



## NURSING PROGRAM REVIEW

MARCH 19, 2008

## **1. Program description and scope**

a) The Ohlone College Nursing Program is a two-year community college program, offering educational experiences beyond high school. With an open enrollment, students come from not only Fremont and Newark, but from surrounding counties as well as Alameda, Santa Clara, Contra Costa and San Joaquin counties. The most recent recession and identified predicted nursing shortage has increased unemployment, adding to the number of students seeking a second career.

b) The purpose of the nursing program at Ohlone College is to prepare beginning practitioners who will function in the common domain of registered nurse practice after licensure. Graduates are prepared to care for a group of patients within a variety of structured health care settings, to collaborate with other health professionals, and to carry out independent, dependent, and interdependent nursing measures. Graduates are also prepared to continue learning through experience and education. In addition, the graduate is expected to participate in the development of the profession through engagement in the mentoring role and through affiliation with professional organizations. The faculty supports education and practice in nursing at its multiple levels. The faculty recognizes that the scope of practice for all levels of nursing is influenced by a variety of factors, both within and external to the nursing profession. Clinical experiences are selected to expose students to diverse socio-economic populations, diverse multi-cultural and high-risk populations, and management of patients from birth to death.

c) The role of the nurse has become increasingly diversified, requiring the registered nurse to possess an ability to critically think, supervise and manage the care of increasingly complex patient populations and to access information from a variety of technical communication systems. Students are expected to utilize technology in the classroom and clinical settings. Many homework assignments as well as clinical assignments require electronic format. Utilizing the WEBCT platform, several courses require students to post journals. Other courses use discussion boards to support the teaching and learning process. Online modules and exercises are currently being added to new courses. All course examinations are computerized, using the WEBCT platform.

d) The Registered Nursing program relies heavily on the availability of general education as well as required pre-requisite courses. The nursing program periodically collaborates with faculty of other disciplines to review course content to assure content is relevant to the nursing curriculum. Beginning in Spring 2008, nursing faculty will be corroborating with environmental studies, speech, English and math faculty to develop ways to integrate nursing concepts into these required courses.

e) The nursing program was established in 1972. Since that time, the program has formed strong relationships with Washington Hospital and Kaiser Permanente. Many of our graduates are employed by these health care facilities. For the past 10 years, the students continue to participate in Flu injection clinics, offered by the City of Newark, Washington Hospital and Kaiser Permanente. Currently, the nursing program is the final year of a five year \$1.5 million grant from Washington Hospital.

## **2. Relationship to Ohlone College Mission and Goals**

The Registered Nursing Program supports six of the eight identified college goals.

### **Goal One: Promote appreciation for and understanding of diverse races and culture by expanding the diversity of college personnel, international education offerings and exchanges cross cultural curricula and ethnic/cultural events**

Cultural diversity as defined by the Ohlone College Registered Nursing Program includes cultural group perspectives in relation to ethnicity, disability, age, gender, sexuality and religious orientation and affiliation. These perspectives are integrated throughout each course in the nursing curriculum. Perspectives related to culture, ethnicity, disability and religious/spiritual orientation and affiliation are found in the Cultural Diversity Thread. Perspectives related to age, gender, and sexuality are found in the Human Maturation Thread. Additional perspectives related to age, gender, and sexuality are found in N105, Mental Health and Gerontologic Care and N 303 Nursing Care of Women and Children..

In the United States, migration has become the dominant characteristic of our time. Many people have continued to carry on their traditional customs and culture from their native lands, and health and illness beliefs are deeply entwined within the cultural and social beliefs that people have. Nurses may be confronted with patients whose cultural background is foreign to them. In order to be providers of care, nurses must be sensitive to the beliefs and needs of their patients. Ohlone nursing students are taught “know their patients” as opposed to knowing about them thereby allowing them to respond adequately to the situation at hand. In order to understand health and illness beliefs and practices, our students are taught that it is necessary to see the person in his unique socio-cultural world. The primary objective of the nursing curriculum is to prepare competent professional practitioners who have the ability to identify and use a variety of strategies to reach a given goal, the ability to use the resources of a variety of social systems (which include ethnic and racial subsystems within society), and the ability to engage in effective reality testing which includes a sophisticated understanding of the diversity of the world. Teaching students to respond to the cultural needs of patients is a practice that is evident throughout the nursing curriculum. Students will learn to understand how to meet the needs of the culturally diverse population by demonstrating self-awareness, sensitivity, and skill.

### **Goal Two: Develop across the curriculum the Learning College Model, utilizing methods and technologies that hold the most promise for improving student course and program completion success rates.**

Carrie Dameron developed and offered N 119: Strategies for the RN Student. This online course helps prepare potential nursing students for the expectation and demands of the nursing program.

Sharon Briggs developed and offered N210: Study and Test Taking skills for the Associate Degree Nursing Student. This hybrid course helps to prepare potential and current nursing students for the expectation and demands of the nursing program.

Kathy Dewan and Sally Scofield developed and offered N 310: Clinical Skills Review. This course emphasizes remediation/skill development of nursing students as they transition into the second, third or fourth semesters of the nursing program. Online strategies and simulation are incorporated into hands-on medication scenarios. Students report increased self confidence and abilities at the completion of the review.

Sharon Briggs has recently enhanced Nursing 118 on success strategies for students currently enrolled in the nursing program. This course incorporated on-line exercises along with group meetings.

Gale Carli, Director of Nursing and Janet Corcoran, Nursing Counselor offer pre-nursing workshops. During these 2 ½ hour sessions, the pre-nursing students are advised on the admittance policy, required coursework as well as expectations of the nursing curriculum once students are admitted.

The faculty made a commitment to incorporate simulation as a means of developing critical thinking for clinical judgment. Many nursing courses currently have simulation and by next fall every course will have simulation incorporated.

The entire nursing curriculum requires the use of on-line testing. By doing so, students are better prepared to take the required NCLEX-RN, the national licensure examination, which is only offered on-line.

**Goal 4: Provide continuous learning for all personnel associated with the district and promote an organizational structure that is adaptable, collegial and supportive of the Learning College community**

In order to stay abreast with cutting edge teaching/learning strategies, four faculty members have attended workshops and training sessions regarding how to implement human simulation into nursing curriculum. The training sessions offered training in the development of scenarios and how to program the simulator and run a scenario. Part I of the training teaches debriefing techniques. Part II of the training entails advanced use of the human simulator. Kathy Dewan, Sally Scofield, Carrie Dameron and Gale Carli attended. The next cohorts to attend include: Kim Stiles, Poonam Khare and Bernadette Vandusen. Since Ohlone College is a member of the Bay Area Simulation Consortium (BASC) the training is offered through this organization and allows the faculty to network with peers in the academic and service community throughout the Bay Area.

Kathy Dewan, Kim Stiles, Debra Franklin and Sharon Davis attended the national Mosby's Nursing Faculty Development Institute held in San Francisco during winter break, January 2008.

All faculty members regularly attend more flex credit activities per semester than required.

**Goal 5: Promote the health, environmental, cultural and economic vitality of the communities served by the district through program of outreach, community service, and partnership ventures**

The N302 students and faculty volunteer to administer Flu Shots at the Siliman Center. This is an ongoing event, which meets the needs of the community as well as to provide these students opportunities to practice their injection techniques.

The Nursing Program Director and Nursing Counselor offer pre-nursing counseling sessions for students interested in the nursing program.

The Nursing Program Director attends various college and hospital career fairs to present information about nursing as well as other Health Science programs.

### **Goal 7: Increase public and private funds for educational programs, equipment and faculties through entrepreneurial activities, grants and the college foundation**

The Dean of Health Sciences and Director of Nursing co-wrote a Capacity Building for Nursing Program Enrollment Grant. This grant will award the recipient with \$300,000 for the first 12 months and \$5,555 annually for each additional enrollment slot above the 05-06 capacities.

The grant money will be used to remodel an existing room into a Human Simulation Lab, increase enrollment, thus assisting with the nursing shortage, pre-diagnostic assessment of students to increase their likelihood of program success, to provide student support

Two additional equipment grants were applied for in December 2007 and January 2008. When approved, an additional \$120,000 will be available to purchase equipment for the nursing skills lab and simulation lab.

## **3. Program Student Learning Outcomes**

Upon graduation, the nursing student will:

1. Qualify for state licensure as a registered nurse by achieving a passing score on the NCLEX-RN
2. Value responsibility for professional development and practice within the ethical and legal framework of nursing.
3. Synthesize principles of the nursing process and critical thinking to assist individuals, families and communities to achieve positive adaptation to change in health or a peaceful death.
4. Synthesize principles of communication to effectively relate with individuals, families, groups and/or colleagues of diverse sociocultural backgrounds in various health care settings.
5. Synthesize principles of holistic nursing practice when providing nursing care for clients at various stages in their life span.

6. Empower individuals, families and the community to develop positive health behaviors through health promotion and teaching.
7. Manage nursing care for individuals, families and/or communities, in collaboration with a multidisciplinary team.
8. Value a commitment to caring.
9. Integrate concepts of nursing practice, across the health care continuum, to provide cost effective care over time.

#### **4. Assessment of Student Success in Reaching Program Outcomes**

The Ohlone College nursing faculty have developed a systematic Nursing Program Evaluation Plan which addresses curriculum structure, nursing courses, faculty peer review, clinical affiliations, nursing committees and an overall program evaluation. The Nursing Program Evaluation Plan provides a systematic process for evaluation methodology, time frame and person(s) responsible are clearly identified. An integral component of this plan is the ability to integrate data for revision of the curriculum. The program evaluation occurs through the review of data collected, occurs annually with all faculty member at the curriculum retreat. Program Outcomes can be found in Appendix A.

### Summary of Total Program Evaluation Activities (Example)

Areas Evaluated	Data and Data Analysis	Action Plan																											
Attrition Rate	<p>Compiled yearly</p> <p>The attrition rate has been higher than faculty are comfortable with. The faculty attributes the attrition rate due to selection of students by lottery.</p>	<p>Chancellor's grant funded a faculty member to meet weekly with student;</p> <p>Student to student mentoring program</p> <p>Full time nursing counselor hired</p> <p>Mental Health counselor available in Student Health Center</p> <p>Selection process changed in Fall 2005 for Spring 2006 class</p>																											
NCLEX Pass Rate	<p>Quarterly reports</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">10/01/07</td> <td style="width: 30%;">100%</td> <td style="width: 40%;">1/1</td> </tr> <tr> <td>07/01/07-</td> <td>86%</td> <td>19/22</td> </tr> <tr> <td>04/01/07</td> <td>100%</td> <td>10/10</td> </tr> <tr> <td>01/01/07</td> <td>95%</td> <td>22/23</td> </tr> <tr> <td>04/04/06</td> <td>100%</td> <td></td> </tr> <tr> <td>01/01/06</td> <td>95%</td> <td></td> </tr> <tr> <td>07/01/05</td> <td>100%</td> <td></td> </tr> <tr> <td>04/01/05</td> <td>100%</td> <td></td> </tr> <tr> <td>01/01/05</td> <td>95%</td> <td></td> </tr> </table>	10/01/07	100%	1/1	07/01/07-	86%	19/22	04/01/07	100%	10/10	01/01/07	95%	22/23	04/04/06	100%		01/01/06	95%		07/01/05	100%		04/01/05	100%		01/01/05	95%		<p>Students take ATI predictor for success at the conclusion of the nursing program.</p> <p>Note: A change to the NCLEX-RN test was implemented in the first quarter of 2007.</p>
10/01/07	100%	1/1																											
07/01/07-	86%	19/22																											
04/01/07	100%	10/10																											
01/01/07	95%	22/23																											
04/04/06	100%																												
01/01/06	95%																												
07/01/05	100%																												
04/01/05	100%																												
01/01/05	95%																												
Resources Survey	<p>Yearly</p> <p>Budget is adequate to meet program basic needs</p>	<p>The program budget has not changed over the past 5 years. Even though Nursing Skills Lab equipment is outdated, this problem will be resolved when the program moves to the new campus in Fall 2008.</p>																											
Course Evaluations	<p>Collected at conclusion of every course</p> <p>Over 90% are positive. No major negative criticisms have been received in the past years</p>	<p>Reviewed by faculty and Assistant Director. Potential course changes are reviewed by Curriculum Committee</p>																											
Employer Survey	<p>Data collected from Fall 2000 through Spring 2004</p> <p>74.6% return on surveys</p> <p>Overall 82% of respondents agreed graduates met performance objectives and 18% agreed that graduates somewhat met performance objectives</p> <p>Data collected from Fall 2004 and Spring 2005</p> <p>70% of respondents agreed that student have a strong foundation for nursing practice.</p> <p>80% of respondents agreed that graduates demonstrated sufficient clinical preparation for beginning nursing practice.</p>	<p>Survey is sent directly to graduate's supervisor; Assistant Director reviews surveys with faculty; one consistent comment is new graduates do not participate on committees. The importance of this is discussed in Management content, N 108. The surveys are sent out 18 months post graduation.</p>																											

<p>Program/Graduate Survey</p>	<p>Data collected from Fall 1998 through Spring 2003 Over 90% of responses are positive</p> <p>Data collected from Fall 2004 and Spring 2005 Of the respondents, 50% stated they were very well satisfied and 50% stated they were well satisfied with the education they received while in the nursing program.</p>	<p>Requires no action. The survey is sent out 18 months post graduation.</p>
<p>Clinical Facility Evaluation</p>	<p>Collected after every clinical rotation Students continually rate clinical experiences as worthwhile and educational</p>	<p>Significant negative comments, if any, are addressed at yearly Advisory Board meetings. Smaller unit specific concerns, if any, are addressed between faculty and Unit Manager.</p>

## NURSING PROGRAM EVALUATION PLAN 2004-2008

AREA	METHOD	TIME FRAME	PERSON RESPONSIBLE	EVALUATION
<b>Curricular Components: (Method)</b>				
<b>I. Philosophy</b>	Review & Revise	Every 3 years (05-08) Curriculum Retreat	All Faculty	
<b>II. Program Goals</b>	Review & Revise	Every 3 years (05-08) Curriculum Retreat	All Faculty	
<b>III. Level Objectives</b>	Review & Revise	Every 3 years (05-08) Curriculum Retreat	All Faculty	
<b>IV. Curriculum Model</b>	Review & Revise	Every 3 years (05-08) Curriculum Retreat	All Faculty	
<b>V. Clinical Evaluation Tool</b>	Review & Revise	Every 3 years (05-08) Curriculum Retreat	All Faculty	
<b>VI. Admission &amp; Promotion</b>	Review & Revise	Every 3 years (05-08) Curriculum Retreat	All Faculty	
<b>VII. Curriculum Guide</b>	Review & Revise	Every 3 years (05-08) Curriculum Retreat	All Faculty	
<b>VIII. Framework</b>	Review & Revise	Every 3 years (05-08) Curriculum Retreat	All Faculty	
<b>IX. Themes &amp; Threads</b>	Review & Revise	Every 3 years (05-08) Curriculum Retreat	All Faculty	
<b>Evaluation Process:</b>				
<b>I. Student Evaluation of:</b>				
<b>A. Theory Instructor</b>	Theory Evaluation	Every 3 years & instructor/director's discretion Annually if non-tenured	FT Faculty	
<b>B. Clinical Instructor</b>	Clinical Evaluation	Every 3 years & instructor/director's discretion Annually if non-tenured	FT Faculty	
<b>C. Clinical Facilities</b>	Student Evaluation of Clinical Agency	Annually	FT & Adjunct Faculty	
<b>D. Skills Lab (if applicable)</b>	Student Evaluation of Skills Lab	Annually	FT Faculty	
<b>E. Course Evaluation</b>	Student Evaluation of Course	Annually	FT Faculty	
<b>F. Overall Program Evaluation</b>	Wrap-up Survey	Completion of program	108/9 Faculty	
<b>II. Peer Review</b>				
<b>A. Faculty</b>	Peer Review Evaluation Tool	Every 3 years and annually if non-tenured (according to Ohlone College policy)	FT Faculty	
<b>B. Course</b>	Course Evaluation Worksheet	Every 3 years (05-08)	FT Faculty	
<b>III. Clinical Agency</b>				
<b>A. Staff</b>	Facility Staff Evaluation of Nursing Instructor Tool	Every 3 years & at instructor/director's discretion Annually if non-tenured	FT & Adjunct Faculty	
<b>B. Faculty</b>	Faculty Evaluation of Clinical Agency	Annually	FT & Adjunct Faculty	
<b>IV. Preceptor</b>	Preceptor Evaluation Tools	At the end of N 108-N 109	Faculty Liaison	
<b>Committees</b>				
<b>I. Curriculum</b>	Evaluation of goals	Annually	Chairperson	
<b>II. Admission &amp; Promotion</b>	Evaluation of goals	Annually	Chairperson	
<b>III. Scholarship</b>	Evaluation of goals	Annually	Chairperson	
<b>IV. Educational Resources</b>	Evaluation of goals	Annually	Chairperson	

V. NSOC Advisors	Evaluation of goals	Annually	Chairperson	
VI. Health Adv. Board	Evaluation of goals	Annually	Chairperson	
VII Ad Hoc	Evaluation of goals	Annually	Chairperson	
<b>Accreditation</b>	BRN Self-Study Report NLN Self-Study Report	Every 5 years (99-05-09) Every 8 years (02-10-18)	All Nursing Faculty & Dean	
Overall Program Evaluation	Nursing Program Outcomes Evaluation Plan Program Review	Annual curriculum retreat  Normally Every 3 years (01-04-07). Delayed in 04 until college outcomes developed. Due in 2008	All Nursing Faculty & Dean	

## **5. Assessment of Program Through Review of the Teaching-Learning Process**

Learning is the process by which behavior is changed as the individual acquires, retains, and applies knowledge, attitudes, skills, or modes of thought. The ultimate responsibility for learning rests with the learner. A person learns when a need or problem is encountered. This need motivates the search for information as the individual progresses toward a goal or problem solution. A by-product of this search is the reinforcement of desire for further learning and an increased belief in one's ability to continue to be successful in learning situations.

Human beings have a natural potential for learning. This desire for expansion of knowledge and experience can be achieved through and built upon the student's previous experience, actively involving the learner in the process, and thereby moving from the familiar to the unfamiliar. Significant learning takes place when the subject matter is perceived by the adult learner as having meaning for one's own purpose. Learning is acquired through the repetition and reinforcement of successful behaviors, which contributes to desired behavior patterns. A variety of opportunities for application of knowledge encourage the learner to develop and apply critical thinking skills. This curriculum is based on the adult learner model.

Teaching is the facilitation of learning and requires valuing the student as a person and understanding the student's learning needs. Learning is facilitated by timely feedback, which is understandable to the learner. Lack of feedback prevents progress and leads to frustration. Essential to the student's ability to incorporate constructive feedback (i.e., to make necessary changes in behavior) is a clearly understood plan collaboratively developed by learner and teacher to meet the learner's individual learning needs. The plan includes objectives, timelines, and evaluation. The Ohlone Nursing program has utilized all of these methods to assess its program. The program is in the process of undergoing a major curriculum revision from this ongoing assessment process. The curriculum revision began in Fall 2007 and will be completed in Spring 2009.

## **6. Assessment of Program Improvement Since Previous Program Review**

The 1998 program review identified several areas that needed improvement. The first dealt with the roles and responsibilities of the Division Dean. With the increasing demands on the Dean's time, it was increasingly difficult for her to intimately stay involved with all aspects of curriculum development and other program items that require the faculty to meet on a bi-weekly basis. The present division hierarchy calls for one Division Dean, one 100% Nursing Program Director and one 20% Assistant Director.

The assignment of dedicated classroom space with audio-visual support was a major concern. This problem has been addressed by assigning nursing courses to classrooms equipped with smart technology. This move allows for group discussions, critical thinking exercises, and use of power point and Internet resources.

Inadequate nursing skills lab space has been an ongoing problem. However, with the move to the NCHST in January 2008, this was alleviated.

Previously, continuing education requirement courses were not considered applicable for advancement on the faculty salary schedule. However, at the time of this report, faculty are able to use continuing education courses after consultation with the Vice President of Instruction and an education plan has been developed.

Three areas still need improvement with no real improvement in sight. Parity is lacking between clinical and classroom loading. This has a huge impact on nursing faculty since so much of their week is spent in the clinical environment. Nursing faculty salaries and benefits are well below comparably educated nurses in the service sector and this directly impacts our ability to recruit and retain qualified full-time and adjunct faculty.

Recruitment of a Nursing Skills Lab Coordinator has been tenuous. This position requires a registered. This position is currently a CSEA position which is paid at a significantly reduced pay scale in comparison to faculty and current hospital salary range. Coverting this position to a faculty position will enable us to attract a higher caliber and skilled applicant pool.

## **7. Describe Review and Dissemination Team Involvement**

The Director of Registered Nursing compiled the initial program review. The program review document was then disseminated to the nursing faculty as well as full time nursing counselor (Janet Corcoran), an advisory board member at Washington Hospital (Martha Giggelman) as well as to English (Teresa Massimo) AND Math (Victoria Lukianoff) faculty members who provide pre-requisite/support courses to the nursing major. The comments were collected and revisions were made.

# APPENDIX A

## Nursing Program Outcomes Evaluation Plan 2006-2007

**Appendix A**  
**Nursing Program Outcomes Evaluation Plan: 2006-2007**

<b>OUTCOME</b>	<b>INDICATORS</b>	<b>METHOD</b>	<b>TIME FRAME</b>	<b>PERSON RESPONSIBLE</b>	<b>EVALUATION</b>
NCLEX Results	>85% pass rate on NCLEX	NCLEX-RN Results report	Quarterly report	Dean of Health Science program receives report and distributes to faculty.	BRN Quarterly Reports: 10/01/07 100% 1/1
			Oct. (Annually)	DON to compile results to identify pass/fail rate by class for BRN annual report Faculty to review annually  Discussion of results to be documented in curriculum meeting minutes.	07/01/07-19/22 86% 04/01/07 100% 10/10 01/01/07 95% 22/23 04/04/06 100% 01/01/06 95% 07/01/05 100% 04/01/05 100% 01/01/05 95%

OUTCOME	INDICATORS	METHOD	TIME FRAME	PERSON RESPONSIBLE	EVALUATION
Admission, Retention & Graduation Rates	Admission standards are set at a level to enroll students capable of program completion:	Database Attrition Rate	Oct. (annually)	Data collected by Division Secretary. Data compiled by DON & report to faculty	The program retention rate is well above the state average of 75%
	– The percentage of graduates is $\geq$ ADN state average (70%)	Student Demographic Report	Oct. (annually)	DON to compile results for BRN annual report & report results to Faculty	<p><u>Fall 2006</u> Asian and Pacific Islander 33% African-American 10% Caucasian 33% Hispanic 13% Filipino 20%</p> <p><u>Spring 2007</u> Asian and Pacific Islander 23% African-American 0</p>

					<p>Caucasian 46%</p> <p>Hispanic 10%</p> <p>Filipino 13%</p> <p>Please note: students are accepted on a random selection “lottery” basis</p>
--	--	--	--	--	--

<p>Admission, Retention and Graduation Rates Continued</p>	<p>100% of students will meet the requirements for an Associate in Science degree</p>	<p>Graduate check</p>	<p>Each semester</p>	<p>Counselors/Registrars to verify completion. Division Dean to report to Faculty.</p>	<p>Every student was seen by the nursing counselor and completion is verified. Early warning system is in place.</p>
<p>Employment Patterns/Grads Work in a Variety of Settings (Employment Rates)</p>	<p>&gt; 90% of grads who desire to be employed as an RN are employed as an RN within 9 months of graduation</p>	<p>Review of tool used</p>	<p>Every 3 years</p>	<p>Admissions &amp; Promotions to distribute, collect, &amp; compile data yearly and give compiled data to DON yearly —Reports to Faculty</p>	<p>All who responded indicated they found employment.</p>
		<p>Graduate survey</p>	<p>12-18+ months post graduation May (annually)</p>		

Program Satisfaction Student satisfaction	>80% of students state they feel satisfaction with program	Wrap-up session and tool	At completion of Nursing Program (each semester)	DON reports to faculty at end of each semester.	DON conducted wrap-up. Notes were taken. Indicators meet for both cohorts who graduated.
Graduate Satisfaction	>90% of graduates state they feel prepared for entry-level practice	Graduate survey	12-18 months post graduation	Admissions & Promotions to distribute, collect, & compile data yearly and give compiled data to DON yearly —Reports to Faculty	<u>Fall 04-Spring 05</u> Respondents rated their preparation as met or exceeded expectation.

OUTCOME	INDICATORS	METHOD	TIME FRAME	PERSON RESPONSIBLE	EVALUATION
Professional Development of Graduates	<p>&gt;70% of graduates will be involved in one or more of the following:</p> <ul style="list-style-type: none"> <li>– Mentoring or precepting students, new graduates, or fellow employees.</li> <li>– Enrolled in BSN/MSN program.</li> <li>– Actively pursuing post-licensure certification.</li> <li>– Membership in a professional organization(excluding collective bargaining).</li> <li>- Pursuing degree in other field</li> </ul>	Graduate survey	12-18 months post graduation	Admissions & Promotions to distribute, collect, & compile data yearly and give compiled data to DON yearly —Reports to Faculty	<p><u>Fall 05</u> and <u>Spring 06</u> graduation tally indicated that 36% of respondents had served as role models;4% belonged to a professional organization;14% enrolled in other degree programs (BSN or MSN); 4% pursued PHN certification; 4% pursued forensic nursing and 4% pursuing critical care certificate.</p>

Critical Thinking  (inquiry, critical analysis, and synthesis)	75% of students at midterm and 90% of students at final evaluation will demonstrate progressively more complex critical thinking skills as identified in the critical thinking section of the clinical evaluation tool.	Clinical Evaluation Tool	Every course	Course instructors forward results to curriculum coordinator at end of nursing course. Results reviewed at annual curriculum retreat.	<u>Fall 2006</u> Indicators met in all nursing course finals. At midterm, goal was short in N 103 and 106.
	75% of students at midterm and 90% of students at final will demonstrate progressive application of knowledge	Clinical Evaluation Tool	Every course	Course instructors forward results to curriculum coordinator at end of nursing course. Results reviewed at annual curriculum retreat.	<u>Spring 2007</u> Indicators met in all nursing courses at final.
Critical Thinking	Group mean will be at or Above 60%	ATI Comprehensive Predictor and NCLEX Outcomes Exam	Each semester	N109 faculty will report results to entire faculty at annual curriculum retreat.	

<b>Outcome</b>	<b>Indicator</b>	<b>Method</b>	<b>Time Frame</b>	<b>Person Responsible</b>	<b>Evaluation</b>
Communication	75% of students at midterm and 90% of students at final evaluation demonstrate satisfactory written and oral communication in theory and clinical	-Clinical Evaluation Tools -Exemplars -Oral presentations -Journaling -Formal written papers	Every course (as applicable)	Course instructors will forward results to curriculum coordinator at end of nursing course. Results reviewed at annual curriculum retreat.	<u>Fall 2006</u> Indicators met in all nursing courses at midterm and final.  <u>Spring 2007</u> Indicators met in all nursing courses at midterm and final.

<p>Nursing Process  (Therapeutic Nursing Interventions)</p>	<p>75% of students at midterm and 90% of students at final evaluation will demonstrate the following:          – Assess the pt’s adaptive and ineffective response to health/illness problems          – Identify priority nursing diagnoses &amp; formulate goals          – Implement interventions which promote optimal health adaptation including: prevention, recovery, rehabilitation, or to support dignity in death          – Evaluate and modify outcomes</p>	<p>Nursing Care Plans Clinical Evaluation Tool</p>	<p>Every course</p>	<p>Course instructors forward results to Curriculum Coordinator at end of nursing course. Results reviewed at annual curriculum retreat.</p>	<p><u>Fall 2006</u> Indicators met in all nursing courses at final.</p> <p><u>Fall 2007</u> Indicators met in all nursing courses at final except for select behaviors in N103 and N 105. See summary sheet.</p>
---	---	--	---------------------	--	--

Teaching	<p>75% of students at midterm and 100% of students at final evaluation will develop satisfactory teaching/health promotion plans:          – Patient &amp; family focus</p> <p>-Group focus</p>	<p>Clinical Evaluation Tool</p> <p>Staff In-service</p>	<p>Every course</p> <p>N 105 &amp; 108</p>	<p>Course instructors          Forward results to Curriculum Coordinator at end of nursing course.          Results reviewed at annual curriculum retreat.</p>	<p><u>Spring 2006</u>          Indicators met for all nursing courses at midterm and final.</p> <p><u>Spring 2007</u>          Indicators met for all nursing courses at midterm and final.</p>
----------	---	---	--	--	---



