scheduled for spring of the following semester	Continued monitoring retention and pass rates for LPN licensure (End goal for this program with LPN-RN as next step)	Professional development for all faculty to continue to help faculty receive tools that are needed for ultimate success.	High	This continued success with students completing course work and licensure, helps in the fulfillment of the mission at GCCC. Nursing continues to exist to produce positive contributors to the economic and social well-being of society—as LPN's.

Appendix B***Administrative Response Sheet—From Previous Review***

Attach this document with your Program Review Report for Section A.2 above.

Appendix C

Annual Assessment Reports—Current AY Plan

Current Plan (Course plans are in Appendix F)

Annual Program Assessment

Program:	Associate Degree Nursing
Program Mission Statement:	The mission of the Garden City Community College Nursing Program is to meet the need for nurses in the health care system and to provide the diverse community an opportunity for education in nursing. The nursing department provides a career ladder for individuals who choose nursing. Nursing education at Garden City Community College provides relevant knowledge and skills that enable the graduate to contribute to society as a nurse.
Year:	2018-2019
Instructors:	Larry Jenkins, Tracy Lamb, and Elizabeth Wampler

Phase 1: Beginning of Semester	Program Learning Outcome:	Apply critical thinking skills in the nursing process to assess, analyze, plan, implement, and evaluate nursing care.
	Direct Measure #1:	Weekly clinical performance #1 evaluations NURS 212
	Target:	80% of nursing students will achieve a satisfactory on this area of the clinical performance evaluation.
	Sampling:	100% of nursing students enrolled in NURS 212
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
Phase 1: Beginning of Semester	Direct Measure #2:	Workplace Competency evaluation in NURS 212
	Target:	80% of nursing students will achieve a competent or mastered rating on the workplace competency evaluation at the end of the semester.
	Sampling:	100% of nursing students enrolled in NURS 212
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
Phase 1: Beginning of Semester	Indirect Measure:	Employer surveys sent out to employers of new graduates within 6 months of graduation.
	Target:	50% surveys returned with 80% showing adequate or higher technical skills for entry level nurses.
	Sampling:	Direct Supervisors of graduate nurses
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
Overall Assessment of PLO:		

Phase 1: Beginning of Semester	Program Learning Outcome:	Employing principles of teaching and learning in a collaborative approach to support the client, family, and significant others to maintain or reach an optimal level of functioning and to promote practices that foster health.
	Direct Measure #1:	Weekly clinical performance #6 evaluations NURS 212
	Target:	80% of nursing students will achieve a satisfactory on this area of the clinical performance evaluation.
	Sampling:	100% of nursing students enrolled in NURS 212
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
Phase 1: Beginning of Semester	Direct Measure #2:	Workplace Competency evaluation in NURS 212
	Target:	80% of nursing students will achieve a competent or mastered rating on the workplace competency evaluation at the end of the semester.
	Sampling:	100% of nursing students enrolled in NURS 212
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
Phase 1: Beginning of Semester	Indirect Measure:	Employer surveys sent out to employers of new graduates within 6 months of graduation.
	Target:	50% surveys returned with 80% showing adequate or higher technical skills for entry level nurses.
	Sampling:	Direct Supervisors of graduate nurses
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
	Resources Needed:	
Overall Assessment of PLO:		

Phase 1: Beginning of Semester	Program Learning Outcome:	Examining values, beliefs, and practices of different cultures and subcultures in planning nursing care.
	Direct Measure #1:	Weekly clinical performance #7 evaluations NURS 212
	Target:	80% of nursing students will achieve a satisfactory on this area of the clinical performance evaluation.
	Sampling:	100% of nursing students enrolled in NURS 212
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
	Resources Needed:	

Phase 1: Beginning of Semester	Direct Measure #2:	Workplace Competency evaluation in NURS 212
	Target:	80% of nursing students will achieve a competent or mastered rating on the workplace competency evaluation at the end of the semester.
	Sampling:	100% of nursing students enrolled in NURS 212
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
Phase 1: Beginning of Semester	Indirect Measure:	Employer surveys sent out to employers of new graduates within 6 months of graduation.
	Target:	50% surveys returned with 80% showing adequate or higher technical skills for entry level nurses.
	Sampling:	Direct Supervisors of graduate nurses
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	
	Responsible Party:	
	Completion Date:	
Phase 2: End of Semester	Resources Needed:	
	Overall Assessment of PLO:	

Annual Program Assessment

Program:	Associate Degree Nursing
Program Mission Statement:	The mission of the Garden City Community College Nursing Program is to meet the need for nurses in the health care system and to provide the diverse community an opportunity for education in nursing. The nursing department provides a career ladder for individuals who choose nursing. Nursing education at Garden City Community College provides relevant knowledge and skills that enable the graduate to contribute to society as a nurse.
Year:	2017-2018
Instructors:	Larry Jenkins, Tracy Lamb, and Elizabeth Wampler

Phase 1: Beginning of Semester	Program Learning Outcome:	Apply critical thinking skills in the nursing process to assess, analyze, plan, implement, and evaluate nursing care.
	Direct Measure #1:	Weekly clinical performance #1 evaluations NURS 212
	Target:	80% of nursing students will achieve a satisfactory on this area of the clinical performance evaluation.
	Sampling:	100% of nursing students enrolled in NURS 212
Phase 2: End of Semester	Data/Results:	90% of nursing students passed the weekly assessment on critical thinking with a 77% or higher.
	Data Summary/Analysis:	The average for this item was a 93.3%
	Action Plan (if needed):	Benchmark met, continue to monitor.
	Responsible Party:	ADN Coordinator
	Completion Date:	May-18
Phase 2: End of Semester	Resources Needed:	
	Direct Measure #2:	Workplace Competency evaluation in NURS 212

	Target:	80% of nursing students will achieve a competent or mastered rating on the workplace competency evaluation at the end of the semester.
	Sampling:	100% of nursing students enrolled in NURS 212
Phaes 2: End of Semester	Data/Results:	100% of nursing students met the workplace competency evaluation with a competent or mastered scoring.
	Data Summary/Analysis:	Every student that completed this course were at least at the competent level, if not mastered.
	Action Plan (if needed):	Benchmark met, continue to monitor.
	Responsible Party:	ADN Coordinator
	Completion Date:	May-18
	Resources Needed:	
Phase 1: Beginning of Semester	Indirect Measure:	Employer surveys sent out to employers of new graduates within 6 months of graduation.
	Target:	50% surveys returned with 80% showing adequate or higher technical skills for entry level nurses.
	Sampling:	Direct Supervisors of graduate nurses
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	Benchmark met, continue to monitor.
	Responsible Party:	ADN Coordinator
	Completion Date:	Dec-18
	Resources Needed:	
Overall Assessment of PLO:		Continue to monitor. Benchmarks are being met, and graduates should be eligible to take the national licensure exam.

Phase 1: Beginning of Semester	Program Learning Outcome:	Employing principles of teaching and learning in a collaborative approach to support the client, family, and significant others to maintain or reach an optimal level of functioning and to promote practices that foster health.
	Direct Measure #1:	Weekly clinical performance #6 evaluations NURS 212
	Target:	80% of nursing students will achieve a satisfactory on this area of the clinical performance evaluation.
	Sampling:	100% of nursing students enrolled in NURS 212
Phase 2: End of Semester	Data/Results:	97% of nursing students passed the weekly assessment on diversity with a 77% or higher.
	Data Summary/Analysis:	The average for this item was a 98%.
	Action Plan (if needed):	Benchmark met, continue to monitor.
	Responsible Party:	ADN Coordinator
	Completion Date:	May-18
Phase 1: Beginning of Semester	Direct Measure #2:	Workplace Competency evaluation in NURS 212
	Target:	80% of nursing students will achieve a competent or mastered rating on the workplace competency evaluation at the end of the semester.
	Sampling:	100% of nursing students enrolled in NURS 212
Phaes 2: End of Semester	Data/Results:	100% of nursing students met the workplace competency evaluation with a competent or mastered scoring.
	Data Summary/Analysis:	Every student that completed this course were at least at the competent level, if not mastered.
	Action Plan (if needed):	Benchmark met, continue to monitor.
	Responsible Party:	ADN Coordinator
	Completion Date:	May-18
Phase 1: Beginning of Semester	Indirect Measure:	Employer surveys sent out to employers of new graduates within 6 months of graduation.

Phase 2: End of Semester	Target:	50% surveys returned with 80% showing adequate or higher technical skills for entry level nurses.
	Sampling:	Direct Supervisors of graduate nurses
	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	Benchmark met, continue to monitor.
	Responsible Party:	ADN Coordinator
	Completion Date:	Dec-18
	Resources Needed:	
Overall Assessment of PLO:		

Phase 1: Beginning of Semester	Program Learning Outcome:	Examining values, beliefs, and practices of different cultures and subcultures in planning nursing care.
	Direct Measure #1:	Weekly clinical performance #7 evaluations NURS 212
	Target:	80% of nursing students will achieve a satisfactory on this area of the clinical performance evaluation.
	Sampling:	100% of nursing students enrolled in NURS 212
Phase 2: End of Semester	Data/Results:	100% of nursing students passed the weekly assessment on diversity with a 77% or higher.
	Data Summary/Analysis:	The average on this assessment was 100%
	Action Plan (if needed):	Benchmark met, continue to monitor.
	Responsible Party:	ADN Coordinator
	Completion Date:	May-18
Phase 1: Beginning of Semester	Direct Measure #2:	Workplace Competency evaluation in NURS 212
	Target:	90% of nursing students will achieve a competent or mastered rating on the workplace competency evaluation at the end of the semester.
	Sampling:	100% of nursing students enrolled in NURS 212
Phase 2: End of Semester	Data/Results:	100% of nursing students met the workplace competency evaluation with a competent or mastered scoring.
	Data Summary/Analysis:	Every student that completed this course were at least at the competent level, if not mastered.
	Action Plan (if needed):	Benchmark met, continue to monitor.
	Responsible Party:	ADN Coordinator
	Completion Date:	May-18
Phase 1: Beginning of Semester	Indirect Measure:	Employer surveys sent out to employers of new graduates within 6 months of graduation.
	Target:	50% surveys returned with 80% showing adequate or higher technical skills for entry level nurses.
	Sampling:	Direct Supervisors of graduate nurses
Phase 2: End of Semester	Data/Results:	
	Data Summary/Analysis:	
	Action Plan (if needed):	Benchmark met, continue to monitor.
	Responsible Party:	ADN Coordinator
	Completion Date:	Dec-18
Overall Assessment of PLO:		

Appendix D

Strategic Plan and Status Reports Since Last Review

Attach the program's Strategic Plan and Status Reports for the last 5 years or since the last program review.

SUMMARY OF GCCC PILLARS (bolded) Nursing Goals (*italics*)—actions to achieve goals and support GCCC Pillars
2018-2019

GCCC PILLAR #1

#1 Student Success: Increase fall to fall retention rates / Strengthen student advising / Target adult and working student population

NURSING-GOALS--#3 / #2

- supplemental instruction / ATI predictor scores / Virtual ATI review-individualized plan of study
- Retention rates for fall 2019-- 81.08% (highest in last four years)
- "Collaboration Days"—workshop with PN and LPN-RN students—critical thinking

GCCC PILLAR #2

#2 Institutional partnership: Strengthen partnerships with local business for workforce training / Increase strategic marketing of program to appropriate audiences to benefit all stakeholders

NURSING- GOALS--#1 / #2

- Increase awareness of specific need from industry for BSN preparation.
- 98% of RN graduates plan to start on RN-BSN within first year of employment
- Career Fair / guest speakers from industry regarding specific employment opportunities
- Simulation – focused workshops

GCCC PILLAR #3

#3 Fiscal Solvency: Increase professional development opportunities for faculty, staff and leadership

NURSING-GOALS--#3 / #4

All faculty to attend KCADNE conference every year as statewide meeting with PN / ADN nursing Education

- Facilitate all faculty in Nursing Department at GCCC to attend one National conference of their choice (OADN / NLN/ Nurse Educator Boot Camp / Accreditation Self-study conference).
- This would be changing past years conference schedules with ½ of faculty to attend one conference and ½ attend another conference with the collaboration and sharing in a format such as "Lunch and Learn."—
- CNE Certification for three faculty --LL/ SE/ PZ

GCCC PILLAR #4

#4 Sustainable Infrastructure: Develop a facilities master plan for future growth to include improvements and repairs with a focus on accessibility and deferred maintenance / Continue to upgrade technological infrastructure to meet institutional needs.

NURSING-GOALS--#5 / #1

- Cameras and recording equipment for simulation lab (record and debriefing of simulations)
- Privacy screens for computer lab with 40 computers
- Level check-offs with simulation mastery

Appendix E

Integration of KSBN, KBOR, and NCLEX-RN test plan into the Associate Degree Nursing Program at Garden City Community College

Program Outcomes	Kansas Board of Regents (KBOR) Associate Degree Nursing (ADN) Alignment Program Outcomes	Kansas State Board of Nursing (KSBN) Associate Degree Nursing (ADN) Alignment Program Outcomes	National Council of State Boards of Nursing (NCSBN) NCLEX-RN Test Plan 2013
<p>Provider of Care--- As a provider of care, the graduate applies nursing concepts to individuals/groups with complex needs while respecting their dignity, choices and perceived level of wellness by:</p> <ol style="list-style-type: none"> 1) Applying <u>critical thinking</u> skills and the <u>nursing process</u> to assess, analyze, plan, implement and evaluate <u>nursing care</u>. 2) Demonstrating clear, accurate and objective <u>documentation</u> of patient status and nursing interventions. 3) Employing interpersonal and therapeutic <u>communication skills</u> in working <u>with clients, families and members of the health care team</u>. 4) Practicing appropriate technical skills in administering <u>safe nursing care</u>. 5) Demonstrating <u>caring behaviors</u> and 	<p>---Formulate <u>safe and effective clinical judgments</u> guided by the <u>nursing process</u>, <u>clinical reasoning</u>, and <u>evidenced-based practice</u>.</p> <p>--- <u>Manage care</u> and provide leadership to meet client needs using available resources and current technology.</p> <p>---Demonstrate <u>effective communication</u> methods to <u>manage client needs and to interact with other health care team members</u>.</p> <p>---Implement <u>professional standards</u> and scope of practice within legal, ethical, and regulatory framework</p> <p>--- Demonstrate <u>effective communication</u> methods to <u>manage client needs</u> and to <u>interact with other health care team members</u></p> <p>-- Collaborate with <u>clients and members of the interdisciplinary health care team</u> to optimize client outcomes</p> <p>--Generate <u>teaching and learning processes</u> to promote and <u>maintain health and to reduce risks for a global population</u>.</p> <p>--Formulate <u>safe and effective clinical judgments</u> guided by the nursing</p>	<p>---Aspects of a safe, effective care environment, <u>including management of care</u>, safety, and infection control.</p> <p>---Aspects of a safe, effective care environment, <u>including management of care</u>, safety, and infection control.</p> <p><u>Health promotion and maintenance</u>, including growth and development through the life span and <u>prevention and early detection of disease</u></p> <p>--Aspects of a <u>safe, effective care environment</u>, including management of care, safety, and <u>infection control</u></p> <p>--Psychosocial integrity, <u>including coping</u>, adaptation and psychosocial adaptation</p>	<p>--Safe and Effective Care Environment</p> <ul style="list-style-type: none"> • <u>Management of Care</u> 17-23% <p>--Safe and Effective Care Environment</p> <ul style="list-style-type: none"> • <u>Management of Care</u> 17-23% <p>--<u>Health Promotion and Maintenance</u> 6-12%</p>

<p>considering the <u>uniqueness of the client</u> by allowing participation in their plan of care, providing for privacy and <u>maintaining confidentiality in health care matters.</u></p> <p>6) <u>Employing principles of teaching and learning in a collaborative approach to support the client, family, and significant others to maintain or reach an optimal level of functioning and to promote practices that foster health.</u></p> <p>7) Examining <u>values, beliefs and practices of different cultures</u> and subcultures in <u>planning nursing care.</u></p> <p>Manager of Care— The graduate will function as a manager of care by:</p> <p>8) <u>Practicing managerial skills in prioritizing, administering and delegating nursing care.</u></p>	<p><i>process, clinical reasoning, and evidenced-based practice.</i></p> <p><i>--Integrate <u>caring behaviors</u> in practicing the art and science of nursing within a <u>diverse population</u></i></p> <p><i>--Implement professional standards and scope of practice within <u>legal, ethical, and regulatory framework.</u></i></p> <p><i>--Generate teaching and learning processes to <u>promote and maintain health and to reduce risks for a global population.</u></i></p> <p><i>--Integrate <u>caring behaviors</u> in practicing the art and science of nursing within a diverse population</i></p> <p><i>--Collaborate with clients and members of the interdisciplinary health care team to <u>optimize client outcomes</u></i></p> <p><i>--Manage care and provide <u>leadership</u> to meet client needs using available resources and current technology</i></p> <p><i>--Generate <u>teaching and learning processes</u> to <u>promote and maintain health</u> and to reduce risks for <u>a global population.</u></i></p>	<p>--Physiological integrity, <u>including basic care and comfort</u>, pharmacology, parenteral therapies, <u>reduction of risk potential</u>, physiological adaptation</p> <p>--<u>Health promotion and maintenance</u>, including growth and development through the life span and <u>prevention and early detection of disease</u></p> <p>--<u>Psychosocial integrity</u>, including coping adaptation and psychosocial adaptation</p> <p>--<u>Psychosocial integrity, including coping</u>, adaptation and <u>psychosocial adaptation</u></p> <p>---- Aspects of a <u>safe, effective care environment, including management of care</u>, safety, and infection control</p> <p>--<u>Physiological integrity, including basic care and comfort</u>, pharmacology, parenteral therapies, <u>reduction of risk potential</u>, physiological adaptation</p> <p>---- Aspects of a <u>safe, effective care environment, including management of care</u>, safety, and infection control</p> <p>--<u>Physiological integrity, including basic care and</u></p>	<p>--Safe and Effective Care Environment</p> <p>---<u>Safety and Infection Control</u> 9-15%</p> <p>--Physiological Integrity</p> <p>---<u>Physiological Adaptation</u> 11-17%</p> <p>---<u>Basic Care and Comfort</u> 6-12%</p> <p>---<u>Pharmacological and Parenteral Therapies</u> 12-18%</p> <p>---<u>Reduction of Risk Potential</u> 9-15%</p> <p>--<u>Health Promotion and Maintenance</u> 6-12%</p> <p>--<u>Health Promotion and Maintenance</u> 6-12%</p>
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<p>9) Demonstrating <u>knowledge of roles and functions of members of the health care team in relation to their own role</u></p>	<p><i>---Integrate caring behaviors in practicing the art and science of nursing within a diverse population</i></p> <p><i>---Demonstrate <u>effective communication methods to manage client needs</u> and to interact with other health care team members</i></p> <p><i>--Generate <u>teaching and learning processes to promote and maintain health</u> and to reduce risks for a global population.</i></p>	<p><u>comfort</u>, pharmacology, parenteral therapies, <u>reduction of risk potential</u>, physiological adaptation</p> <p>----Aspects of a <u>safe, effective care environment</u>, including <u>management of care, safety, and infection control</u></p> <p>--Physiological Integrity, including <u>basic care and comfort</u>, pharmacology, parenteral therapies, <u>reduction of risk potential</u>, <u>physiological adaptation</u></p> <p>---Aspects of a safe, effective care environment, including <u>management of care</u>, safety, and infection control</p> <p>--<u>Health Promotion and maintenance</u>, including growth and development through the life span and prevention and early detection of disease</p>	<p>----Physiological Integrity ---<u>Physiological Adaptation</u> 11-17% ---<u>Psychosocial Integrity</u> 6-12%</p> <p>--Safe and Effective Care Environment --- <u>Management of Care</u> 17-23%</p> <p>--<u>Health Promotion and Maintenance</u> 6-12%</p>
<p>Member within the Discipline of Nursing ---The graduate will function as a member within the discipline of nursing by:</p> <p>1) Administering nursing care in a manner, which demonstrates an awareness of <u>legal/ethical responsibilities while adhering to the current standards of nursing practice.</u></p>	<p><i>--Formulate <u>safe and effective clinical judgments guided by the nursing process, clinical reasoning, and evidenced-based practice.</u></i></p> <p><i>--Collaborate with clients and members of the interdisciplinary health care team to optimize client outcomes</i></p> <p><i>--Implement <u>professional standards and scope of practice</u> within legal, ethical, and regulatory framework</i></p> <p><i>--Manage care and provide <u>leadership to meet client needs using available resources</u> and current technology</i></p>	<p>---<u>Physiological integrity</u>, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation</p> <p>---<u>Psychosocial integrity</u>, including coping, adaptation and <u>psychosocial adaptation</u></p> <p>--<u>Psychosocial integrity</u>, including coping adaptation and <u>psychosocial adaptation</u></p>	<p>--Safe and Effective Care Environment --- <u>Management of Care</u> 17-23%</p> <p>--<u>Health Promotion and Maintenance</u> 6-12%</p> <p>---Safe and Effective Care Environment --- <u>Management of Care</u> 17-23%</p> <p>--- <u>Health Promotion and Maintenance</u> 6-12%</p>
<p>2) Recognizing and accepting responsibility for <u>personal and professional behaviors</u> and <u>growth</u>.</p> <p>3) Identifying the need for and <u>promoting advocacy</u> while <u>respecting the client's dignity, choices and rights</u>.</p>	<p><i>--Collaborate with clients and members of the interdisciplinary health care team to optimize client outcomes</i></p> <p><i>--Implement <u>professional standards and scope of practice</u> within legal, ethical, and regulatory framework</i></p> <p><i>--Manage care and provide <u>leadership to meet client needs using available resources</u> and current technology</i></p>	<p>---<u>Psychosocial integrity</u>, including coping, adaptation and <u>psychosocial adaptation</u></p> <p>--<u>Psychosocial integrity</u>, including coping adaptation and <u>psychosocial adaptation</u></p>	<p>---Safe and Effective Care Environment --- <u>Management of Care</u> 17-23%</p> <p>--- <u>Health Promotion and Maintenance</u> 6-12%</p> <p>--Safe and Effective Care Environment --- <u>Management of Care</u> 17-23%</p>

<p>4) Promoting the <u>professional image</u> of nursing and participating in the <u>advancement of the profession.</u></p>	<p>---<u>Implement professional standards and scope of practice</u> within legal, ethical, and <u>regulatory framework</u></p> <p>---<u>Manage care and provide leadership to meet client needs using available resources</u> and current technology</p> <p>--Formulate <u>safe and effective clinical judgments</u> guided by the nursing process, <u>clinical reasoning, and evidenced-based practice.</u></p> <p>--Collaborate with clients and members of the interdisciplinary health care team to <u>optimize client outcomes</u></p> <p>---<u>Implement professional standards and scope of practice</u> within <u>legal, ethical, and regulatory framework</u></p> <p>---Implement <u>professional standards and scope of practice</u> within, legal, ethical, and regulatory framework</p> <p>--<u>Collaborate</u> with clients and members of the interdisciplinary health care team to <u>optimize client outcomes</u></p> <p>--Integrate <u>caring behaviors in practicing the art and science of nursing</u> within a diverse population</p> <p>--Demonstrate <u>effective communication methods to manage client needs</u> and to</p>		<p>---<u>Psychosocial Integrity</u> 6-12%</p> <p>--<u>Health Promotion and Maintenance</u> 6-12%</p> <p>--<u>Psychosocial Integrity</u> 6-12%</p>
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	<p><i>interact with other health care team members</i></p> <p><i>--Collaborate with clients and members of the interdisciplinary health care team <u>to optimize client outcomes</u></i></p> <p><i>--Implement <u>professional standards and scope of practice within legal, ethical, and regulatory framework</u></i></p> <p><i>--Formulate safe and effective clinical judgments guided by the nursing process, clinical reasoning, and <u>evidenced-based practice</u>.</i></p> <p><i>--<u>Manage care and provide leadership</u> to meet client needs using available resources and current technology</i></p>		
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Appendix F

Course Assessment Reports

Fall Semester Course Assessment (Individual)

Course:	NURS 202 Health Alterations Clinical
Semester/Year:	Fall 2017
Instructor:	Tracy Lamb, Elizabeth Wampler

Phase 1: Beginning of Semester	Student Learning Outcome:	Applying critical thinking skills and the nursing process to assess, analyze, plan, implement and evaluate nursing care.		
		Previous Academic Year - Fall	Previous Academic Year - Spring	Current Year - Fall
	Direct Measure:	Overall performance average	na	Weekly evaluations (item #1)
	Target:	80% of the nursing students will achieve a 77% or higher on the exam average.	na	80% of the nursing students will achieve a 77% or higher on the weekly evaluation #1.
Phase 2: End of Semester	Data/Results:	100% of the nursing students achieved a 77% or higher on the overall performance average in the class.	na	56% of the nursing students achieved a 77% or higher on the critical thinking evaluation.
	Data Summary/Analysis:	Adjusted benchmark this year from 85% previous year.	na	Average exam score was an 70%, which is expected with a weekly evaluation.
	Action Plan (if needed):	Will look at one specific outcome to have a more accurate reflection.	na	This is the first class where the critical thinking evaluation is assessed at the higher level. This is a main goal to increase by the end of the spring semester (NURS 212). Consider lowering the target as it is expected there is a deficit in critical thinking.
	Resources Needed:	na	na	na
Phase 1: Beginning of Semester	Student Learning Outcome:	Identifying and responding to the client's values, beliefs, and cultural practices when planning nursing care.		
		Previous Academic Year - Fall	Previous Academic Year - Spring	Current Year - Fall
	Direct Measure:	Overall performance average	na	Weekly evaluations (item #7)
	Target:	80% of the nursing students will achieve a 77% or higher on the exam average.	na	80% of the nursing students will achieve a 77% or higher on the weekly evaluation #7.
Phase 2: End of Semester	Data/Results:	100% of the nursing students achieved a 77% or higher on the overall performance average in the class.	na	100% of the nursing students achieved a 77% or higher on the critical thinking evaluation.
	Data Summary/Analysis:	Adjusted benchmark this year from 85% previous year.	na	Average weekly score was a 100%.
	Action Plan (if needed):	Will look at one specific outcome to have a more accurate reflection.	na	Continue to assess
	Resources Needed:	na	na	na

Phase 1: Beginning of Semester	Student Learning Outcome:	Managing and effectively organizing care of individuals and families with increasingly complex needs through collaboration with other members of the health care team.		
		Previous Academic Year - Fall	Previous Academic Year - Spring	Current Year - Fall
	Direct Measure:	Overall performance average	na	Weekly evaluations (item #8)
	Target:	80% of the nursing students will achieve a 77% or higher on the exam average.	na	80% of the nursing students will achieve a 77% or higher on the weekly evaluation #8.
Phase 2: End of Semester	Data/Results:	100% of the nursing students achieved a 77% or higher on the overall performance average in the class.	na	99% of the nursing students achieved a 77% or higher on the weekly evaluation.
	Data Summary/Analysis:	Adjusted benchmark this year from 85% previous year.	na	Average weekly evaluation on #8 score was an 99%.
	Action Plan (if needed):	Will look at one specific outcome to have a more accurate reflection.	na	Continue to assess
	Resources Needed:	na	na	na

Phase 1: Beginning of Semester	Student Learning Outcome:	Applying knowledge of legal/ethical responsibilities to nursing practice, while adhering to current standards of practice.		
		Previous Academic Year - Fall	Previous Academic Year - Spring	Current Year - Fall
	Direct Measure:	Overall performance average	na	Weekly evaluations (item #11)
	Target:	80% of the nursing students will achieve a 77% or higher on the exam average.	na	80% of the nursing students will achieve a 77% or higher on the weekly evaluation #11.
Phase 2: End of Semester	Data/Results:	100% of the nursing students achieved a 77% or higher on the overall performance average in the class.	na	100% of the nursing students achieved a 77% or higher on the legal/ethical evaluation.
	Data Summary/Analysis:	Adjusted benchmark this year from 85% previous year.	na	Average evaluation on #11 score was a 100%.
	Action Plan (if needed):	Will look at one specific outcome to have a more accurate reflection.	na	Continue to assess
	Resources Needed:	na	na	na

Spring Semester Course Assessment (Individual)

Course:	NURS 202 Health Alterations Clinical
Semester/Year:	Spring 2018
Instructor:	Tracy Lamb, Elizabeth Wampler

Phase 1: Beginning of Semester	Student Learning Outcome:	Applying critical thinking skills and the nursing process to assess, analyze, plan, implement and evaluate nursing care.			
		Previous Academic Year - Fall	Previous Academic Year - Spring	Current Year - Fall	Current Year - Spring
	Direct Measure:	Overall performance average	na	Weekly evaluations (item #1)	na
	Target:	80% of the nursing students will achieve a 77% or higher on the exam average.	na	80% of the nursing students will achieve a 77% or higher on the weekly evaluation #1.	na
Phase 2: End of Semester	Data/Results:	100% of the nursing students achieved a 77% or higher on the overall performance average in the class.	na	56% of the nursing students achieved a 77% or higher on the critical thinking evaluation.	na
	Data Summary/Analysis:	Adjusted benchmark this year from 85% previous year.	na	Average exam score was an 70%, which is expected with a weekly evaluation.	na
	Action Plan (if needed):	Will look at one specific outcome to have a more accurate reflection.	na	This is the first class where the critical thinking evaluation is assessed at the higher level. This is a main goal to increase by the end of the spring semester (NURS 212). Consider lowering the target as it is expected there is a deficit in critical thinking.	na
	Resources Needed:	na	na	na	na

Phase 3:	Student Learning Outcome:	Identifying and responding to the client's values, beliefs, and cultural practices when planning nursing care.
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	Previous Academic Year - Fall				Current Year - Spring	
		Previous Academic Year - Spring	Current Year- Fall			
	Direct Measure:	Overall performance average	na	Weekly evaluations (item #7)	na	
	Target:	80% of the nursing students will achieve a 77% or higher on the exam average.	na	80% of the nursing students will achieve a 77% or higher on the weekly evaluation #7.	na	
Phase 2: End of Semester	Data/Results:	100% of the nursing students achieved a 77% or higher on the overall performance average in the class.	na	100% of the nursing students achieved a 77% or higher on the critical thinking evaluation.	na	
	Data Summary/Analysis:	Adjusted benchmark this year from 85% previous year.	na	Average weekly score was a 100%.	na	
	Action Plan (if needed):	Will look at one specific outcome to have a more accurate reflection.	na	Continue to assess	na	
	Resources Needed:	na	na	na	na	

Phase 1: Beginning of Semester	Student Learning Outcome:	Managing and effectively organizing care of individuals and families with increasingly complex needs through collaboration with other members of the health care team.				
		Previous Academic Year - Fall				Current Year - Spring
		Previous Academic Year - Spring	Current Year- Fall			
Phase 1: Beginning of Semester	Direct Measure:	Overall performance average	na	Weekly evaluations (item #8)	na	
	Target:	80% of the nursing students will achieve a 77% or higher on the exam average.	na	80% of the nursing students will achieve a 77% or higher on the weekly evaluation #8.	na	
Phase 2: End of Semester	Data/Results:	100% of the nursing students achieved a 77% or higher on the overall performance average in the class.	na	99% of the nursing students achieved a 77% or higher on the weekly evaluation.	na	
	Data Summary/Analysis:	Adjusted benchmark this year from 85% previous year.	na	Average weekly evaluation on #8 score was an 99%.	na	

Action Plan (if needed):	Will look at one specific outcome to have a more accurate reflection.	na	Continue to assess	na
Resources Needed:	na	na	na	na

Phase 1: Beginning of Semester	Student Learning Outcome:	Applying knowledge of legal/ethical responsibilities to nursing practice, while adhering to current standards of practice.			
		Previous Academic Year - Fall	Previous Academic Year - Spring	Current Year - Fall	Current Year - Spring
	Direct Measure:	Overall performance average	na	Weekly evaluations (item #11)	
	Target:	80% of the nursing students will achieve a 77% or higher on the exam average.	na	80% of the nursing students will achieve a 77% or higher on the weekly evaluation #11.	80% of the nursing students will achieve a 77% or higher on the weekly evaluation #11.
Phase 2: End of Semester	Data/Results:	100% of the nursing students achieved a 77% or higher on the overall performance average in the class.	na	100% of the nursing students achieved a 77% or higher on the legal/ethical evaluation.	
	Data Summary/Analysis:	Adjusted benchmark this year from 85% previous year.	na	Average evaluation on #11 score was a 100%.	
	Action Plan (if needed):	Will look at one specific outcome to have a more accurate reflection.	na	Continue to assess	
	Resources Needed:	na	na	na	

Fall Semester Course Assessment (Individual)

Course:	NURS 200 Advanced Clinical Skills
Semester/Year:	Fall 2017
Instructor:	Tracy Lamb, Elizabeth Wampler

Phase 1: Beginning of Semester	Student Learning Outcome:	Interpret basic electrocardiograms.		
		Previous Academic Year - Fall	Previous Academic Year - Spring	Current Year - Fall
	Direct Measure:	Exams, EKG interpretation	na	Exams, EKG interpretation
	Target:	75% of the nursing students will achieve a 77% or higher on the exam/lab.	na	75% of the nursing students will achieve a 77% or higher on the exam/lab.

Phase 2: End of Semester	Data/Results:	84.2% of the nursing students (16/19) achieved a 77% or higher on the exam.	na	52% of the nursing students (13/25) achieved a 77% or higher on the exam.
	Data Summary/Analysis:	Above the benchmark	na	Average exam score was a 74%. Also had a new instructor for this content.
	Action Plan (if needed):	Continue to monitor	na	Continue to monitor
	Resources Needed:	na	na	na

Phase 1: Beginning of Semester	Student Learning Outcome:	Manage chest tube drainage systems		
		Previous Academic Year - Fall	Previous Academic Year - Spring	Current Year - Fall
	Direct Measure:	Exams, lab	na	Exams, lab
	Target:	75% of the nursing students will achieve a 77% or higher on the exam/lab.	na	75% of the nursing students will achieve a 77% or higher on the exam/lab.
Phase 2: End of Semester	Data/Results:	84.2% of the nursing students (16/19) achieved a 77% or higher on the exam.	na	52% of the nursing students (13/25) achieved a 77% or higher on the exam.
	Data Summary/Analysis:	Above the benchmark	na	Average exam score was a 74%. Also had a new instructor for this content.
	Action Plan (if needed):	Continue to monitor	na	Continue to monitor
	Resources Needed:	na	na	na

Phase 1: Beginning of Semester	Student Learning Outcome:	Demonstrate care and maintenance of central venous lines		
		Previous Academic Year - Fall	Previous Academic Year - Spring	Current Year - Fall
	Direct Measure:	Exams, skills lab	na	Exams, skills lab
	Target:	75% of the nursing students will achieve a 77% or higher on the exam/lab.	na	75% of the nursing students will achieve a 77% or higher on the exam/lab.
Phase 2: End of Semester	Data/Results:	78.9% of the nursing students (15/19) achieved a 77% or higher on the exam.	na	56% of the nursing students (14/25) achieved a 77% or higher on the exam.
	Data Summary/Analysis:	Above the benchmark	na	Average exam score was a 79%. Also had a new instructor for this content.
	Action Plan (if needed):	Continue to monitor	na	Continue to monitor
	Resources Needed:	na	na	na

Phase 1: Beginning of Semester	Student Learning Outcome:	Demonstrate initiation and maintenance of a peripheral intravenous site		
		Previous Academic Year - Fall	Previous Academic Year - Spring	Current Year - Fall
	Direct Measure:	na		Exams, skills lab
	Target:	na		75% of the nursing students will achieve a

Phase 2: End of Semester			77% or higher on the exam/lab.
	Data/Results:	na	100% of the nursing students (25) achieved a 77% or higher on the exam.
	Data Summary/Analysis:	na	Average exam score was a 98%. This is a hands on skill, and many students do very well with these.
	Action Plan (if needed):	na	Continue to monitor
	Resources Needed:	na	na

Phase 1: Beginning of Semester	Student Learning Outcome:	Demonstrate administration of intravenous medications		
		Previous Academic Year - Fall	Previous Academic Year - Spring	Current Year - Fall
	Direct Measure:	na		Exams, skills lab
Phase 2: End of Semester	Target:	na		75% of the nursing students will achieve a 77% or higher on the exam/lab.
	Data/Results:	na		92% of the nursing students (23/25) achieved a 77% or higher on the exam.
	Data Summary/Analysis:	na		Average exam score was a 94%. This is a hands on skill, and many students do very well with these.
	Action Plan (if needed):	na		Continue to monitor
	Resources Needed:	na		na

Spring Semester Course Assessment (Individual)

Course:	NURS 200 Advanced Clinical Skills
Semester/Year:	Spring 2018
Instructor:	Tracy Lamb, Elizabeth Wampler

Phase 1: Beginning of Semester	Student Learning Outcome:	Interpret basic electrocardiograms.			
		Previous Academic Year - Fall	Previous Academic Year - Spring	Current Year - Fall	Current Year - Spring
	Direct Measure:	Exams, EKG interpretation	na	Exams, EKG interpretation	na
Phase 2: End of Semester	Target:	75% of the nursing students will achieve a 77% or higher on the exam/lab.	na	75% of the nursing students will achieve a 77% or higher on the exam/lab.	na
	Data/Results:	84.2% of the nursing students (16/19) achieved a 77% or higher on the exam.	na	52% of the nursing students (13/25) achieved a 77% or higher on the exam.	na

Data Summary/Analysis:	Above the benchmark	na	Average exam score was a 74%. Also had a new instructor for this content.	na
Action Plan (if needed):	Continue to monitor	na	Continue to monitor	na
Resources Needed:	na	na	na	na

Phase 1: Beginning of Semester	Student Learning Outcome:	Manage chest tube drainage systems			
		Previous Academic Year - Fall	Previous Academic Year - Spring	Current Year - Fall	Current Year - Spring
	Direct Measure:	Exams, lab	na	Exams, lab	na
	Target:	75% of the nursing students will achieve a 77% or higher on the exam/lab.	na	75% of the nursing students will achieve a 77% or higher on the exam/lab.	na
Phase 2: End of Semester	Data/Results:	84.2% of the nursing students (16/19) achieved a 77% or higher on the exam.	na	52% of the nursing students (13/25) achieved a 77% or higher on the exam.	na
	Data Summary/Analysis:	Above the benchmark	na	Average exam score was a 74%. Also had a new instructor for this content.	na
	Action Plan (if needed):	Continue to monitor	na	Continue to monitor	na
	Resources Needed:	na	na	na	na

Phase 1: Beginning of Semester	Student Learning Outcome:	Demonstrate care and maintenance of central venous lines			
		Previous Academic Year - Fall	Previous Academic Year - Spring	Current Year - Fall	Current Year - Spring
	Direct Measure:	Exams, skills lab	na	Exams, skills lab	na
	Target:	75% of the nursing students will achieve a 77% or higher on the exam/lab.	na	75% of the nursing students will achieve a 77% or higher on the exam/lab.	na
Phase 2: End of Semester	Data/Results:	78.9% of the nursing students (15/19) achieved a 77% or higher on the exam.	na	56% of the nursing students (14/25) achieved a 77% or higher on the exam.	na
	Data Summary/Analysis:	Above the benchmark	na	Average exam score was a 79%. Also had a new instructor for this content.	na
	Action Plan (if needed):	Continue to monitor	na	Continue to monitor	na
	Resources Needed:	na	na	na	na

Phase 1: Beginning of Semester	Student Learning Outcome:	Demonstrate initiation and maintenance of a peripheral intravenous site			
		Previous Academic Year - Fall	Previous Academic Year - Spring	Current Year- Fall	Current Year - Spring
	Direct Measure:	na	Cell will AutoFill	Exams, skills lab	
	Target:	na	Cell will AutoFill	75% of the nursing students will achieve a 77% or higher on the exam/lab.	75% of the nursing students will achieve a 77% or higher on the exam/lab.
Phase 2: End of Semester	Data/Results:	na	Cell will AutoFill	100% of the nursing students (25) achieved a 77% or higher on the exam.	
	Data Summary/Analysis:	na	Cell will AutoFill	Average exam score was a 98%. This is a hands on skill, and many students do very well with these.	
	Action Plan (if needed):	na	Cell will AutoFill	Continue to monitor	
	Resources Needed:	na	Cell will AutoFill	na	

Phase 1: Beginning of Semester	Student Learning Outcome:	Demonstrate administration of intravenous medications			
		Previous Academic Year - Fall	Previous Academic Year - Spring	Current Year- Fall	Current Year - Spring
	Direct Measure:	na	Cell will AutoFill	Exams, skills lab	
	Target:	na	Cell will AutoFill	75% of the nursing students will achieve a 77% or higher on the exam/lab.	75% of the nursing students will achieve a 77% or higher on the exam/lab.
Phase 2: End of Semester	Data/Results:	na	Cell will AutoFill	92% of the nursing students (23/25) achieved a 77% or higher on the exam.	
	Data Summary/Analysis:	na	Cell will AutoFill	Average exam score was a 94%. This is a hands on skill, and many students do very well with these.	
	Action Plan (if needed):	na	Cell will AutoFill	Continue to monitor	
	Resources Needed:	na	Cell will AutoFill	na	

Fall Semester Course Assessment (Individual)

Course:	NURS 203 Mental Health
Semester/Year:	Fall 2017
Instructor:	Tracy Lamb, Elizabeth Wampler

Student Learning Outcome:	Apply crisis intervention techniques.		
	Previous Academic Year - Fall	Previous Academic Year - Spring	Current Year - Fall
Direct Measure:	Overall testing average	na	ATI final exam
Target:	80% of the nursing students will achieve a 77% or higher on the exam average.	na	80% of the nursing students will achieve a 77% or higher on the exam.
Data/Results:	100% of the nursing students achieved a 77% or higher on the overall testing average in the class.	na	100% of the nursing students achieved a 77% or higher on the comprehensive final exam
Data Summary/Analysis:	Adjusted benchmark this year from 85% previous year.	na	Average exam score was an 88%, which is expected with a comprehensive nursing exams.
Action Plan (if needed):	Will look at one specific exam (like the final) to have a more accurate reflection.	na	Continue to assess
Resources Needed:	na	na	na

Student Learning Outcome:	Plan nursing care for clients with mental health disorders utilizing community resources.		
	Previous Academic Year - Fall	Previous Academic Year - Spring	Current Year - Fall
Direct Measure:	Presentations/demonstrations/assignments (Overall homework average)	na	Coping and Community homework/project
Target:	80% of the nursing students will achieve a 77% or higher on the exam average.	na	80% of the nursing students will achieve a 77% or higher on the exam.
Data/Results:	100% of the nursing students achieved a 77% or higher on the overall homework average in the class.	na	96% of the nursing students achieved a 77% or higher on the community assignment
Data Summary/Analysis:	Adjusted benchmark this year from 85% previous year.	na	One student did not participate in the assignment. Everyone who did the assignment received above a 77%.
Action Plan (if needed):	Will look at one specific exam (like the community homework assignment/project) to have a more accurate reflection.	na	Continue to assess.
Resources Needed:	na	na	na

Spring Semester Course Assessment (Individual)

Course:	NURS 203 Mental Health
Semester/Year:	Spring 2018
Instructor:	Tracy Lamb, Elizabeth Wampler

Phase 1: Beginning of	Student Learning Outcome:	Apply crisis intervention techniques.			
		Previous Academic Year - Fall	Previous Academic Year - Spring	Current Year- Fall	Current Year - Spring
	Direct Measure:	Overall testing average	na	ATI final exam	na
	Target:	80% of the nursing students will achieve a 77% or higher on the exam average.	na	80% of the nursing students will achieve a 77% or higher on the exam.	na
Phase 2: End of Semester	Data/Results:	100% of the nursing students achieved a 77% or higher on the overall testing average in the class.	na	100% of the nursing students achieved a 77% or higher on the comprehensive final exam	na
	Data Summary/Analysis:	Adjusted benchmark this year from 85% previous year.	na	Average exam score was an 88%, which is expected with a comprehensive nursing exams.	na
	Action Plan (if needed):	Will look at one specific exam (like the final) to have a more accurate reflection.	na	Continue to assess	na
	Resources Needed:	na	na	na	na

Phase 1: Beginning of Semester	Student Learning Outcome:	Plan nursing care for clients with mental health disorders utilizing community resources.			
		Previous Academic Year - Fall	Previous Academic Year - Spring	Current Year- Fall	Current Year - Spring
	Direct Measure:	Presentations/demonstrations/assignments (Overall homework average)	na	Coping and Community homework/project	na
	Target:	80% of the nursing students will achieve a 77% or higher on the exam average.	na	80% of the nursing students will achieve a 77% or higher on the exam.	na
Phase 2: End of Semester	Data/Results:	100% of the nursing students achieved a 77% or higher on the overall homework average in the class.	na	96% of the nursing students achieved a 77% or higher on the community assignment	na
	Data Summary/Analysis:	Adjusted benchmark this year from 85% previous year.	na	One student did not participate in the assignment. Everyone who did the assignment received above a 77%.	na
	Action Plan (if needed):	Will look at one specific exam (like the community homework assignment/project) to have a more accurate reflection.	na	Continue to assess.	na
	Resources Needed:	na	na	na	na

Fall Semester Course Assessment (Individual)

Course: NURS 204 Health Alterations

Semester/Year:	Fall 2017
Instructor:	Tracy Lamb, Elizabeth Wampler

Phase 1: Beginning of Semester	Student Learning Outcome:	Apply crisis intervention techniques.		
		Previous Academic Year - Fall	Previous Academic Year - Spring	Current Year - Fall
	Direct Measure:	Overall testing average	na	ATI final exam
	Target:	80% of the nursing students will achieve a 77% or higher on the exam average.	na	80% of the nursing students will achieve a 77% or higher on the exam.
Phase 2: End of Semester	Data/Results:	100% of the nursing students achieved a 77% or higher on the overall testing average in the class.	na	100% of the nursing students achieved a 77% or higher on the comprehensive final exam
	Data Summary/Analysis:	Adjusted benchmark this year from 85% previous year.	na	Average exam score was an 88%, which is expected with a comprehensive nursing exams.
	Action Plan (if needed):	Will look at one specific exam (like the final) to have a more accurate reflection.	na	Trend for one more year to see if the target needs adjusted. Reassess in 18-19.
	Resources Needed:	na	na	na

Phase 1: Beginning of Semester	Student Learning Outcome:	Plan nursing care for clients with mental health disorders utilizing community resources.		
		Previous Academic Year - Fall	Previous Academic Year - Spring	Current Year - Fall
	Direct Measure:	Presentations/demonstrations/assignments (Overall homework average)	na	Coping and Community homework/project
	Target:	80% of the nursing students will achieve a 77% or higher on the exam average.	na	80% of the nursing students will achieve a 77% or higher on the exam.
Phase 2: End of Semester	Data/Results:	100% of the nursing students achieved a 77% or higher on the overall homework average in the class.	na	96% of the nursing students achieved a 77% or higher on the community assignment
	Data Summary/Analysis:	Adjusted benchmark this year from 85% previous year.	na	One student did not participate in the assignment. Everyone who did the assignment received above a 77%.
	Action Plan (if needed):	Will look at one specific exam (like the community homework assignment/project) to have a more accurate reflection.	na	Continue to assess.
	Resources Needed:	na	na	na

Spring Semester Course Assessment (Individual)

Course:	NURS 204 Health Alterations
Semester/Year:	Spring 2018
Instructor:	Tracy Lamb, Elizabeth Wampler

Phase 1: Beginning of	Student Learning Outcome:	Apply crisis intervention techniques.			
		Previous Academic Year - Fall	Previous Academic Year - Spring	Current Year- Fall	Current Year - Spring
	Direct Measure:	Overall testing average	na	ATI final exam	na
	Target:	80% of the nursing students will achieve a 77% or higher on the exam average.	na	80% of the nursing students will achieve a 77% or higher on the exam.	na
Phase 2: End of Semester	Data/Results:	100% of the nursing students achieved a 77% or higher on the overall testing average in the class.	na	100% of the nursing students achieved a 77% or higher on the comprehensive final exam	na
	Data Summary/Analysis:	Adjusted benchmark this year from 85% previous year.	na	Average exam score was an 88%, which is expected with a comprehensive nursing exams.	na
	Action Plan (if needed):	Will look at one specific exam (like the final) to have a more accurate reflection.	na	Trend for one more year to see if the target needs adjusted. Reassess in 18-19.	na
	Resources Needed:	na	na	na	na

Phase 1: Beginning of Semester	Student Learning Outcome:	Plan nursing care for clients with mental health disorders utilizing community resources.			
		Previous Academic Year - Fall	Previous Academic Year - Spring	Current Year- Fall	Current Year - Spring
	Direct Measure:	Presentations/demonstrations/assignments (Overall homework average)	na	Coping and Community homework/project	na
	Target:	80% of the nursing students will achieve a 77% or higher on the exam average.	na	80% of the nursing students will achieve a 77% or higher on the exam.	na
Phase 2: End of Semester	Data/Results:	100% of the nursing students achieved a 77% or higher on the overall homework average in the class.	na	96% of the nursing students achieved a 77% or higher on the community assignment	na
	Data Summary/Analysis:	Adjusted benchmark this year from 85% previous year.	na	One student did not participate in the assignment. Everyone who did the assignment received above a 77%.	na
	Action Plan (if needed):	Will look at one specific exam (like the community homework	na	Continue to assess.	na

	assignment/project) to have a more accurate reflection.			
Resources Needed:	na	na	na	na

Fall Semester Course Assessment (Individual)

Course:	NURS 213 Professional Practice
Semester/Year:	Spring 2018
Instructor:	Tracy Lamb, Elizabeth Wampler

Phase 1: Beginning of Semester	Student Learning Outcome:	Differentiate role and function of other members of the healthcare team.		
		Previous Academic Year - Fall	Previous Academic Year - Spring	Current Year - Fall
	Direct Measure:	na	Unit 1 exam	na
	Target:	na	80% of nursing students will achieve a 77% or higher on this exam.	na
Phase 2: End of Semester	Data/Results:	na	12/15 (80%) of nursing students passed the exam with a 77% or higher.	na
	Data Summary/Analysis:	na	The average for this exam was an 82%.	na
	Action Plan (if needed):	na	Continue to utilize this type of measure.	na
	Resources Needed:	na	na	na

Phase 1: Beginning of Semester	Student Learning Outcome:	Analyze ethical and legal dilemmas in health care.		
		Previous Academic Year - Fall	Previous Academic Year - Spring	Current Year - Fall
	Direct Measure:	na	Legal Homework Assignment	na
	Target:	na	80% of nursing students will achieve a 77% or higher on this assignment.	na
Phase 2: End of Semester	Data/Results:	na	73.3% of students (11/15 students) achieved above a 77% on this assignment.	na
	Data Summary/Analysis:	na	4 of the 15 students that did not pass all earned a 75%. The average for the assignment was a 93%.	na
	Action Plan (if needed):	na	Continue using this assignment, look at the amount of points.	na
	Resources Needed:	na	na	na

Spring Semester Course Assessment (Individual)

Course:	NURS 213 Professional Practice
Semester/Year:	Spring 2018
Instructor:	Tracy Lamb, Elizabeth Wampler

Phase 1: Beginning of Semester	Student Learning Outcome:	Differentiate role and function of other members of the healthcare team.			
		Previous Academic Year - Fall	Previous Academic Year - Spring	Current Year - Fall	Current Year - Spring
	Direct Measure:	na	Unit 1 exam	na	Unit 1 exam
	Target:	na	80% of nursing students will achieve a 77% or higher on this exam.	na	80% of nursing students will achieve a 77% or higher on this exam.
Phase 2: End of Semester	Data/Results:	na	12/15 (80%) of nursing students passed the exam with a 77% or higher.	na	19/24 (79.17%) of nursing students passed the exam with a 77% or higher.
	Data Summary/Analysis:	na	The average for this exam was an 82%.	na	The 5 students that did not achieve a 77% all received a 75%. With the average test score was an 83%. Overall this was a valid test, with positive results.
	Action Plan (if needed):	na	Continue to utilize this type of measure.	na	Continue to utilize this type of measure, will continue to look at content of lecture and classroom presentation, as well as required readings and assignments.
	Resources Needed:	na	na	na	For those that score below a 77% on an exam are required to attend supplemental instruction 1 hour a week until the next exam. Supplemental instruction is led by the nursing instructors.

Phase 1: Beginning of Semester	Student Learning Outcome:	Analyze ethical and legal dilemmas in health care.			
		Previous Academic Year - Fall	Previous Academic Year - Spring	Current Year - Fall	Current Year - Spring
	Direct Measure:	na	Legal Homework Assignment	na	Legal Homework Assignment
	Target:	na	80% of nursing students will achieve a 77% or higher on this assignment.	na	80% of nursing students will achieve a 77% or

					higher on this assignment.
Phase 2: End of Semester	Data/Results:	na	73.3% of students (11/15 students) achieved above a 77% on this assignment.	na	100% of students (24 students) achieved above a 77% on this assignment.
	Data Summary/Analysis:	na	4 of the 15 students that did not pass all earned a 75%. The average for the assignment was a 93%.	na	Students were able to analyze different ethical and legal dilemmas that may occur in a health care setting.
	Action Plan (if needed):	na	Continue using this assignment, look at the amount of points.	na	Continue using this assignment.
	Resources Needed:	na	na	na	Reading assignments and classroom discussions, prior to in class activity.

Fall Semester Course Assessment (Individual)

Course:	NURS 212 Complex Health Alterations Clinical
Semester/Year:	Spring 2018
Instructor:	Tracy Lamb, Elizabeth Wampler, Larry Jenkins

Phase 1: Beginning of Semester	Student Learning Outcome:	Apply critical thinking skills in the nursing process to assess, analyze, plan, implement, and evaluate nursing care.		
		Previous Academic Year - Fall	Previous Academic Year - Spring	Current Year - Fall
	Direct Measure:	na	Weekly clinical evaluation (#1)	na
Phase 2: End of Semester	Target:	na	80% of nursing students will achieve a 77% or higher on this assessment item.	na
	Data/Results:	na	86% of nursing students passed the weekly assessment on critical thinking with a 77% or higher.	na
	Data Summary/Analysis:	na	The average for this item was an 90%.	na
	Action Plan (if needed):	na	Continue to utilize this type of measure.	na
	Resources Needed:	na	na	na

Phase 1: Beginning of Semester	Student Learning Outcome:	Examining values, beliefs, and practices of different cultures and subcultures in planning nursing care.		
		Previous Academic Year - Fall	Previous Academic Year - Spring	Current Year - Fall
	Direct Measure:	na	Weekly clinical evaluation (#7)	na

Phase 2: End of Semester	Target:	na	80% of nursing students will achieve a 77% or higher on this assessment item.	na
	Data/Results:	na	100% of nursing students passed the weekly assessment on diversity with a 77% or higher.	na
	Data Summary/Analysis:	na	The average for this item was an 100%.	na
	Action Plan (if needed):	na	Continue to utilize this type of measure.	na
	Resources Needed:	na	na	na

Phase 1: Beginning of Semester	Student Learning Outcome:	Employing principles of teaching and learning in a collaborative approach to support the client, family, and significant others to maintain or reach an optimal level of functioning and to promote practices that foster health.		
		Previous Academic Year - Fall	Previous Academic Year - Spring	Current Year - Fall
	Direct Measure:	na	Weekly clinical evaluation (#6)	na
	Target:	na	80% of nursing students will achieve a 77% or higher on this assessment item.	na
Phase 2: End of Semester	Data/Results:	na	97% of nursing students passed the weekly assessment on teaching and learning with a 77% or higher.	na
	Data Summary/Analysis:	na	The average for this item was an 98%.	na
	Action Plan (if needed):	na	Continue to utilize this type of measure.	na
	Resources Needed:	na	na	na

Spring Semester Course Assessment (Individual)

Course:	NURS 212 Complex Health Alterations Clinical
Semester/Year:	Spring 2018
Instructor:	Tracy Lamb, Elizabeth Wampler, Larry Jenkins

Phase 1: Beginning of Semester	Student Learning Outcome:	Apply critical thinking skills in the nursing process to assess, analyze, plan, implement, and evaluate nursing care.			
		Previous Academic Year - Fall	Previous Academic Year - Spring	Current Year - Fall	Current Year - Spring
	Direct Measure:	na	Weekly clinical evaluation (#1)	na	Weekly clinical evaluation (#1)
	Target:	na	80% of nursing students will achieve a 77% or higher on this assessment item.	na	80% of nursing students will achieve a 77% or higher on this assessment item.

Phase 2: End of Semester	Data/Results:	na	86% of nursing students passed the weekly assessment on critical thinking with a 77% or higher.	na	90% of nursing students passed the weekly assessment on critical thinking with a 77% or higher.
	Data Summary/Analysis:	na	The average for this item was an 90%.	na	The average for this item was a 93.3%.
	Action Plan (if needed):	na	Continue to utilize this type of measure.	na	Continue to utilize this type of measure.
	Resources Needed:	na	na	na	na

Phase 1: Beginning of Semester	Student Learning Outcome:	Examining values, beliefs, and practices of different cultures and subcultures in planning nursing care.			
		Previous Academic Year - Fall	Previous Academic Year - Spring	Current Year- Fall	Current Year - Spring
	Direct Measure:	na	Weekly clinical evaluation (#7)	na	Weekly clinical evaluation (#7)
	Target:	na	80% of nursing students will achieve a 77% or higher on this assessment item.	na	80% of nursing students will achieve a 77% or higher on this assessment item.
Phase 2: End of Semester	Data/Results:	na	100% of nursing students passed the weekly assessment on diversity with a 77% or higher.	na	99% of nursing students passed the weekly assessment on diversity with a 77% or higher.
	Data Summary/Analysis:	na	The average for this item was an 100%.	na	The average for this item was a 99.8%.
	Action Plan (if needed):	na	Continue to utilize this type of measure.	na	continue to utilize this type of measure.
	Resources Needed:	na	na	na	na

Phase 1: Beginning of Semester	Student Learning Outcome:	Employing principles of teaching and learning in a collaborative approach to support the client, family, and significant others to maintain or reach an optimal level of functioning and to promote practices that foster health.			
		Previous Academic Year - Fall	Previous Academic Year - Spring	Current Year- Fall	Current Year - Spring
	Direct Measure:	na	Weekly clinical evaluation (#6)	na	Weekly clinical evaluation (#6)

	Target:	na	80% of nursing students will achieve a 77% or higher on this assessment item.	na	80% of nursing students will achieve a 77% or higher on this assessment item.
Phase 2: End of Semester	Data/Results:	na	97% of nursing students passed the weekly assessment on teaching and learning with a 77% or higher.	na	96% of nursing students passed the weekly assessment on teaching and learning with a 77% or higher.
	Data Summary/Analysis:	na	The average for this item was an 98%.	na	The average for this item was a 97.3%.
	Action Plan (if needed):	na	Continue to utilize this type of measure.	na	Continue to utilize this type of measure.
	Resources Needed:	na	na	na	na

Fall Semester Course Assessment (Individual)

Course:	NURS 201 Maternal Child Nursing
Semester/Year:	Fall 2017
Instructor:	Lorilynn Landgraf

Phase 1: Beginning of Semester	Student Learning Outcome:	Apply the nursing process to the care of clients with complicated antepartum issues.		
		Previous Academic Year - Fall	Previous Academic Year - Spring	Current Year - Fall
	Direct Measure:	Unit Exam	na	Unit Exam
	Target:	75% of the nursing students will achieve a 77% or higher on the exam average.	na	75% of the nursing students will achieve a 77% or higher on the exam average.
Phase 2: End of Semester	Data/Results:	94.4% of the nursing students (17/18) achieved a 77% or higher on the exam.	na	65.5% of the nursing students (19/29) achieved a 77% or higher on the exam.
	Data Summary/Analysis:	These results were much higher than expected, continue to evaluate.	na	The exam average for this exam was an 81% which is expected at this level.
	Action Plan (if needed):	na	na	Had a new instructor this year, plans to change the instructor again, next year. Will continue to monitor.
	Resources Needed:	na	na	na

Phase 1: Beginning of	Student Learning Outcome:	Develop a health promotion plan for the child rearing family.		
		Previous Academic Year - Fall	Previous Academic Year - Spring	Current Year - Fall
	Direct Measure:	Unit Exam	na	Unit Exam

Phase 2: End of Semester	Target:	75% of the nursing students will achieve a 77% or higher on the exam average.	na	75% of the nursing students will achieve a 77% or higher on the exam average.
	Data/Results:	94.4% of the nursing students (17/18) achieved a 77% or higher on the exam.	na	65.5% of the nursing students (19/29) achieved a 77% or higher on the exam.
	Data Summary/Analysis:	These results were much higher than expected, continue to evaluate.	na	The exam average for this exam was an 81% which is expected at this level.
	Action Plan (if needed):	na	na	Had a new instructor this year, plans to change the instructor again, next year. Will continue to monitor.
	Resources Needed:	na	na	na

Phase 1: Beginning of Semester	Student Learning Outcome:	Apply the nursing process to the care of acute or chronically ill children.		
		Previous Academic Year - Fall	Previous Academic Year - Spring	Current Year - Fall
	Direct Measure:	Not assessed (no data collected)	na	Unit Exam
	Target:	na	na	75% of the nursing students will achieve a 77% or higher on the exam average.
Phase 2: End of Semester	Data/Results:	na	na	79.3% of the nursing students (17/18) achieved a 77% or higher on the exam.
	Data Summary/Analysis:	na	na	This was above the benchmark. Will continue to assess.
	Action Plan (if needed):	na	na	na
	Resources Needed:	na	na	na

Spring Semester Course Assessment (Individual)

Course:	NURS 201 Maternal Child Nursing
Semester/Year:	Spring 2018
Instructor:	Lorilynn Landgraf

Phase 1: Beginning of Semester	Student Learning Outcome:	Apply the nursing process to the care of clients with complicated antepartum issues.			
		Previous Academic Year - Fall	Previous Academic Year - Spring	Current Year - Fall	Current Year - Spring
	Direct Measure:	Unit Exam	na	Unit Exam	na
	Target:	75% of the nursing students will achieve a 77% or higher on the exam average.	na	75% of the nursing students will achieve a 77% or higher on the exam average.	na

Phase 2: End of Semester	Data/Results:	94.4% of the nursing students (17/18) achieved a 77% or higher on the exam.	na	65.5% of the nursing students (19/29) achieved a 77% or higher on the exam.	na
	Data Summary/Analysis:	These results were much higher than expected, continue to evaluate.	na	The exam average for this exam was an 81% which is expected at this level.	na
	Action Plan (if needed):	na	na	Had a new instructor this year, plans to change the instructor again, next year. Will continue to monitor.	na
	Resources Needed:	na	na	na	na

Phase 1: Beginning of Semester	Student Learning Outcome:	Develop a health promotion plan for the child rearing family.			
		Previous Academic Year - Fall	Previous Academic Year - Spring	Current Year - Fall	Current Year - Spring
	Direct Measure:	Unit Exam	na	Unit Exam	na
	Target:	75% of the nursing students will achieve a 77% or higher on the exam average.	na	75% of the nursing students will achieve a 77% or higher on the exam average.	na
Phase 2: End of Semester	Data/Results:	94.4% of the nursing students (17/18) achieved a 77% or higher on the exam.	na	65.5% of the nursing students (19/29) achieved a 77% or higher on the exam.	na
	Data Summary/Analysis:	These results were much higher than expected, continue to evaluate.	na	The exam average for this exam was an 81% which is expected at this level.	na
	Action Plan (if needed):	na	na	Had a new instructor this year, plans to change the instructor again, next year. Will continue to monitor.	na

Resources Needed:	na	na	na	na
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Phase 1: Beginning of Semester	Student Learning Outcome:	Apply the nursing process to the care of acute or chronically ill children.			
		Previous Academic Year - Fall	Previous Academic Year - Spring	Current Year - Fall	Current Year - Spring
	Direct Measure:	Not assessed (no data collected)	na	Unit Exam	na
	Target:	na	na	75% of the nursing students will achieve a 77% or higher on the exam average.	na
Phase 2: End of Semester	Data/Results:	na	na	79.3% of the nursing students (17/18) achieved a 77% or higher on the exam.	na
	Data Summary/Analysis:	na	na	This was above the benchmark. Will continue to assess.	na
	Action Plan (if needed):	na	na	na	na
	Resources Needed:	na	na	na	na

Fall Semester Course Assessment (Individual)

Course:	NURS 214 Complex Health Alterations
Semester/Year:	Spring 2018
Instructor:	Tracy Lamb, Elizabeth Wampler, Larry Jenkins

Phase 1: Beginning of Semester	Student Learning Outcome:	Develop a health promotion plan for a client with alteration of the respiratory system to achieve an optimum level of health.		
		Previous Academic Year - Fall	Previous Academic Year - Spring	Current Year - Fall
	Direct Measure:	na	Respiratory homework assignment (create a scenario and make a teaching plan).	na
	Target:	na	80% of nursing students will achieve a 77% or higher on this homework assignment.	na
Phase 2: End of Semester	Data/Results:	na	87% of nursing students (13/15) passed the assignment with a 77% or higher.	na
	Data Summary/Analysis:	na	The average for this item was an 91%.	na
	Action Plan (if needed):	na	Continue to utilize this type of measure.	na
	Resources Needed:	na	na	na

Phase 1: Beginning of Semester	Student Learning Outcome:	Apply the nursing process to client with alterations of the integumentary system.		
		Previous Academic Year - Fall	Previous Academic Year - Spring	Current Year - Fall
	Direct Measure:	na	Integument exam	na
	Target:	na	80% of nursing students will achieve a 77% or higher on this assessment item.	na
Phase 2: End of Semester	Data/Results:	na	93% of nursing students passed the exam with a 77% or higher.	na
	Data Summary/Analysis:	na	The average for this exam was a 89%.	na
	Action Plan (if needed):	na	Continue to utilize this type of measure.	na
	Resources Needed:	na	When students fall below a 77% testing average they are required to attend 1 hour a week of supplemental instruction which is led by nursing faculty.	na

Spring Semester Course Assessment (Individual)

Course:	NURS 214 Complex Health Alterations
Semester/Year:	Spring 2018
Instructor:	Tracy Lamb, Elizabeth Wampler, Larry Jenkins

Phase 1: Beginning of Semester	Student Learning Outcome:	Develop a health promotion plan for a client with alteration of the respiratory system to achieve an optimum level of health.			
		Previous Academic Year - Fall	Previous Academic Year - Spring	Current Year - Fall	Current Year - Spring
	Direct Measure:	na	Respiratory homework assignment (create a scenario and make a teaching plan).	na	Respiratory homework assignment (create a plan of care).
	Target:	na	80% of nursing students will achieve a 77% or higher on this homework assignment.	na	80% of nursing students will achieve a 77% or higher on this homework assignment.
Phase 2: End of Semester	Data/Results:	na	87% of nursing students (13/15) passed the assignment with a 77% or higher.	na	100% of nursing students (24/24) passed the assignment with a 77% or higher.
	Data Summary/Analysis:	na	The average for this item was an 91%.	na	The average for this item was an 96%.
	Action Plan (if needed):	na	Continue to utilize this type of measure.	na	Continue to utilize this type of measure. (Current assignment does not accomplish the

				outcome as well, look at going back to previous assignment or changing the assignment all together.
Resources Needed:	na	na	na	na

Phase 1: Beginning of Semester	Student Learning Outcome:	Apply the nursing process to client with alterations of the integumentary system.			
		Previous Academic Year - Fall	Previous Academic Year - Spring	Current Year- Fall	Current Year - Spring
	Direct Measure:	na	Integument exam	na	Integument exam
	Target:	na	80% of nursing students will achieve a 77% or higher on this assessment item.	na	80% of nursing students will achieve a 77% or higher on this assessment item.
Phase 2: End of Semester	Data/Results:	na	93% of nursing students passed the exam with a 77% or higher.	na	96% of nursing students passed the exam with a 77% or higher.
	Data Summary/Analysis:	na	The average for this exam was a 89%.	na	The average for this exam was a 90%.
	Action Plan (if needed):	na	Continue to utilize this type of measure.	na	Continue to utilize this type of measure.
	Resources Needed:	na	When students fall below a 77% testing average they are required to attend 1 hour a week of supplemental instruction which is led by nursing faculty.	na	When students fall below a 77% testing average they are required to attend 1 hour a week of supplemental instruction which is led by nursing faculty.

Appendix G – Curriculum Map

Program Outcomes: Upon completion of the program, graduates will be able to...	Essential Skills	Incorporate knowledge from the science and humanities in relation to culturally sensitive nursing practice.	Provider of Care										Manager of Care					Member within the Discipline of Nursing																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
			Applying critical thinking skills and the nursing process to assess, analyze, plan, implement and evaluate nursing care.	Demonstrating clear, accurate and objective documentation of patient status and nursing interventions.	Employing interpersonal and therapeutic communication skills in working with clients, families and members of the health care team.	Practicing appropriate technical skills in administering safe nursing care.	Demonstrating caring behaviors and considering the uniqueness of the client by allowing participation in their plan of care, providing for privacy and maintaining confidentiality in health care matters.	Employing principles of teaching and learning in collaborative approach to support the client, family, and significant others to maintain or reach an optimal level of functioning and to promote practices that foster health.	Examining values, beliefs and practices of different cultures and subcultures in planning nursing care.	Practicing managerial skills in prioritizing, administering and delegating nursing care.	Demonstrating knowledge of roles and functions of members of the health care team in relation to their own role.	Promoting and evaluating the use of cost efficiency measures implemented by team members	Administering nursing care in a manner, which demonstrates an awareness of legal/ethical responsibilities while adhering to the current standards of nursing practice.	Recognizing and accepting responsibility for personal and professional growth.	Identifying the need for and promoting the client's dignity, choices and rights.	Promoting the professional image of nursing and participating in the advancement of the profession.	Incorporate comprehensive knowledge from all courses to providing holistic nursing care.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
Courses			IRA	IRA	IRMA		IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA	IRA