Annual Department Report

Nursing Programs Department
Associate Degree in Nursing 391
And Practical Nursing 373

Document Prepared By:
Shelly Richter

Year of Report
2011 – 2012
Please describe in detail your accomplishments for this past year. Your 2011-2012 Departmental goals are included on page 4. Data to support your information is required. This report serves too combine both Perkins reporting and year end departmental planning.

Accomplishments

Curriculum

1. CARPS Updates

 Please list the courses for which you updated or plan to update the CARP during the 2011/2012 academic year:

- AD 230
- AD 232
- AD 248
- AD 243
- AD 245
- AD 250

 Please list the courses for which you plan to update the CARP during the 2012/2013 academic year:

- AD 258
- GH 125
- GH 126
- PN 132
- PN 135

2. Program/Curriculum Changes

Document the following for the 2011/2012 academic year. If something does not apply, indicate N/A:

- New, revised or discontinued courses:
  N/A

  PERKINS PROGRAM IMPROVEMENT PROJECT? ☐ YES ☐ NO

- New, revised or discontinued programs:
  N/A

  PERKINS PROGRAM IMPROVEMENT PROJECT? ☐ YES ☐ NO

- New, revised or discontinued certificates:
  N/A

  PERKINS PROGRAM IMPROVEMENT PROJECT? ☐ YES ☐ NO

- New, revised or discontinued degrees:
  N/A

  PERKINS PROGRAM IMPROVEMENT PROJECT? ☐ YES ☐ NO

- Courses or Programs approved for online:
  GH 125 Intro to the Structure and Functions of the Human Body
• Highlight any new or exciting curricular or co-curricular activities within courses or programs:

  - QSEN – Quality and Safety Education for Nurses - Committee dedicated to evaluating and implementing Nursing Program requirements/suggestions that came out of the Robert Wood Johnson and Institute of Medicine Report involving nursing education on safety measures and quality improvement. Collecting data on each individual course to identify what is being done in the area of patient safety and quality improvement, and evaluate what should be implemented.
  
  - Simulation – Continued expansion and implementation of simulation, both low and high fidelity, in additional theory and clinical/lab courses. Simulation Committee has researched other labs, working on scenario development, ideas for integration, use of electronic medical records, and working with QSEN committee to understand what can be implemented in terms of patient safety measures.
  
  - Community-Transcultural Courses – Students now identifying top three choices for clinical sites and service learning, as opposed to randomly being enrolled. Almost all students are given first or second choice which has improved student feedback and overall commitment to the course and service learning.
  
  - First Study Abroad took place in Aug 2011 in Costa Rica with 18 students earning credit for AD 248 and AD 258. The student feedback was excellent. A second trip is scheduled for Aug. 2012 with 12 students enrolled.
  
  - UPNDC – Union of Prospective Nurses in a Diverse Community – Mentoring program continues to provide support to minority nursing students through assigned mentors from the community.

PERKINS PROGRAM IMPROVEMENT PROJECT? □ YES  X NO

(QSEN, Simulation, UPNDC)

• List any courses for which a Service Learning component has been added:

  While Service-Learning remains a requirement of AD 248 and AD 258, to assist students in completing the required paperwork to receive Service Learning credit, (students are otherwise, often unaware of the need to complete paperwork), faculty are providing these forms at the beginning of each course.

PERKINS PROGRAM IMPROVEMENT PROJECT? □ YES  X NO

• List and new articulation or transfer agreements that have been developed:

  Davenport University – RN to BSN Articulation Agreement signed in September 2011 that includes the opportunity for students on the waitlist, who have completed all 100 and 200 level courses, to be able to take additional, Non-Nursing courses at Davenport. This ultimately enables students to complete more coursework towards a BSN prior to actual completion of our program.

PERKINS PROGRAM IMPROVEMENT PROJECT? □ YES  X NO

PERKINS REPORT COMPONENT: Describe the contributions of the Advisory Committee to program/course improvements: S:\School of Workforce Development\Workforce Development\PERKINS\Advisory Committees-2011-12\Nursing
See meeting minutes available through link above – The Advisory Committee continues to provide ongoing guidance and support including suggestions for curricular changes, support for re-evaluation of the nursing program entrance exams and limiting the number of times a candidate can take these, and feedback on improving student success both as a student and then ultimately, as a graduate. The Advisory Committee also provided invaluable feedback related to student clinical placement opportunities, interview strategies and job opportunities for our graduates, as well as preparing students for continuing education, such as a BSN.

PERKINS REPORT COMPONENT: Discuss any work that has been done on a Program of Study. What are the outcomes of this work and next steps?
NOT APPLICABLE (Fiona - this was already written in here?)

PERKINS REPORT COMPONENT: Summarize program/course improvements not mentioned above:

Conferences attended this year by several faculty illustrated how various types of technology are being integrated into nursing curriculum, specifically around simulation. Faculty attending such conferences provided feedback to the department which has supported our ability to further incorporate improved simulated learning opportunities for students in a safe, yet meaningful environment. Another emerging conference topic that attendees shared involved Concept Based Curriculums. Several nursing schools and even a few states (i.e. North Carolina), are moving towards a Concept Based approach to teaching. This information is being considered as we begin an evaluation and update of our current curriculum in both the AD and PN programs, as well as the combined first level courses.

3. Faculty & Staff

Describe any faculty & staff accomplishments:

- 4 New Full-time Temporary Hires have recently completed the New Faculty Institute at GRCC (Heather Mol, Angela Shuart, Pat Empie, and Nancy Grossman)
- Heather Mol has been awarded her MSN from Stony Brook University in May 2012
- Laurie Arnswald completed her DNP from Madonna University April 2012
- Kay Ramer will complete her DNP from Madonna University in June 2012
- Dawn Zuidgueest-Craft received approval for GH 125 to be taught Online
- Sherry Knoppers, Margaret Bowles and Laura Moody participated in the first Nursing Student Study Abroad in Costa Rica
- Sherry Knoppers has been recognized for her work with Academic Service Learning and Study Away Programs at GRCC
- Laurie Arnswald completed the Grant Writing Workshop in October

List any awards, presentations, publications:

- Deb Veltkamp and Marie Burns led a breakout session on Simulation at GRCC’s 2012 Faculty Learning Day
- Sherry Knoppers led a breakout session on Academic Service Learning at GRCC’s 2012 Faculty Learning Day
- Sherry Knoppers presented at 16th Annual Service Learning and Civic Engagement Institute in January 2012
PERKINS REPORT COMPONENT: Describe any professional development activities for faculty or staff within your department that contributed to program and curriculum development and/or revisions? [S:\School of Workforce Development\Workforce Development\Trip Proposal\2011-12\Trip Proposals - Part II\Nursing]

Nursing Department Faculty Professional Development Sessions:

- September 2011 introduced a new trend in nursing education involving Concept Based Curriculums, as opposed to the more traditional approach of a Content Based Curriculum. This has been helpful as the department continues to work on the beginning steps towards evaluating the current curriculum and identifies areas for revision. An additional presentation gave faculty the opportunity to learn about the DNP degree and program and its significance to nurse educators and the nursing profession.

- Jan 2012 focused on Simulation allowing faculty to take on roles of the student in a variety of simulation scenarios to gain better understanding of how some courses are utilizing simulation and how it can be integrated into other areas of the curriculum.

Conferences, Seminars and Workshops attended by faculty that have provided insight into curriculum, integration of simulation, teaching strategies, improving attrition rates, trends in nursing education and health care issues, etc.

- September 2011 - National League for Nursing Annual Education Summit (Deb Veltkamp, Sammye Zollman, Laura Moody, Jeanette Lochan, Shelly Richter, Margaret Bowles)
- October 2011 – Diabetes Professional Development Day (Glenie Hamersma), Professional Grant Writing Workshop (Laurie Arnswald), Trends in Occupation Studies Annual Conference (Shelly Richter, Deb Veltkamp, Cora Beute)
- November 2011 – Embracing Diversity in Student Nurses; What is the Role of Nursing Faculty (Shelly Richter, Jeanette Lochan), NOADN (National Organization for Associate Degree Nursing) Annual Convention (Marie Burns), Multiple Myeloma Highlights for Advanced Practice Nurses (Glenie Hamersma)
- January 2012 – Service Learning and Civic Engagement; Michigan Campus Compact (Sherry Knoppers)
- February 2012 – MCNEA (Michigan Council of Nursing Education Administrators) Annual Conference; Partner in Learning – Influencing the Future of Nursing (Cora Beute, Shelly Richter, Deb Veltkamp, Pat Empie, Nancy Grossman, Samyze Zollman)
- March 2012 – Midwest Institute for International Intercultural Education 19th Annual Conference (Sherry Knoppers), American Association of Critical Care Nurses Conference – Sepsis and Septic Shock (Deb Veltkamp)
- April 2012 – Spectrum Health Cancer Nursing Conference (Glenie Hamersma)
- May 2012 – Challenging Geriatric Behaviors (Glenie Hamersma), Standardized Patient Workshop for Faculty and Staff (Karen Stanfield), Oncology Symposium (Glenie Hamersma), Neurosciences Symposium (Glenie Hamersma)

Describe any faculty/student advising that occurred. Does this work relate to the departmental plan? Was this work effective?

Nursing Advising Days are held two days per month during the Academic Calendar year (Fall and Winter Semesters), averaging 8 students per month. Advising days are open sessions (no appointment needed) with a faculty member available for advising. Both current and prospective students are welcome. Information about Advising Days is available on the Nursing programs website and is also posted throughout the GRCC campus.
PERKINS REPORT COMPONENT: Describe how EOL/Release time positions have contributed to your program outcomes? 

With over 300 students in nursing classes that run year round, (three semesters, as opposed to following a two semester academic calendar), the Clinical Placement Coordinator plays an important role in ensuring the continual progression of students through the program. This, not only includes identifying and selecting clinical sites through the area’s Clinical Placement Consortium, but also the knowledge that these sites will meet the clinical course objectives. The person in this role also works closely with the Nursing Programs Director to monitor cohort size and attrition, ensuring that accurate numbers, in terms of course sections, are available for student enrollment. Further, the Clinical Placement Coordinator supports the nursing programs, and ultimately the departmental goals by working directly with students that have been unsuccessful in a course or who stop out of the program for personal reasons. It is important, that as an academic program, we work with such students in an efficient and organized manner, as getting these students back into the appropriate courses promotes student success and improves attrition rates, thus supporting departmental goals, such as decreased student attrition and degree/certificate attainment. The position of Clinical Placement Coordinator ultimately aligns with the College of Workforce Development at GRCC as this position clearly plays a supportive role in the nursing department’s achievement of several Core Indicators, namely 1P1, 2P1, and 3P1.

4. Department

Provide an update on any accreditation activities or plans. Do you plan to pursue accreditation?

Michigan Board of Nursing Approval September 2011 (Annual Approval and is based on NLNAC Accreditation)
NLNAC Re-Accreditation received in 2010 and approved through 2018.

Describe any new department/program specific partnerships or grants:

Ongoing work with GVSU and MCC on HRSA grant for Disadvantaged RN to BSN Candidates

Describe any department/program projects or initiatives not previously mentioned:

RN to BSN School Fair was planned and organized by the nursing department. This event took place in February 2012 and was well attended (over 125 students) by students in the nursing programs and on our waiting lists. It provided an opportunity for students to work with representatives from RN to BSN schools and set up an academic plan that leads to enrollment into a BSN completion program upon graduation from GRCC. Excellent feedback was received both from the BSN programs, as well as from the students who attended.
A. **2011-2012 Goals**

List the 2011-2012 goals here along with a progress update for each:

**Nursing: Shelly Richter**

1. Continue to create opportunities for graduates of GRCC’s nursing program to smoothly transition to other colleges or universities in an effort to pursue higher education and additional degrees. The nursing department, led by the Director, will seek to set up full Articulation agreements with one or two additional institutions for RN to BSN and/or RN to MSN programs.

   **Update:** GRCC Nursing Department established an Articulation Agreement with Davenport for the RN to BSN program. This Articulation Agreement extends to students on the nursing programs waiting list and enables them to take advantage of this collaboration with Davenport by taking all non-nursing courses that can be applied towards a BSN at Davenport.

2. Graduation completion rates (150%) for the AD program will remain at or above 70%, PN program completion rates will reach 60%. Additional study and analysis will be done to identify barriers and patterns in unsuccessful students, using admissions information, student survey, and instructor feedback and course/curriculum trends. Student success will also be evaluated to identify trends in successful students, support systems, and appropriate interventions.

   **Update:** In the process of gathering data in this area, it has ultimately led to more questions. Thus, still in the process of gathering more data such as trends or patterns in students who are successful or unsuccessful (ie, grades in beginning level nursing courses, including NUR 101 and how it correlates to their success in NUR 103). Also, now including a question on grad surveys and follow up calls, that asks students to identify what made them successful. Discussion have been underway about conducting exit interviews for students who have been unsuccessful, to again identify if patterns or trends exist or if there is a specific time that faculty could implement interventions aimed a helping students achieve success.

3. Revision of New Nursing Student Orientation to create a more interactive and informative learning day. The objectives for Revised Orientation would include a tour of Health Education Lab and bed labs, small group question and answer/discussion with current students and faculty, opportunity for purchasing lab coats and kits, sample of clinical days, times and expectations, study skills and test taking strategies, as well as tips for overcoming test anxiety.

   **Update:** Some revisions to New Student Orientation have been implemented, though the time frame does pose somewhat of a barrier in adding more content. Currently, orientation runs approximately 4hrs with some time spent with nursing liaison for the library, and the remainder spent with nursing director and clinical coordinator. The Health Education Learning Lab Coordinator has worked with Nursing Program Director to develop and implement workshop that was piloted in the Fall. This was an optional workshop offered to all incoming nursing students that met for 4 half day sessions, and reviewed A&P content, medical terminology, math and writing skills, study strategies, and provided a general introduction to the staff and resources of the Health Lab. Student attending this gave positive feedback and informal tracking has been positive in terms of these students remaining in program. Health Lab Coordinator was willing to try offering again and thus did so for Summer 12 students (offered during finals week with 16 attending) and will run another prior to the start of Fall 12 semester. As with the original group, the intentions are to track the performance of these students. Some of these students have also agreed to attend orientation as part of the student panel presentation to share with incoming students their experience. Though not available for purchase, information about lab coats, scrubs, and equipment is shared with students at the orientation.

4. Set up a Nursing Adjunct Office and Support Center within the department. An office within the department will house available computers, phone and resources that will be open and available to Adjunct. This office will be located near the Nursing Programs Secretary and Program Director to enable them to easily provide additional assistance. Resources will include phone numbers, teaching tips, sample coursework and guidelines, examples of when and how to take disciplinary action and at what level, and professional development opportunities within the college.

   **Update:** Due to all faculty offices being used by Full-time faculty this year, dedicating an actual office to adjunct was not feasible, however, all adjunct have been assigned an office to work out of. Some work has been completed in terms of updating the Nursing Faculty Handbook and we have continued to gather...
information and resources that are helpful in guiding a new adjunct, but as a department, it is agreed that this work needs to be ongoing and will carry over as goal for 2012-2013.

5. Identify areas within the curriculum that need updating and/or revising. These areas will be clearly identified by end of the first semester (Fall 11), with the actual revision/work beginning in the second semester (Winter 12). Feedback from QSEN, NLNAC and NOADN conferences will provide additional insight into necessary curriculum updates.

Update: This continues to be ongoing work and at this time due to the potential cost constraints with hiring a curriculum consultant for the beginning stages or a “needs assessment”, the faculty agreed to begin work on this process using the tools provided by the NLN for doing such. Work on curriculum evaluation then, will continue next Fall 2012 on the September and October agenda.

6. Develop a plan/process for implementing Student Mentor program. Students will be assigned a Faculty Mentor at orientation who will provide support throughout the program as needed. Ideally all students will be assigned, though not all will require the same degree of support. The logistics and ability to fully implement such a program is still being considered, though the intent would be for faculty would be to make contact with assigned students at the beginning of each semester and on a follow-up basis as needed. Research suggests that students may be more likely to succeed when shown support from an assigned faculty mentor.

   a. Coordinate & Maintain Nursing Mentor program for underrepresented students. This targets particularly those from disadvantaged backgrounds. (Perkins-Lochan)

   Update: UPNDC Student Mentor program continues to receive positive feedback from participating students and the Coordinator (Jeanette Lochan) requests to continue this work for minority students. See Perkins Reports for more information on this work and outcomes. Mentoring for all nursing students remains in the planning stages with some things taking place. A new question was added to the grad surveys that asks students if the opportunity for a mentor to be assigned at the beginning of the program was available would they have appreciated and/or utilized this option. And if so, would they prefer the assigned mentor be a student or a faculty member? Early results on this illustrate that students would indeed appreciate a mentor, though the responses are equally split on who this mentor should be (faculty or student). At this time, the nursing department does not have a formal set up for assigning mentors to students (other than UPNDC for minority nursing students), however there are often students requesting one to the nursing programs director. To meet the needs of these individuals, the director identifies current students, faculty, and recent graduates who would be willing to act as a mentor and initiates this contact for the student. While no formal tracking of this has been done to date, students do offer positive feedback and appreciation. Student Mentoring work will continue as a goal in the 2012-2013 year as well.


   a. Implement Clinical Simulation for OB and PEDs clinical using the Noelle and Baby Hal Birthing Simulator. Faculty (to be named) will attend training sessions for use of Birthing Simulator. Evaluation of clinical simulation will include student performance in class/clinical based on identified objectives, as well as on written exams. Further evaluation will be done using student feedback. Faculty trained for Birthing Simulator will provide a demonstration of clinical simulation assignment and make suggestions for use in additional courses, at faculty meeting at the end of academic year.

   Update: Zollman replaced Levi on the Committee and it should be noted that Jodie Boelens, Health Education Learning Lab Coordinator was also a committed member of this team. Committee work included ideas and strategies for implementing simulation, necessary equipment, including computer programs for simulating electronic health records, development of a Nursing Simulation Lab Faculty Coordinator Job Description, and opportunities and ideas for sustained funding of a Simulation Lab. See Perkins Report for more information and outcomes related to this project.

8. Quality & Safety Ed for Nurses (QSEN) coordination, develop & implement competencies into curriculum (Perkins-Burns, Knoppers, and Beute)

   Update: The QSEN has worked on the technology piece of the project and has implemented a pilot project for evaluating nursing student resources on hand held devices. This committee has also worked individually with the lead instructor in each course to identify areas within the curriculum that follow the recommendations for implementing education in safety as well as quality improvement. The information gathered from these interviews and feedback, also illustrates areas that need improvement, or areas in which our curriculum needs additional content in safety and quality improvement. See Perkins Report for more information and outcomes related to this project.

9. Faculty will participate in a departmental professional development learning day each semester. This will provide the opportunity for faculty to share experiences and information learned from conferences, including
those specifically related to simulation.

Update: Nursing Faculty Professional Development Sessions were held in September 2011 and again in January 2012. Sessions included topics included Content Based Nursing Curriculums, Doctorate of Nursing Practice Degree options, and Integrating Simulation into Clinical. It is planned that the schedule of these professional development days (1 each semester) will continue for 2012-2013.

10. The nursing department will communicate via email to students on the waiting list, for either nursing program, at least once or twice during the academic year. This communication will convey updates about the program, available scholarships, scheduled Advising dates, highlight graduate success stories and share information regarding Articulation Agreements with BSN programs.

Update: The nursing programs director sent a letter to students on the AD waiting two times in the last year updating them on changes in the nursing department, upcoming events, and opportunities related to RN to BSN programs. While it is the intent of the nursing program to continue to communicate biannually with those students on the waiting list, the cost of such mailings may become a barrier.

B. 2012-2013 Goals

List 2012-2013 goals here:

1. Graduation completion rates (150%) for the AD program will remain at or above 70%, PN program completion rates will reach 60%. Continue to study and analyze existing and/or potential barriers and patterns in unsuccessful students, using admissions information, student survey, and instructor feedback and course/curriculum trends (i.e. NUR 101 grades). Student success will also be evaluated to identify trends in successful students, support systems, and appropriate interventions. In addition, will also conduct exit interviews as able, to understand why students leave the program. Explore strategies for earlier intervention with at risk students or those who have been unsuccessful in a course. Re-evaluate requiring underperforming students to participate in a scheduled integrated tutorial support class.

2. Identify if HESI Entrance Exam, specifically Math, is serving the purpose of identifying students who have a foundation in math that will support their ability to be successful with the nursing math/drug calculations that will be expected throughout the nursing curriculum. Identify the number of times a prospective student is able to take the HESI exam.

3. Curriculum Evaluation; Faculty will identify whether or not a curriculum revision is necessary and if so, a plan, including time frame, will be developed. All nursing faculty will complete the Report Card from the NLN Curriculum Evaluation Toolkit, for their respective courses, and participate in faculty meetings dedicated to discussing their findings.

4. Complete a New Nursing Faculty and Adjunct Faculty Resource. This could be a tool kit, folder, link on computer, etc, but in any format, the intent will be to provide new faculty with a general list of what to expect, what to do in terms of parking, office, phone, ID badge, etc. Course specific information could also be provided in such a format, or via a separate “course” in Blackboard that would be accessible for instructors assigned to a given course.

5. A process will be set up for assigning nursing students to a mentor. Further assessment will be needed to determine if all students will be offered the opportunity to be assigned a mentor or if mentors will be assigned only to those students who request one through their instructor or the nursing programs director. The ability to assign mentors to students may be limited due to the number of available mentors, as well as the likely need for some degree of formal training for mentors.

6. Nursing Simulation Lab Faculty Coordinator position will be posted and filled by a qualified applicant. At least 2 new simulation scenarios/exercises will be developed and implemented with objectives that address course outcomes, but those of QSEN recommendations, as well. (Quality & Safety Ed for Nurses (QSEN) coordination, develop & implement competencies into curriculum (Perkins- Burns, Knoppers, and Beute))

7. Nursing Faculty will participate in a departmental professional development team building day with a focus on
Curriculum Evaluation and Design off Campus on Tuesday November 20, 2012 pending Perkin’s funding approval. In addition, professional development sessions will be scheduled for one Friday afternoon each semester. This will provide the opportunity for faculty to share experiences and information learned from conferences, seminars, and continuing education workshops.

8. While the nursing department, led by the director, will continue to create opportunities for graduates of GRCC’s nursing program to smoothly transition to other colleges or universities for additional nursing degrees, even more important will be to make sure that students are informed of such opportunities. This will include making all students aware, including those in the programs and on the lists. Will seek to set up full Articulation agreements with one or two additional institutions for RN to BSN and/or RN to MSN programs.

C. 2012-2013 Perkins Request Form: 2012-2013 Perkins request form
Please complete the 2012-2013 Perkins request form as necessary/appropriate given your stated goals.
Please attach the Perkins Curriculum Development Projects Excel Spreadsheet to this report (separate email attachment is fine)
See Additional Perkin’s Request Form Attached

Program & Curriculum Assessment

Please report on outcomes separately if program has both an Associates Degree and a Certificate

A. 2011-2012 Assessment
This year all departments and programs are writing Program Outcomes, Program Learning Outcomes, and choosing an Assessment Project to work on. You should have received the template for reporting this information from Patti Trepkowski. This form is also included on the next page for your convenience. You can simply cut and paste the Program Outcomes & Assessment grid that you will be sending to Patti once it is finalized (replace the blank grid on the next page with your completed grid).

B. Other Assessment Activities
Please describe any other assessment activities in which this department or program was involved this year.
Assessment activities are included in the following Program Outcomes and Assessment Report Form or as part of 2012-2013 Departmental Goals.
C. Program Outcomes/Perkins Core Indicator related projects
List and describe your 2012-2013 improvement projects here and describe what core indicators/program outcomes they will improve. S:\School of Workforce Development\Workforce Development\PERKINS\CORE INDICATOR LEVELS\October 2011\Nursing

Due to the lengthy wait lists for the nursing program it is difficult to market towards immediate improvement of the 5P1 Core Indicator, however, we have taken steps to improve the retention of underrepresented gender groups. These efforts include UPNDC and placing males in the same courses, labs, as able to provide them with additional peer support. Other Program Outcome and Perkin’s Core Indicator Improvement plans are included as part of Program Outcomes and Assessment Report Form or as part of 2012-2013 Departmental Goals.
## 2011-2012 Program Outcomes and Assessment Report Form

Use this form to compile the Program Outcomes, Program Learning Outcomes, and Assessment Project description and methods.

When you have completed your planning, fill out the following form and email it to ptrepkowski@grcc.edu.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Program Outcomes</th>
<th>Student Learning Outcomes at the Program Level and Associated ILOs</th>
<th>Assessment Project Description</th>
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| Associate Degree Nursing (Shelly Richter) | From GRCC’s ADN Program:  
1. Graduates will demonstrate competent nursing skills necessary for employment as entry level registered nurse with 70% of those entering in a given year graduating within 150% of the program length.  
2. At least 90% of graduates will pass the NCLEX-RN exam on first attempt.  
3. At least 90% of graduates will obtain employment in nursing | Upon completing the program students will be able to:  
1. Clinical Decision Making: Develop a plan of care based on the integration of data/information/knowledge to assure health care that promotes wholeness in body, mind and spirit. (Communication & Critical Thinking Skills ILOs)  
2. Caring Behaviors: Utilize caring behaviors and actions to assist individuals and groups to progress toward mutually established goals. (Social Responsibility & Critical Thinking, Communication Skills ILOs)  
3. Communication: Facilitate a holistic approach to client-centered care through effective interpersonal relations and partnerships (Social Responsibility & Communication Skills ILOs). | Student Learning Outcome to be assessed & specific objective/competencies (if applicable)/ILO to be assessed:  
Caring Behaviors: Utilize caring behaviors and actions to assist individuals and groups to progress toward mutually established goals. (Social Responsibility & Critical Thinking, Communication Skills ILOs).  
Students will implement individual client interventions according to standards of care while maintaining standards of safety.  
Specific Outcome Assessed:  
1. Students will demonstrate accuracy with drug calculations both in theory class work/tests and in the clinical setting |
| Teaching and Learning: Provide health education for individuals and/or groups to promote informed decisions, desired outcomes and self-care activities. (Communication & Critical Thinking Skills ILOs) |
| Managing Care: Coordinate client-centered care for individuals and groups in diverse settings. (Social Responsibility & Critical Thinking ILOs) |
| Professional Role: Practice within the ethical and legal regulatory frameworks of health care (Social & Personal Responsibility ILOs) |

**Assessment Project description:**
All courses in AD program will reinforce basic math and drug calculation skills. All courses with the exception of NUR 102, AD 168, AD 248 and AD 258 will include drug calculation math problems on all tests and exams. Student performance on such questions will be at or above 95%.

**Assessment Methods:**
Direct/Indirect Measures of Student Learning

Departmental Committee will evaluate current use of HESI Math Entrance Exam for usefulness and student preparedness and suggest potential changes to admissions requirements related to math cut-scores.

Committee will evaluate need, potential outcomes in implementing competency math tests at the end of each level.

All Students will take practice NCLEX exam which will demonstrate math/drug calculation performance at 95% or higher.

**Data Collection Strategies**
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<th>Data Analysis/Reporting Strategies</th>
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<td>Assessment Timeline</td>
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<td><strong>Practical Nursing</strong></td>
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<td>11. Managing Care:</td>
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<td>12. Professional Role:</td>
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Assessment Methods:

Direct/Indirect Measures of Student Learning

Departmental Committee will evaluate current use of HESI Math Entrance Exam for usefulness and student preparedness and suggest potential changes to admissions requirements related to math cut-scores.

Committee will evaluate need, potential outcomes in implementing competency math tests at the end of each level.

All Students will take practice NCLEX exam which will demonstrate math/drug calculation performance at 95% or higher.

**Project 2**

**Program Outcome Assessed**

Graduates will demonstrate competent nursing skills necessary for employment as entry level practical nurse with 60% of those entering in a given year graduating within 150% of the program length.

Assessment Activities & Strategies:

Track cohorts of admitted LPN students for...
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<td>accuracy of program completion statistics.</td>
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<td>Consider implementation of Mentor Program that includes all PN students as opposed to only those from minority groups.</td>
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<td>Consider requiring Exit Interviews for students who are unsuccessful or chose to drop out of program.</td>
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<td>Identify what makes students successful – student feedback. Consider obtaining this information from question posed on Grad Surveys.</td>
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<td>Evaluate Student Preparedness for entry to college course work. Track performance in required pre-nursing courses.</td>
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